

Full Length Research

Teacher Education Curriculum in The light of NCF 2005

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The National Curriculum Framework (NCF 2005) is one of the four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the t National Council of Educational Research and Training NCERT in India. The document provides the framework for making syllabii, textbooks and teaching practices within the school education programmes in India. Education for peace as visualized and promoted by NCF (2005) aims at developing a rational, reflective and mature individual who is conscious of his/her own rights as well as the rights of others and his/her own duty towards others. Teacher education for curriculum renewal focuses on developing the professional identity of the teacher as also in-service education and training of teachers Education touches every aspect of daily living and helps every man and women to be a better citizen. The quality of education depends upon the quality of teacher. The full length paper describes the meaning of curriculum, teacher education and highlights the teacher education curriculum in the light of National Curriculum frame work 2005.

Key words: curriculum, teacher education, curriculum frame work, NCF 2005

INTRODUCTION

Education should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues. So we can say that education is a human right and an essential tool for achieving the goal of equality, development and peace.

Our nation is one of the marches towards a bright and prosperous tomorrow. The social organ to play the most important role in this aspect is education. Without a

sound and goal oriented system of education, the dream of reconstructing nations economic and political life cannot be realized in order to fulfill the ideals, the quality of education imparted to the children, has to be improved.

The quality of education depends upon the quality of the teacher. In the process of making education more meaningful , effective qualitative and even making it more accessible to children. The teacher plays an effective and central role in this process, as the teacher is the heart of the school system. The place and importance of the teacher in a society cannot be neglected.

A teacher is a central position in the formal teaching learning set up. Thus the role of the teacher is very important in making the nation. If the teacher is excellent, the nation has excellent citizen.

India is having one of the biggest and complicated education systems in the world. Out of the global population of around 60 million teachers or so, more than 5 million work in India. Most of our present teachers might have finished 10 years or more of schooling and underwent a year or two of preparatory teacher training. Immediate measures have to be taken for the improvement of education at the secondary and tertiary levels.

Teacher education

Teacher education is one in the midst of a dramatic and profound change. For future challenges, it necessities improving student learning, productivity, developing civic leadership, enhancing multicultural understanding and achieving higher levels of educational attainment, all of them necessitates greater integration between curricular and co-curricular experiences. After all, teachers have to give it a shape of future nation in classroom this cannot become a reality without the guidance of the government and the willing acceptance of the society as a whole.

The government of India realizes the importance of teacher education, so that many reforms were brought out particularly after independence. During 1947 only 51 institutions existed at the secondary stage where as the number of these institutions have increased more than 50 lakh primary and secondary teachers and thirty five thousand teacher-educators are working in school and training institutions.

Education Commission (1966) recommended that quality of having of training institute and of teacher education program should be implemented.

The university education commission (1948) recommended that theory and practice of pre-service teacher education must support each other.

Teacher education is a continuous process. The national policy on education 1986/92 calls for substantial improvement in the quality of teacher's education. It is well recognized that the overall quality of teacher's education depends; amongst other thing on the quality of teachers and that a sound program of profession education of teacher is essential. Global trends prevalent in almost all countries, such as improvement of Education Quality Work (EQW) in the area of curriculum; teaching and learning; and learner-centered initiatives can only be engorged on the peril of a nation losing the demand for the service among stake holders. Curriculum is one such vital area that needs substantial inputs in the form of good practices prevalent elsewhere, need not necessarily be all from the west.

Curriculum

The dictionary definition of "Curriculum" according to advanced Oxford Dictionary 6th edition is, "the subject that are included in a source of study of thought in a school, college, etc". Only describes the thing called "curriculum". In education circles the term is used in a far wider sense and it includes many things. In the curriculum of teacher education, the main purpose is to change a person who, it is assume, know the subject content, into a professional teacher. The professional knowledge which teachers need in their professional includes such areas as educational psychology, child and adolescent development and educational evaluation Khan (2008).

Two extreme views of teaching often prevailed in the past. According to the first view teaching is a charisma and so only charismatic people can teach. The following of this believe that teachers are born rather than they are prepared through training. The other extreme view is that any one who loves children or youths and has a command over subject matter can teach and can teach well too. Both of these views had been contested strongly in the past and the issue has been settled to a great extent (if not at a theoretical level at least at practical level). Now teaching is an activity which has enough ingredients to be considered as a profession, if not a profession like medicine or law, at least a semi professional (Etzioni, Mahrotra etc). Therefore teachers are those professionals who have the legitimate right to practice their profession of teaching.

Curriculum is the most explicit path through which novice teachers are prepared to perform the professional role of teaching and so teacher education program is not only a formality of a required certification but it empowers the young people to play their role as professionals so that they can enter into a teaching profession with confidence and with required competence. Teachers as professionals require some exclusive body, of knowledge and skills that provide them expertise to practice. The task of teacher education program is to provide this very exclusive body of knowledge and skills Sharma, R.A (1997). However teaching is not only a profession but it is a unique profession. A rich literature is available which highlights the unique nature of teaching. Teaching is a fact a complex, creative and normally laden activity. It has characteristics both of a science and that of an art. So any model for teaching preparation program if only confined to technical/mechanical approach based on apprentice model of skill development leads only towards an uninspired and lifeless teaching and therefore in any teacher preparation program a balance between its twin nature of science and art is to be maintained.

