

## Overview of B.Ed Curriculum

### **Introduction**

The Bachelor of Education (B.Ed) program in India is designed to prepare skilled and knowledgeable teachers who can effectively contribute to the country's education system. The curriculum is structured to provide a holistic understanding of education, combining theoretical knowledge with practical experiences.

### **Curriculum Structure**

The B.Ed curriculum is built on four fundamental pillars:

- Subject knowledge
- Human development
- Pedagogical knowledge
- Communication skills

These pillars are integrated into three broad curricular areas:

- 1. Perspectives in Education**
- 2. Curriculum and Pedagogic Studies**
- 3. Engagement with the Field**

### **Theory Courses**

#### **A. Perspectives in Education**

This area provides the foundational understanding of education.

##### **1. Childhood, Child Development, and Adolescence**

Focus: Understanding the developmental stages and needs of learners

Example: Studying theories like Piaget's cognitive development stages and their application in Indian classrooms.

##### **2. Contemporary India and Education**

Focus: Critical analysis of diversity, inequality, and marginalisation in Indian education, UEE, Constitution and education etc.

Example: Examining the implementation and challenges of the Right to Education Act.

##### **3. Philosophical and Sociological Perspectives in Education**

Focus: Understanding the theoretical foundations of education

Example: Exploring the educational philosophies of thinkers like Tagore and Gandhi, Educational Sociology

##### **4. Theoretical Foundations of Knowledge and Curriculum**

Focus: Understanding curriculum development and implementation

Example: Analyzing the evolution of NCERT textbooks and their alignment with NCF, curriculum development, curriculum theory

##### **5. Teaching and Learning**

Focus: Cognitive processes and learning theories

Example: Applying constructivist approaches in classroom teaching

**6. Gender in the Context of School and Society**

Focus: Understanding gender issues in education

Example: Developing gender-sensitive teaching materials and practices

**7. Inclusive Education**

Focus: Strategies for inclusive classroom management

Example: Designing lesson plans that accommodate diverse learning needs

**B. Curriculum and Pedagogic Studies**

This area focuses on subject-specific knowledge and teaching methodologies.

**1. Language Across the Curriculum and Communication**

Focus: Developing language proficiency for effective teaching

Example: Techniques for using regional languages to explain complex concepts

**2. Understanding of Disciplines**

Focus: Deep dive into chosen subject areas

Example: For a Science specialization, studying the nature of scientific inquiry

**3. Pedagogical Foundations**

Focus: Subject-specific teaching methods

Example: Using storytelling techniques in History lessons

**4. Theoretical Perspectives on Assessment for Learning**

Focus: Understanding various assessment techniques

Example: Implementing Continuous and Comprehensive Evaluation (CCE) in classrooms

**C. Engagement with the Field/Practicum**

This component bridges theory and practice, providing hands-on experience to student-teachers.

**A. Tasks and Assignments**

Integrated throughout all courses

Example: Conducting a small-scale action research project on classroom management techniques

**B. School Internship**

Duration: 20 weeks over two years (4 weeks in first year, 16 weeks in second year)

Levels: Upper primary (VI-VIII) and secondary (IX-X) or senior secondary

Activities:

- Classroom observation
- Practice teaching
- Peer observations
- Feedback sessions with faculty

**C. Enhancing Professional Capacities**

**1. Language and Communication**

Focus: Improving verbal and non-verbal communication skills

Example: Workshop on using body language effectively in classroom

**2. Drama and Art in Education**

Focus: Integrating arts into teaching

Example: Using role-play to teach concepts in Social Studies

**3. Self Development**

Focus: Personal growth and teacher identity formation

Example: Reflective practices and maintaining teaching journals

**4. ICT in Education**

Focus: Leveraging technology for effective teaching

Example: Creating digital lesson plans and using educational apps

**5. Yoga Education**

Focus: Promoting holistic development

Example: Integrating short yoga sessions in daily school routine

**Assessment Framework**

The B.Ed program employs a comprehensive assessment system that balances internal and external evaluations.

**Theory Courses Assessment**

Internal Assessment: 20-30% of total marks

Methods: Assignments, projects, presentations

External Examination: 70-80% of total marks

Format: Written exams, typically at the end of each semester or year

**Practice Teaching Assessment**

Weightage: 25% of total course marks

Evaluation by: Supervising teachers, peers, and faculty

Criteria: Lesson planning, classroom management, teaching effectiveness

**Engagement with the Field Assessment**

Continuous evaluation throughout the program

Methods:

- Observation records
- Student portfolios
- Reflective journals
- Project reports

The B.Ed curriculum in India is designed to produce educators who are not only well-versed in subject knowledge and pedagogy but are also reflective practitioners capable of addressing the diverse needs of Indian classrooms. By integrating theoretical studies with extensive field experiences and focusing on continuous assessment, the program aims to prepare teachers who can contribute effectively to the evolving educational landscape of India.

## Overview of D.El.Ed Curriculum

### **Introduction**

The Diploma in Elementary Education (D.El.Ed) program in India is designed to prepare skilled educators for elementary-level teaching. The curriculum integrates various aspects of education to provide a holistic understanding of teaching and learning at the elementary level.

