**INTRODUCTION**

“Curriculum Framework reflects the vision, mission and goals of education in the state without which education will be an aimless, direction-less activity. The department stands as quintessential factor for the development of educational activities in the state ”. Curriculum refers to the total learning experiences of individuals not only in schools but in society as well. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. A good curriculum connects teachers from across grade levels and subject areas to look at the big picture of student learning. Every aspect of the curriculum should have a clear objective or end goal to achieve. A good curriculum is not rigid- it allows room for flexibility, monitoring and evaluation by administration. It should provide sufficient scope for the cultivation of unique skills, interest, attitudes and appreciations.

Curriculum is the foundation of education and the curriculum is what makes the education quality stand out. Education aims to install a particular set of behavior but it could be reached by different means. But the curriculum provides a learner center approach to get to the aims of education.

The curriculum analysis is a kind of a map. It is a plan with regard to the objectives, content, learning materials, assessment as well as the methods employed as a guidelines in conducting learning activities in order to achieve the goal of a certain education as a learning outcome. Curriculum analysis is a plan with regard to the objectives, content, learning materials, assessment as well as the methods employed as a guidelines in conducting learning activities in order to achieve the goal of a certain education as a learning outcome. It is an ‘academic plan’, which should include: the purpose of the curriculum, content, sequence, instructional methods, instructional resources, evaluation approaches, and how adjustments to the plan will be made based on experience or assessment data. The curriculum analysis provides a detailed list of principles underlying language learning and teaching, the choice of material and content, and classroom assessment that incorporate constructivist, motivational and brain- based learning theories.

**Elementary Teacher Education Curriculum**

Teachers ought to have readiness to make learning a joyful experience and have democratic attitude, aiming at the virtue of society. The curriculum of teacher education for formulating such teachers should have a foundation of child psychological awareness and philosophical concern. Besides, the teacher education curriculum should include subject areas and school practical experience suitable for transacting elementary school curriculum.

The curriculum for Teacher Education at the elementary level, prepared on the basis of suggestions by NCTE. D.El.Ed. course is a 2-year diploma level course in the domain of elementary education. D.El.Ed. Syllabus provides adequate learning and training to teachers to further provide excellent guidance and handling children at the elementary level.This curriculum is aimed at equipping the student teachers to teach in elementary classes, which are child friendly in nature. Modern Educational Psychology, Philosophies of education and pedagogical perceptions are the foundations of this curriculum. The future society is shaped in our classrooms. Each child should get opportunity to its comprehensive growth and the development of aptitudes. School is the place, where the perceptions on making the society dynamic and making the social interventions more humane, nature friendly and progressive are shaped. The support, recognition and encouragement should be made available to each child from the school so as to enable them become a nuclear of society and a sensible person. The main challenge of teaching is how to provide Psychological support and opportunities to each and every child with Social and Scientific awareness. Teaching is both an art and science. The aim of Pre-service Teacher Education is to equip the trainee with the skills and knowledge needed to approach students and develop their inherent talents by understanding that each child is unique. This Pre-service Teacher Education Curriculum is framed on the basis of this perspective. It is expected that the Institute of Teacher Educations would implement this curriculum in a most effectively manner. Viewpoints/vision regarding the pedagogical and theoretical foundation, role of teachers in democratic education, role of teachers in democratic education, teacher competencies, inclusive education, art, physical and work experience education, learner and society are essentially important factors while formulating the D.El.Ed Curriculum.Vision about learning is very important while formulating a curriculum for teacher education. The curricula that had been implemented in Kerala during the last decades are founded on the theory of social constructivism. This view believes that a child constructs knowledge in a social environment. Knowledge is constructed through a mutual give-and-take by children among themselves, between children and teachers and between children and society. Learning is to take place in an experiential setting.

