Chapter 5

CURRICULUM FRAMEWORK

INTRODUCTION

I. *In service education curriculum frame work.*

II. *Present and future In-service education curriculum education framework for untrained teachers objectives content areas.*

III. *Common curriculum frame work for present and future In-service education programme for trained and untrained service teachers.*

IV. *Learning activities to be incorporated in In-service education program.*
CURRICULUM FRAMEWORK INTRODUCTION

This chapter expresses the alternative curriculum framework for In-service education of teachers. It incorporates the details of different segments of curriculum framework for untrained teachers. Specific training curriculum for untrained primary school teacher and common curriculum for in-service education of trained and untrained primary school teachers of Uttar Pradesh have been identified on the basis of analysis of responses of teachers, experts, teachers educators and researchers observation as reported in foregoing chapter.

OBJECTIVE - IV

To explore alternative curriculum framework for in-service teacher education of primary school teacher towards 2010 A.D.

IN-SERVICE EDUCATION CURRICULUM FRAMEWORK

Training curriculum and training needs of untrained primary school teachers of Uttar Pradesh have been identified on the basis of responses of teachers, experts teacher educators and research scholars observation as per following diagram:

The findings related to aims two and three have set guidelines for framing of training curriculum. The elements identified for training curriculum read as:
1. Objectives
2. Content
3. Methods and media
4. Learning activities
5. Resource persons
6. Evaluation procedure

Present and futures In-service education curriculum framework for untrained teachers: Objectives Content Areas "Construtive plays, good habits for health and things pertaining to good behaviour are the main item of the curriculum. The school building and the necessary equipment are arranged according to the stage of development of children.
I. Present and Futures In-service Education Curriculum Framework for Untrained Teachers: Objectives Content Areas

Objectives

Preferred content areas Preferred content for present training areas for future programme of untrained training programmes of untrained teachers.

I. To develop -Planning Lesson -Plan lesson competencies -Identification of student -Identify student concerning preparation learning needs and interest learning needs and for instruction. of primary Children. interest of primary Children.

II. To develop -Assignment homework. -Preparation teaching competencies among teaching aids. teachers for develop aids. preparation and utilisation of instructional materials.

III. To make -Utilisation text book and -Utilise text book and teachers able to manuals. manuals motivate primary -Utilisation of blackboard -Utilise black board School children for -Utilization of teaching aids Utilize the teaching education and cultural activities. -Demonstration of aids. experiments -Development of earning activities on competencies in each subject -Analysis of text book.
IV. To develop communication abilities among teachers in classroom:
- Motivate the student
- Establish rapport with primary student through informal communication.
- Conduct and innovative student in cultural activities.

V. To enable Teachers to use specially higher age group. different methods of instruction:
- Motivate the student
- Utilise the technique of questioning.
- Provide feedback.
- Conduct dramatization.
- Recite poem
- Undertake multigrade teaching.
- Adopt project method
- Adopt guided discovery method.
- Adopt Play way method
- Adopt inductive deductive method approach.
- Adopt problem solving method
- Adopt method to develop creativity.
- Adopt self instructional techniques.
- Implement new education idea.
VI. To develop skill evaluation of learning.
   - Implement new education ideas.
   - Organise competence based teaching.
   - Device and adopt innovative ideas in teaching.
   - Construction appropriate evaluation tools.
   - Conduct continues and comprehensive evaluation.
   - Asses student performance
   - Organise competence based teaching.
   - Construct appropriate evaluation tools.
   - Conduct continuous and comprehensive evaluation.
   - Assess student performance

VII. To enable teachers using different instruction.
     - Organise remedial instruction.
     - Diagnose student learning difficulties.

VIII. To acquaint teachers with activities progressive curricular and guidance activities.
      - Conduct follow-up activities.
      - Organise and conduct guidance activities.
      - Arrange outdoor activities (visit trips).
      - Conduct sports and game.
      - Utilise the community resources especially in case of non availability of essential teaching aids from government.
      - Establish rapport with parents and student
community through essential teaching aids
informal way-Participation from Government.
of social service activities.

-Establish rapport with parents and student communities through internal way.

IX. To develop
- Provide educational competencies among assistance for Children with teachers for special special need.
- Cater to mixed ability groups.
- Participating of social service activities.
Provide educational assistance for Children with special need.
- Cater to mixed ability groups.

