

Rethinking Curriculum A Comparative Study of Pre-service Elementary Teacher Education Curriculum

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ABSTRACT

This paper presents the results of a comparative study of revised pre-service teacher education curricula at the elementary stage of three states, namely Delhi, Chhattisgarh and Madhya Pradesh. The curriculum of the Diploma in Elementary Education (D.El.Ed) of all the states have been revised keeping in mind the principles and guidelines of National Curriculum Framework for Teacher Education (NCFTE 2009) developed by National Council of Teacher Education (NCTE). This study makes a modest attempt to examine the variations within teacher education curricula of three states. Through a method of documentary analysis, the present research examined the curricula of different states in terms of their course content, aims and objectives and the marks weightage given to each paper against NCFTE 2009. Results indicated that all the three states have developed their curriculum keeping in mind the vision of NCFTE and have geared their course structure from the over-emphasis on theoretical learning into a combination of theory and practice. However, there are a few areas of concerns that need to be taken care of so as to prepare teachers who are reflective, competent and thinking professionals as envisaged by NCFTE 2009.

Keywords: Elementary Education, Initial Teacher Education, Curriculum Structure, Professional Development.

Introduction

Contemporary India is in a moment of history when elementary education has been declared as a fundamental right through an

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act of Parliament (*The Right of Children to Free and Compulsory Education Act 2009*; RTE 2009). This is also a time when we have a school curriculum framework (National Curriculum Framework, NCF 2005) which focusses on establishing the relationship between education and society and also on the issues of equity, diversity and quality education for all children. The NCF - 2005 brings to the forefront a changing society with shifts within school system and puts the learner at the centre stage of teaching-learning process. With the expansion of elementary education, the need for professional teacher education programmes has also grown because of the spatial and numerical expansion of schooling facilities at primary and elementary level. The RTE Act (2009) has implications to redesign courses for preparing teachers. The demand RTE Act places on the teachers are many fold: they have to effectively educate learners coming from diverse socio-economic-cultural backgrounds and arouse curiosity among them in the process of teaching and learning. Many of the students would be first generational learners requiring much emotional and intellectual guidance. A teacher now has to reach each and every child and for that purpose, s/he needs to be empowered through conceptual and pedagogical dimensions that are interwoven with socio-cultural-political issues. Finding oneself amidst a range of learners can overwhelm beginner teachers who are educated in a conventional teacher education programme, based on unrelated and fragmented course structures and incoherent curriculum design (Zeichner, 2006; Batra 2005; Feiman-Nemser, 2001).

The curricula of conventional pre-service teacher education are largely aggregates of courses rather than an integrated framework that helps future teachers in recognising a wide array of notions about children, their social, emotional and cultural contexts. A teacher may be aware of psychological or a sociological theory but does not know how to apply the same in a real social classroom situation. Studies reveal that there are no linkages between the content and processes of initial teacher education and the experiences that teacher encounter in classrooms (Dyer and Choksi, 2004). Researchers have argued that there is an intimate link between school curriculum and the preparation of teacher. It is widely recognised that the quality of teachers depends upon the quality of teacher education as it is the programme that helps in developing teacher's knowledge, skill set and dispositions. Hence, the initial education of teachers is considered to be the most significant phase

of teacher professional development. Pre-service teacher education provides a space where a change in the initial frames of reference, ideologies and thought process of student teachers can be made. From the experiences that are provided through the programme design and its curricula, student teachers develop ideas that will guide their future practices. There has been a growing realisation among the educators that education of teachers is not an end in itself. The education of teachers not only prepares future teachers but the processes involved in it affect schools and society at a wider level too. A need to strengthen the subject matter and pedagogical preparations is important so that both personal and professional development of teachers can be addressed.

Drawing from the above mentioned ambiguities that afflict the professional preparation system in our country, the Position Paper on Teacher Education (NCERT, 2005) offers a refreshing perspective on revitalising teacher education in India. The explicit recognition for equity, diversity and social justice has put an imperative to redesign courses for preparing teachers in terms of academic organisation, relevance, and developing professional repertoires. The National Council of Teacher Education (NCTE), an apex body for curriculum designing and evaluation of teacher education in India, came out with *National Curriculum Framework for Teacher Education (NCFTE)* in 2009. This was in response to the growing need to change the teacher education curricula as a follow up to the school curriculum (NCF 2005). The NCFTE 2009 carried forward the new visualised role of a teacher as well as of the teacher education programmes as envisioned by the Position Paper on Teacher Education (NCERT, 2005). A few states have started reviewing the structural features of their teacher education programme in lieu with the framework provided by NCFTE.

Significance of the Study

The significance of the study lies in unfolding some of the specific curricula concerns that plague the preparation of elementary school teachers. Till now, there has been no serious discourse on issues concerning teacher education programmes, such as curricular areas and its mode of transaction, and comparing them with a broader framework. This study makes a modest attempt to investigate existing teacher education curricula with the aim to open a discourse on the subject. The NCFTE 2009 has provided space to the teachers to introspect, reflect on their own practices,

and become agents of change. The present study tries to examine and compare the pre-service curricula of few states in relation to the model syllabi developed by NCTE with the aim to understand the major shifts being proposed in the curricula by NCFTE, 2009.

National Curriculum Framework for Teacher Education 2009 (NCFTE)

The NCFTE 2009 has articulated major epistemological shifts in the way education of the teachers have been looked upon. The framework stresses on issues of diversity, gender and inclusive education as critical in preparing school teachers. It focusses on building perspective of student teachers on various social issues confronting contemporary India. By drawing inter linkages across various disciplines; the framework creates an informed understanding of education and its location in contemporary Indian society. The NCFTE views teachers as agents of social change and highlights the need and implications for innovation in pre-service teacher education through educational research. Its idea of teacher as a researcher can provide a more informed understanding of educational practice that are likely to impact the classroom. For the first time, a framework on teacher education provides a structure through curricula that attempts to build upon the agency of teachers as reflective practitioners. This can empower teachers and help them develop critical perspectives which in turn lead to their professional development.

