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National curriculum framework for teacher education, 2009: A review of its perspectives and relevanceness

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The education commission (1964-1966) professed, "The destiny of India is now being shaped in her classrooms." So did the National policy on Education 1986 emphasize: "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 its teachers." Such exhortations are indeed an expression of the important role played by the teachers as transmitters, inspirers and promoters of man's eternal quest for knowledge. 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. There is an urgent need for guiding the teacher education programmes. In this background National Council for Teacher Education (N.C.T.E) developed N.C.F.T.E, 2009 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 eminent scholars, teachers educators, teachers, trainee teachers, representatives of NGOs, faculty of RIEs of NCERT, SCERTs, DIETs, IASEs, CTEs, 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. The new concerns of school curriculum and the expected transactional modalities have been emphasized in designing this framework for all stages of school education. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of Community Knowledge in education and ICT in schooling as well as e-learning become the centre-stage in the Framework.

The main purpose of this present article is to focus in the various aspect of NCFTE, 2009 and to evaluate its relevanceness in the present system of education and to highlight the views of teachers in connection with this framework.

1. About Teacher Education in Brief

Teacher education refers to the policies and procedure designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider Community.

Although ideally it should be Conceived of, and organized as, a seamless continuum, teacher education is often divided into these stages which is below-

- a) Initial teacher training/education: A pre-service course before entering the classroom as a fully responsible teacher.
- b) Induction: The process of providing training and support during the first few years of teaching or the first year in a particular school.

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- c) Continuing professional development (CPD): An inservice process for practicing teachers.

2. Brief outlines of NCF, 2005

This framework for Curriculum presents a vision of what is desirable for our children. It seeks to enable those who are involved with children and their schooling with the bases on which they can make choices that determine the curriculum. This provides and understanding of issues relating to children’s learning, the nature of knowledge and the school as an institution. This approach to the curriculum draws attention to the importance of the school ethos and culture, the classroom practices of teachers, learning sites outside the school, and learning resources, as much as to the dimensions of the system that exert direct and indirect influence. The NCF, 2005 emphasized in the following points –

- Strengthening a National system of education in a pluralistic society,
- Reducing the Curriculum lode based on insights provided in learning without Burden,
- Systematic changes in tune with curricular reforms,
- Ensuring quality education for all children,

- Languages, Mathematics, Science, Social Science, Pedagogical Work, Art, Peace, Health and Physical Education should be emphasize considering different levels of education.

3. Concerns of Teacher Education in NCFTE, 2009

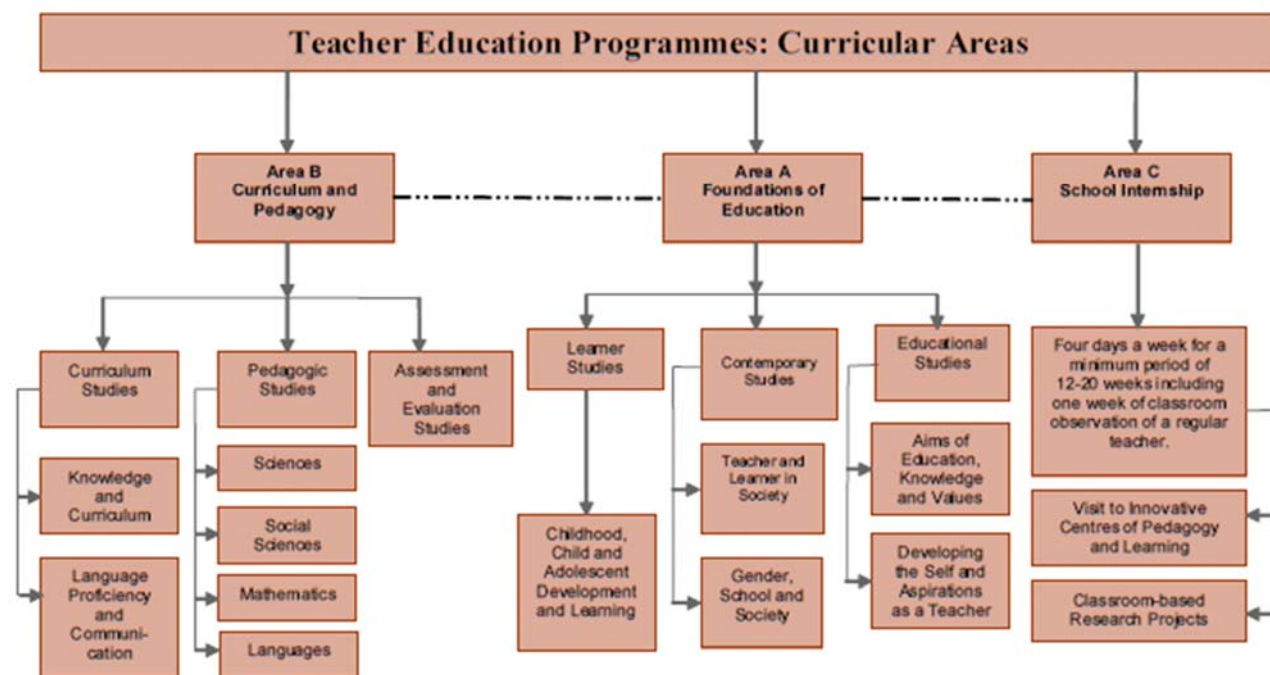
The NCFTE, 2009 focused on the following concerns of teacher education before making the Curriculum Framework—

