



CO-ORDINATION OF TEACHER EDUCATION CURRICULUM AND MAHARASHTRA SECONDARY EDUCATION CURRICULUM

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ABSTRACT:

The teacher education in India is controlled by the NCTE New Delhi. The secondary education is administered by the Board of secondary education in the country. The NCTE is very conscious in developing quality in teacher education system. The secondary educations Board too work hard to develop base for life & Higher education. This is possible only when these two bodies have logical coordination in terms of theory, Practical's etc used to train & teach respectively. The co-ordination between these two must be effectively brought with mutual understanding between each other.

INTRODUCTION :

The teacher education curriculum is recently getting modified for the period of two years. The quality based education is the need of the time. Secondary education boards with active implementation of plans & programmes trying to bring quality in education. These councils & Boards must in co-ordination. The requirements of the nation & implementation problems must be solved with discussion. Theory and Practical's of both training & teaching must bring nearer in the process.

(I)

(i) The Education in the scenario of globalization is developing in the middle direction. The process of Implementing and the System of providing Knowledge, Skills and Techniques have been upgraded & advanced.

The Secondary Education must be base for the Higher Education. Therefore, it should upgrade its base of Basic Education. The advanced Techniques & skills must be taught with basic practices.

(ii) The Teacher Education is concentrating on the understanding of the individual development in the area of cognitive, affective & psychomotor areas for all round development.

The school Curriculum must introduce the varied subjects to develop the introductory area of the Cognition. The Poems, Stories, Dramas, Practical must be practiced to increase the

affective domain, proper physical activities like writing, oral reading, computer, Physical Exercise & Sports are to be regularly used.

(iii) The Teacher Education is structured to develop the knowledge, Skills & Techniques used to educate the every category Students effectively with National - Social - Cultural Values.

The Secondary Education in its Syllabus & Practical Activities Should Consider the Topics related to National Heroes, Science & Technology Development. The National Security issues should be added in its Syllabus. The Admission to all the Level Students must be provided according to the need of them.

(2) The Teacher Education must make the would be Teachers with knowledge of Democratic Systems & its Principles along with skills of Democratic practices in the country.

The Secondary Education must gradually provide the Democratic Systems, Principles, Ideologies to the Students & Conduct the Visits & Practical to Develop Skill & Attitude required for the Political System of the Country.

(3) The Teacher Education must be provided the Education for the economic development. The Education should provide employability, quality of life among human resources at the conceptual understanding.

The Teacher, trained under this training should bring the syllabus of secondary education with the vision of Economic Development, Skill Development, Practical Orientation among would be citizens.

(4) The Teacher Training must be given to would be Teacher to understand the social change, social mobilization, culture & cultural lag. so, that they can be effectively bring the cognitive changes among would be citizens & prepare them for the positive changes taken place in the further society.

(II)

(1) The becoming Teacher must know the kinds of Education, such as Formal, Informal & Non-formal Education. The Process of Education in those systems must be understood along with the technique of Education in them.

The Teacher in School must be in a position to make the learner to know the different ways of getting Education in the life. He should also motivate them to have exhaustive education through these systems.

(2) The Teacher Education must provide the changed aims of Education in the context of globalization. The decision about aims must be based on constitution & the thoughts of great educational thinkers.

The Students in Secondary Education must be clearly awakened about the changing Education in the context of Globalization. The Students should be given constitutional & thoughts of Educational thinkers based aims to get Education.

(3) The Learning Environment in the Changing Scenario is completely changed. The Psychological - Technological base has been implied in the Learning Environment. The Complete Idea of these advances in Learning Environment should be provided.

The schools of Secondary Education should be upgraded-modified the existing Physical & Internal learning structure. The Students must be able to get education in the changed environment.

(4) The systems & structures in various stages of Education must be prepared with the scientific background & with the principles of Philosophy & Psychology of Education.

The Teacher must take active part in the making of systems & structures for various schools stages. He must be well - Application based with Teacher Education Training.

(III)

(1) In the area of Globalization, the Education is getting universalized. The Education taken must be useful throughout the world. The Standard of Education, Training etc should be at the world level.

The secondary education must develop base among the children & make them ready for Global Education through universalization of Secondary Education.

(2) The Concept of equality, equity in Education must be developed among trainees during the Teacher Training. Those can be applied during the profession & provide equity & equality in education to all the students.

(3) The conservation of environment became the need of mankind. The environment is the life for all human beings. The would be Teacher must be given the thoughts & procedures of conservation of environment.

The secondary education must provide foundation to the Students regarding the importance, development & maintenance of the environment.

(4) Peace Education is the need of globalization. The knowledge without peace - attitude is dangerous to the world. The development of mankind through education is possible only through the development of value of peace. So, Teacher must integrate the concept of peace in their subject teaching & make them understand & maintain the peace in their life.

(IV)

(i) The Nature along with the individual differences of children must be well understood with the help of educational psychology in the Teacher Training proces.

The would be Teachers must well understand the Nature & Individual differences of students. They have to plan their Teaching as per nature & individual differences of the students.

(2) Different Kinds of Learning & Factors influencing Learning must be understood well by the Trainees. They can recognize the kind of learning & factors influencing the learning of the Students to teach better in school.

(V)

(i) The Trainee teacher must understand the Teaching, Objectives, Planning, Motivation, Methods, Techniques, Skills, Evaluation and Assignments of the lesson plan.

The appointed Teacher must act accordingly during the Teaching to high school Students.

(ii) The Approaches & Skills of Introductive Teaching must be understood in theory & Practical's and must be practiced in Teacher Training course. The Trained Teacher must adopt the Group Instruction, Role Play, Brain Storming, Co-operative- Collaborative Approaches, Debate; Quiz & Seminar etc. in Schools.

(VI)

(I) The Trainee must understand the Theoretical background of evaluation, Kinds of questions, Blue Print, Key Answer etc must well know to these trainees.

He must be in a position to apply the theoretical knowledge & Technical Experience in Conducting Evaluation in the classrooms of the Schools.

(VII)

(i) The Learning Resources for Class room Learning & Self Learning should be known to the trainees in Teacher Education. The application of the same can be done in Secondary Education.

(VIII)

(I) The Class Room Management, Physical Facilities in a School, school Environment must well understood in training. The management techniques must be mastered in the course.

The same can be utilized in the professional life of Secondary Teacher in Class Room Teaching in School.

(XI)

(i) The Content Knowledge of School Subject must be referenced in the training course for better application of method & techniques to teach subjects well in schools at secondary level.

(X) CONCLUSION:

The Teacher Education Curriculum must be framed based on the practical requirements of secondary schools of India. The experts must consider the School Students' Culture, Future, Development & their Service to Nation in framing the Teacher education Curriculum .

The Secondary Education Curriculum must be made positively related to the Teacher Education. The facilities should be made in school to make use the Teacher Education Curriculum Knowledge & Expertise.

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