

পশ্চিমবঙ্গ প্রাথমিক শিক্ষা পর্ষদ ও NCTE কর্তৃক অনুমোদিত
'ডিপ্লোমা ইন এলিমেন্টারি এডুকেশন' (DEIED) কোর্সের নতুন পাঠক্রম অনুযায়ী লিখিত।

ডিএলএড স্কলার

পার্ট-II

Edited by
**Educational Research Development & Review Committee
(ERDRC)**



রূপা পাবলিকেশনTM

প্রকাশক ও পুস্তক বিক্রেতা
25B, বেনিয়াটোলা লেন
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পাঠ্যক্রম (Syllabus)

CC-02: EDUCATIONAL STUDIES

Unit-1: Philosophical understanding of Education (Class-7 hours)

- Understanding the basic assumptions about Human nature, Society, Learning and aims of Education
- Relationship between Schooling and Education and exploring various educative process in Human Societies.

Unit-2: Factors of Education (Class-8 hours)

- Factors of Education—Teacher, Learner, Curriculum, School
- Child centric education and its importance
- Learners in context : situating learner in the Socio-political and cultural context

Unit-3: Learning, Learner and Teaching (Class-7 hours)

- Learning—Concept and nature
- Learning—Knowledge and skills
- Different ways of learning
- Meaning of teaching and its relationship with learning and learner

Unit-4: Knowledge and Curriculum (Class-8 hours)

- Child's construction of knowledge: attaining knowledge through activity and experience
- Definition of Curriculum and types of Curriculum.
- Factors of curriculum
- Purposes of Education, Needs and abilities of Education

Unit-5: Great Educators (Class-11 hours)

- Indian Thinkers—Gandhi, Aurobindo, Tagore, Vidyasagar, Vivekananda
- Western Thinkers—Rousseau, Dewey, Froebel, Montessori, Piaget

Unit-6: Education, Politics and Society (Class-10 hours)

- Political nature of Education
- Role of Education in reproducing dominance and challenging marginalization with reference to class, caste, Gender and Religion
- Teacher and Society: A critical appraisal of teachers' status

Unit-7: Structure and process of Indian Education System (Class-10 hours)

- Types of schools within different Administration Bodies
- Roles and responsibilities of Educational Functionaries
- Relationships between support organization and the School
- What is School culture, organization, Leadership and Management? What is the role of School Activities such as Assemblies, Annual Days etc. in the creation of School culture

Unit-8: School Effectiveness and School Standards (Class-10 hours)

- What is School effectiveness and how it is measured?
- Understanding and developing standards in Education
- Classroom management and the Teacher
- Lesson plans, Preparation for transaction and inclusive education
- Communication in the classroom and multiple learning levels in the classroom

Unit-9: School Leadership and Management (Class-9 hours)

- Administrative Leadership
- Pedagogical Leadership
- Change Management
- Team Leadership
- Leadership for change

Unit-10: Change Facilitation in Education (Class-10 hours)

- Sarva Shiksha Abhiyan (SSA) experiences
- Incentives and schemes for Girl Children
- Preparing for and facilitating change in Education
- Equity in Education
- Issues in Educational and School reform

CC-03: CONTEMPORARY STUDIES

Unit-1: India : the freedom struggle and Independence (Class-6 hours)

- Impact of colonialism and anti-colonial struggle
- Education in Pre and Post-Independence India

Unit-2: Structure of Indian nation State (Pre and Post Independence Era) (Class-10 hours)

- Institutional Structures of the Indian Nation State; Continuities and Breaks with the colonial apparatus
- Constitutional vision of Independent India: then and now
- Democratic systems and institutional structures: party system and electoral politics. The centre and the state, the judiciary, legislature and executive.

Unit-3: Constitution of India and Education (Class-9 hours)

- Constitution and Education; Concurrent status of education
- Reservation as an egalitarian policy
- Equality and justice in the Indian constitution, different school system and the idea of common neighborhood school

Unit-4: Right to Education Act 2009 (Class-10 hours)

- Policies, acts and provisions
- Historical perspective of right to education act
- Right to Education Act 2009 & relevant Government Notifications in West Bengal

Unit-5 : ICT in Education (Class-9 hours)

- 21st Century Skills
- Meaning & Scope of ICT
- History and evolution of ICT
- ICT and Teaching-Learning Process—Computer Literacy, Computer Aided Learning.

