Module – 3

Unit – 5

Curriculum Studies

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Paper – VI

CURRICULUM DEVELOPMENT AND EDUCATION

MANAGEMENT (COMPULSORY)

Module – 3

Unit – 4

CURRICULUM STUDIES

CONTENT STRUCTURE :

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6.3.5.1 : INTRODUCTION

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In the earlier Units of this Module (No. 3) we have learnt many aspects of Curriculum. We are now in this Unit 5 going to make our learning about Curriculum in more mature way. In this Unit we shall learn studying a curriculum document developed by curriculum workers for certain goal realization as envisaged by those persons. Our real life experience is that some authorities, certainly some examining bodies at local or national level produce curriculum and this is implemented in the classroom. When the curriculum document is developed at national level, it generally likes to ascertain in it some general statements, propositions and broad frame under which the curriculum proper is developed in details. We may loosely call it curriculum framework.

In this Unit we shall study some of the curriculum frameworks which are important in Indian perspective. By studying we shall mean not only getting ourselves acquaintance with the what are written there but also making analysis, criticisms, et. For developing our own insights about how to develop a curriculum.

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6.3.5.2 : OBJECTIVES

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1. To understand the basic concept of some common elements of a curriculum framework.
2. To analyse various curriculum frameworks of NCERT, NCTE and U. G. C. to develop ideas and competency of curriculum framing and policies among learners.

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6.3.5.3 : UNDERSTANDING CURRICULUM EVALUATION

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Introduction :

Curriculum has been defined in numerous ways. The first set of curriculum workers build a framework or model or a mini-theory with the application of curriculum knowledge and data. We know that "A curriculum theory is a coherent and systematic body of ideas used to give meaning to curriculum phenomena and

problems to guide people in directing appropriate, justifiable actions", (Walker, 1909). Curriculum theory, so also a curriculum framework being descriptive in form encompasses a basic set of carefully framework being descriptive in form encompasses a basic set of carefully articulated ideas intended to illuminate phenomena and problems or guide practice. Secondly, from the perspective of curriculum model some other features of a curriculum may appear as curriculum models are usually descriptive, explaining a process or prescriptive, a set of procedures or a sequence of steps about how to do something. Curriculum models accommodate different purposes and uses. There are models for thinking about curriculum matters in a particular way. Others are guides for doing particular types of curriculum work, such as reaching a consensus on the goals or purposes a curriculum should serve.

Historically, Franklin Bobbit's The Curriculum (1918, 1924) which proclaimed strongly that focus of curriculum was the school and schooling and the professionals must do curriculum work accordingly and scientifically. Does the curriculum address the life at the community ? Is to be a basic curriculum question while analyzing any curriculum model, theory or framework. Tyler's Rationale model begins with four basic curriculum questions which are most useful in any curriculum study exercise. His questions are :

a) What educational purposes should the schools seek to attain ?

b) What educational experiences can be provided that are likely to attain these purposes ?

c) How can these education experiences be effectively organized ?

d) How can we determine whether these purposes are being attained ?

The first question directs you to the goals that schooling and the curriculum should serve and the second question deals with the scope of the curriculum. What should be included to meet those goals. The third question asks how the content would be organized, a sequence matter. The last question, how will we know if we achieve the intended, refers to the need for evaluation. Answers to these four questions with regard to a develop curriculum framework may help one to judge that curriculum or curriculum phenomena.

We know that subsequently Tyler's rationale model was further refined by Hilda Taba who refined Tyler's curriculum model for practical use by teachers. In her Curriculum Development : Theory and Practice (1962), she articulated curriculum development process for general use by teachers and others at the classroom level. According to her curriculum one may seeks answers if the curriculum workers have undergone the following actions with regard to the curriculum under study. These actions are : Diagnose needs, Formulate objectives, Organize objectives, Select experiences, Organize experiences, and Evaluate.

Hence, a curriculum worker during curriculum studies must analyze to what extent these four elements are appropriately and systematically sequenced, organized and integrated and for which as four broader curriculum questions pertaining to each of the four elements.

Curriculum studies is a field that addresses distinct and important issues related to education. Specific questions related to curriculum studies include the following : What should be taught in schools ? Curriculum inquirers also investigate the relationship between school programs and the contours of the society and culture in which schools are located.

What is Curriculum Studies ?

Curriculum analysis or studies is necessary by virtue of its centrality to two important tasks performed by teachers and administrators : curriculum selection and curriculum adaptation. When selecting or adapting a curriculum for use in a particular classroom, school or school systems, it is important to determine whether or not it is appropriate for the situation. This determination is not limited to an analysis of such matters as the reading difficulty, the quality and accuracy of content, and the amount of additional training required for implementation. This scanning also requires the ability to determine the extent to which the assumptions underlying the curriculum are valid for the particular class remaining in the existing school set ups. These assumptions consist of tacit beliefs about the central purpose of education, about the intended audience (students, teachers, parents etc.) and the way the people learn, about the teachers and the best ways to teach, about the subject matter and how it should be

organized, and about the community and what it values; or about to what extent it will be feasible in the school setting for all types of learners of differing ability and cultural tools of learning. Posner things that an understanding of these sort of these sorts of beliefs is at the heart of reflective eclectism. Uncovering these sorts of beliefs requires probing beneath the surface of the document of the curriculum framework, reading between lines and making inferences on the basis of scattered evidence and reflection. Thus curriculum studies or analysis is more like a detective work or intellective discourse than clerical work. Once you learn how to do a thorough and complete work, you will have internalized a basic sense of the enterprise and even some of the steps.

Curriculum studies may be looked as one kind of content analysis of the curriculum documents and therefore, you will have to put into actions and steps required in content analysis as a kind of methodology of research.

Finally, with these sorts of activities, thinking, orientations, techniques, etc. when you will be able to internalized, you will be an active team member of a curriculum group.

Curriculum Studies / Analysis Questions

On the basis of the above mentioned discussion we may now think of a tool that may be useful for a novice student who intents to perform curriculum studies. This tool or inventory has been devised by George J. Posner in context of curriculum analysis. However, it will be equally useful here :

1. How is the curriculum / curriculum framework documented ?

- On what documents and other resources will you base your study and analysis ?
- What limitations in document do you find ?
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2. What situation resulted in the development of the curriculum ?

- To which social, political, or educational problems was the curriculum attempting to respond ?
- What planning elements dominated the curriculum development process ?

- What theory, or model is the pillar of development of the curriculum ?

3. What perspectives do the curriculum represent ?

4. What are the purposes and content of the curriculum ?

- At what does the curriculum express its potpose ?

- What educational goals, educational aims and educational objectives are emphasized and what are their relative priorities ?

- What learning objectives are included and emphasized in the curriculum ?

- What is the main nature of content organization in the curriculum ?

- What are the primary ways in which the curriculum represents the subject matters in the students ?

5. What assumptions underlie the curriculum approach to purpose or content ?

- What conceptions of learning, objectives, curriculum and teaching underlie the materials you are analyzing ?

- What aspects of a hidden curriculum are likely to accompany the conceptions and perspectives underlying the curriculum ?

6. How is the curriculum organized ?

- What organizational principles are employed ?

- What provision is made for micro-level vertical / or horizontal organization ?

7. What assumptions underlie the curriculum organization ?

- What epistemological assumptions underlie the curriculum's organization ?

- What psychological assumptions underlie the curriculum's organization ?

- What other assumptions underlie the curriculum's organization ?

- What assumptions underlie modifications of curriculum with respect to textbooks, media use, learning climate and teacher training ?

8. How shall the curriculum be implemented ?

- What are the temporal, physical, organizational and political – legal requirements of the curriculum ?

- What are the portable costs and benefits associated with the curriculum change / renewal ?

- To what extent will the curriculum be consistent with and appropriate for the teacher's attitudes, beliefs and competencies ?
- What values are embedded in the curriculum, and how well are these values likely to be suited to the curriculum ?

9. What is your judgment about the curriculum ?

- What are its strengths and weaknesses ?
- Of what dangers would you want to be careful if your implement it ?
- Of what changes would you want to be looked forward ?

Let Us Check Our Progress

1. Write in your own words the meaning of Curriculum Studies.
2. Construct three important questions used in Curriculum Studies.

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6.3.5.4 : COMMON ELEMENTS OF A CURRICULUM FRAMEWORK

A curriculum framework refers to a broad map of a curriculum which presents the curriculum work in precise way but does not generally explicitly the all ramifications of the learning tasks to be operated when it will be implemented in the real world of classroom. Every curriculum framework is expected to exhibit some essential elements in the framework documentation.

1. Introduction : Current context

It provides a rationale of the curriculum framework.

2. Educational policy :

It provides a conceptual support of the Governments policy on education, inclusion of ICT, meeting the challenges of global trends, development of skills, improving the universal literacy and to create a productive knowledge society.

3. Learning Objectives :

Describes what students know and be able to do when they complete their curricula. Outcomes should be expressed in different domains, including knowledge, understanding, skills, and competencies, values and attitudes.

4. Structure of the education system :

Describes the school system within which the curriculum framework is to be applied :

Number of schooling including compulsory schooling. Stages of schooling and their durations.

Number of weeks in the school years and hours or teaching periods in the school week.

5. Structures of Curriculum Content, Learning Area and Subjects :

Describes the organization of content within the framework and the extent to which schools and students can make choices.

The pattern of subjects or learning areas to be studied in each stage or cycle such as core, elective and optional subjects.

A brief description of each subject or learning areas outlining the rationale for inclusion in the curriculum and the contribution to the achievement of learning outcomes.

6. Standard of Resources required for implementation :

Teacher's qualification, Teaching load. Students-involvement and activities Materials-textbooks, computers, other equipment, facilities in classroom.

7. Teaching Methodology :

Description in the range of teaching approaches that might be employed in the implementation of the framework.

8. Assessing Student Achievement :

Describing the importance of assessing the extent to which students achieve the outcomes of each subject, and recommends types of assessment strategies such as written, oral, performance, and practical or dissertations.

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6.3.5.5 : NATIONAL CURRICULUM FRAMEWORK – 2005 BY NCERT

Epilogue

The National Curriculum Framework (NCF) 2005 is the official document formulated by a National Steering Committee with the advice of the Ministry o Human Resource Development under the administrative fold of NCERT. It is essentially a revised and renewal scheme for curriculum work after the publication of the National Curriculum for School Education – 2000 worked out by NCERT. It envisages re-looking the 2000 framework mainly in the light of the report, Learning Without Burden (1993) and the spirit expressed in *Civilization and Progress* written by Rabindranath Tagore. In this context of these development and decision, a National Steering Committee, chaired by Prof. Yash Pal, eminent educationist and 21 National Focus Groups was set up with area specific need analysis for planning and developing this national enterprise. This curriculum work has also taken reflective stimulations from other documents on education, such as NPE, 1986 and POA.

Effectively, the hidden forces that have contributed in framing the NCF-2995 are 'creative spirit' and 'generous joy' of Tagore and reducing curriculum load of Prof. Yash Pal. Further, contemporary knowledge about the constructivism and also active participation in learning with full freedom and choice of the learners have also been the pointers to change in the school curriculum. Necessarily, the NCF has decided to take up fie guiding principles that explicitly express that the learner is at the heart of the learning encounter and the real learning connects school and life in the real world and hence the learning connects school and life in the real world and hence the learner is the constructor of knowledge, not a merely memory worker.

