



Curriculum of the Elementary Teacher Education programme in Assam: an analysis in the light of National Curriculum Framework-2005

Mr. Devajit Borkakoty¹

Research Scholar

Department of Education,

Dibrugarh University,

Assam, India-786004

devajitborkakoty@gmail.com

Dr. Daisy Bora Talukdar²

Professor

Department of Education

Dibrugarh University

Assam, India-786004

drdaisybora@gmail.com

Abstract: The D.El.Ed course is a teacher education programme in India for the prospective and in-service elementary teachers. This study mainly focused on the analysis of the curriculum transaction at the elementary education level and curriculum in the D.El.Ed course in the light of National Curriculum Framework (NCF)-2005. Here the context of content analysis for this study is NCF-2005 on curriculum transaction at the elementary level and curriculum in the D.El.Ed course with regards to the objectives, contents of curriculum, teaching methods, and evaluation.

Index Terms - NCF-2005, Curriculum & Transaction, D.El.Ed., SCERT, Elementary Level..

I. INTRODUCTION

Teachers play a significant part in shaping the personality of the kid by imparting linguistic knowledge as well as by encouraging students to think and act for themselves in a positive, purposeful, and developing way. The Indian Education Commission (1964-66) emphasised that "Of all the numerous variables which determine the quality of education and its contribution to national development, the quality, competence, and character of teachers are without a question the most significant" in this prospect. The NCF-2005 acknowledges the importance of teachers and declares that the competence, sensitivity, and motivation of teachers determine the level of learner accomplishment and the quality of that achievement. Sound learning environments for accomplishing educational objectives are created by instructors' academic and professional standards (NCF-2005).

The National Curriculum Framework (NCF) is a document that aims to give teachers and schools a framework within which they can select and design experiences they believe kids should have. It covers four topics: learning outcomes, learning experiences, experience organisation, and learner assessment. It just offers suggestions and offers advice on many facets of education. It debuted in 1975 and was reissued in 1988, 2000, and 2005. The NCF-2005 was based on constructivist psychology as opposed to earlier NCFs, which were based on behaviourist psychology. NCF is a tool for developing a national system of education that can adapt to India's many geographic and cultural environments while preserving a core set of moral principles. Additionally, it is crucial to ensure national integration without sacrificing the pluralistic nature of the nation by bringing school education standards uniformly high across the board. A National Steering Committee led by Prof. Yash Pal and 21 National Focus Groups rigorously observed the NCF-2005 final document before it was published. The General Body of the Council and the CABE were given the NCF-2005 report on September 6 and 7, 2005. Both authorities gave the documents their blessing on September 7th, 2005, after careful deliberation.

As seen in the following figure, the NCF-2005 has organised its whole debate into five categories. However, in this study, emphasis was placed on the curriculum areas and their method of presentation at the elementary level as well as in the D.El.Ed programme.

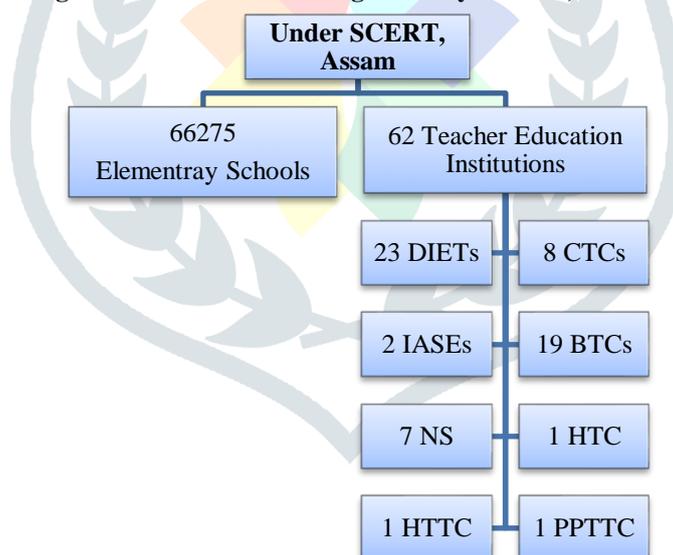
Fig-1: Areas of discussion in NCF-2005



Source: Self-made structure on the basis of NCF-2005

The phrase "primary teacher education programme" refers to a teacher preparation programme that helps elementary teachers advance their professional skills. The programme includes the D.El.Ed. programme in Assam, which is designed to prepare aspiring teachers for the early stages of education and lay the groundwork for the profession. Since its founding in 1985, SCERT, Assam, has worked continually to regulate and oversee the administration of the D.El.Ed course in the institutions that train elementary teachers. SCERT is the state counterpart of NCERT. Assam is establishing its elementary school curriculum in accordance with the National Curriculum Frameworks, as well as its elementary school textbooks and teacher training programme. In accordance with NCTE recommendations from time to time, it also designs pre-service and in-service teacher training. Currently, SCERT, Assam, oversees elementary schools and institutions for the preparation of elementary teachers, such as normal schools, BTCs, DIETs, etc. The number of institutions under SCERT, Assam's administration is depicted in the following diagram.

