

# **An Approach Paper on D.Ed. Curriculum -2012**

## **(D.Ed Curriculum review-Position Paper)**

This is an approach paper on practice teaching under the leadership of DEd colleges with the supervision of teacher educator. This is a draft position paper prepared and presented by one of the sub groups under DEd curriculum review committee. This has to be further reviewed by the core committee after taking the views of all the concerned cross sections of the stake holders. You are requested to send your opinions before 8<sup>th</sup> of February 2012

### **1. Title: Initiating professional development among student teachers**

### **2. Members of the Sub-Group:**

- |    |  |   |
|----|--|---|
| 1. | Sri A.S.Ramachandra Rao,<br>Academic Advisor,<br>Rashtrathana Vidya Kendra,<br>Dharwad – 580 011 | Member, Core Committee<br>&<br>Convener |
| 2. | Smt. N. Geetha,<br>Lecturer, DIET VasanthMahal,<br>Mysore – 570010                               | Member                                  |
| 3. | Smt. Parvati Vastrad,<br>Superintendent,<br>Government T.C.W.,<br>Dharwad                        | Member                                  |
| 4. | Smt. Geeta V. Chulaki,<br>Teacher Educator,<br>Government T.C.W.,<br>Dharwad                     | Member                                  |

### **3. Introduction/Background:**

Practice Teaching and Internship play a significant role in moulding a student teacher into a professional teacher. This may be called the heart of the entire D.Ed. curriculum. It is observed that more or less Practice Teaching has been taken up as a ritual in most of the D.Ed colleges without understanding its significance. Internship is introduced in recent years with a half hearted effort. Here is an effort to give a new look to both these aspects of Practice Teaching and Internship.

**3.1** Earlier, this course was called “Teacher Certificate Higher”. It was deemed to be a license given to a person to become a teacher. Most of the aspirants

considered it as an essential course to get a teacher's job rather than a professional development. Later on the nomenclature was changed as Diploma in Education which gave a touch of professionalism to this course. But still, many of the same old practices continued and especially the concept of Internship was not implemented in its true spirit. The need of the hour is to see that a teacher trainee should be able to design his lessons well and coordinate the theory that he has learnt during the course, may be psychological aspects, methodology in particular subjects, aspirations of the people and the cardinal principles enunciated in the National Curricular Framework 2005, NCFTE- 2009 and RTE-2009.

**3.2.** Earlier, after practicing some stray lessons, student teachers used to go for Block teaching which was meant to consolidate what they had learnt. Text book oriented teaching was given more prominence. Even the teaching aids prepared, many times, were not relevant to the particular topic taught. The steps were mechanically repeated, thrust was more on sticking to the lesson plan prepared rather than initiating learning among the students. Evaluation was not integrated with the lesson. Healthy relation neither with the students in the class nor with the teachers in the school was a concern of the teacher trainee. Teacher trainee was totally isolated from the community and was never made to understand the implication of community participation in the development of the child. How to make use of the environment as an effective tool in the process of learning or the concern a child should have about the environment was lost sight of.

**3.3.** Considering all these aspects, it is felt that the present curriculum should aim at bringing the child's day to day experiences in the content he learns in the class room. Also, the student should be able to relate his learning to his day to day experiences outside. The teacher trainee should not only be exposed to the new teaching – learning practices, but also to know how the system works and gets a first hand experience of the functioning of the school in all aspects so that when he becomes a regular teacher, he would transact better and grow as a professional in his field.

**3.4** The teacher trainee must understand that the child should come out of text book learning and develop his personality in all aspects. This also means that he should know the significance of Continuous and Comprehensive Evaluation as enunciated in the NCF – 2005, and also internalize the essence of RTE – 2009.

**3.5** As teaching of English has been made compulsory from class 1, every teacher trainee must be competent to teach English from class I to class V, though not up to the elementary level. So an effort is made to include English

teaching as a compulsory component of Practice Teaching.

**3.6** Here is an effort to integrate Practice teaching with Internship. Where as “Practice Teaching” is to develop skills in teaching with an ultimate aim of professionalism among the teacher trainee where the Micro Teaching skills developed before regular practice teaching is started, helps him to be a better teacher. On the other hand “Internship” helps to consolidate his proficiency in teaching in a real situation together with an understanding the System how it works.