X. To develop
- Develop institutional competencies for instructional planning.
- Maintaining record.
- Work in a team colleague
- Establish rapport with staff
- Conduct action research
- Assisting in conducting survey.
- Develop institutional planning
- Maintaining record
- Work in a team colleague
- Undertake self evaluation
- Conduct action research
- Assisting in conducting survey.
II. Common curriculum frame work for present and future In-service education programmes for trained and untrained in-service teachers:

Objectives and content areas

Objectives

<table>
<thead>
<tr>
<th>Preferred content areas for present training programme for trained and untrained teachers</th>
<th>Preferred content areas for future training programmes of trained and untrained teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. To develop -Summarizes the lesson competencies concerning preparation for instruction.</td>
<td>-Summarizes the lesson</td>
</tr>
<tr>
<td></td>
<td>-Assign home work.</td>
</tr>
<tr>
<td>II. To develop -Utilise community resource competencies among -Operation hand work teachers for develop (TV/Radio) preparation and utilisation of instructional materials.</td>
<td>-Demonstrate experimental</td>
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<tr>
<td></td>
<td>-Utilise community resources</td>
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<td></td>
<td>-Develop learning activities on competencies in each subject.</td>
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<td>-Apparition hardwore.</td>
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<tr>
<td>III. To make -Manage, the discipline teachers able to motivate primary children for education and cultural activities. -Recite a poem</td>
<td>-Establish rapport with primary students.</td>
</tr>
<tr>
<td></td>
<td>-Manage the classroom discipline.</td>
</tr>
<tr>
<td></td>
<td>-Narrate a story</td>
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<tr>
<td></td>
<td>-Conduct role play</td>
</tr>
</tbody>
</table>

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IV. To develop experience based communication abilities teaching. among teachers in classroom.

- Provide experience based teaching
- Conduct oral drill exercise

V. To enable Undertake self evaluation Teachers to use Value education different methods of Action research instruction.

- Adopt play way method
- Adopt concept attainment approach.

VI. To develop Subject up gradation in competencies in different areas with special environment. classroom management. reference to English and science.

- Manage the learning

VII. To develop Physical education Competencies for institutional planning.

Value education
- Action research

VIII. To acquaint Linking curriculum teachers with various translation with culture and innovation and environment of school significant areas of children. quality education at elementary stage.

