



## **Teacher Training Curriculum Design: Development and Implementation**

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### **Abstract**

Today's political, social, demographic, economic, cultural and technological realities have forced University to reflect on the mission and organization of education and these realities have altered work and their occupational structure. Our education system has to change in rhythm with changing needs of individual if it is to be dynamic and functional. It is challenge for our primary and secondary education and need of skillful teachers because *teacher is the maker of man* (Sir John Adams), so there is a need to bring teacher training programs into line with the changes affecting the system as a whole, in order to adapt them to the new realities that will define the world of education in coming years.

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**Key Words:** Teacher Education, Curriculum Development

### **Introduction**

Western culture is increased. Because of globalization we see everything in the form of commercial. But it is not good. Teacher is a nation builder. The development of any country depends upon its educational system. Any type of development is possible through education. The main function of education today is to prepare people for life. It is

through education that youngsters are equipped with adequate knowledge, skills and disposition.

Educators may not be able to avoid thinking about outcomes, accountability, teaching strategies, and so on and shouldn't avoid thinking about exactly what they are doing and how they are doing it, but it may be just as important, if not more so, to think about the aesthetic qualities of curriculum — so that curriculum might become timeless, inspiring, beautiful, and transcendent, as well as implemented.

Here are favorite metaphors for curriculum: *“Good novels, if we are ready for them, transform us. Good curricula should have the same effect.”* (Overly & Spalding, 1993) and another *“Curriculum...is a design of events that brings about conversion.* The Secondary Education Commission emphasized on the role of teacher and noted “Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened in to life by the right method of teaching and the right kind of teachers”. But question that who is responsible for the preparation of experts, specialist and professionals of all types that should act a change agent. It is the quality of products of higher education, to great extent decides the future of classroom and nation. However, there remain many challenges in the area of teacher training.

Most notably, the lack of adequate programs in terms of quality, as well as the curriculum for these programs. The Yashpal Committee Report (1993) on Learning without Burden noted “...inadequate programmes of teacher preparation lead to unsatisfactory quality of learning in schools. ...The content of the programme should be restructured to ensure its relevance to the changing needs of school education. The emphasis in these programmes should be on enabling the trainees to acquire the ability for self-learning and independent thinking.”

The concept of curriculum can be perceived as a connective link between teacher and student, organized in such a way to achieve goals previously set by the teacher, the learning organization or by the curriculum specialists. Curriculum is a means to the education. While education is learning, curriculum signifies situations for learning. While education deals with 'how' and 'when', Curriculum deals with 'what' education is a product, curriculum is the plan.

In the wave of curriculum development of recent decades, the importance of the role of the teacher, and thus of teacher education, has too often been neglected. Most curriculum development projects have emphasized the production of new materials and their implementation in the classroom.

### **Teacher Education**

Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed.

International Bureau of Education (IBE), In line with its strategy of holding consultations on curriculum reforms, the IBE has organized a series of regional seminars and workshops around the world: Buenos Aires (1999); New Delhi (1999); Beijing (2000); Libreville (2000); Bangkok (2000); Muscat (2001); Havana (2001); Nairobi (2001); Lagos (2001); Vilnius (Lithuania, 2001); Bohinj (Slovenia, 2002); and Vientiane (Laos, 2002). These seminars, adopting a similar philosophy and format, have proved to be extremely useful in recent years, particularly, for example, in the Baltic Sea region, Central/Eastern Europe and in the Balkan countries.

### **Requirement of Education**

This understanding has recently been explicitly pronounced, internationally promoted and supported through UNESCO's Education for All Programme. In this new situation - under pressure from the socially responsible, knowledge-based economy and globalization - education faces four new requirements.

- Education should be lifelong
- Education should be relevant.

- Education should be anticipatory
- Education of a certain quality should be accessible for all. In some respects, we fall into the same dilemma as nations in the nineteenth century.

Hence, curriculum design should be based on the educational requirement.

### **Curriculum Design Model**

Donald Kirkpatrick's model contains a ten-step process for curriculum development.

These are:

1. Determining the needs	6. Selecting appropriate facilities
2. Setting objectives	7. Selecting appropriate instructors
3. Determining subject content	8. Selecting and preparing audiovisual aids
4. Selecting participants	9. Coordinating the program
5. Determining the best schedule	10. Evaluating the program

Kirkpatrick's model, moreover, served as a project plan for the curriculum task force. It provided a step-by-step process to follow to take the idea from concept to reality. The model can help us manage the curriculum for the teacher education and turn a plan into a reality. A travesty in education is that we often have wonderful plans that never get implemented.

Our National Education Policy (1986) and other Education Committees and Commissions were also given importance for quality teacher education. The National Council for Teacher Education (NCTE), NCERT, SCERTs, DIETs and UGC took several steps as regards quality improvement in teacher education. But it is our duty that to follow such type of curriculum. By conducting national seminars, workshops and conferences it is important to collect eminent scholars attitude towards importance of curricular change in the present scenario. There are many recommendations about curriculum change, but they are not in practice. In present teacher training curriculum is

more deal with theoretical aspects. It should move from a more teacher centered, didactic approach to a more student centered approach.

