



## COMPARATIVE STUDY OF TWO YEAR D.El.Ed. COURSE CURRICULUM OF NCTE AND HIMACHAL PRADESH

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### Abstract

*Quality teacher can enhance the learning among children in schools. The quality of teachers depends on the quality of the curriculum, Teacher Educators and professional development activities during Pre-service and In-service training programme. Course curriculum plays a vital role in modification of Knowledge, Attitude, Values and Skills of the teachers. NCTE has suggested a course outline for two year D.El.Ed. Programme in India. Many of the states of India has updated and upgraded the curriculum in the light of curriculum suggested by NCTE. Himachal Pradesh has very recently upgraded and implemented the course curriculum of two year D.El.Ed course. An attempt has been made to study and compare two year D.El.Ed course curriculum being implemented by Elementary Teacher Education Institutions in Himachal Pradesh to identify the similarities and deficiencies in the preparation of quality elementary education teachers. It has become more important to study the existing curriculum particularly in the light of NCTE regulation.*

**Key words:** *Structure & design, aims & objectives, Syllabus, mode of transaction, Assessment*



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### Introduction:

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

### **Teacher Education:**

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills

**Teaching skills** includes providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

**Pedagogical theory** includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

**Professional skills** include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills (*Concept of teacher education, page no. 2, 3*

[http://archive.mu.ac.in/myweb\\_test/ma%20edu/Teacher%20Education%20-%20IV.pdf](http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf) consulted on dated 24<sup>th</sup> April, 2017 on 1:47 PM).

### **CURRICULUM:**

The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, *curriculum* is often defined as the courses offered by a school. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

Education is a deliberate, purposeful activity directed at the achievement of a range of aims and objectives which could potentially include the development of knowledgeable individuals who are able to think rationally, the formation of a sustainable community, and the realization of economic goals benefiting both individuals and their communities (Rizvi and Lingard, 2010). The term education, therefore, has normative implications: it suggests that something worthwhile is being intentionally transmitted. This implies that there are some values that education should seek to achieve. Schools play a crucial role in the making of our social world. Governments, therefore, use schooling to strengthen national identity and

inculcate citizenship values. How then does a country determine the specific values that its education system should achieve? How are these values achieved? This is the role of curriculum planning.

### **Curriculum planning and identification of values**

**Ralph Tyler (1949)** identified four fundamental questions which must be answered in curriculum planning. These are:

- I. What educational purposes should the school seek to attain?
- II. What educational experiences can be provided that is likely to attain these purposes?
- III. How can these educational experiences be effectively organized?
- IV. How can we determine whether these purposes are being attained?

Although there are many curriculum development models that educationists have developed since Tyler's proposal, the principles that Tyler identified have remained largely the same, namely determining education purposes (objectives, goals, aims, competencies, learning outcomes); identification of appropriate learning experiences and pedagogical approaches; organization of the learning experiences; and assessment and evaluation.

According to **Oluoch (1982)** curriculum refers to all that is planned to enable the learner to acquire and develop the desired knowledge, attitudes, values and skills. The curriculum is organized into formal, non-formal and informal dimensions.

Globally, a major purpose that education has been identified to achieve is national cohesion and integration. The Report to UNESCO of the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors, identified four pillars of learning that are very important in the 21st century (Delors et al. 1996). These are:

- **Learning to know:** to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.
- **Learning to do:** to provide the skills that would enable individuals to effectively participate in the global economy and society.
- **Learning to be:** to provide self-analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for an all-round 'complete person.
- **Learning to live together:** to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all

levels of society and human relationships to enable individuals and societies to live in peace and harmony.

**National Curriculum Framework, 2005 (NCF-2005)**, in its position paper, National Focus Group on Teacher Education curriculum renewal emphasizes to translate the vision of Teacher education into reality and prepare more professionals with changing demands of the National goals. As there has been a paradigm shift in the Teaching strategies and curriculum is upgraded to meet the challenges of futuristic society, therefore we need teachers who-

- View learning as a search for meaning out of personal experience, and knowledge generation at a continuously evolving process.
- View knowledge not as an external reality embedded in text books, but as constructed.