The NCF-2005 has been documented and organized in five chapters, each focusing on each of the five broader dimensions of school education. It is actually an attempt at reviewing and renewal process. In fine, from the light of curriculum planning and design or renewal this document is an official venture with special emphasis to the principal directives envisioned in our Constitution. However, it has envisioned a cultural upliftment in the spirit of pluralism keeping in mind the social-

cultural diversity of India in one hand and the pushes and pulls of globalization on the other hand.

General Introduction to the Curriculum Framework

National Curriculum Framework, 2005 is a national document describing the suggestive ways and means for future school education in India formulated by a team of experts through their curriculum development / reform / renewal work after a series of dialogue, discussion, workshop and mind work. This document attempts to provide a framework or model within which, it expects, teachers and schools can choose and plan learning experiences that they think children should have keeping in mind the cultural, sociological, human developmental, technological, etc. demands of the modern civil society with flux of changes emerging rapidly.

It has been conceptualized as a structure that articulates required experiences. This framework envisages addressing four basic curricular questions as used in Tyler's Rationale Model of curriculum planning. These are :

(a) What educational purposes should the schools seek to achieve ?

(b) What educational experiences can be provided that is likely to achieve these purposes ?

(c) How can these educational experiences be meaningfully organized ?

(d) How do we ensure that these educational purposes are indeed being accomplished ?

This images summarizes the steps of the Tyler Model.
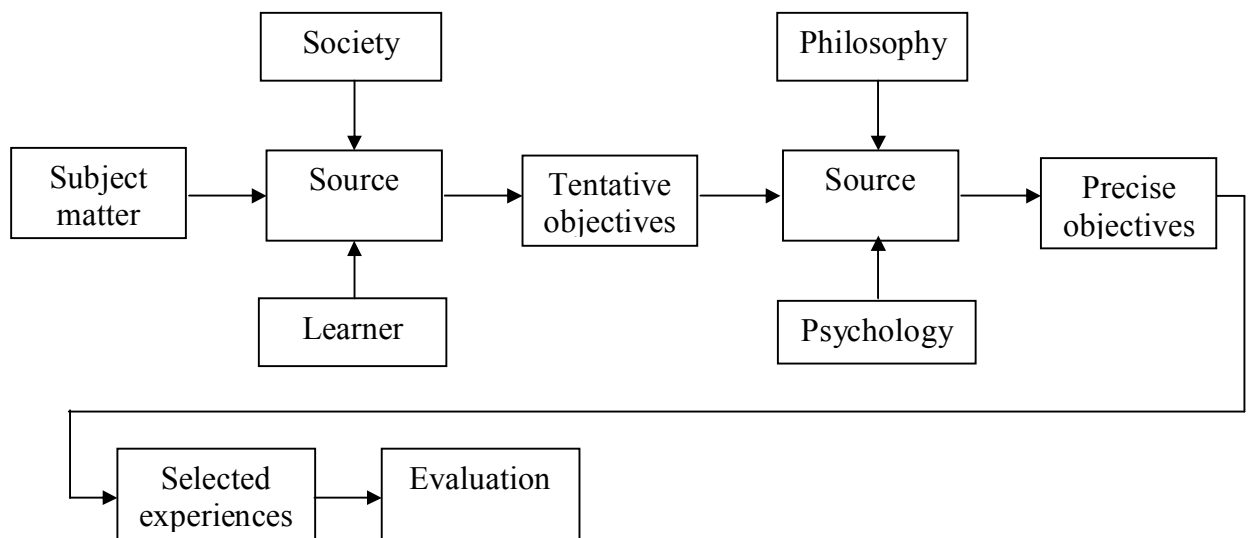
The first implies the objectives to be attained and these should be derived form systematic studies of the learners, from studies of contemporary life in society and from analyses of the subject matter by specialists. Second, planners need to determine what educational experiences can be provided that is likely to attain these purposes. Third, the planners must find ways to effectively organize these educational experiences. The planners attempt to provide experiences that have a cumulative effect on students. Fourth, the planners need to determine whether the educational purposes are being attained (Posner, 1995).

For studying this national curriculum framework these four basic questions will be the analyst's navigational tool.

Then the planners have explicitly state the **Guiding Principles** of the National Curriculum Framework-2005 in the following statements.

We need to plan and pay attention to systemic matters that will enable us to implement many of the good ideas that have already been articulated in the past. Paramount among these are :

- Connecting knowledge to life outside the school,
- Ensuring that learning is shifted away from rote methods,
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- Making examinations more flexible and integrated with classroom life and,
- Nurturing an identity soaked in caring concerns within the democratic polity of the country.

In the present context there are new developments and concerns to which our curriculum must respond. The foremost among these is the importance of including and retaining all children in school, through a programme which reaffirms the value of each child and enables all children to experience dignity and the confidence to learn. Curriculum design must reflect the commitment to Universal Elementary Education (UEE), not only in representing cultural diversity, but also by ensuring that children from different social and economic backgrounds with variation in physical, psychological and intellectual characteristics are able to learn and achieve success in

school. In this context, disadvantages in education arising from inequalities of gender, caste, language, culture, religion or disabilities need to be addressed directly, not only through policies and schemes but also through the design and selection of learning tasks and pedagogic practices, right from the period of early childhood. UEE makes us aware of the need to broaden the scope of curriculum to include in it the rich inheritance of different traditions of knowledge, work and crafts. Some of these traditions today face a serious threat from market forces and commodification of knowledge in the context of the globalization of the economy. [p. 6]

The above statements reflect a new educational panorama, the curriculum planners are going to draw in cognizance of shifts in contemporary sociology of knowledge to be addressed and attained by the learners. This may be evinced if w look the broad content headings of this national document. Of these five chapters, Chapter-2 bears a special significance as it expresses a paradigm shift : ***from reception learning to construction of learning.***

The National Curriculum Framework-2005 at a Glance

Chapter – 1 : Perspective

1.1   Introduction

1.2   Retrospect

1.3   National Curriculum Framework

1.4   Guiding principles

1.5   Quality Dimension

1.6   Social Context of Education

1.7   Aims of Education

Chapter 2 : Learning and Knowledge

2.1   Primacy of the Active Learner

2.2   Learners in Context

2.3   Development and Learning

2.4   Implications for Curriculum and Practice

   2.4.1 : Teaching for Construction of Knowledge

5.6   New Partnerships

     5.6.1 : Role of NGOs, Civil Society Groups, and Teacher Organisations

Let Us Check Our Progress

1. Write down the guiding principles of the Curriculum Framework – 2005.

2. Do you think that five chapters of the National Curriculum Framework – 2005 have been arranged systematically ? Justify your own comments

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6. 3. 5. 5. 1 : ANALYSIS OF THE FRAMEWORK

<u>Chapter – 1</u>
Perspective

Why ?

The National Curriculum Framework-2005 has analyzed critically the then scenarios of School education in this country, presumably has taken cognizance of data from various source, and also the heart of the National Curriculum Framework-2000 which uttered voice against centre of gravity of school learning – memory work, examination centric and excessive information load when information is misinterpreted as knowledge. The review of National Curriculum Framework, 2000 was initiated specifically to address the problem of curriculum load on children as evinced in the Yashpal (1993) Committee Report-Learning without Burden. The general observations are that the flabby textbooks and the syllabi they cover symbolise a systemic failure to address children in a child-centred manner. The Learning without Burden recommended a major change in the design of syllabi and textbooks, and also a change in the social ethos, which places stress on children to become aggressively competitive and exhibit precocity. Harnessing the child's creative nature, the report recommended a fundamental change in the matter of organising the school curriculum, and also in the system of examination which forces children to memorize information and to reproduce it. Thus school knowledge of being young delinks from everyday experience.

With the prime aim at reforming school curriculum the 2005 Framework takes notes of the following.

Further, there is a deep disquiet about several aspects of our educational practice: (a) the school system is characterized by a inflexibility which makes it resistant to change; (b) learning has become an isolated activity which does not encourage children to link knowledge with their lives in any organic or vital way; (c) schools promote a regime of thought which discourages creative thinking and insights; (d) what is presented and transmitted in the name of learning in schools bypasses vital dimension of the human capacity to create new knowledge; (e) the "future" of the child has taken centre-stage to the near exclusion of the child's "present", which is detrimental to the well-being of the child as well as the society and the nation. [p.1]

To sum up in the school education system reside in :

- Inflexible, resistant to change
- Learning is isolated activity, not link of life and organic growth
- Encourages regime of thought, discourages creative thinking and insights
- So-called learning presented and transmitted bypasses human capacity to create knowledge
- Future of the child has taken central stage, excluding the present.

The basic concerns of education-to enable children to make sense of life and develop their potential. to define and pursue a purpose and recognise the right of others to do the same-stand uncontested and valid even today.... we need to reaffirm our commitment to the concept of equality, within the landscape of cultural and socioeconomic diversity from which children enter into the portals of the school. Individual aspirations in a competitive economy tend to reduce education to becoming an instrument of material success. The perception, which places the individual in exclusively competitive relationships, puts unreasonable stress on children, and thus distorts values. it also makes learning from each other a matter of little consequence. Education must be able to promote values which foster peace, humaneness and tolerance in a multi-cultural society. [p.1]

The planners have critically observed the ground reality of school education and envisage reforming the system as per contemporary calls for qualitative improvement with a balanced distribution of equity, equality, and opportunity for access, retention and success. They clearly state : "Today, our country engages nearly 55 lakh teachers spread over around 10 lakh schools to educate about 2025 lakh children. While 82 per cent of habitations have a primary school within a radius of one kilometre, there is an upper primary school within 3 kilometers for 75 per cent of habitations. At least 50 per cent of our children who appear at the school leaving examinations passout of the secondary school system. Despite these trends, 37 per cent people of India lack literacy skills, about 53 per cent children drop out at elementary stage and over 75 per cent of our rural schools are multigrade" [p.2]

Very meticulously "this document seeks to enable teachers and administrators and other agencies involved in the design of syllabi and textbooks and examination reform make rational choices and decisions". By contextualising the challenges involved in curriculum renewal in contemporary social reality, this document draws attention to certain specific problems which demand an imaginative response" in the manners such as devolution of decision-making to teachers and elected local level bodies, while it also identifies new areas for attention such as the need for plurality of textbooks and urgent improvement in the examination system.

- **Context / Retrospect**

The planners of this document have made an intellectual journey in several sources of knowledge that might contribute to framing this national curriculum. these are Mahatma Gandhi's call for awakening the nation's conscience to injustice, violence and inequality entrenched in the social order explicitly spelled out in his *Nai Talim for complete social transformation* through nations' education system before independence.

The National Commissions – the Secondary Education Commission 1952-53) and Education Commission (1964-66) both the two Commissions elaborated on the themes emerging out of Mahatma Gandhi's educational philosophy in the changed socio—political context with a focus on national development.

The Indian Commission and its amendment in 1976 (to include education in the Concurrent List), National Education Policy of 1968 and the Curriculum Framework designed by NCERT in 1975 and also later on 1988, the 1986 National Policy on Education for building a national system of education as the socio-politico-cultural forces and factors have been taken care of by the planners.