Fig-2: Nos. of institutions regulated by SCERT, Assam



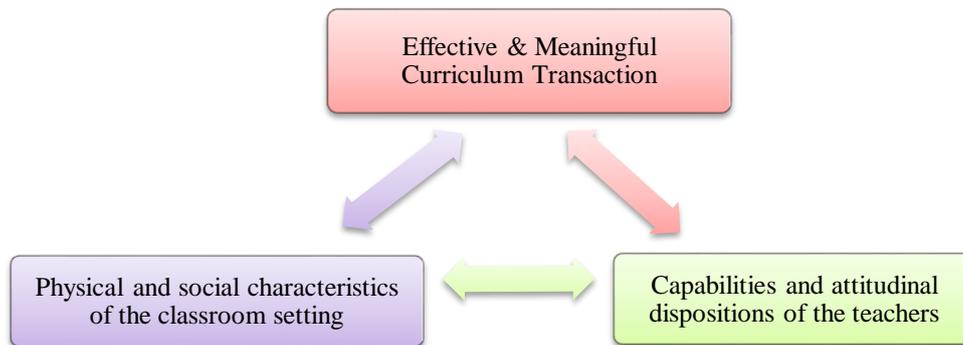
Source: <https://scert.assam.gov.in/about-us/detail/organizational-chart>

The planning and execution of the teaching-learning process in education is based on the curriculum. It is the entirety of all the learning that students are exposed to when they are enrolled in educational institutions, including what they learn in the classroom, lab, library, workshop, and playground. It establishes a link between educational objectives and commonplace activities at learning institutions including schools, colleges, and universities. The creation of meaning through curriculum is meant to direct the teaching and learning process using a variety of materials (textbooks and teaching aids), teaching and learning techniques, learning experiences, and evaluation (Mrunalini, 2014). The goals and objectives, subject matter or contents, learning experiences (instructional strategies, resources, and activities), and evaluation methods are some of the primary parts of the curriculum. The content/subject matter, activity schedule, targeted learning outcomes, cultural reproduction, and experiences gained and gathered at educational institutions can all be referred to as the curriculum. In a different sense, the curriculum is the assimilation of concepts and procedures that can be used in practise. In this view, curriculum is not a physical object but rather the interaction between teachers, students, and knowledge.

Curriculum transaction refers to the effective and desirable implementation of curriculum contents based on the curriculum's stated goals and objectives. It should include excellent planning, point organisation, instructional strategies, teaching techniques, and teaching and evaluation abilities. Other conditions for successful curriculum transfer include the use of ICT, thought clarity, watching and comprehending the students, and reviewing the students' work (Bhalla, 2007). Every element,

including the teacher, students, learning materials, and the learning environment, works together in a systematic process called curriculum transaction to ensure that learning is successful. When planning for the curriculum transaction, there are two essential factors to keep in mind. One is the classroom's physical and interpersonal qualities. Another is the skills and character traits of the teachers who deliver the material. As a result, these two factors are necessary for the curriculum transaction process to be successful and relevant.

Fig-3: Factors of curriculum transactions



Source: Self-made structure

The recommendations made by various policy papers and documents, such as the Kothari commission report (1964–1966), Acharya Rammurti Samiti Report (1990), NCF (2005), National Knowledge Commission report, NCTE regulations 2009, Right to Education Act 2009, NCTEF (2010), etc., have caused a paradigm shift in Indian elementary education and elementary teacher education (D.El.Ed.) in recent years.

II. OBJECTIVE OF THIS STUDY

The present study is mainly concerned with the content analysis of NCF-2005. So the objectives of the study were as follows:

- i. To make a content analysis of NCF-2005 regarding curriculum transaction at the elementary level with regards to Objectives, Contents, Teaching methods and Evaluation.
- ii. To make a content analysis of NCF-2005 regarding curriculum of D.El.Ed course as prescribed by SCERT, Assam with regards to Objectives, Contents, Teaching methods and Evaluation of the curriculum

III. METHODOLOGY OF THE STUDY

The methodology of the present study implies the ways of data collection and authentication to fulfill the objectives of the paper.