In the light of above NCF, 2005 suggested curricular reforms which meet the demand of 21<sup>st</sup> century learners.

**National Curriculum Framework for Teacher Education 2009**, titled ‘Towards preparing professional and humane teachers’ explains that ‘traditional approach to teacher preparation has given way to carefully crafted curriculum design that draws upon theoretical knowledge and empirical knowledge as well as student teachers experimental knowledge’. (NCFTE 2009, p. 24)

The committee suggested three broader areas:

- i. **Foundation course of Education** which includes Learner studies, contemporary studies and Educational studies
- ii. **Curriculum and Pedagogy** which includes curriculum studies and pedagogic studies
- iii. **School Internship** which caters to development of professional capabilities, sensitivities and skills for future teachers (NCFTE 2009, p. 24)

The role of curriculum is to identify the education purposes and organize them into goals, objectives, aims and learning outcomes to be achieved at the different levels of education and training. In this paper, we are focusing on the Teacher Education curricula. This is because preparation of Elementary teachers serves as basic criteria for basic education make up in the formative stages of education.

### **Curricular Areas in Teacher Education:**

The curriculum of teacher education is broadly dealt with under foundations of education, curriculum and pedagogy and school internship. The foundations of education include learner studies, contemporary studies, and educational studies. Curriculum and

pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies. The school internship is visualized by situating the practice of teaching in the broader context of vision and the role of teacher and sustained engagement with learners and schools. In a departure from the existing approaches, the rationale of each major area along with curricular provisions, both in theory and practicum, have been indicated, leaving scope for individual reflection on the part of the institutions offering teacher education and the academics associated with them.

The kind of teacher and teacher education we have envisioned calls upon us to look at teacher education as a holistic enterprise involving actions of different kinds and from multiple fronts aimed at the development of the total teacher – knowledge and understanding, repertoire of skills, positive attitudes, habits, values and the capacity to reflect.

Teacher education curriculum provides appropriate and critical opportunities for student teachers to:

- Observe and engage with children, communicate with and relate to children.
- Understand the self and others, one's beliefs, assumptions, emotions and aspirations;
- Develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
- Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.
- Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry

Each of the above stated opportunities can be provided through a carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers' experiential knowledge.

**Objectives of critical analyses of two year D.El.Ed course curriculum are:**

- (i) To compare the two year D.El.Ed. Course curriculum of Himachal Pradesh to NCTE Curriculum.
- (ii) To study the present curriculum of two year D.El.Ed course in Himachal Pradesh in terms of structure & design, aims and objectives, subject matter, mode of transaction and evaluation methods and techniques.

- (iii) To suggest the measures for improving the D.El.Ed course curriculum of Himachal Pradesh based on analyses of the study with a view to producing quality teachers.

### **Methodology**

Desk analysis was used for comparing the D.El.Ed curriculum procured from NCTE and SCERT Himachal Pradesh. The analysis covered major components of curriculum such as i) Structure and design of curriculum ii) Aims and objectives iii) Syllabus iv) Mode of transaction v) Assessment.

### **Comparative analysis of two year D.El.Ed. Curriculum of Himachal Pradesh and NCTE:**

#### **1. Structure and design:**

This is an important component of any curriculum. It provides basic and initial information regarding ‘what is inside and how it is developed’.

- NCTE curriculum has clearly explained the **process of development of the curriculum along with the committees and individual subject wise committees and expertise**. Curriculum suggested by SCERT Himachal Pradesh has no such information
- NCTE curriculum defines **rational** for individual subjects and explains the **course design** in detail whereas no such information is given in the curriculum suggested by SCERT Himachal Pradesh.
- **Contact hours per week or suggested periods per week** are given in NCTE curriculum for individual subjects whereas no such information is given in the curriculum suggested by SCERT Himachal Pradesh.
- Both the curriculums have given place to **maximum marks** for individual subjects which are sub divided into internal and external marks.
- NCTE curriculum has given place to **specialization required to teach individual subjects** whereas no such information is given in the curriculum suggested by SCERT Himachal Pradesh.
- **Suggestive essential readings, readings for discussion, advanced readings and practicum for individual subjects** is given place in the NCTE curriculum whereas no such suggestions are given in the curriculum suggested by SCERT Himachal Pradesh.