The 1988's exercise of NCERT "aimed at making school education comparable across the country in qualitative terms and also makes it a means to ensure national integration without compromising on the country's pluralistic character..... However, the articulation of this framework through courses of studies and textbooks in a rapidly-changing developmental context resulted in an increase in 'curricular load' and made learning at school a source of stress for young minds and bodies during their formative years of childhood and adolescence".

National Curriculum Framework : What Planners Say

Despite the review of the Curriculum Framework in 2000, the vexed issues of curriculum load and the tyranny of examinations remained unresolved. The current review exercise takes into cognizance both positive and negative developments in the field and attempts to address the future requirements of school education at the turn of the century. In this endeavor several inter-related dimensions are kept in mind, namely, the aims of education, the social milieu of children, the nature of knowledge in its broader sense, the nature of human development and the process of human learning.

The planners have weighed some conflict of emphasizes given by two earlier national documents, namely NPE 1986 and POA (Programme of Action) 1992. The intention articulated in the NPE, 1986 was to evolve a national system of education capable of responding to India's diversity of geographical and cultural milieus while ensuring a common core of values along with academic components. "The POA envisaged a child-centered approach to promote universal enrolment improvement in the quality of education in the school" (POA page 77). Further, the POA elaborated on this vision of NPE by emphasizing relevance, flexibility and quality as characteristics of the National Curriculum Framework.

The National System of Education, then reasonably will be based on a national curricular framework with a common core along with other components that are flexible. Necessarily, the common core will include the history of India's cultural heritage, the constitutional obligations and other content essential to nurture national identity. Moreover all these elements must cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of environment, removal of social barriers, observance of small family norm and inculcation of scientific temper. All educational programmes will be carried on in strict conformity with secular values and for inculcation in children the spirit of peace and understanding between nations, treating the whole world as one family. The curriculum will be able to distribution of equitable opportunities, personal dignity, drawing fully out one's potential, especially through the implementation of the core curriculum.

Guiding Principles-stated earlier

For this purpose, the concept of critical pedagogy has to be practiced in all dimensions of school education, including teacher education. It is here that, for instance, productive work can become an effective pedagogic medium for (a) connecting classroom knowledge to the life experiences of the children; (b) allowing the children from marginalized sections, having knowledge and skills related to work, to gain a definite edge and respect among their peers from the privileged sections; and (c) facilitating a growing appreciation of the cumulative human experience, knowledge and theories by building rationality upon the context experiences".

Living in harmony within oneself and with one's natural and social environment is a basic human need. Building a culture of peace is an incontestable goal of education. Education to be meaningful should empower individuals to choose peace as a way of life and enable them to become managers rather than passive spectators of conflict.

Let Us Check Our Progress

1. Mention how the guiding principles of the National Curriculum Framework-2005 have been matched with the NEP and POAs.

2. State reasons for discarding the National Curriculum Framework – 2000.

Quality Dimension : Centrality of Renewal

Quality is the first and the last mantra of the national curriculum framework. The late J. P. Naik had described equality, quality and quantity as the 'elusive triangle' of Indian education. Moreover, UNESCO's recently published global monitoring report discusses systematic standards as the appropriate context of the quality debate. Physical resources by themselves cannot be regarded as an indicator of quality; yet, the extreme and chronic shortage of physical resources, including basic infrastructural amenities, in school run by the state or local bodies does present a serious quality constraint. The availability of qualified and motivated teachers who perceive teaching as a career option applies to all sectors of schools as a necessary precondition for quality. Suggestions for the dilutions of standards in teacher recruitment, training and service conditions articulated in the NPE and, before it, by the Chattopadhyaya Commission (1984) arouse anxiety and commented that no system of education can rise above the quality of its teachers, and the quality of teachers greatly depends on the means deployed for selection, procedures used for training, and the strategies adopted for ensuring accountability.

The quality dimension also needs to be examined from the point of view of the experiences designed for the child in terms of knowledge and skills. Assumptions about the nature of knowledge and the child's own nature shape the school ethos and the approaches used by those who prepare the syllabi and textbooks, and by teachers.

No subject in the school curriculum can stay aloof from these larger concern, and therefore, the selection of knowledge proposed to be included in each subject area requires careful examination in terms of socio-economic and cultural conditions and goals. **The greatest national challenge for education is to strengthen our participatory democracy and the values enshrined in the Constitution. Meeting this challenge implies that we make quality and social justice the central theme of**

curricular reform. Citizenship training has been an important aspect of formal education. A clear orientation towards values associated with peace and harmonious co-existence is called for. Quality in education a concern for quality of life in all its dimensions.

The Social Context of Curriculum Renewal

The education system does not function in isolation from the society. Hierarchies of caste, economic status and gender relations, cultural diversity as well as uneven development that characterise Indian society, also deeply influence access to education and participation of children in schools. In urban locations and many villages, the school system itself is stratified and provides children with strikingly different educational experiences. Schools range from the high cost 'public' (private) schools, to which the urban elite send their children, to the ostensibly 'free' poorly functioning local body run primary schools where children from hitherto educationally deprived communities predominate.

A striking recent feature is the growth of multigrade schools in rural areas, based on exclusion in education and undermine the constitutional value of equality of opportunity and social justice. If 'free' education is understood as 'removal of constraints' to education, then we must realise the importance of other sectors of the state's social policy for supporting and facilitating the achievement of UEE.

Globalization and the spread of market relations in every sphere of society have important implications for education. On the one hand, we are witnessing the increasing commercialisation of education, and on the other, inadequate public funding for education and the official thrust towards 'alternative' schools indicate a shifting of responsibility for education from the state to families and communities. We need to be vigilant about the pressure to commoditifying schools and the application of market related concepts to schools and school quality. **The 73rd and 84th constitutional amendments and the institutionalised statutory space they** provide for local communities to participate in decision-making in education for their children are important developments. However, parental aspirations for education are belied by endemic poverty and unequal social relations, and by lack of adequate provision of

schooling of equitable quality. The expectations and aspirations of the poor for education cannot be set aside as being outside the frame of curricular concerns.

The social context of education in India thus presents a number of challenges which must be addressed by the curriculum framework, both in its design as well as its implementation.

Envisioned Aims of Education in the New Curriculum

The aims of education serve as broad guidelines to align educational processes to chosen ideals and accepted principles. Aims of education simultaneously reflect the current needs and aspirations of a society as well as lasting values, immediate concerns of a community as well as broad human ideals. An aim must provide foresight. The school, classroom, and related learning sits are spaces where the core of educational activity takes place. These must become spaces where learners have experiences that help them achieve the desired curricular objectives. An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space, can help us arrive at principles to guide classroom practices.

The guiding principles discussed earlier, provide the landscape of social values within which we locate our educational aims, values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights. Education should aim to build a commitment to these values which are based on reason and understanding. The **curriculum, therefore, should provide adequate experience and space for dialogue and discourse in the school to build such a commitment in children**.

Sensitivity to other's well-being and feelings, together with knowledge and understanding of the world, should form the basis of a rational commitment to values. Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner. The curriculum needs to emphasise the processes of constructing knowledge.

Choice in life and ability to participate in democratic processes depend on the ability to contribute to society in various ways. This is why education must develop the ability to work, participate in economic processes and social change. This

necessitates the integration of work with education. We must ensure that work-related experiences are sufficient and broad-based in terms of skills and attitudes, an understanding of socio-economic processes, and help inculcate a mental frame to work with others in a spirit of cooperation. Work alone can create a social temper. Appreciation of beauty and art forms is an integral part of human life. Education must provide the means and opportunities to enhance the child's creative expression and the capacity of aesthetic appreciation. Education for aesthetic appreciation and creativity is more important today when aesthetic gullibility allows for opinion and taste to be manufactured and manipulated by market forces. The effort should be to enable the learner to appreciate beauty in its several forms.

The stated aims are mission statements in generalized format. These have not been translated into objectives to be achieved in most explicit manner. Thus the curriculum framework although declared that it is following Tyler's rationale model but it has been lacking technicality.

Let Us Check Our Progress

1. Write down the principal aims of the National Curriculum Framework-2005.
2. State explicitly how 'Quality' has been defined in the above stated Curriculum Framework ?
3. What are the envisaged social forces what have been stated in the above Curriculum Framework ?

Chapter – 2
Learning and Knowledge – Curriculum
Renewal's Pedagogical Base

The **Chapter–II** establishes the need to recognise the child as a natural learner, and knowledge as the outcome of the child's own activity both within and beyond the classroom. Childhood is a period of growth and change, involving developing ones physical and mental capacities to the fullest. It involves being socialised into adult society, into acquiring and creating knowledge of the world and oneself in relation to others in order to understand, and to transform.

Learning is at the heart of the curriculum in action

The formal processes of learning that school makes possible can open up new possibilities for understanding and relating to the world. The curriculum framework advocates for hild-centered pedagogy. ***'Child-centered' pedagogy means giving primacy to children's experiences, their voices, and their active participation.*** This kind of pedagogy requires us to plan learning in keeping with children's psychological development and interests. The learning plans therefore must respond to physical, cultural and social preferences within the wide diversity of characteristics and needs. Our school pedagogic practices, learning tasks, and the texts we create for learners, tend to focus on the socialization of children and on the 'receptive' features of children's learning. Learning is active and social in its character. Children's voices and experiences do not find expression in the classroom – often in our existing classroom. Hence the children will learn only in an atmosphere where they feel they are valued. Our schools still do not convey this to all children. The association of learning with fear, discipline and stress, rather than enjoyment and satisfaction is detrimental to learning.

The framework has pointed out the ***Common sources of physical discomfort which include*** – long walks for young children to reach school.

Heavy school bags; time-tables that do not give young children enough breaks to stretch, move and play, and deprives older children of play/sports time, and encourage girls to opt out.

The curriculum must have a holistic approach to learning and development that is able to give them active participation in learning.

Development and Learning

The precondition for all development is healthy physical growth of all children. Simple adaptation of playgrounds, equipments and rules can make activities and games accessible to all children in the school. Physical development supports mental and cognitive development, especially in young children. Alongside is the development of theories that children have about the natural and social worlds, including themselves. As children's metacognitive capabilities develop, they become

more aware of their own beliefs and capable of regulating their own learning. Further as active learners :

- All children are naturally motivated to learn and are capable of learning.

- Making meaning and developing the capacity for abstract thinking, reflection and work are the most important aspects of learning.

- Children learn in a variety of ways – through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing – both individually and with others. They require opportunities of all of these kinds of their development.

- Teaching something before the child is cognitively ready takes away from learning it at a later stage. Children may 'remember' many facts but they may not undersigned them or be able to related them in the world around them.

- Learning takes place both within school and outside school. Learning is enriched if the two areas interact with each other. Art and work provide opportunities for holistic learning that is rich in tacit and aesthetic components. Such experiences are essential for linguistically known things, especially in moral and ethical matters, to be learnt through direct experience, and integrated into life.

- Learning must be paced so that it allows learners to engage with concept and deepen understanding, rather than remembering only to forget after examination.

