

A Comparative Study of the Knowledge of NCFTE 2009 among Secondary and Senior Secondary School Teachers of Almora District

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ABSTRACT

The present investigation compares the knowledge of NCFTE among secondary and senior secondary school teachers in Almora district. NCFTE 2009: National Curriculum Framework for Teacher Education given by NCTE in 2009. 60 teachers were selected randomly from secondary and senior secondary school of Almora district. Survey method was used to the present research. For the purpose of research work “National Curriculum Framework for Teacher Education” which was made and standardized by G. S. Nayal and Kavita Mahara was used. This test was distributed to 60 secondary and senior secondary school teachers. Descriptive statistics were used. Mean, standard deviation, t-values were calculated. t-test was used to find out the significance of difference of NCFTE knowledge among secondary and senior secondary school teachers at $p < 0.01$ and $p < 0.05$. For the purpose of discussion and comparison participants (teachers) were selected from ten different categories such as rural (55%), urban (45%), male (50 %), female (50%), Art (53.33%), Science (46.66%), Single (56.66), joint (43.33), upper caste (50.00%) and lower caste (50.00%)

Keywords: NCFTE, Secondary, Senior Secondary, Teacher, School.

Education is an important human activity. It was born with the birth of human race and shall continue to function as long as the human race lives. In Rigveda, “education has been understood as something which makes a man self-reliant and selfless”. The education commission (1964-1966) professed, “The destiny of India is now being shaped in her classrooms.” In this regard teacher education becomes an essential part of educational system. To prepare effective, skill full and humane teacher, pre-service as well as in-service teacher programmes have come into the scenario of education. In India there are several courses and programmes as well as institutions for the education of teachers. In this background National Council for Teacher Education (N.C.T.E) developed N.C.F.T.E, 2009

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on the basis of National Curriculum Framework 2005 and the Right of Children to Free and Compulsory Education Act, 2009 as well as the fundamental tenets enshrined in the Constitution of India. The initial draft of the NCFTE 2009 was developed by an expert Committee Comprising of Prof. C. L. Anand, Prof. Raja Ganesan, Prof. S. V. S. Chaudhury, Prof. V. K. Sabharwal, Prof. C. Seshadri, Prof. R. S. Khan and Prof. L. C. Singh based on the ideas generated in a series of intensive deliberations by the members of the committee and scholars, teacher educators, teachers, trainee teachers, representatives of NGOs, Faculty of RIEs (Regional Institutes of Education) of NCERT (National Council of Educational Research and Training), SCERTs (State Councils for Educational Research and Training), DIETs (District Institutes of Education and Training), IASEs (Institutes of Advanced Studies in Education), CTEs (Colleges of Teacher Education), university departments of education, and state departments of education at the two National Consultative meets held at Udaipur and Hyderabad. This National Curriculum Framework for Teacher Education elaborates the context, concerns and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well. Teaching is considered a professional activity. Therefore training for teacher is considered essential and compulsory. To prepare a quality teachers, teacher training programmes are need to be properly designed. Practice teaching is one of the most important practical activities in pre-service teacher education. **Cohen and Garner (1963, p.11) observed that student teacher school practice is most vital part of his/her professional training.** The Curriculum Framework for Quality Teacher Education, (National Council for Teacher Education, NCTE, 1998) observed that the practice teaching is now not merely confined to the teaching of certain subjects. Pedagogical analysis of the subjects offered for practice teaching has been made compulsory. The prospective teacher will analyze the subject before going to class and evolve a need-based pedagogy and transactional strategy. The National Curriculum Framework for Teacher Education (NCTE, 2009, p.40) observed that it is common knowledge that practice teaching which constitutes the most functional part of the teacher preparation has suffered severe neglect and dilution in quality. The common complaint is that theory dominates the curriculum and practice teaching continues to suffer from inadequacies of different kinds. The pattern of Education is changing very fast. Many a new phenomena, viz., Scientific and Technological advancement, Industrialization, Globalization and Modernization have emerged in the Society. The modern generation needs compatible skills, updated knowledge, latest information of changing social needs, technologies and attitudes to make them fit to survive gracefully. According to National Curriculum Framework for Teacher Education (NCFTE, 2009), **‘A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher changes from time to time, responding to the broader social, economic and political changes taking place in the society.’** On this background of demand and expectation from schools and society, Teacher Education Programmes need to be strengthened in all aspects adding innovative ideas and practices.