**Harden (1984) develops the SPICS model for Curriculum Planning & Design. Curriculum should be Student-centered, Problem-based, Integrated, Community oriented, Electives (+ core) and Systematic.**

Teacher education programme should adopt **PRISMS approach.**

**PRISMS approach:**

- Practice based linked with professional development.
- Relevant to students and communities
- Inter -professional and interdisciplinary
- Shorter courses taught in smaller units
- Multisite locations
- Symbiotic (organic whole) Bligh, Prideaux, Parsell (2001)

The above approach has been refined and contextualized, reflecting trends towards a more multi- or inter-professional approach as well as the impact of computer-based technology which allows for more flexible delivery in terms of time and location. The Acharya Ramamurti Committee (1990) in its review of the NPE 1986 observed that an internship model for teacher training should be adopted because "...the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time.

**COMPETENCIES**

Teacher training programs should be designed in a way that future teachers to develop the competencies required to actually practise their profession.

- Subject area, in which they teach, will have to assist and guide students as they construct their knowledge base.

- Future teachers will work in collaboration with the other members of the teaching staff and cooperate with the school team, parents, and various social partners, in attaining educational objectives.
- Learning the competencies required to practise the profession.
- The prescribed program content that future teachers will teach in schools should form the template for determining the scope, depth and relevance of the subject-specific knowledge provided as part of the teacher training program.
- Training of Teaching, learning and evaluation.
- Mobilization of knowledge linked to other aspects of the profession, practised outside the classroom.
- Opportunity to exercise teaching competencies in a real-life context.
- Historical and epistemological elements

### **Training of Life Skills:**

According to World Health Organization (WHO), “life skills are living skills or abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life.” WHO (1997) has analyzed various life skills and grouped them into ten core skills and has suggested experimental learning approach.

• Self Awareness	• Creative thinking
• Empathy	• Decision Making
• Interpersonal relationship	• Problem solving
• Effective communication	• Coping with emotion
• Critical thinking	• Coping with stress

The NCERT also has included life skills in NCF (2005). Proper training of life skills education for the student-teacher is very important and it should be core module in the teacher education curriculum.

In teacher education programme there should be added English or mother tongue as second language for better communication and understanding the real fact.

## Training of Pedagogical approaches

How you organize for teaching and learning, what teaching strategies you choose, how you interact with students, and how you ultimately evaluate student learning. All the following pedagogical approaches should be placed at the teacher education programme and study of these approaches should be in module form.

<b>Pedagogical approaches</b> <ul style="list-style-type: none"><li>• Lectures, tutorials</li><li>• Seminars</li><li>• Inquiry-based learning</li><li>• Problem-based learning</li><li>• Project-based learning</li><li>• Case-based learning</li><li>• Self-directed learning</li></ul>	<ul style="list-style-type: none"><li>• Interdisciplinary study</li><li>• Experiential learning</li><li>• Cooperative learning</li><li>• Collaborative learning</li><li>• Journals &amp; logs</li><li>• Laboratories</li><li>• Demonstrations</li><li>• Service-learning</li></ul>	<ul style="list-style-type: none"><li>• Autobiography</li><li>• Clinical or field placements</li><li>• Community-based research</li><li>• Reflective journal writing</li><li>• Student-centered dialogue</li><li>• Narrative &amp; reflective writing</li><li>• Internship &amp; practicum experiences</li></ul>
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Dissatisfied with the existing classroom practices in teacher education institutes, NCTE brought out a document “ curriculum Framework for quality Teacher Education” which state “the curriculum framework would enable teacher educators to experimental with new ideas and alternative practices for effecting improvements both in the programmes of school education and teacher education. Essential prerequisites to experimentation are academic freedom and institutional autonomy. Its outcome would be characterized by quality with greater professional responsiveness and intrinsic sense of accountability” (NCTE, 1998).

## Information and communication technology (ICT)

Today’s technologies are essential tools for teaching and learning. To use these tools effectively and efficiently, teachers need visions of the technologies’ potential, opportunities to apply them, training and just-in-time support, and time to experiment. Only then can teachers be informed and confident in their use of new technologies (Bowes, 2003). The National Curriculum Framwork 2005 (Yashpal, 2005) has some clear

suggestions for various subject teachers. The virtual medium could be used for actual classroom teaching. A wide range of research shows that the quality of learning can be significantly enhanced by using the ICT tool intelligently. Research indicates that ICT can enhance: critical thinking, information handling skills, higher level conceptualization and problem solving.

### **Training of Assessment & Evaluation**

I have always found assessment and evaluation to be among the most challenging parts of an educator's job. In teacher education curriculum should have all forms of assessment. Assessment is most meaningful when it is varied, on-going, and integrated into the teaching/learning process.

### **Conclusion:**

Teacher education programme should strive to achieve the goals of secularism, equality, liberty, fraternity, justice and national integration. We must make school and teacher responsible for their own destiny and for all reform of curriculum. We need massive teacher training programmes like B.Tech, M.Tech or BDS, MBBS programme that will help teachers understand the new ways available to educate their youngsters. Improvement in teacher training curriculum is not a onetime affair. By improving the teacher education it can certainly made better. It should not conceptualize from its very nature but it should visualize from implementation aspect as well. There is no reason to deny the teacher education (practice) and the knowledge domain (the research) owes a lot to each other.

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