



PHILOSOPHICAL PERSPECTIVE OF NCFTE-2009: MAKING A HUMANE TEACHER

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ABSTRACT

Learning is defined as the active reorganization of an existing pattern of meaning, while teaching is the achievement of shared sense in the context of educating. This conception of teaching-learning requires some elucidation. In a teaching moment, the teacher acts intentionally to change the meaning of the student's experience, using curriculum materials. It is as if the teacher and student were standing side by side, looking together at the curriculum. According to Jean Piaget, during the latter sensory-motor stage, the child experiences his world where he develops an understanding of object permanence of an object which exists, even if that object is not within the field of his vision (Singer & Revenson, 1996, p. 21). On the other hand, Vygotsky in his sociocultural theory of development opined that the learner learns through social interactions and their culture (Langford, 2005). Therefore, what is to be taught in classrooms should be decided remembering the environment of the learner, his needs, and what is better for him. This research paper helps to develop an understanding of the philosophical perspective of a National Curriculum Framework for Teacher Education-2009.

INTRODUCTION

Education policy issues raised recently by Barber (2000) in his keynote entitled '*the evidence of things not seen: re-conceptualising public education*'. He addressed these issues at the Netherlands Rotterdam International Conference which was held on Schooling for Tomorrow. He focused all members of the conference on the five strategic challenges which are - (i) reconceptualising teaching; (ii) creating high autonomy / high performance; (iii) building capacity and managing knowledge; (iv) establishing new partnerships; and, (v) reinventing the role of government, and four deliverable goals which are - (i) achieving universally high standards; (ii) narrowing the achievement gap; (iii) unlocking individualisation; and, (v) promoting education with character (Barber, 2000; Zajda, 2005).

In India, in the year 2009, a policy regarding teacher education was prepared by the National Council for Teacher Education under the chairmanship of Prof. Mohammad Akhtar Siddiqui. This policy entitled "National Curriculum Framework for Teacher Education-2009" provides guidelines and suggests for preparing professional teachers of humane-nature. The newly constructed imperatives of strategies and decided goals in educational policy could serve well part as a global framework for teacher education. But before it, Curriculum development for the global benefit, building the logical plan of study and curriculum analysis need unpacking the curriculum to understand the plan.

VISION AND AIM OF PREPARING NCFTE-2009

It is common belief too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals (NCTE, 2009, p. 1). If the curriculum is considered to be the instrument of change in education, its meanings and operational terms must be clearer (Toombs & Tierney, 1993, p. 195). The National Curriculum Framework for Teacher Education (NCFTE-2009) elaborates the context, concerns and vision through this insight that teacher education and school education have a symbiotic relationship in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire educational system (NCTE, 2009, p. iii). If we can peep in the past, then we will find that the period of study or training was of indeterminate length and depended on teacher-educators choice. History reveals medieval universities and colleges derived their power and reputation not from teaching, research or a coherent programme of studies but from the right to certify and examine the scholar (Toombs & Tierney, 1993, p. 195). Today, the NCFTE-2009 explains issues and perspectives related to inclusive education, equitable and sustainable development, gender equalisation, the role of community and ICT in schooling as well as e-learning became the centre stage in the Framework.

It highlights new applicable theories of teacher education and explains curriculum and pedagogical aspects, basics of education and school practicum or internship. Curriculum and pedagogy, deals with curriculum studies, pedagogic studies and, assessment and evaluation studies. The basics of education include learner studies, contemporary studies and educational studies. The school internship is visualised by situating the



practice of teaching in the broader context of vision and the role of teacher and sustained engagement with learners and schools. It is necessary to understand first the role of the teacher to be consistent with the learners and the schools. The length of academic preparation, the level and quality of subject matter, knowledge of content, the repertoire of pedagogical skills, diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the classrooms. Therefore, learning has been countable as the larger process of social transformation (NCTE, 2009, p. 2).

VISION AND AIM OF PREPARING NCFTE-2009 FOR CHANGING SCHOOL SETTING AND ITS STRESSES

Much of the discussion in educational reform hangs on the view of whether school matters and till where. Many educational experts, who are mainly associated with the determination of the standards, believe that the spell of improving student's performance lies in improving the schools. The NCFTE-2009 is prepared with the aim to create an integrated school setting for providing equal opportunities to all children (p. 13). It endorses meta-activity which is related to the demonstration of how tasks are performed at school and classroom levels. This meta-activity explains the reason of happening things with the basic theory and principles behind classroom practices. NCFTE-2009 recommends school internship (p. 23) during teacher education, which is a necessary element for the development of perspective, professional abilities, teacher's sensitivity and general performance of the skill. Design of School Internship should hold the choice of selecting school subjects to be taught by an intern (p. 26).

The NCFTE-2009 suggests for exploration of epistemology, more in-depth assurance and school knowledge for the various level of school education. Teachers are needed to be prepared to investigate the subject content critically, within the frame of disciplines as well as within inter-disciplinary frameworks. The NCFTE-2009 attracts attention on issues related to the social milieu, aims of education, vision of education in India and at the global level. It supports to maintain self-identity, understanding diversity of classroom through equality of education, gender and social. It advocates inculcating ideas of educationists, peace education, and value education in the core curriculum. It accepts physical health, child rights and human rights as necessary things for developing the self.

