



CURRICULUM DEVELOPMENT IN TEACHER EDUCATION

Dr. Naik Tarsing B.

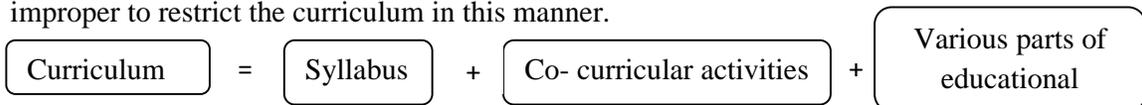
Assistant Professor
Shri Maharani Tarabai Government College of Education,
Kolhapur.

Abstract

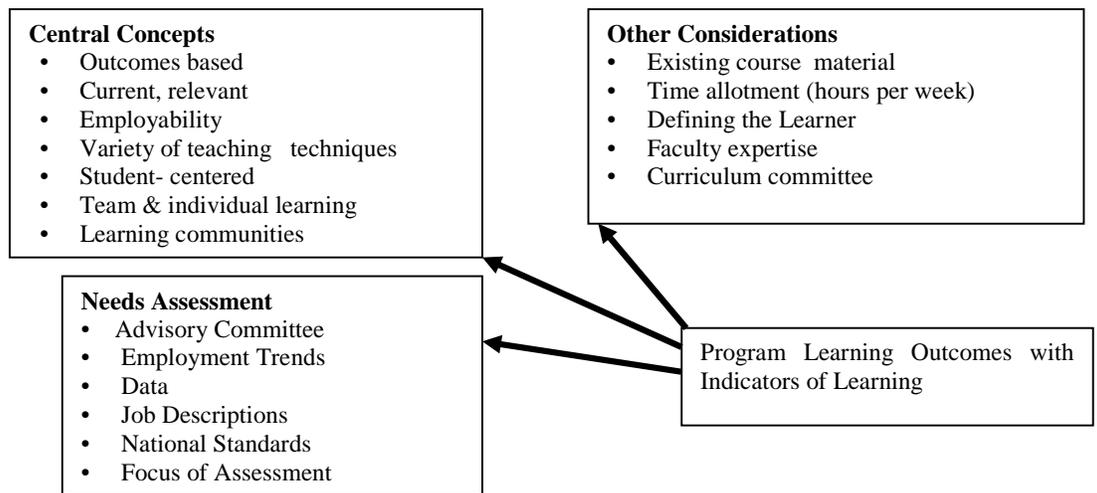
Curriculum plays a vital role in attaining the aims and objectives of teacher education tends to. It reflects the curricular and co-curricular trends in our teacher training institutions. That is the courses of study, the objective of education, the methodology of teaching including teaching aids and evaluation methods.. A positive approach to Thus a positive approach of teacher trainee attitudes towards curriculum reforms in teacher education has been attempted in this study.

Introduction

Curriculum is not a simple syllabus because the syllabus is only verbal and book oriented while the curriculum is not . Syllabus lays more stress on learning and memory . On the other hand the scope of curriculum is very wide. It is also able to comprehend every aspect of the educand’s life, seeks to satisfy all his requirements and to develop every aspect of his personality. Hence the syllabus becomes part and parcel of curriculum. Thus the two terms should not be treated as synonymous. In addition to the syllabus, the curricular also includes various types of co-curriculum activities and the various parts of the educational environment .Through the syllabus forms the basis of curriculum in the school yet it is improper to restrict the curriculum in this manner.



Curriculum renders help in achieving the aims of education .Without suitable curriculum aims of education cannot be achieved .In the absence of curriculum it is not possible to do anything systematically. Curriculum determining the work of the teacher as well that of the students.





Curriculum is to be developed on the basis of the needs ,interests, abilities , aptitudes, development level and circumstances of the pupils. It should impart rich experiences to pupils for proper development . In other words it should revolve around the pupils because the pupils forms the core factor in the curriculum. Curriculum should be able to impart knowledge in an integrated way. Activities of teachers as well as those students should be integrated . Units of teaching should correlate with the life and environment of pupils rather than narrow bits of information . Traditional compartmentalization of the subject- matter should be done.

Need for the study

Curriculum grow out of community life and based on the needs and problems e community. Curriculum provide opportunities for play activities ,constructive and creative activities and project activities. The curriculum develop democratic values It is an important consideration in shaping the curriculum for primary, secondary and higher education in all the democratic countries.

Conclusion

Curriculum of general education courses will be diversified so as to enable pupils to study a group of any three subjects in depth with considerable freedom and elasticity in the grouping of subjects. The balanced development of the students total personality ,the curriculum at this stage provide half the time to the electives, one-fourth of the time to the language and physical education. The curriculum envisages disciplinary approach replacing the prevailing general approach.

References

1. Best, John W. & Khan, James V. (1996), "Research in Education", New Delhi; Prentice Hall of India Private Limited, 7th Edition.
2. Brown, K.G. : (2001). Using computers to deliver training : Which employees learn and why? Personal Psychology, 54, 271-296.
3. Buch, M.B. : (1983), "Fourth Survey of Research in Education "New Delhi; National Council of Educational Research and Training.
4. Buch, M.B. : (1992) , "Fifth Survey of Research in Education, "New Delhi; National Council of Educational Research and Training.