**3.7** Majority of the students being from rural background and it is easy for them to get rural experiences and also to know about their environment while transacting with the learning experience. But the urban students may not have access to these natural experiences. Here ICT plays an important role. So it requires the student teacher to have knowledge of ICT during the course and also must know how to integrate this while providing learning experience to the children.

#### **4. Concerns of NCF, NCFTE-2009, RTE and other Relevant Documents**

. N.C.F – 2005 speaks about the important Guiding Principles which are to be born in mind. They are,

- Connecting knowledge to life outside the school
- Ensuring that learning is shifted away from rote methods
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric
- Making examinations more flexible and integrated in to classroom life and,
- Nurturing an overriding identity informed by caring concerns within the democratic polity of the country

**4.1.1** Some other concerns NCF-2005 speaks are, retaining all children in school through a program that reaffirms the value of each child and enables all children to experience dignity and confidence to learn. Universalization of Elementary education (up to class VIII), by ensuring that children from different social and economic backgrounds with variations in physical, psychological and intellectual characteristics are able to achieve success in school. The concern one should have towards the children belonging to disadvantage groups. (like physically challenged, mentally challenged, socially backward and so on). The development of self-esteem and ethics, and the need to cultivate children’s creativity and make use of it during teaching – learning process must receive primacy by respecting children’s native wisdom and imagination.

**4.1.2.** The NCF 2005 has also described the current concerns of teacher

education as below,

- Experience in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum, syllabi and textbooks are never critically examined by the student teacher or regular teacher.
- Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.
- Teacher education programmes provide little scope for student teachers to reflect on their experiences
- Disciplinary knowledge is viewed as independent of professional training in pedagogy
- Repeated practice in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development
- There is no opportunity for student teachers to examine their own biases and beliefs and reflect on their own experience as part of classroom discourse and enquiry
- Theory course have no clear link with practical work and ground realities
- The evaluation system followed in teacher education programme is too information-oriented, excessively quantitative and lacks comprehensiveness
- Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a student teacher.

**4.1.3.** The above observations provide distinct pointers for addressing issues on the different aspects of teacher education curriculum reform.

The National Curriculum Framework (NCF) 2005 places different demands and expectations on the teacher, which need to be, addressed both by initial and continuing teacher education. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and motivation

**4.1.4.** The NCF requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-constructor of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabi, textbooks and teaching-learning materials. Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other.

## **4. 2. NCFTE -2009**

Pre service and in service components of teacher education being inseparable, main focus has been given in NCFTE on continuing professional development strategies. The new concerns of school curriculum and the expected transactional modalities have been emphasized in designing this Framework for all stages of school education.

**4.2.1.** Contemporary Context and Concerns that need to inform Teacher Education Reform are,

- inclusive education
- perspective for equitable and sustainable development
- gender perspectives
- role of community knowledge in education
- ICT in schooling
- e- learning

4.2.2. The Area practicum courses and school internship discussed as below in NCFTE 2009

*Area 3: Practicum Courses and School Internship*

*1. School-contact Programme*

*2. Observing Children*

*3. Self-development*

*4. Story-telling and Children's Literature*

*5. Theatre, Creative Drama, Craft and Music*

*6. Material Development and Evaluation*

*7. Classroom Management and Block Teaching*

*8. Visits to Innovative Centres of Pedagogy and Learning*

*9. Classroom-based research project*

*10. School Internship of 4 days a week over a minimum period of 6-10 weeks, including an initial phase of observing a regular classroom.*

4.2.3. *Each of these practicum should be positioned strategically over the two years to enable a back and forth movement between theory and the field. The practice of teaching during school internship would include not more than 4 Unit Plans per subject. Planning of the Units would include a critical engagement with content from multiple sources including the school textbook, organization and presentation of subject-matter, formulating questions specifically to:*

*(a) assess knowledge base and understanding of students*

*(b) further the process of knowledge construction and meaning making in the classroom*

*(c) assess students' learning to improve pedagogic practice and further enhance learning.*

