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Research Article

REDEFINING AND REFINING LEARNING IN THE POST NCTE Era

Santinath Sarkar¹ and Sushovan Koner*²

¹First University of Kalyani, Department of Education, Kalyani Nadia

²ABS Academy, Durgapur, West Bengal

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ABSTRACT

Liberalization, Privatization, Globalization and Digitalization in Education has influenced our educational system in a paradigm way. Teaching learning process, the nucleus of entire education system has also been effected in the same manner. Today's teaching strategies are not only confined to the product aspect but also majority of instructional system is fully governed by Pedagogical aspects which is nothing but process of learning. Recently the curriculum of Teacher Education throughout the country has been drastically changed. It is as per the contemporary global changes, socioeconomic, cultural and political metamorphosis along with advancement of technology and information science. A uniform curriculum has been adopted throughout the country as per NCTE, regulations, 2014. These regulations have been framed on the basis of Justice Verma commission's report, NCF-2005 and NCFTE-2009. New innovations like duration of course from one year to two year, reducing burden of theoretical frame work, incorporation of internship, engagement with field or practicum activities, emphasis on pedagogical aspects of education enriched the curriculum in a greater extent. In this investigation we are to explore the modern Pedagogical issues which may be practiced in our regular class room instruction in order to achieve better learning outcome and to commit joyful and congenial learning environment to our juvenile learners.

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INTRODUCTION

"I am a teacher. It is the greatest gift that life could give me, since I am allowed to spend my days with the future of the world. My students will be Presidents, Doctors, Lawyers, and Craftspeople; but hopefully they will all be teachers to someone." - Jack Podojil, 2002

Teaching is a novel profession. Teachers are the social engineer and instrument for moulding our juvenile learners as per the needs and aspirations of the society. National Policy on Education (1986) vividly envisioned that teachers reflect the socio cultural ethos of the society. It is said that no people can rise above the level of his teachers. But in order to maintain supreme status in the society professional development, capacity building, upgradation and updatation of knowledge on the part of the teachers is primary concern. According to Tagore, A lamp cannot burn another lamp until it continues to burn. Similarly a teacher cannot teach another until he continues to learn. So a teacher should be a lifelong learner. In this respect teacher education plays a vital role for enhancing professional competencies of the teachers. Teacher education is not a new phenomenon. It has been continuing from the Vedic

period. But today the structure and function of teacher education has been changed in a paradigm manner. Based on the contemporary global changes, the entire aspects of teacher education follows a new trend. This is as per post NCTE episodes like National Curriculum Framework, 2005, National Curriculum Framework for Teacher Education, 2009, Justice Verma Commission's report, 2012 and NCTE regulation, 2014. Accordingly the field of Teacher Education experiencing overflowed ideas for change in the form regulations, curricular frameworks, and assessment pattern both at school and teacher education levels. The present investigation intends to discuss specifically the changes visualized by the National Curriculum Framework (NCF) 2005, National Curriculum Framework for Teacher Education (NCFTE) 2009, Continuous and Comprehensive Evaluation (CCE), NCTE Regulations 2009 and 2014, and Right to Education Act 2009 and its implication in the field of teacher education. Thus our intention is to find out the essence of today's teacher education in order to refine and redefine learning in this era.

National Curriculum Framework (NCF), 2005

The National Council of Educational Research and Training developed the NCF 2005 emphasizing the following changes at

*Corresponding author: **Sushovan Koner**
ABS Academy, Durgapur, West Bengal

school level: (a) linking the curricular experiences outside school environment, (b) shifting learning from rote memorization to construction of knowledge by active engagement with learning situations through information processing, and (c) integrating assessment with the learners classroom life experiences (NCF, 2005). The changes visualized through constructivist pedagogical aspects where teachers play the role of facilitator of learning by participant observation in collaborative and cooperative learning, problem based learning, project based learning, and other innovative pedagogical practices based on constructivist paradigm. Thus method of learning has been changed from product to process oriented skills development. The school curricula were revised to reflect the NCF vision by NCERT and various state government agencies. It is prepared under NCF-2005 also in consonance with the RTE Act. NCERT and various state agencies engaged in conducting in-service training and education program for teachers to share and prepare the teachers to channelize in the desired direction.