Table-1: Methodologies of the study

Components	Approaches
Method	Descriptive method with the collected data from both primary and secondary sources.
Tool & Technique	Observation Technique
Analysis of data	Qualitative analysis of data

IV. ANALYSIS AND INTERPRETATION

A wide variety of quantitative and qualitative operations are included in data analysis (Khan M. S., 2009). In order to answer the research questions, it is necessary to undertake a number of closely connected activities during the data analysis process (Verma, 2005). Data analysis, according to Lokesh Kaul, is "studying the arranged material in order to find intrinsic facts. To uncover new information, the data are examined from a variety of perspectives" (Koul, 2011).

Under this section, the investigator will analyze and interpret the NCF-2005 regarding the curriculum transactions at the elementary education and the curriculum of the D.El.Ed course as prescribed by SCERT, Assam.

Objective-I: *To make a content analysis of NCF-2005 regarding curriculum transaction at the elementary level with regards to objective, contents, methods of teaching and evaluation.*

To fulfill this objective of the present paper, the investigator analyzed the document NCF-2005. The context of content analysis for this study is NCF-2005 regarding curriculum transaction at the elementary level, objectives of curriculum transactions, contents of curriculum, teaching methods, and evaluation. Hence, the investigator had conducted the content analysis of NCF-2005 regarding the curriculum transactions at the elementary level as under:

- a) **Objectives of the curriculum transactions:** For the curriculum transactions at the elementary level, the NCF-2005 prescribed the following objectives:
- i. To make sure that learning moves away from rote techniques.
 - ii. To foster an environment of active learning in the classroom.
 - iii. To adopt a diverse and adaptable perspective on the novel scenario.
 - iv. To continue integrating understanding and expertise.
 - v. To enhance the cognitive side, form intellect, reason, and social abilities with attitude.
 - vi. To cultivate independence of thought and action, sensitivity to others' wellbeing and feelings, a propensity for democratic engagement, and the capacity to support and contribute to economic and social change.
 - vii. To improve students' capacity to create knowledge and relate it to practical applications.

- viii. To present many sources of information and to accept a range of options.
 - ix. To cultivate a feeling of identity and the capacity for critical analysis of social reality.
- b) **Contents of the curriculum:** NCF-2005 gave the following suggestions regarding the contents of curriculum at the elementary level.
- i. The home language of the students should be included in the curriculum for language teaching at the elementary level and add the three-language formula.
 - ii. Indian language needs to be valued in the curriculum in English-medium schools, along with the inclusion of English.
 - iii. It should cover subjects like math, science, and social sciences as well as art, traditional crafts, education for peace, and environmental awareness.
 - iv. The visual and performing arts ought to be made required, and a range of possibilities in music, dance, visual arts, crafts, and theatre should be provided.
 - v. Medical care, a clean school environment, school meals, and yoga should all be included in the curriculum in addition to health and physical education as essential subjects.
 - vi. History and civics should be included in the curriculum.
- c) **Teaching methods:** According to NCF-2005, classroom instruction in the elementary stage needs to be interactive and flexible so that it can develop sound and easy interaction among children and with the teacher. Regarding methods of teaching at the elementary level, the framework suggested the following:
- i. Interdisciplinary teaching methods should be used to cover some important topics related to national concerns.
 - ii. Use interaction as a powerful tool in the teaching-learning process.
 - iii. Use critical pedagogy in the classroom, such as critical assessment by the students themselves, Making connections between what is learned in the classroom and the students' real-world experiences, promoting student self-expression, and encouraging students' active engagement.
 - iv. Connect students' knowledge to regional expertise and school knowledge to local expertise.
 - v. Place more emphasis on conceptual understanding (intellectual learning) than on memorising facts for tests.
- d) **Evaluation:** NCF-2005 guided for the modification in the examination and evaluation system at the elementary level. Regarding the evaluation process, NCF-2005 gave the following suggestions:
- i. Evaluation need to be used to identify strengths rather than weaknesses. Instead of evaluating attributes, evaluation should be used to evaluate the competences of learning experiences.
 - ii. Continuous and comprehensive evaluation (CCE).
 - iii. Evaluations of children's activities in many domains must only be qualitative judgments based on observations made during regular encounters.
 - iv. Oral, written assessments, and observations should be used for evaluation in the later elementary grades.
 - v. Exams administered on a term basis could start in Class VII.
 - vi. Continuous and qualitative evaluations should be used when testing a skill-based component, content, or subject area (such as yoga, music, or the arts).
 - vii. The assessment questions that are supplied must differ from those in the book.
 - viii. Open-ended, difficult questions could also be employed.
 - ix. Feedback on the correct and incorrect responses pupils receive, as well as the reasons for each, should be given when grading and correcting the work in front of the class.
 - x. Language evaluation must be reoriented toward the measuring of language proficiency rather than being related to "performance" in relation to certain syllabi.