**4.2.4.** Accordingly, our engagement with the act of restructuring this practical learning component of teacher education, should involve envisioning the role of the teacher and a guiding philosophy of teacher education. This philosophy may be described as follows:

- Teacher education is to be seen not as a prescriptive endeavor but as open and flexible with emphasis on *changing contexts and empowerment of the teacher*.
- The concern is to make teacher education *liberal, humanistic* and responsive to the demands of *inclusive education*.
- The emphasis in teaching is not to be on didactic communication but on *non-didactic, dialogic explorations between teacher and the taught*.
- The principle that should inform teaching is interactivity, variety, active learner involvement, participation and multi sensory learning.
- The existence of a *diversity of learning spaces and curriculum sites*, diversity of learning styles that children exhibit, the learning contexts in which teachers have to function: oversized classes, diverse languages, ethnic diversities, children with disadvantages of different kinds needs to be acknowledged. Effective teaching consists in adjusting materials and methods to the needs, interests, learning pace and style of learners.
- Classroom teaching is essentially a matter of organizing learning activities aimed at the achievement of the several objectives. A variety of activities can be provided: listening, reading, writing, reciting, singing, play acting, playing with numbers, drawing maps, pictures, observing, collecting specimens, demonstrating, discussing, asking questions, doing experiments, project work and field visits.
- Our aim must be to promote *reflexive practice*, to build capacities of teachers to evolve knowledge, understanding and professional skills to deal with differing and fluid learning contexts.

#### **4.3 Curricular provision recommended in NCFTE 2009 ,**

- *School Internship: sustained engagement with children and school*
- *Bringing the learners' own experiences to center-stage*
- *Engagement with theoretical concepts and frameworks*
- *Understanding the self and others*
- *Training to be a reflective practitioner*

**4.3.1.** Using the mode of group and individual field-based assignments followed by workshops and seminar presentations, specific practicum courses should be designed for student teachers to:

- *Observe, interact with and study children and adolescents of different ages in natural settings in and outside the school, in diverse socioeconomic, cultural, linguistic and regional contexts.*
- *Observe and analyze learning and thinking processes of children of different age groups, including adolescents.*
- *Examine their thoughts, questions and observations of natural and social phenomena in order to appreciate the developmental process as a continuum.*

#### 4.4. NCFTE 2009 – the pre service teacher education needs the following concerns;

- Initial training of elementary teachers continues to suffer from isolation, low profile and poor visibility in view of it being a non-degree programme.
- There is a grave need to upgrade initial teacher education by enhancing the entry qualification and duration of training making it equivalent to a degree programme and locating the management and control of elementary teacher education within Universities.
- Upgrading elementary teacher education calls for participatory curriculum planning
- Involving all stakeholders, modular organization of curriculum in terms of critically engaging with theory and bringing practice within its perspective and a professional approach to teacher education processes.
- Another instance of neglect of elementary teacher education is the non-recognition of the need for specially qualified teacher educators in elementary education.
- The difficulty is exacerbated by the absence of degree and post-degree programmes in primary/elementary teacher education.
- Education as an area of interdisciplinary knowledge is not merely an application of a few core disciplines, but a praxis and a context where theories and practical wisdom are generated continuously
- Elementary education and early childhood education have been neglected as distinct areas of knowledge with their own distinct concerns, concepts and methodological perspectives.

#### 4.5. RTE -2009

The challenge of implementing the Right of Children to Free and Compulsory Education Act and, in particular, is the role of the School teacher. The teacher must equip not only to teach but also to understand the students and the community of parents so that children are regular in school and in learning process. The Act mandates that the teacher should refrain from inflicting corporal punishment, complete the entire curriculum within the given time, assess students, hold parents' meeting and apprise them and as part of the School

management committee, Organise the overall running of the schools

**4.5.1.** The Act, vide section 29 (2), emphasises the following areas while laying down the curriculum and evaluation procedures:

- Conformity with the values enshrined in the Constitution.
- All round development of the child.
- Building up child's knowledge, potentiality and talent.
- Development of physical and mental abilities to the fullest extent.
- Learning through activities, discovery and exploration in a child friendly and child-centered manner.
- Medium of instruction shall, as far as practicable, be in child's mother tongue.
- Making the child free of fear, trauma and anxiety and helping the child to express views freely.
- Comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

These areas are particularly significant to the professional development of teachers at all stages, both in their initial and in-service training.