National Curriculum Framework for Teacher Education (NCFTE) 2009

The advent of NCFTE 2009 was guided by epistemological shift visualized by NCF 2005, and taking cognizance of changing school contexts and demands in the light of RTE 2009, Universalization of Secondary Education its implication to teacher education (Pandey, 2011). The framework envisaged having longer duration of teacher preparation program which can use adequate time and opportunity to self-study, reflective practice, longer duration of internship, experiencing innovative pedagogical practices both at teacher education institution and school during internship.

Continuous and Comprehensive Evaluation (CCE), 2009

NCF 2005 laid emphasis on integrating evaluation with the learners' classroom life experiences. NCF position paper on Examination reformation (2006) observed that, External examinations are largely inappropriate for the 'knowledge society' of the 21st century and its' need for innovative problem solvers', and suggested strongly that, school-based CCE will reduce stress on children, make evaluation regular and comprehensive, provide space for teacher to be creative in their teaching and diagnose the learners difficulty. By considering NCF suggestions, CBSE vide its *Advisory No. 39 dated 20.9.2009* introduced Examination Reforms and Continuous and Comprehensive Evaluation (CCE) in the CBSE schools. Successively CCE implemented in other state boards. In CCE all the aspects of learners' attainment like scholastic, co-scholastic and non-scholastic aspects have been considered and they are promoted to that direction in which they are potentially sound.

Justice Verma Commission 2012

The Supreme Court of India in 2011 while hearing special leave petition (SLC) regarding D.Ed. admission of Maharashtra appointed Justice Verma Commission to review all the issues pertaining to teacher education and make recommendation which could lead to enhancement of quality of teacher education as well as regulatory function of the NCTE. The Commission made the following recommendations: Government investment in establishing teacher education

institutions in eastern and north-eastern states; instituting entry level behaviour measurement for pre-service teacher education program; enhancing the duration of teacher preparation program as per the recommendation of Kothari commission 1964-66; newer teacher education institutions to be established as composite institutions; reframing current teacher education programs in the context of NCFTE 2009, RTE 2009 and other related documents; attaching dedicated school with each teacher education institution where student teacher get opportunity to experiment internship programme to become reflective practitioners; establishment of national level academic body to look into norms, standards, developing self-instructional material and faculty development programme; preparing material for continuous professional development (CPD) through distance and blended learning (face to face as well as online learning) mode; two year M.Ed.; considering teacher educators as visiting faculty in schools; institutionalizing faculty development programs; creating inter-university centre in teacher education to promote research in education; (in-service) developing policy framework for in-service teacher education; strengthening CTE, IASE and University Departments in engaging CPD of secondary teachers; developing framework for teacher performance and teacher audit; review of norms and standards periodically by NCTE; developing comprehensive guidelines for innovative teacher education program by NCTE; developing framework for already recognized institution by NCTE; setting up of Teacher Education Assessment and Accreditation Centre (TEAAC) to prepare comprehensive framework for accreditation of teacher education institutions; setting up of institutional platform to coordinate with other agencies such as UGC, universities, Distance Education Council (DEC), and state governments; and establishing vigilance cell at NCTE etc.

NCTE Regulations, 2014

The NCTE Regulation 2014 brought the following changes: (i) new teacher education program offered in composite institutions i.e., a higher education institution offering undergraduate or post-graduate programs in liberal arts / humanities / social sciences / sciences / commerce / mathematics, or an institution offering multiple teacher education programmes; (ii) institutions should obtain accreditation from an accrediting agency approved by Council within five years of recognition; (iii) the new regulation (norms and standards) include three new teacher education programs such as B.A. B.Ed. / B.Sc. B.Ed., B.Ed. (Part time), B.Ed. M.Ed. (Integrated) and dropped one program M.Ed. (Distance), and changed nomenclature of Diploma in Early Childhood Education (D.E.C.Ed.) to Diploma in Preschool Education (DPSE); (iv) introduced maximum number of years a candidate can pursue in each of the program; (v) inclusion of details of Curriculum (theory, practicum and internship), program Implementation and Assessment; (vi) changes in number of positions for an unit, subject specialization, qualification and infrastructural equipment and material required for classroom instruction etc.; (vii) increase in duration of the programmes such as B.Ed., M.Ed., B.P.Ed. etc.