Objectives of the Study

The objective was to study the pre-service teacher education curriculum at the elementary stage and to understand existing perspectives and changes proposed in the NCFTE, 2009.

The specific objectives of the study were to:

- Identify theoretical and conceptual thrusts that form the basis of pre-service elementary teacher education curriculum.
- Study in-depth the existing pre-service teacher education curriculum at the elementary level being followed in Delhi, Madhya Pradesh and Chattishgarh.
- Analyse the curricula changes of these states with respect to the NCFTE, 2009.

Methodology

The present study was essentially a desk review of the existing curricula and syllabi of the D.Ed/D.El.Ed programme in three states, namely Delhi, Madhya Pradesh (MP) and Chhattisgarh. These were studied with reference to the NCFTE, 2009 and the model syllabi of D.Ed proposed by NCTE. The study begins with a close reading of the NCFTE, 2009 to understand the structure of curricular areas proposed and their rationale. Thereafter, each of the three-state curriculum and specific syllabi offered by their respective SCERTs is examined against the NCFTE curricular areas. Each of these is then compared with reference to the model syllabi prepared by NCTE in the light of NCFTE, 2009. A broad comparison of the curricula areas is made which is followed by a detailed content analysis of the each of the courses offered under specific curricula areas. In order to arrive at a meaningful analysis, the aim of the courses, syllabi outline, weightage assigned and readings are studied in depth. Qualitative tables and charts are generated for each curricula area, as well as the specific course. The analysis undertaken and the interpretation of findings are presented in the study.

Delimitation

The present study is confined to study the pre-service elementary teacher education curriculum as a desk review. No attempt was made to observe and study its transaction in the field.

Teacher Education Programmes: Curricular Areas

The NCFTE, 2009 envisions teacher education as a holistic enterprise aimed at the development of the teacher's knowledge and understanding, repertoire of skills, positive attitudes, habits, values and the capacity to reflect. It suggests a vision for a carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers' experiential knowledge. The common core curriculum, for teacher education programmes suggested three broad curricular areas: (A) Foundations of Education, which include courses under three broad categories, namely Learner Studies, Contemporary Studies, and Educational Studies; (B) Curriculum and Pedagogic studies which includes courses under two broad categories, namely Curriculum Studies and Pedagogic Studies; and (C) School Internship.

Model Syllabi

The NCTE model syllabi have been developed upon the curricular areas articulated in the NCFTE, 2009. Henceforth, the NCTE model syllabi will be referred to as model syllabi. The model syllabi have been taken as a reference point for drawing comparisons between the D.Ed. curricula of MP, Chhattisgarh and Delhi. The curricula of all the three states were recently revised keeping in the light of the NCF - 2005 and to some extent the principles of teacher education as envisioned by NCFTE, 2009. The model syllabi depart in many ways from the existing initial teacher education curricula. The major aspects¹ of such departure are—

- The courses on foundations of education are located in the sociological, historical, economic, ecological, philosophical, cultural and political context and thought in education. Whereas the existing curriculum focusses largely on sociological and philosophical perspectives.
- The core components meant to engage learners with subject-content with the aim to revisit and reconstruct concepts and perspectives are integrated in the pedagogic courses.
- Pedagogic strategies are evolved with the engagement of the learner with theory of pedagogy and hands-on experience in understanding his/her context and processing of thinking and learning.
- The pedagogic courses are designed in the frame of broad disciplinary areas, such as Sciences, Social Sciences, Languages and Mathematics rather than individual school subjects.
- Theory courses are designed to enable inter-disciplinary engagement with theory in the light of personal experiences and social realities. They include in-built field-based units of study to enable permeable boundaries between theory and practice.
- The model syllabi provide opportunities for developing the self through drama, craft, music, self-development workshops along with a critical engagement with theoretical constructs of identity development.
- The foundation courses are designed to equip teachers with a grip over existing systemic issues in education. Focussing on

¹These aspects are based on those presented in NCFTE, 2009, pp. 49

issues in the light of inter-disciplinary knowledge of philosophy, sociology, political science and psychology are likely to help learners to rise to the uncertainties of a learning environment and of the changing learner needs.

- Practicum courses are developed to build professional capacities and sensibilities: the ability to understand learners in context, evolve developmentally and contextually relevant pedagogies, re-arrange subject-matter to communicate effectively with learners, design and choose appropriate learning experiences activities, learn to observe and document, analyse, synthesise, interpret and reflect.

A Comparative Analysis of Courses of Study in the D.Ed Programmes

The curriculum of D.Ed is divided into three courses—foundational, pedagogical and practical (refer Table 1, 2, 3 and 4). The foundation courses seek to provide psychological, sociological and philosophical perspectives and aspects that are related with children's development and learning where as the pedagogical courses help a student-teacher in understanding the nature of different disciplines. The practicum courses provide the space to strengthen theory and practice through actual transaction in the field. The details of courses under Curricular Area A: Foundation of Education are described in the subsequent sections.

Curricular Area A: Foundation of Education

Learner Studies

Under the foundation area of learner studies, the model syllabi have two courses, namely Childhood and the Development of Children; and Cognition, Learning and the Socio-cultural Context. As the title of the course suggests, the model syllabi locates the learner and learning in the socio-cultural contexts. The Delhi syllabi have two courses under it, namely Child Development and Psychological Perspectives of Education. The MP syllabi has two courses, namely *बचपन और बाल विकास एवं सामाजिक, सांस्कृतिक परिप्रेक्ष्य में संज्ञान एवं अधिगम*. The Chhattisgarh curriculum has only one course: *बाल विकास और सीखना* in its first year devoted to this curricular area irrespective of two courses that other curriculum under this area offers.

Contemporary Studies

The model syllabi have two courses in this area: Contemporary Indian Society and Diversity, and Gender and Inclusive Education. The Chhattisgarh curriculum has two courses, namely School and Community, which includes various aspects of contemporary Indian society; and Education in contemporary world. The Delhi syllabus has course on Education and Society in its first year and Socio-philosophical Perspective of Education in its second year. The MP syllabi have two courses that deal with contemporary issues in Indian society and diversity, and Gender and Inclusive Education.

