

Frequently Asked Question on NCTE Curriculum Frameworks

1. Will the "Language Across Curriculum" be a theory or a practical Course?

Ans. The Course titled, "Language Across Curriculum" will have mostly practical inputs and the assessment will be internal. It may include seminars, reflective reading from library, text book analysis of different school subjects including language, classroom observation in TEIs and Schools, communication skills, etc.

2. Will the Course titled Understanding Discipline and Subjects be optional? Do we expect everyone to understand all the disciplines?

Ans. Understanding Discipline and Subject is not an optional course. It is expected that all student-teachers should develop understanding of the nature and development of the disciplines and subjects at school level.

3. In B.Ed. one pedagogy subject is suggested and second one is optimal along with other optional courses. It is necessary that for B.Ed. secondary there is need of two pedagogy subjects at school level. Only in KVS/NVS it may be one where few TGTs are engaged as compared to the States. But all over the country minimum two subjects are taught by a secondary school teacher. In such context why one pedagogical subject is suggested in curriculum framework for B.Ed.? At Sr. Secondary level there is a point in suggesting one as a teacher (PGT) need to teach one subject only.

Ans. It is true that at secondary level, the study of only one pedagogical subject has been suggested. There is a provision of second pedagogical subject as an optional subject. However, the universities are free to make the study of two Pedagogical subjects compulsory in line with the manpower requirement and recruitment policies of the concerned State.

4. In the B.Ed., programme out of 20 weeks of school internship how many weeks to be devoted for classroom teaching?

Ans. In the school internship 4 weeks are to be devoted to school based activities, and 16 weeks be devoted to practice teaching and activities associated with practice teaching and other activities of the school. The trainees are expected to work as full time teachers during this period.

5. Under qualifications of faculty in Pedagogical Courses, Ph.D. in Pedagogical subjects is required. What does it mean? Is it content subjects used for pedagogy like Physics, Biology, History, Geography etc.? or Science education, Language education, Mathematics education etc.?

Ans. For Principal of B.Ed. College, one of the essential qualifications is Ph.D. in education or in any pedagogic subject offered in the institution. The pedagogic subject relates to teaching subjects as available in the B.Ed. curriculum of the concerned teacher education institution.

6. What maximum marks or weightage in aggregate can be given to a candidate in B.Ed. curriculum? It is not clear from the Curriculum Framework.

Ans. The maximum marks or weightage in B.Ed. Programme depends on the University as an autonomous body. A full course may have 100 marks and half course may be allocated 50 marks. It may be noted that the B.Ed. programme comprises of 1300 marks as indicated in Curriculum Framework.

7. Practising microteaching skills does not find place in B.Ed. Curriculum Framework. What is the reason behind it?

Ans. It is true that the Curriculum Framework does not include micro-teaching. There are other aspects included in its place. However, if it is decided by the University micro-teaching may be included in the syllabus.

8. Can a candidate in B.Ed. opt for a pedagogy subject that he/she has not studied during his/her graduation? (Viz. a language (English) which was not studied as an optional subject during graduation). Can it be offered by a student as pedagogy subject in B.Ed.?

Ans. In B.Ed., one has to opt for a pedagogy subject in which he/she must have graduated as an optional subject. However, it can also be decided at the university level depending upon the structure of the undergraduate course of the university.

9. What are the minimum requirements (content material) for Visual and Performing Art Education in B.Ed.?

Ans. The subject experts can decide it as per the stipulations in the Curriculum Framework.

10. Is NCTE going to develop model curriculum for 15 TEPs? After development of model curriculum, is NCTE planning to develop textual materials relating to those?

Ans. At the moment NCTE is in the process of developing suggestive syllabus on 15 TEPs. The decision regarding developing textual material shall be taken at a later stage. The suggestive syllabus for D.El.Ed., B.Ed. and M.Ed. shall be available very soon. Further, each affiliating body including Universities do have freedom to adopt the syllabus as it is, or adopt to their contexts with changes to the extent permissible as per UGS norms.

11. What are the indicators of evaluation of the aspect like critical understanding of the school?

Ans. The indicators of evaluation of 'critical understanding of the school' will be decided by the University. However, these may include understanding regarding the following.