In India, significant development has been observed in school education since independence. According to the report of the Ministry of Human Resource Development of 2004-05, more than 82 per cent children of 5-14 age groups were in schools. But the dark side of this data is that 50 per cent of children of them had dropped out the school after class 8th (MHRD, 2008). The finding was showing that regionalism, social isolation, gender disparities are roots of problems of drop out which exist till now. This challenge is being a barrier for implementing the Right to Education Act 2005 and, in particular, the role and place of the school teacher. The common acknowledgement is that the existing system of schooling imposes nosogenic pressure on our children's mind. This pressure arises from an incongruous curriculum which has no relation to the personal and social environment of children and prepared in imaginative ways.

The NCFTE-2009 accepts that the proposed process will demand a training schedule that enables student teachers to participate as regular teachers for a sustained length of time, with the advantage of the institutes' support to analyse their experiences as a teacher. Sustained involvement in the life of the school during the programme and long periods with learners would help student teachers to address the unplanned and uncertain aspects of classroom teaching which often originate in interaction and not from generalized models of learners' development (p. 26). The NCFTE-2009 suggests preparing teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning and, equipped with and adequate understanding of curriculum, subject content and pedagogy with an understanding to make a deep connection with the community, school and management (p. 3). It recommends that education is not a mechanical activity of information transmission and teachers are not information dispensers. Therefore, teachers need to be looked at as crucial mediating agents through whom curriculum is transacted, and knowledge is co-constructed along with learners. For this to ensure, there is a need to connect knowledge to life outside the walls of the school and enrich the curriculum by making it child-centred (p. 3).

VISION AND AIM OF PREPARING NCFTE-2009 FOR PREPARING PROFESSIONAL TEACHERS

It is a general belief that that good teaching matters forever and everywhere. Most of us think we know good teaching when we see it comparatively. But there are four quality indicators as teacher qualifications, teacher characteristics, teacher practices, and teacher effectiveness which should be nourished necessarily (Goe & Stickler, 2008, p. 1). Various studies specify that convinced type of professional development contributes more to teacher quality and student achievement. Explicitly, professional development that continues, united with the



curriculum and focused on teaching, is helpful to influence school-level performance at both the elementary and high school levels (Cohen & Hill, 1998; Kannapel *et al.*, 2005; Wenglinsky, 2000). Although Harbison and Hanushek (1992) did not find any beneficial relationship between professional development and student achievement in rural schools, they speculate that their finding may be useful in targeting particularly under qualified teachers for participation in the professional development programmes studied.

According to Ornstein (1982), subject centred curriculum cannot be sufficient for the complete learning and development of a learner but a child centred curriculum can help to impart essential key knowledge through a teacher. Therefore, a teacher should be trained thus type that he encourages learner like Rousseau and John Dewey whose single purpose was to pierce ideas into a child's brain. Hence, the NCFTE-2009 has guided teacher education institutions for remembering the context, concerns and vision of teacher education. It has also contributed for reinforcing the qualitative improvement by focusing on perspectives for equitable, sustainable development, gender perspectives, role and participation of society in education, use of ICT (Information and Communication Technology) in schooling as well as teacher training courses. After the independence, due to more and more focus on Universalisation of Elementary Education (UEE), by the 86th amendment in Indian Constitution, Free and Compulsory Education was transferred to Article 21(A) of Fundamental Rights from Article 45. On that basis, the RTE Act 2009 came into force from April 1, 2010. Therefore, the pressure of globalisation (NCTE, 2009, p. 4) with increasing competition (NCTE, 2009, p. 4) and need to train poorly equipped teacher (NCTE, 2009, p. 1) gave strong reason to prepare professional teachers for the growing Indian society.

The NCFTE-2009 suggests that the internship programme for teacher education are visualised and decided by remembering the broader context of vision and role of teacher, and sustained engagement with learners and schools (p. iv). Therefore, the focus on process-based teacher education has been attempted as models for practising teachers (NCTE, 2009, p. iv). In the NCFTE-2009, it has been noted that a teacher educator should be trained for preparing the teachers who can - contribute as resource person; be able in formulating educational policies (p. 64); be able to do research on the effectiveness of their training programmes within the government system (p. 64); be able to work towards training of teachers for universalisation and inclusion (p. 65). The NCFTE-2009 suggests that the agencies engaged in preparing and development of teacher and teacher educators must be determined, planned, implemented, monitored (p. 64) approaches of professional development by enabling the teacher educators for commitment to constitutional values and for preparing teachers for overcoming discrimination in the classroom (p. 65); to implement, achieve specific target and use of curriculum and technology in classes, and to enhance their role in education system; to work as medium of transferring experiences of community to learners through teachers. Therefore, it is needed of empowering teacher educators for personality development of teachers by - preventing their training from frameless quick-fix strategies and activities (p. 67); promoting them as a globally mobile researcher (Fahey & Kenway, 2010, p. 52) to get skilled in current and valuable trends of teacher education.

