

Syllabus for Bachelor of Education Two-Year Course

ANNUAL DISTRIBUTION OF THE COURSES

Year 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary Indian and Education	100 marks
Course 3	Learning and Teaching	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subjects (1/2)	50 marks
Course 6	Gender, School and Society (1/2)	50 marks
Course 7a	Pedagogy of a School Subject - Part I (1/2)	50 marks
Course EPC1	Reading and Reflecting on Text (1/2)	50 marks
Course EPC2	Drama and Art in Education (1/2)	50 marks
Course EPC3	Critical Understanding of ICT (1/2)	50 marks
Engagement with the Field : Task and Assignments for Courses 1-6 & 7a		-----
		Total 650 marks

Year 2

Course 7b	Pedagogy of a School Subject - Part II (1/2)	50 marks
Course 8	Knowledge and Curriculum	100 marks
Course 9	Assessment for Learning	100 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course* (1/2)	50 marks
Course EPC ₄	Understanding the Self (1/2)	50 marks
School Internship		150 marks
	Practical Exam. Pedagogy of School Subject - A	50 marks
	Pedagogy of School Subject - B	50 marks
Engagement with the Field : Task and Assignments for Courses 7b & 8 - 10		-----
		Total - 650 marks

Curriculum Transactions

1.	Total Minimum attendance for course work	- 200 days
2.	Minimum attendance for course work	• - 80%
3.	Attendance for school internship	- 90%
4.	Internship in schools (minimum period)	- 20 weeks
	- In first year	- 04 weeks
	- In second year	- 16 weeks

Note : The Internship should include an initial phase of one week for observing a regular classroom with regular teacher and would also include peer observations, teacher observation and faculty observations of practice lessons. Student Teacher will observe at least 10 lessons in each pedagogy of school subjects (Course 7a & 7b).

Distribution of Total Marks

The marks distribution of different papers are as follows :-

Year - 1

No. Course	Title of Papers	Duration of Exam.	Theory	Marks		Total
				Sessional/ Internal Marks	Total	
1. Course 1	Childhood and Growing up	3 hrs.	80	20	100	
2. Course 2	Contemporary India and Education	3 yers.	80	20	100	
3. Course 3	Learning and Teaching	3 hrs.	80	20	100	
4. Course 4	Language across the Curriculum (1/2)	1.30 hrs.	40	10	50	
5. Course 5	Understanding Disciplines and Subjects (1/2)	1.30 hrs.	40	10	50	
6. Course 6	Gender, School and Society (1/2)	1.30 hrs.	40	10	50	
7. Course 7a	Pedagogy of a School Subjects - Part-I (1/2)	1.30 hrs.	40	10	50	
8. Course EPC1	Gender, School and Society (1/2)	1.30 hrs.	40	10	50	
9. Course EPC2	Drama and Art in Education (1/2)	1.30 hrs.	40	10	50	
10. Course EPC3	Critical Understanding of ICT (1/2)	1.30 hrs.	40	10	50	
Total - 650 marks						
11. Course 7b	Pedagogy of a School Subjects - Part-II (1/2)	1.30 hrs.	40	10	50	
12. Course 8	Knowledge and Curriculum	3 hrs.	80	20	100	
13. Course 9	Assessment for Learning	3 hrs.	80	20	100	
14. Course 10	Creating an Inclusive School (1/2)	1.30 hrs.	40	10	50	
15. Course 11	Optional Course* (1/2)	1.30 hrs.	40	10	50	
16. Course EPC ₄	Understanding the Self (1/2)	1.30 hrs.	40	10	50	
School Internship					150	
Practical Exam.	Pedagogy of a School Subject - Pedagogy of a School Subject -		A B		50 50	

Total - 650 marks						

● **Record should be kept by the College :**

1. Microteaching
2. Teaching Practice and Internship
3. Psychological (at least five)
4. A record at least two demonstration lessons, one in each of the methods attended and observed.
5. Science practical (at least four)
6. A record of observation (at least 10 classes of fellow students)
7. A record of participation in criticism and demonstration classes (at least 10 classes in each method).

