

# E-Content

**B.Ed.**

**National Curriculum Framework for Teacher Education  
(NCFTE, 2009)**

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## **National Curriculum Framework for Teacher Education (NCFTE, 2009)**

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**Objectives:**

Dear students, after going this e-tutorial you should be able to understand

1. Importance of NCFTE, 2009 in teacher education.
2. Six chapters of NCFTE, 2009.
3. Important dimensions of framework.

**Introduction**

The National Council for Teacher Education (NCTE) has prepared the *National Curriculum Framework for Teacher Education*, which was circulated in March 2009. The Framework has been prepared in the background of the **National Curriculum Framework (NCF), 2005** and the principles laid down in the *Right of Children to Free and Compulsory Education Act, 2009* which advocates for a transformed framework on teacher education. The framework which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. While clearing the vision of teacher education in India, the framework has some important dimensions of the new approach to teacher education. Major inputs from NCFTE ,2009 are as;

**Important Dimensions of the Framework**

- Reflective practices are considered to be the chief aim of teacher education.
- Pupil-teachers should be provided opportunities for self-learning, reflection, integration and expression of new ideas.
- Developing competencies for self-directed learning and ability to think, be critical and to work collectively.
- Providing adequate opportunities to student-teachers for observing and engaging with children, communicate with and get linked to children.
- The Framework has pointed out the centre of attention, objectives and broad areas of study in terms of academic and practical learning.
- To well execute the curricular operations and assessment related strategies for the various preliminary teacher education programmes.
- The sketch also outlines the elementary issues that should direct formulation of all programmes of these courses.

- The Framework has emphasized on the approach and methodology of in-service teacher training programmes.
- It has also pin pointed the strategy for implementation of the Framework.

### **Six Chapters of National Curriculum Framework for Teacher Education (2009)**

The National Curriculum Framework for Teacher Education of 2009 contains the following six chapters:

1. Context, Concerns and Vision of Teacher Education
2. Curricular 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

### **The Salient Features of Chapter 1<sup>st</sup>.**

- The curriculum framework of teacher education needs to be in harmony with the curriculum framework for school education.
- Teachers should be provided with a sufficient understanding of curriculum, subject-content and pedagogy.
- By making education less book centered, it should connect knowledge to the life outside the school.
- At all stages of schooling with respect to level, duration and structure there is requirement of bringing greater convergence between professional preparation and continuing professional development of teachers.
- It is required to upgrade initial teacher education by increasing the entry qualification and duration of training making it equivalent to a degree programme.
- It is desirable within a limited time that the existing one-year Bachelor's (B.Ed.) degree programme is structurally transformed to a two year one.
- It is important that teachers who manage and perform in the classroom are sensitized and made conscious about the attitude of inclusive education.

### **The Salient Features of 2<sup>nd</sup> Chapter**

- Teachers as beginners need to engage with and recognize children of different levels by interacting with them and observing them in varied social, economic and cultural contexts.
- Learning to listen to children with concentration and empathy are essential pre-requisites to develop teachers who are learner sensitive.
- It is suggested that comprehensive, systematic and scientific approaches to health education and health awareness be included in teacher education curricula.
- Every theory course should have an in-built field based units of study that leads to projects and assignments giving emphasis on observations and interaction.
- Using the mode of group and individual field-based assignments followed by workshops and seminar presentations, specific practicum courses should be designed for student teachers.
- It is also important to understand the classroom as a social context, as it provides a setting for interaction, making of dialogue and the opportunity to appreciate diverse perspectives on a given issue.
- Courses focused on philosophical thinkers in education, theoretical constructs that facilitate to question and debate issues around aims of education and questions of epistemology as well.

### **The Salient Features of 3<sup>rd</sup> Chapter**

- The emphasis, therefore, has to be on developing professional knowledge and capacities through a variety of self-directed tasks including case studies, projects, seminars and research activity.
- Attempts must be made to shift from the usual 'theory to practice' model to understanding theory.
- Teacher education programmes at all stages should provide opportunities to the future teachers for understanding the self, develop sensibilities, the ability for self-analysis and the capacity to reflect.

- Theory courses must be designed and transacted such that they provide greater space to generate a deep understanding of linkages between knowledge, learner, learning and methods of teaching.
- Pre-service teacher education programmes should provide sustained engagement with learners in school situations, experiences of teaching learners and observing them and regular teachers in classrooms.
- Internship experiences need to be organized in a way that is useful in evaluating teacher's ability.
- All theory courses will need to be inter-disciplinary in structure and have field-based units of study.

