

Rethinking – Curriculum Structure and Assessment System for Quality Teacher Preparation

Dr. ANIL KUMAR JAIN

Associate Professor

Vardhman Mahaveer Open University, Kota,
India

Abstract:

As the formal School system grew, Teacher Education Institutions also grew in numbers. Then Diversification of teacher education programme took place across different level such as Pre-School, primary, secondary and higher secondary. As such teacher education became a significant component of the educational system with a large network of various institutions offering teacher education programmes for professional development of Teachers. An overview of the education institution, their growth and maintenance of the quality came under serious criticism. It became to raise their standard though bringing about some major reforms in the prevailing of teacher preparation. Present paper tries to highlight of some of the reforms based on recommendation of NCFTE-2009 and afterwards recommendation made by NCTE in its Gazette Notification 2014 related curriculum and assessment system that are needed to upgrade the standard of teacher education institute and quality of teachers.

Key words: Curriculum Structure, Assessment, pedagogy.

Introduction:

The expectations from the teacher are manifold and multifaceted. As the Delore Commission (Learning: The Treasure Within, UNESCO 1996) suggests.

“The importance of the role of the teachers as an agent of change, promoting understanding and tolerance, has never been more critical in Twenty-First Century. The need for change from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from technology divided world where high technology is the privilege of the few to a technologically united world, place enormous responsibilities on teacher who participated in the moulding of the mind and character of new generation. The Stake is high and the morals values formed in childhood and throughout life become of particular importance.”

The teacher at any stage is expected to bring out the best in the child and youth and help them to realize the maximum potential (physical, intellectual, spiritual). The teacher’s education system should ensure adequate supply of such professionally trained teachers to teach and guide those who study in schools and institution of higher learning. The main concern is therefore to build teachers capability to translate curricular intents into appropriate learning experiences for children to enable them to acquire the desired knowledge, skills, attitude and aptitude. In order to achieve this, the teacher’s education system should be situated in and driven by the special quality features of the teacher’s education enterprises.

The teacher’s education system in the country is extremely vast and diverse, covering over different level of elementary, secondary and post-graduate programmes with lacks of intake. The system is managed by several agencies like Govt. departments, Universities and other autonomous establishments specifically created for the purpose.

The momentous developments and rapid advances in the field of education and training of teachers and the revolutionary

¹ ss

changes in the modes of imparting and receiving instructions pose multitude of challenges for the teacher educators and institutions. Quality improvement is a survival practice of any organization in this globalization, liberalization and privatization era for which the educational institutes cannot escape from this global phenomenon. The quality of teachers' education institutions can be improved by substantial betterment in outlook in training of the teacher. The success of any educational reforms is directly proportionate to the quality teachers education programmes. Detailed and in-depth studies undertaken in recent years have shown that the quality of pre-service and in-service teachers education programme in our country is deteriorating and the professional commitment and overall competence of teachers leave much to be desired. Therefore, everything necessary has to be done to ensure that our teachers' education institutions produce teacher of high quality and caliber. What does quality mean in the context of teachers education? Many definitions of quality in education exist, testifying to the complexity, multifaceted nature of the concept. The term efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Whatsoever be the definition of quality education the basic dimension of quality in any kind of education are: learners, learning environment, content, process and outcomes. Conscious initiatives are necessary to influence the quality of teacher education at various levels.

Present status of teacher training course

Before introducing NCTE Gazette Notification 2014 and suggestive curriculum framework the structure of teacher training course was loaded with more theoretical portion (70-80%) and practical is much lesser in terms of weight age (20-30%) which shows lesser attention of pupil teacher and teacher educator both. Nobody wants to understand the nature of child,

classroom management, teaching learning process etc. Most of the institution wants to finish their theory portion after completion of teaching practice. Both the portion loaded mechanically result of this incompetent teacher was produced and then ultimately message goes to the society in such a manner that the teacher training courses are not able to prepare a good teacher. NCTE suggestive curriculum framework 2015 emphasizes on nearby equal weight age of both theory and practice but still it has to be implemented. Present paper deals with suggestive implementation phases.

New methods and materials of teaching-learning

Education today has become more complex due to the vast societal changes and the new insights in the field of pedagogy. There is an explosion of knowledge in every field. New knowledge is generated in every field in every country of the world. There have been tremendous advances in science and technology, and more so in information and communication technology (ICT).