● **About Practical and Project Work.**

1. Those Students who opt. Science method e.g., Physical Science, Biological Science and Maths, they must have done any ten practical work in the college Science Lab, as per the standard of secondary 9th, 10th or senior secondary.
2. Those students who opt language method, for example, Hindi, English, Sanskrit, Urdu, Regional Language. They must have done any five practical work in the college language Lab as per the standard of secondary 9th, 10th and Higher secondary classes.
3. Those students who opt Arts method subject. For example - History, Civics, Geography, Home Science, Economics, Commerce, etc. they must have at least two project works of the concerned method subjects.
4. Each course includes tasks and assignments

● **Rules & Regulations :**

Eligibility for Admission :

- (a) Candidates with at least fifty percent marks either in the Bachelor's degree and / or in the Master's Degree in Sciences / Social Sciences / Commerce / Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC and other categories shall be as per the rules of the Jharkhand State Government.

Selection of Pedagogy subjects (Methods) of Teaching :

Every candidate is expected to select two methods based on the subjects studied in graduation.

Working Days

- (a) There shall be at least 200 hundred working days each year exclusive of period of examination and admission.
- (b) The institution shall work for minimum of the thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for school internship.

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 assessments for learning), there by creating a synergy with schools in the neighborhood 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 to 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 the in 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 the a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

Modality of Teaching Practice and Internship

1. Candidates are required to complete 5 micro lessons & at least two simulation classes in each pedagogy subject before going for practice teaching. In addition to this, they are expected to observe the demonstration lessons undertaken by the members of the staff of the college.

Every candidate shall have to undergo practice teaching and internship of 5 full months (20 weeks) in a cooperating school as "Teaching Practice and Internship". During this period the candidate shall be attached to a school and he/she shall have to undertake such duties as are assigned to him/her by the Principal of the school in both curricular and co-curricular activities. In practice teaching the candidate will teach ten lessons in each method (10+10=20). During internship the candidates shall take 80 periods in the school taking equal number of lessons (40+40) from each of his/her methods opted, under the supervision of the respective teacher / educator / head of the school or any of the subjects teachers in the school who are referred to as "Supervising Teachers". During the teaching practice and internship period the lecturers concerned of the College of Education will go round the schools and observe the lessons of each student along with the supervising teachers and assess their lessons jointly. At the end of the teaching practice and internship program, all the student teachers shall show the teaching aids prepared in both the method subjects and also submit at least 5 teaching aids (practice teaching) and 15 (internship) = 20 each to the teacher educator of the college concerned. A certificate of satisfactory work shall be issued to the candidate by the Principal of the cooperating school after completion of teaching practice and internship.

Declaration of Awards :

Candidates will be awarded Class based on the total marks in theory examinations of first year and second year as well as practical examinations, Records and Projects Works.

- ◆ First Class with Distinction 75% and above
- ◆ First Class 60% and above but less than 75%
- ◆ Second Class 45% and above but less than 60%
- ◆ Minimum pass marks in Theory papers 45%
- ◆ Minimum pass marks in Practical papers 45%
- ◆ Minimum pass marks in Practical / Project / Records 45%

Break-up of marks for passing an examination :

Table : 1

Details	Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
1. Courses 1,2,3,8 & 9	100	80	35	20	10	45
2. Courses having 50 marks	50	40	18	10	5	23

Table : 2

Details	Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
Optional Paper	50	40	18	10	5	23

Note : Student must pass separately in Sessional, University Examination and Aggregate.

Eligibility for promotion :

1. To get promotion from 1st Year to 2nd Year one should pass at least in 4 papers out of seven theory papers (course 1 to 7a).
2. A student not promoted in the 2nd Year course will have to appear in all the papers in the subsequent examination up to a maximum of 3 attempts.

Provision of Grace Marks :

Upto 5 marks in any one of the theory papers once in complete course to pass the paper or improve Class from 2nd to 1st Class only.

