



TEACHER EDUCATION: SOME RESOLUTIONS

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Background

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 rigorous shortage of qualified and motivated school teachers at different levels.

The NCF 2005 requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct her knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabus, textbooks and teaching learning materials. Such roles demand that teachers be equipped with a better understanding of curriculum, subject content and pedagogy on the one hand and community and school structures and management on the other.

While framing the structure of Teacher Education curriculum the researcher considered the following national frameworks and their recommendations.

1. National Curriculum Framework- 2005, NCERT, New Delhi.
2. National Curriculum Framework for Teacher Education- 2010, NCTE, New Delhi.
3. 2-Year B. Ed. Curriculum prepared by the NCERT, New Delhi.
4. UGC guidelines for designing curricula for Choice Based Credit System of Higher Education

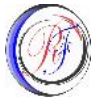
A. NCTE Recommendations

The following considerations about teacher education curriculum guided the present document

- Need for reducing the theory load in the teacher education curriculum
- Reducing the gap between theory and practice, teacher education curriculum and school realities
- Rationalizing curricular areas of teacher education from the standpoint of knowledge domains of teachers viz., subject matter knowledge, pedagogical knowledge, pedagogical content knowledge and teaching performance
- Assessment to have a variety and continuity with scope for feedback and correction

Duration

This curriculum document is designed for 'one year secondary teacher education programme' consisting of two semesters of about 18 weeks each including admission, preparatory holidays and examination, assuming six working days in a week.

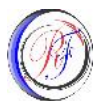
**General Objectives**

The curriculum is designed to achieve the following general objectives of the B. Ed. programme

1. The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
2. The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts
3. The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences
4. The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
5. The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
6. The student teacher develops self identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his/her choices and actions

NCTE - Scheme of Study

Area	Credits	Contact Hrs.	Marks
Area A Foundations of Education			
A1 Education and Development	3	3	100
A2 Education: An Evolutionary Perspective	3	3	100
A3 Contemporary Issues & Concerns in Secondary Education	3	3	100
Area B Pedagogical Knowledge			
B1 Learner and Learning	3	3	100
B2 Teaching: Approaches and Strategies	3	3	100
B3 Assessment for Learning	3	3	100
B4 Learning Resources			
B5 Classroom Organisation and Management	2	2	100
Area C Pedagogical Content Knowledge			
C1 school subject-1	4	5	100
C2 school subject-2	4	5	100
Area D School Based Experiences			
D1 Initiatory School Experiences	3	(One day/week)	100



D2 Internship in Teaching	4	4 weeks	300
Area E Add on Courses			
E1 Language Proficiency	1	2*	
E2 ICT- Skill Development	1	2*	
Total	40	33	1400

Modes of Learning Engagement: The NCTE suggested the learning techniques like Lecture-Discussion Session, Focused Reading and Reflection, Observation-Documentation-Analysis, Seminar, Case Study, School Based Practical and Workshop.

Modes of Assessment: The NCTE included modes of assessment like written tests and assignments, Products, Observation, Records/Reports/Reflective Journals and Diaries.

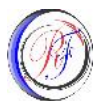
Scheme of Assessment

This has been shown in the weightage for formative and summative assessments.

Area	Sessional	Terminal
Area A: A1, A2, A3	30	70
Area B: B1, B2, B3, B4, B5	30	70
Area C C1, C2	50	50
Area D D1	100	---
D2	100	100*
Area E E1, E2	Grades	

B. NCFTE Recommendations: The National Curriculum Framework for Teacher Education suggested the nature of curriculum as follows.

