

Teacher Education Curriculum of North-Eastern Region in the Light of NCFTE, 2009 An Analysis

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Education is the development of individual according to his/her needs and demands of society, of which she/he is an integral part. It aims to develop individuality and at the same time assists in the attainment of social efficiency and dynamism. To achieve this goal, education needs to be adopted according to the needs of the society. As the needs and aims of the society change, the entire structure of education transforms accordingly. "Change is the law of nature", said William Wordsworth. According to the needs of time, the society updates itself and consequently education also changes to keep pace with the society. From the primitive times till today, a great change has taken place in the system of education. The world has entered into an age of information and communication technology which has opened up new and cost effective approaches for expanding the reach to education. The convergence between technology and education has expanded new vistas for social and economic development.

To prepare quality teachers is a global need of the day and, therefore from time to time efforts are made to make the teacher education programme more effective and of high quality. At times, the need for restructuring and reforming education is felt in line with the expectations of the society. This affects directly or indirectly the teacher education programme because teacher is a precious resource to develop the future leaders and citizens of the country. It is obvious that teachers serve as models for their

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students' behaviour. Issuer (1983), pointed out that students not only learn through what the teacher says, but also through what the teacher does. Hence, teacher education programme should prepare the teachers to be role models.

Teacher education curriculum is the sum of the student teacher activities which the training institution sponsors for the purpose of achieving its objectives. It is the learning experiences of the students under the influence of the training school or college of education. It is conceived as the whole of the interacting forces of the total environment provided in the college/institution. The curriculum has to be functional; it must satisfy the needs of the changing times and should be pursued vigorously.

The objectives of the present study were — (i) To analyse the existing secondary teacher education curriculum of all the North Eastern States with reference to the guidelines of NCFTE, 2009; (ii) To find out the gap that exists in secondary education curriculum of North Eastern States; (iii) To study the curricular areas (Curricular Area A) of teacher education curriculum of North Eastern Region in the light of NCFTE, 2009; (iv) To study out the pedagogical component (Curricular Area B) of teacher education curriculum of North Eastern Region in the light of NCFTE, 2009; (v) To find the school internship (Curricular Area C) of teacher education curriculum of North Eastern Region in the light of NCFTE, 2009; (vi) To study the transactional modalities of teacher education curriculum of North Eastern Region in the light of NCFTE, 2009; (vii) To examine the evaluation process of teacher education curriculum of North Eastern Region in the light of NCFTE, 2009; (viii) and to find out the perception and suggestions of different stakeholders (principal, teacher-educators and pre-service teacher trainees) regarding the secondary teacher education curriculum of North Eastern States.

The operational definition of the terms are used as — (i) Teacher Education Curriculum: Here teacher education curriculum means the curriculum followed in the B.Ed. programme of all the eight North Eastern States. The curricular areas which was covered are curricular area A (foundations of education), curricular area B (curriculum and pedagogy), curricular area C (school internship), transactional modalities and evaluation procedure. (ii) North Eastern Region- In this study North Eastern Region includes the states of Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. (iii) NCFTE, 2009-In the

present study NCFTE stands for National Curriculum Framework for Teacher Education (NCFTE, 2009), which was developed and published by National Council of Teacher Education, New Delhi.

The methods of the present study were — (i) First all the B.Ed. syllabi of the entire secondary teacher education curriculum from all the central universities located in all the eight north eastern states were collected. The central universities situated in the north east region are the Assam University, Assam; Manipur university, Manipur; Mizoram university, Mizoram; Nagaland university, Nagaland; North Eastern Hill university (NEHU), Shillong (Meghalaya); Rajiv Gandhi university, Arunachal Pradesh, Sikkim university, Sikkim and Tripura university, Tripura, (ii) To analyse the curriculum, content analysis was done on different dimensions like curricular area, pedagogy area and school internship. It was also done to find out the gaps that exist in the present teacher education curriculum, (iii) In order to find out the transactional modalities and the evaluation process of teacher education curriculum of North Eastern Region in the light of NCFTE- 2009, classroom observations were carried out, and (iv) Lastly, to find out the perception as well as suggestions of stake holders (principal, teacher-educators and pre-service teacher trainees), the data were gathered through interview, questionnaire and focus group discussion.

After analysis of all the B.Ed. curriculum of the North East, certain factors have been identified as important aspects to be considered while framing/developing a syllabus. These are contact hours, internal assessment, course objectives, transaction mode, practical area, course content, practicum, assignment, session work, mode of assessment, grading and references which are mandatory to be included in each course in the syllabus; which is missing in some of the B.Ed. syllabus.

The results of the present study indicate that all the universities of North Eastern states offer one year B.Ed. and mostly under semester pattern. There are B.Ed. syllabi, which do not have the courses/course content as per NCFTE, 2009 guidelines such as inclusive education, ICT and e- learning, environmental education, vocational education, peace/value education, human and child rights, gender issues, research and innovations, local/community knowledge, HPE and yoga. This calls for a revision of the B.Ed. syllabi as per the recommendations made by NCFTE, 2009. Furthermore, the findings reveal that some of these components were integrated

in other B.Ed. courses like equitable and sustainable development/ education for sustainable development. Whereas, it was found that in some of the B.Ed. these were made into an elective or optional course. Instead, it would have been better to make these into a separate course, as there may be chances of student teachers not opting for these courses and the components of yoga too needed to be included which is missing in some of the B.Ed. syllabus. The course content which has less coverage includes those on local culture/issues and concerns, art education/ craft/ heritage, constructivist approach, CCE in teacher education, linkage between theory and practice. Over lapping of contents was also found out in some of the B.Ed. syllabi.

With reference to the practicum as one of the significant component in the B.Ed. curriculum, it was observed that most of the B.Ed. syllabi have practicum along with the courses. However, in most of the B.Ed. curriculum working with the community and multi- cultural placement was not included. With regard to the internship in teaching and its duration; no uniformity was noted in all the B.Ed. colleges/institution. The study of school subjects such as sciences, social sciences, languages and mathematics needs to be organised as pedagogic subjects; rather than the study of individual school subjects of economics, geography, history, political science, or biology, chemistry, physics. The mode of transacting the curriculum was mostly lecture method with few of the teacher-educators still giving notes. Assessment pattern included both internal as well as external evaluation.

The research findings of this study depicted a clear picture on the nature as well as the structure of teacher education curriculum of all the North Eastern States. It also brings into light the gaps which exist when compared with the guidelines of NCFTE, 2009. The study also revealed that there exist differences among secondary teacher education curriculum as well as the B.Ed. syllabus and the coverage of course content in all the North Eastern States. This study would be a benchmark for the syllabus planners/ developers/framers, teacher-educators and others who strive for quality teacher education.