**5. Enumeration of Specific Concerns/Objectives:**

- To equip the teacher-trainee to face the new challenges the Primary School Curriculum poses
- To make the trainee to understand and internalize the significance of the concerns in NCF – 2005, NCFTE – 2009 and RTE.
- To develop the communicative skills required to transact teaching – learning process.
- To develop micro teaching skills which leads to develop teaching lessons
- To develop the skills of constructing Lesson Plans according to the General and Specific Objectives.
- To enable him to apply the Continuous and Comprehensive Evaluation techniques in classroom transactions.
- To enable the teacher trainee to internalize the working of a school and the related concerns.
- To understand and implement the concerns of Environment during the entire period of transaction, like, learning through the environment, understanding about the environment and working for the environment
- To practice conceptual approach in his transaction of any subject with the students in the class room
- To enable him to practice to relate the scholastic knowledge with the life outside and also make use of child's experience in building up concepts in any subject.

- To understand and implement the knowledge outside the text book and to take the child away from rote methods.
- To understand clearly the concept of “Learning to Learn”
- To learn to establish linkage with the community to provide richer experiences to the children
- To understand and implement the Life Skills among the student to inculcate dignity of labour.
- To make full use of ‘Initiating the professional development among student teachers’ programme during the internship period so as to cultivate the habit of growing professionally.
- To enable the student teacher to understand the importance of peace education which is the need of the hour.
- To develop the competency in logical and creative thinking while transacting lessons
- To develop the competency to integrate ICT in Practice teaching and to cultivate this during period of internship
- To develop the skill of using Art forms in transaction.

#### **6. Significance of the Theme:**

Both Practice Teaching and Internship are considered as the heart of the entire process of D.Ed. programme. The teacher trainee spends his entire time in a new set-up, i.e., in the school to which he is attached. He is directly coming in contact with the primary school students and acts like a regular teacher. It gives him an opportunity to put in to practice all the theoretical aspects he has learnt during the D.Ed. course. He gets an opportunity to enhance his confidence level, discusses with his friends, school teachers and Method Masters, his strong points and weak points and finds out the ways and means to improve upon. He develops love, compassion, sympathy, appreciation and such other qualities essential to grow as a successful teacher thereafter. He also learns about Time management, team building, interpersonal relationships, community participation, environmental concerns and more important, understanding the individual child. He may take up teaching a Unit, devising unit plan, unit testing and if possible may apply statistical measures to the data obtained and interpret them, take up action research and find solutions to some of his problems, and so on. This is a period of developing self confidence, evolving a code of conduct for him and increasing his self esteem. As he is totally dedicated to the school attached for a long spell, he learns many things to develop professionalism in him and hence this period becomes very significant.

## 7. Critiquing the existing system:

- There is no proper coordination between Primary school annual calendar and D.Ed. course annual calendar. So, the teaching practice and Internship are being carried out mechanically. Professional growth expected to be developed among the teacher trainee during this period is eluding.
- When the D.Ed. Curriculum was introduced, the Internship was designed for a period of six months and was to take place after the completion of the two year course. As it did not work as expected, the period was reduced to 3 months and integrated with the two year course itself. This was done in second year which has created many problems.
- In a year, 148 working days out of 220 are allotted to Practice Teaching and to Internship. In the remaining 90 days, citizenship training, NSS special camps, field trips, sports activities and other co-curricular activities are to be organized along with education papers. Especially in second year, 40 days of Practice teaching together with 90 days of internship are to be taken care which means that time allotted for theory subjects and other activities is too meager and everything is done in a hurry and also mechanically. In first year also, subject enrichment, micro teaching and 40 working days of practice teaching are to be covered. It means that though the ideals are lofty, most of the things are carried out mechanically. Though a professional course, professional development is neglected.
- As the number of lessons to be given by a student teacher is considerably more, also, the number of observations and feed back to be given is in considerable number, quality is the casualty. It is difficult for any method master to cope up with the work load and do justice to his work. Student teacher also cannot improve his teaching by adopting the feed back given by the method master and his colleagues.
- During first year, 50 marks are allotted for 10 micro teaching lessons and 40 class room teaching lessons. For one Practical Exam. lesson 50 marks are allotted. During second year, 75 marks are allotted for class room teaching and 50 marks for Practical lesson. There is imbalance in marks allotment and it is observed that Student teachers normally neglect regular teaching in the class room and give importance to Practical exam. lesson only. It is felt that the evaluation of their practical work is not done objectively.
- Internship is designed in second year. When the student teacher is undergoing this in a Primary School, First Year students will be attending the regular classes. So, the teacher educator finds it difficult to devote time for both. So internship trainees don't get proper guidance, nor is individual attention possible. During evaluation the chances of subjectivity playing prominent role cannot be ruled out.