Educational Studies

The model syllabi have four courses in this area. These are Education, Society, Curriculum and Learners; School Culture, Leadership and Change; Towards Understanding the Self and Teacher Identity and School Culture. It may be pointed out here that out of these, two courses specifically focus on issues of teacher's personal and professional development. This aspect has been visualised crucial in development of professionalism in teachers. The Delhi D.Ed has two courses under the area of educational studies: School Leadership and Management; and Curriculum, Pedagogy and Evaluation in its second year only. In the first year, a course on educational technology has been placed that finds no space in the foundational courses of the curricula studied. The Chhattisgarh D.Ed has two courses in this area; one in each year focussing on philosophical perspectives in education with little attention to teacher's development. The MP curriculum has three courses similar to model syllabi in this area stressing on teacher's self development and school leadership and curriculum.

Curricular Area B: Curriculum and Pedagogic Studies

The curricular area B has three sub areas under it namely, Curriculum Studies, Pedagogic Studies, Assessment, and Evaluation Studies. Aspects of knowledge and school subject content are integrated into the pedagogic courses. Assessment and evaluation is also integrated in the courses on pedagogy. The model syllabi offer one separate course under curriculum studies that is proficiency in English. Only MP curriculum has a course with the same title in this area. The model syllabi also have a pedagogic course that is more generic in nature: pedagogy

across the curriculum. The aim of this course is to engage student-teachers with questions of pedagogic approach, theory and practice as they unfold within the classroom and in school settings. The Chhattisgarh and MP D.Ed do not have any generic course on pedagogy that cuts across subject areas. Although the Delhi syllabus offers a course combining curriculum, pedagogy and evaluation in its foundational area, the content focuses on different pedagogic approaches, such as experiential and joyful learning, activity and project method.

The model syllabi offers three compulsory courses in pedagogy, namely pedagogy across the curriculum, mathematics education for the primary school child and understanding language and early literacy in its first year and three optional course of pedagogy; one pedagogical course at the middle school level, namely pedagogy of language/mathematics/science/social science; pedagogy of EVS and English language. In comparison, the Delhi syllabus offers similar courses in both years except that in the second year it offers three courses at the middle school level: one language and two among the sciences, social sciences and mathematics. Instead of offering a generic course on pedagogy across the curriculum, the Delhi syllabus offers environment studies education in its first year and two separate optional courses: science and social science education in its second year. This will help student-teachers to engage the middle school level concepts of different subjects in greater detail and gain proficiency in teaching them.

The MP syllabus in contrast offers only two courses—mathematics and language with a special focus on pedagogy of Hindi in its first year and six pedagogical courses in its second year. This distribution of pedagogical courses looks skewed and would require student-teachers to work upon pedagogical courses mainly in its second year. The syllabus in its second year focusses on the EVS at primary level and second language (Urdu/Sanskrit/Marathi), sciences, social sciences, English and mathematics at middle school level. Similarly, the Chhattisgarh syllabus offers pedagogy of mathematics and language in its first year and five courses in its second year, namely pedagogy of mathematics, Hindi, English, Sanskrit and EVS. The curriculum does not offer any separate pedagogical course on science and social science education for the middle grades. The pedagogic studies constitute a major portion of the D.Ed curriculum of all states. Theoretical engagement with learner assessment has been integrated with courses in pedagogic

studies in all the syllabi. However, the outlook and approach differs considerably. Both MP and Chhattisgarh give preference to Hindi and English languages by making their pedagogical courses compulsory, at the same time, they give preference to the second language spoken in their state, such as MP opted for Marathi/Sanskrit, Delhi opted for Urdu/Punjabi and Chhattisgarh for Sanskrit. Unlike Chhattisgarh and MP, Delhi and Model syllabi do not have a compulsory paper on Hindi in their syllabus.

Curricular Area C: School Internship

The curricular area C that is school internship constitutes the most functional part of teacher preparation. The model syllabi have school internship of 300 marks, 100 in the first year and 200 marks in the second year. The range of activities differs considerably during first year of internship: developing student profiles to resource material, visiting a learning centre, critically analysing texts. The second year is devoted to planning, teaching and reporting. In contrast, the Delhi and MP D.Ed has a school experience programme of 300 marks, 150 marks each year. The SEP has been divided into three phases. For both years, the first phase is devoted to planning and observing where the second and the third phase has been reserved for teaching in both Delhi and MP. Chhattisgarh curricula allocate 200 marks; 100 each year for its internship programme.

In all the states, School Internship (SI) forms an important component of the curriculum. The differences lie in the marks accorded to different component by each state. Both Model syllabi and Delhi assess SI internally whereas Chhattisgarh and MP follow internal and external evaluation that includes viva or oral examination and presentation. In MP, the school principal or the head also evaluate student teachers on certain areas. In comparison, Delhi has rotational supervisor and regular supervisor from the institution for evaluation. Overall, all states incorporate various components, such as micro teaching, portfolio assessment and textbook analysis in their SI. Delhi SI accords action research as an important aspect of student-teachers professional development and learning. In comparison, MP syllabus has assigned marks for report on field visit to innovative educational centres. Delhi internship places significance on the linkages between school and the community in the teaching-learning process as it has allocated marks for neighbourhood survey in its SI.

Practicum

The model syllabi have a unit of study that focusses on a 'critical study of ICTs and developing capacities' in the 'pedagogy across the curriculum' course. However, all three curricula have a full course on educational technology. Only Delhi curriculum has a course—educational technology in the curricular area A: foundations of education. This appears to be another major departure. The model syllabi accords a significant place to creative drama as an integral part of its practicum course. The MP, Chhattisgarh and Delhi curricula position visual, theatre and other forms under the art education course. The MP syllabus has a unit on regional art forms and folk songs of the state. Except Chhattisgarh, all syllabi have an elaborate course on work experience, emotional and physical well being of children. However, Delhi D.Ed does not address the issue of emotional health in its practicum. It is taken up as a separate unit in the foundation paper. The MP curriculum too has a course on work and education only in its 1st year.

