



ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS NATIONAL CURRICULUM FRAMEWORK AND ITS RELEVANCE

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ABSTRACT :

Kothari Commission has rightly observed that “the destiny of India is being shaped in her classroom”. To add to this it is said that the achievement of goals of our educational system depends on four pillars such as students, teachers, curriculum and method of teaching. Among them, curriculum is the driving force behind the system which aims to achieve the desired goals set by our educational process. It reflects the goal and needs of a nation as a whole and individual in particular. As the society is continuously changing the aim of education is also subject to change and it is dynamic not static. In this direction, National Curriculum Framework was a step ahead.

NCF is relevant in the present century as it reflects the dynamic needs of the students as well as the society and touch the heart of the teachers to achieve the educational goals of the rapid growing Indian society in the world perspective.

KEYWORDS : National Curriculum Framework , educational system , educational goals.

INTRODUCTION:

The success of any educational system depends upon careful scientific planning and proper application. Although the contribution of types of personality relates with educational planning, system and institution cannot be ignored, the role of teacher is primary. Effective education depends upon the personality of a teacher, particularly teacher’s attitude towards curriculum. Now a day schooling in India is guided by National Curriculum Framework. So it is necessary to study the attitude of teachers towards National Curriculum.

OBJECTIVES OF THE STUDY:

The researchers have framed the following objectives for the present study:

- i) To compare the attitude of science and language teachers on the cognitive components of National Curriculum Framework.
- ii) To compare the attitude of science and language teachers on the application of National Curriculum Framework.
- iii) To compare the attitude of science and language teachers on the assessment of National Curriculum Framework.
- iv) To compare the attitude of science and language teachers on the total concept of National Curriculum Framework.



HYPOTHESIS OF THE STUDY:

For this present study the researchers have used null hypothesis. They are as follows:

- i) There is no significance difference between attitude of the science and language teachers in relation to their cognitive aspect of National Curriculum Framework.
- ii) There is no significance difference between attitude of the science and language teachers in relation to their application of National Curriculum Framework.
- iii) There is no significance difference between attitude of the science and language teachers in relation to their assessment of National Curriculum Framework.
- iv) There is no significance difference between attitude of the science and language teachers in relation to their total concept of National Curriculum Framework.

METHODOLOGY OF THE STUDY:

Descriptive survey method was applied in the present study. Data were collected from forty secondary school teachers from Cooch Behar district including twenty from rural areas and twenty from urban areas.

Tools used for the study:

For the present study a tool was chosen by the researchers. Attitude of secondary school teachers' scale towards National Curriculum Framework was used for this purpose.

Administration of the tool:

The researchers made a detail discussion about the objective of the study with the head of the institutions. The tool was administered on selected sample. The questionnaire was supplied to the teachers. Method of structured interview was adopted to collect the data. The necessary instructions were given to the teachers before the administration of attitude test.

Analysis and interpretation of data:

The raw data collected through scale from the teachers were tabulated in M.S Excel 2003 and analyzed the data done through SPSS 19.0 version.

Findings of the study:

Finding has been drawn on the basis of statistical results with a view to satisfy the hypothesis of the study.

Findings pertaining to hypothesis-1

Attitude of the science and language teachers in their cognitive aspect of National Curriculum Framework does not differ significantly. So the hypothesis one is accepted.

Findings pertaining to hypothesis-2

Attitude of the science and language teachers in their application of National Curriculum Framework does not differ significantly. So the hypothesis is accepted.

Findings pertaining to hypothesis-3

Attitude of the science and language teachers in their assessment of National Curriculum Framework differs significantly. So the hypothesis is rejected.

Findings pertaining to hypothesis-4

Attitude of the science and language teachers in their total concept of National Curriculum Framework does not differ significantly. So the hypothesis is accepted.

DISCUSSION:

The study was conducted to find out the comparative attitude.

- The attitude of the teachers in science and language groups in their cognitive aspect of National Curriculum Framework are having similar mode.
- The teachers of science and language in relation to their application of National Curriculum Framework are having same mode and also in relation to their total concept of National Curriculum Framework are similar mode.
- The attitude of the teachers in science and language groups in relation to their assessment are not having similar mode on National Curriculum Framework.

Educational implications:

- This study highlights that teachers are supporting National Curriculum Framework plans and prescribes on improving secondary education thereby making the application of National Framework known to be feasible.
- This study has shown that National Curriculum Framework successfully applied In the school level by the secondary teachers.
- National Curriculum Framework emphasizes on student oriented curriculum in school level.
- All these programmes assist the teachers to be more dynamic and motivated towards teaching profession.

CONCLUSION:

The teacher training programme will help to achieve the objectives said by National Curriculum Framework by constantly updating their knowledge in regard to use of curriculum in the process of teaching. The MHRD always tries to uplift the curriculum through different educational agencies by applying their policies through secondary school teachers.

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