Curriculum reforms aiming at quality education are being carried out in Kerala from 1997. These reforms are based on the theory of social constructivism and the learning strategies and techniques are presented accordingly as a part of it. Teachers should be well equipped to transact curriculum accordingly and also to evaluate the children. School curriculum should therefore be able to inculcate the required skills, understanding and attitude in the future teachers. The quality of education again is dependent on the teacher preparation and the curriculum prescribed for it. The curriculum must include social realities, issues, progressive and innovative developmental processes addressing concerns that shape the future of the nation. These processes evolve and revolve around a teacher and a learner. To address these concerns and to keep pace with the times, teacher education curriculum needs to be restructured and revised.

D.El.Ed is a Diploma course in Elementary Education. It is a two year full time diploma course to train teachers for the primary level and can be done with classroom training or distance learning. It is a four semester course to prepare students to work in primary/ upper primary schools in different states of the country. The design of the course is such that it includes practical training and internships along with classroom training. It includes principles of child development, education practice, and the role of the teacher in grooming the students. NCFTE- 2009 (National Curriculum Framework for Teacher Education) prepared by NCTE also aims at preparing a professional and humane teacher. It suggests that issues related to inclusive education, life skills education, gender perspectives, environmental concerns, community knowledge, independent thinking, innovation and creativity also need to be addressed in the curriculum.

**The eligibility criteria**

The eligibility criteria for admission in D.El.Ed is given below:-

* Candidates must have passed 10+2 or equivalent exam in any stream with a minimum of 50% marks (45% for the SC/ST class students) from a recognized board.
* The applicant must be a permanent resident of Kerala.
* The minimum age required to apply for the course is 17 years.
* No Maximum age limit for admission.

**Scheme of studies**

It should have commitment for working without much strategies, learning materials and assessment are obtained as learning topics. The subjects, such as Education Psychology, Philosophy and Pedagogy are also included for the effective and scientific transaction of them. The general subjects in the elementary education such as, mother tongue, English, Mathematics, Social Science, Basic Science, EVS, Art Education, Physical Education, Work Education and ICT are the subjects for learning. The future generation of teaching community should also be well prepared and capable of handling classes using ICT. Hence ICT is to be given due importance in the D.El.Ed curriculum. The teacher educator should be a constant learner who acquires new skills and understandings as the professionals in other fields.

**Semester wise contents**

In the **first semester**, there are 9 papers. Each paper will have continuous evaluation and two papers will have Term Examination. The name of papers and details of scores are given in the following list.

Educational Psychology – theory practice, Philosophical, Sociological and historical foundation of Education, Malayalam – Language & Child, Proficiency in English Language, Mathematics – Learning and teaching (1), Environment and Learning, Information and Communication Technology Possibilities and Application, Art Education, Work Education – Approaches and Application, and Health and Physical Education .

There are 10 papers in the **second semester**. Out of 10, 8 papers will have continuous Assessment and 4 papers will have term exam. The paper, information and communication technology, has a practical exam. The name of papers and details of score is given in the following table. The content of the papers having no exam in the first semester will be included as a part of term exam in the second semester.

Educational Psychology – Learning and Learning process, Curriculum and Democratic Education, Malayalam Language Learning and Teaching, English Language Teaching – Theory and Practice, Mathematics – Learning and Teaching, Science Education, Information and Communication Technology (ICT) Learning – Teaching Process, Art and Work Education – Pedagogy, Health and Physical Education, and Social Science – Learning & Teaching.

In the **third semester** these are total 9 papers. 4 subjects will have continuous assessment and 3 papers will have term exam. The content of papers having no exam in the first and second semesters will be included in the TE of 7 papers concerned, in the third semester as part of term exam. The paper no. 307 will have workshops only based on the practical experience. Names of papers are in the table, given below:

Educational Psychology – Practical Experiences (1), Inclusive Education and School Organization Malayalam Language Teaching – Approach and method, Teaching competence in English Language, Mathematics – Learning and Teaching (III), Environmental study – Language and Teaching, Information and Communication Technology Practical experience, Art and Work Education – Planning and implementation of Education – LP level, and Health and Physical Education

Total number of papers in the **fourth semester** is 8. Out of this 7 papers will have continuous assessment and 3 papers will have term exam.

