



A STUDY OF KEY ASPECTS OF TEACHER EDUCATION EXPRESSED IN THE VERMA REPORT AND ITS REFLECTION IN THE PRESENT TEACHER EDUCATION CURRICULUM OF SNDT UNIVERSITY

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Introduction

In August 2012 Govt. of India published one report of the high powered commission on Teacher Education constituted by the Hon'ble Supreme Court and India named as 'Vision of Teacher Education in India : Quality and Regulatory Perspective'.

In that report, Volume 1, Chapter 2, is 'Quality of Pre-Service Teacher Education'. In that chapter committee has given outline for Teacher Education Curriculum under the code 2.11, having subtitle, 'Redesigning Teacher Education Programme' (pg.23.). There mentioned ten key aspects which give several ideas for redesigning pre-service as well as in-service teacher education.

Writer of this paper is a Teacher Educator, so she has considered those key aspects only for pre-service Teacher Education Program. She analyzed present Teacher Education curriculum of her own university according to suggested key aspects and searched its reflection in the curriculum.

Objectives

- To study the report of Verma committee regarding pre-service teacher Education.
- To understand the expectations of Verma Committee regarding pre-service teacher Education.
- To see its reflection in the present teacher education curriculum of SNDT Women's University.
- To analyze the present Teacher Education curriculum according to key aspects mentioned in the Verma Report.

Method Survey : Data Analysis

Data Collection

In that report expected key aspects about teacher education program are the same which are suggested in the NCFTE,2009 . Those key aspects are mentioned below.

Out of these ten key aspects first eight are directly related to curriculum so researcher analyzed first eight key aspects and searched its reflection in the SNDT University's present Teacher Education curriculum.

Reflection of Key aspects in curriculum

a. The inclusion of disciplinary (subject) content engagement in courses on pedagogy:

It means that pedagogy should not be separated from its subject content.



In our syllabus we have not separated pedagogy from its content, there are not two separate papers 'Teaching methodology' and 'Content of School Subject'. There is one combine paper, content cum methodology, named as 'Subject Education'. While introducing particular method of teaching it is expected to combine this pedagogy with appropriate content.

For example, while introducing Inductive- deductive method of teaching mathematics it is expected to keep appropriate content in front of students, ask to observe keenly and then ask to come to conclusion. This way of teaching automatically introduces nature, merits and demerits of pedagogy with appropriate content. Also develops reasoning, logical thinking.

For better understanding of pedagogy subject content is essential. Keeping in mind the nature of pedagogy we constructed Subject Education Paper. In every Subject Education Paper pedagogy is included with subject content.

b) The inclusion of the nature, philosophy, and history of disciplines in specific pedagogy courses to engage student-teachers with epistemological basis of different school subjects.

It means that we have to enable the student teachers to understand nature, structure, importance, history and correlation of each school subject.

In syllabus, in each Subject Education paper, in Module 1, we have given stress on the same key aspect. Here copied the actual module from syllabus related to same key factor. Module's objectives and its content referring the same key aspects.

Paper ; Subject Education

MODULE C9.1: Reflecting on science education (Credit: 1, Hours: 15, Marks: 25)

Objectives:

- To enable the student teachers to-
- Understand the nature and the structure of science
- Understand the importance of learning science
- Analyze the content of science in different ways
- Establish correlation of science with other school subjects and life situations.

Contents:-

1.1 Reflecting on science education

a) **Meaning, nature and Structure of science**

- **Meaning and Definitions of science**
- **Science viewed as a body of established knowledge, a way of investigating/inquiry, a way of thinking**
- **Structure of science, Science processes and steps in scientific method, scientific attitude.**
- **Implications of nature and structure of science in science teaching.**

b) **Past, present and major trends for the future of science teaching**

c) **Place and importance of science in present school curriculum**

Place of science as a compulsory subject in the curriculum

Importance: Intellectual, vocational, aesthetic, practical, moral, psychological, and cultural value.

d) **Concept of general science and importance of integrated approach to teach science.**

e) **Content analysis of science**

- **According to nature of the content,**
- **According to ten core elements of school curriculum**

f) **Correlation of science within the subject, with other school subjects, with life in general.**



You will get the reflection of second key aspect through our subject Education course. It means that through our curriculum we are satisfying the second key aspect. Through each Subject Education paper we introduce epistemological base of school subject, its nature, philosophy and its history to student teachers.

(c) The inclusion of learner assessment as part of pedagogical approaches to develop perspectives and a repertoire of skills in teachers.