From the above analysis, the investigator can generalize that NCF-2005 plays a significant role in the modification of the curriculum transactions at the elementary level so that it can connect knowledge to life outside the school; ensuring that learning shifts away from rote methods; enriching the curriculum so that it goes beyond textbooks; making examinations more flexible and integrating them with classroom life; and nurturing an overriding identity informed by caring concerns within the democratic polity of the country at the elementary level.

Objective-II: *To make a content analysis of NCF-2005 regarding curriculum of D.El.Ed course with regards to Objectives, Contents, Teaching methods and Evaluation of the curriculum.*

To fulfill this objective, the investigator analyzed the document NCF-2005 and SCERT resource materials and manuals. The context of the content analysis for this objective is the NCF-2005 regarding curriculum of D.El.Ed course with regards to the objectives of curriculum, contents of curriculum, teaching methods, and evaluation. Hence, the investigator had analyzed the D.El.Ed curriculum prescribed by SCERT, Assam in the light of NCF-2005 as under:

a) **Objectives of the curriculum:**

Objectives of curriculum are some statements that will describe what the learners (student-teachers) will be able to do after completing the instruction or course. Henceforth, SCERT, Assam prescribed some objectives of the D.El.Ed curriculum in consonance with the suggestions given by NCF-2005. The investigator has highlighted the objectives of the D.El.Ed course given by SCERT and NCF-2005 in the following table.

Table-2: Suggestions regarding objectives of Elementary teacher education (D.El.Ed)

According to SCERT Assam	According to NCF-2005
<p>i. To acquaint the teachers (Pre-service & In-service) with the new pedagogy of learning. (SCERT, Activities of the Curriculum and Material Development Department)</p> <p>ii. To develop understanding about the importance of learning outcomes for different school subjects and to appreciate the role of ICT in enhancement of learning outcome. (SCERT, Activities of the Curriculum and Material Development Department)</p> <p>iii. To acquaint the trainees with learning strategies of different school subjects for ensuring learning outcome. (SCERT, Activities of the Curriculum and Material Development Department)</p> <p>iv. The goal of the D.El.Ed curriculum should be preparation of Reflective Practitioner/teacher so that they can develop capability of reflecting on the 'why' and 'how' of the educational policies, programmes and practices. Thus, the prospective teachers can develop the competence to generate new knowledge and insights about children's development and learning on the basis of own engagement with them. (SCERT, Assam & UNICEF, 2018)</p>	<p>i. To acquaint the prospective teachers with the new pedagogy of learning (p.103)</p> <p>ii. To develop learning experiences along with learning outcomes so that student-teachers could develop self-regulatory capabilities essential for 'learning to learn'.(p.75)</p> <p>iii. To develop understanding on theoretical and practical aspects of the curriculum as an integrated paradigm (p.108).</p> <p>iv. To develop the needed counseling skills and competencies of the student-teachers to become a 'facilitator' and 'helper' to the children (p.107).</p> <p>v. To develop character and desirable social and human values to function as responsible citizens; and (p.107)</p> <p>vi. To enable the trainee teachers (Students-Teachers) to develop the ability for self-learning and independent thinking among student-teachers (p.107).</p> <p>vii. To enhance the language knowledge and proficiency of the student-teachers (p.107).</p>

b) Contents of the D.El.Ed curriculum:

The contents of the curriculum signify the totality of what is to be taught in a curriculum, what the experiences to be provided during the curriculum implementation. According to NCF-2005, the NCERT has developed model curricula for D.El.Ed course of the nation and it may adopt/adapt by the state governments/State Boards of Teacher Education (SCERT) and should review from time to time.

SCERT, Assam and NCF-2005 suggested the following for organization of curriculum contents of the D.El.Ed course. These suggestions are:

Table-3: Suggestions regarding contents of Elementary teacher education (D.El.Ed)