- **Duration of examination** for individual subjects is an extra feature of curriculum suggested by SCERT Himachal Pradesh whereas no such suggestion is there in NCTE curriculum.

## 2. Aims and Objectives:

The aims of the curriculum are the reasons for undertaking the learning 'journey' - its overall purpose or rationale from the student's point of view. NCTE curriculum have given place to **rational and aim; and specific objectives of the individual subjects** whereas SCERT Himachal Pradesh curriculum has only explained **specific objectives**.

## 3. Syllabus:

The syllabus is a "contract between faculty members and their students, designed to answer students' questions about a course, as well as inform them about what will happen should they fail to meet course expectations. It is also a vehicle for expressing accountability and commitment." (Slattery, J.M.; Carlson, J.F. (2005). "Preparing an effective syllabus: current best practices.". *College Teaching*. 54 (4): 159–164).

The syllabus is divided into two sessions namely first year and second year. Detail of courses and Practicum/Practical are as below:

| Year        | NCTE Curriculum  | No. of subjects | SCERT Himachal Pradesh Curriculum         | No. of subjects |
|-------------|------------------|-----------------|---|-----------------|
| First Year  | 1. Theory Course | 8               | 1. Theory Course<br>A. Foundation Courses | 4               |
|             |                  |                 | B. Pedagogic Courses                      | 4               |
|             | 2. Practicum     | 4               | 2. Practical Courses                      | 4               |
| Second Year | 1. Theory Course | 7               | 1. Theory Course<br>A. Foundation Courses | 3               |
|             |                  |                 | B. Pedagogic Courses                      | 5               |
|             | 2. Practicum     | 3               | 2. Practical Courses                      | 3               |

### Main Differences in two curriculums:

- Nomenclatures of many subjects are different.
- Although number of subjects in both the curriculum for first year are similar but there is one subject/ course titled **'Towards Understanding the self'** which is not prescribed in the curriculum by SCERT Himachal Pradesh. Rather, there is one

subject/ course titled '**Teaching of Environmental studies**' from the second year of NCTE Curriculum added to the first year curriculum in Himachal Pradesh. SCERT Himachal Pradesh has also divided a course titled '**Understanding Language and early Literacy**' into two courses namely i) **Teaching of English Language** ii) **Hindi Bhasha Shikshan**

- NCTE Curriculum has placed **four optional** pedagogic courses and it has suggested that Pre-service trainees have to **choose for any one course** in second year of D.El.Ed. Programme. In contrast, SCERT Himachal Pradesh has given an option of **five optional** subjects and has suggested the Pre-service trainees to **choose any three courses out of which one language is compulsory.**
- Practicum or Practical courses are similar but **duration of the School Internship** suggested in the curriculum of Himachal Pradesh is not according to the mandate of NCTE regulation 2014. NCTE in its framework and guidelines for School internship in January, 2016 has mandated 20 weeks (4 weeks + 16 weeks) duration for internship period during two year course, but SCERT Himachal Pradesh has suggested internship period of 30-35 days ( 6 weeks approximately) in the first year and 50-55 days (9 weeks approximately) in second year.

#### **4. Mode of Transaction:**

NCTE curriculum has suggested modes of transaction and materials to be used for individual subjects whereas SCERT Himachal Pradesh curriculum has no such suggestions.

#### **5. Assessment:**

Both curriculums have suggested methods and techniques for learners' Assessment. SCERT Himachal Pradesh has gone little further and has given the scheme of evaluation and question paper setting.