Courses of Study: A Comparative Analysis of the Courses

Curricular Area-A: Foundations of Education

Learner Studies

Course in this broad category have been envisioned with the aim to introduce students to the study of childhood, child development and adolescence. The focus is on understanding children of different ages by interacting with them and observing them in diverse social, economic, and cultural contexts rather than through an exclusive focus on psychological theories of child development. A close study of the social construct of childhood and adolescence in contemporary India and understanding the development of children in diverse contexts are placed to understand the finer nuances of diversity in the classroom. In this, a major shift in the epistemological basis of learning is observed. Instead of focussing on the concept of educational psychology, the focus is on understanding processes of learning in children.

Thrust Areas of Individual Courses

Table 1 presents a comparison between different state curricula in terms of marks allocated; internal and external weightage and the title of the courses. As seen from the Table 1, the marks weight

age given by each state to this area is same except Chhattisgarh. This state offers only one course under learner studies. Irrespective of the total number of courses and marks assigned, the student contact hours, however, varies considerably from 65 to 140 hours. This can have a huge implication on the quality of student teacher's understanding of the area.

Table 1**Learner Studies**

	Year	Maximum Marks	External	Internal	Total	Student Contact Hours	Name of the Courses	
Model Syllabi	Ist	100	50	20	200	100	Childhood and the development of children	
			70					
			Practicum 30					
	IInd	100	50	20		100	100	Cognition, learning and the socio-cultural context
			70					
			Practicum 30					
Chhattisgarh	Ist	100	80	20	100	120	बाल विकास और सीखना	
	IInd							
Madhya Pradesh	Ist	100	70	30	200	140	बचपन और बाल विकास	
	IInd	100	70	30		120	सामाजिक, सांस्कृतिक परिप्रेक्ष्य में संज्ञान एवं अधिगम	
Delhi	Ist	100	75	25	200	65	Child development	
	IInd	100	75	25		65	Psychological perspectives on education	

The model syllabi have placed two courses under this area, namely childhood and the development of children and cognition, learning and the socio-cultural context; one in each year. In the former course, the notion of childhood has been looked through the socio-political and cultural lens of poverty, globalisation, diversity, and adult culture. Students are expected to be made aware to the

construct of multiple childhoods with particular reference to the Indian context. It gives a different perspective towards development by stressing on physical, social, and emotional development and the influence of the processes of socialisation. The second year course specifically focusses on various theories on learning and cognition through different theories/perspectives. Units of study, such as play, language and communication, self and moral development help understand how different perspectives and theories contribute to an overall understanding of development and the child as a socio-cultural universal.

The M.P. syllabi, on the other hand, has two courses; one in each year. The first course *बचपन और बाल विकास* focusses on developmental psychology with special focus on factors affecting development such as emotional, social and physical. A whole unit is devoted on child socialisation with reference to globalisation and multiple childhoods in the Indian context. The second course stresses on educational psychology and draws from different traditions of learning. However, all this revision in the syllabus may go dissipate as the suggested readings for the papers in the end draws heavily from the earlier textbooks on child psychology. These textbooks fail to recognise the holistic view of child development which in turn may result in a failed attempt to rework on the syllabus that for instance tries to understand the notion of multiple childhoods and socialisation in the Indian context. Selective readings from different sources, readings from original source are seemingly absent and incomplete reference of readings by international/national authors are given.

The Chhattisgarh curricula have only one course in this area that makes the paper appears to be loaded with a lot of content on child psychology and learning. The paper has units on child rights and on thinkers, such as John Holt and Gijubhai. The notion of child development and of children's physical, emotional and moral development is covered in just two units. A unit on Piagetian and Vygotskian conception of development helps learners to develop a developmental perspective. Units, such as play and children with special needs as incorporated in the NCTE's model syllabi are included as well.

The Delhi programme has a paper on child development and has separate units on cognitive, physical, social and emotional development. The second course in the second year emphasises on inclusive education and language learning that try to address

issues of differently-abled children and first generational learners. However, locating the concept of learning within Indian context is missing from the course. The sub-unit on guidance and counselling focusses on developing a perspective towards different areas of guidance.

Conclusion

The model syllabi attempt to give a wider understanding of different approaches to children's development and learning within a socio-political perspective. Different schools of thought including a critical perspective of behaviourism and information processing theories, cognitive development, constructivist, and the socio-constructivist perspective and cross-cultural frames of theory have been included. The MP and the Delhi syllabi are based on the similar lines as model syllabi. However, the course material suggested by the MP syllabus makes it difficult to transact the essence of the course as envisioned in the NCFTE. In the Delhi syllabi, locating the construct of childhood in the Indian context remains neglected while adequate attention is paid to childhood and learning theories. The Chhattisgarh syllabi pay considerable attention to constructivism and cognitive-structuralist theory of Piaget and Vygotsky while a little space is given to behaviourism and other schools of thought. Also, it tries to consolidate a large number of concepts related to the area in a single paper that are covered by two courses in all the syllabi. The model syllabi attempts to give a wider understanding of different approaches to children's development and learning within a socio-political perspective where as the Chhattisgarh syllabi focusses only on the two approaches of learning and cognition while negating the social aspect. To conclude, the revised syllabi reflect a shift from the dominant paradigm of learning processes. It attempts to locate conceptions about child and childhood in the Indian social context thus developing a more sensitive and critical understanding of childhood. An attempt to innovate the curricula has been made by all the three states. Apart from few in considerations, all appear to be closer to the NCFTE guidelines.

Contemporary Studies

Contemporary studies aim to develop an insight into the nature of education from a philosophical and sociological perspective and evolve a deeper understanding of its purpose and its relationship with society and humanity. It covers two theory areas under it—

teacher and learner in society; gender, school and society. The courses attempt to shift the focus from psychological characteristics of the individual learner to his/her social, cultural, economic and political contexts. It aims to develop awareness regarding India's pluralistic nature; issues of identity, equity and diversity by drawing through disciplines of sociology, history, philosophy, political science and economics. It engages learners with issues of human and child rights, their constitutional provisions and environmental education in asserting the role of education in sustaining a democratic social order.

