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Analysis of teacher education curriculum from the standpoint of fundamental duties: A critique

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Abstract---"There were no rights without duties," Mahatma Gandhi said. So, responsibility comes first, followed by rights. However, we are more concerned with our Fundamental Rights than with our Fundamental Duties. There would be no need to seek information regarding our Fundamental Rights if we were all aware of our Fundamental Duties. Article 51-A of our Constitution establishes eleven Fundamental Duties for every Indian citizens. But, regrettably, the majority of us are unaware of those eleven Fundamental Duties. So, our initial job as teacher educators is to be aware of those eleven Fundamental Duties, since we all know that schools are the basic unit of society, and teacher training is now required to enter the teaching - learning process. So, if we make instructors aware of those eleven Fundamental Duties, then teachers will make students aware of those eleven Fundamental Duties, and students will make their families aware of those Fundamental Duties, and so on. It's similar to a chain of events. This article aims to determine the real understanding of eleven Fundamental Obligations among potential teacher educators, then solicit important suggestions from them for spreading awareness of those obligations, and finally, provide recommendations to our government for spreading awareness of those obligations.

Keywords---fundamental duties, teacher education curriculum, teacher educators, teacher learning process, fundamental rights.

Introduction

In 1999, a board of trustees led by Justice J.S Verma was laid out to look at the instructing of principal obligations in instructive foundations. The panel presented a complete report. Educator schooling is characterized by the National Council for Teacher Education as - A program of schooling, examination, and preparing for people keen on instructing at all degrees of training, from pre-essential to advanced education. Educator training is a program that spotlights on the improvement of instructor mastery and skill to plan and enable instructors to fulfil the needs and difficulties of their calling.

Instruction of instructors is a vital part of the school system. It is inseparably connected to society and is moulded by the country's traditions, culture, and character. The established goal, the core values of state strategy, the financial issue and the development of information, arising assumptions and instructive changes, etc all require a suitable reaction from a cutting-edge school system and give the setting to assessing instructor training programs.

"A nation's quality is determined by the quality of its citizens. The quality of its citizens is contingent upon, but not exclusively, the quality of their education; the quality of their education is contingent upon, more than any other factor, the quality of their teacher."

Every instructor, regardless of the subject they teach, must ensure that vital ethics such as integrity and social responsibility are emphasised in their instruction and interactions with their students. The teacher is not required to constantly emphasise the moral. If he has given any thought to the values that underpin the possibility of his subjects and his effort as an instructor, they will inexorably filter through to his teaching and have an effect on his students.

In ongoing many years, various commissions and advisory groups selected by the Central and State Governments have constantly underscored the basic requirement for qualified educators who are fit to the school system's necessities. The Secondary Education Commission (1953) expressed that one of the essential variables affecting instructive change at the auxiliary level is instructor proficient turn of events. The Education Commission (1966-1966) stressed that 'in a science-and innovation-based world, training decides an individual's degree of flourishing, government assistance, and security' and that 'a sound program of educator proficient improvement is basic for the subjective improvement of schooling'.

As a statutory body from 1973 to 1993, the "National Council for Teacher Education (NCTE)" established standards and norms in teacher education and serves as the supreme body responsible for the qualitative advancement of teacher education at all levels in the nation state. In 1978, it made a significant contribution by establishing the Teacher Education Curriculum Framework. The

NCTE's direction to various institutes involved in teacher education can thus be beneficially used to readjust the curriculum to ensure the inclusion of fundamental duties as well as activities and programmes that will ensure their execution.

This exercise on education in Fundamental Duties as defined in Article 51A of the Indian Constitution is a result of the Justice Verma Committee's three major Terms of Reference. These include the following:

- To create a curriculum for fundamental duties instruction at the primary, secondary, senior secondary, and university levels
- To select curriculum-related and co-curricular activities.
- To conduct a review of the existing programmes executed by the NCERT under the National Curricular Framework and determine the need for additional inputs.