- Subject up gradation in different areas with special reference to English and science.
- Physical education
- Linking curriculum translation with culture and environment of school children.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Preferred content areas for present training programme of untrained teachers</th>
<th>Preferred content areas for future training programmes of untrained teachers</th>
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</thead>
<tbody>
<tr>
<td><strong>I. To develop competencies concerning preparing for instruction</strong></td>
<td>- Planning lesson&lt;br&gt;- Identification of student learning needs and interest of primary&lt;br&gt;- Assignment homework</td>
<td>- Plan lesson&lt;br&gt;- Identify student learning needs and interest primary children</td>
</tr>
<tr>
<td><strong>II. To develop competencies among teachers for development preparation and utilization of instructional materials.</strong></td>
<td>- Preparation of teaching aids.&lt;br&gt;- Utilization textbook and manuals&lt;br&gt;- Utilization of black board&lt;br&gt;- Utilization of teaching aids&lt;br&gt;- Demonstration of experiments&lt;br&gt;- Developments of earning activities on competencies in each subject&lt;br&gt;- Analysis of text book</td>
<td>- Preparation teaching aids.&lt;br&gt;- Utilize text book and manuals&lt;br&gt;- Utilize black board.&lt;br&gt;- Utilize the teaching aids.</td>
</tr>
<tr>
<td><strong>III. To make teachers able to motivate Primary children for education and cultural activities.</strong></td>
<td>- Motivate the student&lt;br&gt;- Establish rapport with Primary student though informal communication&lt;br&gt;- Conduct an innovative student in cultural activities.&lt;br&gt;- Motivate the student specially higher age group</td>
<td>- Motivate the student&lt;br&gt;- Conduct and involvement student in culcultural activities.</td>
</tr>
<tr>
<td><strong>IV. To develop communication abilities among teachers in class room</strong></td>
<td>- Utilise the techniques of questioning&lt;br&gt;- Provide effective feedback&lt;br&gt;- Conduct dramatization&lt;br&gt;- Narrate a story&lt;br&gt;- Conduct role play&lt;br&gt;- Undertake multi grade teaching</td>
<td>- Utilize the technique for questioning&lt;br&gt;- Provide effective feedback&lt;br&gt;- Conduct dramatization&lt;br&gt;- Recite poem&lt;br&gt;- Undertake multi grade teaching</td>
</tr>
</tbody>
</table>
| V. To enable Teacher to use different methods of instruction | -Conduct oral drill exercise  
-Adopt play way method  
-Adopt concept attainment approach  
-Adopt project method  
-Adopt guided discovery method  
Adopt Inductive deductive method  
-Adopt problem solving method  
-Adopt method to develop method  
-Adopt method to develop creativity  
-Adopt self instructional techniques  
-Adopt group discussing method  
-Implement new education ideas  
-Organise competence based teaching  
-Device and adopt innovative ideas in teaching | -Adopt project method  
-Adopt guided discovery method  
-Adopt inductive deductive method  
-Adopt problem solving method  
-Adopt method to develop creativity  
-Adopt self instructional techniques.  
-Adopt group discussing method  
-Implement new education ideas  
-Organise competence based teaching  
-Device and adopt innovative ideas in teaching |
| VI. To develop skill of evaluation of learning | -Construction appropriate evaluation tools  
-Conduct continues and comprehensive evaluation  
-Assess student performance.  
-Organise remedial instruction  
-Diagnose student learning difficulties. | -Construct appropriate evaluation tools.  
-Conduct continuous and comprehensive evaluation.  
-Assess student performance  
-Organise remedial instruction  
-Diagnose student learning difficulties. |
| VII. To enable teachers using different diagnostic and remedial measures | -Conduct follow-up activities  
-Organise and conduct guidance activities. | -Conduct follow-up activities.  
-organize and conduct guidance activities. |
| VIII. To acquaint teachers with progressive curricular activities and community participation | -Arrange outdoor activities (visit trips)  
-Conduct sports and game  
-Utilise the community resources especially in case of non availability of essential teaching aids from Government.  
-Establish rapport with parents and teacher community through informal way.  
-Participation of social service activities. | -Arrange outdoor activities (visit trips)  
-Conduct sports and game  
-Utilise the community resources especially in case of non availability of essential teaching aids from Government.  
-Establish rapport with parents and teacher community through informal way.  
-Participation of social service activities. |
| IX. To develop competencies among teachers for special education. | -Provide educational assistance for children with special need.  
-Cater to mixed ability groups. | -Provide educational assistance for children with special need.  
-Cater to mixed ability groups. |
| X. To develop teachers competencies for instructional planning. | -Develop institutional planning  
-Maintaining record  
-Work in a team colleague  
-Establish rapport with staff  
-Establish rapport with staff  
-Conduct action research  
-Assisting in conducting survey. | -Develop institutional planning  
-Maintaining record  
-Work in a team colleague  
-Establish rapport with staff  
-Establish rapport with staff  
-Conduct action research  
-Assisting in conducting survey. |
| Table No. 2 |
|-----------------|-----------------|
| **Common Curriculum framework for present and future In-service education programmes for trained and untrained In-Service teachers: Objectives and content areas.** |

| I. To Develop competencies concerning preparation for instruction. | -Summaries the lesson  
-Assign home work. |
|------------------|------------------|
| II. To develop competencies among teachers for development, preparation and utilization of instructional material. | -Utilise community resource  
-Operation hand work (TV/Radio)  
-Demonstrate experimental resources  
-Develop learning activities on competencies in each subject  
-Apparition hard work. |
| III. To make teachers able to motivate primary children for education and cultural activities | -Manage the disciplinal  
-Establish rapport with Primary students  
-Manage the class room discipline. |
| IV. To develop communication abilities among teachers in classroom. | -Recite a poem  
-Narrate a story  
-Conduct role play |
| V. To enable teachers to use different methods of instruction | -Provide experience based teaching  
-Provide experience based teaching  
-Conduct oral drill exercise  
-Adopt play way method  
-Adopt concept attainment approach. |
<table>
<thead>
<tr>
<th>VI.</th>
<th>To develop competencies in classroom management.</th>
<th>Manage the learning environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII.</td>
<td>To develop teachers competencies for institutional planning</td>
<td>Undertake self-evaluation</td>
</tr>
<tr>
<td>VIII.</td>
<td>To acquaint teachers with various innovation and significant areas of quality education at elementary stage</td>
<td>Value education - Action research - Subject up gradation in different areas with special reference to English and Science - Physical education - Linking curriculum transaction with culture and environmental of school children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Value education - Action research - Subject up gradation in different areas with special reference to English and Science - Physical education - Linking curriculum transaction with culture and environmental of school children.</td>
</tr>
</tbody>
</table>
III. Learning activities to be incorporated in in-service education programmes:

A. - Attending lectures
   - Observing demonstration lesson given by tutors.
   - Participating in question-answer session.