VISION AND AIM OF PREPARING NCFTE-2009 FOR MAKING HUMANE TEACHER

Maslow wrote a musician must make music, an artist must paint, a poet must write to be ultimately at peace (quoted in Schultz & Schultz, 2013, p. 249). The theory of the Hierarchy of Needs of Abraham Maslow indicates that needs, move from unsaturated to saturation. Since the needs of global society and contexts of education are changing day by day. Therefore, demands of modifying curriculums for the welfare of global society and globalised education system motivate countries to prepare humane teachers. Some foundational demands are discussed in the NCFTE-2009 with the need of making a humane teacher to teach values which are inducted into the constitution of countries. The responsibility of the all-round development of children with the application of knowledge should be fixed for teacher and teacher educators. They should be enabled for making efforts to empower the children and to keep children free from fear, depression and anxiety. Teacher and teacher educators should be capable of comprehensive and Continuous evaluation of the knowledge of children for increasing understanding and ability to use knowledge. The NCFTE-2009 focuses on knowledge of gender equality with an understanding of sex to provide a practical environment for learning to children. It suggests independent understanding to prepare teacher as - facilitator to construct knowledge, curriculums, textbooks and teaching-learning material. It recommends stopping the proliferation of non-qualified and untrained teachers by understanding the role of vital need of a humane teacher for the right knowledge of peace to save humanity.

VISION AND AIM OF PREPARING NCFTE-2009 FOR INCLUSIVE EDUCATION

When asked, what blind people wanted from their communities, one woman who is visually impaired said the right to be equal and the opportunity to do something different (Hatlen, 1996). This quote focuses on needs of skills for differently abled children. Inclusive education refers to a philosophical position as well as an arrangement of institutional facilities and processes. Inclusion ensures access to and conditions of success in



education for everybody including those in the margins either with learning difficulties because of physical or mental disabilities or because of their social position (NCTE, 2009, p. 13).

Edger Dale opined that 90% of what we learn comes from performing a task (Dale, 1969, p. 108). He suggested that skills of daily life need to be trained in the way that they can be able to promote best practice, so the student will be able to generalise the skills into different and realistic settings. Today, the concern is to make teacher education liberal, humanistic and responsive to the demands of inclusive education (NCTE, 2009, p. 19). For this reason, instruction should not always be occurred only during classroom hours. It should always be during optimal learning times when learning is deriving from everyday experiences (Koenig & Holbrook, 2000 quoted in Lohmeier, 2005, p. 33).

The NCFTE-2009 promotes the inclusion of locally relevant content in the curriculum as well as pedagogy (NCTE, 2009, p. 14). However, just because the core curriculum is compulsory for all students and equal reach is mandated, do not mean the curriculum gives a fair chance for all students (Lohmeier, 2005, p. 26). The NCFTE-2009 suggests an added accountability on the teacher for which he needs to be prepared to select and organise teaching content and learning experiences besides the walls of the classroom. It is therefore vital for the development of thoughts, perceptions, opinions and beliefs in children as well as the use of school knowledge in actual life that formal experience should be associated with community knowledge (NCTE, 2009, p. 14).

The NCFTE-2009 recommends that understanding the development of children in diverse contexts is necessary to equip student teachers to address diversity in the classroom and to teach within the frame of inclusive education (p. 28). The PWD Act 1995 (Persons with Disabilities-Equal Opportunities, Protection and Full Participation) provides for free and compulsory education up to the age of 18 years for all children with disabilities (p. 186). For enabling and implementation of the Act, teacher education institutions should be the primary need to reframe courses including the perception, impression and approaches of inclusive education. With the commencement and need of technology, ICT is a rising demand that it has become a teaching approach in schools. The NCFTE-2009 guides teachers to be equipped to overcome on biases of the social exclusion of caste, religion and economic status. Teachers need to be sensitive to bring girls in the classroom transaction and to provide equal opportunity too. It is demanded in the NCFTE-2009 for being aware of the philosophy of inclusive education. A teacher should be well known of the different types of adjustments and positive defence mechanisms which are useful for deciding necessary infrastructure for schools with curriculum, teaching methods and other teaching practices according to the needs of all learners.

VISION AND AIM OF PREPARING NCFTE-2009 FOR INCULCATING PEACE EDUCATION

The NCFTE-2009 agrees that frames and persuasions of peace education within the national and international contexts would be some of the critical units of study (p. 33). It is well known that true education is the process of developing the human personality in all its extents as physical, mental, social, spiritual, emotional, intellectual and moral. Peace provides an integrating principle for the value positioning of education. Education for peace is education for life, not merely training for a livelihood. Equipping individuals with the values, skills and attitudes, they need to be wholesome persons who live in harmony with themselves and others and are responsible citizens is the goal of education for peace (NCERT, 2006, p. 1). For the spread of peace, in 1994 UNESCO declared a framework of action on education for peace, human rights, and democracy. On the basis, this action plan the makers of NCFTE-2009 believed that ideology of educational thinkers such as Mahatma Gandhi, Rabindranath Tagore, John Dewey, Jiddu Krishnamurthi, Maria Montessori and others examined in their social and educational contexts would provide the philosophical basis to the education.

Although, Non-Governmental Organisations (NGOs) have been contributing to different aspects of peace studies by preserving human rights, gender equalisation and making unity in the social environment, etc., but they do not impact peace education adequately at the school level. Therefore, it is a need for networking among all such institutions to enhance their effectiveness (NCERT, 2006, p. 6). The NCFTE-2009 recommends that teachers should be educated through perspectives of gender equity, perspectives that develop values for peace, to respect the rights of all, and to respect and value work (p. 13).