- a) Professionalization of teacher education.
- b) Preparing teacher educators.
- c) Research and innovation in teacher education.
- d) Open and distance learning (ODL) in Teacher Education.
- e) Education of teachers in health and physical education.
- f) Education of teachers for vocational stream.

4. Curricular Areas of Initial Teacher Preparation In NCFTE, 2009:

The following flow chart presents the curricular areas along with potential courses of initial teacher’s preparation:

Flow Chart



Source: NCTE Document, 2009/10, page. 27

5. Discussion

The NCFTE, 2009 has given a systematic and comprehending framework of curriculum for the teacher education and also highlights the strategies to implement it. Almost every aspects of teachers education got preference in this framework. If we take a look on the framework some important points will come out such as follows—

- i. This framework ensures every sphere of education e.g. Theoretical, Practical, Psychological, Philosophical and also Socio-Economic aspect.
- ii. In this framework Area-C is very crucial and essential part of teacher education programme. This area focused

- on the practice teaching and innovative programmes which surely enrich the programmes of teacher education.
- iii. The others two areas i.e., Area-A and Area-B are common and already known areas and it is extracted from the earlier frameworks e.g. NCF-2005. But the significant point is that NCFTE, 2009 gave a single paradigm and caught all the features of curriculum to bring a desirable change in teacher education.
- iv. NCFTE, 2009 has abled to make an impact in the scenario of educational system. According to the view of NCFTE, 2009 open and Distance learning (ODL) programme for teachers has also been started in our state.

- v. Along with pre-service teacher education programmes, In-service and CPD programmes and its various perspectives are carefully and practically emphasized in the NCFTE, 2009.
- vi. NCFTE, 2009 paves the way for implementation of curricular areas by giving practical and reasonable strategies.
- vii. This framework is much reliable for making professional and humane teachers.

6. Our Views and Recommendations:

We observed the present teacher education programmes as pupil-teacher and acquainted with a large numbers of trainee teachers. With this view we like to mention some points of view concerning teacher education and NCFTE, 2009.

- i. The approaches of trainee teachers are very negative towards developing teaching skills. So, the curriculum framework for teacher education should emphasize to change the negative approaches of trainee teachers towards developing teaching skills.
- ii. Now-a-days teacher education programmes have become examination oriented. There is a need for urgent change.
- iii. NCFTE, 2009 will remain paper-work if all the states of India do not actively consider the issues of this framework.
- iv. According to us, a flexible teacher education system should be maintained specially for the in-service teachers. The teacher education programme should help the teachers time to time to solve their problems relating to the changes of educational perspectives.

7. 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 practicise 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.

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