



## **Bachelor of Elementary Education (B.El.Ed.)**

**A Four-Year Integrated Professional Degree Programme  
of Elementary Teacher Education**



**Faculty of Education (Central Institute of Education)  
University of Delhi, Delhi – 110007**



*“A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”*

*“And for that they (children) must be trained, not to be soldiers, not to be clerks in a bank, not to be merchants, but to be the makers of their won world and their own destiny. And for that they must have all their faculties fully developed in the atmosphere of freedom.”*

*Rabindra Nath Tagore*

## 1. Bachelor of Elementary Education Programme

The Bachelor of Elementary Education (B.El.Ed.) programme is a four-year integrated professional degree programme of Elementary Teacher Education offered after the senior secondary (class XII) stage of school. This is a bilingual programme, conceptualized by the Maulana Azad Centre for Elementary and Social Education (MACESE) of the Department of Education, University of Delhi. Launched in the academic year 1994-95,

The programme was an attempt towards fulfilling the need for professionally qualified elementary school teachers. B.El.Ed. is designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. Both professional and academic options are available to the students who graduate with a B.El.Ed. degree.

The introduction of the B.El.Ed. Programme in undergraduate colleges of University of Delhi marks a move towards the creation of a cadre of Elementary Education professionals- a long awaited promise, beginning with the conception of the Central Institute of Education in 1947. Through the B.El.Ed. Programme, concerns of elementary education have been integrated into the University system. It has also upgraded the professional status of the elementary school teacher by providing a university degree for elementary education. At present, the programme is being offered in eight women colleges of the University of Delhi. The regulations, norms and standards for the B.El.Ed. Programme were first notified by the NCTE in the Gazette of India on March 20, 1999. The latest notification applicable to the programme is dated November 2014.

### Scope of B.El.Ed. Programme

The B.El.Ed. Programme aims to produce graduates of high calibre in the field of elementary teacher education. The programme is intensive and focused to prepare teachers by providing a supportive and stimulating environment. The programme is offered by select undergraduate colleges of University of Delhi. Over 6000 students have already graduated from these colleges since 1998. A good number of them have been placed in government and private schools as professionally qualified elementary school teachers. Others are pursuing post-graduate studies and research in disciplines like education, linguistics, psychology, languages, history, social work, sociology, mathematics, environmental studies and political science. Many B.El.Ed. graduates are pursuing research in educational studies in Central Universities and some of them are working as teacher educators. Given below are some of the professional and academic options available for the B.El.Ed. graduates:

- B.El.Ed graduates are eligible for appointment as PRTs, TGTs in MCD, NDMC, Sarvodaya Vidyalayas in Delhi, Kendriya Vidyalayas and Navodaya Vidyalayas, state government schools all across India and private schools too.
- Leading elementary school systems in various capacities like curriculum developers, content developers etc.
- Pursuing research in education and related disciplines in the government and non government sectors.
- Pursuing post-graduate courses and research studies in education and related disciplines. Serving as teacher-educators in various State Institutes and University Departments/ Colleges offering training in elementary/secondary education.

**Note:** The norms and standards of B.El.Ed. programme are approved by the National Council for Teacher Education (NCTE). For more information and clarification, refer to the gazette issued by Government of India, November 2014.

### 1.2. B.El.Ed. Faculty and Academic Support

The B.El.Ed. Programme offers an opportunity for their students to interact and learn from scholars and faculty from diverse disciplines of education, psychology, child development, sociology, linguistics, social sciences, biological and natural science, mathematical sciences and the languages. The liberal option courses are taught by faculty drawn from different departments of each college. However, the core elementary education faculty has a major orientation towards interdisciplinary teaching. In addition, colleges draw upon the expertise of professionals outside the University for specialized Practicum Courses such as theatre, story-telling and self-development.

### 1.3. Programme of Study

The Programme offers both compulsory and optional theory papers; compulsory practicum courses and a comprehensive school internship experience. The programme is bilingual and classroom discussions are conducted in both English and Hindi language. Students have the option to write assignments as well as examinations in either English or Hindi. The different areas of study are as follows:

#### 1.3.1 Theory Courses

The student-teacher is expected to study nineteen (19) theory courses during the four-year programme of study. Theory courses include study through projects and related fieldwork. The total weight age of the theory courses in the B.El.Ed. programme is 1250 marks out of an aggregate of 2200 marks.