VALUES EARPINNED IN THE NCFTE-2009

Durkheim (1969) suggested education is the symptom and result of the social transformations in terms of which it is to be explained (Lau, 2001, p. 30). Humane education not only instils the desire and capacity to live with compassion, integrity, and wisdom but also provides the knowledge and tools to put our values into action in meaningful, far-reaching ways (Mims & Waddell, 2015, p. 189). Ban Ki-moon, former UN-Secretary-General, once stated that education gives us a deep understanding that we are closely connected as citizens of the global community and our challenges are also interconnected (UNESCO, 2015, p. 14). The demand for training of teachers in value education often expressed as value orientation of teachers' education, has arisen as the logical sequel to the introduction of value education in schools (Seshadri, 2005, p. 9). Accordingly, the concerns for



value education have been reflecting on our key policy documents from time to time (NCERT^b, 2005, p. 1). Brady (2011) evidentially informed about professional ethics, relationship making, caring, respect, professionalism, commitment and cooperation these teacher values should be internally generated by training.

CONSTITUTIONAL VALUES

In 20th of November 1959, a resolution of 1386 (XIV) related to the right of the child was adopted by the United Nations Organisation (UNO, 1959). This resolution was the primary agenda for all member countries. In India, the Constitution of India made provisions to protect human and child rights. Many efforts for awareness of these rights have been made in the various frameworks, policies, and action plans. The NCF-2005 observed that schools of primary education functioning poorly for teaching by untrained teachers. These realities tend to reinforce to undermine the constitutional values of equality of opportunity and social justice for the personal growth and development of the learner. It also finds that distortion of constitutional values leading to indiscipline, violence, lack of responsibility, lack of respect, etc. Thus our efforts towards the education of constitutional values must be rooted in the context of the issues and challenges facing teachers and pupils in the schools. On the path of preparing teachers, the NCFTE-2009 suggests training teachers through the way of spreading these rights. It recommended training for teachers of Right to Education Act 2009, constitutional values of equality, justice, freedom, liberty, fraternity, secularism, multiculturalism, sustainable development; Ability to work with others in a cooperative way, sensitivity towards human rights, rights of women, ethnic minorities; Respect for national symbols, events, days, heritage and resources; Appreciation and respect for cultural diversity and unity in the midst of diversity - language, religion, norms, cultural traditions; Preservation of resources; Austerity in consumption of resources; Valuing sustainable development. Through education, the constitutional goals of social justice are to be achieved (p. 13). The NCFTE-2009 follows constitutional provisions for instance reservation and the right to education. It guides to train teacher for overcoming discrimination in the classroom by generating a more significant commitment to constitutional values (p. 65).

EDUCATIONAL VALUES

Our aims of education development of personality, the pursuit of knowledge, preservation of culture and training of character are no more than statements of our value preferences. Towards realising them, we design a curriculum, a planned collection of required knowledge, skills, attitudes and values that we want to transfer to the younger generation without violating the freedom and autonomy (Seshadri, 2005, p. 10). The NCFTE-2009 emphasises understanding children's questions, their observations of natural and social phenomenon, enquiring into children's thinking, and learning to listen to children with attention and empathy because these are necessary pre-requisites for teacher training to develop an understanding of sensitivity (NCTE, 2009, p. 28). In other words, conceptual inputs in teacher education need to be articulated in such a manner that they can describe and explain educational phenomena actions, tasks, efforts, processes, concepts, events and so on (NCTE, 2009, p. 53). It advocacies of providing vantages for trainees for consideration and sovereignty of study without any package so that a teacher can be able to understand the structure, usability and opportunities of the curriculum and textbooks for critically examine (NCTE, 2009, p. 76).

SOCIAL VALUES

The NCFTE-2009 provide an idea to engage with theory along with self-experiences for assisting trainees understanding the knowledge as the product of creativity that is actively constructed during learning in a formal, informal and non-formal environment (p. 76). It suggests understanding the child as a creator of knowledge and preparing teachers for encouraging the capacity of the child to experience the different milieu and continuously evolving the process of reflective learning.

SPIRITUAL VALUES

The NCFTE-2009 considers that it is easy to prove blame on teachers with their moral commitments. But it can only be for appearances or personal malice. Therefore, change taking place equally and to find the impact on the ground level, continuous involvement and support of resource agencies and school administration require (p. 72). There are also many structural issues for why training of teachers is not carried into the classroom. Nevertheless, training, workshops, seminars, short term, and long term skill development programmes need to be conceived in goal-oriented ways. Teachers need to be supported on the ground level as well as monitored to have an impact (p. 72).

INDIAN VALUES

Education in India has always been considering as work of worship. Swami Vivekananda characterised the education in his words that it is not the packet of information that we put into the brain and where conflict runs



whole life and remains undigested. We must have life-building, man-making, character-forming assimilation of ideas. If you have assimilated some ideas to make your life and character, then you have more education than the person who has got a whole library. "If education is identical with information, the libraries are the greatest sages of the world and encyclopaedias are the greatest Rishis" (Thakur & Thakur, 2004, pp. 32-33). It will also face difficulties when not appropriately evaluated. The roots of knowledge are in the depths of our Indian culture. Only need to recognise and to assimilate. To prepare and to implement many curriculum problems are faced by the policymaker, teacher educators, teachers and learners due to absence or lack of teaching and learning resources. Therefore, it is needed to invest in a curriculum to face challenges and to make strategies for glibness education. Friedrich Wilhelm Nietzsche (2007, p. 47), the famous German philosopher wrote that dancing in all its forms could not be excluded from the curriculum of all noble education. A person should be able to dance with the pen by which he wants to learn to write.

