



INNOVATIONS OF CURRICULUM DESIGN IN TEACHER EDUCATION: TRANSFORMING EFFECTIVE CLASSROOM PRACTICE

Dr. Kocherla Sankara Rao

Lecturer in Education M.R. College of Education, Fort, Vizianagaram, Andhra Pradesh.



ABSTRACT:

What's a curriculum? A teacher education curriculum is intended to provide children and young people with the knowledge and skills required to lead successful lives. Today, there is growing concern that the taught curriculum needs to be reconsidered and redesigned. The use of the word 'innovation' in discussions about the school curriculum and classroom teaching practice has become widespread. The teaching profession is charged with the immense task of creating conditions and developing processes for building the human skills and capacities. It is no surprise that in any national education system teachers are considered the most important element where educational quality is concerned. During the last three decades, the teacher education curricula have received severe criticism and their weaknesses have been well exposed. The Curriculum framework of Teacher education (1998) or more recent NCFTE (2009) one hardly talk about competency based teacher education or the process of making a competency based teacher. The experiential based teacher education is the need of the hour especially at pre-service teacher education programme. The aims of paper are discuss in detail the good practices to be followed in the Teacher education curriculum for transforming effective classroom practice.

KEY WORDS: - educational quality , creating conditions and developing processes.

INTRODUCTION:

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education - the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act, 2009. This would increase the demand manifold for qualified elementary school teachers. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. Given the problems of inadequate quality in most secondary schools due to poor infrastructure and insufficient and poorly equipped teachers, the need for addressing the professional education of secondary teachers acquires great importance. It is common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learners and the level of motivation critically influence the

quality of curriculum transaction in the classrooms and thereby pupil learning and the larger processes of social transformation.

TEACHER EDUCATION CURRICULUM IN RELATION TO SCHOOL EDUCATION CURRICULUM

A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education. 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 system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society. The Right of Children to Free and Compulsory Education Act and, in particular, increases the role and place of the school teacher. The teacher must be equipped not only to teach but also to understand the students and the community of parents so that children are regular in schools and learn. The Act mandates that the teacher should refrain from inflicting corporal punishment, complete the entire curriculum within the given time, assess students, hold parent's meetings and apprise them and as part of the school management committee, organize the overall running of the school.

The Act, vide section 29 (2), emphasizes the following areas while laying down the curriculum and evaluation procedures:

- ❖ Conformity with the values enshrined in the Constitution.
- ❖ All round development of the child.
- ❖ Building up child's knowledge, potentiality and talent.
- ❖ Development of physical and mental abilities to the fullest extent.
- ❖ Learning through activities, discovery and exploration in a child- friendly and child-centered manner.
- ❖ Medium of instruction shall, as far as practicable, be in child's mother tongue.
- ❖ Making the child free of fear, trauma and anxiety and helping the child to express views freely.
- ❖ Comprehensive and continuous evaluation of child understands of knowledge and his or her ability to apply the same.
- ❖ In addition, the NCF requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-creator of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabi, textbooks and teaching-learning materials. Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other.
- ❖ The launch of the massive Sarva Shiksha Abhiyan (SSA) in 2002 and the financial commitment and education access to augment the UEE mission have underscored the need to prepare the teachers adequately to address the growing demand for quality education. A similar demand may arise in the context of the impending universalization of secondary education in the coming years.
- ❖ There is now a public acknowledgement that the current system of schooling imposes tremendous burden on our children. This burden arises from an incoherent curriculum structure that is often dissociated from the personal and social milieu of children as also from the inadequate preparation of teachers who are unable to make connections with children and respond to their needs in imaginative ways. Teachers need to be creators of knowledge and thinking professionals. They need to be empowered to recognize and value what children learn from their home, social and cultural environment and to create opportunities for children to discover, learn and develop. The recommendations of the NCF on school curriculum are built on this plank. Educationists are also of the view that the burden arises from treating knowledge as a 'given', as an external reality existing outside the learner and embedded in textbooks.

- ❖ This view of education points to the need to take a fresh look at teacher preparation. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers need to be looked at as crucial mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learners. Textbooks by themselves do not help in developing knowledge and understanding. Learning is not confined to the four walls of the classroom. For this to happen there is a need to connect knowledge to life outside the school and enrich the curriculum by making it less textbook-centered.

