CHAPTER - I

INTRODUCTION

CHAPTER- I

INTRODUCTION

1.0.0 Introduction

The 21 National Focus Groups, also chaired by renowned scholars and practitioners, covered the following major areas –

a) Areas of Curricular Concern:

Teaching of Sciences,TeachingMathematics,Teaching of Indian Languages,Teaching of English,Teaching of Social Sciences,Learning and Habitat,Art, Dance, Theatre and Music.

b) Areas for systemic reform-

Aims of Education,Systemic Reform for Curricular Change, Curriculum, Syllabus and Textbooks, Teacher education for Curriculum Renewal,Examinationreforms,Early childhood education, Work and education,Educational Technology,Heritagecrafts,Health and physical education.

c) National Concerns

Problems of SC/ST children,Gender issues in the curriculum,Education for groups with special needs.Each National Focus Group has had several consultations in which they have interacted with other scholars and classroom practitioners in different parts of the country.In addition to the above, NCERT has had consultations with (a) Rural Teachers, (b) Education Secretaries and Directors of NCERTs, (c) principals of Delhi-based private schools and KVS Schools. Regional Seminars were also held at NCERTs Regional Institutes of Education in Ajmer, Bhopal, Bhuvaneshwar, Mysore and Shillong. Advertisements

were placed in 28 national and regional dailies to invite suggestions from parents and other concerned members of the public. More than 1500 responses were received.

The salient features of the revised NCF are as follows:

Chapter 1: Perspective

It provides the historical backdrop and the rationale for undertaking the revision of the National Curriculum Framework. It discusses curricular reform efforts since Independence drawing from Gandhiji's vision of education as a means of raising the nation's conscience towards injustice, violence and inequality entrenched in the social order. It refers to the recommendations of the National Commission on Secondary Education, 1952-53 (Mudaliar Commission) and the Education commission, 1964-66 (Kothari Commission) and traces and development of Curriculum Framework, 1975 as also the formulation of the National Curriculum Framework, 1988, following the adoption of the National Policy on Education in 1986. It refers to the report entitled Learning without Burden (1993), which highlighted the problems of curriculum overload which made learning a source of stress for children during their formative years. It refers to the National Curriculum Framework for School Education introduced in 2000.

Chapter 2: Learning and Knowledge

The Chapter focuses on the primacy of the learner. Child centred pedagogy means giving primacy to children's experiences, their voices and their active participation. It discusses the nature of knowledge and the need for adults to change their perceptions of the child as a passive receiver of knowledge; rather the child can be

an active participant in the construction of knowledge by encouraging children to ask questions, relate what they are learning in school to things happening outside, encouraging them to answer form their own experiences and in their own words rather than by memorizing.

This chapter also highlights the value of interaction—with the environment, nature, things, and people— to enhance learning. Learning in school regretfully continues to be teacher-dominated and the teacher is seen as transmitting knowledge-knowledge of ten being confused with information. It points out that interaction with peers, teachers and older and younger people can open up many rich learning possibilities. Learning tasks and experiences, therefore, need to be designed to ensure that children seek out knowledge from sites other than the textbooks—from their own experiences, from experiences at home, community, from the library. Heritage sites, therefore, assume great significance as sites of learning.

Chapter 3: Curricular Areas, School Stages and Assessment

It recommends significant changes in Language, Maths, Natural Science and Social Sciences with a view to reducing stress and making education more relevant to the present day and future needs of children. In Language, it makes a renewed attempt to implement the three-language formula with emphasis on mother tongue as the medium of instruction. India is a multi-lingual country and curriculum should promote multilingual proficiency in every child, including proficiency in English, which will become possible only if learning builds on sound language pedagogy of the mother tongue. It focuses on language as an integral part of every

subject, since reading, writing, listening and speech contribute to a child's progress in all curricular areas and therefore constitute the basic of learning.

Chapter 4: School and Classroom Environment

The Chapter talks about the need for nurturing an enabling environment by bringing about suitable changes in the school and classroom environment. It revisits traditional notions of discipline and discusses the need for providing space for parents and community. It also discusses curriculum sites and learning resources, including texts and books, libraries, education technology, tools and laboratories, etc. This chapter addresses the need for plurality of material, as also the need for teacher autonomy and professional independence.

