APPENDIX A

National Curriculum for Teacher Education 1988 *

Objectives of Teacher Education Programmes

General Objectives of Pre-Service Teacher Education Programmes

The teacher education programme at all levels should seek to develop in the prospective teacher:

1 Knowledge and understanding of:
   • the Indian Socio-cultural context and the role of education in national development.
   • the process of human development and learning in all its dimensions and its implications to education.

2 Professional competencies and skills relating for:
   • effective communication,
   • effective curriculum transaction utilising learning resource of various kinds and employing interactive teaching learning strategies to promote allround growth of learners.
   • comprehensive and continuous evaluation of learners' progress through appropriate tool and techniques.

* Policy Perspectives in Teacher Education, Critique & Documentation, New Delhi, National Council for Teacher Education, 1998, pp. 244 - 246
• effective management of learning within and outside the classroom to maximize learners' growth.
• catering to the learning needs of special groups of children—the gifted, the slow learners and the disabled.
• Organising co-curricular activities of different kinds to promote all round growth of child.
• Research and experimentation in education.
• offering guidance to students in their personal, academic and occupational problem.

3 Social commitment through participation in:
• developmental activities in the community, extension activities and community services.
• compensatory education programmes for the disadvantaged classes Scheduled Castes - Scheduled Tribes.
• complementary and parallel educational services systems like non-formal education, adult education, workers education.

4 Positive attitudes towards children, learning, school, professional growth and manual work.

5 Social, cultural and moral values oriented towards the unity and integration of our people.
Aesthetic contests and appreciation, literary, cultural and artistic pursuits.

Pre-service teacher education curriculum designs some basic principles and considerations.

The basic principles and considerations common to teacher education programmes at all stages are as follows:

- Teacher education programmes are programmes for professional preparation of teachers and not programmes of general, academic study. They should accordingly provide for a comprehensive coverage of professional knowledge and understanding and attitudes, interests, values and skills, and have a strong functional orientation.

- Pre-service teacher education is to be considered as an induction and initiation process. It is not aimed at turning out a "finished" teacher. The programme should have an open ended design fostering initiative for further growth and equipping the trainee with the needed skills of self-directed learning though projects, individual tailored assignments etc.

- The programme should not be rigid and prescriptive but flexible to accommodate local and regional needs, individual differences and creative, innovative ideas and practices.
• Teacher education programmes for the different levels should share a common design with a built in provision for horizontal and vertical mobility to break the isolation from stage to stage.

• Each component of teacher education curriculum should have clearly defined objectives, realistic in its expectations and avoid overloading.

• The curriculum should emphasise integration of theoretical understandings with their practical application without overdoing one or the other theory, without practical and functional derivatives and practice without any additional frames of reference which will be without consequences.

• The programme should provide for comprehensive and continuous evaluation using demonstrable verbal and non-verbal performance criteria.

• The curriculum should give practicum or field work the central place with appropriate weightage considering its crucial importance in teacher education.

• The programme should foster research outlook and the desire to experiment and innovate.