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Education commission (1964-66) says, ‘Of all different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality of recruits to the training profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective’. The quality of Teacher Education in our country especially at the secondary level is far from satisfactory. This may be due to lack of focus on providing meaning full experiences to the student-teachers trained for secondary classes. Thus, insufficiently trained teacher may fail to make quality citizens for the country. We all know that no educational reform can be successful unless the quality of teacher is improved; but in turn the quality of teacher depends to a large extent on the quality of Teacher Education. During the last five decades, certain efforts have been made to indigenize the system. The gaps, however, are still wide and visible. The imperatives for building the bridges may be as follows: (NCFTE, 2009)

1. To build a national system of Teacher Education based on India’s cultural ethos, its lenity and diversity synchronizing with change and continuity.
2. To facilitate the realization of the constitutional goals and emergence of the new social order.
3. To prepare professionally competent teachers to perform their roles effectively as per needs of the society.
4. To upgrade the stranded of Teacher Education, enhance the professional and social status of teachers and develop amongst them a sense of commitment.

Teacher forms an inevitable element in the process of education. Without a teacher this process is rather difficult to operate. Stated by NCTE (1998) “**The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.**” The quality of education and training basically depends on quality of curriculum. To attend good outputs, curriculum transaction and curriculum revision is important to accomplish the needs and aspirations of changing era. There are three printed curriculum framework for teacher education document in our country. The first printed curriculum framework for teacher education was brought out in 1978 (NCERT 1978). Finally toward the end of 2009 NCTE published “**National Curriculum framework for Teacher Education: Towards Preparing Professional and Humane Teacher.**” NCFTE 2009 divided in six chapters.

1. Context, concerns and vision of teacher education
2. Curriculum areas of initial teacher preparation
3. Transacting the Curriculum and Evaluating the Developing Teacher
4. Continuing professional development and support for in-service teachers
5. Preparing Teacher Educators
6. Implementation strategies

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For 21st century School curriculum programmes need such skilled, qualified and humane teachers who help in attending the following qualities:

- Care for children and love to be with them, understand children within social, cultural and political contexts develop sensitivity to their needs and problems and treat all children equally.
- Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.
- Critically examine curriculum and textbooks, contextualize curriculum to suit local needs.
- Do not treat knowledge as a 'given', embedded in the curriculum and accepted without question.
- Organize learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.
- Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.
- Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

Statement Of The Problem

A comparative study of the knowledge of National Curriculum Framework for Teacher Education 2009 among secondary and senior secondary school teachers of Almora district

Objective Of The Study

The purpose of the present study to compare the knowledge of NCFTE 2009 among secondary and senior secondary school teachers on the basis of their sex, academic stream, locality, family type and caste.

Delimitations Of The Study

The problem is very vast & wide. Hence the investigator has delimited the problem as under:

- ✓ The study was confined to Uttarakhand and CBSE board teachers only.
- ✓ The study was confined to secondary and senior secondary school teachers (who teach class from 9th to 12th).
- ✓ The area of present study was limited to Almora district and 12 colleges were taken for sample.

RESEARCH METHOD

To fulfill the objectives of the present study, the researcher employed the descriptive survey method was used in the present investigation.

Population & Sample

In the present study all the secondary and senior secondary school teachers of Almora district were the population. For the present study the researcher adopted **random sampling technique** and selected **60 samples** from the population.

