

# INNOVATIONS IN TEACHER EDUCATION CURRICULUM, CURRICULUM DESIGN

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**Abstract-**When we refer to ‘curriculum innovation’ we are referring to the ways in which many factors may contribute to transformations in classroom activity. Curriculum innovation is what happens in schools when policy, research and practice are seen as a triangular framework for reconsidering and renewing curriculum design and related classroom practices. There are already some shifts underway in current educational thinking and policymaking which will contribute to innovations in the curriculum and teaching practice. Teachers should be received specialized training, have higher education workers of professional quality. In order to develop the high quality teacher, teacher training curriculum should focus on professional skills. Our school has to strengthen the professional skills of teachers as a breakthrough in curriculum mode innovation, by enhancing practice teaching in the curriculum, strengthen the ethical culture and teaching ability training to innovate the teacher training mode. Increase the proportion of teacher education practice courses, outstanding teachers “professionalization”; strengthening teachers’ professional skills training, outstanding teaching “practicality”; making full use of modern educational technology features, outstanding service a “technicality” for skills training; providing students with a comprehensive range of technical services, outstanding training “autonomy” and other means to have achieved remarkable results. Development and changes in education have affected teacher education necessitating review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. The pre-service and in-service teacher education programs have shown paradigm shift with its emphasis on globalization and individualization. The purpose of this paper is to discuss the need of teacher education program to be innovative and various practices that can be included.

**Index Terms:** curriculum Innovation Training Skills.

## 1. INTRODUCTION

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services.

Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning. The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in- service programs for serving teachers throughout the country.

According to NCTE (1998) teacher is the most important element in any educational’ program. He plays a central role in implementation of educational process at any’ stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Kothari commission has very rightly said, “The destiny of India is being shaped in its classrooms.” As the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years. So lots of efforts should be made to improve teacher education. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge. A school curriculum is intended to provide children and young people with the knowledge and skills required to lead successful lives. Today, there is growing concern that the taught curriculum needs to be reconsidered and redesigned. This is reflected in a House of Commons inquiry into the National Curriculum which has concluded that it is too prescribed, incoherently arranged, and overloaded with content. The use of the word ‘innovation’ in discussions about the school curriculum and classroom teaching practice has become widespread. It is the keyword in much policymaking across all public services. ‘Personalisation’, too, has become an organising concept for the curriculum. What is a curriculum for at this time? It comprises a challenging selection of subjects that help children and young people understand the world. It highlights skills necessary for learning throughout life, as well as for work, and for one’s personal development and well-being. But a curriculum is also political. Decisions about ‘what’s in’ and ‘what’s out’ change from time to time depending on political needs and aspirations. A curriculum fundamentally establishes a vision of the kind of society we want in the future, and the kind of people we want in it: it decides what the ‘good life’ is for individuals and for society as a whole. As such, it’s not always possible for everyone to agree on what a curriculum should be. It could be said that the most significant curriculum innovation in recent English history was the establishment of the National

pg. 858

Curriculum in 1988, a political decision that still sustains understandable debate and argument today<sup>3</sup>. There are already some shifts underway in current educational thinking and policymaking which will contribute to innovations in the curriculum and teaching practice. The introduction of the new National Curriculum for secondary schools (phased from 2008-2011) has brought school leaders and classroom teachers more opportunities to design a curriculum that is relevant and appropriate to the needs of the children in their care. Streamlined in content and reorganised around the three aims of enabling all children to become successful learners, confident individuals and responsible citizens, the new National Curriculum has the potential to rejuvenate subjects, to enhance interdisciplinary, and to create meaningful and sustainable connections with the 'real world' that children experience outside school. Likewise, new 14-19 diplomas are intended to link academic and vocational knowledge and skills more coherently. In addition, the Rose Review of the Primary Curriculum has indicated a heightened need for cross-curricular connections at Key Stages 1 and 2 in order for children to make links across subjects and apply knowledge and skills learnt from one area in another. It has also put more emphasis on finding constructive ways of accommodating all 13 of the primary subject areas in the limited time available. In other words, the Rose Review too is seeking innovative solutions to persisting curricular and classroom challenges.

Realising what is on offer in these policies and a range of current initiatives, however, is going to require an increased level of curricular innovation in the classroom, in school leadership, and in the decision-making of local authorities. At a time when secondary schools are being redesigned and reconstructed through the Building Schools for the Future programme and primaries are approaching their own rebuilding schemes, it is essential that school leaders and teachers are involved in redesigning the educational experience of students too. What happens in classrooms produces the architecture for any school of the future.