If we want to make a global curriculum, then we need to diversify the teaching approaches by making colleague-colleague interaction, by multilingual communication in the classroom, by teacher-teacher interaction, by teacher-administration interaction. A teacher can make effective teaching through demonstration, experimental exercises, giving projects in groups, preparing learners for self-discipline, group discussions and taking help to arrange assistive devices carefully in self-presence. In words of Sri Aurobindo, the Indians must have the firm faith that India will rise again and be great. The dawn would be soon, and the sun will appear over the horizon (GoI, 2016, p. 6). The destiny of India would rise again to shine all India and overflow the world. Therefore, today it is time to give the message of Vedas and Vedangas for giving the right direction to the human civilisation.

APPROACHES BEHIND PREPARING THE NCFTE-2009

First, our thinking about teacher education is integrative and eclectic. It is free from the hold of schools of philosophy and psychology (NCTE, 2009, p. 19). In many countries, the traditional curriculum consists of a set of content items, the most common knowledge and information, which is prescribed by a central authority (IBE-UNESCO, 2017, p. 4). This model has been challenged with increasing intensity over recent decades. There are four focal reasons:

- (i) The expeditious rise in the extent and understanding of human knowledge, and the subsequent challenge of selecting moments of knowledge to prepare and renovate a curriculum.
- (ii) The understanding and realisation of the focal aim of the curriculum should be to prepare competent and capable people.
- (iii) To make people competent in foundation skills pursuing their self-interest by making learning relevant and enjoyable.
- (iv) The curriculum should be connected to the previous knowledge or schooling of the learner so that he can be able to familiar with it.

The NCFTE-2009 consists of behavioural approach, managerial approach, systematic planning for academic evaluation, humanistic approach and conceptualistic approach. These all approaches help to prepare a curriculum whose are discussed below.

BEHAVIOURAL APPROACH

Behaviourism is principally associated with classical conditioning of Pavlov and connectionism of Thorndike, behaviourism of Watson and particularly operant conditioning of Skinner (Catania & Laties, 1999; Baum, 2017). The behaviouristic approach to curriculum is based on that blueprint where goals and objectives are specified previously; contents and activities are arranged to meet with defined learning objectives; and the learning outcomes are assessed in terms of goals and objectives (Ellis *et al.*, n.d.). Behaviourists have diverse and different views about what science is and what behaviour is, but every behaviourist approves that there can be a science of behaviour (Baum, 2017). The NCFTE-2009 focuses on activities, discovery and exploration in a child-friendly and child-centred manner (p. 3) which is related to the behaviourist approach. Teacher education should work as opportunity-provider to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities (p. 20). The NCFTE-2009 draws attention to the need for training teachers in fostering learning through activity, discovery, observation and understanding (p. 7). A sustained contact through internship helps teachers to choose, design, organise and conduct meaningful classroom activities (p. 42). The NCFTE-2009 warns that children are not a passive receiver of knowledge. Therefore teachers have to amplify the natural propensity of the children to construct meaning by discouraging rote-learning by making learning a joyful, participatory and meaningful activity (p. 23). A critical examination of and engagement with teaching methods such as concept formation, inquiry-based teaching, problem-solving, discovery and activity-based learning and related terms can go a long way in making a reflective teacher (p. 37). This framework recommends student teachers need to be given opportunities to be with children of diverse contexts such as first generation learners and street children, interact with them, organise creative activities for



them to learn to communicate and relate with them (p. 29). Teacher education programmes are concerned with adult learners, and adult learners are autonomous and self-directed. They have an immense expanse of life experiences and knowledge. They are pragmatic and goal-directed and respond better to problem-solving and task-oriented learning. The focus of NCFTE-2009 is on developing professional knowledge and capacities through a variety of self-directed tasks including case studies, projects, seminars and research activity (p. 53).

MANAGERIAL APPROACH

Gewirtz and Ball (2000) researched that policies are stuffed towards new managerialism with its customer-oriented ethos, concern for efficiency, cost-effectiveness and competition, and emphasis on personal relations (p. 252). There exists a wide variation in the status of teachers and the need for teachers at different levels of school education across the country (NCTE, 2009, p. 6). The makers of NCFTE-2009 were aware that a subject being as the interdisciplinary requires integration and cross-curriculum planning with other subjects and the curricular regions (NCTE, 2009, p. 17).

The primary orientation of the initial training of elementary teachers should be transformed towards front-line national concerns like access, drop out, participation, achievement, gender, and teaching under challenging contexts (NCTE, 2009, p. 82). Halliday & Hogan (1994) have verified the compulsory responsibilities regarding the managerial approach of teacher education. These are planning of classroom activities, implementation of the policy into programmes and projects, preparing factual budgets with monitoring expenses, deciding acceptable standards of administration, ensuring regular and timely payment of salary and other allowances as per given scale, appointments delegates to officers and promoting staff (p. 6). The NCFTE-2009 includes internship for pre-service teachers and skill development training programmes for in-service teachers; training of hands-on practice for preparing teaching aids; training of maintaining various records. It suggests preparing practical schedules of teacher training on themes of classroom management, material development and block teaching in schools (p. 38). In the NCFTE-2009 training of short research projects is included to develop skills of observation, documentation, analysis and interpretation for teacher trainees (p. 57). It recommends that all training content and approaches should be based on the classroom needs of the teachers, may it be content enrichment, need for skills and strategies in classroom organisation and management, understanding student's learning strategies, error analysis and learners' assessment (p. 73).