7. Suggesting alternatives with justification with do ability :

<b>Content</b>	<b>As practiced now</b>	<b>Proposed (To be revised)</b>
Practice teaching and Internship, how it is called	I year: Practicum II year: Practicum and Internship	Initiating Professional Development among the student teachers.
Time allotted for Practice teaching and Internship	I Year: Preparation, Micro teaching and Practice teaching 10 weeks II year: Preparation, Practice teaching and Internship 21 weeks	Practice teaching and Internship for both I Year & II Year should be conducted together as detailed below. <ul style="list-style-type: none"> <li>• Communicative skills and Observation skills – One Week each</li> <li>• Observing Model lessons in the schools, Preparing them for Practice teaching – One week</li> <li>• I Year – Micro teaching, Nali – Kali – one week each</li> <li>• II Year – Nali – Kali and Training in Spoken English -one week each</li> <li>• Practice teaching – stray lessons – Two Weeks</li> <li>• Internship (Developing professionalism) – 6 weeks in both the years</li> </ul> In all, 12 weeks for for developing professionalism
Teaching – Learning Process	<ul style="list-style-type: none"> <li>• Activity Based – Chaitanya Model</li> <li>• Text Book Oriented</li> <li>• Not related to life outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning based on child’s experience</li> <li>• concept development together with knowledge construction</li> <li>• Relating learning to day to day experience in real life</li> </ul>

Computer Education	<ul style="list-style-type: none"> <li>• Computer education kept as one paper among ten</li> <li>• In some institutions, computer room with one or two computers</li> <li>• Except teaching some basics, how to use ICT in classroom is not stressed</li> </ul>	<ul style="list-style-type: none"> <li>• ICT should be made more comprehensive</li> <li>• Computer education should help them to explore more avenues for gaining and also in imparting knowledge in classroom.</li> </ul>
Art Education	<ul style="list-style-type: none"> <li>• Music education and craft are kept as separate education papers</li> <li>• While they are in practice teaching, they used to give two music and craft classes</li> </ul>	<ul style="list-style-type: none"> <li>• Making art form as integral part of the classroom teaching i.e., singing, drama, drawing, model making, dance, role play etc.,</li> </ul>
Supervision and Guidance	<ul style="list-style-type: none"> <li>• Available only at the time of Practice Teaching but not at the time of Internship.</li> <li>• Feed back and remedial not getting importance</li> </ul>	<ul style="list-style-type: none"> <li>• Available throughout the period of Practice Teaching and Internship</li> <li>• Both feed back and remedial Teaching possible which help to develop professionalism</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Evaluation is more subjective</li> <li>• Evaluation is neither continuous nor comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation must be Objective</li> <li>• Continuous and Comprehensive for evaluation of each individual trainee is possible</li> </ul>

## 8. Broad Contents/methodologies proposed:

### 8.1 General:

- Conceptual Approach in Teaching – Learning, New approach to developing Lesson Plans
- Bringing Constructivism and Critical Pedagogy in Teaching Practice
- Developing Communication Skills prior to teaching practice
- Spoken English to strengthen his communicative skill in English

- Environmental concerns, bringing in methodology while teaching any subject
- Group work, Panel Discussion, Power point presentation, Action Research, Survey, Statistical Interpretation of Data Collected, etc.
- Devising Observation schedules and Feed back mechanism to improve teaching skills
- Reflective practices, problem solving approaches, Action Research to be given prominence
- Self Evaluation Schedule for professional development
- Making art form as integral part of the classroom teaching. Singing, drama, drawing, model making, dance, role play etc., need to be integrated with the language and subject teaching.