B. - Observation laboratory demonstration
   - Conducting projects
   - Conducting exhibition
   - Participation computer aided instruction
   - Conducting laboratory activities
   - Visiting
     a. Model School
     b. Historical place
     c. Rehabilitation center
     d. Educational guidance
     e. Research centers
     f. Library and laboratory

C. - Participating in group discussion
   - Participating in seminar, symposium and debates
   - Participating in workshop
   - Preparing learning aids
   - Preparing question papers
   - Organising quiz programmes

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D. Participating in self-study activities relating to
   - Problem solving.
   - Using printed self-study materials.
   - Using available audio-video media for self study

Methods and media to be incorporated in in-service education programmes:
Organisation of various methods and approaches related to classroom activities and self-studies read as:
   - Lectures
   - Demonstration
   - Experiment
   - Project
   - Community
   - Seminars, symposiums
   - Self study
   - Micro teaching
   - Models of teachings

Besides above there must be provisions for use of different media and materials such as:
   - Using audio-visual cassettes
   - Using the VCP/VCR
   - Using the TV
   - Using the Radio
   - Radio conferencing
-Tele conferencing
-Computer network at wider level as well as local level
-Provision of self-study materials

Quality of Resource persons of In-service education programmes:
-Experienced and qualified teachers with special reference to subject like English languages and Science.
-Social workers like Economist and planners
-Other profession in the community like Doctors, Lawyers and retired persons (teachers and others)
-Educational administrators
-Teachers Experts
-Creative writers

Formative and Summative Evaluations and Follow-up Activities of In-service Education Programmes
A. -Provisions for feed back through overall discussion - provision for feedback given through written form
B. -Provision for reinforcing curricular activities- Provision reinforcing to participate in co-curricular activities
-Motivation to Join various in-service education programmes.
C. Conducting Evaluation Through
-Self assessment
- Paragraphs
- Overall discussion
- Observation and participating different activities

Conducting follow-up through

Seeking opinion of participants, School Head masters, School inspectors.
GRAPH NO. 1

CURRICULUM FRAMEWORK

- Epistemological Assumptions
- Assumptions about learning
- Assumptions about understanding of the child and her context

FOUNDATIONS OF CURRICULUM

- Aim of education
- Stage Specific objectives
- Principles of content selection and organisation
- Criteria for good methods
- Criteria for good material
- Principles of evaluation

CURRICULUM CORE

The Graphical Representation of Curriculum Framework

GRAPH NO. 2

CURRICULUM CORE

- Aims of education
- Stage Specific objectives
- Principles of content selection and organisation
- Criteria for good methods
- Criteria for good material
- Principles of evaluation

CURRICULUM DETAILS

- Details of syllabus
- Recommended classroom practices
- Textbooks and TLM
- Evaluation scheme

- Details of syllabus
- Recommended classroom practices
- Textbooks and TLM
- Evaluation scheme
GRAPH NO. 3

Panchayat Bodies  Educational Administration  Project Manage:

In Selected districts

District Panchayat
Standing Committee

District Education Officer

District Project Coordinator

Block Panchayat
Standing Committee

Block Education Officer

Block Resource Centre

Village
Panchayat

Assistant
Education Officer

Cluster
Coordinator

Village Education Committee

Village Education Committee/
Mother-Teacher Council

GRAPH NO. 4

Overlaps and Ambiguities in Functions:

<table>
<thead>
<tr>
<th>11th Schedule</th>
<th>Gram Panchayat</th>
<th>Taluk Panchayat</th>
<th>Zilla Panchayat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, including primary and secondary schools</td>
<td>Promotion of public awareness and participation in primary and secondary education</td>
<td>Promotion of primary &amp; secondary education, Construction, repair and maintenance of primary school buildings, Promotion of social education through youth clubs and Mahila Mandalas</td>
<td>Promotion of educational activities in the district, including establishment and maintenance of primary and secondary schools, Establishment and maintenance of ashram schools and orphanages, Survey and evaluation of educational activities</td>
</tr>
<tr>
<td>Technical training and vocational education</td>
<td></td>
<td>Promotion of rural artisan and vocational training</td>
<td>Establishment and maintenance of rural artisan and vocational training centres, Encouraging and assisting rural vocational training centres</td>
</tr>
<tr>
<td>Adult and non-formal education</td>
<td>Promotion of adult literacy</td>
<td>Implementation of adult literacy</td>
<td>Planning and implementation of programmes of adult literacy and non-formal education</td>
</tr>
</tbody>
</table>