1. Sessional marks will remain the same for the consecutive years.
2. If any student fails in any subject in first year, and promoted to second year, he/she will get chance to clear his/her failure paper(s) in the next examination with junior batch.

Course 1 : Childhood and growing up :

[100 Marks]

Unit I : Growth and Development

- Meaning, Nature and principal of Growth and development.
- Stages of Growth and development with respect to physical, motor, social, emotional, and Cognitive development with reference to -
 - (i) Infancy (ii) Early Childhood (iii) Childhood
- Adolescence - with special reference to the -
 - (i) Needs and problems of the adolescent.
 - (ii) Aspects of Growth and development during adolescence (physical, emotional, social and mental)

Unit II : Heredity and Environment

- Meaning, importance and role of heredity and environment.
- Educational implications.

Unit III : Individual difference

- Meaning, Nature, Areas, Causes.
- Influence of individual difference on learning
- Educational implications

Unit IV : Intelligence and Creativity

Intelligence :

- Nature of intelligence, emotional intelligence
- Theories of intelligence
- Distribution of intelligence
 - (i) Gifted (ii) Backward - Slow Learner (iii) Mentally Challenged

Creativity :

- Meaning and characteristics
- Process of creativity
- Role of the teachers in enhancing creativity

Unit V : Personality

1. Definition, Nature, Factors, Types, Theories
2. Mental Hygiene : Meaning, causes of maladjustment, educational programs to promote mental hygiene and defense mechanism.

References :

- | | | |
|-------------------------|---|--|
| 1. Agarwal J.C. | : | Essentials of Educational Psychology |
| 2. Bhatia H.R. | : | A Textbook of Educational Psychology |
| 3. Boring E.G. et. | : | A Textbook of Educational Psychology |
| 4. Chauhan S.S. | : | Advanced Educational Psychology |
| 5. Chaube S.P. | : | Modern Psychology in the new Education |
| 6. Crow L.D. & Crow A | : | Educational Psychology |
| 7. Colem L.E. Brue W.F. | : | Educational Psychology |
| 8. Dandekar W.N. | : | Psychology Foundation of Education |
| 9. Dash M. | : | Educational Psychology |

- | | | |
|--------------------------------|---|---|
| 10. Demo M.H. | : | Teaching for Learning : Applying Educational Psychology in the Classroom. |
| 11. Denis Child | : | Psychology and Teacher |
| 12. De Cecco J.P. & Crawford W | : | Instruction : Educational |
| 13. Dutta N.K. | : | Psychology and foundations of Education |
| 14. Gange N.L. & Berline D.L. | : | Educational Psychology |
| 15. Hurlock E.B. | : | Development Psychology |
| 16. Jayswal S.R. | : | Foundation of Educational Psychology |
| 17. Kashyap A.C. & Press G.S. | : | Educational Psychology and Guidance, Counselling |
| 18. Murthy S.K. | : | Educational Psychology |
| 19. Pandey K.P. | : | Advanced Educational Psychology |

Distribution of Marks :

Internal Assessment	-	20 marks
University Examination	-	80 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 5x16=80

Course 2 : Contemporary India and Education [100 Marks]

Unit I : Meaning and aims of Education scope, nature and function of education, factors influencing aims of education.

Unit II : **Indian constitutional basis of Education :**

- Concept of diversity : At the level of Individual, of Religions, Castes, Tribes, etc.
- Equity, Inequality, Discrimination and Marginalization in the way of Universalisation of Education.
- Critical understanding of the constitutional values related to the aims of education in context of :
 - ✦ Preamble
 - ✦ Fundamental Rights and Duties of citizens
 - ✦ Directive principle of state policy

Unit III : **Background of policy of Education in British India :**

Brief history of policies between 1947- 64, 1964 - 86, 1986 and after

Unit IV : **Policy framework for public education in India :**

Contemporary Issues and policies.

- A) Right to Education : Sarve Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children, Role and agency of teachers in the context of universal and inclusive education.
- B) Earlier policies for Universal Elementary Education; Nayee Taleem to integrale life, Work and Education in context of community Participation and Development, The response of diverse social groups of India to the spread of modern education in the colonial and Post - Independence periods.
- C) Education for marginalized group; Women, Dalits and Tribal people, Nationalist critique of colonial education and experiments.

