

**Professionalization of teacher education in India :A critique of
Teacher Education Curriculum reforms and its effectiveness**

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Abstract

Effective curriculum frameworks for initial teacher education aimed at developing professionalism in pre- service teachers are expected to have their base in well defined standards for various categories of school teachers. A number of countries have developed standards for various levels of school teachers which provide the basis for the formulation of the courses of studies. In India, development of teacher education curriculum framework is mostly an academic exercise due to the absence of such notified standard for school teachers. Two important documents that influenced the process of teacher curriculum reform in the country are: the report of the Education Commission (1964-66), and the National Policy on Education 1986. All subsequent efforts to modify teacher education curriculum to address the national aspirations for education have tried to integrate and incorporate various recommendations of these two documents. Education of teachers in the country has been considered crucial, not only for ensuring greater professionalism in teachers but also for facilitating school improvement and effectiveness. The teacher education curriculum in India has been revised in 1978, 1988 , 1998 and 2009 to reflect and incorporate the cultural, linguistic and geographical diversities of the country and keep pace with the changing knowledge structure of the world as the result of socio-political, economic upheavals ,and technological and communication advancements. This paper makes a systematic analysis of the teacher education curriculum reforms in India, and its effectiveness in developing an identity and professionalising teacher education system of the country independent of its colonial roots.

Key Words: Teacher education, teacher education curriculum framework, National Curriculum Framework for School Education

Introduction

Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. The Education Commission (1964-66) of India accepted this influence of teachers in powerful words, "No system can rise above the status of its teacher..." Similar sentiments have been expressed by the Delors report (1996), and UNESCO report on *Teacher and Educational Quality: Monitoring Global Needs for 2015*(2006). The European Commission Report 'Communication on Teacher Education' (2007) in the very beginning observes 'research shows that teacher quality is significantly and positively correlated with pupil attainment and it is the most important within school aspect explaining students' performance(40, p.3). Teachers help in shaping and reshaping the society and determine the quality of life in the community and the nation. Experiences of various countries reveal that the most effective way to develop good teachers in a dynamic and changing environment is to begin with a well developed pre-service teacher education programme and continue with career long learning opportunities. Each society, therefore, makes some provision for pre-service education and continuous professional development of teachers in order to help them contribute in the growth of society. There is ample empirical research evidence to suggest that students' achievement is significantly related to the professional preparation of teachers (Darling- Hammond,2000a; Ferguson, 1991a;Goe,2002;Goldhabar and Brewer,2000).

The organisation of teacher education in any system can be visualized at two levels. At the systemic level, the positioning of teacher education determines its nature. Teaching is a multifaceted and specialized activity, and therefore, is housed in single purpose institutions in majority of countries around the world. The second level is the structure of curriculum i.e. what should be taught and how it should be taught. At this level Schulman's (1987) conceptualization of teacher's knowledge provides the base of teacher education curriculum structure. According to Shulman (1987) a teacher should possess subject content knowledge, general pedagogical knowledge, and the knowledge of educational contexts and goals; and should be able to use this knowledge creatively to deal with ever changing classroom situations. If we analyse teacher education systems in different countries from this perspective we will find majority of teacher education reform efforts centred on reforming the knowledge base of teachers, and similarities can be observed in teacher education curriculum across various societies. However, the problems and methods to resolve these vary and are context specific.

Policy initiatives for Teacher Education Curriculum reform

The pre-service teacher preparation programmes remain the important determinant of how teachers learn and succeed in the dynamic circumstances of real classroom and school. India has made concentrated efforts to modify and modernize teacher education curricula to suit the requirements of contemporary educational needs of the society and instil greater professionalism and commitment in practicing teachers through pre-service and continuous in-service teacher education programmes. The National Policy of Education (NPE,1986) reflects this commitment by considering pre-service and in-service teacher education as a continuous process and two ends of a continuum. 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 system along with quantitative expansion of the facilities. Efforts have been made to make teacher education curricula responsive to the contextual needs of emerging society, and break the isolation of teacher education institutions.