#### Foundation Courses

Foundation courses offer an in-depth study of the process of child development and learning; how the education of children is influenced by the social, political, economic and cultural contexts in which they grow; techniques and processes of school organisation and management; educational theory, issues and concepts specific to elementary education. In addition to developing theoretical constructs and frameworks of analysis, these courses also aim to cultivate skills to build relationships and to communicate as teachers.

#### Core Courses

Core courses offer the student-teacher an opportunity to reconstruct concepts learnt in school and to integrate them with in a multi-disciplinary perspective.

#### Pedagogy Courses

Pedagogy courses provide a study of pedagogical theory to develop skills specific to the teaching of young children. While developing perspectives in pedagogy, student-teachers also learn methodologies of teaching specific knowledge areas.

#### Liberal Optional Courses

Liberal courses offer studies in a specific discipline with academic rigour. They are designed to enrich the knowledge base, to allow for further study in the discipline and in the pedagogies in which student-teachers opt to specialize.

#### Specialized Courses in Education

The optional courses offered in the fourth year provide specialized support to the student teacher.

#### 1.3.2. Practicum Courses

These courses are designed to allow a variety of experiences with children within and outside the elementary school. In addition, student-teachers acquire a wide range of professional skills including drama, craft, developing curricular material, classroom management, systematic observations, documentation and evaluation. Practicum courses carry a total weightage of 950 marks over the four years of study.

#### Performing and Fine Arts, Crafts and Physical Education

These are integrated into the B.El.Ed curriculum in the same spirit as they should be in the elementary school curriculum. They enable the student-teachers to experience and understand the learning process in a holistic manner, rather than confining it to the 'cognitive' domain.

#### School Contact Programme

This establishes the first contact of student-teachers with children. While initiating contact with elementary schools, student-teachers engage with issues of planning and organizing creative activities for children within the school. They also explore ways of organizing meaningful interaction with children outside the school. Student-teachers get the opportunity to develop the ability to relate, communicate and develop a positive attitude towards children and teaching.

#### Observing Children

This practicum is designed to help establish a crucial link between theoretical concepts and ground realities. Student-teachers engage with systematic observation and study of children in different settings.

#### Self-Development Workshops

Students sharpen their abilities and learn to be critical and reflective through a process of self-reflection and analysis.

### **Storytelling and Children's Literature**

Students understand the significance of children's literature and storytelling in the teaching learning process. They also explore various genres of children's literature and learn different techniques of storytelling. They build up a resource of stories and children's literature for use in the teaching-learning process.

### **Classroom Management and Material Development**

This practicum begins with systematic observations and analysis of pedagogic practices in conventional and innovative settings. The student-teacher is facilitated to evolve pedagogic practices that address crucial concerns of classroom management, design and choice of activities, material development and evaluation.

### **School Internship**

Internship in schools forms a major component of the fourth year of the B.El.Ed. programme. Student interns actively engage in teaching elementary school children. Systematic feedback and evaluation is provided by supervisors. Functioning as regular teachers, the interns attempt to translate their knowledge-base and professional skills into reflective classroom practice.

### **Project Work**

Student-teachers are required to take up projects based on themes arising out of their school experiences. This enables them to acquire basic research skills of systematic observation, documentation and analysis.

### **Tutorials and colloquia**

An integral part of the B.El.Ed. programme, tutorials help student-teachers to build connections between theory, observations and classroom teaching. Student-teachers are expected to participate in discussions in the classroom. Through various activities, students are exposed to various important aspects of teaching and learning. Colloquia comprise different activities and student teacher interactions, strengthening the knowledge base about teaching children. The major components which students are expected to engage with are storytelling and children's literature, performing and fine arts, designing a resource room and building on social experiences. Colloquia are an integral part of the B.El.Ed. programme.

### **Academic Enrichment Activities**

Seminars and workshops are an integral part of the programme of study. They offer student teacher the opportunity to interact with faculty of diverse disciplines from within and outside the college.