- i. Differential function of school system
- ii. System of Managing the classroom by another teacher (If the teacher is on leave).
- iii. System of Managing internal and external evaluation
- iv. System of Maintaining school records and registers
- v. System of Managing curriculum activities etc.

12. B.Ed. Curriculum Framework suggests visit to innovative schools. What are the minimum indicators of an innovative school so that the TEIs can visit the nearby designated school?

Ans. Innovative Schools mostly refer to schools managing different aspects of school system in more effective and innovative ways. Anything special to a school system can be referred as innovative practice. It is the responsibility of the TEI to have awareness of such schools within a reasonable distance from the school.

13. In self-financed TEIs Principal and faculty are not independent to take up quality teacher education programme. Can minimum implementable indicators of quality teacher education be developed by NCTE for the use of such TEIs?

Ans. The indicators leading to quality teacher education have already been put forward in Regulation 2014 and Curriculum Frameworks. Still from time to time through inspection by NCTE and concerned university the continuing efforts will be there for improving quality teacher education.

14. Whether the ratio of teacher-educator and student-teacher vary in different Teacher Education Programmes?

Ans. The ratio of Teacher Educator and student-teacher is almost same in all the TEPs. If there are some variations, these are due to the nature and requirements of different Programmes.

15. Is there any provision of handbook or guidelines for schools and School Boards regarding school attachment programme?

Ans. So far no handbook or guidelines on internship has been developed by NCTE for Schools and School Boards. But there is a proposal with regard to it.

16. What should be the course content and its nature on Language Across the Curriculum, 'Educational Studies', 'Gender Studies' and evaluation in these areas.

Ans. The content in these courses is mostly based on Seminars, Assignments, Textbook analysis, Reflective writing based on library studies, Communication theory etc in addition to Theoretical inputs. Mode of evaluation would be done by observation of student activities by using grade, checklist, script evaluation, seminar evaluation etc.

17. How will teacher educators be recruited for 'Pedagogy of Science' which contains both physical science and Biological science?

Ans. Two separate science pedagogy teachers (one from Bio Science and the other from Physical Science) can be recruited for the purpose, if these subjects are taught as separate Pedagogy course. However, if there is provision for only one course on Science Pedagogy, then a person possessing post-graduate degree in any school science discipline shall be eligible.

18. The engagement of students 35-36 hrs. in a week has been prescribed. In M.Ed. it amounts to about 30-36 credits of theory and practical work. But each semester carries 20 to 25 credits. Again it has been prescribed to utilise some credits for Practical activities during semester breaks. It seems all practical and field attachment activities can be easily accommodated during the semester. So what is the need of using some credit hours during semester breaks?

Ans. If within the semester the prescribed time in terms of hours is ensured then, the need for conducting work during semester break, may not be there.

19. In M.Ed. it has been suggested to conduct internship in TEIs during semester break. But during semester break the TEIs may not be working or students-teachers may not be available. Hence, if the internship is conducted by avoiding semester break will it deviate from Curriculum Framework?

Ans. The concerned TEI has the freedom to make such adjustments keeping in mind the time slot available for internship.

20. Can the candidates who intend to be PGT take a second pedagogy subject?

Ans. They may opt for the second subject if they so desire and if it is offered in the TEI.

21. Evaluation and assessment aspects in Teacher Education-Curriculum Frameworks seem to be neglected. There should be definite direction with regard to it in the Frameworks.

Ans. These aspects are not neglected. But the affiliating bodies are free to further strengthen these aspects.

22. There is need to make provision for Orientation of Teacher-Educators on different aspects of TEPs. In which way NCTE is planning for it?

Ans. In collaboration with UGC NCTE is planning for series of refresher courses. These will be taken up in Academic Staff Colleges in a phased manner.

23. There is a need of Curriculum Framework relating to 3-year integrated B.Ed. & M.Ed. Programme.

Ans. The Curriculum Framework with regard to 3-year integrated B.Ed. & M.Ed. programme is in the process of development. It will be provided on the NCTE website soon.

24. Pedagogy of Physical Science and Natural Science has been put under Pedagogy of Science. When in most of the States these are two different subjects, there is a need of putting them separately such as Pedagogy of Physical Science and Pedagogy of Natural Science at B.Ed. (Secondary) level.

Ans. Different universities have different patterns in this regard. They have to take a call on this issue.