All these developments have brought about substantial changes in the methods and material of teaching and learning. Unfortunately, our teacher education institution has not been able to keep pace with these developments. Researches on classroom processes and present practices of teaching indicate that teaching in our school is remaining didactic and the emphasis is still on memorization of facts, and assessment of these through achievement tests.

There is a need of introducing learner centered strategy in teacher training course also. This is a humble effort of innovative practice experienced by Researcher and his colleague in his own teacher training institution. This paper is prepared on the basis of experience felt by researcher and theory related to constructivism. This presentation is also

advocating innovative assessment system of teaching training course.

Following would be the proposed phases of running the teacher training course at secondary level:

Phase I- Orientation Phase (One Month)

- Expectations of pupil teachers may asked about the course through discussion in small group of 15 pupil teachers (one day)

Following task may be given to Pupil teacher-

- ✓ What is your concept about school?
 - ✓ What is your concept about education?
 - ✓ What is your concept about teaching and learning?
 - ✓ They will be asked to Compare their views with readings available in the library (7 days)
- Pupil teacher are asked to :
 - i. Compare their view with structure prescribed for course (7 days)
 - ii. To prepare report in their own words (3 days)
 - Facilitators are asked to award the grade with appropriate comments and through discussion on report should be made so that pupil teacher may aware about their strength and weaknesses (5 days).
 - Related theory can be discussed after completion of each phase (4 days). Such as :
 - i. Contemporary India and Education
 - ii. Creating an inclusive School
 - iii. Gender, School and Society

Phase-II – Phases (2 months)

Classroom Observation (15 days)

Every pupil teacher may depute in schools for 15 days to understand the teaching learning and school system. Following points may be kept in mind while observing the class-

- ✓ How children learn?
- ✓ Interaction of teacher and learner.
- ✓ Facial expression of teacher and way of handle the class.

Pupil Teacher is asked to:

- i. Compare their view with readings available in the library
- ii. Prepare brief report on the observation (3 days)
 - ✓ Facilitators are asked to award the grade with appropriate comments and through discussion on report should be made so that pupil teachers may aware about their strength and weaknesses. (5 days)
 - ✓ Related theory can be discussed after completion of this phase. (15 days)

Phase-III- Communication Skill (One Month)

- Pupil teacher are asked to :
 - ✓ Prepare a presentation on any topic of his choice for 5-7 minutes in simulated conditions.
 - ✓ Other group members are asked to observe.
 - ✓ List out components/skills appealed to them and those which are not good
 - ✓ After presentation of each members of Pupil teacher prepare a consolidated list of skills which are essential for good teaching. (7 days)
- Pupil teacher are asked to :
 - ✓ Compare their view with readings available in the library classroom presentation and teacher skills (7 days)
 - ✓ Prepare brief report on the observation (3 days)
- Facilitators are asked to award the grade with appropriate comments and through discussion on report

should be made so that pupil teachers may aware about their strength and weaknesses. (5 days)

- Related theory can be discussed after completion of this phase (8 days). Such as :
 - i. Reading and reflecting on texts
 - ii. Language across the curriculum

Phase IV- Learner centered Pedagogy in form of Demonstration Lesson (One Month)

We have been talking about learner-centered pedagogy for the past well over 16 years; but even today our classrooms mostly remain what they were 25 years ago. Large over-crowded classes, ill-trained and untrained teachers, poorly equipped classroom, single teacher schools, and multi-grade teaching is some of the stark realities that severely restrict the use of learner-centered pedagogy. It is high time that we switch over from teacher centered education to learner-centered teaching and learning. Teacher need to be trained and facilitated to handle learner centered pedagogy.

Exposure of these strategies should be given by teacher educator in actual classroom situations. This can be feasible only by introducing innovative demonstration lesson strategies in teacher education syllabus.

Following demonstration lesson may be presented by teacher educator in actual classroom situations:

- i. Lesson related to peer group learning strategies.
- ii. Lesson related to Role playing strategies.
- iii. Lesson related to Problem solving strategies.
- iv. Lesson related to Group discussion strategies.
- v. Lesson related to Panel discussion strategies.
- vi. Lesson related to Team teaching strategies.
- vii. Lesson related to Supervised Study strategies
- viii. All demonstration lessons should be followed by discussion. Presentation of observation taken by pupil teacher should also be strictly maintained.