#### **Suggestions for improvements in Two year D.El.Ed. Course curriculum of Himachal Pradesh:**

- **General Information:** Some information of the curriculum development and the process followed in its development and appraisal can be shared with the readers. Rational behind the curriculum and its implementation and probable outcomes can also be given place so that the readers have a deep understanding of the Aims and Objectives underlying. Information regarding team of experts and their expertise can also be shared for the benefit of the readers.



- **Calendar of Activities:** The curriculum document needs to clearly incorporate the academic calendar for a session. Hence it may be incorporated.
- **Contact Period:** Total teaching learning hours may be given place to avoid confusions. This is important so that one course may not be given weightage or preference over the other.
- **Teacher Qualification and guidelines:** It is important to mention that Teacher is pivotal of any curriculum transaction. A teacher who is professionally under qualified to teach a course is the worst experience a student will ever have. So “who can be a teacher for a particular course or unit” can be mentioned with guidelines for teachers.
- **Mode of Transaction:** It is important for any curriculum document to mention Teaching Learning Transactional Methodologies, techniques and strategies. Therefore, Learning Methods for all courses and content can be given place.
- **Teaching Learning Material and other activities:** Learning material has importance in Teaching and learning. Other activities like Study visits, Surveys, Projects, assignments, Group discussions, quiz, declamation, forums etc also play an important role in experiential and direct learning. Such activities and material can be suggested to make the curriculum student and teacher friendly.
- **Scheme of Marks:** It is important to mention maximum marks for all courses and it should further be sub divided into units or chapters. So it is suggested that unit wise distribution of marks can be mentioned in the present curriculum.

If we could incorporate the above suggestions in the curriculum, it can be modified into a document which is self explanatory and self speaking. Therefore Frequently Asked Questions (FAQs) regarding curriculum and its implementation could be minimized.

#### **Implications of the study:**

1. **For learners:** The good self explained curriculum document plays an important role for the learners. Learners will be able to prepare according to the aims & objectives of the Curriculum. They will try to match with the outcomes of the curriculum. Also they would plan for the final examinations and they would be able to know about the evaluation schemes. Suggestions for further reading, essential reading would help them to locate books in the library and prepare accordingly.
2. **For Teachers:** The good self explained curriculum document also plays an important role for the teachers. Teachers will be able to plan according to the aims & objectives of the Curriculum. They would be able to know about the particular method or

technique to be used for Teaching- learning. Suggestions for Learning material and other activities would help them to carry out some activities in the classroom. Teachers would also know the final examinations and evaluation schemes. Suggestions for further reading, essential reading would help them to locate books in the library and prepare accordingly. They can also suggest books for further reading.

3. **Curriculum Development and Appraisal Team:** This analysis would help the curriculum and appraisal teams in a way that these are some minimum indicators or parameters which are required to be mentioned in a curriculum document.
4. **Teacher Education Institutions:** This analysis would help TEIs to ask for change in curriculum and its guidelines. Also they will have a deep look into the details and plan accordingly for its implementation.
5. **Department of Education:** This analysis would help department of Education especially Teacher education in modifying the curriculum in the light of the above suggestions.
6. **Affiliating Body:** This analysis would help the affiliating body i.e. HP Board of School Education Dharamshala to suggest the institutions for proper implementation of the curriculum. They would also suggest examination scheme and sample question papers for different courses on the basis of suggestions.
7. **For Researchers:** This analysis would help researchers in finding various parameters for curriculum studies. They may also look for new dimensions of curriculum researches.

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**Important Links:**

[http://himachal.nic.in/WriteReadData/1892s/16\\_1892s/2yrs%20D-63149191.pdf](http://himachal.nic.in/WriteReadData/1892s/16_1892s/2yrs%20D-63149191.pdf) (link for D.El.Ed. curriculum Himachal Pradesh)

[http://himachal.nic.in/WriteReadData/1892s/16\\_1892s/Tapwal-37198959.pdf](http://himachal.nic.in/WriteReadData/1892s/16_1892s/Tapwal-37198959.pdf) (Link regarding implementation of D.El.Ed. curriculum in Himachal Pradesh)

<http://www.ncte-india.org/DED.pdf> (Link for NCTE D.El.Ed. Curriculum)