To develop perspectives and a repertoire of skills of teachers about learner's assessment we have already included pedagogy of 'assessment' in Theory Course IV and in Theory paper of Subject Education.

Following is the related content from subject education

Paper : Subject Education

Module :3 : Growing professionally

Content related to above key aspect is

- a. Using evaluation for feedback, improvement in teaching and learning of the students
 - Concept of continuous, comprehensive and cumulative evaluation process,
 - Formative and summative evaluation
 - Using various tools and techniques for assessing cognitive, affective and psychomotor outcomes
 - Constructing and administering achievement tests and skill tests
 - Diagnostic test and remedial teaching

Following is the related content from Theory Course IV

Paper IV : Understanding & Developing the Learner'

Module 4-Understanding problems and facilitating development of the learner

Content related to above key aspect is

Contents:

- a) Ways to study children- Formal and informal Assessment tools, providing guidance and counseling to the children

Means as a part of pedagogical approach we aware student teachers about various ways of assessing the learner and enable them how to assess the learner.

(d) Shift in the focus from 'Concepts of Educational Psychology' such as learning theories to concepts related 'children's development', 'children's learning' and 'thinking patterns', thus contextualizing teacher's knowledge.

In our curriculum the paper related to Educational Psychology is split in two theory papers. One theory paper is 'Understanding and Developing the Learner' and another is 'The Teaching-Learning Process'.

The paper 'Understanding and Developing the Learner' introduces various theories which are mainly related to children's development . These theories enable the student teachers to understand how development and learning takes place among the learner. Some child development theories which are included in our syllabus are as follows.



- Piaget's theory of cognitive development
- Vygotsky's social cognition development theory
- Kohlberg's Moral development theory
- Erickson's Psycho social development theory
- Growth and development of brain and its lifelong impact, brain development and language development, concept of 'developmentally appropriate' learning opportunities, education for appropriate parenting
- Learning styles its relevance to learning process, personalization of learning opportunities.
- Multiple intelligence view of Gardner, Guilford's view, Sternberg's view, Goleman's view about emotional intelligence and social intelligence.

Means through our syllabus we enable student teachers to understand child's development, child's learning.

The paper 'Teaching Learning Process' gives stress on how learning takes place among the learner, helps student teachers how to design teaching to facilitate learning and how to design teaching to develop higher mental processes. In this paper included content is

- Models of teaching ,Learning theories
- Developing logical thinking and Reasoning
- Problem solving through Problem based/ project based/ case based/ theme based learning
- Developing Creative thinking: Meaning and nature of creativity; factors of creativity; Development of creativity through use of brain storming as given by Osborn, question checklist, Syntectics technique by Gordon, Attribute listing
- Lateral thinking and its development as given by De bono

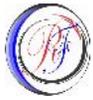
While introducing learning theories we give more stress on its educational implication in real situation. In both papers we have skipped the following points

- meaning and concept psychology
- areas of psychology
- uses of psychology
- meaning and concept of educational psychology etc.

After analyzing content it is found that main focus of theory courses is contextualizing teacher's knowledge on 'children's development', 'children's learning' and 'thinking patterns'.

(e) Introduction of courses that engage student-teachers with contemporary Indian issues within inter-disciplinary frameworks so as to locate education and the learner in a socio-cultural, economic and political context with a thrust on diversity.

In our curriculum theory course III is satisfying above key aspect. Name of this theory paper is 'Current Concerns and Trends in Education'. This paper helps student teachers to aware about contemporary Indian issues , its impact on education and role of teacher. Following current Indian issues are included in this theory course are as follows.



- e-learning
- programmed learning
- Computer assisted learning
- Time management
- Total Quality management
- SWOT analysis
- Health Education
- Sex/ family education
- Environment Education
- Value Education
- Peace Education
- Distance Education
- Education for Entrepreneurship
- Disaster management

It means that through our curriculum we are awaking our student teachers with contemporarily current issues of Indian society and aware them about their role.

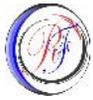
(f) Integration of field –based study in theory courses so as to enable teachers to think praxis.

To enable teachers to think praxis following field-based theory content is included in the theory courses IV

Theory Paper	Field based theory content
Paper IV- Understanding and Developing the learner	b) General Characteristics, learning difficulties of, ways to cater special needs in inclusive set up of the following able and differently able children(6) <ul style="list-style-type: none"> ➤ Orthopedic handicapped ➤ Visually impaired ➤ Hearing Impaired ➤ Educable and Trainable mentally retarded ➤ Learning disable- Dyslexia, Dyscalculia ➤ Children with above intelligence ➤ creative children

It is expected to teach this topic with field-based study.