Concerning teacher expectations, the National Commission on Teachers (1985) stated, "The new teacher we envision must translate national objectives into educational actions." He must instill in his students an appreciation for and a sense of national integrity and unity; an experimental mentality, a pledge to greatness in work and activity, and the legitimate perspectives and values, as well as being capable in instructing abilities.

As per an investigation of educator training educational programs directed by the board of trustees on central obligations (Justice J.S. Verma Committee). "An examination of the rudimentary educator training educational program uncovers that schooling in principal obligations is more predominant in the educator training educational program as a matter of course. The instructing of these connected ideas and issues is divided and scattered across various papers and units, weakening their effect fundamentally.

Additionally, many of the concerns are either completely ignored or inadequately addressed, particularly the Fundamental Duties." Article 51A states that 'it shall be the responsibility of all Indian citizens'. With regards to Fundamental Duties, certain clauses require all citizens to consider the nation as a whole, while others impose duties on the community, while others impose duties on individuals.

Teacher education curriculum framework

Throughout the post-independence period's last five decades, the "National Council for Teacher Education" (NCTE) issued three curriculum frameworks for teacher education: in 1978, 1988, and 1998. In 1978, NCTE directed the principal educator training educational plan, which incorporated the total scope of instructor schooling. From the angle of common liberties instruction, the relevance of the educational programs to the individual and social government assistance of understudies and schools, inside the setting of estimated by normalized standards and needs. "Training should develop into a productive component of social change, and the teacher must go about as a stage for this change," it proceeded. The document's educational objectives are as follows:

- To instill Gandhian values in education, such as nonviolence, trustworthiness, self-restraint, and labor nobility.
- To promote a knowledge of Indian schools' educational goals and the role of schools in attaining the goals of developing a democracy, secularism, and communist culture.
- Conserve not only natural resources but also historical monuments and other cultural assets.

The 1978 Curriculum Framework emphasised the importance of community involvement as a primary goal of teacher education. The curricular design offered "sociocultural, artistic, and ethical principles ethics towards to the unity and solidarity of our society in democratic, secularism, analytical temper, cultural tradition, and protection of the environment."

Additionally, the 1988 curricular framework recommended that all teachers-in-training receive learning and knowledges relating to fundamental knowledge and an understanding of the various elements and efficacy as part of educational and foundation courses. The quality of teacher education aims to reflect both national realities and education's interdisciplinary goal.

Duties and responsibilities of teachers

- To design and plan suitably the appointed courses and talks
- To direct doled out classes at the planned times
- To exhibit ability in study hall guidance
- To carry out the assigned educational program totally and sooner or later.
- To plan and execute compelling homeroom the board rehearses.
- To plan and carry out powerful methodologies to foster self-mindful/free students.
- To advance understudies' characteristic inspiration by giving significant and continuously testing opportunities for growth which incorporate, however are not restricted to: self-investigation, addressing, simply deciding, defining objectives, arranging and coordinating, executing, self-assessing and showing drive in undertakings and tasks.
- To connect with understudies in dynamic, active, imaginative issue-based learning
- To give open doors to understudies to access and utilize current innovation, assets and data to tackle issues
- To gives potential open doors to understudies to apply and rehearse what is realized
- To connect with understudies in imaginative reasoning and coordinated or interdisciplinary growth opportunities
- To assemble understudies' capacity to work cooperatively with others
- To adjust guidance/backing to understudies' disparities being developed, learning styles, qualities and necessities
- To fluctuate informative jobs (for example educator, mentor, facilitator, co-student, crowd) according to content and motivation behind guidance and understudies' necessities
- To keep a protected, deliberate climate helpful for learning

- To conform to prerequisites for the wellbeing and management of understudies inside and outside the study hall.

Teaching- A Social Responsibility

God gave me nothing I needed; He gave me all that I wanted.