In fact, the first two decades of the post independence period are characterized by significant efforts to break away from the colonial legacy, and modernize the teacher education curriculum along with the school curriculum. The concern for quality improvement and indigenisation of teacher education had been the top priority of educational planners which is reflected in the concerns expressed, and recommendations made by various commissions and committees appointed by the government of India from time to time since independence. The University Education Commission (1948), Secondary Education Commission (1953), Chattopadhyay Committee Report (1983-85), Acharya Ramamurthy Committee (1990) and several seminars and study groups that were set up to discuss improvements in elementary and secondary teacher education, from time to time expressed concern over the poor quality of teacher education, and its isolation from, both, the mainstream of university life, and the ground realities of schools. These commissions stressed on the need for flexibility, and local specificity; and strongly felt, that, the whole teacher education programme needs to be remodelled to strike more balance between the theory and practice, and assessment of students' performance.

One of the important landmarks in the history of Indian efforts towards bringing qualitative improvement in education in general, and teacher education in particular is the recommendations of Education Commission (1964-66) popularly known as the Kothari commission. This was the first commission in the post independent India, which comprehensively dealt with all stages of education, from pre-primary to higher level, including the vocational and technical education etc. The commission stated, ‘The essence of programme of teacher education is quality and in its absence, teacher education becomes, not only a financial waste but a source of overall deterioration in educational standards’ (Para. 4.13;P.72). Accepting that the existing teacher education programmes are largely divorced from the realities of schools, it recommended re-orientation of subject knowledge; vitalization of professional studies and to root the entire curriculum in Indian conditions; development of special courses and programmes; and revision and improvement of curricula. The commission stressed that the prospective teachers need courses which will help them to build up a proper perspective of life, of our cultural heritage, and, of problems and aspirations of the nation as well as of human culture, and civilization in general” (Para. 4.29; P.75). It also emphasized the need for teacher education to be brought into the mainstream academic life (Para 4.04; p.68)of universities & relate the curriculum closely to the teacher’s responsibilities and to Indian conditions, problems and studies (Para. 4. 31; P.75). However, teacher education institutions continued to exist as insular organisations, and are still isolated from the mainstream academic life of universities.

Later on a committee known as the Yashpal Committee (1993), appointed to analyse the academic burden on students and unsatisfactory quality of learning expressed concern over the poor quality of teacher preparation programmes in the country which leads to unsatisfactory quality of learning in schools. This committee also suggested restructuring of the course content of teacher education programmes to ensure its relevance to the changing needs of school education, longer duration of training, emphasis on self-learning and independent thinking and making whole teacher education programme more practicum-oriented (P 26-27).

All these commissions, committees, and study groups expressed concern over the irrelevance of teacher education programme. However, in reality even after approximately five decade of the observation made by the Education Commission (1964-66) in this context that “Vitality and realism are lacking in the curriculum and programme of work which continue to be largely traditional with disregard for the present day need and objectives” (Para.4 02; p.68) remains relevant, though, a number of policy initiatives have been taken by the government, from time to time, to modernize and bring qualitative improvement in teacher education curriculum of the country.

National Curriculum Frameworks for Teacher Education: Move towards Professionalisation

Teacher development is considered as the continuous process of developing and maintaining professional competence in teachers through pre-service, induction training, in-service training and on-going professional development programmes. Pre-service is the first step in the ladder of developing professionalism in teachers that is, in turn, dependent on the professional preparation of teachers through well designed teacher education courses suited to the needs of contemporary educational system. Teacher education has a symbiotic relationship with the school education.

Developments and changes in both the sectors mutually reinforce the concerns necessary for the quality improvement of entire system of education. Therefore, any reform in educational system should ideally be accompanied by reforms in teacher preparation courses also. India has tried to put this theoretical ideology into practice. Consequently, with change in the curriculum framework for school education we find subsequent efforts to adjust the teacher preparation curricula accordingly. Four such major attempts have been made by the policy planners of the country so far to provide conceptual directions in uniformity and quality of teacher education curriculum according to the socio-culture, and socio-economic ethos of the country. The first comprehensive attempt was made in 1978 with the publication “Teacher Education Curriculum: A Framework’ by the National Council for Teacher education (NCTE), a non-statutory body located in the National Council of Educational Research and Training (NCERT). Major recommendations of this Framework included:

- Relevance of the Curriculum to the personal and social needs of children and schools; as well as aspirations of people and ideology of nation.
- Flexibility within the framework of acceptable national goals and values. The framework suggested that ‘flexibility is urgently required not only to break the barriers between the stage wise teacher education programmes, but also, between different disciplines’. Flexibility for relevance, mobility and continuing education was emphasized.
- Interdisciplinary and integrated approach in teacher education curriculum should be so designed that integration among theory courses takes place, and this integrated pedagogical understanding flows into the skill-dominated areas of methodology of teaching various subjects as well as into the attitude-building areas of work experience, health, physical and recreational education, along with social service.
- Task-oriented teacher education. Teacher education must be treated as an “exercise of training a teacher for handling a variety of tasks inside and outside the classroom.”
- Reform in practice teaching. The framework suggested that student teachers should be put through a series of simulating, microteaching situations before being pushed into actual classrooms.
- Semester system was suggested to replace the year wise course.
- Evaluation system to be made more reliable and valid.
- Promotion of research and experimentation in teacher education institutions (Pp. 4-12).