- Learning can take place with or without mediation. In this case the latter, the social context and interactions, especially with those who are capable, provide avenues for learners to work at cognitive levels above others. (NCF-2005, pp. 15 – 16).

Teaching for Construction of Knowledge

In constructivist perspective learning is a process of construction of knowledge. A child constructs her / his knowledge while engaged in the process of learning. Quite often children have an idea arising from their everyday active engagement and learning various concepts, skills and positions through the process. Very often teachers, in government as well as private schools, insist that all children must give identical answers to questions. We must indeed, contemplate why we only ask children to give answers to questions.

Constructivist Learning Situation Process involves basically two elements – Interpretation, construction and Multiple interpretation.

In this context, teacher is a facilitator who encourages learners to reflect, analyse and interpret in the process of knowledge construction.

Much of our school learning is still individual based (although not individualised!). The teacher is seen as transmitting 'knowledge' which is usually confused with information to children, and organising experiences in order to help children learn. Learning in the company of others is a process of interacting with each other and also through the learning task on hand. This kind of learning gets enriched when schools enroll children from different socio-economic backgrounds.

There are ways in which group learning can be assessed and evaluated. Schools could also consider giving mixed age groups of children projects to do together. In such mixed groups there is much that children can learn from each other such as team work and social values. Group learning tasks, taking responsibility, and contributing to a task on hand are all important facets of not only acquiring knowledge but also in learning of crafts and arts.

Designing Learning Experiences

The quality of the learning task influences its learnability and its value for the learner. Learners accept being controlled and learn to want to control. Answer, we need to allow learners to spend time on deeper meaningful learning. Learning tasks are to be designed to ensure that children will be encouraged to seek our knowledge from **sites other than the textbook**.

This framework misses to spell out clearly the criteria for selecting learning experiences and their length and breadth as usually found in technical approach to curriculum development and design. In this aspect the framework seems non-technical.

Let Us Check Our Progress

1. "Learning is at the heart of the curriculum in action" – Explain from the point of view of the NCF – 2005.

2. What do you mean by 'constructivism' ?

Approaches to Planning

Learning must be focused on activity. The learning experiences should be organized as :

- Observing something happen

- Participating in an exercise involving body and mind such as planning a role around a theme and presenting it,

- Talking about and reflecting on something the child has experience,

- Making something, say, a system of gear wheel or trying out an experiment in a lift

- After the experience, the teacher could organize a discussion, an exercise involving, writing, drawing and display, etc.

Knowledge and Understanding : Basic Capabilities of Learners

The curriculum needs to provide experiences that build the knowledge-base through a progressive introduction to the capabilities of thinking rationally, to understand the world through the disciplines, aesthetic appreciation, and sensitivity to others, to work and to participate in economic processes. This section discusses the nature and forms of knowledge and understanding as necessary for making informed curricular choices and approaches to content.

Knowledge can be conceived as organised, through language, into patterns of thought (or structures of concepts), thus creating meaning, which in turn helps understand the world we live in. It can also be conceived of as patterns of activity, or physical dexterity with thought, contributing to acting in the world, creating and making of things. Human beings, over time, have evolved both a wealth of *bodies of knowledge* which includes a repertoire of *ways of thinking, of feeling and of doing things* and constructing more knowledge. It suggests that in the curriculum, there must be as much focus on the process of learning, on how learners engage with and reconstruct knowledge, as on the content of what is learnt.

Education would concern itself with maintaining and transmitting this storehouse of human knowledge, educational aims. The range of human capabilities is very wide, and through education.

Children's basic capabilities are those that form the broad basis for the development of understanding, values and skills. Three basic capabilities of the learners have been prioritized by the NCF-2005 :

a. Development of language for a child is synonymous with development of understanding and identity and also the capability to relate with others. Not only verbal languages with scripts, but also languages without scripts, sign languages, scripts such as Braille and performing arts provide the bases for making meaning and expression.

b. Forming and sustaining relationships with the social world, with the natural world, and with one's self, with emotional richness, sensitivity and values.

c. Capabilities for work and action, involves the coordination of bodily movement with thought and volition ; drawing on skill and understanding and directing to achieve some purpose or create something, substantial part of the school curriculum.

Forms of Understanding

Knowledge can be categorized based on distinct kinds of concepts and meanings involved and processes of validation and justification. *Mathematics* has its own distinctive concepts, such as prime number, square root, fraction, integral and function. The validation procedures of mathematics are never empirical, never based on observation of the world or on experiment, but are demonstrations, internal to the system specified by the appropriate set of axioms and definitions.

Scientific inquiry involves observation and experimentation to validate predictions made by theory (hypotheses), which may be aided by instruments and controls. *Social Sciences* and *Humanities* have their own concepts, for example community, modernization, culture, identity, and polity. Social Sciences aim at developing a generalized and critical understanding of human beings and human groups in society. The Social Sciences concern themselves with description, explanation and prediction in the social world. With regard to the process of knowledge formation, Science and Social Sciences are first, the Social Sciences study human behavior which is governed by 'reasons', while the nature is governed by

'cause-effect'. Second, findings of Social Sciences often raise issues of ethics and desirability while natural phenomena can be understood, raising ethical questions only when they enter into the domain of human action.

Art and aesthetics use quite familiar words, such as rhythm, harmony, expression. Art productions cannot be judged against reality or for 'truth'. Ethics is concerned with all human values, and with the rules, principles, and standards.

In relation to action and choice, therefore, ethics must be conceded primacy over each of the forms of understanding. Furthermore, such reasons will be reasons for anyone ; reason, equality and personal autonomy are therefore very intimately connected concepts.

Philosophy involves a concern on the one hand, with analytical clarification, evaluation and synthetic coordination of the aforementioned forms of understanding.

The basic capabilities, the knowledge of practice and the forms of understanding are the core ways in which human experience has been elaborated in the course of history. Imagination and critical thinking are linked in obvious ways with the development of understanding and reason, and so are the emotions.

Thus, the curriculum planners have reflected on cognitive constructivism, social constructivism, learning in situ, moral reasoning, metacognitive elaboration of one's thought processes, problem-posing learning, collaborative learning, etc. and imagined to bring the appropriate exercise by the teachers in classroom learning.

Children's Knowledge and Local Knowledge

Next the NCF-2005 goes on to a vital issue in modern curriculum development practice which stands for connection between everyday experience with text-based knowledge. It puts this issue as (p. 30) :

"The child's community and local environment form the primary context in which learning takes place, and in which knowledge acquires its significance. It is in interaction with the environment that the child constructs knowledge-derives meaning. Although this area has generally been neglected both in conceptualisation of textbooks, and in pedagogic practices. Hence in this document, we emphasize the significance of contextualising education: of situating learning in child's context, and

of making a porous boundary between the school and its natural and social environment. This is not only because the local environment and the child's own experiences is the best 'entry point' into the study of disciplines of knowledge, but more so because *knowledge is to connect with the world*. It is not a means to an end, but both means and end. This does not require us to reduce knowledge to the functional and immediately relevant but to realise its dynamism by connecting with the world through it.

Unless learners can locate their individual standpoints in relation to the contexts represented in textbooks and relate this knowledge to their experiences of society, knowledge is reduced to the level of mere information. If we want to examine how learning relates to future visions of community life, it is crucial to encourage reflection on *what it means to know something* and how to use what we have learnt. The learner must be recognised as a proactive participant in his or her own learning.

Day after day children bring to school their experiences of the world around – the trees that they have climbed, the fruits they have eaten, the birds they have admired".

School Knowledge and the Community

Children need to find expression and representation of the plurality of people and community is oversimplified, labeled, or judged. Stud and generate portrayals of the local social groups as a part of their social science studies. Local oral history could also be connected with regional history and national history. But the social context also calls for a much greater critical awareness and critical engagement on the part of curriculum developers and teachers. Community-based identities of gender, caste, class and religion are primary identities but they can also be oppressive and reaffirm social inequalities and hierarchies.

School knowledge can also provide a lens through which children can develop a critical understanding of their social reality. Knowledge and experiences in the school curriculum. The school must then be prepared to engage with communities to listen to their concerns, and to persuade them to see the educational value of such decisions. If we are to ensure participation of children of all groups, in our secular

education, we will have to discuss our curricular choices with others who are legitimate stakeholders in education.

Let Us Check Our Progress

1. Explain 'local knowledge' with examples.
2. How school knowledge and community knowledge have been linked in the NCF-2005. – Explain.

<u>**Chapter – 3**</u>

Curricular Areas, School Stages and Assessment

The NCF-2005 in this Chapter has reflected upon the changing order of knowledge and observed that this dynamic nature of knowledge production and application have not clearly addressed in school practices. It puts : "It is important that each curricular areas is revisited in depth, so that specific points of entry can be identified to the context of emerging social needs. In this respect, the status and role of the arts and health and physical education deserve special attention in view of the peculiar orbit of the 'extra-curricular' to which they were relegated almost a century ago. Aesthetic sensibility and experience being the prime sites of the growing child's creativity, we must bring the arts squarely into the domain of the curricular, infusing them in all areas of learning while giving them in an identity of their own at relevant stages. Work, peace, and health and physical education have a similar case. All three have a fundamental significance for economic, social and personal development. Schools have a major role to play in ensuring that children are socialized into a culture of self-reliance, resourcesfullness, peace-oriented values and health". (p. 35)

To sum up, the NCF-2005 has embraced eight areas of studies, such a Language, Mathematics, Science, Social Sciences, Art Education, Health and Physical Education, Work and Education, and Education for Peace.

The area-wise renewal directions may be presented in the following order.

- *Language*
  - Language skills – speech and listening, reading and writing – cut across school subjects and disciplines.
  - A renewed effort for implementation three – language formula, emphasizing

the recognition of children's home language or mother language (including tribal language if needed) as the best method of instruction.

- English needs to find its place along with other Indian languages.
- The multilingual character of Indian society should be seen as a resource for the enrichment of school life.

- *Mathematics*
  - Mathematization (ability to think logically, formulate and handle abstraction) rather than 'knowledge' of mathematics (formal and mechanical procedures) is the main goal of teaching mathematics.

- *Science*
  - Content, process, and language of science teaching must be commensurate with the learner's age – range and cognitive reach.
  - Science teaching should engage the learners in acquiring methods and processes that will nurture their curiosity and creativity, particularly in relation to the environment.
  - Science teaching should be placed in the wider context of children's environment to equip them with the requisite knowledge and skills to enter the world of work.
  - Awareness of environment concern must permeate the entire school curriculum.

- *Social Studies*
  - Social science content need to focus on conceptual understanding rather than lining up facts to be memorized for examination, and should equip children with the ability to think independently and reflect critically on social issues.
  - Interdisciplinary approaches promoting key national concerns such as gender, justice, human rights, and sensitivity to marginalized groups and minorities.
  - Civics should be recast as a political science, and the significance of history as a shaping influence on the children's conception of the past and civic identity should be recognized.

- *Work*
  - School curricula from the pre-primary stage to the senior secondary stage need

to be reconstructed to realise the pedagogic potential of work as a pedagogic medium in knowledge acquisition, developing values and multiple skill formation.

- The art should compromise a subject at every stage of school curriculum.

- *Peace*
  - Peach-oriented values should be promoted in all subjects throughout the school years with the help of relevant activities.
  - Peace education should form a component of teacher education.
  - Peace education should form a component of teacher education.

