

QUALITY ASSURANCE THROUGH CURRICULUM REFORMS IN TEACHER EDUCATION

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Abstract

*Teacher education in the country is witnessing a profound crisis at present. According to National Assessment and Accreditation council (NAAC) criteriawise input, process and output determines the quality of Higher Education Institution. The parameters of quality entails quality of curriculum planning, curriculum transaction, curriculum evaluation, Research, extension, student support and progression, organization and management of the system etc. Unfortunately NCTE and NAAC failed to maintain the quality of teacher education in the country, the reason is quality does not have an end in itself, it is not the ritual of 2/3 days during NAAC visit. It is observed that majority of Teacher Education colleges in the country have achieved B grade status by NAAC . Those who have achieved A grade need to contemplate, do they really successful in achieving the ultimate goal?. Teacher educators and college must interrogate themselves that where do our teachers stand in form of social capability? What is the level of their knowledge, skill and attitude? The duration of six months called one year (Zenda to Zenda) is sufficient to prepare teachers for shaping the destiny of Nation ? Why do students are unwilling to take admissions in full time century old colleges and preferring some time and guest time attendance colleges? All these questions are matter of contemplation for us. The system needs paradigm shift from base level. According to William Denning quality of institutions is defined as “**meeting, exceeding, delighting customers needs and expectations with reorganization of their needs and desires change over time**”. It means quality should be judged in terms of “fitness for the purpose” Do our colleges are fit for the purpose of social and national development? The system needs to be revamped from the gross root level i.e. from planning, designing and implementing the B.Ed. curriculum as per the needs and expectations of students change over time.*

INTRODUCTION

Quality of education and training basically depends on quality of curriculum. There are various definitions of curriculum in contemporary texts. Cater V. Good defines, “**Curriculum is a body of prescribed educative experiences under school supervision designed to provide to the individual with the best possible training and experiences to fit him for the society which he is a part and to qualify him for a trade or professions.** Oxford advanced learners dictionary (5th Ed.) defines curriculum as **the subjects included in a course of study or taught at a particular school, college etc.**” According to professor Nelson Foell of Georgia University U.S.A. (2007) curriculum entails (a) education for life and



education for earning a living (b) focus on learner development (c) Academic response to social change.

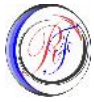
These definitions prevail the need of earning for life, Academic preparedness for social change and qualifying the students for a profession etc. Social change evolves global demands and excellence in thrust areas of the course. In terms of NAACs methodology curriculum should fulfill the demands of all stakeholders such as, students, parents, alumni, society social organizations and the government etc. Curriculum is the medium of interaction between teacher and the taught. The role of teacher is very important in achieving behavioral change among the taught. To attain good outputs, curriculum transaction and curriculum revision is important to accomplish the needs and aspirations of changing era. Nowadays curriculum at all levels has been attempting to meet the challenges of globalization. Thanks to the apex regulatory bodies who have initiated the reform movement in quality enhancement and sustenance through curriculum revision and development. Teacher Education programmes in the country have been directed visionary changes by Kothari Commission (1966), Chattopadhyaya committee (1985), National policy on 'Education (1986), Acharya Ramamurthi Committee (1990), Programme of Action (1992), Yeshpal Committee (1993), National Curriculum Framework (NCF 2005) and National Curriculum Framework for Teacher Education (NCFTE2009), University Grants Commission, Council of Educational Research and Training (NCERT) etc. The B.Ed. curriculum is revised by NCTE during 1998, 2002, 2005 and 2009 in access to changing needs and expectations of the stakeholders.

THE OBJECTIVES OF THE PAPER

- 1 To discuss the quality indicators in curriculum design and planning.**
- 2 To nutshell the swift shift of TEP curriculum.**
- 3 To evoke constrains and challenges in curriculum**
- 4 To discuss the conclusions of a short survey.**

According to NAACS methodology of Assessment and Accreditation of Teacher Education courses ,curriculum design and planning is the first criterion. This criterion involves following 14 questions.

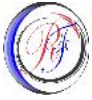
- 1 Does the institution have stated vision mission, values and objectives?
- 2 Does the institution offer self financed programmes?
- 3 Is the institution participate in curriculum revision and development?
- 4 Are there programmes with semester system?
- 5 Number of methods / electives.
- 6 Are there programmes offered in modular form?
- 7 Are there programmes with faculty exchange and visiting faculty?
- 8 Are there programmes where assessment of teachers by students is introduced?
- 9 Is there any mechanism to obtain feedback in curricular aspects?
- 10 How long does it take the institution to introduce a new programme in existing system?



- 11 Does the institution introduced any new course in TE during last three years?
- 12 Are there courses in which major syllabus revision was done during last 5 years?
- 13 Does the institution develop and deploy action plans for effective implementation of the curriculum?
- 14 Does the institution encourage the faculty to prepare course outlines?