Table 2
Contemporary Studies

	Year	Maximum Marks	External	Internal	Total	Student Contact Hours	Name of the Courses
Model Syllabi	Ist	100	75	25	150	100	Contemporary Indian society
	IIInd	50	35	15		70	Diversity, gender and inclusive education
Chhattisgarh	Ist	100	80	20	200	120	शाला और समुदाय
	IIInd	100	80	20		120	आधुनिक विश्व के संदर्भ में भारतीय शिक्षा
Madhya Pradesh	Ist	100	70	30	150	140	समसामयिक भारतीय समाज में शिक्षा
	IIInd	50	35	15		70	विविधता, समावेशित शिक्षा और जेंडर
Delhi	Ist	100	75	25	200	65	Education and society
	IIInd	100	75	25		65	Socio-philosophical perspective on education

Thrust Areas of Individual Course

The analysis reveals that all the four D.Ed curricula have placed units of study (themes) relating to contemporary issues and concerns. As seen in Table 2, all syllabi have included two courses,

one in each year related to area A and accordingly student's contact hours and the total weightage given to the course differs. In the model syllabi, the course is specifically called contemporary Indian society in which concepts related to the impact of colonisation, Indian society, economy and its polity; anti-colonial structures and visions of independent India have been included within the frame of the Indian freedom struggle. The course proceeds to discuss the constitution of India in relation to education. There is a full unit on democracy in India, which exposes students to challenges emerging from diversity. Thus, the syllabus help learners to be familiar with an interdisciplinary analysis of socio-political and economic dimensions of Indian society as envisaged in NCFTE 2009. The second course in the model syllabi focusses on issues of diversity, inclusive education including disability. This course includes a separate thrust on gender, school, and society. Through a course on diversity, gender and inclusive education, the model syllabi address the complex relationship that exists between diversity, inequity, and education. It has units, such as children with special needs and gender, school and society.

The Chhattisgarh curriculum has a course on school and community which includes various aspects of contemporary Indian society. This course attempts to engage student teachers with concepts of diversity, gender, inequity and their impact on education. It also attempts to expose students to the colonial structure of education policy and practice. The Chhattisgarh courses have sub units on *आदिवासी समाज, बाल श्रमिक, दलित शिक्षा, भेदभाव की वास्तविकता और जनजातीय शिक्षा, भाषा व संस्कृति का अलगाव*. Thus, a contextualisation of education within the needs of the existing society as opined by NCF, 2005 and NCFTE, 2009 can be seen. There is also a separate unit on addressing issues of inequity within the Indian constitutional frame. In this unit, the notion of inequity resulting from caste, migration in search of livelihood and its effect on education, gender, child labour are addressed. Indian educational thinkers like Tagore, Gandhi, and Krishnamurti have been placed as 'alternative perspective and experiments'. An attempt is made to link the processes of schooling within the larger framework of community. The focus of the second course of the Chhattisgarh syllabi is on modernity and education in the context of contemporary India and the international scenario. An understanding of alternative approaches and programmes in schooling has been incorporated through a unit. The Chhattisgarh curriculum talks about children with special needs under the

paper *बाल विकास और सीखना* though the historical and contemporary perspectives on disability remain missing.

The MP syllabi have in its first year, a course that deals with contemporary Indian education and its relation with economy and politics. A unit on social change and education is included and an attempt has been made to link Indian democracy through the enterprise of education. The commendable aspect is that the course tries to contextualise educational issues through a subunit on various educational programmes, such as operation blackboard; DPEP located within state context. The second course addresses the issue of inclusive education with a sub unit on status of inclusive education in MP that tries to locate disability and children with special needs in the broader educational context. A sub-unit on gender focusses on developing the interaction between gender and education, however, the reading list does not suggest any material on the same sub-unit.

On the other hand, Delhi syllabus has in its first year, a course that dwells deeply about understanding contemporary Indian society and its relation with numerous issues, such as gender, poverty and the linkages among them. The course tries to locate education through various commissions after independence and attempts to build an understanding of educational development after Independence. The second paper provides a theoretical base of philosophy and sociology and their relation with education. Unlike other states that give primacy to various educational philosophers, the Delhi syllabus outlines different schools of philosophy, such as pragmatism, naturalism in the course. Unlike other two curricula, a unit on human rights and child rights have also been covered under this particular course.

Conclusion

While the NCTE model syllabi, MP and Delhi attempts to give a comprehensive political, economic, historic and sociological perspective of contemporary Indian society, the Chhattisgarh course though has attempted to incorporate issues but they remain in the realms of political frame of Indian society and its resulting impact on education. The Delhi D.Ed incorporates philosophical understanding in this area of contemporary studies and that too is limited only to a single unit. The syllabus outlines culture and value education too. No units on the nature of knowledge, aims and objectives of education can be seen in the Delhi D.Ed syllabus. This is an area of strong contention as philosophical understanding is extremely

crucial for development of sound theoretical base of student teachers. This understanding helps them in grasping the deeper layers of various educational issues and finding its solution too. The admirable aspect of both MP and Chhattisgarh courses is that they have contextualised various policies and issues within their state context. This will help student-teachers to understand the deeper nuances and the impact of such policies in their respective states.

Educational Studies

This area of foundational studies centres on the basics of education, such as the meaning of education, curriculum, teaching, learning and school. This area has been distributed into two sub parts, namely aims of education, knowledge and values; developing the self and aspirations as a teacher. The rationale behind including this area is that the contemporary educational discourse tends to exclude a substantive engagement with philosophical questions about the fundamental aims and values. NCFTE places sufficient attention to teachers as reflective practitioners. Therefore, a greater insight into one's aims of life, strengths and weaknesses provides the base for developing professionally competent teachers.