Educational Psychology – Practical experiences - 11, Malayalam – School Experience & Education, Professional Development of English Teacher, Mathematics – Learning & Teaching (IV), Science Education – Learning and Teaching, Art & Work Education – Planning and Implementation at Up level, Health & Physical Education, and Social Science – Learning and Teaching .

Teaching practice is included in the 3rd and 4th semester. In the 3rd semester there are 45 days of teaching practice in LP sections. Teaching practice in UP section shall be in the 4th semester for 45 days. Out of 45 days of teaching practice, the first 5 days are for getting school experiences and the remaining 40 days should be set part for teaching practice.

**Institute of Teacher Education**

The Institutes of Teacher Education should be a resource centre suitable for making teachers with excellent awareness and professional skills. The Institutions of Teacher Education should have the facilities for assimilating new knowledge and understanding related to the curriculum content such as content of subjects, pedagogy, assessment, educational philosophies, psychological perceptions, society and education – opportunities should be available for convincing themselves and materials.

**School Experience Programme ( Internship )**

Internship is a very important component in the DEL ED curriculum. For this, preparations are necessary for its qualitative and easy functioning. The teacher trainee get an opportunity to spend 100 days as part of internship in schools. During this time they are made available for applying novel ideas and improving by assessing. Learning experiences should be formed through workshops and camps for developing, applying and assessing learning techniques, strategies and support materials. The social values and skills shall be grown by interviewing the activities of society. The School Experience Programme is confused to 100 school working days in 4 semesters. In the first and second semesters, there are 5 days each and 45 days each in the third and fourth semester respectively should be set apart for internship.

**Community Living Camp**

Community Living Camp plays a major role in creating competent teachers. The aim of the camp is to develop qualities, such as, communication skills, capacity in overcoming adverse situations, enriching artistic, physical and creative skills. The skills for leadership, and engaging in activities for solving and to inculcate an attitude for tolerance in communities with different backgrounds. The entire programme of the camp shall be planned under the leadership of a joint committee by the teacher students and teacher educators. DIETs are authorised to give necessary guidelines for

conducting planning-Review Meeting related to camp organization of various ITEs at district level. The DIETs should intervene and monitor the camps necessary for ensuring the quality.

**Study Tour**

Study Tours are opportunities for learning by seeing and understanding the places and institutions of which are known through learning. It is essential to achieve the experiences and skills to against effectively as learning strategy as far as the

teacher students are concerned. Though study tours teacher students get an opportunity for entertainment and knowledge acquisition.

**Assessment**

The process of teacher-education should be assessed continuously and comprehensively by focusing its aims. The assessment shall be in such a way as to acquire the relevance of the objectives of assessment and its application. Along with this, the assessment of skills of teacher students shall be assessed in various skills. The areas of concept, awareness skill in application, attitudes, aptitudes, skills and social emotional qualities should be assessed. The teacher students should have opportunity to assess and improve learning for self assessment, assessment by co- learner, and the assessment by the teacher/experts.Continuous assessment and the assessment of school experience programme shall be carried out by giving importance to weightage in teaching skills, planning, data collection, utilization of materials and time management. The total score of D.El.Ed course is 1600 out of this, 760 scores are set apart for practical activities and 840 scores for term and evaluation. Out of 760 scores (760) for practical activities, 360 scores are for the CE of all papers in the four semesters. 340 scores out of the remaining 400 scores, shall be intended for school.

Assessment shall be transformed according to learning process of participation in activities, concept awareness, skill acquisition and performance/presentation. Self-assessment, peer group assessment and assignment by teacher should be done continuously and comprehensively based on appropriate materials and aids using the techniques of creative learning. Assessment should be coded into assessment for learning and learning itself as an assessment.

**Conclusion**

D.El.Ed course has been designed to provide education to the teachers and to train them for the primary level teaching. The main aim of the course is to cover the theoretical knowledge and basic skills development in order to provide the teachers education in terms of effective teaching practices and modern classroom trends. After completing a course in diploma in elementary education, the candidates can pursue their career as a teacher in an elementary school. . Education should be capable of producing generation that can contribute to the national development and who can find for themselves on their own. Teacher education is bound to mould teachers who will show commitment in implementing such a curriculum.