

A Study of Awareness of National Curriculum Framework (2005) Among Secondary School Teachers of Ludhiana District, Punjab

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ABSTRACT: : School is an institution where the talent of learners is nurtured. And curriculum is inseparable part of School. Therefore it become very important to continuously revise and reform the curriculum and introduce the changes in real practices. National Curriculum Framework (2005) is a document which solely focuses upon the curriculum load on Children and provides us with the various systemic reforms which needs to be done in our Educational system. For quality Education and effective teaching, teacher must have fair knowledge about NCF (2005). The present study was undertaken to assess the awareness of NCF (2005) among the secondary school teachers of Ludhiana District. The results of the present study may help the stake holders to organize more effective awareness programs of in-service teachers. The study was carried out by a descriptive survey of 50 Secondary school teachers of Ludhiana district, Punjab, using a specifically designed questionnaire. The respondents selected at random were asked questions related to Aims, Objectives, vision and highlights of NCF (2005). The results obtained in the paper presents very disappointing and dissatisfactory picture of Education system.

Key Words: National Curriculum Framework (2005), Awareness, Constructivism etc.

In the Educational system of a country Curriculum plays a very important role. It sets standards, goals and learning outcome of Educational system. It is considered as “Heart” of any learning institution. The department of Education Queensland (2008) states that, “All the planned learning is offered and enacted by a school. And a good Curriculum has each of these elements aligned so that intended learning is what is assessed and what students achieved.” “Curriculum refers to the total learning experience of Individuals not only in school but society as well.” (Bilbao et. al.2008). “The curriculum has to envisage a kind of Education that would fight against inequality and respond to the social, cultural, emotional and economic needs of learners. It must stand on the pillars of relevance, equity and excellence.” NPE (1986). National curriculum framework (2005) is an attempt to provide a road map for quality Education in Indian school System. It follows constructivist approach which envisages the quality concerns of school Education. The document solely revolves around the question of curriculum load on children. NCF (2005) focuses on Constructivist approach or “Child centered pedagogy” means giving primacy to learners. NCF (2005) demands for a curriculum in which learning is away from the rote methods and textbooks by connecting the knowledge to the life outside the school and making examination system more flexible. In the present Context, there are new developments and concerns to which our curriculum must respond. Curriculum design must ensure that the children from different social and Economic background with variations in physical, psychological and intellectual characteristics are able to learn and achieve success in school. Universalization of Elementary Education (UEE) makes us aware of the need to broaden the scope of curriculum to include the rich inheritance of different traditions of knowledge, work and crafts. Curriculum must also enable the children to find their voices, nurture their curiosity to do things, to ask questions and to pursue investigations, sharing and integrating their experiences with school knowledge. This great effort done by National council for Educational Research and Training (NCERT) will be implemented successfully only if the teachers of the country are aware of the boarder aims of Education given NCF (2005). A teacher should have sound knowledge of all the sensitive issues of curriculum so that they can understand their role in teaching learning process as **Encourager, Supporter and Facilitator**. The teacher should also understand the needs of the learner and provide them with the opportunities to be active participant rather than passive recipient. As the curriculum is the best mean for overall development of students and the Teacher is the mediator between curriculum and students. With the passage of time, new learning sources appears, discoveries and inventions take place, some old methods are discarded and new ones are adopted. Teachers are the persons who deliver the curriculum. They play a very important role in implementation of new curriculum. Any changes take place in teaching learning process depends upon the awareness of teachers with the upcoming issues and their solutions in teaching learning process. The main causal factor of low

learning outcome is lack of awareness of the issues raised and solutions provided to those issues by NCF 2005. The quality concerns of Education remain hidden in papers of NCF 2005 and cannot be translated in reality unless the teachers are aware of it. Therefore, a humble attempt was intended to study the level of awareness of NCF (2005) among secondary school teachers.

Objectives of the Study

The Objectives of the Study are:

1. To find the level of Awareness of NCF 2005 among secondary school teachers.
2. To compare the level of awareness of NCF 2005 among secondary school teachers with respect to gender.
3. To compare the level of awareness of NCF 2005 among secondary school teachers with respect to stream.
4. To compare the level of awareness of NCF 2005 among secondary school teachers with respect to training.

Hypothesis of the Study

H₁: There is no significant difference in awareness of NCF 2005 between male and female of Secondary school teachers.