According to SCERT Assam	According to NCF-2005
<p>(i) The D.El.Ed curriculum should have four curricular areas, such as (i) Child Studies (ii) Educational and Contemporary Studies, (iii) Curriculum and Pedagogic Studies(including Teaching Practice and school Internship) and (iv)Other Value Added Courses for Holistic Development. SCERT, Assam prescribed two courses i.e. 'Childhood and the Development of Children'; and 'Cognition Learning and the Socio-cultural context' on child's growth, development and learning in the D.El.Ed curriculum. (Observed D.El.Ed syllabus)</p> <p>(ii) SCERT included practicum and field based activities in each semester in the D.El.Ed curriculum in order to reflect and develop hand-on experiences by the student-teachers.</p> <p>(iii) SCERT prescribed school internship programme for 15-20 days in each semester so that student teachers could connect theoretical knowledge to outside practical world.</p> <p>(iv) It also laid greater importance on social, cultural, political, professional context and pedagogical ideas in the D.El.Ed course. Hence, SCERT included-</p> <p><i>A. Four courses on educational studies</i> → Educational Society, Curriculum and Learners → Towards understanding the self</p>	<p>i. The contents of the D.El.Ed course should be on the knowledge of the process of a child's growth, development and learning (p.108).</p> <p>ii. The curriculum contents of the D.El.Ed course should reflect the personal experience, expectations and inclinations of the student-teachers (p.108).</p> <p>iii. The contents should connect theoretical knowledge to outside practical world of the student-teachers (p.109).</p> <p>iv. The curriculum should accommodate the emerging ideas of social, cultural, political, professional context and pedagogy in addition to address the issues of linkage between school and society (p.110).</p> <p>v. Special importance should cast on the language paper and should enhance the language knowledge and proficiency of the student-teachers (p.110).</p> <p>vi. This subject area, consisting of health education, physical education and yoga, must be suitably integrated into the elementary and secondary pre-service teacher education courses. (p. 57)</p> <p>vii. Resource materials on Art education i.e. music, dance, visual art and theatre, should be included in</p>

- Teacher identity and School Culture
 - School Culture, Leadership and Change
 - B. *Two courses on contemporary social issues*
 - Contemporary Indian Society with special reference to Assam
 - Diversity, Gender and Inclusive Education
 - C. *Six pedagogical courses in the curriculum.*
 - Understanding Languages and Early Literacy
 - Proficiency in English
 - Pedagogy across the curriculum
 - Pedagogy of Environmental Studies.
 - Mathematics education for the primary school child
 - Information and Communication Technology (ICT)
- (v) For language development of the student-teachers, SCERT included the papers 'Understanding Languages and Early Literacy' and 'Proficiency in English' under the category of curriculum and pedagogic studies. Likewise, two optional pedagogy courses were included as the 'Teaching of MIL' and 'Teaching of English' for the enhancement of language knowledge and proficiency.
- (vi) SCERT incorporated a course on 'Children's physical and emotional health' under practicum work. Yogasana is also made a significant part of the course. The mode of transaction in this course is theoretical as well as practical. SCERT also suggested for execution of the practical works in TEIs for three hours before school internship and six hours after school internship.
- (vii) SCERT also incorporated Art education as a practicum course in each semester and that encompass the script writing, recitation, storytelling, music, drama etc.

the teacher education curriculum so that the prospective teacher could deliver the art education effectively and creatively in the classroom situation. (p.56)

- viii. Teacher education programmes should consider introducing peace education as an optional subject of study.(p.64)

c) **Teaching methods in the D.El.Ed curriculum:**

The term 'teaching method' refers to the general principles, pedagogy and management strategies used for classroom instruction. SCERT Assam and NCF-2005 gave some recommendations regarding teaching methods in the D.El.Ed course.

Table-4: Suggestions regarding teaching methods of Elementary teacher education (D.El.Ed)

According to SCERT Assam	According to NCF-2005
1) According to SCERT, the mode of curriculum transactions in the D.El.Ed course should be through class room discussion, group activity, seminar presentation, field studies, workshops, close reading of text materials, various types of writing tasks, reflective journals, reference books, library activities, theme-based activities and should be based on constructivist pedagogical principles and practices. (SCERT, Assam & UNICEF, 2018)	1) Encouraged the constructivist method so that student-teachers can view knowledge not as an external reality embedded in textbook, but as constructed in the shared context of teaching-learning and personal experience (p.17).
2) SCERT also suggested for organization of the internship programme in the 1 st semester for the reflective learning by the student (intern) so that they can get the opportunity of undergoing a meaningful experience. The objectives of the reflective learning in the internship programme are to observe teaching-learning processes; making student profiles and critical analysis of texts and material with the weightage of 50 marks. (Observed in the D.El.Ed syllabus)	2) Reflective learning should encourage so that the student-teachers could view learning as a search for meaning beyond personal experience and knowledge generation (p.90).
3) According to SCERT Assam, Observation, experimentation and reflection should used as teaching method to develop the requisite understanding, knowledge, skills and attitudes regarding students growth, their socio-cultural context. (SCERT, Assam & UNICEF, 2018)	3) Use observation method during the training period and in the school internship to look after the integration of pedagogical theory with practical work (p. 109).
4) SCERT advocated that curriculum transaction in the D.El.Ed course should be student-centric and	4) Encouraged the participatory method in the training period in order to understand the personal responsibilities and potentialities (p. 109).
	5) Activity based teaching should apply so that student-teachers could gain conceptual understanding, autonomy and confidence in work, encouraging team work and cooperative task in groups, identifying and nurturing individual strengths and attributes while supporting the weak aspects; fostering leadership among them inside and