Table 3
Educational Studies

	Year	Maximum Marks	External	Internal	Total	Student Contact Hours	Name of the Courses
Model Syllabi	Ist	100	70	30	250	100	Education, society, curriculum and learners
		50	35	15		45	Towards understanding the self
	IInd	50	35	15		45	School culture, leadership and change
		50	35	15		45	Teacher identity and school culture
Chhattisgarh	Ist	100	80	20	200	120	ज्ञान, शिक्षाक्रम और शिक्षणशास्त्र
	IInd	100	80	20		120	शिक्षादर्शन: व्यक्ति सीखना व शिक्षा

Madhya Pradesh	Ist	100	70	30	250	140	शिक्षा, समाज, पाठ्यचर्या और शिक्षार्थी
		50	35	15		70	स्वयं की पहचान
	IInd	50	35	15		70	शिक्षक और शालेय संस्कृति
		50	35	15		70	शालेय संस्कृति, नेतृत्व एवं परिवर्तन
Delhi	Ist	100	75	25	200	65	School leadership and management
	IInd	100	75	25		65	Curriculum, pedagogy and evaluation

Thrust Areas of Individual Courses

The NCTE model syllabi have four courses in this area (Table 3). The first course relates to the aims of education and knowledge and builds upon the philosophical, the sociological, and the historical perspectives on education with the aim to understand the interface between education and the Indian society. It builds upon the relationship between schooling and education as visualised by different western and Indian thinkers. Through units on education, politics and society it questions the role of education in reproducing dominant patterns and challenges marginalisation with reference to class, caste, gender and religion. The second course is designed to be conducted through a series of workshops. The course aims student teachers to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives through reflection. The third course enables students to develop a critical understanding of the notion of school organisation and management in the context of the structures and processes of the education system. It focusses on the context specific notions of school effectiveness and prepares students for facilitating change in education through a comprehensive understanding of educational and school reform. The fourth course is designed in the format of workshops to develop student teachers personal perspective on education and also aims to explore alternatives in education.

Chhatisgarh has placed two courses under this area. The first course titled *ज्ञान, शिक्षाक्रम और शिक्षणशास्त्री* talks about knowledge and curriculum. It further builds upon different philosophers, such as Plato, Kant and John Locke with a focus on knowledge and its nature. Units, such as knowledge and proof, types of knowledge give a strong philosophical orientation to the learners. The course engages with questions of how knowledge is constructed and validated through different processes. The second course gives importance to the relation between education and philosophy. It focusses on the philosophical ways of thinking and presenting arguments and dwells in details about understanding human nature through different philosophical schools of thought. There is a full unit on philosophical and educational underpinnings of Indian as well as western thinkers, such as Vivekananda, Aurobindo, Plato and Rousseau. A subunit on different ways of conceptualising human nature aims to deepen the linkages between society and education. There are no sub-units in these courses that discuss school as an organisation and its management, effectiveness and leadership issues.

The Madhya Pradesh D.Ed. curricula have in its first year that focusses on the philosophical understanding of education and its nature with special reference to national and international philosophers view on education. Units of study include knowledge and curriculum, learning, learner and teaching too. The second paper focuses on developing self and is to be conducted through a series of workshops. It aims to develop an awareness about oneself as an individual as well as the as a teacher. The courses in the second year are based on the model syllabi guidelines on the role of teacher as a facilitator and in classroom and school culture. The second paper dwells on the role that teachers and community can play in school development and as the title suggests draws heavily from school planning and management issues. The other two courses are designed in the format of workshops as suggested by the model syllabi.

The Delhi D.Ed has a course that focusses on school management and planning area. The units are designed to familiarise students with the structures and processes of the Indian education system. Unlike the papers of both states, Delhi has a unit on professional ethics and accountability. It also takes into consideration classroom, stress and time management concerns. Also, Delhi syllabus has a course that combines the curriculum,

pedagogy and evaluation under the foundational area. It aims to build an understanding on curriculum and various pedagogic approaches. It links both these aspects with evaluation and focus on the inter linkages among them. A unit on action research aims to open the discourse of teacher as a practitioner.

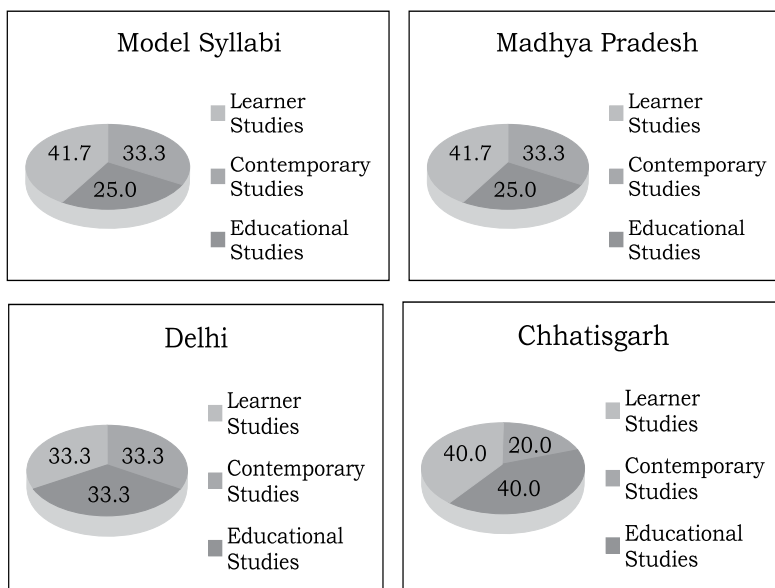


Figure 1

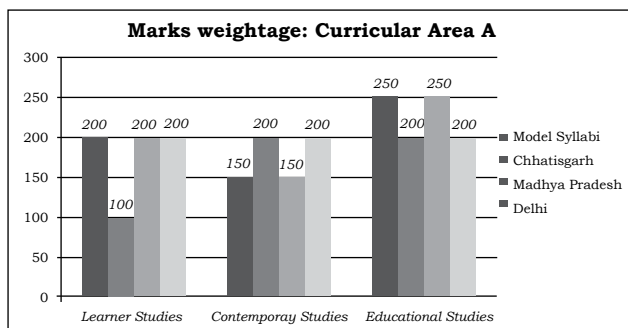


Figure 2

Conclusion

Figures 1 and 2 reflect the marks percentage and value assigned to each sub areas by different state boards. Only Delhi gives equal

