

# **THE COURSES OF STUDY FOR TWO YEAR D.EL.ED.**

## **PROGRAMME**

**As per NCFTE-2009 Guidelines**

**&**

**NCTE regulations ,2014**

**(REGULAR MODE)**

**STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING**

**2015**

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## Introduction

The National Curriculum Framework-2005 and the Right of the Children to Free and Compulsory Education Act-2009 clearly speak out the expectations of our country from a teacher. Thus to improve the teaching competence of the teachers a new trend of teacher education programme has been introduced.

There are two forms of Teacher Education---Pre service and In-service. The aim of one is to prepare an individual for the profession, while the aim of the other is to update a teacher in accordance with the challenges of education. The pre-service -curriculum currently focuses on learning about various pedagogic methods and techniques and allows or puts a teacher educator into any challenging situation to prove the curriculum effective one. The in-service part of the teacher education is a systemic work. The teachers, who are called for orientation without any concern over whether they need such trainings at all or not, mostly do not apply or have to apply the concepts in real class-room situations.

- Replacement of teacher centricity with learner centricity in the real sense of the term. welcoming activity and project oriented self-learning
- Constructing the learner's own knowledge in place of giving and receiving a bagful of information
- Allowing every learner to share his/her experiences
- Moving to the community for sharing knowledge with wisdom, and Integrating knowledge with experiences
- One of the major issues in the revision of Two Year D El Ed curriculum is to prepare the student-teachers for all sorts of challenges in the elementary education including school based activities.
- Mobilization of the Teaching Community to be acquainted with the socio-economic and cultural diversities of different states as well as different parts or districts within the state,

Therefore revisions in the curriculum have been made on the following directions: 3

to adopt the best practices for their classrooms, is one of the few major goals to achieve through Teacher Education.

- This will ensure respect to the national values like acculturation, acceptance, endurance and sharing in the midst of plurality and diversity.
- There should be a balance between the concepts and practices. A teacher must not ask his/her pupils to do what he/she himself/herself cannot do. Herein lies the truth of linking the classroom to the real world as envisaged in the NCF-2005, and duly endorsed by the NCFTE-2009.
- In addition to the practical activities, mentioned above , our curriculum is going to lay due stress on the school-internship programme within the course , not merely in the conventional form of practice teaching for a certain period of time , but through the adoption of certain schools as the laboratories to test the novel concepts of learner centric, activity based strategies for

qualitative improvement of education through the allround development of the child who is at the centre of all such activities.

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

### **Emphasis on Practicum**

Education of the teacher-educators is no less important in view of the expectations of teacher education curriculum. Every teacher educator is required to be updated duly in order to cope with the new challenges of education. The relevance of **educational research**, preferably in the form of short-term, classroom-problemspecific Action Research is unquestionable for the development of the learning process to ensure the desired learning outcome-oriented school Education.

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

This Two Year D El Ed Course is meant for the candidates who have passed the H S (+2) or its equivalent examination from a recognised Board/Council with required percentage of marks as stipulated for the course by NCTE regulations,2014.

**INTAKE CAPACITY:** - The intake capacity for the Two-Year D.El. Ed course determined by the NCTE is 50 for the Academic year 2018-19

### **Course Structure - Part-1(First Year)**

**Total Marks: 1100 (External :70% ; Internal :30%) 5**

Sl. No.	Course Code	Course Title	Period per week	Marks
1.	CHS-1	Childhood and the Development of Children	4	100
2.	CNS-1	Contemporary Indian Society	4	100
3.	EDS-1	Education, Society, Curriculum and Learners	4	100
4.	CU & PDS-1	Pedagogy Across the Curriculum	4	100
5.	EDS2	Early Childhood Education	2	50
6.	CU & PDS-2	Proficiency in English	2	50
7.	PDC-1_	Language -1 <sup>st</sup> Bengali	4	100
8.	PDC-2	Mathematics	4	100

<b>Practicum</b>				
9.	PR-1	Creative Drama, Fine Arts & Education	2	50
10.	PR-2	Physical and Emotional Health Education	2	50
11.	PR-3	Work and Education	2	50
12	PR-4	YOGA	2	50
13	PR-5	Education -1 School Internship	4 weeks	100
<b>Total Marks</b>			<b>1000</b>	