



Research Paper

Equi-Frame Analysis of Teacher Education Syllabus of Selected Universities of Uttar Pradesh in Context of Inclusive Education

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ABSTRACT

The National Curriculum Framework for Teacher Education (NCFTE) 2009 made significant departure from the earlier frameworks of teacher education in the country. It has tried to address major contemporary concerns such as inclusive education, ensuring equitable and sustainable development, utilizing community knowledge in education, and integration of ICT and eLearning. The Gazette notification resulted in frantic efforts by teacher education institutions and universities to revise their syllabus in compliance with the norms. The revised teacher education syllabus of various universities has been implemented from 2015 academic session. However, how much change has actually taken place in teacher education programme in context to inclusive education? Will the new teacher education syllabus and increased duration bring attitudinal changes in teacher educators with reference to inclusive education? These are the few questions which we need to ask ourselves and seek answers. With the help of Equi-Frame analytical framework (Mannan et al, 2011) tool, an effort has been made in this research paper to analyze the revised syllabus of few universities of Uttar Pradesh in relation to the regulation of 2014 and curriculum Framework for two-year B. Ed programme developed by NCTE in 2014 with the objective to determine the ground realities of inclusive education.

Key words: *National Curriculum Framework for Teacher Education, Inclusive Education, EquiFrame analytical framework*

I. Introduction

Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is, therefore a powerful means for upliftment of educational standard in the country. It inculcates the necessary pedagogical skill and competencies in the teachers and makes them professionally competent. The teacher education system in our country has large dimension in terms of administrative and organizational structure at different levels. The government of India realizes the importance teacher education, as a result of which many reforms were brought out particularly after independence. Teacher training has been replaced by Department of teacher education. Quality is created and nurtured by the human beings. No institution can remain healthy and survive unless its people work honestly, diligently and continuously. Quality is the construct of vision tuned mission which demands commitment. Quality is way of life it needs inner driving force. Quality demands a quality culture which depends upon meticulous organization, healthy environment, visionary leadership and efficient management. Quality is all pervasive. The spirit of quality can be best inculcated and nurtured by observing it in every bit of act. Quality is in our minds it springs naturally, beautifully, and blissfully through sensitivity and concern. There can be no quality without substance. There can be no identity without entity. Teacher education needs to realize its identity.

The quality of school education depends upon the quality of teacher educators as teachers of different school stages are prepared by them. Education as always been a tool to realize societal aspirations, at the same time it also serves as a dynamic media to keep equilibrium in the society. Therefore, the content and practices

undergo a series change to match up with the classroom discourses. In such situation the most affected social agent is teacher who has such a stupendous responsibility on his/her shoulder to realise the principles through within and outside the classroom discourses.

Teacher education must become more sensitive to the emerging demands from the school system. For this it must prepare the teacher for the roles of being an encouraging supportive and humane facilitator in teaching learning situations to enable learners to discover their talents, realise their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values to function as responsible citizen and active member of a group of persons who makes a conscious effort for curricular renewal so that it remains relevant to changing societal and the personal needs of learners. Teachers need to be creators of knowledge and thinking professionals. They need to be empowered to recognize and value what children learn from their home, social and cultural environment and to create opportunities for children to discover, learn develop. National Curriculum Framework (NCF) 2005 places different demands and expectations on the teacher, which need to be addressed both by initial and continuing teacher education. According to NCF 2005 teachers need to be prepared to:

- ✓ Care for children and should love to be with them,
- ✓ Understand children within social, cultural and political context,
- ✓ Be respectful and constantly learning,
- ✓ View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of effective learning,
- ✓ View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience,
- ✓ Own responsibility towards society, and work to build a better world,
- ✓ Appreciate the potential of productive work and hands on experience as a pedagogic medium both inside and outside the classroom, and
- ✓ Analyse the curricular framework, policy implications and text.

The NCF, 2005 brought a major shift in the teaching-learning approach and the role of teacher. Learning in the contemporary context is visualized as the process of knowledge construction situated in learner's physical, social and cultural context and teachers are facilitators and co-constructor of knowledge. The whole pedagogical approach from this perspective needs to be oriented in the constructivist epistemology than the traditional behaviourist perspectives. Consequently, the National Curriculum Framework for Teacher Education (NCFTE) 2009 made significant departure from the earlier frameworks of teacher education in the country. It has tried to address major contemporary concerns such as inclusive education, ensuring equitable and sustainable development, utilizing community knowledge in education. And integration of ICT and e-learning besides organizing teacher education curricular under three broad curricular areas:

- A) Foundation of Education including courses under three rubrics, namely Learner Studies, Contemporary studies, and educational studies;
- B) Curriculum and pedagogy including curriculum studies and pedagogy studies; and
- C) School internship leading to the development of 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 reorganise entire teacher education curriculum as an integrated whole.