importance in terms of marks distribution to all three areas of learner studies, contemporary studies and educational studies. However a close reading of the syllabus reveals that the philosophical aspects are given less importance in the area of educational studies. In comparison, Chhattisgarh gives least importance to the area of learner studies that focusses on psychological perspectives on education. Model syllabi and MP curricula are similar in their distribution of marks of each area. The NCTE model syllabi focus on developing a critical understanding so as to build a linkage among education, knowledge and power whereas Chhattisgarh syllabus has a philosophical orientation towards education. The syllabus gives primacy to philosophy to understand various educational issues that at times becomes repetitive and gives little space to socio-cultural aspects. It is also silent on the school organisation and management issues as well. The relation between school and community is discussed in the area of contemporary studies under the course *शाला और समुदाय*. Delhi syllabi stand in stark contrast with the Chhattisgarh syllabi as it gives a cursory importance to the area of philosophy in understanding educational debates. The course titled 'socio-philosophical perspective of education' is placed under the area of contemporary studies with a single unit devoted to knowledge and aims of education. However, both these syllabi offers only two courses in this area and do not share the format of the model syllabi in terms of courses that are designed in the format of workshops. In comparison, just like model syllabi, the MP syllabi have four papers in this area. Table 5 further shows that the model syllabi have placed courses under the sub-area of 'developing the self and aspirations as a teacher'. Both courses are designed in the format of workshops. An attempt has been made so that the student-teachers facilitate the process of development of themselves. And are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality. The impact of personal and social attitudes, developing a feeling of empathy are all given due importance keeping in mind the NCFTE philosophy of teacher education mentioned earlier. Neither Delhi nor Chhattisgarh have placed any such course in the format of workshops for teachers, own personal and professional development under this area.

Curriculum Studies and Pedagogic Studies

This area aims to engage prospective teachers with the conceptual knowledge they have gained through general education. It has two sub parts, namely knowledge and curriculum and language proficiency and communication. Through these areas an effort has been made to engage student teachers with subject-content. The theoretical concepts learnt during general education in school and college can be revisited and reconstructed through understanding school curriculum and examination of select concepts. The area of knowledge and curriculum has been integrated with pedagogic studies in the model syllabi. This is so because it is quite difficult to demarcate between curriculum studies and pedagogies studies, as both areas are intermeshed. The intention of the area of pedagogy studies is to understand school subjects and their pedagogic approaches in the context of the school and the learner by building linkages among learner, context, subject discipline and the pedagogical approach. Pedagogic study is focussed on sciences and social sciences instead of on individual school subjects of history, geography or chemistry. This is assumed to help a teacher draw upon epistemological insights that fall under the rubric of sciences and/or social sciences.

Table 4
Pedagogic Studies

	Year	Maximum Marks	External	Internal	Total	Student Contact Hours	Name of the courses
Model Syllabi	Ist	50	35	15	600	50	Pedagogy across the Curriculum
		100	70	30		100	Understanding Language and Early Literacy
		100	70	30		100	Mathematics Education for the Primary School Child
		50	35	15		50	Proficiency in English

	IInd	100	70	30		100	Pedagogy of Environment Studies
		100	70	30		80	Pedagogy of English Language
		100	70	30		100	Optional pedagogic courses a) Social Science Education b) Language Education c) Mathematics Education d) Science Education
Chhattisgarh	Ist	100	80	20	600	120	गणित व गणित शिक्षण
		100	80	20		120	भाषा व भाषा शिक्षण
	IInd	100	80	20		120	गणित व गणित शिक्षण 2
		100	80	20		120	भाषा (हिंदी) व भाषा शिक्षण
		50	40	10		60	भाषा (द्वितीय भाषा अंग्रेजी) व भाषा शिक्षण
		50	40	10		60	भाषा (तृतीय भाषा संस्कृत) व भाषा शिक्षण
		100	80	20		120	पर्यावरण अध्ययन व उसका शिक्षण
Madhya Pradesh	Ist	100	70	30	890	140	भाषायी समझ, प्रारंभिक साक्षरता एवं हिंदी शिक्षण
		100	70	30		140	गणित शिक्षण प्रारंभिक स्तर-1
		50	35	15		70	Proficiency in English

	IInd	50	35	15		60	भाषा शिक्षण कोर्से-1 अ. संस्कृत भाषा शिक्षण ब. उर्दू भाषा शिक्षण स. मराठी भाषा शिक्षण
		75	50	25		110	Pedagogy of English
		100	70	30		120	पर्यावरण अध्ययन शिक्षण
		50	35	15		70	सामाजिक विज्ञान शिक्षण
		75	35+25	15		110	विज्ञान शिक्षण
		50	35	15		70	गणित शिक्षण प्रारंभिक स्तर-2
Delhi	Ist	100	75	25	700	65	Language Education (Hindi/Punjabi/Urdu)
		100	75	25		65	Language Education (English)
		100	75	25		65	Mathematics Education
		100	75	25		65	Environmental Studies Education
	IInd	100	75	25		65	Any three: one language compulsory Language Education (Hindi/Punjabi/Urdu) Language Education (English)
		100	75	25		65	Mathematics Education
		100	75	25		65	Social Studies Education
		100	75	25		65	Science Education

Thrust Areas of Individual Courses

Table 4 reflects the importance given in the curricula to the pedagogy and teaching of disciplinary subjects. However, the difference lies in the epistemological and ideational of having these courses. The model syllabi have 10 pedagogic courses. Out of these six are compulsory and four pedagogic courses are optional. The MP syllabi have eight compulsory paper and three optional language paper. The Delhi curricula have seven compulsory paper and three optional papers. The Chhattisgarh syllabi have seven compulsory pedagogical papers and no optional papers. Unlike other states, it does not have a separate social and science education paper and has a paper on Sanskrit as third language. The model syllabi have a generic course on pedagogy across the curriculum that tries to engage student-teachers with epistemological questions of subject matter and their pedagogical approaches. No other state curricula have a course under this area. Due to the paucity of the space, only Mathematics and English education will be discussed in the following section.