- participatory in order to understand the personal responsibilities. Hence, the Art & creative education, Micro-teaching practice and Practicing teaching strategies should be done through participation method. (Observed in the D.El.Ed syllabus)
- 5) For activity-based learning. SCERT suggested for conducts of several hand- on activities like, yoga (p.6), TLM making, listening & speaking activities (p.25), activities on ICT education (p.26), art & cultural activities (p.32), activities for understanding the self (p.43) and several field-based activities in relation to childhood development (p.5). (Observed in the D.El.Ed syllabus) It also suggested to use discovery and exploration in a student-friendly and student-centered manner. (SCERT, The State Academic Authority)
 - 6) SCERT Assam also advised for the use of integrated and correlated approaches of teaching-learning during curriculum transactions. It suggested for the implementation of student-centered, activity-based, participatory learning experience-based approaches of teaching. Moreover, It suggested for the implementation of play, projects, open discussion, dialogue, observation, visits and learn-to-reflect on their own practice. (NCTE, 2015) (SCERT, Assam & UNICEF, 2018)
- outside of classroom responsibilities (p. 112).
- 6) The D.El.Ed course should emphasizes the importance of an integrated and correlated approach to the teaching of concepts in teacher education (p.40).

d) Evaluation of the curriculum:

Evaluation is a systematic determination and assessment of a subject's merit, worth and significance, using criteria governed by a set of standards. Regarding the evaluation of the D.El.Ed curriculum, SCERT Assam and NCF-2005 gave the following suggestions.

Table-5: Suggestions regarding evaluation of Elementary teacher education (D.El.Ed)

According to SCERT Assam	According to NCF-2005
<ol style="list-style-type: none"> 1) SCERT suggested for the implication of continuous and comprehensive evaluation in all the courses/papers/activities on the basis of appropriate evaluation guideline. It also advised to implement the self-evaluation by the student-teachers during their training session. (SCERT, Assam & UNICEF, 2018) 2) SCERT states that the purpose of evaluation should be comprehensive and due importance should be given on the evaluation of mental faculties in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters. Hence, SCERT suggested for allocation of one-fourth of the total marks of evaluating student-teachers performance during the 16 weeks of school internship. (SCERT, 2012) 3) For language evaluation, SCERT suggested for the use of unit tests, assignments and internal assessment on the basis of several activities like, poem recitation, storytelling, dialogue competition, mapping competencies of language textbook and TLM making on language contents to measure language proficiency of the student-teachers. 4) Regarding the evaluation of the skill-based components, SCERT suggested for the use of continuous and qualitative assessment techniques like, observation of practical work, observation of active participation and observation of involvement in field-based activities. (SCERT, 2012) 5) According to SCERT, there must be one External Evaluation on the theory component at the end of 	<ol style="list-style-type: none"> 1) Evaluation should be on continuous and comprehensive basis (CCE) (p.115). 2) The evaluation should lead to finding learning difficulties and a sound understanding of pedagogic practices by the student-teachers (p.14). 3) The assessment and evaluation should aim to gaining greater insight over the various aspects of the student-teacher's learning: language comprehension, reading ability, articulation, ability to work with hands and in groups, skills of observation, classification, drawing and the other skills among student-teachers which are required to be a good teacher in near future (p.115). While conducting language evaluation of the student-teachers importance should given on 'measurement of language proficiency' instead of measuring the achievement (p.40). 4) While the skill-based component of physical education, yoga, music and art are tested, then continuous and qualitative assessments should be implemented in the D.El.Ed course (p.73). 5) The purpose of evaluation of providing feedback on scholastic and co-scholastic development can be achieved only if the teacher is prepared even before the course of teaching with not only the techniques of assessment but also the parameters for evaluation and kinds of tools that would be employed. 6) NCF-2005 opined that designing good test items and questions is an art, which are required for

each semester. 70% of the total marks should be allocated for theory component (External) and 30% for practicum component (Internal), which includes Unit Tests, Assignments, Workshops and other activities. SCERT suggested using different techniques of evaluation like testing, observation, inquiry, analysis and suggested the tools like Written test, Oral test, Diagnostic test, observation schedule, interview schedule, project, seminar, experience sharing etc. Besides, SCERT suggested that ETEIs will hold two Unit Tests for each paper. Full Marks for each Unit Test will be 20. In view of evaluation, SCERT stated that the ETEIs will give at least two written assignments in each paper in addition to the other relevant assignments prescribed in the curriculum. The other assignments will include project work, field study/visit, paper presentation in seminar, community contact, material preparation etc. (SCERT, Assam & UNICEF, 2018).