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Table 1: Distribution of pupil teachers selected for sampling based on their sex

S. N.	SEX	SAMPLE SIZE
1	Male	30
2	Female	30

Table 2: Distribution of pupil teachers selected for sampling based on their academic streams

S. N.	ACEDMIC STREAM	SAMPLE SIZE
1	Art	32
2	Science	28

Table 3: Distribution of pupil teachers selected for sampling based on their locality

S. N.	LIVING AREA	SAMPLE SIZE
1	Rural	33
2	Urban	27

Table 4: Distribution of pupil teachers selected for sampling based on their family type

S. N.	FAMILY TYPE	SAMPLE SIZE
1	Single	34
2	Joint	26

Table 5: Distribution of pupil teachers selected for sampling based on their caste type:

S. N.	CASTE TYPE	SAMPLE SIZE
1	Upper	30
2	Lower	30

Research Tool

In the present investigation the research tool which measure knowledge of NCFTE 2009 was made and standardized by G. S. Nayal and K. Mahara, Education Department, S. S. J. Campus Almora. The total number of items included in the Maapni ware 54. These items were related to the knowledge of NCFTE 2009. This tool was developed in Hindi because the all teachers did not understand English very well. This tool was made on objective type questions. Each question has four answers from which one must be chosen.

Administration And Procedure

The teachers, who were teaching in secondary and senior secondary schools of different areas in Almora district, were randomly selected & G. S. Nayal and K. Mahara which measure knowledge of NCFTE 2009 were distributed to 60 secondary and senior secondary school teachers and data was collected. In case of multiple opinion questions, teachers were instructed to choose only one opinion from provided list of opinions. First, rapport was established between investigator and the subjects. The instructions printed on the tool were explained to the subjects. It was ensured that no item of the questionnaire could remain unresponded before the form was collected. It was told to them their responses would be kept strictly confidential. Scoring procedure was simple. 1 mark was awarded to the right answer

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and 0 mark to wrong answer. The data obtained from 60 teachers were analyzed with the help of mean, S. D. and t-test.

Statistical Analysis

Data were analyzed using excel programme. Descriptive statistics were used and t-value was calculated. t-test was used to find the significance of difference in the knowledge test of NCFTE 2009 among 60 secondary and senior secondary school teachers at $p < 0.05$ and $p < 0.01$.

RESULTS

Statistical techniques have contributed greatly in gathering, organizing, analyzing and interpreting numerical data. The data were scored, tabulated and analyzing with the help of mean, S.D. and t-test. The number of secondary and senior secondary school teachers who participated in the study was 60 including rural (55%), urban (45%), male (50%), female (50%), Art (53.33%), Science (46.66%), Single (56.66), joint (43.33), upper caste (50.00%) and lower caste (50.00%). The data regarding knowledge about NCFTE 2009 of secondary and senior secondary school teachers were analyzed as follows:

Table 6: Comparative study of knowledge of NCFTE 2009 among secondary and senior secondary school teachers on the basis of their gender

Sex	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance Level
Male	30	26.37	6.26	2.80	0.01
Female	30	22.66	3.57		

***D. F. = 58, t-value is significant at 0.01 level**

The above result table no. 6 we can see that there was significant difference in the knowledge of NCFTE 2009 among secondary and senior secondary male and female teachers. t-value indicates that male teachers and female teachers have different knowledge of NCFTE 2009. Thus the null hypothesis, **“There is no significant difference in the knowledge of NCFTE 2009 among secondary and senior secondary school teachers on the basis of their gender”** was rejected. The main reason for this difference may be that the male teachers are seeing the main works related to NCFTE 2009 and main other works in schools and offices. The male teachers take interest in this type of schemes. Female teachers have many works in her home and they are busy from her family work. Male teachers do discuss about points of NCFTE 2009 in place to place with other teachers. Female teachers are less interested in such type of works.