## **1.4. Framework for Assessment and Grant of the Degree**

At the end of each academic year, Annual Examination is conducted in all the theory courses taught during that particular year. 30% weightage is given to internal assessment in the theory courses. Practicum courses are assessed internally. Students have the option to write the examination in either Hindi or in English. The minimum marks required to pass the examination is 40% in each theory paper, 45% in the written paper plus internal assessment, 50% in all practicum courses taken together and 50% in the overall aggregate for each year. Candidates obtaining less than 50% aggregate in the practicums taken together will not be allowed to appear in the Annual Examination. The B.El.Ed. degree will be awarded only if the candidate has passed the examination in each of the four years viz. Year I to IV within six years of admission to the first year of the programme. For other details please refer to B.El.Ed. Ordinance, University of Delhi. All stipulations of assessment and grant of degree follow the B.El.Ed. ordinance ratified by the Supreme Court of India.

## 1.5. Scheme of Courses and Examination

Area	Course Title	Marks	Area	Course Title	Marks			
	<b>Year I</b>			<b>Year III</b>				
<b>Theory</b>	F1.1 Child Development	100	<b>Theory</b>	F3.6 Basics Concepts in Education	100			
	F1.2 Contemporary India	100		F3.7 School Planning & Management	50			
	C1.1 Nature of Language	50		P3.2 Logico-Mathematics Education	50			
	C1.2 Core Mathematics	50		P3.3 Pedagogy of Environmental Studies	50			
	C1.3 Core Natural Sciences	50		<b>Liberal Course (Optional II)*</b>		100		
C1.4 Core Social Sciences	50							
<b>Practicum</b>	PR 1.1 Performing and Fine Arts	75						
	PR 1.2 Craft, Participatory Work	25						
<b>Colloquia</b>	Colloquia & Tutorials	50						
<b>Enrichment</b>	Academic Enrichment Activities							
	<b>Total</b>	<b>550</b>						
	<b>Year II</b>							
<b>Theory</b>	F2.3 Cognition and Learning	100	<b>Practicum</b>				SC 3.1 Classroom Management	75
	F2.4 Language Acquisition	50					SC 3.2 Material Development and Evaluation	75
	F2.5 Human Relations & Communication	50	<b>Colloquia</b>	Colloquia & Tutorials	50			
	P2.1 Language Across the Curriculum	50	<b>Enrichment</b>	Academic Enrichment Activities				
		<b>Total</b>	<b>550</b>					
	<b>Liberal Course (Optional 1)*</b>	100						
	O2.1 English I O2.2 Hindi I O2.3 Mathematics I O2.4 Physics I O2.5 Chemistry I O2.6 Biology I O2.7 History I O2.8 Political Science I O2.9 Geography I O2.10 Economics I			<b>Year IV</b>				
<b>Practicum</b>	PR 2.3 Observing Children	75	<b>Theory</b>	F4.8 Curriculum Studies	50			
	PR 2.4 Self-Development Workshops	50		F4.9 Gender & Schooling	50			
	PR 2.5 Physical Education	25		<b>Optional Course Option A* : Pedagogy (one of the following)</b>	50			
<b>Colloquia</b>	Colloquia & Tutorials	50		OP4.1 Language OP4.2 Mathematics OP4.3 Natural Science OP4.4 Social Science				
<b>Enrichment</b>	Academic Enrichment Activities			OR				
	<b>Total</b>	<b>550</b>		<b>Option B* (one of the following)</b>				
			<b>Practicum</b>	OL4.1 Computer Education OL4.2 Special Education				
			<b>Practicum</b>	SI: School Internship	250			
<b>Colloquia</b>	Colloquia & Tutorials	50	<b>Colloquia</b>	Colloquia & Tutorials	50			
<b>Enrichment</b>	Academic Enrichment Activities		<b>Project Enrichment</b>	Project Work Academic Enrichment Activities	100			
	<b>Total</b>	<b>550</b>		<b>Total</b>	<b>550</b>			

The medium of instruction shall be Hindi and English.

\*Option will be offered as per the availability in respective colleges. F: Foundation Course; C: Core Course; P: Pedagogy Course; O: Optional Liberal Course; OP: Optional Pedagogy; OL: Optional Course; PR: Practicum; SC: School Contact Programme SI: School Internship. In the course nomenclature, the numeral immediately following letters (F,C P. etc.) denotes the Year of the programme in which the course is to be taught. The second numeral denotes the serial number in a particular course type. For instance, F2.5 signifies that Human Relations and Communications is the 5th Foundation Course to be taught in the II Year of the programme of study.