- ix. Observation skill of pupil teacher should also evaluate.
- x. Pupil teacher are asked to compare their observation with reading available in library and prepare the report.
- xi. Facilitators are asked to award the grade with appropriate comments and through discussion on report should be made so that pupil teachers may aware about their strength and weaknesses.
- xii. Related theory can be discussed after completion of each phase. Particularly related to pedagogy of teaching subject.

Phase V- Teaching Phase (2 Months)

Step essential for preparing lesson plan should be evolved through discussion with pupil teacher.

- Pupil teacher are asked to :
 - i. Compare prepared step of lesson plan with readings available in the library related to teaching learning and pedagogy.
 - ii. Prepare lesson plan on his/her methodology subjects and discuss it with fellow teacher and teacher educator both.
 - iii. Prepare at least two lessons on at least 10 learner centered innovative strategies (as in each teaching subjects).
 - iv. Facilitators are asked to award the grade with appropriate comments.
 - v. Related theory can be discussed after completion of each phase.

Phase VI- Analysis of Theory Papers (3 Months)

Pupil teacher are asked to search their experience of all the five phases in theory paper. And prepare a list of topic with

short description which are matched with previous experience and those which purely theoretical.

Short assignment can be prepared on each theory paper. This work may be fulfilled the requirement of sessional work of each theory paper.

Phase VII- Mid-Term Theory and Teaching Pedagogy Evaluation (1 Month)

Assessment of Theory paper should be planned particularly on formative and Practical on Summative mode. Proper Evaluation Partial may be planned to evaluate the learner (15 days) .

Teaching skill of Pupil Teacher may be evaluated. The form learner centered criticism lesson and final evaluation should be based on feedback session (15 days)

Phase VIII- Internship (6 Month)

Pre internship phase (15 days)

Pupil teacher are asked to prepare a list of activity which would be performed in next 6 months –

- 1) Observe all the school activities in any nearby school for seven days.
- 2) Prepare a list of curricular and co-curricular activities conducted in day to day school routine.
- 3) Prepare a list of duties to be performed by teacher other than teaching task.
- 4) Prepare short lessons plan with brief guideline.
- 5) Prepare a consolidated list of activities to be performed during internship.
- 6) Prepare observation schedule, interview schedule etc.

Discuss all these activities with teacher educator and finalize it.

Middle internship phase (6 months)

- 1) Observation of all the activities of the school.

- 2) Taking interviews of all the conveners of different curricular and co-curricular activities.
- 3) Presenting two lessons per day for 6 months.
- 4) Participating in all activities of school from morning assembly to end of the day.
- 5) Participation in all co-curricular activities.
- 6) Role of conveners of different committees.

Post internship phase (15 days)

- 1) Pupil teacher are asked to-
 - ✓ Compare experiences of internship with theory readings available in the library.
 - ✓ Prepare detailed report on internship.
- 2) Facilitators are asked to award the grade with appropriate comments and through discussion on report should be made so that pupil teachers may aware about their strength and weaknesses.
- 3) Related theory can be discussed after completion of each phase such as
 - ✓ Gender , school and society
 - ✓ Creating an inclusive school

Phase IX- Final practical Examination

Every pupil teacher has to present one lesson in each method subject based on learner centered strategy.

Phase X – Final theory Paper

Only 50% of theory should be asked in final theory examination where emphasis should be given on the practical based questions so that student can write his views by felt experiences of actual classroom situation. Questions may be asked on prospective class room experiences.

REFERENCES

- Delors Commission (Learning: The Treasure Within, UNESCO 1996)
- Education Commission of the states (2003), eight questions on teacher preparation: what does the research say?" ECS, Denver Colorado.
- Education Commission of the states (2004), "Professional Development, pros and cons. What does the Evidence say?" ECS, Denver, Colorado.
- Hanushek, E. Aa & Rivkin, S. G.(2004), How to improve the supply the of high quality teachers, Brookings papers on Education policy 2004.
- Hargreves, A.(2003), Teaching in the knowledge society, Open university press, Maidenhead, England.
- National Curriculum Framework (2005), NCERT New Delhi
- National Curriculum Framework for Teacher Education – 2009
- Positional Papers of different subject group to NCF – 2005
- Recommendation of NCTE related to teacher education Curriculum.
- Wilson S.; Ferrini-Mundy, J., Floden, R (2001). Teacher preparation research: current knowledge, gaps and recommendations.