

CONTEMPORARY ISSUES OF EDUCATION

Presented

by

Piyali Banerjee

Assistant Professor

K.S.S Jain College of Education

National Curriculum Framework for Teacher Education

*Towards Preparing Professional
and Humane Teacher*

INTRODUCTION

NCFTE 2009 is an attempt to improve teacher education in India, and to prepare ideal, innovative, humane and affectionate teachers.

Based on NCF 2005 and to improvise the curriculum framework, NCFTE was initiated.

COMMITTEE

- Prof. C L Anand
- Prof V K Sabharwal
- Prof S V S Choudhary
- Prof C Seshadri
- Prof R S Khan
- Prof Raja Ganesan
- Prof L C Singh

OTHER EXPERTS INCLUDED

- Vice Chancellors
- Deans of Schools
- Eminent Scholars
- Teacher Educators
- Trainee Teachers
- NCERT, SCERT, IASA, CTEs, DIETs, University Department of Education

OBJECTIVES

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

OBJECTIVES.....

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

BASIC FEATURES OF NCFTE

1. Social and personal needs of children
2. Emerging needs of the school
3. Flexibility
4. The integrated and inter disciplinary approach

MAJOR ISSUES IN THE DOCUMENT

1. Teacher educators and school education
2. Stage specificity in the preparation of teacher educators

COURSE STRUCTURE OF THE NCFTE 2009

1. Perspective in Education
2. Curriculum and pedagogic studies
3. Engagement with the field
4. Interdisciplinary perspectives

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 program 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 a 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 programmes to allow multiple entry points
- Teacher education for pre-primary, primary and secondary education need to have separate programmes for preparation
- 2 year M.Ed elementary programme
- Current M.A/M.Sc program extended to include pedagogy courses and school experience component.

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 wherein 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 have potential to develop more professional teachers and improve their quality of training and education.
- Teacher educators should be able to engage in thinking and be capable of reflection and also be committed to continuous learning. This will develop their knowledge to keep abreast of latest researches, innovations and improvement in process of education.

CONCLUSION

- 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.

Thank You

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