SYSTEMS APPROACH

The rapid growth of technology and management in the decades of 1950s and 1960s led to the formulation of a system approach to education (Clegg, 1973, p. 307). The system approach completely depends upon the PPB approach (means planning, programming, budgeting) and PERT approach (means programme evaluation review technique). Today, ICT (Information Communication Technology) is the foundational part of the system approach of teacher education which is the technical and managerial asset included in the NCFTE-2009. The system approach is that which impels correlation of components of an organisation or system. Beauchamp (1961) divided components of the curriculum into three main parts in which first is curriculum design has two facets (i) subject matter taught and, (ii) way of subject matter organised; second is curriculum engineering consists of planning, implementation and evaluation of curriculum; and third is curriculum theory consists of activities of the definitions, classifications, generalization of knowledge, prediction of research and development of models or methods for the course (quoted in Mullen, 1975). After independence, it was realised that any planned educational system is better than none at all (GoI, 1948; GoI, 1952; GoI, 1964; GoI, 1968; GoI, 1986; GoI, 1993). The National Policy on Education-1992 gave the focus on the need for quality enhancement through the transformation of the Indian education system (Ranganathan, 2007). The NCFTE-2009 is prepared for the teacher education which is following the system approach shown in figure (1).

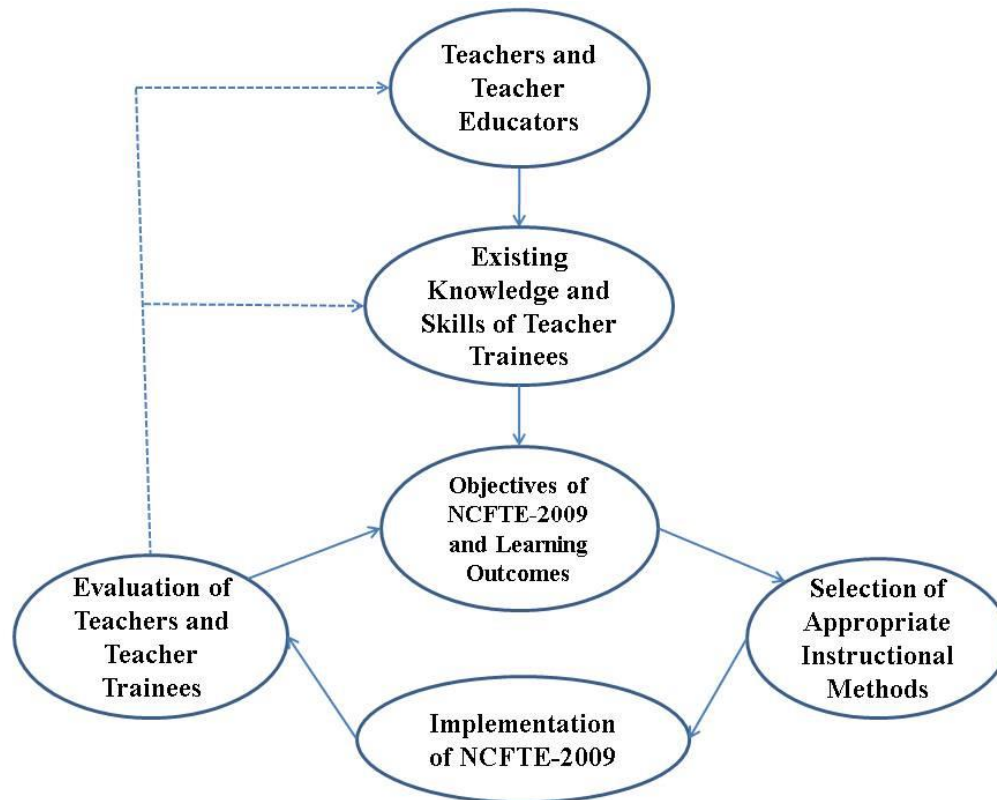


Figure 1 (System Approach to NCFTE-2009)

ACADEMIC APPROACH

The curriculum is a compulsory conscientious discipline of study ensuring educational standards of an organisation. Yes, it may be modifying according to individual needs to be flexible. Constructivists believe that the learner not only learns but also can construct knowledge. Experiences in various situations in daily life or academic life prepare him to use his insight. The academic approach favours that it is the responsibility of the teacher to develop a relationship with learners and assist with their needs. A curriculum clues that teachers share their experiences in classrooms for preparing a productive learning environment. The academic approach consists of the assumption of self-representation, initiative, collaboration, innovation, organisation, critical thinking, ethical decision making, productivity and leadership to prepare teachers. According to the NCFTE-2009 teachers need to reconceptualise education in terms of human rights and critical pedagogy. It emphasis environment protection, suggests for living in harmony within oneself and with the natural and social environment, motivates for searching common ways living of life (NCTE, 2009, p. 21). To strong the academic approach of the teacher education, the NCTE has shaken hands with the NAAC (National Assessment and Accreditation Council) for maintaining standards to assure quality education, with the DEC (Distance Education Council) for integrated development of teachers and with the RCI (Rehabilitation Council of India) for inclusion (NCTE, 2009, p. 6). It is opined in the NCFTE-2009 that pedagogical knowledge has to continually undergo adaptation to meet with needs of teachers on their practices. Therefore, the NCFTE-2009 is a recommended policy document for preparing teachers for ethical decision making, productivity and leadership.