The gazette notification resulted in frantic efforts by teacher education institutions and universities to revise their syllabus in compliance with the norms. The revised teacher education syllabus of various universities has been implemented from 2015 academic session. The curriculum framework for two-year B. Ed programme developed by NCTE in 2014 comprises three broad curricular areas – Perspective in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

Perspective in Education-

In this area six course have been suggested in the two-year period, under the curricular perspective in education -

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- Course 1: Childhood and Growing Up
- Course 2: Contemporary India and Education
- Course 3: Learning and Teaching
- Course 6: Gender, School and society (1/2)
- Course 8: Knowledge and Curriculum

Course 10: Creating an Inclusive Education (1/2)

Curriculum and Pedagogic Studies-

The course under the curricular area of ‘Curriculum and Pedagogic Studies’ for the two-year period include-

Course 4: Language across the Curriculum (1/2)

Course 5: Understanding Disciplines and Subjects

Course 7: (a & b) Pedagogy of a school subject

Course 9: Assessment for Learning Course 11: optional course (1/2)

Engagement with the Field-

This curricular area has three components-

Tasks and assignments included in each course

School Internship

Courses for Enhancing Professional capacities (EPC)

Course EPC 1: Reading and reflecting on Text (1/2)

Course EPC 2: Drama and Arts in Education (1/2)

Course EPC 3: Critical Understanding of ICT (1/2) Course EPC 4: Understanding the Self (1/2)

For the present study B. Ed syllabus of twelve Universities (Central, & State) of Uttar Pradesh has been analysed with reference to paper entitled “Creating an Inclusive school”. The syllabuses of universities uploaded on website after revision in 2016 had downloaded for the purpose of the study. Hence, B. Ed syllabus of twelve Universities of Uttar Pradesh has been analysed. These are: Allahabad University, Banaras Hindu University, Baba Saheb Bhimrao Ambedkar University Lucknow, Lucknow University, Dr. B.R. Ambedkar University Agra, Chaudhary Charan Singh University Meerut, Chatrapati Shahu Ji Maharaj University Kanpur, Mahatma Gandhi Kashi Vidyapeeth Varanasi, Mahatma Jyotiba Phule Rohilkhand University Bareilly, Dr. Ram Manohar Lohia Avadh university Faizabad, Bundelkhand University Jhansi Veer Bahadur Sing Purvanchal University Jaunpur.

Table 1 indicates name of the university and Inclusion or exclusion of entitled paper of their syllabus.

Table-1

Name of University	Modified name of the paper	Included
Allahabad University, Allahabad		No
Banaras Hindu university	Education for Inclusive society	Yes
Baba saheb Bhimrao Ambedkar University, Lucknow		No
University of Lucknow	Inclusive Education	Yes
Dr B. R. Ambedkar University, Agra	Creating an Inclusive School	Yes
CCS University, Meerut	Creating an Inclusive School	Yes
CCJM University, Kanpur		No
Mahatma Gandhi Kashi Vidyapeeth University, Varanasi	Inclusive Education	Yes
MJP Rohilkhand University, Bareilly	Creating an Inclusive School	Yes
Dr. Ram Manohar Lohia Avadh University, Faizabad		No
Bundelkhand University, Jhansi	Inclusive Education	Yes
Veer Bahadur Sing Purvanchal University, Jaunpur	Creating inclusive education	Yes

After going through table no.1, it is manifested that only 9 Universities has included this paper while others have not included it in their B. Ed syllabus.

Table no.2 indicates diversified nature of this paper in terms of number of units, marks assign, credit assign and semester and table-3 indicate contents of this paper along with practicum part.

Table-2

Name of university	Number of units	Marks assign for Paper	Credit assign	Semester
Banaras Hindu University, Varanasi	5	70+30	4	2nd
University of Lucknow, Lucknow	4	70+30	4	1st
Dr. B.R. Ambedkar University, Agra	5	40+10	2	2 nd year
CCS University, Meerut	5	40+10	2	2 nd year
Mahatma Gandhi Kashi Vidyapeeth University, Varanasi	4	50	2	2nd
Mahatma Jyotiba Phule Rohilkhand University	5	40+10	2	2 nd year
Bundelkhand University, Jhansi	5	80+20	4	2 nd year
Veer Bahadur Sing Purvanchal University, Jaunpur	4	100	4	3rd