H₂: There is no significant difference in awareness of NCF 2005 between Humanities and Science stream Secondary school teachers.

H₃: There is no significant difference in awareness of NCF 2005 between trained and non trained teachers Secondary school teachers.

METHOD

Sample

50 Senior Secondary school teachers of Ludhiana district, Punjab had been selected randomly for the present investigation.

Design

The present study was descriptive in nature in which Awareness of NCF (2005) was treated as independent variable and Gender, Stream and Training were considered as Classificatory Dependent variable. The exploratory nature of the study necessitated a quantitative approach in order to obtain the awareness scores of teachers about NCF 2005.

Tools used

A questionnaire consists of 20 questions was constructed by the investigator to check the level of awareness of NCF (2005) of secondary school teachers. The respondents were asked relevant questions about NCF (2005) in very simple and easy to understand language. These questions were related to the basic provisions, Aims and Rationale of NCF (2005). Each question was provided with three options – Agree, Disagree and Neutral. Each question carries 2 marks.

Procedure

Prior permission was taken by the school authorities for the data collection for the present study. The researcher explained the purpose of the study and appropriate instructions were given to the respondents. The respondents were assured of the anonymity of their responses. The survey was administrated in a very quiet environment and respondents were not talking or sharing answers.

Statistical Techniques used

After collecting data from 50 secondary school teachers scoring of each paper was done. The data obtained was carefully analyzed with the help of SPSS. Mean, Standard deviation, percentage and t- test were employed to treat raw scores and arrive at the result.

Based upon the scores of the respondents three levels of awareness were framed as follows in Table 1

TABLE I: Three levels of Awareness based upon raw scores

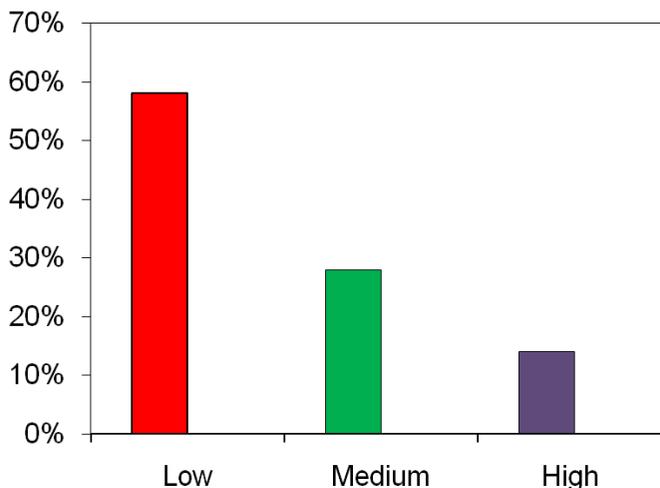
Sr. no.	Range of scores	Level of awareness
1	1-14	Low
2	14-27	Medium
3	27-40	High

Results of the study

Table II- Awareness level of Teachers with percentage about NCF (2005)

Level of awareness about NCF (2005)	Low (1-14)	Medium (14-27)	High (27-40)
Percentage	58%	28%	14%

Figure I: Graph showing percentage of Awareness of NCF (2005)



The data presented in Table II reveals that majority of the respondents are less aware about provisions, Aims and Rationale of NCF (2005). 58% of teachers scored between 1-14 range depicting their less awareness about National curriculum Framework (2005). 28% teachers scored between 14-27 showing their medium awareness about NCF (2005) and only 14% teachers are aware about NCF (2005) as their scores lies in the range of 27-40. The overall picture depicts that majority of teachers are not aware about the curriculum reforms and basic provision of NCF 2005 which is highly disappointing in the present era of competitive world. The graphical representation of the data is evident from Figure 1 given above.

H₁: There is no significant difference in awareness of NCF 2005 between male and female of Secondary school teachers.