HUMANISTIC APPROACH

According to Margaret Anderson, there are five fundamental approaches of humanistic education – (i) Needs of the learner; (ii) The goal of education; (iii) Self-evaluation; (iv) Joining cognitive and affective domains; and (v) Environment of teaching and learning. The humanistic approach is embedded in the liberal philosophy and child centred efforts. It reflects the formal or intended curriculum and the informal or concealed curriculum. This approach follows principles of gestaltism by prime considering the whole child and believing in the total development of the individual. According to this approach, the curriculum revolves around the child. The NCFTE-2009 is designed to determine the necessary activities for child-centred based approaches like cognitive development, psychomotor development and artistic development (p. 81). It provides a guideline for evaluation of teachers through annual or terminal tests being proficient in cognitive learning skills (p. 59). The NCFTE-2009 have suggested that assessment should cover an - understanding of the process of development,



understanding of the social perspective of education as well as children, understanding of the nature of thought process of the learner, understanding of the philosophical and sociological frameworks and understanding of the school as a system and as a society (p. 59).

Re - conceptualistic approach (in the sense of global society and humanity as religion)

As Jacques Delors's fourth pillar of education "learning to live together" is the synonym of "Vasudhaiva Kutumbakam" (Mahopnishad, Chapter-4, Shloka-71) of Indian knowledge tradition. The NCFTE-2009 is prepared for preparing teachers to serve in a diverse global society in the fragrance of the Indian context. The re-conceptualistic approach is a way of learning to live intelligently in a diverse world. The perspective of the NCFTE-2009 is to promote equitable and sustainable development (p. 13), values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction (p. 23). To get success in its' aims, it suggests effective pedagogy for developing the self through drama, craft, music, self-development workshops along with a critical engagement with theoretical constructs of identity development and the individual-social interface (p. 49).

Nature and function of the NCFTE-2009

The NCFTE-2009 is a policy document prepared by NCTE for guiding, assuring quality and deciding standards of teacher education in India. It is the step towards making professional and humane teacher not only for India but also for a global society. The core focus of the NCFTE-2009 is a humanisation of teacher education. The NCFTE-2009 is mainly dealt with under foundations of education, curriculum and pedagogy and school internship (p. iv). The foundations of the NCFTE-2009 include learner studies, contemporary studies and educational studies (p. iv). In the NCFTE-2009 curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies (p. iv). In this framework, the school internship is visualised by situating the practice of teaching in the broader context of vision and the role of teacher and sustained engagement with learners and schools (p. iv).

Components and phases of development of NCFTE-2009

The concern about teacher education was raised in the NPE-1986 that the status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers (Mohanty, 2007, p. 79; NCTE, 2009, p. iii). On the other side, many theories of learning like, connectionism by Thorndike, classical conditioning by Pavlov, operant conditioning by Skinner, field theory by Lewin, drive reduction theory by Hull and insight learning by Kohler have been discussed before for knowing how learning takes place and how can teachers be trained to teach learners in the way of maximum giving.

In the beginning, the first curriculum framework for quality teacher education (CFQTE) was developed by the NCTE in the year 1998. After that in the year 2006, a discussion paper on teacher education curriculum was prepared by in a combination of NCTE and NCERT. Finally, in August 2009, a pre-draft for discussion on NCFTE was developed by the NCTE and resultant the NCFTE-2009 was emerged. A broad vision for making the NCFTE-2009 is guided by the NCF-2005 (National Curriculum Framework-2005), the Right of Children to Free and Compulsory Education Act-2009 (RTE-2009) and the fundamental principles embellish in the Indian Constitution. The NCFTE-2009 consists of six chapters that are – *chapter-1*-context, concerns and vision of teacher education; *chapter-2*-curricular areas of initial teacher preparation; *chapter-3*-transacting the curriculum and evaluating the developing teacher; *chapter-4*-continuing professional development and support for the in-service teacher; *chapter-5*-preparing teacher educators; *chapter-6*-implementation strategies.

Selection of contents

Teacher quality is the responsibility of several factors like teachers' status, remuneration, conditions of work and, their qualification. The teacher education system is expected to prepare professional and global competent teachers through its teacher education courses. Elementary teacher courses, as well as newly developed teacher education courses, have a big part to play in the making of a teacher. These courses mark collective potentialities to imbue the would-be teacher with the aspirations, knowledge-base, the repertoire of pedagogic capacities and humane attitudes (NCTE, 2009, p. 2). In teacher education, pre-service and in-service both are inseparable parts. Teachers are needed to nourish for playing the role of transmitters, inspirers and promoters of man's eternal quest for knowledge. Therefore, the momentous focus should be given on continuing professional and humane making strategies in teacher education. Such expectations are truly guided for the selection of contents for the training of teachers. Though verily a professional, the teacher's personality, in being humane to the learners, is the core foundational issue on which NCFTE-2009 is based so that it has a bearing on transmuting the dynamics of teacher education per se (NCTE, 2009, p. iii). Contents in the NCFTE-2009 have been selected on the basis of – (i) learning goals of teacher education; (ii) prominence in the discipline; (iii) grounded research; (iv) demand of student concerns and interests; (v) applicability of past experiences or



knowledge; (vi) learning diversities; (vii) stimulate to ask questions and search for its answer; (viii) developing attitudes; (ix) interrelating concepts, contents and discipline to each other; (x) linking theory with practical work and ground realities; (xi) examine their own biases and beliefs: and, (xii) reflecting on their self-experiences as part of classroom discourse and enquiry.