Chapter 5: Systemic Reforms

It covers issues of quality and the need for academic planning for monitoring of quality. It reaffirms faith in Panchayati Raj and suggests the strengthening of Panchayati Raj Institutions through systematic activity mapping of functions appropriate at relevant levels of panchayats, while simultaneously ensuring appropriate financial autonomy on the basis of the funds-must-follow-functions principle. This chapter also looks at issues of academic planning and leadership at school level to improve quality.

All Education Commissions and Policies since independence stressed on the restructuring and reorganisation of teacher education and of teaching profession. Radhakrishnan Commission (1948) for higher education, Mudaliyar Commission (1952-53) for secondary education, Kothari Commission (1964-66) for all levels

of education, were constituted to suggest reforms to push forward the agenda of educating India, strengthening teacher education and rewarm teaching-learning strategies.

The Secondary Education Commission (1952-53) stated, "we are,however, convinced that the most important factor in contemplated

educational reconstruction, is the teacher, his personal qualities, his educational qualifications, his professional training and the place that occupies in the school as well as in the community".

National Curriculum Framework (2005) introduced 'Critical Pedagogy', based on social constructivism, to restructure the system of teacher education. According to NCF, content and pedagogy blended together, that is content inbuilt pedagogy is the landmark of teacher education system. To achieve this NCF recommended academic planning and leadership at the school level, block level and cluster level, as essential for improving quality and strategic differentiation of roles of teachers.

In ancient times, as revealed by great Epics like Ramayana and Mahabharata, teachers occupied a predominant role in the man making process. The teacher was given the top-most position in the hierarchy and was paid the highest reverence by all people including the rulers.

In Vedas also, teacher qualities are described. In Atharva Veda, teacher is compared to Yama, the propagator of Dharma, to Varuna, the propagator against sins and to moon, giver of light and happiness. Sastramade it clear that wrong teaching is a

crime.Teaching in the modern era is a challenging profession that requires good subject knowledge, good questioning skills, an emphasis uponinstruction, clear objectives, good time management, effective planning, good classroom organisation, effective use of human resources, good interaction, effective communication skills, attitudes, perceptions, interests, etc. That is why, Moore (2001) defined teaching, "as the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development".

A competent, committed and an accountable teacher keeps his torch of accumulated knowledge burning and ignites the minds and souls of his pupils. In the words of Tagore, "a teacher can never truly, teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its flame".

Aptitude refers to "quality of being fit for a purpose or position" (Douglas, 2007). If so, Teacher Aptitude is the quality of being fit for teaching profession. That is why, Teacher Aptitude is considered as thedeterminant factor of effective teaching. If the teachers are empowered with necessary skills and competencies, they can inculcate the skill in other persons and mainly in pupils (Dutt&Rao, 2001).

An effective teacher can focus on making connections betweenfacts and fostering new understanding in students. They can tailor their teaching strategies to student responses and encourage them to analyse, interpret, and predict information. Instead of spending time memorizing material, filling in the blanks

on work sheets, and repeating large numbers of similar problems, students need to learn to solve novel problems, integrate information, and create knowledge for themselves.

A constructivist teacher's role is to foster and direct his work on the part of students. A teacher with teaching aptitude encourages students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understandings are changing. Effective teaching requires a large repertoire of skills and the ability to put these skills to use in different situations. Good teachers improvise.

1.1.0 Need of the study

Teacher quality, which is very much associated withTeacher Aptitude, is considered as the main spring for all educational innovations.

Although, an educational system has excellent resources, or if the teachers are lacking teaching aptitude and are incompetent or indifferent to their responsibilities, the whole programme is, likely, to be ineffective and largely wasteful.

Since, the future of our nation is moulded in our classrooms, teachers are the real makers. Teachers with rich teacher aptitude can create wonders in the minds of their children and can lead them to a world of reality, practicability and accountability.

In the field of education, a term is always discussed, in relationwith 'quality'. This is, no matter, highly related to teaching professionals and aspirants of teacher education. This quality is mainly depend on teacher's aptitude in teaching and several associated factors.

Reviewed studies in this area revealed that attitude towards teaching (Vashishta, 1973), teacher effectiveness (Mutha, 1980; Sharma, 1971; Singh, 1987; Beena, 1995), teaching success (Vyas,

1982), general intelligence (Banerjy, 1956;Thakkur, 1977), etc. are significantly related to Teacher Aptitude. This made investigator to study the extent of relationship of certain psychological variables and studying the predictability of Teacher Aptitude from these variables.