This Curriculum Framework was substantial departure from existing models in two ways- one for the first time the TECF1978 separately visualized curriculum structure for different stages of education, and second it advocated semester approach to the curricula. It recommended an explicit task-oriented approach by exposing teacher trainees to the complex socio-economic problems through actual work situations in society so that the theoretical learning can be validated and reinforced by actual life experiences. The need to address rural urban contexts, and different stages of child development was highlighted in this framework, and it suggested various core and special courses to address the context specific, and stage specific requirements through teacher education programmes. Accordingly, it recommended certain core skills indispensable for all types of teachers, like, identification of the behaviour underlying conceptual learning, oral expression, preparation of instructional material,

black board writing and use of some common audio-visual aids and so on..... and specific skills necessary for teaching different subjects at different age levels. On the lines of Kothari Commission, the Framework (1978) emphasised pre-practice teaching activities including simulated teaching and model lessons delivered by teacher educators, actual teaching through block teaching approach instead of delivering one lesson per day, and post teaching follow up by taking up related practical work in evaluation etc. Therefore, the duration of practice teaching was considerably increased. A significant feature of this framework was the conceptualisation of paper- 'teacher and education in emerging Indian society' replacing philosophical and sociological foundations of education, and the space provided for core training and skill developing programme.

Another significant attempt to bring qualitative improvement and professionalise teacher education curricula was made in 1988. The curriculum framework of 1988, developed against the backdrop of the National Policy on Education (1986), has significant implications for strengthening and restructuring the curricula of all the stages of teacher education. This framework consolidated developments that had taken place in preceding years, and emphasized the need to accommodate the developments taken place in knowledge and technology in the teacher education curricula. The changing role of teacher had been strongly emphasized in this framework as "The Future teacher will be a competent professional and a skilled teacher as always has been expected, but this will now mean that he will also need to be an effective communicator, a designer and user of learning resources, a learning facilitator, and active participant in community life" (P). Horizontal and vertical mobility had been suggested to break the isolation of different stages of teacher education programmes.

This framework tried to address the thrust areas included in the National Curriculum Framework for Elementary and Secondary School Education brought out by NCERT in 1988 emphasising learner centred approach and reorientation of the process of education by using interactive style of teaching, and prominence to non scholastic areas etc. The need for having a balance between theory and practice was manifested in the framework as "The curriculum should emphasise integration of theoretical understanding with their practical application without overdoing one over the other" (p IV.2). Central place to practicum or field work with appropriate weightage was suggested by this Framework. The course content therefore included:

- a) **Foundation Courses**, emphasising mainly the philosophical and social perspectives, and psychological bases of education at the stage concerned;
- b) **Stage- relevant specialisations**, emphasising understanding of the professional functions of the teacher in a general way relevant to the stage and competencies and skills of teaching relevant school subjects.
- c) **Field Work or Practicum**, emphasising application of theory in classroom teaching and in the practical activities involving students, parents and the community.

With the establishment of the National Council for Teacher Education (NCTE) as a statutory body by an Act of Parliament in 1993, another 'Curriculum Framework for Quality Teacher Education' was brought out in 1998. While the 1978 teacher education curriculum framework was developed on the backdrop of 1975 school education curriculum reform, and 1988 framework on the backdrop of NPE1986, the 1998 framework for teacher education preceded school curriculum framework which

was developed by the National Council of Educational Research and Training (NCERT) in 2000. This framework (1998) tried to address and reflect on the changing international scenario as the result of globalization, privatisation, and communication technology etc. An attempt had been made in this framework to strike a balance between the international demands, and realities of national life. In a major departure from earlier frameworks it accepted *commitment, competence, and performance* as guiding principles in developing curricula and programmes for teacher preparation. Teacher education curriculum responding to the regional needs of community, culture-specificity in pedagogy, and preparing teacher as life long learner had been stressed in this framework. This Framework provided separate course structures for primary and elementary levels, and Academic and Vocational streams of senior secondary teacher education. In addition, the framework covered the curriculum for preparation of teachers of alternative systems, students with special needs and physical education. It also provided space for in-service education of teachers and education of teacher educators. It is significant to note that this framework, in tune with the 1978 and 1988 frameworks, reconceptualised core papers.