-Master Vivekananda

Really helpful lines! 'Needs' are our fundamental necessities for endurance like food, dress and safe house and being an educator by calling, I might venture to remember training for the rundown. These requirements are the essentials that shape our lives. These are fundamental parts of endurance. Unfortunately, a critical segment of our general public is wretchedly without all essential necessities of food! The lamentable offspring of our nation battle to procure their essential right of instruction. We, the special ones, can be instrumental in getting the distinction and shimmer their lives. We need to contact these youngsters who are needing genuine direction and care.

The greater part of these kids has been deserted by the framework and, now and again, even abandoned by their families, making us, the educators, capable in driving them through the dull passage of ignorance to the timeless daylight of information. This is no problem or simple charge. Something like a minister energy is expected to confront the test. With a searing soul and assurance, we can have an effect and push ahead. These kids also need to procure the information and valuable experience, we educators, bring to the table for them. Eventually, it will change our lives as a whole!

As teachers do, we essentially offer them an opportunity since life is a struggle for the oppressed? The response is no. All things considered, we ought to rouse these youngsters to perceive an open door and hold onto it with full certainty and by improving their assumptions. Showing fundamental abilities is pretty much as fundamental as granting information and allowing them to accept that they have the opportunity to pursue a decision and should hope against hope.

To see the kids, regardless of their social remaining, to be proficient and mindful of their fundamental freedoms and grow up as taught residents of India, we should approach to educate them. It is our social obligation to impart our abundance of information to the less advantaged areas of society. Each individual's commitment can achieve a huge positive change in the present status of ignorance in our country. If all of us from the showing local area approaches devotedly to work for this social reason, we can undoubtedly arrive at our point of liberating the country from the shackles of ignorance.

Aspects of teacher behavior

- To display genuineness, decency and moral lead
- To show a mindful mentality and advance positive between private connections
- To show right utilization of language, oral and composed

- To encourage understudy restraint, self-control and obligation to other people
- To demonstrate and advance sympathy, empathy and regard for the orientation, ethnic, strict, social and learning variety of understudies
- To exhibit expertise while overseeing understudy conduct, interceding and settling discipline issues
- To display great interactive abilities, initiative and city obligation

Fundamental duties

‘51A: Fundamental Duties; It shall be duty of every citizen of India_

- a. to uphold and protect India's sovereignty, unity, and integrity by adhering to the Constitution and respecting its ideals and institutions, the National Flag, and the National Anthem;
- b. to cherish and adhere to the noble ideals that inspired our national struggle for freedom;
- c. to uphold and protect India's sovereignty, unity, and integrity.
- d. to protect the country and do national duty when summoned;
- e. to foster concord and a sense of fraternity among all Indians, transcending religious, linguistic, regional, or sectional differences, and to abstain from acts demeaning to women's dignity;
- f. to cherish and preserve our composite culture's rich legacy;
- g. to safeguard and develop the natural environment, which includes woods, lakes, rivers, and animals, and to demonstrate compassion for all living things;
- h. to foster a scientific temperament, humanism, and an inquiry- and reform-oriented mindset;
- i. to protect public property and abstain from violence;
- j. to strive for excellence in all fields of individual and collective action in order to propel the country forward at a continual rate of effort and accomplishment.
- k. Who is a parent or guardian with the responsibility of providing educational opportunities to his or her child or, as the case may be, ward between the ages of six and fourteen years.

Relation of fundamentals duties with teacher duties

- The principal obligations inherited by our constitution has a decent connection to the obligations of the educators as educators are the pioneers or makers of a Nation as they educate or prepares the eventual fate of a Nation like our Children’s thus. We can express the on an educators showing a country depends up to enormous extent. As our first fundamental obligations inherited in our constitution expresses that to comply with the constitution and regard it's standards, National Flag and National Anthem in that way it connects with an instructor it is the main obligation of an educator to give regard to its country, Country Flag and It's Anthem as Nation starts things out prior to all that it should urge himself as well as other people to do likewise.