D) Liberalization and Globalization of Indian Economy, Pedagogic and curricular shift of 1990s and 2000s, Mid Day Meal Programme and the role of Legislative action to ensure nutrition and public space where children eat together.

E) Current concerns : Plebianisation, Privatization, Stratification of Education.

References :

1. Ghosh, S.C. (2007) : History of Education in India
2. Sharma Y.K. : The Doctrines of Education
3. Venkateshwaran S. : Principles of Education
4. Chakraborty J.C. : Modern Education : It's Aims & Principles
5. R. Chopra & P. Jeffery : Educational regimes in contemporary India Sage.
6. GOI (1966) : Report of the Education Commission : Educational national Development, New Delhi : Ministry of Education
7. GOI (1986) : National Policy of Education
8. GOI (2009) : The right of Children to free and compulsory education act, 2009
9. GOI (2011) : Sarva Shkisha Abhiyan - Framework for implementation based On right of children to fre and compulsory education act; 2009

N.B. - Visit to e.Book Library (electronic library) & website .

Distribution of Marks :

Internal Assessment - 20 marks
University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 5x16=80

Course 3 : Learning and Teaching

[100 Marks]

Unit I : Learning Process

1. Definition, meaning, characteristics, factors affecting learning curve.
2. Theories of learning
3. Classical conditions.
4. Operant conditioning
5. Trial and error
6. Insight learning
7. Transfer of learning : definition meaning, types, theories educational Implications.

Unit II : Memory

1. Concept, factors aids to develop memory
2. Technique to motivate children in the classroom

Unit III : Motivation

1. Concept, types and Maslow's theory
2. Techniques to motivate children in classroom

Unit IV : Guidance and Counselling

1. Definition and meaning, differences between guidance and counselling
2. Types of guidance - personal, educational, vocational : Aims, needs & techniques.
3. Role of the teacher and school in guidance and counseling.

Unit V : Learning and Special Children

1. Concept and meaning of special children
2. Identification of children with (i) Dyslexia (ii) Autism (iii) Attention Deficient disorders
3. Mainstreaming of special children with normal children
4. Special education programme for these children

N.B. - Psychological Tests (Any Three)

- Intelligence Test
- Attitude towards Teaching Profession (ATTP Scale) by Dr. A.K. Tewar
- Determine an individual's Personality, i.e. to know about oneself - "WHO ARE YOU".
- Division of attention on 2 simultaneous tasks - one Muscular and one mental
- Educational and vocational interest test.
- Case study of the Exception child
- Memory Test : Whole & Part Method, Verbal Learning

References :

1. Safaya R.N. & Bhatia B.D. : Educational Psychology and Guidance, Counselling
2. Shankar Uday : Advanced Educational Psychology
3. Soreson H : Educational Psychology
4. Skinner C.E. : Educational of Psychology
5. Walia J.S. : Foundations of Educational Psychology
6. White William F. : Psychological Principles Applied to Classroom teaching
7. Yelon Land Western G.C. : Teachers World : Psychology in Classroom
8. Collins Mary & Drever J. : Experiments Psychology
9. Dandekar W.N. : Fundamental of Experimental Psychology
10. Kuppaswami B. : Elementary Experiments in Psychology
11. Paraweswaran E.G. & Rao : Manual of Experimental Psychology
12. Parry John & Adishesail W. : Experimental Psychology
13. Postman L. & Introduction : Experimental Psychology Egan James P. An
14. Woodsworth R. & Scholosberg H. : Experimental Psychology
15. Kirk Samuel A. : Education Exceptional Children
16. Chauhan S.S. : Education of Exceptional Children
17. Mangal S.K. : Education Exceptional Children
18. Das M. : Education of Exceptional Children
19. Mohin M. : Teaching's Handbook for Exceptional Children

Distribution of Marks :

- Internal Assessment - 20 marks
University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 5x16=80