Curricular Areas	Major Components	Curricular Aspects	Curricular Provision
Area-A: Foundations of Education	Learner Studies	Drawing upon psychology, sociology, linguistics and education.	2-3 theory courses Practicum
	Contemporary Studies	Drawing upon sociology, history, philosophy, psychology, political science and economics.	1-2 theory courses
	Educational Studies	Drawing upon educational theory, philosophy, history and sociology.	1-2 theory courses 1 course
Area-B: Curriculum and Pedagogy	Curriculum Studies	Focus on key concepts of the basic disciplines of language, mathematics, social sciences and sciences; sociology of knowledge and curriculum	4-6 theory courses 1 course



	Pedagogic Studies	Drawing upon pedagogical theory, constructivist and socio-constructivist perspectives	4-6 optional theory courses practicum courses
	Assessment and Evaluation Studies	Draw upon critical reading of psychometric approaches; sociological frames of analysis and constructive approaches	1 theory course
Area-C: School Internship	School Internship	developing unit plans and maintaining reflective journals	4 days of teaching for a period of 12-20 weeks,

C. UGC Guidelines

Decision of UGC for introducing the semester and choice based credit system in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D.O.No.F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).

Credit Point

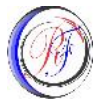
- Credit system involves breaking down the curriculum into measurable units.
- It is a way of expressing the ‘learner’s workload’. (Student’s)
- These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counseling sessions, writing assignments, preparing for examinations, etc.
- One (01) credit is thirty (30) learning hours.
- Credits once gained cannot be lost.
- The time duration per credit is divided into two parts.

Approximately fifty percent of the time will be spent on class room instructions including student’s presentations as prescribed by the university,

Rest of the time spent for assignments, projects, journal writing, library work, preparations for lessons and examinations etc. will be considered as notional hours.

Credit Bank

The process of accumulating Credits over a period of time, leads to the idea of a ‘Credit Bank.’ Conceptually, a Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. In addition, all the information regarding the number of Credits transferred to different programs or credit exemptions given may also be stored with the individual’s history. In short, this would involve maintaining all the Credit-related transactions of an individual. Credit Banking, when practiced would go a long way in facilitating credit transfers and learner mobility.

**Credit Transfer**

Performance transfer when a learner successfully completes a certain academic program, he/she is allowed to transfer his/her past performance to another academic program having some common courses and **Performance transfer** is said to have taken place. Eg: Diploma in Teacher Education (D.T.Ed) to Bachelor in Education program.

Taking into consideration of the above expectations, there is urgent need of comprehensive reform in Teacher Education Programme in terms of level, duration and structure.

Teacher Education: Some Resolutions

The researcher frames the following structure for one year B.Ed. syllabus by considering the above national frameworks and their recommendations.

**Draft Structure of Syllabus for the One Year B.Ed. Course
WEIGHTAGE**

Part -I: Theory Course

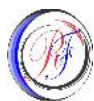
Total Instructional days: 90+90 =180 Total Instructional Hours: 540+540=1080

Daily Instructional hours: 6 Theory Hours: 420

Instructional Hours per Week per Theory Paper: 4

Total Marks: 700 Total Credits: 28

Structure of Part -I: Theory Course]										
Code	B.Ed. Course	Total Instructional Hours	Credit	Total Sessional Hrs.	Credit	External Exam. Hours	Marks			
							External	Internal	Total	
Core Courses-Foundations of Education (100 x2=200)										
EDU 501	Education and Development	45	3	15	1	3	80	20	100	
EDU 502	Contemporary Issues in Secondary Education	45	3	15	1	3	80	20	100	
Pedagogy of Knowledge (100 x 3=300)										
EDU 503	Learner & Learning	45	3	15	1	3	80	20	100	
EDU 504	Teaching, Assessment & Evaluation	45	3	15	1	3	80	20	100	
EDU 505	Learning Resource & Classroom Management	45	3	15	1	3	80	20	100	



Pedagogical Knowledge of School Subjects (100 x 2=200)									
EDU 506	Pedagogical Content knowledge and Methodology -School Subject 1	45	3	15	1	3	80	20	100
EDU 507	Pedagogical Content knowledge and Methodology -School Subject 2	45	3	15	1	3	80	20	100
Total		315	21	105	07	21	560	140	700