- *Health and Physical Education*
  - Health and physical education are necessary for the overall development of learners.

- *Habitat and Learning*
  - Environmental education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels.

In **Chapter–3** special emphasis has been given in the area of teaching-learning of Social Sciences keeping in view the pluralistic nature of Indian society. Hence, two important deliberations of NCF-2005 in relation to Social Sciences are being presented separately. *Here the framework very loosely speaks for different subject matter integration but it does not state to what extent the inclusion of different aspects of integration of learning experiences would follow vertical, horizontal or spiral or wheel approach. Or in which way it will maintain continuity in organization of educational experiences.*

The Proposed Epistemological Frame

Based on the above considerations of popular perceptions, and the issues to be addressed in the study of the social sciences the national focus group on teaching of social sciences proposes that the following points be treated as basic for the revised syllabi. As pointed out by the Kothari Commission, the social science curriculum

hitherto emphasized developmental issues. An epistemological shift suggested, so as accommodating the multiple ways of imagining the Indian nation. At the same time, Indian history should not be taught in isolation, and there should be reference to developments in other parts of the world. Political Science treats civil society as the sphere that produces sensitive, interrogative, deliberative, and transformative citizens. Gender concerns need to be addressed in terms of making the perspectives of women integral to the discussion of any historical event and contemporary concerns. This requires an epistemic shift from the patriarchal preconceptions which inform much of the social studies at present.

The concerns related to health of children and also those related to social aspects of changes and developments occurring in them during adolescence like changing children are introduced to universal values, in a manner appropriate for their age. Reference to day-day issues e.g. the problem of getting water, can be discussed so that young students become aware of issues related to human dignity and rights.

Planning the Curriculum

For the primary grades, the natural and the social environment will be explained as integral parts of languages and mathematics. The languages used should be gender-sensitive. Teaching methods should be in a participative and discussion-oriented mode.

For Classes III to V, the subject Environment Studies (EVS) will be introduced. Children will also begin to be senstized to social issues like poverty, child labour, illiteracy, caste and class inequalities in rural and urban areas. The content should reflect day-to-day experiences of children and their life-words.

At the upper primary stage, Social Studies will be added-drawing its content from history, geography, political science. History will take into account developments in other parts of the world. Geography can help develop a balanced perspective related to issues concerning environment, resources and development at different levels, from local to global. In Political Science, the student will be introduced to formation and functioning of governments at local, state and central levels and eh democratic processes of participation. At the secondary stage, Social

Sciences comprise history, geography, sociology, political science, and economics. The focus will be on Contemporary India and the learner will be initiated into a deeper understanding of the social and economic challenges facing the nation. In keeping with the epistemic shift proposed, these will be discussed form multiple perspectives, including those of the adivasi, dalit and disenfranchised populations. Possible to the children's everyday lives. In History, India's freedom movement, and other aspects of its modern history can be studied, as well as significant developments in other parts of the world . History should help them discover processes of change and continuity in their world and to compare ways in which power and control were, and are exercised. Geography should be taught keeping in mind the need to inculcate in the child's critical appreciation for conservation and environmental concerns along with developmental issues. In Political Science, the focus should be on discussing the philosophical foundations that underlie the value-framework of the of the Indian Constitution, i.e. in-depth discussion of equality, liberty, justice, fraternity, dignity, plurality, and freedom from exploitation. The higher secondary sage is important as it offers a choice of subjects to the students. For some students, this stage may be the end of their formal education, leading to the world o work and employment; for others, the foundation for higher education.

They may choose either specialised academic courses or job-oriented vocational courses. A range of courses from social sciences and commerce may be offered and students may exercise their choice. Subjects need not be grouped into separate 'streams', and students should have the freedom to opt for subjects or courses according to their need, interest, and aptitude. The social sciences will include disciplines like political science, geography, history, economics, sociology and psychology. Commerce may include business studies and accountancy.

Let Us Check Our Progress

1. Justify the inclusion principle for incorporating different learning experiences in NCF – 2005.

2. Write down, in brief, the epistemological framework conceived of in NCF-2005.

Chapter – 4

Main Menu are School and Classroom Environment

Main Areas of Renewal

1. Availability of minimum infrastructure and material facilities, and support for planning a flexible daily routine, are critical for improved teacher performance.

2. A school culture that nurtures children's identities as 'learners' enhances the potential and interests of each child.

3. Specific activities ensuring participation of all children.

4. The value of self-disciplining among learners through democratic functioning is as relevant as ever.

5. Participation of community members in sharing knowledge and experience in a subject area helps in forging a partnership between school and community.

6. Reconceptualization of learning process in terms of (a) textbooks focused on elaboration of concepts, activities, problems and exercises encouraging reflective thinking and group work, (b) supplementary books, workbooks, etc. based on fresh thinking and new perspectives, (c) multimedia and ICT as sources for two-way interaction rather than one-way reception, and (d) school library as an intellectual space for teachers, learners and members of the community to deepen their knowledge and connect with the wider world.

7. Decentralized planning of school calendar and daily schedule and autonomy for teacher professionalism practice are basic creating a learning environment.

Chapter – 5

Presents Systematic Reforms of the Existing Curriculum

Main Areas of Reform

1. Quality concern, a key feature of systematic reform, implies the system's capacity to reform itself by enhancing in ability to remedy its own weakness and to develop new capabilities.

2. It is desirable to evolve a common school system for schooling of all sections and types of learners in the spirit of inclusion.

3. A broad framework for planning upwards, beginning with schools for identifying focus areas and subsequent consolidation at the cluster and block levels, could for a decentralized planning strategy at the district level.

4. Meaningful academic planning has to be don in a participatory manner by headmasters and teachers.

5. Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching-learning process.

6. Teacher education programme need to be reformed and strengthened so that the teachers can be an (a) encouraging, supportive and humane facilitator in teaching-learning situations to enable learners to discover their talents, to realise their physical and intellectual potentialities to the fullest, to develop character and desirable social and human-values to function as responsible citizens; and (b) active members of a group of persons who make conscious efforts for curricular renewal so that it is relevant to changing social needs and the personal needs of learners.

7. The NCF 2005 states : "Reformulated teacher education programmes that place thrust on the active involvement of learners to the process of knowledge construction, shared context of learning, teacher as a facilitator of knowledge construction, multidisciplinary nature of knowledge of teacher education, integration theory and practice dimensions, and management with issues and concerns of contemporary Indian society from a critical perspective".

8. Centrality of language proficiency in teacher education and an integrated model of teacher education for strengthening professionalization of teachers assume significance.

9. In-service teacher education needs to become a catalyst for change in school practice.

10. The Panchayati Raj system should be strengthened by evolving a mechanism to regulate the functioning of parallel bodies at the village level so that democratic participation in development can be realised.

11. Reducing stress and enhancing success in examinations necessity : (a) a shift away from content-based testing to problem solving skills and understanding,

(b) a shift towards shorter examinations, (c) an examination with flexible time limit, and (d) setting up a single nodal agency for coordinating the design and conduct of entire examinations.

12. Institutionalization of work centered education as an integrated part of the curriculum from the preprimary to the +2 stage is expected.

13. Vocational Education and Training (VET) needs to be conceived and implemented in a mission mode, involving the establishment of separate VET centres.

14. Availability of multiple textbooks to widen teacher's choice and provide for diversity in children's needs and interests.

15. Sharing of teaching experiences and diverse classroom practices to generate a new idea that facilitates innovation and experimentation.

16. Development of syllabi, textbooks and teaching-learning could be carried out in a decentralized and participatory manner involving teachers, experts from universities, NGOs and teachers' organization.

Let Us Check Our Progress

1. Mention curriculum sites and learning resources to be used in creating learning environments while transacting NCF-2005.

2. State three reforms that are needed for realization of the aims of the NCF-2005.

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6.3.5.6 : CURRICULUM FRAMEWORK FOR QUALITY TEACHER EDUCATION

Introduction

Reforms in school education and teacher education are inseparable. These two dimensions of total education systems are interrelated and interdependent. However, during the last sixty years since independence, efforts in reform in teacher education have been articulated in the following six dimensions ::

1. Conceptual consideration.

2. Curriculum framework.

3. Modes of transaction.

4. Practice component.

5. Evaluation component.

6. Innovative efforts.

Another new dimension in teacher education since 1986 National Education Policy and POA, 1992 is continuous life long learning for all teachers in the country.

The systematic effort in curriculum framework for teachers was first initiated in 1978 by the National Council for Teacher Education as a non-statutory body located in the Teacher Education Department of NCERT. This body again formulated new curriculum framework for teacher education in 1988. Among others besides this body, the National Commission on Teachers-I (1983 – 1985), the Curriculum Center in Education sponsored by the University Grants Commission 1983 – 85) were also early key players. On the policy level, National Policy on Education, 1968, 1985, 1992 and the Draft Policy on Education, 1979 and the Eight Five Year Plan are the main initiators of renewal of teacher education curriculum in this country. Side by side, teacher education programmes initiated in institutions like Jamia Millia Islamia, Gujarat Vidyapith, Visva Bharati, Gandhigram, Lok Bharti, Kashi Vidyapith, etc. attempted to inject new look and innovative dimensions. These programmes varied widely but each of them attempted to close gap between knowledge and practice, institution and school classroom, etc.

The Curriculum Framework : 1978 [titled as *Teacher Education Curriculum – a Framework* (1978)] gave main thrust on three aspects : pedagogic theory, working with community, and content-cum-methodology and practice teaching, including practical work. It defined and formulated objectives of teacher education separately for different stages of education so as to facilitate organization of curriculum transaction modes and use of appropriate techniques for evaluating student teachers' learning outcomes and professional performance under training. The framework has an explicit skill based, 'task-oriented' approach. However, the *Policy Perspective in Teacher Education : Critique and Documentation* published by NCTE (1998) has marked this framework to adopt a "***deductive approach***" towards designing the curriculum and its transaction (p. 61).

The Curriculum Framework : 1988 *has been titled as National Curriculum for Elementary and Secondary Education – a Framework* brought out by the NCERT in 1988. It was a renewal venture after NPE, 1986. This was rather a more systematic venture supported by efforts of two working groups – Revitilization and Modernisation of Pre-service Teacher Education and In-service Teacher Education. Framework – 1988 laid stress on a few principles, one such may be articulated in the statement : "Teacher education programmes for the different levels should share a common design with a built-in provision for horizontal and vertical mobility to break the isolation from stage to stage".

Three major components suggested by Framework – 1988 were :

- Foundation courses.
- Stage relevant specialization.
- Field work or practicum emphasizing application of theory in classroom teaching and other practical activities.

This document is a different one ; it has followed an "*eclectic approach*" due to multiplicity of theoretical perspectives of teacher education. This means teacher education draws inputs form different disciplines like psychology, sociology, history, communication science, and philosophy, all cognate to education. The above stated NCTE published '*Critique*' very effective curriculum and its transaction modes, in several innovative approaches and practices, based on teacher educators' own experience and reflection, are clearly formulated and given a fair trial", (p. 61). From the point of view of historical development of teacher education this framework deserves merit but this document has not been given life to survive as the national responsibility was entrusted to National Council for Teacher Education which culminated in an Act of Parliament in 1993. But much of its ideas have been accepted in the development of later documents on teacher education curriculum.

