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## Critical Appraisal of NCFTE (2009)

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### **Abstract:**

*Role of a teacher is not limited to goal of education, curriculum, material and methods but to meet the ever changing demands and expectations of the changing society. Right to education (2009) increases the demand of qualified elementary teachers and at the same time the demand for quality secondary education. This leads to show concern with the professional education of secondary teachers and an effective curriculum is needed for professional development. The process of developing curriculum framework was taken up by NCTE (1978) where it recommends the reconstruction of teacher education programmes and their content in view of the implementation of National Education Policy (1986). This was reviewed by the NCERT (1988) and was followed by UGC (1990) curriculum development centre for the development of model curriculum. After becoming a statutory body in 1995, NCTE brought out curriculum framework for Quality Teacher Education in 1998. In 2000 NCERT brought out another framework, Teacher Education for Future, to support NCF.A Discussion Paper on Curriculum Framework was jointly prepared by NCTE and NCERT in 2006. The initial draft of the NCFTE 2009 was the result of cooperative efforts of Expert Committee, teacher educators, teachers, pupil teachers, representative of NGO's faculty of NCERT's SCERT's DIET's IASE's CTE's, University and State department of education at the meet held at Udaipur and Hyderabad The objective of this article is to examine the trustworthiness, value and relevance of NCFTE in context of curriculum and other essentials for teacher educators.*

**Keywords:** Curriculum, Teacher education, NCF, NCERT, NCFTE

### **1. Introduction**

Educational institutions are performing their functions of providing learning experiences to their students to lead them from the darkness of ignorance to the light of knowledge and teacher are responsible or rather playing their role in bringing the students from darkness to light i.e. knowledge. National Policy Education (1968), while stating about Status, Emoluments and Education of Teachers said that of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavor must ultimately depend. Teachers must, therefore, be accorded an honored place in society. Their emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities... As stated by National Council for Teacher Education, NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The National Curriculum Framework, NCF (2005) places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. The Ministry of Education document —Challenge of Education: A Policy Perspective (1985) has mentioned, —Teacher performance is the most crucial input in the field of education. According to the International Encyclopedia of Teaching and Teacher education (1987), —Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.

### **2. Historical Perspectives' of Teacher Education**

In (1949), After Independence the University Education Commission was appointed under the chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949. The Commission observed that

- There was no difference in the theory papers but much difference in practice of teaching offered in the various teacher-training colleges.
- The number of supervised lessons varied from ten to sixty
- The type of practice teaching and student teaching varies from one to another.
- The training colleges had no basic orientation in the essentials.

For improvement of teacher training following suggestion were made

- The teacher educators must look at the whole course from a different angle
- The theory and practice should support each other
- Trainees be recruited from people having a firsthand experience of school teaching
- Courses in the theory of education must be flexible and adaptable to local circumstances
- Original work by professors and lecturers in education should not suffer from isolation and lack of inter-university planning.

In (1950), the first conference of Training Colleges in India was held at Baroda where programmes and functions of the training colleges were discussed.

In (1952-1953), The Secondary Education Commission analyzes the problems of teachers and the training programme. It emphasizes the importance of teacher, his personal qualities, educational qualifications, professional training and the place he occupies in the school as well as in the community. Considering all these aspects Commission recommends following types of teacher training institutions

- Primary (Basic) Teacher Training
- Secondary Teacher Training Institution and Training Colleges.

It suggest two types of institutions

1. For Primary teachers , training period should be of two years
2. For graduates, presently of one academic year but extended to two academic years.

In 1959, the Directorate of Extension Programme for secondary education was set-up to co-ordinate and run the extension programmes. In the same year the Central Institute of English was established at Hyderabad to train teachers in English and to conduct research in the field.

In (1961), The Committee on Plan Projects (COPP) set-up a study team for selected educational schemes which submitted its report on Teacher Training in 1964. The findings of the Committee were

- the teacher training institutions contributed only marginally to educational thinking.
- the training colleges had inadequate laboratory facilities and teaching equipment.
- There was no room for experimentation and innovation in the teacher education programme.

In (1964), at the Seventh Conference of All India Association of Teachers' Colleges, it was proposed that comprehensive colleges be set-up to bridge the gulf between Primary and Secondary teacher training institutions. The Conference recommended the setting-up-of a State Council of Teacher Education.

In (1964), an Education Commission was set-up under the Chairmanship of Dr. D.S. Kothari to advice on the educational set-up. The Commission observed the necessity of sound programmes of professional Education for teacher's development. The Commission pointed out the weakness of earlier programmes and also suggested ways to improve it.