- 6) The SCERT recommended creating a "blueprint" for appropriate test item design and question paper setup that gives knowledge, comprehension, application, and skill dimensions equal weight with course material and difficulty level. (SCERT, Assam & UNICEF, 2018)

student-teachers when he/she serve in the real situation. Therefore, student- teachers should spend time thinking about and devising such questions (p.74).

In reference to the second objective, it was found that the prevailing curriculum of the D.El.Ed course has been following all the suggestions given by NCF-2005 and it was found that the D.El.Ed course nurtures the curiosity of the student-teachers and encourages them to find their voice so that they can develop self-learning, independent thinking, and pursue investigations. Even the contents of the course were included as per the model curriculum of the framework. It includes child studies, educational studies, and contemporary studies in the course. Constructive teaching, as suggested by NCF, is somewhere latent, whereas widely used question-answer techniques and inductive-deductive methods of teaching. Regarding evaluation during or after curriculum transaction, the elementary teacher education institutions implement both theoretical and practical examinations and at the same time use continuous and comprehensive evaluation techniques. Besides, the SCERT, Assam prepared Resource Material for Teacher Educators and School Internship Guidelines for the state in the light of NCF-2005. The SCERT, Assam has been trying to design the curriculum content of the D.El.Ed course reality-based i.e. real life of the children outside and inside the school as suggested in the guiding principles of NCF-2005. Re-orienting the curriculum to develop critical thinking, nurture the curiosity, pursue investigations and integrating the experiences with school knowledge or practical scenario. (SCERT, 2012)

V. FINDINGS

- The National Curriculum for Elementary Education (NCF-2005) aims to ensure that learning shifts away from rote methods and makes examinations more flexible and integrate them with classroom life. The curriculum is designed around multilingual nature and creates a stimulating environment by maintaining cooperation with society.
- SCERTI, Assam has prepared a curriculum framework for school education in the light of NCF 2005 and revised the school curriculum (NIEPA, 2015).
- The SCERT, Assam maintaining collaboration in revising and developing school text books for classes pre-primary to class-VIII following the NCF-2005 perspective. In total, 49 books of language, social science, environmental science subjects in ten mediums of instruction have been developed as per NCF-2005 (NIEPA, 2014).
- it was found that the D.El.Ed course regulating by SCERT Assam has nurtures the curiosity of the student-teachers and encourages them to find their voice so that they can develop self-learning, independent thinking, and pursue investigations. Even the contents of the course were included as per the model curriculum of the framework. It includes child studies, educational studies, and contemporary studies in the course.
- Besides, the SCERT, Assam prepared Resource Material for Teacher Educators and School Internship Guidelines for the state in the light of NCF-2005.
- The SCERT, Assam has been trying to design the curriculum content of the D.El.Ed course reality-based i.e. real life of the children outside and inside the school as suggested in the guiding principles of NCF-2005.

VI. CONCLUSION

Above all, we can summarize that SCERT Assam has considered the guidelines of NCF-2005 during curriculum design and implementation at the elementary level as well as in the D.El.Ed programme so that relevance, flexibility and quality of the curriculum can retain as per the demand of time. The role NCF-2005 in terms of curriculum design and transaction has been appreciating because its suggestions brought out lots of modification in the elementary education and D.El.Ed programme.

But, in the Joint Review Mission-II on Teacher Education, Assam, NIEPA stated that the D.El.Ed course have neither been adequately oriented nor professionally enriched on NCF perspective. There is a need to expose the faculty to the basic principles of NCF-2005 and their connectivity for strengthening quality of education and teacher educators. The classroom transaction process, despite a reformulated D.El.Ed curriculum continues to be on a conventional path (NIEPA, 2014)