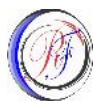
Part -II: Practicum Course

Practicum Hours: 900

Total Marks: 700

Total Credits: 30

Code	Subject	Hours			Credits	Marks		
		Class Hours	Preparation Hours	Total Hours		Internal	External	Total
EDU: 508	Initiatory School Experiences (10 Days)	60	30	90	03	60	--	60
EDU: 509	Practice Teaching Competency							
a.	Micro-Teaching (5+5 Lessons)	60	30	90	16.5	25	--	25
b.	Bridge Lessons (1 Lesson)	12	03	15		10	--	10
c.	Lesson Planning Workshop & Demonstration Lessons	24	06	30		20	--	20
d.	Simulated Teaching (1+1 Lessons) Each Method	18	02	20		10	--	10
e.	Workshop On ICT Skill development (1Lesson)	12	08	20		10	--	10
f.	Workshop on Models of Teaching (Planning of 1+1 lessons)	18	07	25		20	--	20
g.	Workshop on Comprehensive and Continuous Evaluation	12	03	15		20	--	20
h.	Workshop on constructivist Approach to Teaching (Planning of 1 lessons)	18	07	25		25	--	25
i.	Workshop on Preparation of Teaching aids	12	08	20		20	--	20
j.	Stray Lessons (5+5) & 5+5 in Internship Programme	--	100	100		100	--	100
k.	Lesson Observations (Micro=10 Bridge=2 Demonstration=7 Simulation=4 Constructivism=2 ICT =2 Models =2 Stray Lessons =30 Total =30)	--	30	30		60	--	60



I.	Internship Programme	72	33	105		50	--	50
EDU: 510	Pedagogical Practicum							
a.	Pedagogical Analysis for two school subjects	21	03	24	01	45	--	45
b.	Construction of Achievement test	03	03	06		15	--	15
EDU: 511	Development of Language and life skill	24	21	45	1.5	20	--	20
EDU: 512	Evaluation							
a.	Diagnostic Test on Content Knowledge and Remedial Programme	03	12	15	05	10	--	10
b.	Seven assignments (Two Open Book Assignment)	24	36	60		30	--	30
c.	Viva(Internal+ External)	10	20	30		20	--	20
d.	Mid-Semester Examination(Two)	45	--	45		50	--	50
EDU: 513	Project Work							
a.	Action Research Workshop (Proposal)	12	03	15	03	20	--	20
b.	Project related to Community Experience	24	21	45		20	--	20
c.	Physical Education Workshop	12	03	15		20	--	20
d.	Psychological Testing workshop (Testing on any two areas).	12	03	15		20	--	20
	Total	508	392	900	30	700	--	700

Theory papers: 1 credit = 15 Hours

Practical's: 1 credit = 30 Hours

Evaluation System:

I. For Foundation & Pedagogy (Course – 01 to 05)

400 marks

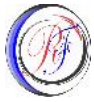
- 16 questions (MCQ) × 1 marks= 16 marks (at least one question from each unit)
- 8 questions (SAQ) (from 12 options) × 4 marks= 32 marks (1 que.from each unit)
- 4 questions (from 6 options) × 8 marks=32 marks (at least 1 que. from each unit)

II. For Pedagogical knowledge of school subjects (Course – 06 to 07) 160 Marks

- 8 questions (MCQ) × 1 marks = 8 marks (at least one question from each unit)
- 6questions (SAQ) (from 10 options) × 4 marks= 24 marks (1 que. from each unit)
- 4 questions (from 6 options) × 8 marks=32 marks (at least 1 que. from each unit)
- 2 questions from pedagogical knowledge × 8 marks= 16 marks

In case of question containing 4 marks answer will be within 120 words.

In case of question containing 8 marks answer will be within 240 words.



III. Mid-Semester Examination.

60 Marks

- 10MCQ × 1marks
- 6 SAQ × 5 marks
- 2 questions × 10 marks

[Answer of SAQ should have “**expressive**” and “**reflective**” proficiency of the learner].

References

1. Curriculum for One Year B.Ed. (Secondary) Programme: National Council for Teacher Education (NCTE), New Delhi.
2. National Curriculum Framework- 2005, NCERT, New Delhi
3. National Curriculum Framework for Teacher Education towards Preparing Professional and Human Teacher: National Council for Teacher Education, New Delhi.
4. Updating Curricula in Education Recommendation of UGC Curriculum Development Committee on Education March, 2001.
5. UGC Guidelines For Designing Curricula For Choice Based Credit System of Higher Education
6. 2-year B. Ed. Curriculum Prepared by the NCERT, New Delhi.