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Table 7: Comparative study of knowledge of NCFTE 2009 among secondary and senior secondary school teachers on the basis of their academic streams

Stream	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance Level
Arts	32	26.81	4.87	5.79	0.01
Science	28	20.90	3.02		

***D. F. = 58, t-value is significant at 0.01 level**

The above result table no. 7 we can see that there was significant difference in the knowledge of NCFTE 2009 among secondary and senior secondary school in art and science teachers. t-value indicates that art teachers and science teachers have different knowledge of NCFTE 2009. Thus the null hypothesis, **“There is no significant difference in the knowledge of NCFTE 2009 of secondary and senior secondary school teachers on the basis of their academic streams” was rejected.** The main reason for this difference may be that the attitudes of arts stream teachers were higher than science stream teachers in theoretical and literary manner. Art teachers emphasized on theoretical portion rather than science teachers. That’s why the knowledge level of NCFTE 2009 of art teachers was found higher in their mean score.

Table 8: Comparative study of knowledge of NCFTE 2009 among secondary and senior secondary school teachers on the basis of their living place

Locality	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance Level
Rural	33	22.22	4.58	3.64	0.01
Urban	27	26.59	4.71		

***D. F. = 58, t-value is significant at 0.01 level**

The above result table no.8 we can see that there was significant difference in knowledge of NCFTE among secondary and senior secondary school teachers of rural and urban areas. t-value indicates that urban area teachers have more knowledgeable of NCFTE than rural area teachers. Thus the null hypothesis, **“There is no significant difference in the knowledge of NCFTE among secondary and senior secondary school teachers on the basis of their living place” was rejected.** The main reason for this difference may be urban area teachers read news about NCFTE in newspapers, use internet sites and going from educational offices. Rural area teachers have fewer facilities and his environments are not related to this type of knowledge. Today we are living in the era of ICT where mobile phone reached each and every hand. So urban area teachers use more internet in mobile, computers and get knowledge of NCFTE 2009.

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Table 9: Comparative study of knowledge of NCFTE 2009 among secondary and senior secondary school teachers on the basis of their type of family

Type of family	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance Level
Joint	26	24.4	6.01	.007	0.05
Single	34	24.41	4.59		

***D. F. = 58, t-value is non-significant at 0.05 level**

The above result table no. 9 there was non-significant difference in knowledge of NCFTE among secondary and senior secondary school teachers of joint and single family. t-value indicates that joint family teachers and single family teachers have same knowledge of NCFTE. Thus the null hypothesis, **“There is no significant difference in the knowledge of NCFTE of secondary and senior secondary school teachers on the basis of their family type” was accepted.** The main reason for this non-difference may be that there are same opportunities in school, societies, home for both joint family and single family teachers. In present time both progresses in same way. Another reason may be that in present time there are no differences in joint family and single family teachers in comparison to past time. Both joint family and single family teachers participated in all meetings related to NCFTE activities. Single family teachers are also interested in gaining knowledge same as joint family teachers. So both joint family and single family teachers have same knowledge of NCFTE. Teachers belonging to single family and joint family teachers have same facilities like internet, newspapers, television.

Table 10: Comparative study of knowledge of NCFTE among secondary and senior secondary school teachers on the basis of their caste

Category	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance level
Upper caste	30	24.97	4.56	0.96	0.05
Lower caste	30	23.70	5.74		

***D. F. = 58, t-value is non-significant at 0.05 level**

The above result table no. 10 there was non-significant difference in knowledge of NCFTE among secondary and senior secondary school teachers of upper caste and lower caste. t-value indicates that lower caste teachers and upper caste teachers have same knowledge of NCFTE. Thus the null hypothesis, **“There is no significant difference in the knowledge of NCFTE of higher secondary and senior secondary school teachers on the basis of their caste” was accepted.** The main reason for this non-difference may be that there are same opportunities in school, societies, home for both upper caste and lower caste teachers. In present time both progresses in same way. Another reason may be that in present time there are no differences in upper caste and lower caste teachers in comparison to past time. Both

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upper caste and lower caste teachers participated in all meetings related to NCFTE 2009 activities. Lower caste teachers are also members of NCFTE committees. Lower caste teachers are also interested in gaining knowledge same as upper caste teachers. So both upper caste and lower caste teachers have same knowledge of NCFTE 2009.