Course 4 : Language across the curriculum :

[50 Marks]

Unit I : Language Policies

- a) Three language formula
- b) Constitutional provisions
- c) Colonial debates on school language policies

Unit II : Strategies for developing language competencies (Listening, Speaking and Writing)

1. Listening - Pronunciation, Expression, Phonetic, Stress and Intonation.
2. Speaking - Conversation and Dialogues, Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Word and Sentence stress, Drill
3. Reading : Mechanics of reading, Method of teaching reading, (Alphabetical method, word method, Sentences method), Kinds of reading (Loud and silent reading) Types of reading (intensive & extensive reading)
4. Writing : Mechanics of writing, Good handwriting, Teaching of spellings

Unit III : Aspects of language teaching

1. Techniques : Discussion, Notation, Questioning
2. Methods : Storytelling, Dramatization, Simulation, Recitation, Song / Action, Appreciation, Comprehension, Summarizing.

References :

1. Padma Satakopachari : On Education for Teacher Educators
2. Raghunath Safaya : Hindi Teaching
3. Ramshakal Pandey : Hindi Teaching
4. B.P. Johri, P.P. Pathak : Development of Educational System in India
5. Grellet, F. : Developing reading skills : A practical guide
6. Agnihotri, R.K. : Multilingualism as a classroom recourse to reading comprehension exercises
7. Piaget, J. (1997) : Development & Learning
8. M. Gauvain & M. Cole : Readings on the development of children

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Distribution of Marks :

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 4x10=40

Course 5 : Understanding Disciplines and Subjects.

[50 Marks]

Unit I : Philosophical aspects of Education

1. Western Thinkers

- John Dewey
- Rousseau

2. Indian Thinkers

- Swami Vivekanand
- Ravindra Nath Tagore

- Unit II :**
1. **Concept and Scope of Curriculum**
 2. Importance, Need and Utility of Curriculum
 3. Approaches and methods of Organizing different pedagogical subjects
 4. Principles of designing curriculum in pedagogical subjects at different stages in school.
 5. Current discourses on school curricula (e.g. Purely discipline oriented, not learner oriented)
- Suggestions / Guidelines for selection of materials for curriculum
(e.g. Work related subjects like horticulture or hospitality, need to be creatively developed etc.)

References :

- | | | |
|---|---|--|
| 1. Great Educators | : | Ram Babu Gupta |
| 2. Curriculum Development | : | S. Arulswamy |
| 3. One Education for Teacher Educators | : | Padma Satakopachari |
| 4. Ideans and Great Western Educators | : | Chaula and Chaula |
| 5. Education in the Emerging Indian society | : | Yadav H.S. & Yadav S. |
| 6. A New approach to Teacher & Education in the Emerging Indian Society | : | B.N. Dash |
| 7. Teaching of Social Study | : | J.S. Walia |
| 8. Deng, Z (2013) | : | School subjects and academic disciplines |
| 9. A. Luke, A. Woods, & K. Weir | : | Curriculum, Syllabus design & equity |

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Distribution of Marks :

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|------------------------|---|----------|
| Internal Assessment | - | 10 marks |
| University Examination | - | 40 marks |

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 4x10=40

Course 6 : Gender, School and Society (1/2)

[50 Marks]

Unit I :

- ❖ Meaning of Gender, bias and its indicators
- ❖ Role of women, Measures for the uplift of women and removing gender bias with reference to Indian constitution.

Unit II :

- ❖ Sociological basis of Education.
- ❖ Relation between society and Education with special reference to aims of Education, Method of teaching Curriculum.
- ❖ Gendered roles of agencies in education : Family, Community, School, Mass Media, Caste, Religion, Culture and popular culture, Law and State in challenging gender inequalities or reinforcing gender parity.

Unit III :

- ❖ The role of teachers in formulating of positive notions of sexuality among young people.
- ❖ Its Impact and Issues - Perceptions of safety at school, Home and beyond, Identification of sexual abuse / violence and its verbalization, Combating the dominant societal outlook of objectification of female body.