QUALITY INDICATORS FOR QUALITY ASSUARANCE IN CURRICULUM DESIGN AND PLANNING

Quality Aspect	Operational indicator
Q-I - Institutional vision and mission	Clearly stated vision and mission addressing to stakeholders requirements
Q-I (2) - Process of curriculum design	Proper visualization of goals and objectives through active involvement of stakeholders in curriculum components. • Flexibility •Feedback from stakeholders•Personal and professional needs
Q-I (3) - Effective implementation of the curriculum	Realistic implementation through participatory approach for achieving programme goals. • Relevance to local and school context • Commitment for achieving goals.
Q-I (4) - Curriculum inputs and duration of the programme.	The attainment level of content and pedagogical competencies • Appropriate provision of time • achievement of curriculum objectives • different paces for different learners
Q-I (5) - Curriculum content	Adequate flexibility to adopt demands of school teachers and emerging issues in National and International contexts. • Perfect match between school reality and teacher education curriculum • Current and futuristic needs of school education.
Q-I (6) – Time allocation for theory	Time table accommodating the preference of staff. It is made available in advance to students- • Assurance to no loss of instructional time.
Q-I (7) – Development of expected attributes in a school teacher.	Development of competencies to deal with variety of school students.



	<p>(a) Leading to actual learning.</p> <p>(b) Assurance to required professional attributes in a teacher.</p>
Q-I (8) – Synchronization of theoretical and practical inputs.	Complete integration of theory and practical leading Gusalt learning and understanding to teacher quality.
Q-I (9) – Ample scope for varied learning situations of the institution as well as at the field level/school level.	<p>Understanding of diverse learning situations and development of sound knowledge base of content and pedagogy sensitization and commitment of the trainee to achieve objectives of school education in variety of contexts.</p> <p>(a) Menimal integration of field experiences.</p>
Q-I (10) – Curriculum Revision Regular revision of curriculum on the basis of substance, adequacy and updatedness.	<p>Revision of curriculum based on database experiences of implementation and experiences of stackholders should be recorded.</p> <p>(a) Curriculum review meeting is to be held at least once in the year and curriculum is revised at least once in three years.</p>

Curriculum reforms in teacher education

In light of various committees and commission, the UGC, NCTE, and Govt. of India made reformative changes in theory and practice components of B.Ed. courses. The major thrust from past to present remains the meaningful integration of theory and practice course contents. In recent decade NCTE revised B.Ed. curriculum during 1998, 2002, 2005 and 2009. National curriculum framework for school Education NCF 2005 by NCERT recommends that teacher Education must fulfill, emerging needs and demands of school education in the country .According to these aspects NCFTE 2009 has taken a reformative turn by directing classroom pedagogy to depart from behavioural approach. The focus is on sustainable development of students personality fit for the purpose of Nation building. There is focus on longterm objectives rather than specific objectives. It is shift from content based teaching to personality molding teaching, discipline oriented classroom to interdisciplinary classrooms.

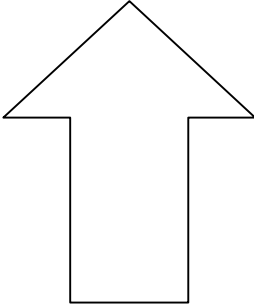
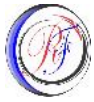
Vertical value addition through NCFTE	Course content	The Swift Shift
	<ul style="list-style-type: none"> • Add on programme 2009 • Pedagogical knowledge 2009 • Pedagogical analysis 1998 • Content cum Methodology - 1978. • Team teaching -1974 • Microteaching -1973 • Evaluation based lesson planning practice -1972 	<p style="text-align: center;">Form Behavioural to Holistic development</p>

Fig. The swift shift of TEP curriculum

CONSTRAINS AND CHALLENGES

- **Fig: The swift shift of TE Programmes**
- **CONSTRAINS AND CHALLENGES**
- The society demands much from teacher education, hence NCTE is attempting
- To include frontline curricular areas from time to time but the drafts are remaining only recommendations-due to state wise disparities and university wise consensus for better and implementation of curriculum.
- Curriculum revision process need to be relevant and fulfill the diversified needs of students providing greater opportunities for employment.
- NCTE introduced Teacher Eligibility Test (TET) for elementary school teachers in 2010 and Secondary Teacher Eligibility Test (STET) in 2011 for appointment of Secondary Teachers.
- NCTE frames the curriculum frameworks for teacher education for guidance of teacher training institutes and their affiliated universities. The whole process of curriculum revision at University level is prolonged due to complexity of the process as it is an intellectual exercise on the part of experts.
- The process of curriculum designing, planning, transaction and implementation may not be successful without participation from gross root i.e. trainee teachers and teacher educators. The regulatory bodies and university need to provide material and training on New curriculum framework for timeline implementation . The process of revision should be taken as mission by the affiliating universities.
- NAAC recommends that the curriculum revision process need to consider database and experiences of stakeholders. The review meeting should be conducted at least once in year and curriculum should be revised at least once in 3 years.
- As per quality indicator (5) the curriculum should match the school education and teacher education. Complete synchronization of theory and practice is necessary to



lead holistic learning theory by gesult. The overall process need to maintain teacher quality QI(8)