Emerging Concerns

Implementing the vision of NCF 2005

NCF 2005 brought out reform and renewal of curriculum concerning the changes in pedagogical processes, and evaluation. This required adequate orientation and capacity building of teachers who will shoulder and carry out the change. The state agencies made its efforts to provide orientation / training to the teachers who are in service. However, these training programs made little effect in teachers' classroom engagement due to various reasons. Some of them were: large classroom size, lack of learning resources other than text book and teachers belief in new pedagogical orientation itself. The text books have been prepared on the basis of activity based integrated approaches. But, unfortunately in most of the cases, they failed to maintain a meaningful, logical, sequential and balanced curriculum. Most of the text books has ignored the cognitive component which in turn affect the human resource development.

Continuous and Comprehensive Evaluation

The researchers conducted on CCE in India, indicates that, parents and learners feel uncomfortable over methods used in CCE (Raveendran, 2013), teachers perceive that, large classes size, lack of training, inadequate infrastructure, learning materials and increased volume of work act as barriers in smooth execution of CCE (Pooja Singhal). So a monitoring mechanism should be framed to review the positive and negative aspects of CCE based pattern of evaluation. The school and community relationship should be strengthen for proper implementation of this effort.

NCTE Regulation 2014: Duration

NCTE Regulations 2014 indirectly promotes the following programs B.El.Ed., B.A. B.Ed. / B.Sc.Ed., B.Ed. M.Ed. (integrated) over other programs in terms of its duration. Also B.Ed. (regular) as well as B.Ed. (open and distance learning system) programs have same duration. This will lead to malpractices in B.Ed. open and distance learning system. The increase in duration of B.Ed. and M.Ed. program will affect the candidate from economically weaker section as it will increase the economic burden on them. The increase in duration of the course is nothing but old wine in new bottle. Only the curriculum has been multifaceted but the basic element remains same. As a result the student teachers are facing great trouble and feeling disappointment. Again after losing two years in obtaining the degree of teacher education they are not enjoying employment facilities in one chance.

Composite institution over stand-alone institutions

The new regulation encourages composite institutions by stating new recognition will be given only to the composite institutions considering the recommendations of Justice Verma Commission that, new teacher education institutions are located in multi and inter-disciplinary academic environment.

However it fails to strengthen the other important recommendations made by Justice Verma Commission as well as NPE 1986 that, a dedicated school is attached to every teacher education institution as a laboratory for student teachers. School attached with the teacher education institutions will help student teacher and teacher educators to work on real classroom problems on day to day basis and develop better understanding

Salary of Teacher Educators

It is generally observed that, most of the private sector institutions pay less salary than the prescribed. The new regulation did not made any change to bind institutions in this regard. There is no monitoring mechanism from the end of government or from the end of affiliating universities. As a result, the private institutions have been engaging in profit making centre without providing minimum level of education for the student teachers. This has resulted quality depletion and degradation of teacher education through the country.

Homogeneous programs

Including detailed information on curriculum, programme implementation and assessment on one side will bring parity on the other will make homogeneous programmes. However, it is to be observed that whether it will affect interest of individual institutions in terms of creativity and diversity.

CONCLUSION

Reforms are necessary for improvement and betterment of the existing system. Structural and functional Changes in education system will reap the best when it is planned well, executed and implemented properly. From Last decade, the field of education experiencing numerous changes which may lead the better society if all the stake holders of education take collective responsibility to work together with the changes and making changes in changes visualized by taking cognizance of practical concerns.

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