The time has therefore come to forge a new implementation plan for curriculum 2005. We need a new configuration of the steps and resources and, where

necessary, a set of carefully targeted interim measures.

National Curriculum Framework (NCF) 2005

One of the most remarkable aspects of the NCF education reforms is the introduction of what is called Continuous Comprehensive Evaluation (CCE) which is a system for observing, annotating, and supporting the development of the whole child: mental, emotional, social, physical in addition to the normal exclusive preoccupation of schools with academic development. And again, NCF has added a very substantial how to the what by creating a system that sensitizes teachers to the aspects of child-development which should now be emphasized in place of the old, one dimensional system of ranking students according to examination results. This idea of assessment as an on-going part of the teaching/learning process, rather than an end-of-the-road ranking, has been one of the main focuses of progressive education, especially at Harvard's Project Zero, under the direction of Howard Gardner, who is perhaps the most influential education reformer in the world today. And why is on-going evaluation important? The answer is simple: If we don't state our desired goals clearly and measure our progress toward achieving them, no one will know where we are headed or how far we have to go.

Education for peace as visualized and promoted by NCF (2005) aims at developing a rational, reflective and mature individual who is conscious of his/her own rights as well as the rights of others and his/her own duty towards others. In fact, education for peace has been considered as the bridge that facilitates communication between people and enables them to enjoy their rights without impinging the rights of others.

The national policy on education (NPE, 1986) and the program of action (POA, 1992) assigned a pivotal role to NCERT in preparing National Curriculum Framework (NCF). Preparation of NCF, 2005 was accomplished with the help of a National steering community, chaired by Yash Pal and 21 National Focus Groups.

Approved by CBE 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 multicultural context and enabling the nation to face future challenges. The main features of the curriculum framework 2005 are:

- *Strengthening of a national system of education with special focus on*
- *Guiding principle of curriculum development*
- *Learning and knowledge*
- *Curricular areas*
- *National concerns*
- *Systematic reform*

In the context of education last couple of years have been quite eventful a national and global level. Making basic education as a fundamental right is considered to be significant landmark in the history of India Education and its consequence will not be confined to elementary education alone. It is hoped that Universalities of secondary education will be our national priority in near future.

National Curriculum Framework 2005 for Teacher Education

In order to allow students to become active learners, the role of the teacher needs to change from being a Transmitter of information, to being a Facilitator of the student's own learning and discovery. Instead of simply testing whether children can reproduce the textbook content, teachers should nurture children's curiosity—to do things, to ask questions and to pursue investigations, sharing and integrating their daily experiences with school knowledge. Teachers need to understand how to plan lessons so that children are challenged to think for themselves and to try out what they are learning, and not simply repeat what is told to them. "Reading without understanding is like eating without digesting" Mishra .B.K, (1998).

The teacher's role is to enrich the curriculum to expose the child to a rich variety of resources, activities, interactions, beyond just the textbook content

The recent national curriculum framework (NCF-2005) has advocated the need for creating constructivist-learning environment in schools and for this it visualized some basic changes in the role of a teacher Srivastava, D.S (2005):

- (i) In the constructivist paradigm the role of a teacher has shifted from an information provider or an instructor to a facilitator and a guide who can create such an environment where learners themselves create their knowledge. In this paradigm the concept of learning as well as its assessment has drastically changed.
- (ii) The role of a teacher is not now the confined to that of curriculum transact or but she has to be actively involved in the process of curriculum development which includes development of the learning resources and curriculum evaluation. Since the relationship between the school education and teacher education is a synergic one so the teacher education curriculum must be responsive to such changes that are taking place at school level that is why NCF-2005 envisages a paradigm shift in teacher education program.
- (iii) The NCTE in collaboration of NCERT has brought out a draft curriculum framework for

teacher education 2006. There is an immediate need to critically and thoroughly look into this draft curriculum too.

(iv) As language teachers our main concern is with the Language, Literature and Communication Learning Area (LA) one of eight such Las comprising curriculum 2005.

(v) Teachers are required to evaluate continuously how learners are performing individually against the criteria listed in each learning area.

(vi) Teacher and teacher support organizations can work harder at attaching the new system's key ideas- such as learner- centered teaching methods- onto the frame work of the old.

(vii) Need to connect the real-life experiences of a child with his school education effectively.

The amount will be used for education resource materials to enhance the implementation of curriculum 2005.

(viii) The provisioning of these materials will significantly enhance the quality of teaching and learning in the targeted schools, and will bring great relief to teachers who, for a long time, have had to make do with the barest minimum of resources "Mr. Jeppie said.

(ix) The second project will provide Grade 7 (std. 5) teachers in disadvantaged schools in all provinces with learning support materials and teacher guides to facilitate learning. It will also enhance performance in the learning areas of Technology, Arts and Culture, Economics and Management Science, and Life Orientation, particularly in the field of human movement.

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