

**RESEARCH PAPER****A Review of Professionalization of Teacher Education of India in Terms of Curriculum Framework Work****Mousumi Periwai**

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Email: [mou.periwaledu@gmail.com](mailto:mou.periwaledu@gmail.com)Received: 16<sup>th</sup> March 2019, Revised: 24<sup>th</sup> March 2019, Accepted: 30<sup>th</sup> March 2019**ABSTRACT**

Teaching is a profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives involving oneself in academic as well as professional training in tandem with practical experience. Notably teaching is the profession which is different from others because of its multitude of dimensions where teachers required to be much more accomplished and professionalized. A general view of professionalism is considered as the continuous process of developing and fostering professional competence in teachers through pre-service, induction training, in-service training and on-going professional development programmes. A teacher possessing high degree of "professionalism" approaches each professional tasks and responsibilities in a planned and systematic manner with high level of efficiency. So that it can be said professionalism needs to be instilled in each and every phase of teacher preparation to prepare professionals and to improve the quality of education. This paper makes a systematic analysis of teacher education curriculum reforms in India and its effectiveness in professionalizing teacher education programmes. The curriculum of teacher education has been modified and modernized from time and again by the policy planners for qualitative improvement of teacher education along with professional preparation of teachers. The article sheds light on the attempt to professionalize teachers through the implementation of curriculum framework for teacher education. Among various policy initiatives this paper reviews and discusses the earlier curriculum reforms made by Kothari commission (1964-1966), National Policy on Education (1986) in one hand, and National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012) on the other as a benchmark for professionalization of teacher education in India and instill professionalism in practicing teachers through pre-service and in-service teacher education programmes.

**Key words:** teacher education, professionalization of teacher education, development of teacher educators, curriculum reforms in India

**INTRODUCTION**

Teaching is a profession- indeed a noble one, conceptually and ideally and teachers are the assets, the cornerstone for multidimensional growth and development of any educsystem. The Education Commission (1964-1966) of India accepted the influence of teachers in powerful words 'The destiny of India is now being shaped in her classrooms' so did the National Policy on Education (1986), 'no people can rise above the leation vel of its teachers...' Such instances are indeed an expression of the important role played by teachers as transmitters, inspirers, promoters of man's eternal quest for knowledge (NCFTE 2009: preface). Accepting this goal emphasis is to be given on developing reflective teachers with positive attitudes, values and perspectives, along with skills for the craft of teaching through teacher education programmes. Teacher education is a profession for which intensive preparation is necessary as it is in any other profession. This is a multi-skill and multi-action area to develop a professional teacher upon which the quality of education in general and students' learning outcomes in particular depend on. A general view of professionalism is considered as the continuous process of developing and fostering professional competence in teachers through pre-service, induction training, in-service training and on-going professional development programmes.

To instill professionalism in teacher education, Curriculum Framework is the first step in the ladder of developing professional personnel. In this respect Schulman's (1987) conceptualization

of teacher's knowledge that "a teacher should possess subject content knowledge, general pedagogical knowledge, the knowledge of educational contexts and goals and should be able to use this knowledge creatively to deal with ever changing classroom situations" provides the base of teacher education curriculum structure (Pandey 2011: 3). An analysis of the recommendations of various commissions, committees and the education policy of India reveals the efforts of policy planners to bring qualitative improvement in teacher education along with professional development of teachers. This concern has been reflected in the recommendations of various commissions and committees such as Indian Education Commission (1964-1966), National Policy on Education (1968, 1986), Chattopadhyaya Committee Report (1983-1985), The curriculum for the Ten Year School: A Framework (1975), National Curriculum Framework for School Education (NCFSE-2000), National Curriculum Framework (NCF-2005), NCFTE (Draft for Discussion, 2006) and finally National Curriculum Framework for Teacher Education (NCFTE 2009) (Mishra & Singh 2016 : 133). But all the recommendations of these earlier commissions and committees stressed on the need for quality and flexibility of teacher education, integration of theoretical understanding with practical experience in teacher education and moreover breaking the isolation in teacher education institutions but here it has been hypothesized that National Curriculum Framework for Teacher Education (NCFTE, 2009) is a substantial departure from the earlier frameworks as 'professionalization' gets its distinct status and this framework works as an enzyme towards preparing a professional teacher.

#### **CHARACTERISTICS OF A PROFESSIONAL TEACHER**

A teacher possessing high degree of 'professionalism' approaches each of his/her professional tasks and responsibilities in a planned and systematic manner with high level of efficiency. A professional teacher is not simply one who does teach, but also one who has a duty to teach. Most specifically, a professional teacher, as Prof. Radha Mohan pointed out (Mohan 2016: 223) :

1. Possesses sufficient level of mastery over the content knowledge of the subject and constructs new knowledge on the basis of experiences, observations and reflections and encourages students to do the same.
2. Continuously strives to update knowledge through self study, reflections, discussion with colleagues and participation in orientation or training programmes.
3. Is a keen observer of children's attitude and behavior in different settings inside or outside the school.
4. Is sincerely committed to the students and teaching profession, strives to contribute towards its further development.
5. Is well aware of social obligations and does nothing to violate the basic principles of our Constitution and to loosen the moral and social fabric of society.
6. Is well versed in providing guidance and counseling to students and is always willing to help them in solving their problems.
7. Possesses a fair amount of expertise in various professional tasks such as teaching, testing, curriculum making, textbook writing, preparing teaching aids etc.