Table -3

Name of University	Contents of Papers	Practicum
Banaras Hindu University, Varanasi	5 units- 1-inclusive society: overview 2-mapping the ground work for inclusion 3-framework for promoting social inclusion 4-inclusive education for inclusive society 5-educational reforms for inclusive society	
Lucknow University, Lucknow	4 Units- Concept of Inclusive Education Classification of Special Children Mentally exceptional & socially and emotionally children Issues in Inclusive education	Case study of a child with special needs. Visit to a special school. (Report writing) Identify the teaching strategy for a child with special need.
Dr. B.R Ambedkar University, Agra	5 Units- Conceptual Formation of inclusive school Conceptual framework of children with special need Curriculum design Supportive service in inclusive education New approaches to streamline diversities in inclusive classroom	Developing models of inclusive school
CCS University, Meerut	5 Units- Introduction of inclusive education Children with diverse need Inclusive education and its practices Inclusive school Teachers' role in inclusive education	Task and assignment any one- Preparing a case study of an abnormal/ Deviant child / Delinquent child Visit to a Inclusive school and prepare a report Design and evaluate an Inclusive education programme Draft a counselling programme for special need child in secondary school Prepare a report of recent developments done in the field of Inclusive Education Prepare a research proposal related to problems of differently abled learners A study of NGO promoting Inclusive Education
Mahatma Gandhi Kashi Vidyapeeth, Varanasi	4 Units- Inclusive Education Domains of Inclusive Education Instruments of Inclusive Education Evaluation Practices related to Inclusive education	Transactional Strategies-Using case method to highlight the events of exclusion Discussions on causes of exclusion and measures to their Effect Brain storming session on promoting a culture of Inclusive practices at school level

		Reflective readings on expert from documents such as that of UNESCO.
MJP Rohilkhand University, Bareilly	5 Units- inclusive Education concept and nature Competencies development for Inclusive Education Inclusive Education and its practices Inclusive School Teachers' role in inclusive classroom	Practical work- Visit to an inclusive school and prepare a report Prepare a report of recent developments done in the field of inclusive idea A study of any one NGO promoting Inclusive Education Critical study of any special teacher training college or Institutes
Bundelkhand University, Jhansi	5 Units- Concept of Inclusive Education Dimensions of Inclusive Education Exceptional Children Social and Political issues relate to Inclusive Education Execution of Inclusive Education	Visit to an Inclusive school and prepare a report. Preparation of a report on Importance of Education for Children with special needs. Identification of Gifted /Creative/Slow Learner/Children with Learning disability using standardized tests. Observation of classroom situation and identification of special needs.
Veer Bahadur Sing Purvanchal University Jaunpur	4 Units- 1-preparation for Inclusive Education 2-children with Diverse need and Utilization of resources 3-curriculum Adaptation 4-Teacher Preparation for Inclusive Education	Transactional Strategies- • Semseminar/symposium m should be organising student teacher will also be required to develop case profile based on discrimination and moves to marginalize the member of a particular class or community from time to time.

II. Result and Discussion

- ✓ After analysis of the above given tables, it is found that only nine universities have included “Creating Inclusive School” paper in their B. Ed syllabus.
- ✓ Among these nine universities, where this paper is included, the following observations in term of number of units, distribution of marks, number of credits, contents modalities etc. are seen viz.
- ✓ In most of the universities where this paper is included, there are five units and in some university’s unit no. is four. In four universities the paper is of 100 marks while in other universities this paper is of 50 marks.
- ✓ Only in Lucknow University, this paper is included in first semester while in other universities this paper is included in second semester.
- ✓ Concept of inclusive education in first unit has been included in the syllabus of all universities.
- ✓ Some Universities classified special need children only in three categories namely Hearing Impairment, Visual Impairment, Orthopedic Handicapped and other disabilities have not been discussed.
- ✓ Most of the Universities have not included models of inclusive education in their syllabus.
- ✓ Only one University has included role of teachers in inclusive education in its syllabus.
- ✓ The most interesting thing is that only one university has discussed inclusive evaluation which is the most significant aspect of inclusion.
- ✓ Majority of the Universities have included special school visit as a practicum in their syllabus and not visit to inclusive school.
- ✓ Only few Universities have included methodological approach for identifying special need children in their practicum aspect of this syllabus.
- ✓ Few universities have also included seminar / conference /workshop in the field of inclusive education.

Suggestions

- ✓ This paper should be included as a core paper in the B.Ed syllabus of all the Universities.
- ✓ There is lot of requirements for up gradation of syllabus of this paper.
- ✓ There should be uniformity in the content of this syllabus among different Universities.
- ✓ Practical aspect for this paper should be mandatory and given weight age in the total marks of this paper.
- ✓ In majority of Universities, teachers are not equipped with necessary pedagogy to justify the content of this paper.

- ✓ One reason for this may be lack of training aspect for teachers with respect to inclusive education at higher education.
- ✓ UGC should conduct specific Refresher and Orientation course exclusively on the field of inclusive education.
- ✓ Short term training programme should also be included in the field of inclusive education.
- ✓ Practices to visit inclusive school rather than special school should be included in the syllabus of different Universities.

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