



## National Curriculum Framework for Teacher Education (2009) - A Brief Review

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### ABSTRACT

Curriculum is a device to translate national goals into experiences and this curriculum development is an ongoing process that has to be sensitive and responsive to the entire gamut of social, pedagogical and other changes at all levels. After independence numbers of commissions and committees have focused on curricular content along with the role of teacher and implications for teacher preparation too. Hence change in curriculum framework promotes training and preparation and development at all levels of education. Keeping this in view, the author of this paper would like to focus on the effectiveness of National Curriculum Framework for Teacher Education 2009. This document also reaffirmed certain concerns about modes of curriculum transactions, evaluation procedures, teacher improvement, community orientation and participation and so on.

### KEYWORDS

Curriculum, teacher education, effectiveness

### Introduction:

The education commission of 1964-66 rightly remarked, "The quality of training institutions remains with a few exceptions, poor. Competent staffs are not attracted; vitality and realism are lacking in the curriculum and programme of work, which continue to be largely traditional; and set patterns and rigid techniques are followed in practice teaching, with a disregard for present-day needs and objectives."

Apart from the above views of this well-known Commission, all other commissions, including the University Education Commission (1949) and the Secondary Education Commission (1953), have highlighted similar weaknesses in teacher education programs. After independence, so many attempts have been made by numerous bodies to plug the weaknesses and frame new curricula of teacher education at different levels. The efforts of the National Council of Educational Research and Training (NCERT) and the National Council for Teacher Education have been really commendable in this respect. Apart from designing programs and curricula through workshops, seminars and conferences, their significant contributions in this direction lies in the development of a new framework for the structure and curricula of teacher education at different levels. In this context their publication "Teacher Education Curriculum – A Framework" has been considered relevant. It was prepared by the NCERT for NCTE in 1978.

The Teacher Education Curriculum Framework (1978) has given a revolutionary proposal in this respect. It is opined that the one-year professional teacher education programme after graduation should continue but with some major changes in the structure and curriculum. It is also stated that the four-year integrated teacher education programme being operated at the four Regional Colleges of Educations – Ajmer, Bhopal, Mysore and Bhubaneswar should continue as an open experiment. The structure and weightages for the proposed one-year programme is given below.

Area	Weightage	Course
Pedagogical Theory	20%	1. Teacher and Education in the emerging Indian Society. 2. Educational Psychology 3. Special Course according to the needs and facilities available.
Working with the Community	20%	4. Work situations related to 1, 6, 7, 8 and 9.

Content-Cum-Methodology and Practice teaching including related practical work	60%	5. Core training Programme Package (10%) 6. Special Training Programme Package I. Life Sc./ Physical Sc./ Social Sc./ Languages/ Mathematics (20%) 7. Special Training Programme Package II. Work experience (10%) 8. Special Training Programme Package III. Health/ Physical Education/Games and Recreational Activities (10%) 9. Related Practical work (10%).
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The revised version of this curriculum by the NCERT in 1988, the first curriculum framework for quality teacher education by NCTE in 1998 and a discussion paper on curriculum framework jointly prepared by NCTE and NCERT in 2006. Finally National Curriculum Framework for Teacher Education 2009 was developed by an expert committee comprising of eminent scholars, teacher educators, teachers, representatives of NGOs, faculty of RIEs, NCERT, SCERTs, DIETs, IASEs, CTEs, University departments of education, state departments of education etc. Two previous significant developments particularly, NCF 2005 and the Right of Children to Free and Compulsory Education Act 2009 as well as the fundamental tenets enshrined in the Constitution of India have guided the development of this Framework. The National Curriculum Framework for Teacher Education elaborates the context, concerns necessary for qualitative improvements of the entire spectrum education including teacher education as well.

### Course structure of the National Curriculum Framework for Teacher Education 2009:

The course structure for the NCTE two-year Bachelor of Education (B.Ed.) programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The programme consists of three broad inter-related curricular areas-

Perspectives in Education: Perspectives in Education includes courses in the study of child, child development and adolescence, contemporary India and Education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society and inclusive education.

**Curriculum and pedagogic studies:** It offers a study of the nature of disciplines, critical understanding of the school curriculum, pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one subject area, at one or two levels of school.

**Engagement with the field:** It includes three main components- Tasks and Assignment that run through all the courses as indicated in the syllabus; School internship and Courses on Enhancing Professional Capacities(Reading and reflecting on text, Drama, Art in Education, Music, yoga, Critical understanding and Understanding the self).

All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing professional Capacities (EPC) of the student-teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children and interactions with the community in multiple socio-cultural environments.

#### **Some basic features of National Curriculum Framework:**

- **Social and personal needs of children:** It has been agreed that the teacher is an agent for social transformation. This necessity that the education imparted has to have relevance to the personal and social life of the students. Therefore, the curriculum of teacher education must be relevant to the needs and aspirations of the children. Proper coordination between the school curriculum and the teacher education curriculum is most essential. If we desire that citizens should have faith in social justice and national integration and possess values befitting socialist, secular and democratic society, the teacher himself needs to become such a citizen through an appropriate curriculum.
- **Emerging needs of the schools:** Training College staff especially in Teacher Training College is regarded as sitting ivory towers and developing their own curricula in utter disregard of what is happening in the schools. When we are producing teachers for schools, we need to have insight into the functioning of our schools; we need to know their problems, their issues, and their pattern of education, their needs and their aspirations. Therefore the curriculum of teacher education at different levels must be relevant to the needs of the schools.
- **Flexibility:** Education in order to develop as a discipline has to bring other disciplines like psychology, sociology, economics, philosophy etc. into its fold. This implies that a student of education should have the freedom to cross from one discipline to another without any hazard. Therefore flexibility is also required if we want to make the teacher education curriculum relevant to the needs of the school. With the explosion of knowledge in science and technology and with changing socio-economic conditions in our country flexibility is essential. Flexibility is also needed to refresh and renovate the subject-content and methodology of teaching by providing continuing education to teachers. Flexibility is the basis for the mobility of the curriculum of teacher education at different stages.
- **The integrated and interdisciplinary approach:** The curriculum of teacher education must be designed in such a manner that integration among the theory papers is possible and this integration knowledge helps in the development skills related to methods of teaching and other practical aspects of the job.

#### **Relevance:**

The curricular areas of Perspectives in Education shall enable the student-teachers to engage with studies on Indian society

and education, children and schools and also develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society with analysis of significant policy debates in Indian education. The course on 'Teaching and Learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning. 'Knowledge and Curriculum' shall emphasize on the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives. The course on 'Creating an Inclusive school' shall develop an understanding of the cultures, policies and practices that create an inclusive school.

Curriculum and Pedagogic courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. School internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student-teachers are to be actively engaged in teaching for a minimum duration of 15 weeks. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship.

Courses on Enhancing Professional Capacities (EPC) also ensure public ownership of digital resources, prompting constructivist approaches and also developing the professional and personal self of a teacher.

#### **Conclusion:**

Education Commission (1964-66) accepted education as the main instrument of change which can engineer national development through self-sufficiency in food, economic growth and full employment, political development and social and national integration. It is also true that teachers are playing a vital role in this process. Thus Education Commission says, "The destiny of India is no being shaped in her classrooms". Teachers can play their role significantly if they are properly prepared or trained. From the above discussion we conclude that the National Curriculum Framework for Teacher Education (2009) has been made to achieve the said goal and hailed the contents of this document as being revolutionary and extremely relevant to the present-day needs.

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