

## • National Curriculum Framework on Teacher Education (NCF-TE 2009):

▣ National Curriculum Framework for Teacher Education 2009 is a Government of India draft created for proposing changes and updates required to the National Council for Teacher Education, an Indian Government body set up under the National Council for Teacher Education Act, 1993. The National Council for Teacher Education [NCTE] has prepared the National Curriculum Framework of Teacher Education, which was circulated in 'March 2009'. This framework has been prepared in the background of the NCF 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated and altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. National Curriculum Framework for Teacher Education [NCF-TE] 2009 is an attempt to improve teacher education in India, and to prepare ideal, innovative, humane and affectionate Teacher Education ~~etc~~ 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.

**Objectives :-** The following are the proposed areas to be targeted, according to the draft framework -

- (i) Context, concerns and vision of Teacher Education.
- (ii) Curricular Areas of Initial Teacher Education.
- (iii) Sample Redesigned schemas of Current Teacher Education Programmes.
- (iv) Evaluating The Developing Teacher.
- (v) Preparing Teacher Educators and Continuous Professional Development.

**The Main Goals of NCF-TE 2009 are:**

- (i) Unveiling and developing the teacher's own qualities.
- (ii) To assist the teacher in acquiring relevant and modern in-depth knowledge of his/her own educational subject and school curriculum.
- (iii) Teachers in the field of research and analytical thinking on students and their learning.
- (iv) To understand the educational and social issues and to assist the teacher in acquiring modern knowledge in the context of those issues.
- (v) To assist teachers in exchanging knowledge and experiences for teaching, curriculum, counseling etc.
- (vi) To prepare activate teachers to achieve relevant and important goals such as universalization and inclusion of education.
- (vii) To make classroom teaching more student-centered to enhance comprehension and conceptual learning instead of rote learning.

# Teacher Education Programmes: Curricular Area

Area B  
Curriculum and Pedagogy

Area A  
Foundations of Education

Area C  
School Internship

Curriculum studies

Pedagogic Studies

Assessment and Evaluation Studies

Knowledge and Curriculum

Sciences

Social Sciences

Language Proficiency and Communication

Mathematics

Languages

Four days a week for a minimum period of 12-20 weeks including one week of classroom observation of a regular teacher

Visit to Innovative Centres of Pedagogy and Learning

Classroom-based Research Projects

Learner Studies

Contemporary Studies

Educational Studies

Childhood, Child and Adolescent Development and Learning

Teacher and Learner in Society

Gender, School and Society.

Aims of Education Knowledge and values

Developing the Self and Aspiration as a Teacher

## • Main Features of the National Curriculum Framework:

■ The National Curriculum Framework elaborates the vision that Teacher education and school education have a symbiotic relationship and development in both these sectors will reinforce the qualitative improvement of the entire spectrum of education.

① NCFTE acknowledges the diversity of learning spaces and curriculum sites, apart from the classroom. It also believes that pedagogical knowledge has to constantly undergo adaptation to meet the need of diverse contexts.

② Teacher education is a long and continuous process in which pre-service, in-service and continuing professional development of the teachers are the inseparable part.

③ Suggestions were made to integrate theory and practice in the subjects in curriculum.

④ Both qualitative and quantitative evaluation and measurement procedures are highlighted.

⑤ Modern teaching approaches such as constructivism, comprehensive learning, contextual pedagogy and ICT integration need to be highlighted also.

## • Systemic concerns of Teacher Education:

■ The proliferation of sub-standard private teacher education institutions and the current state of teacher education programmes are both serious impediments to fulfilling the objectives of the NCF and the Right to Free and Compulsory education. The programmes have come under severe criticism for not addressing the needs of contemporary Indian schools and not preparing teachers who can impart quality education in schools. The NCF has described the current concerns of teacher education:

- ① Teacher education programmes provide little scope for student teachers to reflect on their experiences.
- ② Disciplinary knowledge is viewed as independent of professional training in pedagogy.
- ③ Theory courses have no clear link with practical work and ground realities.

## 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.

## REFERENCES

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- iv) <https://en.m.wikipedia.org/wiki>
- v) [www.news.icbse.com/national-curriculum](http://www.news.icbse.com/national-curriculum).