Organisation of contents

The curriculum of teacher education comprehensively deals with foundations of education, curriculum and pedagogy, the practice of teaching and school internship. The foundations of education include learner studies, contemporary studies and educational studies. Curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies. The school internship is visualised by situating the practice of teaching in the broader context of vision and the role of teacher and sustained engagement with learners and schools. From the existing approaches, teacher education institutions are not giving a chance for individual reflection to the teacher (MHRD, 2015). In the NCFTE-2009, the organisation of contents has been done based on child-centred, activity-based and participatory learning experiences like play, project, discussion, dialogue, observation, visits and learns which will help to reflect on their practice (p. 23).

Evaluation process and techniques

Before implementation of the NCFTE-2009, it was being observed that an apparent weakness of existing teacher education practices is the limited scope of the evaluation of teacher trainees, and being excessive quantitative (NCTE, 2009, p. 59), while, measurement of cognitive learning, professional skills and capacities, attitudes and values remain outside the range of evaluation. The NCFTE-2009 suggests that assessment in teacher education needs to be objective which gives importance to the personal understanding of the developing teacher. It also needs to be comprehensive to cover the entire tone of conceptual, pedagogical dimensions as well as attitudes, dispositions, habits and capacities in a teacher incorporating both the quantitative and qualitative aspects of growth (p. 59). An appropriate focus on the continuous and comprehensive evaluation of developing teachers may be given through an evaluation protocol. The NCFTE-2009 has guided to evaluate qualities of a teacher trainee by – (i) observing learners for a specified duration in specific situations; (ii) observing records maintained by the teacher trainee on a set of criteria relevant to the task and report writing; (iii) evaluating school contact practicum to relate and communicate with learner; (iv) planning for the school contact; (v) observing post-contact discussions, report writing and group presentations; (vi) evaluating psychological and professional development of the teacher; (vii) assessing a repertoire of skills; (viii) assessing teacher as researcher; (ix) observing internship activities on which students may be assessed; (x) observing schemes for Continuous and Comprehensive Evaluation.

Implementation strategies for NCFTE-2009

The initial step towards the implementation of the NCFTE-2009 consists of broader dissemination of the document among those educational institutions which are supporting each other, for instance, schools and teacher education institutions, society and teacher education institutions etc. Associative process of this type is helping prepare the climate of awareness and initiation of relevant discourse (p. 89). The NCFTE-2009 includes seeds of those ideas which have the potential of germinating during the journey and may be useful for the ground of teacher education. These are so vital for nurturing and sustaining the quality of school education also (p. 89). It can be the way those teacher education institutions could be organised on right lines (p. v) so that achieving the intended objectives on the implementation which could bring some discernible change in the process of teacher education (p. 89). Some strategies for implementation of the NCFTE-2009 were suggested by the NCTE – (i) to upload it on the website of the NCTE (www.ncte-india.org) for giving the benefit at large; (ii) to distribute it to the universities and other bodies associated to teacher education; (iii) to organise five consultative meetings for reforming the existing teacher education programmes in the light of the NCFTE-2009; (iv) to organise workshops by the NCTE and SIERTs for the revision of the existing teacher education courses; (v) to initiate a national dialogue for rejuvenating teacher education; (vi) to initiate a thoughtful national discourse on the operational traits of teacher education to find out the strengths, weaknesses, opportunities and threats to encourage innovative models of academic support; (vii) to start four year integrated programmes in teacher education as a scheme of 10+2+4.

CONCLUSION

Today, the education is demanding Information and Communication Technology at everywhere. Classrooms are being digitalised according to needs of the learners and demand of global education system. Hence, a great need for preparing a professional teacher is becoming felt. We are all more or less clear about the change in ourselves which occurs when we learn something new. Learning seems as natural and familiar as breathing or eating. Educating changes the meaning of human experience. Vygotsky concluded that we interact socially with each



other to learn the cultural values of our environment. Because, human activities take place under which cultural settings, cannot be understood apart of these settings. Therefore, our culture helps shape our cognition (Sample, 2000). The main challenge before teachers and teaching designers is to prepare curriculum to meet the needs of changing perspective for effective training, keeping in mind the individual characteristics through proper utilisation of approach for systemic learning. The NCFTE-2009 recommends that a teacher educator – (i) can engage with the larger socio-political context in which learners are situated; (ii) can engage with real context of children through making connection between theories and content applicable in daily life; (iii) can help to prepare humans to reflect upon their positions in society as gender, caste, class, poverty, linguistic and regional variation, community, equity and justice; (iv) can help to understand knowledge not only for understanding but also for enabling them constructing knowledge (pp. 76-77).

In a nutshell, the philosophy of education influences and determines extent of educational decisions and alternatives. Therefore, those who are responsible for curricular decisions should be clear what they believe. If curriculum makers are unclear or confused about own beliefs, then curriculum and its framework would be unclear and confusing. The important step is to be taken to prepare the curriculum is to know and understand the philosophical approaches of the curriculum. The following aspects and approaches are insists the quality of NCFTE-2009. If we believe that a systematic training is helpful and beneficial for teachers, then what sources might be recommend? So, one approach of self-study guide or a curriculum can be developed, that teachers or trainees may use to assist them in their own learning. There are various approaches of educational philosophy which have been written for general reading. But such approaches should be meaningful for understanding that what is to be taught in a classroom, instead assumptions of being vast store of knowledge of ideas.

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