#### **PROFESSIONALIZATION OF TEACHER EDUCATION: CURRICULUM REFORMS**

Teaching all over the world is considered as a profession and teachers are given a professional status. Preparing one for a profession calls for systematic evaluation of all facets of the professional training-knowledge and understanding of educational theory, practical field skills and competencies related to learning and teaching and professional attitudes and values (NCFTE, 2009). The curriculum of teacher education has been modified and modernized from time to time to meet the diverse requirements of contemporary educational needs of the society and to develop a professional personnel. The pioneering effort of designing a curriculum framework for teacher education was made by NCTE, way back in 1978. This Teacher Education Curriculum- A Framework (1978) responded to the implications of the National Policy on Education (1986) and made recommendations for the restructuring of teacher education programmes and their content. A revised version of this framework was further developed by NCERT in 1988 and the first curriculum framework for quality teacher education by the statutory NCTE was Curriculum

Framework for Quality Teacher Education (1998), after that an independent exercise in evolving a teacher education curriculum framework by the NCERT was National Curriculum Framework(2005). At last, an updated and upgraded version of a new National Curriculum Framework for Teacher Education (2009) was introduced by the effort of NCTE for professionalization of teacher education in India. Accepting that the existing teacher education programmes are largely divorced from the realities of the schools, Kothari Commission recommended reorientation of subject knowledge; vitalizing of professional studies and to root the entire curriculum in Indian conditions; development of special courses and programmes; revision and improvement of curricula along with teacher education to be brought into mainstream academic life (Gehlawat 2016: 55). The curriculum Framework of 1988 developed against the backdrop of National Policy on Education (1986) stressed “the future teacher will be a competent professional and skilled teacher” emphasizing integration of theoretical understanding with practical application in pre-service and in-service teacher education (Pandey 2011:6). Its recommendations led to launch DIETs, CTEs and IASEs for professional development of teachers in India. Recommendations of Justice Verma Committee Report include instituting entry-test for pre-service teacher education programme; newer teacher education institutions to be located in multi and inter-disciplinary environment; increasing institutional capacity and duration of Masters in Education programme for preparation of teacher educators; developing material for continuous professional development(CPD); creating opportunities for teaching practitioners to teach in teacher education institutions and teacher educators to be visiting faculty in schools (Sharma & Rawat 2014: 3); and revised the existing curriculum by a mere expansion in the existing programmes. The National Curriculum Framework for Teacher Education is visualized to act as a catalyst from the earlier reforms made by Kothari Commission (1964-1966) and National Policy on Education (1986) for professionalization of teacher education in India. This Framework elaborates the context, concerns, and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well (NCFTE 2009). Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of community knowledge in education and introducing ICT in schooling as well as e-learning became the centre-stage in the framework. According to this framework, curriculum of teacher education is broadly dealt with foundations of education, curriculum and pedagogy and school internship. The framework provides a plethora of opportunities and avenues for continuous professional development of teachers’ through involving themselves in academic activities, professional discussions, formulating educational policies, preparation of textbook and training modules and appointing them as resource persons in Block and Cluster Resource Center. Overall this framework acts as a catalyst for both theoretical and practical experiments that takes the initiative to make a professional teacher through pre-service and in-service teacher education.

### **PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS**

The need and importance of professionally trained teacher educators has been underscored in statements on educational policy in time and again. The diverse routes recommended by NCFTE (2009) are likely to tap talented and motivated young people to become successful professional teacher educators. The recommendations are the under mentioned (Mohan 2016:287; NCFTE 2009: 85):

1. Setting up of Schools of Education including centers for pre-service teacher education, curriculum research policy and educational development, professional development of teacher educators and teacher education curricula.
2. Instituting Specialized Centers of Education in lead national level institutions like IISC, Homi Bhabha Center, TIER to offer B.Ed and M.Ed courses towards developing a specialized cadre of Senior Secondary school teachers and teacher educators.
3. The Center for Professional Development of Teacher Educators will offer Master’s programme with specialization in curriculum and pedagogic studies in mathematics/science/social science education and assessment.

4. Focused programmes of professional development for DIET/SCERT faculty in curriculum and pedagogic studies and disciplinary knowledge base.
5. Special emphasis for professional renewal of teacher educators through Refresher Courses.
6. About 200 or more fellowships for teacher educators to undertake research and periodic academic enrichment activities for teacher educators.

These recommendations of NCFTE (2009) promises not only for enhancing the status of educational studies in teacher education but also enable the development of professional teacher educators in the country.

### OBSERVATION

Teaching is a globally appreciated profession and teachers are the professional personnel. So teacher education needs an effective curriculum framework which will induce professionalization and bring qualitative improvement of education. It has been found from the study that before the NCFTE (2009), many curriculum frameworks were developed by several commissions and committees for up-gradation of teacher education but NCFTE (2009) severely acts as a catalyst to change the profile of teacher education and to prepare a professional and humane teacher. The article also shows that the National Curriculum Framework for Teacher Education (2009) provided diverse challenging routes for professional development of teacher educators. To conclude, this framework acts as architecture to translate the vision of professionalizing teacher education into reality and takes the initiative to prepare professional, humane and reflective teachers through pre-service and in-service teacher education.

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