

## INTRODUCTION

The National Curriculum Framework-2005 and the Right of the Children Free and Compulsory Education Act-2009 clearly speak out the expectations of our country from a teacher. These may be summed up in the following few bullets:-

- ✓ Care and concern for the children and their all-round development
- ✓ Understanding the socio-cultural diversity, economic disparity, linguistic plurality and secular framework of the nation
- ✓ And, therefore, acceptability of a heterogeneous classroom
- ✓ Knowledge of the needs of the children, the society, the nation and the world.

### □ Existing Teacher Education -

There are two forms of Teacher Education—Pre service and In-service. The aim of one is to prepare an individual for the profession, while the aim of the other is to update a teacher in accordance with the challenges of education.

The pre-service curriculum currently focuses on learning about various pedagogic methods and techniques and never allows or puts a teacher educator into any challenging situation to prove the truth of all what he has said.

There is no construction and reconstruction of the learning experiences. Assessment is based purely on the ability of telling and explaining, not on doing things in similar situations or making things environmentally appropriate.

The in-service part of the teacher education is almost a routine work. The teachers, who are called for orientation without any concern over whether they need such trainings at all or not; mostly do not apply or have to apply the concepts in real class-room situations.

### □ Our Forward Look -

A New Era of Curriculum development to begin from West Bengal to address the oft-spoken, so far unanswered questions like,

- ✓ who a quality teacher is
- ✓ what makes an innovative and reflective teacher
- ✓ For whom a teacher works
- ✓ How to give effect to the concept of inclusive Education in the real classroom situations



- ✓ How to address the diverse cultural background and multi lingual set up in classrooms
- ✓ How to accommodate the children with special needs
- ✓ How to address the problem of out of school children
- ✓ How to put the out of school children in to the mainstream of education
- ✓ How to reach the last out of school student and put him/her into the focus

#### Pedagogy revision by an Expert Committee -

Traditional instructional strategies look up on teaching as an act of informing, telling and narrating which means passivity on the part of the learners. Teachers are also taught to look upon teaching in the like way.

Teacher-educators, accordingly, taught the student-teachers about various strategies without leading them into innovations/improvement upon the existing pedagogic interventions.

The trend has its impact on the school education which is practically dominated by the teachers who have no other activity than informing the learners of certain things.

#### Pedagogic revision by an expert committee is the crying need - Pedagogic revision implies

- Replacement of teacher centricity with learner centricity in the real sense of the term
- Bidding adieu to passive listening to and giving lectures and welcoming activity and project oriented self-learning
- Constructing the learner's own knowledge in place of giving and receiving a bagful of information
- Allowing every learner to share his/her experiences
- Moving to the community for sharing knowledge with wisdom, testing knowledge etc
- Integrating knowledge with experiences

#### Systemic Reforms -

- We want to get rid of the ever increasing load of education, but our teachers do not know how to effect it or how to de-load education to let the child grow and mature in consonance with nature, because
- The concepts arise from books and die down after the programme or the course-end-examination is over.
- Therefore, in West Bengal, we are very much worried about bringing in such pedagogic issues in the right spirit and with the pious intention of



involving the teachers very much in the process of working out the devices and trying out the same to find out its efficacies, during the course.

- Our teachers talk about School based Continuous and Comprehensive Evaluation, but cannot practise it to relieve the learners of the examination-phobia. So, there remains an ever-widening gap and disparity between what they are taught and what they practise.
- One of the major issues in the re-vision-of Two Year D El Ed curriculum, is to prepare the student-teachers for all sorts of challenges in the elementary education including school based activities.
- Mobilization of the Teaching Community to be acquainted with the socio-economic and cultural diversities of different states as well as different parts or districts within the state, to adopt the best practices for their classrooms, is one of the few major goals to achieve through Teacher Education.
- This will ensure respect to the national values like acculturation, acceptance, endurance and sharing in the midst of plurality and diversity.

#### **How to Achieve this?**

- Through excursion and field trips within the curriculum/course
- On line sharing of experiences and exchange of views
- Allowing freedom of choice to the teachers in order to contextualize Education
- Inviting others to the arena of West Bengal-specific teacher education under the National Frame Work
- Making education available through everybody's home language in a heterogeneous classroom.

#### **Emphasis on Practicum -**

- There should be a balance between the concepts and practices. A teacher must not ask his/her pupils to do what he/she himself/herself cannot do. Herein lies the truth of linking the classroom to the real world as envisaged in the NCF-2005, and duly endorsed by the NCFTE-2009.
- Therefore, in addition to the practical activities, mentioned above , our curriculum is going to lay due stress on the school-internship programme within the course , not merely in the conventional form of practice teaching for a certain period of time , but through the adoption of certain schools as the laboratories to test the novel concepts of learner centric, activity based strategies for qualitative improvement of education through the all-round development of the child who is at the centre of all such activities
- Every such leader school within the vicinity shall be under the leadership



of a teacher educator who will act as a link between the student-teachers and the existing teachers of the school for dissemination and exposition of the innovative practices among the in-service teachers.