Unit-6 : Inclusive Education (Class-10 hours)

- Concept & Forms of inclusion and exclusions in Indian education (marginalized sections of society, gender, children with special needs)
- Historical and Contemporary Perspectives to Disability and Inclusion
- Inclusive Education and Integration
- Addressing Inequality and Diversity in Indian classroom : pedagogical and curriculum concerns—scope for flexibility as and when required
- Understanding and Exploring the nature of assessment for inclusive education

Unit-7 : Children with Special Needs (Class-10 hours)

Disability identification, assessment and teaching strategies—(i) Visual Impairment (ii) Auditory Impairment (iii) Mild Mental Retardation (iv) Orthopedically handicapped (v) Range of Learning Difficulties and approaches and skills for teaching children with learning difficulties

Unit-8 : Gender, School and Society (Class-10 hours)

- Social Construction of Masculinity and Femininity—a brief exposition with focus on contemporary developments
- Including gender—balance in school Curriculum, Text-books, classroom processes, peerinteraction and teacher-student interactions

Unit-9 : Contemporary Indian Issues-1 (Class-8 hours)

- Critical Appraisal of constitutional values as practiced in an educational institution
- First Generation Learners in school
- Education for Peace
- Role of education in Democracy
- Language within School

Unit-10 : Contemporary Indian Issues-2 (Class-8 hours)

- Educational status, opportunities and experiences of Dalits, Tribal, and Religious Minorities in India
- Marginalization and education of Children from slums and distress migration
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums

CC-04: PEDAGOGY ACROSS CURRICULUM

Unit-1: Pedagogic Practic and Process of Learning (Class-6 hours)

- Concept of Pedagogy and Pedagogy across Curriculum—meaning, features, objectives
- Critical understanding of the process of concept-formation
- Constructivist approach in pedagogy across curriculum
- Aspects of child-centric education and creation of non-intimidating environment for knowledge construction

Unit-2: Historical and Philosophical Perspectives of Pedagogy Across Curriculum (Class-5 hours)

- Philosophical bases of pedagogy across curriculum
- History of the development of pedagogy across curriculum
- Constructivist approach and pedagogy across curriculum
- Development of skills through pedagogy across curriculum—nature, principles, significance
- Pedagogy across curriculum for inclusive education

Unit-3: Integrative Teaching in Pedagogy Across Curriculum (Class-5 hours)

- Concept of Integrated teaching-learning
- Concept of interdisciplinary approach—difference with multi-disciplinary approach
- Significance of interdisciplinary approach in integrated teaching at the elementary level
- Socio-cultural aspects in pedagogy across curriculum

Unit-4: Knowledge and Methods of Enquiry (Class-5 hours)

- Concept of knowledge, information and their differences
- Concept of Knowledge Construction—case examples from elementary school subjects
- Methods of Enquiry, different types of thinking—scientific, mathematical, social, higher order thinking
- Relation between knowledge ,curriculum, text books, learners and pedagogy
- Basic tenets of enquiry based learning, contextualization, project based learning

Unit-5: Learner and their Context (Class-6 hours)

- Alternative frameworks of children's thinking
- Everyday concepts and situated cognition
- Pedagogy across curriculum for contextualization—language, social relations, identity, equity, rights and their relation through education
- Eradication of Child and adult misconceptions

Unit-6: Use of ICT for Pedagogy Across Curriculum (Class-10 hours)

- Role of ICT in education
- Use of ICT for pedagogy across curriculum
- Capacity development in the use of ICT for integrated teaching
- Significance of ICT in catering to diverse needs of children with special needs in an inclusive classroom

Unit-7: Integration of Values and Performing Arts through Pedagogy Across Curriculum (Class-10 hours)

- Value education-importance at elementary stage, integration through pedagogy across curriculum
- Types of performing arts, their relevance in education at elementary level
- Integration of performing arts—principles, significance, strategies
- Integration of performing arts for learner motivation with special reference to inclusive setting

Unit-8: Pedagogy Across Curriculum for Class I-V (Class-15 hours)

- Content analysis for teaching in Interdisciplinary approach
- Plan and Design of relevant teaching learning material for pedagogy across curriculum- Year Plan, Unit Plan, Lesson Plan, Writing Instructional Objectives, Instructional Aids, Instructional Strategies.
- Concept mapping and integrative teaching for inclusive classroom

Unit-9: Pedagogy Across Curriculum for Class VI-VIII (Class-15 hours)

- Content analysis for teaching in Interdisciplinary approach
- Plan and Design of relevant teaching learning material for pedagogy across curriculum—Year Plan, Unit Plan, Lesson Plan, Writing Instructional Objectives, Instructional Aids, Instructional Strategies.
- Concept mapping and integrative teaching for inclusive classroom

Unit-10: Evaluation (Class-15 hours)

- Monitoring the progress during and after lesson
- Follow-up activities—Maintenance of student profile, reporting progress
- Diagnosis and diagnostic tests in L-1, L-2, Mathematics and Environmental Science
- Remedial Measures.

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