The trend analysis of teacher education curriculum in terms of content, duration, transactional methodology and evaluation systems proposed by these frameworks reveals the efforts of curriculum planners to address the contemporary needs of Indian education system. While the 1978 teacher education curriculum framework stressed an explicit task-oriented approach, and reduction of theoretical component from teacher education curriculum, 1988 framework emphasized the need to incorporate and accommodate technological advances and know how, and indicated towards the changing role of teacher as an effective communicator, a designer, and user of learning resources, a learning facilitator, and an active participant in community life. The 1998 framework provided a futuristic, dynamic and forward looking perspective in teacher education curriculum while reinforcing the indigenous culture and identity of the nation.

The 1978 framework gave 80% weightage to working with the community and organization of content-cum-methodology and practice teaching component including related practical work. In 1988 framework, the emphasis shifted towards theory and stage specific specialization and weightage to practice teaching and related practical work was reduced to 40% only. Consequently, the teacher education curriculum became more theoretical and had been often criticized for that. The curriculum framework of 1998 reduced the weightage on theory papers up to 40%, and provided more opportunity to student teachers for practice teaching, and related practical work. In a major departure from earlier frameworks (1978, and 1988), this framework endorsed duration of two years professional preparation for both primary, and secondary school teachers.

However, in spite of three curriculum frameworks, and recommendation of National Policy on Education (NPE, 1986) for complete overhauling of teacher education programmes (Para 9.4; P.44) the teacher education system of the country is often criticised for its quality. Though there have been widespread efforts to modify teacher education curriculum of the country over the years, but, only cosmetic changes have been made in reality, and majority of teacher education programmes remained satisfied with providing a 'chefs salad' of information about various concepts to prospective teachers, including concepts like human rights education, education for

sustainable development, peace education, and culture specific pedagogy etc. Way back in 1985 an important document '*The Challenges of Education*,' which preceded the NPE (1986) made statement:

“We are on the threshold of development of new technologies likely to revolutionize teaching in classroom. But unfortunately the process of updating the curricula of teacher education has been very slow. Much of the teacher education is irrelevant even to contemporary requirements leave alone those of the future. We, therefore, face a paradox of having better books, and research but progressively more indifferent teachers”. (p.54)

The situation has not changed much even today. The changes suggested by these curriculum frameworks have not been fully implemented at the ground level. Though the influence of 1978 framework could be seen in the curriculum of teacher education at field level, no attempt was ever made in case of 1988 framework, in fact majority of those in the helm of affairs are not even fully aware of this framework; and except for some instances, and the seeds of 1998 framework are yet to germinate. The only visible change this framework brought was the introduction of two years secondary teacher education programme at the Regional Institutes of Education of NCERT, and the Gujarat Vidyapeeth. Beyond this no significant change is visible in the teacher education curricula. We have yet to evolve our own context specific content and pedagogy. Consequently, the whole teacher education curricula is heavily loaded with western psychological, philosophical and sociological theories and information, many of which have become outdated and discarded even by the western countries. For example the teacher education system heavily relies on behaviourist theories and theorists like Pavlov, Thorndike, Skinner, Gagne, and Tyler etc., while the western teacher education system has moved towards the constructivist approach long back. Even the Model Curriculum (2001) developed by the University Grants Commission (UGC) on the eve of twenty first century had very little new ideas to offer. This model Curriculum banks mainly on the four major traditional schools of philosophy-idealism, naturalism, pragmatism and realism that continued to dominated the teacher education curricula ever since the 1978 framework though more concentrated efforts than before were made to at least to indigenise teacher education curricula with attention on Indian philosophers and educationists.

Teacher education curriculum is expected to develop dispositions among teachers to discharge their duties effectively. As in any other professional education programmes, the teacher education curriculum has to have a knowledge base which is sensitive to the needs of field applications and comprise meaningful, conceptual blending of the theoretical understanding available in different cognate disciplines. The existing curriculum, however fails miserably to bring to the surface this applied aspect of various philosophical, sociological and psychological ideas, and hence the whole teacher education programme remains theoretical and divorced from the grass root realities of classrooms. It fails to develop an understanding among the students about education as independent discipline in itself and its inter linkages with various cognate disciplines.