Bricks and mortar cannot transform education. When we refer to 'curriculum innovation'. We are referring to the ways in which many factors may contribute to transformations in classroom activity. Curriculum innovation is what happens in schools when policy, research and practice are seen as a triangular framework for reconsidering and renewing curriculum design and related classroom practices. To innovate in the arrangement and composition of the curriculum implies an innovation in practice. The Government's Harnessing Technology Strategy prepared by Becta (British Educational and Communications Technology Agency) in 2008 emphasises the use of ICT for transforming learning. The strategy aims to create an "e-confident" system that is "intelligent and agile" where learners access learning resources and support at any time and from anywhere technology-supported learning helps build higher order skills technology helps deliver more personalised services for learners all learners gain value including disadvantaged and vulnerable groups all learners gain value including disadvantaged and vulnerable groups. The strategy stresses the place of ICT as a core tool in a modern education and skills system, with the capacity to link schools with learners 'homes, to enhance personalised learning, and to contribute to flexible skills development. ICT is seen as providing the tools for both innovative professional practice in the classroom and to enhance children's innovative mindsets. The idea of curriculum innovation is not new.

## 2. HISTORICAL DIMENSIONS OF CURRICULUM INNOVATION

Long before the establishment of a centrally prescribed National Curriculum in 1988, schools had been involved in innovating with their structures, hierarchies, and the content of their teaching. In the 1960s and 70s, for example, some teachers recognised that the formal offer made to children through a taught curriculum of academic subjects was an insufficient incentive for many. The subjects mirrored particularly strong and powerful views of the world that were related to class, gender and ethnicity, which some young people actively resisted. As a consequence, these teachers sought to engage more closely with the popular cultures, class cultures, and contextual experiences of the children in their schools. This work sought to recognise and value young people's experience, and had some influence on curriculum content and teaching practice. Even earlier, however, there had already been signs of what is sometimes called a 'radical tradition' in state education. Examples from the post-war years include schools run on an ethos of no competition, no punishment, and no marking, that valued the contribution of every single member to the common good of all. This type of arrangement sees a school as a democratic and communal site, where the curriculum is co-created by teachers and students working together with sensitivity and understanding of each others' roles and responsibilities. Teachers, of course, were responsible for designing schemes of work but it could be up to students to select whatever was on offer in order to construct their own timetables and overall curriculum experience, though this always took place through dialogue with teachers. The radical tradition has largely disappeared over the last three decades, however, some of its key ideas and themes - such as relationships, social justice, and the co-design of the curriculum - seem to be re-emerging at the beginning of the 21st century. India has a large system of education. There are nearly 5.98 lakh Primary Schools, 76 lakh Elementary Schools and 98 thousand High / Higher Secondary Schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level. A sizeable number of them are untrained or under-trained. In certain regions, like the

North-East, there are even unqualified teachers. As far as in-service education is concerned the situation is not very encouraging. In this scenario it has been observed that teacher educators are not professionally committed and overall competencies of teachers leave much to be desired. The quality of pre-service education has actually shown signs of deterioration. Naseem & Anas (2011, pg. 187) in their study discussed about the various problems that are existing in Indian Teacher Education. While Sharma (2012) stressed on the fact that ICT can play a major role in professional growth of the teacher and shaping the global economy. Unless teacher educators model effective use of technology in their own classes, it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning. All these problems are closely associated with increase in sub-standard institutions of teacher education and there are numerous reports of gross malpractices; and the support system provided by the State Councils of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient and there is no support system below the state level.

The DIETs are charged with the responsibility of organizing pre-service and in-service programmes in addition to being the nodal resource centers for elementary education at district level. Likewise, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (TASEs) have been given the responsibility of introducing innovations in teacher education programmes at the secondary and higher secondary stages and in vocational education. Although National Council for Teacher Education (NCTE) as a non-statutory body has taken several steps as regards quality improvement in teacher education. Its major contribution was to prepare Teacher Education Curriculum Framework consequently; teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country. During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education by and large, is conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient.

Teacher education is faced with various problems which need to be addressed. These problems may be social, political, economic, moral, educational and ecological. Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. Since teachers play a major role in education of children their own education becomes a matter of concern.

### 3. PROBLEMS FACED BY TEACHER EDUCATION

- Short Duration of Teacher Training Programs
- Incompetency of Pupil Teachers
- Teacher Education Program have narrow and rigid curriculum
- Superficial Practice teaching
- Problem of supervision of teaching
- Deficient in content of the Teaching Subject's
- Knowledge
- Methods of Teaching are lacking in innovation -
- Segregation of Teacher Education Department
- Poor Academic Background of Student-Teachers
- Deficient in facilities for pupil-teacher
- Lack of Regulations in Demand and Supply
- Lack of facilities for Professional Development
- Insufficient financial grants
- Narrow Scope of Teacher Education
- Lack of Culture-Specific Pedagogy

The problems in the way of teacher education needs to be addressed Education of teachers needs to be strengthened and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization.

It is acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct.

Curriculum needs to be modified in order to accommodate the desired changes. Curriculum should be designed keeping in view the interests of the learners. Teachers can play a very important role in framing the curriculum keeping abreast of new knowledge and skills. As we know, teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts

need be made for motivating teachers to become innovative and creative. A good teacher can utilize his own resources to keep himself acquainted of new knowledge and skills. It is only with the help of innovative and knowledgeable teachers that curriculum can be redesigned from time to time in order to keep pace with the advanced technologies. Besides this teacher education program should be structured and modified in such a way that enables them to respond dynamically to the new problems and challenges in the field of education, so that teacher can help in national development.

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