

Unit Author	
Author's Name	Shincy Mathew
Author's E. mail address	shincyanne@gmail.com
College Name	St. Joseph College of Teacher Education for Women
College phone	0484 2351695
Course	M. Ed

Unit overview	
Unit plan title	National Curriculum Framework for Teacher Education (NCFTE) 2010
Curriculum framing questions	
Essential questions	<ol style="list-style-type: none"> 1. Explain National Curriculum Framework for Teacher Education 2010 in detail. 2. NCFTE acts as a catalyst. Explain
Unit questions	<ol style="list-style-type: none"> 1. What is NCFTE? 2. What are the aims of NCFTE 2010? 3. Give the salient features of NCFTE 2010.

Content questions	<ol style="list-style-type: none"> 1. What do you mean by NCFTE? 2. Give any two characteristics of NCFTE 2010. 3. What are the aims of NCFTE?
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<p><u>Unit Summary</u></p> <p>The topic comprises of the following topics:</p> <ul style="list-style-type: none"> • Origin and characteristics of NCFTE 2010 • Main aims of NCFTE • NCFTE as a catalyst

- **Origin and characteristics of NCFTE 2010**

The National Council of 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 an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005.

While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under:

- Reflective practice to be the central aim of teacher education
- Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;
- Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
- Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.

The National Council for Teacher Education (NCTE) was constituted under the National Council for Teacher Education Act, 1993 for achieving planning and coordinated development of teacher education in the country, for regulation and proper maintenance of norms and standards in the teacher education system.

Aims of NCFTE:

The National Curriculum Framework for Teacher Education has been developed keeping in view NCF, 2005. Its aims are:

- To provide academic support to student teachers through preparation of Manual for the teacher education institutions and publication and dissemination of Thematic Papers on Teacher Education.
- To develop various quality control mechanisms, including re-composition of the Visiting Teams, periodical monitoring of the teacher education institutions and de-recognition of institutions not conforming to the Norms and Standards prescribed by the NCTE.

NCFTE (2009) promises to translate the vision into reality and prepare humanistic and reflective teachers that has the potential to develop more professional teachers and improve the quality of education. This vision can be realized through training in transformational leadership. The quality of pedagogical inputs in teacher education programs and the manner in which they are transacted to realize their intended objectives depend largely on the

professional competence of teacher educators. Teacher training is a profession and teacher education is a process of professional preparation of novice teachers as transformational leaders. Training of leadership qualities is an important aspect of professionalism. Preparing one for a transformational leadership is an arduous task and it involves action from multiple fronts and perspectives.

A new approach to curricular areas of teacher education has been highlighted. The curriculum of teacher education is broadly dealt with under foundations of education, curriculum and pedagogy and school internship. The foundations of education include learner studies, contemporary studies, and educational studies. Curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies. The school internship is visualized by situating the practice of teaching in the broader context of vision and the role of teacher and sustained engagement with learners and schools. In a departure from the existing approaches, the rationale of each major area alongwith curricular provisions, both in theory and practicum, have been indicated, leaving scope for individual reflection on the part of the institutions offering teacher education and the academics associated with them. This Framework is visualized to **act as a catalyst** to change the profile of teacher education so that the teacher education institutions become active centres not only of research but also of practical experiments directed to the improvement of educational methods and curricula.

Scope and Importance of NCFTE:

National Curriculum Framework of Teacher Education (NCFTE) is a very relevant topic. The teacher aims at orienting the students to know about the NCF 2005 in education. She aims to clarify about the concept of NCFTE to the students. She focuses on the characteristics and aims of NCFTE. The students would be able to get an idea about the role of NCFTE in moulding professional and humane teachers.

Subject areas: NCF 2005, NCFTE 2010

Class Level: D.EL.Ed.

Student Objectives/ Learning outcomes

1. To understand the concept of NCFTE 2010.
2. To know the various characteristics and aims of NCFTE 2010.

Procedures

Teacher refreshes the class through ask some questions related to education and NCF 2005 and provide orientation to the students. She makes the students understand about the characteristics and aims of NCFTE 2010. Later the teacher assigns group activities and concludes the meaning and aims of RTE and gives a recap about the various characteristics of NCFTE 2010.

Approximate time needed: 1 Hour

Prerequisite skills

Ideas about education and NCF 2005

Printed Materials

Text book, Resource books

Supplies

Black board, Chalk, Reading materials

Other resources

Accommodations to Support different levels of learners in your classroom

Slow learners

Group discussion, extended work time, detailed description, clarification of doubt, remedial classes

Gifted student:

Assignment for detailed study

Student assessment

Report:

Key word search: NCF 2005, NCTE, NCFTE 2010