Table III- Mean, SD and 't' value of awareness scores of Male and female School teachers

Gender	N	Mean	Std. Deviation	Std. Error	t
Awareness score Male	25	15.60	7.968	2.374	0.438
Female	25	16.64	8.802		

It is observed from Table III that mean and Standard deviation of awareness scores of Male Teachers is 15.60 and 7.968 respectively whereas same for Female teachers is 16.64 and 8.802 respectively. Here the mean score of female teachers is 16.64 which is slightly higher than that of male teachers. Hence it shows that there is difference between awareness of male and female teachers. But to ascertain that this difference is significant or not the researcher employed t- test. From Table III the t-ratio for the difference in awareness of NCF (2005) among male and female school teachers found to be 0.438 which is significant at both 0.05 and 0.01 level of significance. Hence, the data provides sufficient evidence to **reject** the null hypothesis, **“There is no significant difference in awareness of NCF 2005 between male and female of Secondary school teachers.”** So, Male and female secondary school teachers differ significantly in their awareness about NCF (2005).

H₂: There is no significant difference in awareness of NCF 2005 between Humanities and Science stream Secondary school teachers.

Table IV- Mean, SD and 't' value of awareness scores of Humanities and science stream Secondary School teachers

Stream	N	Mean	Std. Deviation	t-ratio
Awareness score Humanities	35	18.80	8.54	3.832
Science	14	9.85	2.44	

The data presented in Table IV reveals that t-ratio for the difference in awareness scores of teachers belonging to Humanities and Science group was found to be 3.832, which is not significant at both 0.05 and 0.01 level of significance. Hence, the data provides sufficient evidence to **accept** the null hypothesis, “**There is no significant difference in awareness of NCF 2005 between Humanities and Science stream Secondary school teachers**” Hence, there does not exist significant difference in awareness level of NCF (2005) among teachers belonging to Humanities and Science group. Therefore, it may be concluded that stream of teachers do not influence their level of awareness towards NCF (2005).

H₃: There is no significant difference in awareness of NCF 2005 between trained and non trained teachers Secondary school teachers.

Table V- Mean, SD and ‘t’ value of awareness scores of Trained and Untrained stream Secondary School teachers

	Training	N	Mean	Std. Deviation	Std. Error	t -ratio
Awareness scores	Trained	31	16.3	8.95	2.44	0.218
	Untrained	19	15.8	7.41		

Table V reveals that Mean and standard deviation of trained secondary school teachers is 16.3 and 8.95 respectively, whereas the same for untrained teachers is 15.8 and 7.41 respectively. Mean score of trained teachers is higher than that of untrained teachers. As per Descriptive statistics there is a difference between trained and untrained teachers. But to ascertain whether this difference is significant or not the researcher employed t- test on the awareness scores of both trained and untrained teachers. The computed t- value is 0.218 which is significant at both 0.05 and 0.01 level of significance. Hence the data provides sufficient evidence to **reject** the null hypothesis, “There is no significant difference in awareness of NCF 2005 between trained and non trained teachers Secondary school teachers.” We can conclude that training has a significant effect on awareness of secondary school teachers about NCF (2005).

Major findings of the study

- The study found that there is significant difference in awareness of NCF (2005) among male and female secondary school teachers or Gender affects the awareness of teachers about NCF (2005).
- Secondary school teachers whether belonging to humanities stream or Science stream do not differ in their awareness about NCF (2005).
- Training has a significant effect on the awareness of teachers about NCF (2005).

Implications

The teachers are the nation builders. It is essential that they should be aware about the various curriculum reforms, so that the quality education can be provided to the future of the nation. It is clear from the findings of the study that training has a significant effect on the awareness of teachers about NCF (2005). Both male and female teachers and both humanities and science stream teachers should be aware about the curriculum focused document. As trained teachers are more aware than untrained teachers, hence various seminars, training programs should be organized for in service teachers. In this way quality of Education will be improved which in turn will be fruitful to the nation. Success of various curriculum reforms made in NCF (2005) depends upon its awareness in the stake holders especially among teachers which are in direct contact with the learners. The results found in the presents study are very disappointing as only 14% teachers are aware about NCF (2005) which reveals that overall percentage awareness of NCF (2005) is very low and dissatisfactory. To achieve the target of aware teachers about the document various orientation programs, workshops should be organized. Booklets containing highlights of NCF (2005) should be distributed among school teachers. Subject wise guidance programs should be organized within schools so that the teachers of same subject from different schools could have healthy discussions. Moreover teachers should be made aware about other curricular areas as peace Education, Value Education, Health Education etc. In the nutshell, to ensure the fruitful implementation of NCF (2005) great efforts are needed as very less number of teachers are aware about the curriculum reforms in NCF (2005).

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