## **8.2 Particular:**

The below listed were planned which may facilitate to fulfill the concern,

### **8.2.1. Training methodology**

- developing communication skill, for first year D Ed student teachers
- developing observation skill training and observing in classrooms for 2/3 days.
- 5 microteaching skill for I year D Ed student teachers
- spoken English 5 days package for II D Ed, students- preparing them to English methodology
- nali-kali in kannada, mathematics, environmental science subjects

### **8.2.2. Contents to be included**

- Mother tongue and the environmental science as methodologies for I year D Ed student teachers
- English and mathematics as methodologies for II D Ed, students
- Two weeks of block teaching and 6 weeks of internships totally 8 weeks of programme in both years
- Continuous and comprehensive evaluation of teaching and practical exam in internship period.
- Assignments/ projects on education papers as class room reflective practices in the internship period.
- Including Art education, peace education, music education in internship period
- Participating in all the school activities
- developing the skill of school organizer
- Participating in community development programmes.

## 9. Executive Summary:

Our sub-group was entrusted with the responsibility of preparing curriculum on “Practice Teaching and Internship”. The sub-committee met in Rashtrotthana Vidya Kendra, Dharwad on January 19 to 21 and prepared the Draft Approach Paper and finalised in DSERT, Bengaluru on January 27 and 28. The Title selected for this topic was, “Initiating Professional development among the student trainees”. After these deliberations this Approach Paper was prepared keeping in view of initiating the professional development among the student teachers who complete two year D.Ed. Course in Karnataka.

In the background, it is discussed why it was necessary to go in for the revision of the present curriculum. The N.F.C. – 2005, later on the NCFTE – 2009 and the RTE have necessitated the revision, it was felt. Earlier the course was called “Teachers Certificate Higher” which was almost a license for anybody to become a teacher. There was little emphasis on the professional development. Teaching Practice was done in old fashion and the student teachers were sent to block teaching without adequate preparation. Text book oriented teaching was more or less going on. Stereo type Lesson Plans were written the rituals were followed. Imparting facts was more important than developing concepts. Understanding the child, involving the child in the process of learning, bringing environment into the study, total development of the child rather than subject orientation were not given adequate importance. New technologies, involving the community, group work, developing the life skills, considering the child’s background and interest, developing the concepts rather than giving facts, enhancing the self esteem, involving both teachers and the students in constructing knowledge and so on deserved consideration while framing the curriculum. As both practise teaching and internship are considered heart of the entire D Ed course, it was necessary to enumerate specific concerns and spell out clear cut objectives while framing the curriculum. It was also felt necessary to go through in detail the concerns enunciated in NCF-2005, NCFTE-2009, RTE-2009 and other relevant documents before attempting to frame the curriculum. Practicum courses and School Internship also deserved face lift. For both I and II year of D.Ed courses, there should be Practice teaching and Internship. First year student teachers must develop better communicative approach and observation skills through training of one week each. Microteachings skills are to be imparted to further develop their teaching skills. A week of spoken English package needs to be provided for second year student teachers to improve their English fluency and to prepare them to take English methodology. Nali-Kali, activity based learning process experience must be shared with the student teachers for their teaching skill progress in both the academic years. Student teachers must be guided to make the children learn on the basis of their experiences and facilitate to develop the concepts along with the knowledge construction accordingly with learning from day to day

experiences in real life. Computer education should help them to explore more avenues for gaining and also to impart knowledge in classroom. Art form must be an integral part of their classroom teaching. Student teachers must be guided and supervised throughout their process of practice teaching and internship. Feedback with remedies must be given to them then and there itself. Evaluation of each trainee individually is possible only when evaluation is made objective, continuous and comprehensive. It was necessary to critically evaluate the present system of D.Ed. course and make the curriculum more student-teacher friendly, by incorporating the aspirations of all the recent developments. While analyzing the present curriculum, alternatives had to be suggested with both justification and do ability. We also proposed broad content and methodologies. It is hoped that the new curriculum when it is completed, would give a new direction to Primary and Elementary Teacher Education in Karnataka.