### **Curriculum Structure**

The D.El.Ed curriculum is built on several key components:

1. Childhood studies
2. Social context of education
3. Subject knowledge
4. Pedagogical knowledge
5. Aims of education
6. Communication skills

The program comprises three main components:

- Compulsory and optional theory courses
- Compulsory practicum courses
- Comprehensive school internship

Curriculum Components:

- **Theory Courses**

#### **A. Foundations/Perspectives of Education**

This area is divided into three broad rubrics:

##### 1. Child Studies

Focus: Understanding child development and learning processes

Example: Studying theories of cognitive development and their application in elementary classrooms

##### 2. Contemporary Studies

Focus: Current issues and trends in elementary education

Example: Analyzing the implementation of the Right to Education Act in local contexts

##### 3. Educational Studies

Focus: Philosophical and sociological foundations of education

Example: Exploring the role of education in social transformation

#### **B. Curriculum and Pedagogic Courses**

##### 1. Language Proficiency and Communication

Focus: Enhancing language skills for effective teaching

Example: Developing strategies for multilingual classrooms

## 2. Field-based Units of Study

Focus: Practical application of theoretical knowledge

Example: Conducting small-scale action research projects in local schools

### **Pedagogy Courses**

#### Compulsory courses:

- Language pedagogy for primary stage
- Mathematics pedagogy for primary stage
- Environmental Studies pedagogy for primary stage

#### Optional courses for upper primary stage:

- Social Science Education
- Language Education
- Mathematics Education
- Science Education

### **Practicum**

The practicum component focuses on developing professional skills and capacities in various areas:

1. Craft
2. Fine arts
3. Work and education
4. Creative drama and theatre in education
5. Self-development
6. Children's physical and emotional health
7. School health and education

Example: Organizing a school-wide art exhibition to integrate fine arts into the curriculum

### **School Internship**

The school internship is a crucial component of the D.El.Ed program, designed to provide hands-on experience in real classroom settings.

#### **Key features:**

Duration: Minimum 20 weeks over two years

- 4 weeks in the first year for classroom observations
- 16 weeks in the second year for active teaching practice

Levels: Primary and upper primary classes

#### Activities:

- Classroom observations
- Practice teaching
- Community engagement
- Addressing diverse learner needs

Additional components:

- Visits to innovative centres of pedagogy and learning
- Exposure to innovative schools and educational resource centres

Example: Conducting a community outreach program as part of the internship to understand the social context of education

**Assessment Framework**

The D.El.Ed program employs a comprehensive assessment system that balances internal and external evaluations.

**Theory Courses Assessment**

Internal Assessment: 20-30% of total marks

Methods: Continuous evaluation through assignments, projects, presentations

External Examination: 70-80% of total marks

Format: Examinations conducted by the examining body

**School Internship Assessment**

Weightage: 25% of total course marks

Focus: Evaluating performance during the 16-week internship in the second year

**Practicum Assessment**

Continuous evaluation throughout the program

Methods:

- Individual or group assignments
- Observation records
- Diaries
- Reflective journals

The D.El.Ed curriculum in India is designed to produce well-rounded elementary school teachers who are equipped with theoretical knowledge, practical skills, and a deep understanding of the educational context. By integrating various components such as theory courses, practicum, and extensive school internship, the program aims to prepare teachers who can effectively address the diverse needs of elementary classrooms and contribute to the quality of elementary education in India.

(From NCTE Document)

## **D.El.Ed Curriculum**

The D.El.Ed. Programme is to be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education, and communication skills. The programme shall comprise of compulsory and optional theory courses; compulsory practicum courses; and comprehensive school internship. The theory and practicum courses shall be assigned a weightage in the proportion determined by the affiliating body. It shall be in broad alignment with the National Curriculum Framework for Teacher Education, while contextualising it for the state or region concerned. ICT, gender, yoga education, and disability/inclusive education shall form integral part of the D.El.Ed. curriculum.

### **(a) Theory Courses**

The theory courses shall comprise courses on perspectives in education, curriculum and pedagogic courses, and there shall also be optional courses in pedagogy. The theory courses shall include Foundations/Perspectives of Education in three broad rubrics, namely, Child Studies, Contemporary Studies, and Educational Studies. The Theory courses shall also include language proficiency and communication, relevant field-based units of study including assignments and projects. The curriculum and pedagogy courses shall include courses in pedagogy for primary and upper primary curriculum areas.

Pedagogy courses in language, mathematics and environmental studies for the primary stage shall be compulsory; optional pedagogy courses in Social Science Education, Language Education, Mathematics Education, and Science Education shall be offered for teaching at the upper primary stage.

### **(b) Practicum**

Field Engagement courses shall be designed to give opportunities to acquire a repertoire of professional skills and capacities in craft, fine arts, work and education, creative drama and theatre in education, self-development, children's physical and emotional health, school health and education.

### **(c) School Internship**

The D.El.Ed. programme shall provide for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighbourhood throughout the two years. Students shall be equipped to cater to needs of diverse learners in schools. The programme shall include visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, teaching-learning centres. School Internship would include stipulations in the RTE on the duties of the

teacher and community engagement. The School Internship programme shall have the following components:

A minimum of 20 weeks of internship in schools during the course of which 4 weeks would be dedicated to classroom observations etc. during the first year; second year of school internship will be for minimum period of 16 weeks in the elementary classes, including primary and upper primary.

(d) The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached primary/elementary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching.

### **Assessment**

For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for examination conducted by the examining body; and one-fourth of the total marks shall be allocated to evaluating the students' performance during the 16 weeks of school internship. The weightage for internal and external assessment shall be fixed by the affiliating body within the ranges specified above. Candidates must be internally assessed on the entire practicum course and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, diaries, reflective journal, etc.

## **B.Ed Curriculum**

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.



Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

### **(i) Theory Courses**

#### **(a) Perspectives in Education**

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

#### **(b) Curriculum and Pedagogic Studies**

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

## **(ii) Engagement with the Field/Practicum**

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

(a) Tasks and Assignments that run through all the courses.

(b) School Internship.

(c) Courses on Enhancing Professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of artisans as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

Several specialised courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

### **(iii) School Internship**

School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

### **Assessment**

For Perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. Candidates must be internally assessed on the entire course of Engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.