

NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION–2009 (NCFTE)

Biswajit Saha

Assistant Professor in Education

Sponsored Teachers' Training College, Purulia

INTRODUCTION:

- NCFTE 2009 is an attempt to improve teacher education in India, and to prepare ideal, innovative, humane and affectionate teachers.
- Based on NCF and to improve the curriculum framework, NCFTE was initiated.

CONTD...

- The NCFTE is an inspiring vision of teacher education, covering both pre-service and in-service teacher education, as well as preparation of teacher educators.
- The framework is an endeavour towards qualitative and quantitative improvements that could be achieved in educating teachers at school, grade, post-graduate, doctoral and post-doctoral levels.

OBJECTIVES:

- To enable the prospective teacher to understand the nature, purpose and philosophy of secondary education.
- To develop among teachers an understanding of psychology of their pupils.
- To enable them to understand the process of specialisation.
- To equip them to acquire competencies relevant to stage specific pedagogy curriculum development, its transaction and evaluation.

CONTD...

- To enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.
- To develop skills for guidance and counselling.
- To enable them to foster creative thinking among pupils for reconstruction of knowledge.

CONTD...

- To acquaint them with factors and forces affecting educational system and classroom situation.
- To acquaint them with educational needs of special groups of pupils.
- To enable them to utilize community resources as educational inputs.

CONTD...

- To develop communication skills and use the modern information technology.
- To develop aesthetic sensibility.
- To acquaint them with research in education including action research.

BASIC FEATURES OF NCFTE:

- Social and personal needs of children.
- Emerging needs of the school.
- Flexibility.
- The integrated and inter disciplinary approach.

MAJOR SHIFTS NEEDED IN TEACHER EDUCATION

FROM

- Teacher-centric, stable design.
- Teacher directions and decision.
- Teacher guidance and monitoring.
- Passive reception in learning.
- Learning within the four walls of the classroom.
- Knowledge as 'given' and fixed.
- Disciplinary focus.
- Learner exposure.

TO

- Learner –centric, flexible process.
- Learner autonomy.
- Facilitate, supports and encourages learning.
- Active participation in learning.
- Learning within the wider social context.
- Knowledge as it evolves and is created.
- Multidisciplinary focus.
- Multiple and divergent exposure.

ANALYSIS:

- Align preparation with the spirit of NCF 2005 so that classrooms have happier and active learning children.
- Re-visit the quality of elementary teacher preparation programme including curriculum, transaction and assessment.
- Build networks amongst institutes, schools and resource institutes.
- Make pre-service teacher preparation part of higher education system. It should be degree and not a certificate or diploma.

CONTD...

- Work upon NCFTE which promotes teacher as the enabler of a positive learning environment rather than source of all knowledge.
- Modification of current M. Ed. Programme to allow multiple entry points.
- Teacher education for pre-primary, primary and secondary education need to have separate programmes for preparation.

SUGGESTIONS:

- Systematic admission procedure.
- Teacher aptitude test should be conducted.
- Teacher education curriculum should be upgraded.
- B. Ed. Programme have become weak in theory and practice. So duration could be increased to 2 years with multi-disciplinary training.

CONTD...

- School internship should be increased to 6 months where all classes be observed and feedback given.
- Making language teaching with activities and lab-work.
- Integrating technology in all stages of preparation and conducting classes.

CONCLUSION:

- **NCFTE (2009)** promises to translate the vision into reality and prepare humanistic and reflective teachers who has potential to develop more professional teachers and improve their quality of training and education.
- Teacher education should be able to engage in thinking and capable of reflection and also be committed to continuous learning. This will develop their knowledge to keep abreast of latest researchers, innovations and improvement in process of education.

CONTD...

- From above discussion we conclude that the “National Curriculum Framework For Teacher Education” (2009), has been made to achieve the said goal and hailed the contents of this document as being revolutionary and extremely relevant to the present day needs.

“ 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 teachers.” **(National Policy on Education 1986).**

THANK YOU