REFERENCES

- 1) Adak, S. (2017), Revolutionary Change in Teacher Education Leading by National Curriculum Framework-2005, *Scholarly Research Journal for Humanity, Science & English language*, Vol.4 No.21, pp. 5188-5197.
- 2) Bhalla, N. (2007), *Curriculum Development* (1st ed.), Authorspress Publishers, New Delhi, India.
- 3) Bose. S. (2014), Curriculum Transaction in NIOS: Overcoming the Limitations of Packaged Instructions, *Journal of Learning for Development*, vol.1 no.3, pp.1-9.
- 4) Elementary Education Department. (2022), *Comprehensive List of Textbooks for academic session 2022-23*, Elementary Education Department. Guwahati, Assam.
- 5) Goble, N.M. and James F.P. (1977), *The Changing Role of Teachers: International Perspective*, UNESCO, Paris.
- 6) Khan, M. S. (2009), *Educational Research*, APH Publishing Corporation, New Delhi, India.
- 7) Khan, S. (2015), Evolving Consciousness in the Developing World: Analysis of national curriculum framework 2005 for enrichment of quality of life in school learning environments, *Procedia - Social and Behavioral Sciences*. Vol.202, pp. 169-180.
- 8) Kidwai, H., Burnette, D., Rao, S., Nath, S. Bajaj, M., and Bajpai, N. (2013), *The Policy and Practice of Public Primary Curriculum in India*, Columbia Global Centers, Columbia.
- 9) Kochhar, S.K. (2014), *The Teaching of Social Studies*, Sterling Publishers (P) Ltd, New Delhi, India.
- 10) Koul, L. (2011), *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd, New Delhi, India.
- 11) Krippendorff, K. (1980), *Content analysis: an introduction to its methodology*. (2nd, Ed.), Sage Publications, Thousand Oaks, California.
- 12) Mrunalini, D. T. (2014), *Curriculum Development* (2nd ed.), Neelkamal Publications Pvt. Ltd, Hyderabad, India.
- 13) National Curriculum Framework-2005, available at <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf> (accessed 25 Sept. 2022)
- 14) NCTE. (2015), *Curriculum framework of Diploma in Elementary Teacher Education (D.EL.ED.) programme*, NCTE, New Delhi, India.
- 15) NCTE. (2016). *School Internship: Framework and Guidelines*. NCTE, New Delhi, India.
- 16) NIEPA. (2015). *Report of the Joint Review Mission on the Centrally Sponsored Scheme of Teacher Education [CSSTE]*, available at <http://hdl.handle.net/123456789/11151> (accessed 23 Sept. 2022)
- 17) NIEPA. (2014, March). *Joint Review Mission - II on Teacher Education. Assam*, available at <http://hdl.handle.net/123456789/8042> (accessed 23 Sept. 2022)
- 18) Saxena, N.R., Mishra B.K., and Mohanti, R.K. (2008), *Teacher Education*, R. Lall Book Depot, Meerut, India.
- 19) SCERT. (2012). *Resource Material-I*. SCERT, Assam, India.
- 20) SCERT, Assam. (2021). *Vidya Pravesh Teacher Manual*. SCERT, Assam, India.
- 21) SCERT (2022). *Academic Calendar- 2022-23*. SCERT, Assam, India.
- 22) SCERT (n.d.). *Activities of the Curriculum and Material Development Department*. SCERT, Assam, India.
- 23) SCERT (n.d.). *The State Academic Authority*. SCERT, Assam, India.
- 24) SCERT (n.d.). *Activities of the Curriculum and Material Development Department*. SCERT, Assam, India.

- 25) SCERT (n.d.). *Learning outcomes: I-VIII*. SCERT, Assam, India.
- 26) SCERT, Assam & UNICEF. (2018), *Diploma in Elementary Education (D. EL.ED.) curriculum-syllabus*, SCERT, Assam, India.
- 27) Sharma, R. & Singh, A. (2018), A Critical Analysis of National Curriculum Frame Work 2005, *International Research Journal of Commerce, Arts and Science*, Vol.9 No 4, pp.173-181.
- 28) Sharma, L. M. (2003). *Techniques of Teaching*, Dhanpat Rai Publishing Company Ltd. New Delhi, India.
- 29) Singh, U.K. and Sudershan, K.N. (2011), *Teacher Education*, Discovery Publishing House Pvt. Ltd, New Delhi, India.
- 30) Stempel, G.H. (2003). Content analysis, G.H. Stempel, D.H.Weaver, & G.C.Wilhoit (Eds.), *Mass communication research and theory*, Allyn & Bacon, Boston. (pp. 209-219).
- 31) UN Sustainable Development Summit, N. Y. (2015), *Transforming our world: the 2030 Agenda for Sustainable Development*, available at <https://sdgs.un.org/2030agenda> (accessed 18 Feb. 2022)
- 32) Verma, S. (2005), *Practical Approach to Research Methodology*, Akansha Publishing House, New Delhi, India.
- 33) Weber, R. P. (1990), *Basic Content Analysis*, SAGE Publications India Pvt. Ltd, New Delhi, India.