It recommended

- Breaking isolation amongst teacher's colleges, the universities, schools and the teachers' colleges themselves.
- Subject orientation and introduction of integrated courses of general and professional education.

It suggested ways to improve the quality of teacher educators and suggested practical remedies.

As a result of the suggestions some changes were introduced in teacher education. An M.A. degree in Education was introduced in some universities, such as Aligarh, Kurukshetra, Kanpur and some others. Some Universities introduced summer schools and correspondence courses to meet the backlog of untrained teachers and some States set-up, State Boards of Teacher Education.

In (1973), Government 'of India set-up the National Council for Teacher Education (NCTE). The NCTE drafted a curriculum for preparing' teachers for the new 10+2 pattern and also defined the role and functions of the teacher in the emerging Indian Society. The framework define role of teacher as

- a leader' inside and outside the classroom
- As an agent of social change and thereby help in achieving the goal of national development.

The framework also defined the objectives of teacher education as

- To develops the relationship with the community
- emphasize and worked out the Socially Useful Productive Work (SUPW)

In (1976), A Joint session of the members of the NCTE and UGC panel on teacher education was held and drafted an approach paper on teacher education. The NCERT developed programmes for training teachers already in service through a number of centers of continuing Education.

In (1978), the NCTE undertook a major exercise of developing a new National Curriculum Framework for Teacher Education which is suitable in the fast changing canvas of education both nationally and globally.

In August (1985), the Government of India brought out a document "The Challenge of Education: A Policy Perspective." This laid emphasis on an educational system which would prepare the youth for the 21st century.

In (1986), According to National Policy on Education (NPE), stress was given to the teacher education programme. Training schools were upgraded to District Institutes of Education and Training (DIETS) , training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).

In (1988), a revised version of The National Curriculum Framework for Teacher Education, NCTE (1978) was developed by the NCERT.

In (1992), the revised National Policy on Education also emphasized the functioning of teacher education institutions. There has been development in terms of both infrastructure and curriculum transaction as per the NPE and POA.

In (1998), the first curriculum framework for quality teacher education was developed by the Statutory NCTE.

In (2005), NCERT worked independently in evolving a teacher education curriculum framework.

In (2006), a joint curriculum framework brought out by NCTE and NCERT.

In (2009), National Curriculum Framework for Teacher Education (NCFTE) is comprehensive and includes Context, Concerns and Vision of Teacher Education, Sample Redesigned Schemas of Current teacher Education Programmes, Evaluating the Developing Teacher, In-Service Education and Continuous Professional Development, and Preparing Teacher Educators.

### 3. National Curriculum Framework for Teacher Education (NCFTE) 2009

Right to Education Act, 2009, "An act to provide for free and compulsory education to all children of the age of (6 to 14) year" passed by the Parliament dominated the thinking in the NCERT towards revisiting teacher education. While specifying the duties of appropriate Government it said that

- Central Government shall develop a framework of national curriculum with the help of academic authority
- develop and enforce standards for training of teacher
- provide technical support and resources to the State Government for promoting innovation ,researches, planning and capacity building

The two major developments in the field of education are i.e. (UEE) Universalization of Elementary Education as a legitimate demand in the form of 86<sup>th</sup> Amendment, 2002 which led to the Right to Education Bill, 2008 and the National Curriculum Framework (NCF), 2005. The Right to Education Act, make it mandatory that a teacher: student ratio of 1:30 till a population of 200 students at the Primary Stage. This would increase the demand of well qualified and professionally trained teachers. It is well known that learning and social transformation is highly affected by the competency, quality, teacher's motivation, pedagogical skills, commitment to the profession, knowledge and understanding, of the teachers. All this ultimately depends on the type of teacher training.

Curriculum is the basic tool for teacher's preparation. While sentencing to the curriculum aspect, NCFTE specifies three broad curricular areas of initial teacher education and are

#### 3.1. Foundations of Education:-This area includes

- Child Studies
- Contemporary Studies
- Educational Studies

#### 3.2. Curriculum and Pedagogical Theory:-This area includes

- Curriculum Studies
- Pedagogic Studies

#### 3.3. School Internship and Practicum

These subjects form curriculum for teacher education program across various stages i.e. pre-school, elementary, secondary and higher secondary. These parts of the curriculum are inter-related and inter-connected and have importance in providing training to the teacher educators according to varied needs of pupil at different levels. This area provides us with basic ideas/thought/concept/themes on which the courses and curriculum are to be prepared.