A major problem facing teacher education programme in India is the unrelatedness of the theoretical discourses at the training college and classroom realities of schools. This divorce between the classroom realities a teacher has to face and the teacher education programmes he/she receives also finds an expression in the World Bank

Report (1997) as “in India teachers need but do not receive-preparation for teaching in the situation that two thirds of them have to face: multigrade classrooms with many first generation learners who attend school irregularly”. Similar concerns have been expressed by Raina (1999) “teacher training programmes in India have remained procrustean, offering the same menu to all without slightest regard for varying cultural and physical settings. They remained unresponsive to vast cultural, linguistic, regional and geographical diversity”.

The learners today also need considerable freedom to explore, enquire, and investigate. This means that teacher education curricula should give enough space to student teachers to develop logical reasoning, critical thinking, problem solving and meaning making. However, the orientation provided in teacher education institutions through foundation courses is often too theoretical and provides only unrelated and fragmented knowledge to teachers. It fails to develop a deeper understanding in student teachers about the learners, their socio-cultural environment, their developmental stages, physical and psychological changes they are undergoing, and influence of these factors on their learning styles. Therefore considerable diversity is needed in content and pedagogy to develop reflectivity in teachers.

Teachers in the existing socio-cultural context of the country need to be logical and reflective because of increasing racial, ethical, and cultural and linguistic diversities in the schools and in society which demands broad minded citizens. Also because a number of empirical evidence suggests that teacher’s own beliefs play a major role in how they respond to the diversity in their classroom situations. Teacher education curriculum, therefore need to be planned and organized to develop the spirit of inquiry, initiative, scientific temper, conceptual clarity and linguistic skills through rigorous practice teaching and/or internship which has so far remained a neglected area of teacher preparation.

Pedagogical rejuvenation of teacher education: The National Curriculum Framework for Teacher Education 2009

A major effort to rejuvenate school education as well as teacher education towards modernisation, contextualisation and professionalization has been made in 2005 and 2009 through the National Curriculum Framework for School Education (2005), and National Curriculum Framework for Teacher Education(2009) respectively. During recent years the epistemology of learning has undergone a major change; i.e. learning does not involve discovering the reality, but constructing the reality. Knowledge and cognitions are to be constructed and affects are to be felt. Learning is no more passive absorption of knowledge and ideas, but the construction of ideas developed on one’s personal experiences. Emphasis has, now, shifted towards constructivist approach of learning. Learning is also perceived as an integral part of learner’s physical, social, and cultural contexts. This concept has come to be known as situated cognition and is the guiding principle of the National curriculum Framework for School Education (2005) developed by NCERT. The NCF 2005 expects a teacher to be the facilitator of students’ learning in a manner that helps them to construct knowledge and meaning utilising their individual experiences. The whole pedagogical approach of teacher education programme, therefore, needs to be reoriented from traditional behaviourist to constructivist discourses. The National Curriculum Framework for Teacher Education (2009) developed by NCTE tries to ensure that teacher education courses are reoriented to align with the epistemological shift envisaged in the NCF 2005 and develop teachers as facilitators of learning. It includes the contexts, concerns and

visions of teacher education which calls for preparing teachers for learning society, empowering teachers in learning to learn, and making teacher education liberal, humanistic and responsive to the demands of inclusive education. It has tried to incorporate the changing school contexts and demands in the light of recently implemented Right to Education Act (RTE 2009), issue of academic burden of students, and universalisation of secondary education that have implication for teacher education. The major concerns addressed by this framework include inclusive education, ensuring equitable and sustainable development, utilising community knowledge in education, and integration of ICT and e-learning in the curriculum of teacher education which is in tune with the thrust of NCF 2005 and the needs of contemporary Indian society.

Therefore, the traditional approach to teacher preparation based on philosophical, sociological and psychological orientation of courses has given way to 'carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers' 'experiential knowledge' (NCFTE 2009, p24). Three broad curricular areas identified by this framework are: (A) *Foundations of Education* which includes courses under three rubrics, namely, Learner Studies, Contemporary Studies and Educational Studies; (B) *Curriculum and Pedagogy* including Curriculum Studies and Pedagogic Studies; and (C) *School Internship*, leading to the development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills (NCFTE 2009, p24). An attempt has been made through this curriculum framework to not only address the issues, concerns and pedagogical shifts visualised by NCF 2005, but, also organise the entire teacher education curriculum as an organic and integrated whole.