## 2. Colleges of University of Delhi offering the B.El.Ed. Programme (for Women only)

The B.El.Ed. Programme is offered in the following eight women colleges\* of University of Delhi and the details of the seats are given below:

### Category-wise Distribution of Seats

College	Category-wise distribution of seats						
	Total	UR	SC	ST	OB C	EWS	Minority
Aditi Mahavidyalaya	63	25	9	5	17	7	—
Gargi College	63	25	9	5	17	7	—
Institute of Home Economics	63	25	9	5	17	7	—
Jesus and Mary College	50	25	—	—	—	—	25
Lady Shri Ram College for Women	63	25	9	5	17	7	—
Mata Sundri College for Women	54	27	—	—	—	—	27
Miranda House	63	25	9	5	17	7	—
Shyama Prasad Mukherjee College for Women	63	25	9	5	17	7	—

**Note:** Colleges reserve supernumerary seats for PwD, KM and CWAP category as per University guidelines and norms.

## 3. Eligibility for Admission to and Selection Procedure for the Bachelor of Elementary Education (B.El.Ed.) Programme

Course	Minimum Percentage required	Mandatory Requirement of Subjects Studies and Passes	Basis of Selection
Bachelor of Elementary Education (B.El.Ed.)	As per NCTE 2014 regulation, the candidate must have obtained 50% marks in aggregate in class XII examinations. Candidate must appear in CUET in the following subject combination:  <b>Any one Language from List A + Any two subjects from List B1 + Any one subject from either List B1 or List B2</b>  Merit will be based on the CUET scores obtained from the above-mentioned combinations of subjects	The candidate must have passed the Class XII or its equivalent examination from a single recognized board in India or any foreign country recognized as equivalent to the 10+2 system by the Association of Indian Universities (AIU). Candidates from Sikh and Christian minorities may also seek admission under the minority quota in the Minority Colleges of the University. All such candidates must appear in CUET 2023.	No admission is allowed on the basis of Sports and ECA category  Selection/Admission will be done according to the merit list prepared on the basis of the marks secured in the CUET. For all updates related to CUET, the candidates must visit the National Testing Agency (NTA) website: <a href="https://nta.ac.in/">https://nta.ac.in/</a>

**List A:** Languages of Section 1A Section 1B of CUET (UG) - 2023

Candidates must appear in at least one language from the following			
Arabic	Gujarati	Manipuri	Sindhi
Assamese	Hindi	Marathi	Spanish
Bengali	Italian	Nepali	Tamil
Bodo	Japanese	Odia	Telugu
Chinese	Kannada	Persian	Tibetan
Dogri	Kashmiri	Punjabi	Urdu
English	Konkani	Russian	
French	Maithili	Sanskrit	
German	Malayalam	Santhali	

**List B:** Domain Specific Subjects mentioned in Section II of CUET (UG) - 2023 have been categorised under List B1 and List B2. Candidate must refer to the Program-Specific Eligibility to choose the subjects in which s(he) should appear in CUET (UG) – 2023.

List B1	<ol style="list-style-type: none"><li>1. Accountancy</li><li>2. Anthropology</li><li>3. Biology / Biological Studies / Biotechnology / Biochemistry</li><li>4. Business Studies</li><li>5. Chemistry</li><li>6. Computer Science / Informatics Practices</li><li>7. Economics / Business Economics</li><li>8. Environmental Studies</li><li>9. Geography / Geology</li><li>10. History</li><li>11. Home Science</li><li>12. Legal Studies</li><li>13. Mathematics</li><li>14. Physics</li><li>15. Political Science</li><li>16. Psychology</li><li>17. Sanskrit</li><li>18. Sociology</li></ol>
List B2	<ol style="list-style-type: none"><li>1. Agriculture</li><li>2. Engineering Graphics</li><li>3. Entrepreneurship</li><li>4. Fine Arts / Visual Arts (Sculpture / Painting / Commercial Arts)</li><li>5. Knowledge Tradition and Practices of India</li><li>6. Mass Media / Mass Communication</li><li>7. Performing Arts</li><li>8. Physical Education / NCC / Yoga</li><li>9. Teaching Aptitude</li></ol>