Reviewing the previous studies conducted both inside and outside India, it was found that the studies related to Teacher Aptitude are very few in number. The investigator believes that the present study will fill the gap and may become a motivation for the future researchers. The investigator being a teacher educator felt that the study will help the concerned personnel to chalk out a selection procedure by considering either Teacher Aptitude or the allied or related psychological variables as the major criteria of admission to teacher education.National Curriculum Framework (2005) At the upper primary stage, the child should be engaged in learning the principles of science through familiar experiences, working with hands to design simple technological units and modules (e.g. designing and making a working model of a windmill to lift weights) and continuing to learn more about the environment and health, including reproductive and sexual health, through activities and surveys. Scientific concepts are to be arrived at mainly from activities and experiments. Science content at this stage is not to be regarded as a diluted version of secondary school science. Group activities, discussions with peers and teachers, surveys, organization of data and their display through exhibitions in schools and the neighbor-hood should be important components of pedagogy. There should be continuous as well as periodic assessment in the form of unit tests, term-end tests. In brief it can be said major objectives of teaching science at upper primary level

are making the children understand the impact of science upon the way of life, inspire them by stories about scientists and their discoveries, provide the students the skill ofpurposeful observation, expose the children to basic processes of science, providing situation so that they understand the processes that underlie simple scientific and technological activities and develop understanding of some basic principle and laws of science and thereby apply the basic scientific principles to solve problems.Empirical research in education indicates that many teacherscontinue to carry the belief that the most important criteriathat make an effective primary schoolteacher are her ability tobe "soft spoken, tolerant, kind-hearted, hardworking, honestand punctual, devoid of bad habits and well-dressed".

1.2.0 STATEMENT OF THE PROBLEM

Now-a-days teaching goes beyond traditional classroom instruction. Effective teachers embrace the extra tasks and strive to improve their knowledge and skills in teaching while working to make significant contributions to their school and community. They work to become true professionals. They implement new instructional techniques that will captivate the interest of students and motivate them to learn. What is the purpose of education? Careful consideration of this question should be one of the first concerns of an effective teacher.

Rousseau, Pestalozzi, Herbart, Dewey, Russell, Mahatma Gandhi, Vivekananda, all have given an extended meaning of education which direct a prospective teacher to the vast world of teaching. All these agreed that the effective teaching-learning strategies should be centredaround the needs and dispositions of the learners.

That is why, methodology of teaching has undergone drastic changes. The problem is thus entitled as

"TEACHERS' PERCEPTION ON N.C.F. - 2005"

1.3.0 OPERATIONAL DEFINITIONS Of THE TERMS USED

Perception: Perception or knowledge of the facts mentioned in NCF-2005

NCF-2005:The National Curriculum Framework (NCF-2005) published in 1975,1988,2000 and 2005 by the National Council of Educational Research and Training (NCERT) in India.The document provides the framework for making syllabi,textbooks and teaching practices within the school education programmes in India.

Teachers: Primary teachers and teachers of secondary school of M.P.

1.4.0 OBJECTIVES OF THE STUDY

Following objectives are formulated for the proposed study:

1.To study the perception of teachers on NCF-2005.

2.To study the relation between the perception of teachers on NCF-2005 and the teaching aptitude.

3.To study the influence of gender,teaching aptitude and their interaction on perception of teachers on NCF-2005.

4.To study the influenceof gender,area and their interaction on perception of teachers on NCF-2005.

5.To study the influenceof area,teaching aptitude and their interaction on perception of teachers on NCF-2005.

1.5.0 HYPOTHESES

Following hypotheses are formulated for the proposed study:

1. There is no significant relation between the perception of teachers on NCF-2005 and the teaching aptitude.

2. There is no significant influenceof gender on perception of teachers on NCF- 2005.
3. There is no significant influenceof teaching aptitude on perception of teachers on NCF-2005.
4. There is no significant interaction of gender and teaching aptitude on perception of teachers on NCF-2005.
5. There is no significant influence of area on the perception of teachers on NCF-2005.
7. There is no significant interaction of area and teaching aptitude on perception of teachers on NCF-2005.
9. There is no significant interaction of area and attitude towards teachingon perception of teachers on NCF-2005.

1.6.0 DELIMITATIONS OF THE STUDY

The proposed study was conducted under the following constraints:

1. Only,teachers of elementary schools,and senior secondary schools were selected for the study.
2. Only,one district of M.P.(Mandla) was selected.
3. Only,the teachers of Govt.and private elementary and Sr. secondary schools were selected.