TEACHER EDUCATION IN THE PRESENT SCENARIO

The National Knowledge Commission (NKC) has observed that teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as election-related responsibilities should not be allowed to interfere with the teaching process. Forums that allow and encourage teachers to exchange ideas, information and experiences including a web-based portal should be developed. At the same time, there should be transparent systems for ensuring accountability of school teachers. As far as possible, teachers should be recruited to particular schools.

Teacher education curriculum will reflect innovative practices in the following areas are:

COMPETENCY BASED TRAINING

In India the teacher education curriculum is more based on disciplinary knowledge rather on training. Repeated 'practice' in the teaching of a specified number of isolated lessons is considered as training. It is common knowledge that practice teaching which constitutes the most functional part of the teacher preparation has suffered severe neglect and dilution in quality. The common complaint is that theory dominates the curriculum and practice teaching continues to suffer from inadequacies of different kinds such as: it follows a mechanical routine (observation, micro-teaching, teaching practice and examination), operates with rigid lesson plan formats, inadequate mentoring and supervision; exhibits no original thinking, lacks variety and context specificity in teaching. This traditional, time-based approach to education have met with varying levels of success over the years, it is an ineffective system when the goal is to train individuals to perform specific, job-related skills. In a traditional educational system, the unit of progression is time and it is teacher-centered. A more appropriate approach is competency-based training (CBT). In a CBT system, the unit of progression is mastery of specific knowledge and skills and is learner or participant centered. There appears to be substantial support for competency-based training. Norton (1987) believes that competency-based training should be used as opposed to the "medieval concept of time-based learning." Foyster (1990) argues that using the traditional "school" model for training is inefficient. Therefore, teacher education should be based on developing competencies and the following are the key characteristics of CBT.

CROSS CULTURAL AWARENESS STUDIES

Diverse students have been part of school populations for many years, but as we enter the 21st century, schools include increasing numbers of students from a range of cultural, linguistic, and socioeconomic backgrounds. Achievement gaps between students of the cultural and linguistic mainstream and their peers from diverse backgrounds continue to exist. Teachers require support as they face the challenge of effectively teaching diverse students in their classrooms. Teacher-educators have used various methods to foster change in teachers' thinking, attitudes, and behaviors regarding cultural diversity, but these efforts have produced mixed results because they often focused on content rather the process of cross-cultural learning.

ENQUIRY BASED LEARNING AND TRAINING

The enquiry based learning and teaching most of our teacher education colleges focus on teaching a set of basic skills that do not serve the needs of modern schools. Traditionally, schools stressed the accumulation of information, and did not emphasize skill development or nurturing enquiry-based habits of mind. Enquiry-based teaching fosters enquiry-based learning. Students benefit in many ways: they learn about a much broader range of topics; they develop advanced literature searching skills; they develop the ability to analyze and synthesize information in more than one way, such as, for a short presentation to students and for a critical account for the tutor, they develop independent and co-operative learning.

CONCLUSION

The above Framework is visualized to act as a catalyst to change the profile of teacher education so that the teacher education institutions become active centers not only of research but also of practical experiments directed to the improvement of educational methods and curricula.

REFERENCES

- Allen, P. & Greeves, H. (April, 2005). Inquiry-based learning: A case study in Asian Studies. HERDSA News, 21-23.
- Barell, J. (1998). PBL: An inquiry approach. Arlington Heights, IL: Skylight Training and Publishing, Inc.
- Brew, A. (2001). The nature of research: Inquiry in academic contexts. New York: Routledge/Farmer.
- Foyster J. (1990). *Getting to Grips with Competency-Based Training and Assessment*. TAFE National Centre for Research and Development: Leabrook, Australia. ERIC: ED 317849
- Hudspith, B. & Jenkins, H. (2001). Teaching the art of inquiry. Halifax, NS: Society for Teaching and Learning in Higher Education.
- Joyce, B., Weil, M. & Calhoun, E. (2000). Models of Teaching. Needham Heights, MA: Allyn & Bacon.
- McIntyre, D. & Hagger, H. (1996). Mentoring in Schools: Developing a Profession of Teaching, London, David Fulton Publishers Ltd.
- NCTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher NCTE, New Delhi.
- www.educationindiajournal.org/home_art_avi.php?path=&id=164