#### 3.1. Foundations Of Education

##### 3.1.1. Child Studies

(a) Childhood, Child development and Learning

Bases: - Teacher education needs to be built on the bases of understanding child development and learning. This understanding needs observation of child in different situations rather by knowing psychological theories of child development. The teacher is to understand the construct of childhood, the various socio-cultural and political dimensions. It is suggested that comprehensive, systematic and scientific approaches to health education and health awareness be included in teacher education curricula. Likewise, physical education and sports made a regular feature of teacher education curricula.

Curricular provision

Course work: It includes basic concept and research from psychology, philosophy, and sociology to engage learners with theoretical concepts and frameworks. Study based on field work: projects and assignments on children observations. Opportunities for student: Through workshops, seminars and assignments, student teachers to be given opportunities to observe, understand and study children in a social setup.

Child contact practicum: To provide hands-on experience with children learners, Student-teachers are given the opportunity at the beginning of the programme, to be with children, interact with them, and organize creative activities for them.

##### 3.1.2. Contemporary Studies

(a) Teacher and Learner in Society

Bases: To enable the student teacher to relate education with society and humanity, issues of Indian society like, issues of identity, gender, equity, poverty and diversity, concept drawn from Indian history, sociology, philosophy, political science and economics. It is necessary to have the knowledge of contemporary India. Student teachers can undertake projects to construct knowledge, the exchange of views, beliefs and reflection on new ideas. (b) Other critical social issues: human and child rights, environment and

Development.....Bases: Awareness of human rights and respect for human rights cannot be seen in isolation from an analytical awareness of the contexts Teachers also need to be fully aware of children's rights, rights for gender equality and the implications these rights have for social change. Curricular provision

Course work:

To engage learners with theoretical concepts and issues like classroom as a social context. Learning is greatly influenced by social environment, social climate of the school and the classroom. It provides a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives on given issues. Ideas of educational thinkers: Gandhi, Tagore, Dewey social issues like diversity, gender sensitivity, equality and others to be examined in their socio-historical contexts in which they developed.

Study based on field work: The major characteristics of India's can be studied with the help of projects or conduct field interviews. While studying the issue of reservation, experiences of such a provision can be collected from field and examine policy and theory. Projects: Student teachers undertake projects such as tracing the process by which a consumer gets finished product made from raw material and impacts of geography, economics and politics in order to construct knowledge, exchange of views, beliefs and reflection on new ideas.

Opportunities for student: Projects can be complemented with workshops, seminars, assignments around issues and concepts studies in theory.

### 3.1.3. Educational Studies

(a) Aims of education, Knowledge and Values

Bases: The fundamental aims and value should provide the intellectual basis of contemporary education policy and practice. It is therefore, necessary to provide the teachers with opportunities to engage with philosophical issues and concerns related to aims and values of education. Curricular provision Course work: Focuses on philosophical thinkers in education, theoretical constructs that help to question and debate issues around aims of education and questions of epistemology. (b) Developing the self and aspirations as a Teacher Base: Teacher-trainees need to be provided with study of issues related to self and identity, human relationships, adult-child gaps, beliefs and attitudes, analyze and observe the impact of competition and cooperation on personal and social life, observe the role of listening, attention and the role of a teacher in establishing relationship with children and as a communicator. Curricular provision Course Work: Theoretical study with complementary workshops need to focus on issues of identity development, recognizing one's own strength and limitations and developing social sensitivity and skills.

Workshops: On childhood experiences, personal aspirations and aspirations to become a teacher, views on issues of gender and identity and social conflict.

Recording and analysis of observations: To analyze and interpret reality within varying theoretical and experiential frameworks.

## *3.2. Curriculum and Pedagogical Theory*

### 3.2.1. Curriculum Studies

Most teacher education courses focus on the methodology of teaching individual school subjects. It is assumed that teacher-trainees should have the subject-content knowledge, and reproduce it as and when required. However, if we want to prepare teachers, it is essential that through experiments and discussions, several theoretical concepts learnt during general education in school and college be revisited and reconstructed. Reconstructing concepts helps student-teachers and teacher practitioners to appreciate the nature of subject knowledge and to link it with appropriate pedagogic processes that communicate meaningfully with children.