- Evaluation of such activities would be done continuously and comprehensively in terms of students' response and feedback, in terms of their motivation in the observed & observable, measured and measurable learning situations.
- There would be remedial measures to correct the deficient teachers through live demonstration and active participation of the teacher educator, concerned, within such course.
- However, only on successful completion of the practicum course, student-teachers would be exposed to external evaluation once in every year which is summative in nature.

Education of the teacher-educators is no less important in view of the expectations of teacher education curriculum. Every teacher educator is required to be updated duly in order to cope with the new challenges of education, spelt out in the N C F-2005, endorsed duly in the NCFTE-2009. Student-teachers are bound to fail in their classrooms, if the teacher-educators cannot rise to the occasion and empower the teachers accordingly along the lines spelt out in the NCFTE-2009.

For appropriate education of the elementary teacher educators for effective transaction of the curriculum, leading to the realization of the curriculum- goal appropriate steps have been envisaged by the West Bengal Board of Primary Education.

The relevance of **educational research**, preferably in the form of short-term, classroom-problem-specific Action Research is unquestionable for the development of the learning process to ensure the desired learning outcome-oriented school Education.

Enough space in the Curriculum has been left for the teacher-educators to understand the linkage between the research in teacher education and the guarantee in the promotion of qualitative school education and also to encourage entrepreneurship in research among both the teachers and teacher-educators.

#### **□ Eligibility for Entry into the 2 year D.El.Ed. Course**

This Two Year D El Ed Course is meant for the candidates who have passed the H S (+2) or its equivalent examination from a recognised Board/Council with 50%/45% marks(as the case may be) in the aggregate



### Course Structure - Part-1 First Year

Total Marks : 700 (External :450; Internal : 250)

Total Hours : Theory-450hrs; Practical-180 hrs

Area	Course Code	Name	Marks	Total credit	Term End Evaluation	Internal Evaluation		
Core	CC-01	Child Studies	100	6(4+2)	4	2		
	CPS-1	Language-(L1)	100	6(4+2)	4	2		
	CPS-2	Language-(L2)	100	6(4+2)	4	2		
	CPS-3	Mathematics	100	6(4+2)	4	2		
	CPS-4	Environmental Science	100	6(4+2)	4	2		
Compulsory Pedagogic Subject (CPS)	P-1	Pre-Internship (Process Based Teaching Learning Skill Enhancement)	100	6	3	3	50 (by external) (16x5Skills)	50 (by internal) Minimum 30 days
		Creative Drama, Fine Arts, Physical and Health Education	100	6	3	3	50 (by external)	50 (by internal)
<b>PRACTICUM</b>								
<b>TOTAL</b>			700	42	26	16		



### Course Structure for Part-2 (Second Year)

Total Marks : 700 (External : 310; Internal : 390)

Total Hours : Theory-270 hrs; Practical-330 hrs

Area	Course Code	Name	Marks	Total credit	Term End Evaluation	Internal Evaluation	
CORE	CC-02	Educational Studies	100	6(4+2)	4	2	
CORE	CC-03	Contemporary Studies	100	6(4+2)	4	2	
CORE	CC-04	Pedagogy Across Curriculum	100	6(4+2)	4	2	
CORE	CC-05	Computer Application in Education	100	6(4+2)	-	6	
PRACTICUM	P-3	School Internship including Practice Teaching.	200	10	5 (By External	5 (By Internal	Minimum 45 days
	P-4	*School Based Activities: Physical, Emotional Health Education.	100	6		6 (By Internal	
<b>TOTAL</b>			700	40	17	23	

\*Note: The school-based activities (P-4) for the student-teachers will start in the month of January in the first year of the course and go on till March. During this period the learners will go to the selected and allotted school and interact with the students and management of the schools in terms of the activities, mentioned in our course. The performance of the student-teachers thereon each of the activities will have to be submitted in the second year for internal evaluation only.



### QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

- All theoretical papers for written examinations shall be of 70 marks each
- Of these 70 marks 20 shall be kept for Multiple Choice Type Questions with four options. In case of Content & Method papers 20 marks shall be divided into two equal halves of 10 marks, i.e 10 for contents and 10 for method portion
- There will be 10 Very Short Answer Type Questions of 2 marks each. Such answers should be written within 25 words.
- There will also be one Essay Type question to be answered within 500 words. For this answer 16 marks will be awarded. Such questions should have a reflective/creative part. Such questions should be from the methodology portion in method papers.
- Apart from these there will be two Short Answer Type Questions of 7 marks each, to be answered within 250 words.
- In all sections, excepting the MCQ-section, there should be one or two questions in excess of the number which a trainee has to write compulsorily.

Sl No.	TYPE of Questions	Number of Questions to be answered	Weight age	Remarks
01	MCQ-Type	20 (out of twenty)	20x1	Four-option-MCQ In Methodology papers 10 for Content & 10 for Method
02	Very Short Answer Type	10 (out of twelve)	10x2	Answers to be written within 25 words
03	Short Answer Type	02 (out of Three)	07x2	Answers to be written within 250 words/
04	Essay type	01 (out of two)	16x1	Answer is to be written within 500 words

### Marks-grade Point Conversion

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	00	Excellent
70- 79	A	7	Extraordinary
60- 69	B	6	Very Good
50-59	C	5	Good
40- 49	D	4	Average
Below 40	K	Nil	Poor( Not Qualified)