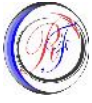
- The curriculum inputs requires to provide different paces for different teachers adhering to achievement of curriculum objectives QI(4).
- **Chaturvedi and Tandon Uma (2001)** reports that B.Ed. curriculum does not give the pupil teacher an idea of real life problems faced by teachers. Some teacher education colleges give more importance to theory and some give more importance to practical and real life situation is different from the truth. So the revision process needs to consider the flux.
- The revision process needs to practice alternative models of teacher education on experimental basis. The present theory practice, problem model could be replaced by wholestic development of students professional attributes.

A SURVEY REPORT

The curriculum reform process in teacher education in the country is sincerely and dedicatedly improving the teacher education systems in India. NCTE is striving hard to bring out visible changes in teacher training programmes. The council is looking forward to meet the changing expectations and demands of the stakeholders. The NCFTE 2009 is a reformative framework in this regard. Rationalizing curricular areas of teacher education from the stand point of knowledge domains of teacher viz. subject matter knowledge, pedagogical knowledge, pedagogical content knowledge and teaching performance are the salient features of this new framework. Majority of the universities have revised their curriculum of teacher education programme according to the new framework. The present B.Ed. syllabus of Shivaji University is inforce from 2008. The Board of studies in Education (BOS) has revised B.Ed. syllabus as per the NCFTE 2009. The syllabus will be come into practice from the next academic year 2014 -2015. The BOS has conducted orientation program at the Department of Education Shivaji University on 28/08/2012 and conducted one day workshop on revised syllabus for B.A.B.Ed. integrated course at Mahaveer College Kolhapur on 14/09/2012. The author has conducted short survey accessing to BOS members, teacher educators and trainee teachers. The information and views expressed are summarized as follow :

VIEWS OF TEACHER EDUCATORS

- 1 The orientation system requires to orient all the stakeholders for bringing visible reforms in revised syllabus.
- 2 There are diverse opinions about semester pattern in A type colleges and B type colleges.
- 3 The curriculum needs to consider the needs of both A type and B type stakeholders.
- 4 It is very difficult to practice semester pattern within one year duration.
- 5 The duration of course should be extended upto two years.
- 6 There is shortage of resources on the new syllabus.



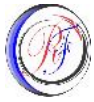
- 7 No curricular change will be completed successfully unless change in understanding and mindset.
- 8 The framework should be timely put into practice.
- 9 The draft should be widely discussed among teacher educators and student teachers.

VIEWES OF STUDENT TEACHERS

- 1 B.Ed. syllabus should provide flexibility in selecting papers.
- 2 The curriculum should provide opportunity to acquire knowledge and skills by introducing add on programmes.
- 3 The curriculum need to compromise National and International demand and supply.
- 4 Hasty implementation of practice component is dissatisfactory and fruitless.
- 5 The curriculum need to develop values, life skills and employability skills.
- 6 The admission process should be started in the month of April/May and the course should begin from Ist June every year.
- 7 We get less time to study theory papers due to many practicals.
- 8 It is difficult to fulfill the course objectives, so the duration of the course should be extended to two years.
- 9 Theory and practice need to go hand in hand.
- 10 Proper time should be given for planning and preparation of practice lessons.
- 11 The syllabus is very vast and time consuming.
- 12 Participatory modes such as group discussion, debate, seminar, panel discussion should be organized on at least one day per week, vivekwahini programme should be started in each B.Ed. college.
- 13 Teaching is an art so there should not be undue emphasis on correcting lesson plans.
- 14 The syllabus is overloaded on writing skill (preparation of files) than developing content knowledge and teaching skills.
- 15 There is requirement of organizing practice teaching at different schools.

CONCLUSION

There are issues and concerns in curriculum designing, curriculum revision and implementing reforms at any stage of education. The content of curriculum and pedagogic rational need to recount implicit goals of curriculum into observable change in behaviour of the students. According to NAAC curriculum designing is a continuous process which should be regulated by curriculum research and development cell in the college. Revision of curriculum and inclusion of any reform should be done on database and experiences of all the stakeholders. According to UNESCOs post 2015 Education Agenda, Education for peace, Sustainable development, Global citizenship, development of lifelong learning etc. are bench marks. Right to Quality Education (RQE) and Education as a public good are the fundamental principals as per the Agenda. The university and Boards of Studies urged to implement new reforms in Teacher Education Curriculum within timeframe abresting **change with the change otherwise change will change**. Although the process is complicated for the curriculum developers, experts and authorities, how long or can student wait the change? Existing system of teacher education is largely mechanical and monotonous as per the bits of constructivism. It is lifeless without permitting the trainee teacher to take fresh air for holistic development of their personality.

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