This framework envisages a two year teacher preparation programme along with the four year integrated teacher education courses. It is felt that longer duration of teacher preparation will provide enough time and opportunity for self- study, reflection and engagement with teachers, students, classrooms and pedagogic activities that is essential for developing professionalism in teachers.

It also tries to address the criticism regarding the unrelatedness of theoretical discourses of teacher education institutions to the classroom realities by incorporating the socio-cultural contexts of education, giving more weightage to the field experience of student teachers in all courses through practicum, visits to innovative centres of pedagogy and learning, classroom based research, longer duration of internship i.e minimum duration of six to ten weeks for a two year programme (four days per week), and 15-20 weeks for a four year programme, including an initial phase of one week for observing a regular classroom with a regular teacher. It also emphasises developing unit plan and maintaining Reflective Journals which is currently missing from our teacher education programmes, especially, at the secondary level.

Impediments to professionalization:

While it is too early to predict the effect of this latest development in the field to teacher education curriculum of the country, yet at the implementation level some contradictions could be observed that have always plagued the system of teacher education of the country affecting its quality. Unfortunately the concern for change remains limited to discourses on ideational level and very little gets translated into practice. Consequently we still find teacher education programmes in certain parts of

the country which continue to prescribe traditional approach of psychological, philosophical and sociological basis of education instead of focusing on the approach of how the knowledge of these cognate disciplines can be related to understanding how children grow and learn. The recently developed curriculum for teacher preparation at the B.Ed and M.Ed level by the NCERT for its Regional Institutes of Education, and NCTE for the country reflects major change in the content and themes included in various courses of studies that have considerable possibility of developing reflective teachers with the ability to comprehend the applied nature of education, and utilise the knowledge gained through teacher preparation courses in actual classrooms, thereby bridging the gap between the unrelatedness of actual classroom realities and theoretical discourses of a training institution

The duration of teacher preparation has also been the cause of concern. None of the policy documents and teacher education curriculum frameworks contested over the need of longer duration of teacher education programme for ensuring professionalism in prospective teachers and the general consensus for the duration of B.Ed course has been at least of two years, yet the ground realities never changed. The question of longer duration for professional preparation of teachers has once again missed the attention of course developers of the NCTE. Therefore, though the framework of teacher education (2009) recommends two years of teacher preparation programme, the course structure developed by NCTE for B.Ed course is for one year only. This creates apprehension about the intent of those at the helm of affair to withstand pressures from different quarters and break away from the traditional path to bring any real change in the teacher education system.

Another contradiction that can be observed is, that, in spite of constructivism being regarded the acceptable approach for both school education and teacher education institutions, efforts and achievements of learners are still being evaluated using behaviourist approaches and quantitative grading systems.

In addition to this the pressure for 'teaching for understanding' as opposed to rote memorisation, and 'innovative' as opposed to time tested traditional methods add to the challenges of teacher preparation which the system has to respond.

The NCF 2005 focuses on pedagogical and curricular approach which behests a lot of responsibility and ownership on the part of teachers such as use of culture specific context, examples, folk lores, folk stories, and experiences of individual learners in the classroom. This requires a more realistic and empirically established model of teacher preparation to enable them to develop the required skills, abilities and attitudes among teachers. Mere change in teacher curriculum does not guarantee its successful implementation. It calls for reorientation of teacher educators in the emerging pedagogies who are trained in conventional methods and are used to conventional pedagogies. The problem is further aggravated form the lack of experiences of majority of teacher educators in teaching at school level. Nothing can change significantly in the preparation of teachers if the corresponding changes are visualised in the preparation of teacher educators. Therefore, they themselves need de learning of conventional approaches and re learning of emerging approaches and pedagogical content knowledge to act as facilitators of learning.

Conclusion

To conclude, any effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom. The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF 2005. The pedagogic reform from this perspective need to invest on building on teachers capacity to act as autonomous reflective groups of professionals who are sensitive to their social mandate and to the professional ethics and to the needs of heterogeneous groups of learners. The National Curriculum Framework for Teacher Education (2009) promises to translate the vision into reality and prepare humanistic and reflective teachers that has the potential to develop more professional teachers and improve the quality of education. To conclude, professionalism needs to be instilled in each and every phase of teacher preparation starting from conceptualisation to evaluation and appraisal to prepare professionals and improve the quality of education.

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