Mathematics Education

The content of optional courses on mathematics education is pitched to orient teachers to teach at the middle school level. This differs from mathematics education for the primary school child, which is compulsory for every student-teacher to study. The optional paper attempts to provide deeper insight, develop skills, and enhance sensitivity towards mathematical rigour by looking at the fundamental domains of mathematics: algebra, geometry, and data handling. In comparison, the MP curriculum has two compulsory papers focussing on developing pedagogical content knowledge and the development of mathematical conceptual knowledge in children with the help of the theories of Piaget and Vygotsky. It also has a subunit on Indian mathematicians and on evaluation in mathematics. Through units on pedagogical content knowledge, the MP paper builds upon the general education of student-teachers by focussing on topics like arithmetic, algebra, statistics and the like. An attempt to build a thorough understanding of these concepts can be seen from the Delhi syllabus as the units focus on developing perspective towards about mathematical knowledge. The second paper of MP on mathematics education solely focusses on the elementary level mathematics, which is optional in case of Delhi D.Ed paper. It stresses on the

area of mathematics curriculum and communication as well as mathematical reasoning. The Chhattisgarh curriculum aims at the development of mathematical thoughts of student-teachers. The gradual progression of mathematical thinking and developing a perspective of mathematics in the light of NCF - 2005 can be seen in its stated objectives. It deals with math phobia, and how children learn and understand mathematics. There is a separate unit on games, the role of language in mathematics and on development of specific concepts like space, counting. Similar kind of content is spread over two courses of 100 marks each, one in each year syllabi. The second paper under the same title focusses on the nature of mathematics, the role of language in mathematics and pedagogy of mathematics focussing mainly on constructivism. It has units on decimals, proportion, arithmetic, and fraction and sub units on estimation skills, procedural and conceptual knowledge as well. In Chhattisgarh both the papers dealing with primary and middle school mathematics are compulsory.

Proficiency in English

The model syllabi course on 'proficiency in English' aims to develop appropriate and context-specific use of language as NCFTE envisions teacher's language proficiency and communication skills as critical factors in school education. The unit on the nature of language develops an appreciation for the language and its use rather than on memorising aspects of grammar and pure linguistics. Only MP syllabi has a same course in its Ist year, both Delhi and Chhattisgarh have language education (English) as a paper that focusses on skills of listening and reading; and speaking and writing English. The MP paper has a separate unit on Grammar apart from having units on the four skills of a language. In comparison, the Delhi syllabus has units on lesson planning, material development and assessment. It provides a more comprehensive outlook by focussing on English language in the curriculum and its assessment where as the MP syllabi has another compulsory paper that deals with the pedagogy of English in its second year. This paper centers on teaching, planning and evaluating English at an elementary level. The Delhi D.Ed has a similar optional paper in the IIInd year. The Chhattisgarh syllabus focusses on the structure of English language through a unit but the four skills of language and do not find any space in the syllabus.

It tries to give a historical and political context of English in India and has unit on how can English be taught through activities. The paper is less content oriented and focusses more on the pedagogical aspects of the language.

Conclusion

All the syllabi have units on the nature of mathematics and the development of its thought and places importance on mathematical vocabulary, levels of understanding and the role of mathematical communication (language) in building a mathematical way of thinking. In this approach, the general education of mathematics is interlinked with a pedagogic understanding. However, the MP curricula stress more on the pedagogical content knowledge of mathematics where as the others focusses on the nature of the subject with its language, the role of communicating formal mathematics to children, the importance of text books in the teaching-learning process of mathematics. The theoretical engagement with learner assessment has been integrated with courses in pedagogic studies and curriculum studies in all state syllabuses except Chhattisgarh, which has no unit on assessment in mathematics. The perspective of assessment and evaluation, with what purpose should teachers be trained in approaches to access form significant aspects of the model syllabi. MP and Delhi papers have a sub-unit on assessment and evaluation of both the subjects, that is, English and Mathematics. Chhattisgarh only deals with assessment with respect to CCE only in the English language paper.

Summary of Findings

This study endeavoured to examine the pre-service elementary teacher education curriculum of three states— Delhi, Chhattisgarh and MP. These states have attempted to redesign their D.Ed/ D.El.ED courses in the light of the NCFTE, 2009 and the subsequent model syllabi prepared by NCTE. The detailed analysis of curricular areas was presented at the end of each section in the paper. However, it would be meaningful to present the key areas of comparison among the different curriculum. The major departure lies in the total marks allotted to each year by different states as presented in Table 5. As seen from the table, Delhi has allocated higher marks to its theory as well as practicum as compared to other states. However, the student contact hours remains comparable to other states and in some cases remain lower than other states.

Table 5

Syllabus	Total Marks	Ist Year		IInd Year	
Model Syllabi	1700	850	Theory 650	850	Theory 550
			Practicum 200		Practicum 300
Delhi	2300	1150	Theory 700	1150	Theory 700
			Practicum 450		Practicum 450
MP	1950	950	Theory 600	1000	Theory 650
			Practicum 350		Practicum 350
Chhattisgarh	1800	900	Theory 600	900	Theory 600
			Practicum 300		Practicum 300

The courses on foundations of education are located in the sociological, historical, economic, philosophical, cultural and political context and thought in education. Although at the onset, it appears that all the syllabus shared a similar vision based on NCFTE, a close reading of the documents reveal shifts in perspective and the importance different states gave to different curriculum area as seen from Figure 1 and 2. The MP syllabi was in greater consonance with the NCTE model syllabi however the suggested reading list for different papers does not truly reflect the essence of NCFTE, 2009 principles as discussed in the earlier section. The reading list of majority of the courses were incomplete and had limited references. On the contrary, the Delhi D.El.Ed had an exhaustive and balanced list at the end combining the work of both national as well as international scholars. In the Delhi syllabi, there seemed a move from the over-emphasis on theoretical learning into a combination of theory and practice as it had practicum attached to each paper. The Delhi syllabi stressed more on the sociological and political perspective in its courses whereas the Chhattisgarh curricula had a strong philosophical bend that was reflected through its courses. An epistemological shift in the nature of knowledge, learner and subject matter was observed in all three syllabi. A move towards a constructivist approach towards learning and development can be traced through the units of study. The challenge now lies with each state to transact the revised D.Ed curriculum in practice and prepare its prospective teachers as professional and humane teacher, the vision encapsulated by NCFTE, 2009.

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