

RELATIONSHIP BETWEEN SCHOOL CURRICULUM AND CURRICULUM FOR TEACHER EDUCATION

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SCHOOL CURRICULUM

School curriculum is graded developmental and as per the state or union policy and recommendations of the constituted body i.e. Secondary Education Board, Gujarat and Gujarat State Textbook Board to the school curriculum is divided into subjects of the general setup of a particular system like primary, secondary and higher secondary education. The school curriculum is generally composed of three groups i.e. science, mathematics, social sciences and languages. The school curriculum particularly textbooks are developmental in nature and school curriculum believed completed who complete when bottom to top curriculum is over.

The three language formula is an accepted form for languages like modern European language, regional language, national language and classical Indian language which is known to be Sanskrit. The three language are very much compulsory as a national policy of education. The school curriculum does not include the framework but it is a set of flow of knowledge in a particular subject. The school curriculum ever interacts with the curriculum development approaches so the paradigm of developmental curriculum is well considered like at primary education. There is an accepted approach towards environmental educational awareness. Whereas in secondary education, human rights education and human approach has been given weightage. The school curriculum is divided into system grade which integrates the past contents and the present contents. The school curriculum includes assignments, supplementary reading, and if required glossary of the important words in a particular subjects. The school curriculum has uniformity in terms of its affiliation or recognition like GEB, Central Board of Secondary Education, the school curriculum generally directive to co-curricular activities and with the major thrust of teaching-learning process like Pragnya Approach in Gujarat (Learning by Doing).

CURRICULUM FOR TEACHER EDUCATION

Curriculum for Teacher Education is based on two pillars. First is scientific orientation to teaching profession. Theoretical and Practical to the practices as a teacher are also stressed on teacher education programme. It integrates the theoretical knowledge on a practical way that enhance the quality of a teacher educator at pre-service level. Students are inducted for skill based practices considering pedagogical aspects, academic decisions, and behavioural constructivist approach including simulations.

The faculty of education as such receive its inputs from other subjects whose association with teaching profession is well established. As an example, the principles of psychology applied to education are given place in the teacher education programmes like motivation, theories of learning, adjustment personalities etc. The sociological and philosophical foundations of education provide good vision to the pre-service teachers understanding their roles in socio-economic and cultural perspectives. The learner cultured approach in given new place in teacher education curriculum. The practice teaching is one of the very important component of teacher education curriculum which includes block teaching, unit teaching, internships and off campus programmes which provide a real life experiences to the pre-services teachers. The teacher education programme are also divided into levels and systems like teacher educators for primary education, secondary education, technical education, instructors for industrial education and teacher curriculum also includes internal seminars and submissions or any other innovative practice that enhance teaching efficiency and facilitating learning as a major concern.

The guidelines and recommendations from NCTE, NCERT and UGC are also given due important in constructing the curriculum of teacher education with the legitimate acceptance of intermittent changes like life skill education, environmental education, AIDS awareness, healthcare programmes, and adult education like because these are interventions and dynamic in nature and they are also becoming performance oriented parts or mind making activities in the finest context of the institutions. If the area where the institute is located with dense population, we may teach the students with merits and demerits of urbanization. These are contextual activities which gives justice to local environment extending to national and international aspects. The teacher education curriculum also gives stress to subject related competencies like special methods of teaching. Teacher education programme also imbibed of inputs related to school administration and organization for better understanding of the institution and teachers role including servant leadership and other related aspects. The teacher education curriculum is so constructed that enhance the participation of each of the students in variety of activities of science of teaching and learning and other co-curricular activities extended to performance. Students are also taught the science of evaluation and given training to prepare good question paper, question bank, summative and normative evaluation. Continuous and Comprehensive evaluation is also the part of evaluation. Thus, teacher education curriculum significantly differs as compared to other disciplines.

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