Curriculum Development Centre in Education : Framework is the product of UGC initiated Curriculum Development Centre established in the Department of Education, Kerala University in 1990. It highlights knowledge base component of teacher education on disciplines cognate to education. The Framework includes three

major components, namely, *theory, practice and internship*. One special feature of this Framework is in the curricular organization of 'optional subjects'. Two optional groups have to be studied, each of these optional group embrace *methods of teaching and pedagogical analysis*. This curriculum work considers that pedagogy seems to have some generalized theoretical knowledge and corresponding know-how which cuts across the teaching of specific subjects at any stage of education. Secondly, the pedagogical components mentioned above serve as a basis for the formulation of pedagogy in a subject – specific manner. Whatsoever be the meaning and use of pedagogy, this curriculum framework has attempted to look teaching from science – end, that is instructional science which has been assumed to be a rich knowledge – base for capacity building of teachers. Further, the Curriculum Development Centre in Education Framework (1990) has emphasized restructuring the existing programme of teacher education in terms of its substance and duration on the basis of reflections by expert committee, which is more pedagogic in nature and orientation. This document has experienced a similar fate as was experienced by the 1988 Framework.

Curriculum Framework for Quality Teacher Education : 1998 [NCTE]

Then came the age of the National Council for Teacher Education Act 1995. NCTE Act provides for the establishment of a National Council for Teacher Education with a view to achieving planned and coordinated development and control of teacher education system throughout the country.

Curriculum Framework for Quality Teacher Education : 1998 [NCTE] is the first published national document on teacher education. Its hidden agenda is competency-based and commitment oriented teachers in the country for the 21st century. It is the cumulative and interactive outcomes of all earlier ventures on teacher education in this country. This framework has been formulated on the basis of outcomes emerged in the several national seminars, workshops and discussions.

NCTE came as a statutory body by the Act of Parliament in 1995. Consequently, NCTE began the process of nation-wide consultations to evolve a strategy to develop a new curriculum framework on teacher education. After several consultations, a discussion document was developed and published in September

1996. The discussion document was an outcome of a strategy which envisaged intensive national level consultations with institutions of teacher education, eminent teacher educators, teachers and educationists. The foremost consideration in preparing the document was to take into cognizance the diversity in the then teacher education systems at that time and to prepare a curriculum document that would be useful to all types of teacher education programmes. The national obligation of the document was the national theme and aim of reorganization and restructuring teacher education in India in the 21st Century.

Structure of the Curriculum Framework for Quality Teacher Education : 1998

This framework has been presented in Eight Chapters. A summary of the contents of this document may be helpful to observe and analyse what kinds of curricular work has been there in.

- **Chapter – One**
  CONTEXT AND CONCERNS
  1.1   Introduction
  1.2   Scenario of teacher education
  1.3   Constitutional goals
  1.4   Teacher education and problems of the nation
  1.5   Problems within the education system
  1.6   Inseparability of pre-service and in-service education
  1.7   Research and innovations
  1.8   Other critical concerns
  1.9   Spectrum of institutional functions
  1.10   Commitment and performance in teacher education
  1.11   Breaking the barriers

- **Chapter – Two**
  PRE-SERVICE TEACHER EDUCATION
  Introduction

Teacher profile

General objectives

Characteristics of curriculum framework

Teacher education for early childhood stage

Elementary teacher education curriculum framework

Teacher education for primary stage

Teacher education for elementary stage

Teacher education for secondary stage

Teacher education for senior secondary stage

Teacher education for senior secondary stage – academic stream.

Teacher education for senior secondary stage – vocational stream.

Tasks ahead.

Eligibility and duration.

- **Chapter – Three**

  IN-SERVICE TEACHER EDUCATION

  3.1   Introduction

  3.2   Rationale

  3.3   Functions

  3.4   Objectives

  3.5   Strategies

  3.6   Pointers for future

- **Chapter – Four**

  TEACHER PREPARATION FOR ALTERNATIVE SYSTEMS

  4.1   Introduction

  4.2   Non-formal education

  4.3   Adult education

  4.4   Distance education

- **Chapter – Five**

  PREPARATION FOR TEACHERS FOR STUDENTS WITH SPECIAL NEEDS

  5.1   Introduction

  5.2   Objectives

  5.3   Curriculum framework

  5.4   Teachers for the gifted

- **Chapter – Six**

  EDUCATION OF TEACHERS FOR PHYSICAL EDUCATION

  6.1   Introduction

  6.2   Physical education as an integral part of teacher education

  6.3   Teachers for physical education at the elementary stage

  6.4   Teachers of physical education at the secondary stage (B. P. Ed.)

  6.5   Teachers educators for physical education

- **Chapter – Seven**

  EDUCATION OF TEACHER EDUCATORS

  7.1   Introduction

  7.2   Existing system

  7.3   Rationale and objectives

  7.4   Evolving models of pre-service education of teacher educators

  7.5   Curriculum framework

  7.6   Strengthening the programmes.

  7.7   Thrust in in-service and continuing education.

- **Chapter – Eight**

  MANAGING THE SYSTEM

Analysis of the Curriculum Frameworks for Quality Teacher Education – 1998

With regard to Context and Concerns (Chapter – 1) the curriculum framework has made analysis of some view points upon which it has been erected and articulated step by step. These, according to curriculum development methodology, are not solid, rather, conceptually deduced from earlier documents. Specifically, these are se as, for example, constitutional goals, contemporary scenario of teacher education, problems, both external and internal, and some critical concerns. Among many other factors and forces influencing teacher education, the curriculum workers considered the following critical concerns. These have been put as :

➢ Gradual change – over from conventional programmes of teacher education to integrated courses to ensure professionalism;

➢ Increased duration of teacher education programmes to accommodate proper assimilation (*not integration* ?) of emerging professional inputs;

➢ Stage-specific theoretical and practical components, transactional strategies and evaluation;

➢ Plans and programmes of teacher education to respond to the expected role performance of the teacher;

➢ Flexible and pragmatic approach to plans and programmes …. ;

➢ Proper planning and orientation of education of teacher education [p. 17].

Two important aspects of the curriculum workers are evolving a culture – *specific pedagogy and inseparability of pre-service and in-service teacher education*. The first has implication with respect to multi-cultural nature of Indian learners in one side and entrance of Vygotsky's social constructivism in educational discourse after later nineties of the last century, especially with the UNESCO concept of Education For All. The second issue is an important concern after NEP, 1986 which has advocated for continuous professional development of teachers in the light capacity building of human resources development; keeping in mind the fast changing order of knowledge in information age.

Another issue in the curriculum framework may be related to competency and commitment of teachers as a professional group with unique characteristics of its own.

The framework document puts : "NCTE has analysed the existing curriculum of teacher education from the point of view of competency areas. It has emerged that to enhance the quality of school and willingness to perform" (p. 19). In this aspect the earlier documents of NCTE have explicitly presented the R. H. Dave model of teacher education, Ten competency areas are contextual, conceptual, content, transactional, competency related to other educational activities, developing teaching-learning materials, evaluation, management, working with parents, with community and with other agencies. The six commitment areas are commitment to the learner, commitment to the society, commitment to the profession, commitment to attaining excellence for professional actions and commitment to basic values. Not only these, five performance areas have been identified, such as classroom performance, school level performance, performance in the out-of-school activities, parents related performance and community related performance.

Thus, the curriculum framework has attempted to design a kind o teacher education curriculum what has formulated a three-dimensional grid and the whole of the curriculum phenomena must embrace all cells. Then the curriculum workers have tried to make a technical production of a teacher education curriculum.

With regard to pre-service (Chapter–2) teacher education curriculum framework document has developed a Teacher Profile on the basis of the Dave model pointed out earlier in this discussion. In the 'Teacher Profile' a teacher has been considered as an actor to act as a change agent for modernisation and development rightly engined by head, heart, hand, reflection and initiative. Next, it has developed 'General Objectives' which have spelled out and articulated in numerous angles the constitutional goals but finally the ideas of capacity building and professionalism have been touched upon nicely. Subsequently, the framework has pondered over the 'inside' of the curriculum and has chalked out a boundary or it in a way of formulating *Characteristics of Curriculum Framework as* :

The perceived characteristics of the envisaged curriculum framework, would suggest that it :

➢ reflects the Indian heritage, acts as an instrument in the realisation of national goals and fulfills aspirations of the people;

> ➢ respond to the latest developments in the field of education;
>
> ➢ establishes integration of theory and practice of education;
>
> ➢ provides multiple educational experience to teachers;
>
> ➢ enables teachers to experiment with new ideas;
>
> ➢ ensures inseparability of pre-service and in-service education of teachers;
>
> ➢ provides for use of communication technology.

The whole framework has looked forward the total curriculum proper in separate presentation as given below.

1. Pre-service Teacher Education – Early Childhood Stage. Elementary Stage, Primary Stage, Secondary Stage, Senior Secondary Stage (Academic), Senior Secondary (Vocational). [pp. 26 – 78].

2. In-service Teacher Education – Different Models [pp. 79 – 91].

3. Teacher Preparation for Alternative Systems of Education – Non-formal, Adult, and Distance Education [pp. 92 – 100].

4. Preparation for Teachers for Students with Special Needs including Gifted [pp. 101 – 108].

5. Education of Teacher for Physical Education – Elementary Stage, Secondary Stage and Post-Graduate Course (M. P. Ed.) pp. 109 – 118].

6. Education for Teacher Educators – Pre-service with variety of courses like M. Ed. (Primary), M. Ed. (Elementary), M. Ed. (Secondary and Senior Secondary), M. Ed. (Special Education), M. Ed. (Distance Education), M. Ed. (Physical Education), and In-service and Continuing Education [pp. 119 – 132].

Curriculum Framework for each component, with some exceptions includes framework of subjects of areas to be studied and also rationales behind inclusion of those areas of studies. For example, curriculum framework for Teacher Education for Secondary Stage includes :

1. *Theory*

2. *Optional Courses.*

3. *Teaching including Pedagogical analysis of two school teaching subjects*

4. *Practical Work* including Internship and school experience, Field work, Community – based activities, Work education, Sessional / Practical work, Physical education, Aesthetic development programmes and activities and Action research.

Up to this the curriculum framework has tilted towards a liberal view of teacher education. It goes to begin with the emerging issues and concerns in education in India – a big picture or the mega-component of teaches professional life and activities. This tendency is actually observed in earlier frameworks and we generally possess those ideas. But one important thing to point out that NCTE being an official monitor of Indian teacher education panorama, has given vital direction that the "*theory*" component should be limited to 40% of the programme space (30% for Early Childhood Stage). The curriculum team asserts that theoretical component is essential for understanding the learner, the community and the society (not understanding the identity or self as teacher), the internal and external forces impinging upon the school and the internal and external variables, operating upon the learner. The inclusion of Courses on – Health and Physical Education, Education of Children with Special Needs has been made for accommodating this point of view in the Framework" [pp. 37 – 38]. The framework has thought of narrowing the gap between theory and practice and suggested action research in the curricular load.

