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# NCFTE-2009: A SERIES OF INNOVATIVE PRACTICES IN TEACHER EDUCATION

Education

**KEYWORDS:** NCFTE-2009, Inclusive Education, ICT, Teacher Education.

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## ABSTRACT

Teachers are considered as the greatest assets of any education system. Education training of teachers has been considered crucial, not only for ensuring professionalism in teachers but also for facilitating school improvement and effectiveness. It is necessary to update the curriculum in this changing scenario according to the needs and demands of the society. The teacher education curriculum in India has been revised in 1978, 1988,1999, 2009 and now on the basis of NCFTE-2009 the curriculum of Teacher Education has been revised in 2015. National Curriculum Framework for Teacher Education-2009 is an attempt to improve Teacher Education in India and to prepare ideal, innovative, humane and affectionate teachers. It focuses on the issues related to Inclusive Education, Perspectives for Equitable and Sustainable Development, role of community knowledge in education and use of ICT, E-learning and Professional Development of the teachers. The main aim of this framework is to act as a catalyst to change the outlook of Teacher Education so that Teacher Education Institutions become a centre of excellence in terms of research as well as in practical sense directed to the improvement of educational methods and curricula. The intent of this paper is to highlight the innovative practices mentioned in NCFTE-2009

## 1INTRODUCTION

The change in socio-economic sphere has influenced educational systems as well. To fulfill the demands of society there is a great need to introduce modern and innovative practices in Teacher Education because only competent, qualified and professionally trained teachers can impart quality education among the students. Now days Teacher Education Institutions are facing many problems in terms of lack of funds, infrastructure, unskilled teachers etc. Teacher Education Curriculum in India has been revised in 1978, 1988,1998, 2009 and now on the basis of NCFTE-2009 the curriculum of Teacher Education has been revised in 2015. NCF 2005 places different demands and expectations on the teacher. So there a great need of professionally skilled, competent teacher to accomplish this task NCFTE 2009 came into existence. It has given various guidelines and suggestions regarding curriculum, methods, teaching pedagogies etc. National Curriculum Framework for Teacher Education-2009 is an attempt to improve Teacher Education in India and to prepare ideal, innovative, humane and affectionate teachers. It focuses on the issues related to Inclusive Education, Perspectives for Equitable and Sustainable Development, role of community knowledge in education and use of ICT, E-learning and Professional Development of the teachers. According to NCFTE-2009, 'A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school systems from a teacher changes from time to time, responding to the broader social, economic and political changes taking place in the society'. On this background of demand and expectations from society and schools, Teacher Education Programmes need to be strengthened in all aspects adding innovative ideas and practices.

NCFTE-2009 has given following various innovative practices in Teacher Education:

**Inclusive Education:** NCFTE 2009 has laid a great stress on inclusive education. Inclusive education refers to a union of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. According to inclusive education Children with incapacities and special needs also have the right to education just as normal children do. The main concern of NCFTE 2009 is to providing equal opportunities to children. In order to achieve this aim it is necessary that teachers must aware about the concept and philosophy of inclusive education and also equipped with all the ways and methods so that they can handle and fulfill the needs of these special children.

**Perspectives for equitable and sustainable development:** Another remarkable feature of NCFTE is that it has laid a stress upon equitable and sustainable development. There is a great need of future citizens who promote equitable and sustainable development for all the segments of the society and respect for all. It is necessary that they should be educated through those perspectives which develop values for peace, respects the rights of all. Children should be educated in such way that they become enable to understand the ecological crisis which is due to competitive and changing lifestyles. Violence is also increasing day by day among the students therefore there is a need of value-based education which decrease the threats and depression among the students. There is a great need that all teachers have to understand these issues and incorporate them in their teaching practices.

**Role of community knowledge in education:** Ancient times have an eye-witnessed that society or community played a significant role in the development of concepts in children and as well as application of school knowledge in real life i.e. formal education or knowledge should be linked with real life experiences. This increases the relevance of education as well as the quality of learning. NCF 2005 promotes the inclusion of locally relevant material in the curriculum as well as in teaching pedagogy. In order to achieve this aim there is an additional responsibility on the teachers that he/she should be well equipped and trained in such a manner that he can understand the needs of the students and select the relevant material and learning content experiences from the community for the classroom.

**ICT in school & E-learning:** ICT has become an essential and putative part of everyday life for many people. ICT is increasing in importance in people's lives and it is expected that this trend will continue future also. It also includes the communications equipment through which people seek and access information including the Internet, email and video conferencing. The use of ICT in appropriate contexts in education can add value in teaching and learning, by enhancing the effectiveness of learning, or by adding a dimension to learning that was not previously available. NCFTE stressed that there is a great need that it should be included in school education. With the help of ICT a teacher can make teaching-learning process effective & interesting. Students needs innovative and interesting learning materials from their teacher so there is a growing demand that teachers also equip with competence to use ICT not only for their students or to make teaching effective, interesting but also use ICT for their own professional and personal development.

**Professionalization of Teacher Education:** NCFTE 2009 stressed that there is need of "professional" teachers who would have

increased knowledge, responsibility, and authority. They would direct and implement those changes in the educational system which so far has been able to defeat all efforts to alter its fundamental form and process. Teaching is a profession and teacher education is a process of professional preparation of teachers. To become a successful and good teacher one has to undergo many difficult phases or long period of academic and rigorous professional training. It may be noted that teacher's role in teaching other than informational and cognitive may have suffered neglect in modern era due to various factors , but we cannot deny that reality that teacher's constitute an essential part of their role and functions. Therefore for the implementation of this for teacher education programs there is a need that emphasis should be given to developing in the teacher's proper attitudes, values, and outlook separately from training one as an accomplished skills person.

**Conclusion**

In the end it may be concluded that Teacher Education needs innovative changes in order to attain the standard of quality in all aspects of education. To impart quality education to the students, Teacher must attain various qualities in terms of qualification, competence and professional training and for this there is a great need to update and revise the curriculum of Teacher Education time to time with the changing demands of the society and by following the footprints of NCFTE-2009 Teacher Education can improve its present status and condition.

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