



CURRICULAR AREAS OF TEACHER EDUCATION

Dr. Waghmare D. S.

The main aim of this paper to introduce Curricular Areas of Teacher Education.
Curricular Area-A: Foundations of Education

1. Learner Studies

Childhood, Child and Adolescent Development and Learning

The courses on Learner Studies are visualized as the first systematic introduction to the study of childhood, child development and adolescence. Foundational learning in this area involves establishing links between developmental constructs and principles in psychological theory and the larger socio-political realities in which children grow and develop. The contents proposed include: nutrition, personal and environmental hygiene, family and school health, disease prevention and control including HIV/AIDS, mental health, prevention of accidents, health information, use of health services, physical health and sports.

Theory Course Work

2 to 3 theory courses designed around key concepts and research from psychology, philosophy and sociology to engage student teachers with theoretical concepts and frameworks. These would include a critical reading of theories of child and adolescent development; context and processes of socialization; social and emotional development; self and identity; cognition and learning; language acquisition and communication; constructs of childhood and child-rearing practices; school and physical health and inclusive education.

Practicum Course Work :

Using the mode of group and individual field-based assignments followed by workshops and seminar presentations, specific practicum courses should be designed for student teachers.

2. Contemporary Studies

a. Teacher and Learner in Society

A rigorous engagement with issues of contemporary Indian society must necessarily be examined through an engagement with concepts drawn from a diverse set of disciplines including sociology, history, philosophy, political science and economics. Critical awareness of human and child rights equips the teacher with a proactive perspective and a sense of agency. The critical perspective of environmental education also falls within the rights' perspective that asserts the role of education in sustaining a democratic social order.

Theory Course Work

One or two courses to engage learners with social science concepts and specific issues critical in contemporary Indian society. Concepts from across a range of social science disciplines such as civilisation and democracy, nation-state, Constitutional values and provisions, culture and societal stratification are likely to equip the teacher with tools of



analysis and a perspective on social reality. An engagement with issues and concerns of contemporary Indian society: pluralistic culture, identity, gender, equity, poverty and diversity would provide a social, cultural and political context to locate education and its practice.

b. Gender, School and Society

Developing a gender perspective through teacher education necessarily requires a pedagogic approach that allows not just systematic study of gender theory but also an engagement within their own position in society vis-à-vis gender roles.

Theory Course Work

A single course that deals with theoretical perspectives in gender studies, questions of identity and self; examining their positions in society; curriculum and text analysis from the gender lens, critically analysing disciplinary studies, analysing school cultures, engaging in debates associated with professional education and the feminisation of the teaching profession and strategies of creating change.

3. Educational Studies

(a) Aims of Education, Knowledge and Values

Basics of education like the meaning of education, curriculum, teaching, learning and school need to be discussed with a view to providing a sound foundation for advanced discussions on issues relating to the theory and practice of education. Among the many questions that contemporary educational discourse excludes are substantive philosophical questions about the fundamental aims and values that should provide the intellectual basis of contemporary education policy and practice. Education for peace is education for life, not merely training for a livelihood.

Theory Course Work

One or more courses focussed on philosophical thinkers in education, theoretical constructs that help to question and debate issues around aims of education and questions of epistemology

(b) Developing the Self and Aspirations as a Teacher

Teacher trainees need to study issues related to self and identity, human relationships, adult-child gaps, assumptions, beliefs and attitudes.

Theory Course Work

One course with focussed workshops through link with theory that would require specific inputs from professionals engaged with self-development, theatre and creative drama.



Practicum Course Work

Student teachers need to engage with their childhood experiences, personal aspirations and aspirations to become teachers, their views on issues of gender and identity, personal, familial and social conflict. This can be best done through workshops in drama, art, music and craft. They need to be encouraged to record and analyse observations to interpret reality within varying theoretical and experiential frameworks.

Curricular Area-B: Curriculum and Pedagogy

1. Curriculum Studies

(a) Knowledge and Curriculum

This course also aims to engage student teachers with epistemological and ideological assumptions about knowledge, learner and learning; their implications for curriculum, pedagogy and assessment in school education.

Theory Course Work

Four to six courses with units of study that are designed along the syllabi of plus two and graduation level as the case may be in each of the major disciplines of language, mathematics, social sciences and natural sciences.

(c) Language Proficiency and Communication

Language cuts across the entire school curriculum and hence, the role of language as a medium and tool of communication assumes great importance.

Course Work

One course that focuses on developing the proficiency levels of student teachers in the appropriate language.

2. Pedagogic Studies

a. School Knowledge, Learner and Pedagogy

The purpose of pedagogic study is to understand school subjects and their pedagogic approaches in the concrete context of the school and the learner by forging linkages among learner, context, subject discipline and the pedagogical approach.

Theory Course Work

Two to four courses on Pedagogy. This would include separate courses on languages, mathematics, social sciences, sciences and environmental sciences at the primary, upper primary, secondary and senior secondary stages of education.

b. Assessment and Evaluation Studies

Perspective and Practice of Learner Assessment

An important role that every teacher has to play is that of assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum. This engagement should include a rigorous critical reading of perspectives that regard learner assessment as the panacea of school and teacher reform; examining the history



of evaluation and current practices; place of evaluation in learning and development of the learner, and broadening the scope of assessment beyond achievement testing to cover child's overall development.

Curricular Area-C: School Internship

Situating the practice of teaching in the broader context of the vision of the role of the teacher.

The School Internship programme needs to have the following critical components:

Visits to Innovative Centres of Pedagogy and Learning, wherever feasible;

Classroom-based Research Project;

Internship in schools for a continuous period of 4 days a week and a minimum duration of 6-10 weeks for a two-year programme and 15- 20 weeks for a four-year programme, including an initial phase of one week for observing a regular classroom with a regular teacher;

Developing Unit Plans and maintaining Reflective Journals; and

Creating and maintaining resources for teaching-learning in the Internship schools.

References

1. Annual Report 2008-2009, National Council for Teacher Education, (NCTE), New Delhi.
2. Curriculum Framework for Teacher Education, draft 2006, National Council for Teacher Education (NCTE), New Delhi.
3. Batra, Poonam (2005), Voice and Agency of Teachers: The Missing Link in the National Curriculum Framework, 2005, EPW, October 1-7, pp. 4347-4356.
4. National Knowledge Commission Report, 2007, Government of India, New Delhi.