- Furthermore, second obligation expresses that to esteem and follow the honorable thoughts motivating our opportunity battle it relates in such a way that Teachers should continuously and over and over spread the Struggle we battled for our opportunity and respectable thoughts in such a way that it must be treasured by everybody and individuals get roused by it and consistently recollected by everybody that how they get the opportunity they are enjoying.
- Third duty says that to uphold and protect the sovereignty, integrity and unity of India in relation to that a teacher's duty is to do from its acts and works maintain and protect the Sovereignty integrity and Unity of India as a Teacher has a great role to play in society and on teachers most of the things depend.
- Fourth Duty says that to defend the country and render national service whenever required a teacher must always be prepared to defend its country in whatever manner it is required and to do National Service whenever required.
- Fifth duty has a link in that manner that a teacher's duty is to promote from its acts and teaching brotherhood and harmony amongst all people of India and to do efforts in promoting or to do some work for the advancement of women in the society.
- Sixth duty says that to value and preserve the rich heritage of our composite culture as this is very clear from this that a teacher must promote and encourage the people to value and preserve their rich culture and heritage.
- Eighth duty means in regard to a teacher that a teacher must develop the idea of reform and scientific knowledge and concept of humanism in the society from its acts and teachings.
- From ninth duty a teacher must prevent the acts of violence and never indulge in such activities and must safeguard public properties and life.
- From eleventh duty which means to provide opportunities for education to his child as the case may be ward between the age of six and fourteen years, it is basically the duty of every teacher to provide opportunities for education to his or her children and must ensure that every child should secure his right to get educated between the age of six and fourteen years.

And every one of the crucial obligations are essentially obligations which should be performed by each resident and these obligations are fundamentally obligations which are being performed by each educator with next to no power as instructing is a calling which required discipline and morals.

Suggestions of the committee

The NCTE report, along with the recommendations contained therein, makes the following recommendations:

- The fundamental duties are defined in such a way that they fall primarily within the perceptual zone. Incorporating Fundamental Duties into teacher education curricula may not accomplish this goal. The entire issue is interconnected with the broader issue of teaching and learning quality in general; teaching Fundamental Duties should not be considered in

isolation. • In the Indian context, a combination of curricular and co-curricular approaches is the best strategy to employ. Fundamental Duties in Teacher Education is a concept that will be integrated into the “elementary and secondary pre-service teacher education curricula”.

- Given the shortage of material on Fundamental Duties in rudimentary and auxiliary educator schooling educational plans, solid promotion with state instructive organizations, educator training foundations, and college branches of training is important. While it is true that the NCTE's national curricular framework has gained widespread acceptance throughout the country. Given universities' autonomy, an effective mechanism for implementing necessary changes in teacher education curricula must be developed.
- The NCTE Curriculum Framework for Quality Teacher Education, published in 1998, recommends that, because the Fundamental Duties enshrined in the Indian Constitution are prerequisites for the nation's overall development, teachers with the capacity to instil in young children a commitment to these Fundamental Duties be hired. The elementary and secondary levels should be reviewed holistically in order to identify entry points for incorporating Fundamental Duties.

Conclusion

The elements of Fundamental Duties education are necessary at the elementary and secondary school levels; there is no other way to do so than to enrich teacher education programmes with the concept and strategies of Fundamental Duties education. All teachers must be oriented and trained in order to teach business education Fundamental Duties at the elementary school level. It will be necessary to create a draught reflecting the various proviso in various factor and the topics of various writing papers in the teacher education curriculum. Primary teacher education trainees are typically recent senior secondary school graduates, whereas secondary teacher education trainees are more mature adults who have graduated. Fundamental Duties instruction for primary teacher trainees must be designed with their age, academic preparation, and the age group of children they will be expected to teach and instil values in mind.

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