It is expected that teacher educator ask her students to visit special and normal schools, ask to observe actual working process , ask to discuss with concerned teachers. By



observing teacher's teaching at actual situation student teachers have to understand teacher's creativity and her limitations while tackling such types of students and how they overcome those limitations.

Student teachers from writer's college actually visit the various special and normal schools. Observe teaching-learning process at actual place, make discussion with teachers. Then they prepare visit report, and present that report in the Large Seminar with their actual experiences.

In our syllabus, in theory paper III, one teaching point is related to Types of School i.e. Ashram Shala, Navoday Vidyalay, Sainik school. It is not expected to give the information or teach the nature of those schools in the class. But it is expected to integrate this theory content with field based study.

In our college, for teaching this point, concerned teacher educator arranges field visit. Provide her student teachers particular questionnaire. Ask them to visit particular school, observe the nature of the school, arrange talk with Principal, teachers and students and collect factual information.

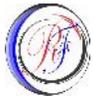
In our theory paper IV, while teaching Piaget's Cognitive development theory, teacher educator ask to perform actual experiments on field, on students of various stages and then conclude about cognitive development in particular stage.

Means through our syllabus we enable teachers to think praxis. Found that there is integration of theory courses with field –based study.

(g) Design of practicum courses that enable observing and studying children in 'real' contexts; provide hands-on experience of curriculum/text analysis and design; field tours for getting first-hand experience of diverse socio-cultural and socio-economic contexts.

In our curriculum we introduce following practicum related to above key aspect.

- **Internship** : We arrange internship of 2 weeks Through internship we give opportunity to our student teachers to understand learner in real context.
- **Field visits**: Two field visits are kept in our syllabus. Through field study we always try to give first-hand experience of diversity among learners to our student teachers.
- **Social awareness program**
- **Case study** : To understand learner thoroughly this practicum is included in the syllabus.
- **Action research**: In our syllabus each student teacher has to perform one action research during internship program. We provide various topics for action research to our student teachers; such as : To study the content of subject according to core elements, To study the content of subject according concerned factors mentioned in NCF 2010, To design and implement various activities for enriching the content, To analyze text according to its nature and characteristics etc.
- **Practice lessons**: Each student teacher has to complete 12 practice lessons



Designed all activities in our curriculum , we enable our student teachers to understand learner in actual situation.

(h) Introduction of courses of language proficiency for the developing teacher.

In our Language education paper we can get reflection of this key aspect. It is included in all five language education course i.e. English, Hindi, Marathi, Guajarati, Sanskrit etc.

For getting language proficiency it is must essential to acquire four basic skills of language learning i.e. Listening , Speaking, Reading, and Writing. Through our language education course we try to develop these four skills. Sub point mentioned in the English Language Education curriculum is

English Language Education

Module 1 : Content 5 : Four basic skills of language Learning applied to English

a) Listening b)Speaking c) Reading d) Writing.

For proper speaking and writing it is essential to know structure of subject. Through our course we are introducing structure of subject to our student teachers. Sub point mentioned in the English Language Education curriculum is

English Language Education

Module 1 : Reflecting on English Education

Content 6 : Structure of English Subject

- a. Phonetics
- b. Vocabulary
- c. Parts of speech
- d. Sentence pattern
- e. Prose
- f. Poetry
- g. Dialogue

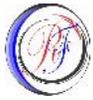
Through our Module 4 from English Language Education, we emphasis that how language proficiency help them to become a good Teacher. Sub point mentioned in the curriculum is as follows

English Language Education

Module 4 : Growing Professionally

Content 1 : Becoming a Good Teacher

- a. Content enrichment
- b. Good command over basic skills of language in English
- c. Active and effective communication



Designed all content and related activities mentioned in our curriculum, we enable our developing teacher to motivate and to learn basic skills and structure of language to get language proficiency.

Remaining two key aspects, mentioned below, are not related to curriculum.

(i) Instituting Teacher Learning Centers for grounding the education of pre-service students within immediate classroom contexts, the wider societal context and learner diversity.

(j) Setting up of laboratory schools as part of the education of teachers

Conclusions

- Varma Committee mentioned ten key aspects for redesigning pre-service as well as in-service teacher education. Out of ten key aspects eight aspects are directly related to curriculum.
- Reflection of first eight factors is found clearly in the curriculum of Teacher Education of SNDT University.
- Curriculum of teacher education of SNDT Women's University satisfying maximum expectations of Verma Committee's Report regarding pre-service teacher education.

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