This framework has gone to highlight some important points relating to **Transacting the Curriculum** for each of the stage-specific sub-frameworks. It has generally voiced for using "interactive, participative and activity-oriented approach" invariably more at the earlier stage of education and suggested "Interactive teaching, cooperative teaching – learning, self-discovery approaches" for secondary stage and eventually advocated to bear more linkage to lecture method. The theoretical components of the curriculum needs to be transacted by lecture-discussion, self-study approach, seminar, media supported teaching, tutorial and through practical activities in both in-side and out-side of the institutions.

Practice Teaching has been given 20% weightage in the total programme. It is generally said that the weakest area of Indian teacher education. This framework has

attempted, pedagogical analysis of school subjects (20% weightage) has been thought of as an essential component of practice teaching. This is looked as curriculum knowledge and competency of a teacher in making. It is the sign of integration of subject knowledge and how to instruct. By way of pedagogical analysis, a student teacher, the framework conceives, becomes conversant with the objectives (in behavioral terms) of teaching a unit / topic, the entry behaviour of pupils, classroom management (including time and media) and evaluation strategies need to be employed. In this way it will be helpful to discriminate between an effective teacher form one who is not so. Thus, in total 40% of total curricular load has been suggested in the area of instructional activities.

Practicum or practical activities have been another important area of the curriculum. The framework suggests to give 20% weightage on this component. The activities include school experiences, work education, school community interactive activities, action research projects and other educational activities – all directed towards development of the personality and professionalism of student teachers. These activities need to be spread and set all through the teacher education programme. This implies that the framework envisages to expand learning zone of student – teacher , not confined within the training institution.

In the matter of *Evaluation* the framework suggests both formative and summative approaches, both survey and diagnostic, both criterion-referenced and norm-referenced testing, and also both testing and non-testing modalities of evaluation. Finally, it suggests use of comprehensive and continuous evaluation.

The framework puts : "Effective need to be directed towards developing in the teacher trainee certain competencies and skills which would be helpful in the shaping of the teacher for an effective role to play. It is essentially directed towards capacity building which may embrace, among other competencies, managerial skills, organizational efficiency, leadership skills, democratic attitudes, innovative and creative abilities, etc.". [p. 55]. The framework envisages that work education and value education need to be another curriculum dimensions.

In order to make this story short, it is satisfying that the Curriculum Framework for Quality Teacher Education (1998, NCTE) has gone in most essential components

of the total teacher education system including pre-service and in-service; general education and other forms of education and even has touched upon education for the teacher educators. This seems a most comprehensive curriculum framework on teacher education ever formulated in India.

Keeping in mind the regional and university – level variations, this framework has suggested two general types of teacher education courses; General and Integrated. It has also suggested eligibility criteria for each type of course. The following Table may be helpful to understand the point.

General Course [p. 77]

Level	Eligibility	Duration
Pre-primary	10 + 2	2 years
Primary	10 + 2	2 years
Elementary	Graduate	2 years
Secondary	Graduate (pass)	2 years
Senior Secondary	Graduate with first degree in education	2 years
M. Ed. (General)	Graduate with first degree in education	1 year
M. Ed. (Teacher Education)	Post Graduate with first degree in education	1 year

Integrated Course [p. 77]

Level	Eligibility	Duration
Pre-primary	10	4 years
Primary	10	4 years
Elementary	10	4 years
Secondary	10 + 2	4 / 5 years

Regarding duration of the courses, especially for teacher at secondary and above levels, it has been witnessed some variations too. Subsequently, for teachers of secondary and / or senior secondary stage one-year duration has been accepted. Taking into cognizance of several curricular components the total days of about 200 have been suggested.

This Curriculum Framework has got official momentum as NCTE is the key national monitor of teacher education in this country.

Curriculum Framework for Teacher Education – 2004 (NCERT)

Consequent to the development of National Curriculum Framework for School Education – 2000 national debate emerged on various aspects of school education. Some of its related issues also came up for discussion in the Parliament and a debate in the Supreme Court of India. In its landmark judgment delivered on 12th September, 2002, the Hon'ble Supreme Court endorsed the approach of the NCERT. The NCERT, then developed detailed syllabi and new curricular materials for all the stages of schooling. As a result NCERT designed and developed this curriculum framework. Now it has been inoperative after the development of the National Curriculum Framework – 2005.

Meanwhile, NCTE in collaboration with other bodies concerned has attempted to formulate another draft curriculum framework for teacher education, has circulated in for wide criticisms and suggestions but the final curriculum is yet to come.

Let Us Check Our Progress

1. State the innovative ideas pointed out in the National Curriculum Framework for Quality Teacher Education – 1998.
2. To what extent has the above mentioned curriculum framework been successful in injecting in it the conception of life long teacher education ? Give reasons.
3. Identify some weaknesses of the above mentioned curriculum framework.

NCTE Draft Curriculum : Salient Features

The 'framework' of the teacher education curriculum has accepted 'flexibility' and 'integration' as its base points for much of the further discussion in the document. Flexibility is referred to as : (i) mobility of entry and exit of a teacher-trainee at different stages of teacher-preparation and also mobility from one discipline to the other; (ii) flexibility for relevance – to develop 'teacher education modules' catering to the needs of the states and the local communities within, each State; and

(iii) flexibility with regard to the continuity between pre-service and in-service education of the teacher. The envisaged teacher education curriculum is expected to bring about integration and interdisciplinary among theory courses and this integrated knowledge would pave the way to bring about the required changes in the teaching skills or methodology and in the attitudes in the areas of work-experience, health, physical and recreational education, and social service.

The national goals of education are achieved through the cumulative efforts of teachers at all stages – from the pre-primary to the college. This implies a teacher education curriculum model which would run similar for the different stages with common components, though providing for certain modifications as per the needs of a given stage. In the broader sense, the teacher education curriculum would comprise (i) **Pedagogical Theory**, (ii) **Working with the Community**, and (iii) **Content-cum-Methodology of Teaching School Subjects and Practice Teaching**. The draft curriculum proposes weightage to different components as follows : Pedagogical Theory : 20 percent ; working with the Community : 20 percent; and Content-cum-Methodology and Practice. Teaching including Related Practical Work : 60 percent. This is for pre-primary, primary, and secondary teacher education stages. In the case of higher secondary and college stags, the suggested weightages are 30 percent, 20 percent and 50 percent respectively, giving slightly greater weightage to pedagogical inputs. The guidelines for the implementation of the proposed curriculum are also provided in the draft.

For developing pedagogical courses, separate and special consideration may be given to the local needs and conditions. The courses would generally draw their contents from different natural and social sciences, which could provide the trainee with fundamental knowledge and understanding of our social structure and its evolution through ages, national goals, human nature, physical, mental, emotional and social growth and development of the children from neonate to adult age, learning, memory, attitudes, human relations, etc. The draft curriculum suggests a core course "Teacher Education in Emerging Indian Society" at all stages of teacher education. This is intended to develop an understanding of (teacher's) obligations to the nation in general and to the community in particular. It also suggests another core course "Core

Training Programme", which emphasizes common techniques of teaching at all stages of teacher education and is intended to develop essential skills in the trainees. In addition, if suggests special courses to be designed in accordance with the special needs at each stage.

While the pedagogical theory has to clearly reflect our national ideology and the problems and issues faced by our society, it is further necessary that the intending teachers should b thoroughly familiarized with their complex socio-economic environment through actual work situations in society. The rationale for introducing "Working with the Community" in the teacher education programme is two-fold. Firstly, theoretical knowledge based on the pedagogical courses needs to be reinforced and validated by means of actual life situations in community. Secondly, that only through practical training based on participation in community work, could a trainee develop his insight into his sensitivity to and attitude towards common social problems. The draft curriculum further assumes that work situations be 'so exploited as to derive the maximum benefits for the new areas of work-experience, moral-education, art-education, health, physical and recreational education, vocationalisation and environmental studies'.

The organization of "Content-cum-Methodology and Practice Teaching Including Related Practical Work" envisages that the entire teacher education curriculum should become task-oriented. This programme is to be organized, based on the following comprehensive skills : (i) intellectual skills related to content and methods, (ii) psycho-motor skills for teaching, and (iii) skills conducive to good human relations for maintaining social climate in the classroom. Evidently, the first essential in this regard seems to be integrating different subjects by way of developing the disciplinary units. This will not only help acquisition of skills referred to but will do so in less time and simultaneously make teaching more meaningful.

The method-courses are generally criticized for lack of both proper content as well as appropriate techniques. However, the method aspect of the existing teacher education programme does not pose serious problems in providing general guidelines for its effective reorganization. The task-oriented teacher education approach envisages a considerable reduction in the theory portions of the method courses. The

NCTE document refers to them as training programmes rather than courses. It envisages' package programmes' both in respect of core training programme as well as special training programme. This would mean that skills in respect of both the Core Training Programme and the Special Training Programm will have to be identified as a starting point. It is to be noted that core skills are those which are expected of every teacher in the teaching profession, regardless of the academic background and th areas of specialization. Speciic skills, on the other hand, are those which are concerned with teaching the skills is to develop the envisaged training programme package. This is essentially concerned with evolving modalities for materialising the skills aimed at.

It is to be noted that since practice-teaching is considered an integral part of teacher-education, the training programme packages in question also include practice-teaching, as an integral part of the packages. The Core Training Programme may thus be organized in the beginning of the teacher education programme, simultaneously with instruction in pedagogical subjects. The 'package' may include description and demonstration of particular skills followed by practice of same skills by each trainee under stimulated conditions. The trainee's practice-session will b based on mini-lesson plans on each of the course-skills, in the light of the feedback, the trainees will replan their lessons aimed again at strengthening the core skills. After acquiring core skills the special skills, (a << per package) pertaining to two of the school subjects, have to be inculcated. It is to be borne in mind that integration of content, theory for methodology, and practice should permeate the entire web of activities.

Special training programme is also concerned with experience and Socially Useful Productive Work. Since work experience (SUPW) has been included in the school-curriculum, it is logical to have it as an integral part of teacher-education. The NCTE 'Framework' recommends four or five areas of work experience out of which each trainee may opt for any two. Organization of work experience / SUPW is intended to develop skills of organization among the trainees in school situation and to develop proper attitudes and skills for taking up such a work. It is to be noted that no special teacher-educator is to be appointed specifically for work-experience. In fact, all members of the teacher training institutions have to be involved in such a task. In imparting this training, the theoretical knowledge has to be integrated with practical

work. The NCTE document envisages preparation of lesson-plans for developing the necessary knowledge and skill, demonstration of methodology by the teacher educator and practice by the trainees under stimulated or real conditions.

Again, the Special Training Programme is also connected with health, physical education and recreational facilities. Like in work experience / SUPW, the knowledge and skills in this area too are essentially intended to enable pupil-teachers to organize activities in schools. Related practical work refers to concrete meaningful work in respect of theory and methodology of subjects of specialization including evaluation. This may include preparation and use of instructional aids, constructing and using achievement-tests, administering, scoring and interpreting standardized tests. Each institution may draw a list of such activities as may be suited to the requirements of the community and needs of trainees with reference to their subjects of specialization.