### 3.2.2. Pedagogic Studies

Bases: The purpose is to understand school subjects and their pedagogic study in the concrete context of the school and the learner. Aim of these studies is to shifting the focus from pure disciplinary knowledge and methodology to the learner and her context as well. For instance, a course on language pedagogy would promote an understanding of the language, language usage, and the functional use of language. This would mean moving away from the conventional focus on language as a subject, which emphasizes its grammatical structure rather than usage. Engagement with projects involving listening to children's reading, observing and analyzing reading difficulties, analyzing textbooks and other materials used in different subjects in terms of presentation, style and language used. Curricular provision Course work: Courses on Knowledge, Curriculum and Pedagogy: knowledge as construction through experiences, nature of disciplines, critical understanding of school curriculum; and pedagogy as the integration of knowledge about the learner, the discipline and the societal context. This would include, understanding school curriculum, linking school knowledge with community life: engagement with projects, learning to Integrate ideas, experiences and professional skills through practicum courses. Assessing children's progress: It includes evaluation of psychological development and the curriculum. Techniques of assessment and evaluation should be made available during pre-service training. (C) School Internship and Practicum It is common that practice teaching is suffering neglect due to one or the other reason like mechanical routine, rigid lesson plan format, lack of variety, and evaluation of student teaching in terms of number of lessons.

The NCF-2005 points out that:

- Current practices in teacher education the ritual of delivering the required number of lessons
- Repeated 'practice' in the teaching is considered a sufficient condition for professional development
- Lacking in opportunity for teachers to examine their own biases Theory and practice are not connected
- The evaluation system is not comprehensive and based on quantity

According to NCFTE the role of the teacher and a guiding philosophy of teacher education should involve:

- Teacher education should be open and flexible with emphasis on changing contexts and empowerment of the teacher.
- Make teacher education liberal, humanistic and responsive to the demands of inclusive education.
- The principle of interactivity, variety, active learner involvement, participation and multi sensory learning should be followed
- The existence of diversity in students should be recognized and teacher should adjust accordingly.
- A variety of activities e.g. listening, reading, writing, reciting, singing, play acting, asking questions, playing with numbers, collecting specimens, drawing maps, pictures, observing, demonstrating, discussing, doing experiments, project work and field visits etc., can be provided for the achievement of several objectives .
- Teacher education should aim at to promote reflexive practice, to built capacities of teachers, knowledge, understanding and professional skills.

Theory –practice dialectic

Theory courses should be design in such manner to create deeper understanding between development and learning theories of child and teaching methods. Field work is a tool to develop such understanding Meaningful internship and school experience Teacher should get training in real situations like, teaching and observing as a regular teacher in classrooms learn , curricula content and pedagogic practice, organize and conduct activities , analyze and develop strategies for evaluating children's learning. . In this process of internship teacher-trainees develop new materials for teaching-learning which can become valuable resource for the regular teachers of the school. Internship experiences is useful in evaluating teacher's ability, stimulates development of teaching learning concepts, allows insights into new perspective and enhances motivation to continue learning.

Critical Appraisal NCFTE

Now I like to bring your attention toward certain issues regarding NCFTE.

- In foundation courses it laid stress on understanding the child before having the knowledge of psychological theories and principles. But interacting with the child without any principle and base have no use. Student- teacher have no idea that why he is interacting with child? So knowledge should be given as teacher preparation before interaction with child. .
- Pedagogical studies aimed at shifting the focus from pure disciplinary knowledge and methodology. But we have many subjects which could not produce deep understanding without knowing its basic concept e.g. language, which cannot be used without knowing basic concepts of grammar especially for teacher which supposed to speak correctly. One can speak but never teach without grammar. Similar is the case with mathematics and many others.
- Practicum laid stress on teaching in real classroom situations but it is observed that such situation are not made available and depend on the consent of concerning school because of no compulsion on practicing school.
- Inculcation of health, sports and environment education is appreciable as is demand of today's world.

#### 4. Suggestions/Need

- There is a need of Standardized Lesson Plans so that desired skills should be developed during course work.
- Teacher educators should be oriented and refreshed time-to-time on compulsion bases.
- Selection procedure, professional knowledge, teaching skills, knowledge of methodology of teaching should not be compromised on the bases of non-availability of professionals.
- Information's and awareness regarding educational policies and commissions , new schemes and trends in education, new development, etc should be supplied directly to the related teacher education agency through concerned bodies in addition to uploading the same on internet.

#### 5. Conclusion

In conclusion I like to bring your attention to the fact that we have policies, commission and scheme in a good number to improve the Teacher Education but the problem persist with us is, its implementation, lack in related talent, administration, will and commitment of teacher educators.

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