DISCUSSION

In the present study rural area teachers and urban area teachers have different knowledge of NCFTE 2009. Urban area teachers have high knowledge of NCFTE 2009 than rural area teachers. Male teachers have more knowledge of NCFTE 2009 than female teachers. Art stream teachers have more knowledge of NCFTE 2009 than science stream teachers. Lower caste teachers and upper caste teachers have same knowledge of NCFTE 2009. Joint family teachers and single family teachers have same knowledgeable of NCFTE 2009. The highest mean scores obtained for art stream teachers ($M=26.81$). This value of mean indicates that art stream teachers have higher knowledge of NCFTE 2009 than other. The lowest mean scores obtained for science stream teacher ($M=20.90$). This value of mean for science stream teachers indicates that science stream teachers have lowest knowledge of NCFTE 2009. Senior secondary teacher teach class 11th and 12th. Secondary teacher teach to class 9th and 10th. Thus the all other mean value scores between these two mean (M) values. Thus we can say that almost teachers have average knowledge of NCFTE 2009. There was a highest t-value (5.79) between science stream teachers and art stream teachers and lowest t-value (.007) between joint type family teachers and single type family teachers. The differences observed in the knowledge of NCFTE 2009 between rural area, urban area, males, females, art stream, science streams, upper caste, lower caste, Joint family and single family teachers were partly due to differences in their living areas, family type, caste, societies, subject interest, teaching experience and availability of the resources etc..

FINDINGS AND CONCLUSION

It may be concluded that the NCFTE 2009 is much more relevant in the present scenario of the teacher education in India. The problem is that the area of implementation. It is very hard in our Country to practices any new idea in short time. All the people concerning educational field should look into the framework, exchange their ideas, make positive approaches and pave the way for a positive change in the area of teacher education without which the future generation cannot be groomed properly. We are also hopeful for the positive change. In the present study researcher studies knowledge level of NCFTE 2009 among secondary and senior secondary school teachers of Almora district on the basis of some variables like sex, academic stream, locality, family type and their caste. We can conclude by the above data analysis as follows:

- There was significant difference in the knowledge of NCFTE 2009 among secondary and senior secondary male and female teachers.
- There was significant difference in knowledge of NCFTE 2009 among secondary and senior secondary school teachers of art and science.

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- There was significant difference in knowledge of NCFTE 2009 among secondary and senior secondary school teachers of rural and urban.
- There was non-significant difference in knowledge of NCFTE 2009 among secondary and senior secondary school teachers of joint and single family.
- There was non-significant difference in knowledge of NCFTE 2009 among secondary and senior secondary school teachers of upper and lower caste.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The possible implications of the study are as following:-

- **FOR POLICY MAKERS:** The finding of this study will be helped to policy makers of this field at various points-
 - In the development of curriculum for B.Ed. students.
 - To determine the attitude of teachers about their profession.
 - To determine the main aim of NCFTE 2009.
- **FOR SOCIETY:** Teachers have an important role to play in helping people develop a positive attitude towards changes in society. Teachers help by providing knowledge and understanding through the development of skills and the promotion of attitudes which future citizens will need in order to cope with the diverse issues they face. So the knowledge of NCFTE 2009 among teachers is very helpful for society.
- **FOR TEACHERS:** The present study prepares teachers for their role:
 - Encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens.
 - An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.
- **FOR RESEARCHERS:** Findings of this study will be very helpful for the researcher of this field especially in context of limiting the area of research and identifying the problems.

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