Strategies and Emphases in Improving Teacher Education Curriculum

While the NCTE framework on teacher education curriculum could serve as a guide for this purpose, it may not be right to think of it as the last word in teacher-education. Even while the universities and teacher training institutions are preparing to consider implementation of the document, objections have been raised by certain quarters on the proposed reform. The NCTE framework is, thus, only a guideline for consideration by the training institutions. It may, however, be noted that any idea of bringing about a change in the curriculum gives place to a volley of questions. What sort of a theoretical orientation do the trainees need ? How should the practice-teaching and other practical work be organized ? How should the new structure be implemented ? These are some of the accompanying questions that emerge.

It is believed that the theoretical aspects that should go into the curriculum can be broadly classified into core subjects and special subjects. The former would include those which every teacher-trainee should necessarily know and study. These are those which are considered to be highly essential so as to ensure mastery over the teaching process. The cultural aspects of the community in which the teacher works and the related social, geographical and other aspects also influence the teaching process to a certain extent. Hence the core subjects could be considered to contain the knowledge

of the cultural and social aspects of a given community.

The content and methodology courses in teacher-education should be integrated. This is not an easy task, however. The NCTE document has strongly recommended that the new curricula of teaching various subjects should be thoroughly integrated and the NCERT has provided guidelines for developing such an integrated curriculum.

The integrated 'content-cum-methodology' curriculum would not only help reduce the domination of theory-courses 'in teacher-education but also strengthen the practical skills necessary in the art and science of teaching. However, the purpose will be defeated if the content selected did not correspond to the content relevant at school stage or if content and methodology figured separately in the course-structure.

In the integrated structure, content should become part and parcel of the teaching process. At the same time, it should be a new content which needs to be taught to the student-teachers as a part of the teacher education curriculum so that it may help him to understand the teaching of each subject better and make him fully conversant with the major concepts of the subject matter he is supposed to handle when he goes to the school as a teacher. This would mean identifying the essential content for the intending teacher, which may be both remedial in nature and desirable for his enrichment. A thorough content-analysis of the textual materials will be required so as to identify the specific concepts to be fully understood by the trainees. This would mean that the type and quantum of content to be learnt would vary from trainee to trainee. It makes the task complicated but the challenge has to be met. Not only that, the content so identified has to be further integrated with methodology. In the context of this type of content, objectives will have to be framed at various levels of learning, suitable lesson-plans prepared (to be executed in micro and live situations), and evaluation-devices including tests such as unit-tests (based on a variety of objective type items' constructed and utilized.

However, the draft of the NCTE Curriculum Framework has not yet been finalized and published as a national document.

Assessment and Teacher Education Curriculum

Taking a Gestalt view of all that is said about teacher education curriculum, certain things show up as supplementary to make it operate effectively. As a teacher is to be groomed day in and day out of the training programme, it becomes necessary that each act of the trainee has to be monitored by the teacher-educator. This monitoring serves two purposes, one of guidance and feedback, and the other of evaluation. The best type of assessment in the teacher training programme could thus be seen as the internal assessment. It is in fact to be a process-oriented assessment rather than a final product-oriented assessment. But it should be kept in mind that the monitoring of the trainee's work should have its primary objective to help the trainee learn and improve in his work, rather than to assign some marks or grade. The whole training programme should be geared and modeled to fit into the system of internal assessment.

Summing up, a curriculum reform, can never be final in its form. It is a continuous process of thinking, modifying and evaluating. New ideas do emerge as a result of thinking, discussion and experimentation. This seems to be the way for finding solutions to the stated maladies associated with the teacher education curriculum.

Let Us Check Our Progress

1. State the main renewal approach envisaged in the Draft NCTE Teacher Education Curriculum.

6.3.5.7 : UGC CURRICULUM FRAMEWORK

Some critical issues in the aspect are :

1. For promoting ICT in curriculum framework UGC will be providing inputs for use of ICT in the higher education domain for development of technical standards.

2. To ensure latest technologies available for faculty, staff and students of higher education (example – mobility, wireless, e-learning and collaboration). This type of Collaboration Center is planned to be operated by June, 2005.

3. UGC suggested to deploy wireless infrastructure in Universities and Colleges.

4. UGC with a collaborative practice achieving to foster the spirit of research and development in mutually agree areas (for example Materials Science, VLSI design) and share best practices to create a higher adoption rate. IT will share such best known methods through special forums which may be planned once every quarter or at a mutually agreed frequency.

5. Expose key faculty from universities as well as the UGC Academic Staff Colleges to participate in the Curriculum Development Workshops so that faculty can go back and change curriculum in their respective universities.

6. UGC will work in conjunction with others to come with a framework for use of ICT in the higher education domain and in development of data and technical standards.

7. UGC will assist to setup the Innovation Center and will reference it to key stakeholders in the Universities and Colleges to utilize this platform effectively.

8. UGC will assist to deliver fifty wireless pilots in Universities and Colleges effectively. UGC will also work towards improved network resources within the Higher Education system and collaborate systematically plan for such deployments on a larger scale.

9. UGC will assist in conducting the Best Known Methods sessions on a regular basis and invite identified Universities and Colleges to these forums.

10. UGC will effectively inform key stakeholders within Higher Education system of special programs on hardware, connectivity, software and training offerings.

11. UGC will subscribe to Technology @ Intel journals free of cost, and provide UGC Infonet as the mechanism to deliver it to the faculty and student community across India.

12. UCG will identify key faculty for participation in Intel Curriculum Development Workshops and inform the participants with regular updates or mailers.

13. UGC will monitor the efficacy of IT effectiveness and deployment and work with Intel to enhance the reach and scale out through periodic updates.

14. UGC will form a core team for each of the identified project.

PRODUCTIVE AND OUTCOME – BASED APPROACHES

According to the UGC curriculum framework it is highlighted that education will be gradually productive in nature and outcome based.

These approaches are certainly not new to any institutions. It is unthinkable that teaching staff have never considered the intended outcomes to be achieved by students before designing the curriculum or assessment methods of any given programme. Outcome-based approaches therefore not about creating an alternative scheme but they build on and make the existing system better.

A number of challenges can be anticipated in the early stages of implementation, and experience in other jurisdictions shows that there are likely debates on the merits of implementing outcome based approaches, and the best strategies for adoption. The institutions and the UGC need to involve stakeholders early and often. We need to discuss with the teaching staff, students, employers and the general public – with the merits of outcome-based approaches thrashed out in open dialogue.

UGC's Motives

The goal is simple and straightforward – improvement and enhancement in student learning and teaching quality.

An outcome-based approach to student learning is a student-centered approach. Placing the emphasis on learning outcomes helps institutions focus their education effort on what that effort is meant to achieve, and itself leads to better teaching and learning. It facilitates institutions' academic planning by placing students' interest at the forefront. This is particularly relevant when all institutions are planning major changes in their curricula. Clear understanding and articulation of what it is intended that students should achieve, facilitates the design of an effective curriculum and appropriate assessments to measure achievement, and to plan the learning process for individual students.

The better prepared institutions have curriculum development processes that are totally or partially outcomes based; constructive alignment of : teaching and learning processes and assessments, with outcomes; elaborate student and staff

feedback systems; an understanding that outcomes assessment is not about examinations; strategies based on evidence; and benchmarking against self-selected peers outside the institution. There is also an important recognition that this is not a paper exercise – documentation is important, but it is vital to anchor the process in real student and teacher work. We still have a long way to go, but we have a good foundation.

Most importantly, all institutions accept the need for broad-based, participatory, and consensus building processes in curriculum. Institutions concur that members of staff should be involved early and often for this to be a success. There needs to be extensive buy-in across the facilities, and involvement in the planning stages.

Building consensus and rapport is certainly essential. Another element is to reflect on the existing curriculum and identify what has already been done. It is surprised to find that a platform has already been quietly built up. Also, it is inherently easier to implement outcome-based approaches in certain academic disciplines, such as professional programmes. Outcome-based approaches may be difficult to comprehend in the abstract. That is why we need early victories to spark more success, and visible results so that others will follow. We should therefore be open to using an experimental approach, involving the use of pilot programmes.

In fact UGC does not have an clearly articulated curriculum framework, as Universities are responsible for this task. But it gives suggestions from time to time to the Universities regarding general policy and principles to be adopted.

It will be amply clear from the above that the action / initiatives taken by the NCERT and UGC in the fields of school and higher education sectors have been in pursuance of and within the parameters of the National Policy on Education with a view to bringing about quality upgradation and meeting emerging challenges.

6.3.5.8 : LET US SUM UP

We have learnt already various aspects of curriculum studies in the Unit. To put these in order, we have been acquainted with some basic elements of curriculum

studies what curriculum workers usually performed for analysing the explicit as well as implicit thoughts, rationales, underpinning and reflection lying in the curriculum document. Or what were the questions that have made the curriculum workers to put efforts in developing a curriculum or for renewal of an existing curriculum so that it becomes more mature and effective in realising the new aims evolved from new demands and changes in the curriculum perspectives. Moreover, we have been made known the general elements of a curriculum framework as a matter of technical skills building. Gradually, we have made a big cognitive journey to curriculum studies to three curriculum framework developed and produced by NCERT, NCTE and UGC, the three national key players of our national system of school education, teacher education and higher education (non-technical) respectively. We have noted that each of the above three curriculum frameworks demonstrate collaborative or team work under the leadership of the national key players. Each curriculum framework has been guided by the general aims of education pertained to each of the three systems of education. Each of these efforts are basically for curriculum renewal. Finally, each one is envisaged to realise the spirit of national system of education.

From the technical perspectives of curriculum studies, it seems that each framework has attempted to set goals but at times the curricular thinking seems not adequate for realising the goals. At some instances the application of system approach to curriculum framework building seems piecemeal. The signs of the official demands- and –supply and keeping a balance in between them has been discernible.

6.3.5.9 : SUGGESTED READINGS

1. NCERT (2005) : National Curriculum Framework – 2005. New Delhi : NCERT.
2. NCTE (1998) : Curriculum Framework for Quality Teacher Education. New Delhi : NCTE.
3. NCTE (1998) : Policy Perspectives in Teacher Education : Critique and Documentation. New Delhi : NCTE.
4. Posner, G. J. (1995). Analyzing the Curriculum. New York : McGraw Hill.
5. Web-sites : NCERT, NCTE and UGC.

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6.3.5.10 : ASSIGNMENTS

1. Prepare an explanatory note on Curriculum Studies.

2. Discuss the common elements of a curriculum framework with suitable examples.

3. Critically discuss the salient features of National Curriculum Framework – 2005 for school children.

4. State the fundamental questions that have been taken in developing the National Curriculum Framework – 2005 and show how those questions have been answered by the curriculum workers of that framework.

5. Discuss various aspects of 'Learning and Knowledge' as reflected in the National Curriculum Framework – 2005.

6. Discuss the main areas of learning experiences that have been envisaged in the National Curriculum Framework – 2005.

7. Show your acquaintance with the 'systematic reforms' advocated in the National Curriculum Framework. Do you think that those reforms are feasible ? – Give your comments.

8. Discuss the salient features of NCTE Curriculum Framework for Teacher Education.

9. Critically analyze how far the NCTE Curriculum Framework for Teacher Education is feasible to harness a system of life long education for all teachers.

10. Discuss the salient features of UGC Curriculum Framework.

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