### **The Salient Features of 4<sup>th</sup> Chapter**

- Keeping in mind the aims of in-service programmes for professional development, there is a need to be familiar with the variety of types of in-service programmes and experiences that may contribute towards professional development.
- Courses of short and long duration designed to develop either specific skills or areas of interest could be developed and offered to teachers to attend over the year.
- Distance media can be effectively used to keep teachers in touch with other professionals of their own field.
- Attending meetings and conferences connected to the profession could also be counted towards professional development.
- Importance and significance of participation of teachers in teacher networks, school-based networks, school twinning partnerships and union networks.
- The language proficiency of primary teachers should be enhanced through specifically designed training modules and programmes offered on the job.
- Resource centers set up by pre-service student teachers during school internship programmes should become the hub of professional development of regular teachers.

### **The Salient Features of 5<sup>th</sup> Chapter**

- The quality of pedagogical inputs in teacher education programmes and the manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teacher educators.
- The teacher educator should share the underlying educational philosophy and possess the needed understanding and professional competencies to develop such teachers.
- The basic orientation of the initial training of elementary teachers should be transformed towards front-line national concerns like access, dropout, participation, achievement, gender, teaching in difficult contexts.
- Mechanisms need to be evolved to promote the entry of talent in teacher education programmes.
- Vertical linkages for post-graduate studies in education, including research programmes for students from a variety of science and social science disciplines need to be provided.
- Integrated models of teacher education of four or five years' duration could comprise of core components that would be common to all teacher education programmes (pre-primary, elementary, secondary and senior secondary) followed by specialization of professional development, specific to the stage of education.
- Specialization at the post-graduation level in science education, language education, social sciences education and mathematics education need to be developed.
- The distinction between education as a liberal study and education as a professional preparation needs to be appreciated and post-graduate programme design should take this into consideration.

### **The Salient Features of 6<sup>th</sup> Chapter**

- The document is being uploaded on the website of the NCTE ([www.ncte-india.org](http://www.ncte-india.org)) for the benefit of the system at large.
- The NCTE will make up a working group of scholars in the field of teacher education and allied disciplines common to teacher education to develop syllabi and course outlines, based on the NCFTE.

- Existing B. Ed. programmes should be reviewed to make easy the choice between a 4-year integrated model after +2 or a 2-year model after graduation, based on State requirements and available institutional capacity.
- A series of professional orientation/training programmes will need to be organized across the State.
- Steps will be initiated to evolve suitable mechanisms to promote the entry of talent in teacher education programmes through a variety of initiatives.
- A study to assess the dominant entry qualification of candidates for pre-service programmes in elementary education to design state-specific strategies will need to be undertaken.
- A nation-wide review of teacher education curriculum in the light of the school curriculum regeneration exercise would need to be undertaken.

### **Conclusion**

The NCTE has put all efforts to frame a vision document for teacher education in India. All the stakeholders were consulted to give their views on the qualitative and quantitative improvements that could be achieved in educating teachers at various levels like school, graduate, post-graduate, doctoral and post-doctoral levels. The NCFTE, 2009 is broader policy document and have many good implications for Indian teacher education. Overall, the focus of the documents was on below domains

- Context, Concerns and Vision of Teacher Education
- Curricular Areas of Initial Teacher Education
- Sample Redesigned Schemas of Current Teacher Education Programmes
- Evaluating The Developing Teacher
- In-Service Education and Continuous Professional Development
- Preparing Teacher Educators



### Check You Progress

1. Why NCFTE, 2009 came into existence?
2. What is the role of NCFTE, 2009 in teacher education programme?
3. Give the brief description of six chapter of NCFTE, 2009?

### Online Resources

1. [www.epgp.inflibnet.ac.in](http://www.epgp.inflibnet.ac.in)
2. <https://swayam.gov.in/>
3. <http://cec.nic.in/E-Content/>
4. [http://emmrc.uok.edu.in/Main/ViewPage.aspx?Page=emrc\\_learning\\_corner](http://emmrc.uok.edu.in/Main/ViewPage.aspx?Page=emrc_learning_corner)

### Suggested Readings

Mangla, S. (2010). *Teacher education trends and strategies*. New Delhi: Radha Publications.

Radha, M. (2019). *Teacher education*. New Delhi: PHI Learning.

Sharma, S. P. (2018). *Teacher education: Principles, theories and practices*. New Delhi: Kanishka Publishers

Talla, M. (2012). *Curriculum development: Perspectives, principles and issues*. New Delhi: Pearson Education.

