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# Second Year

## BCC - 8

### KNOWLEDGE AND CURRICULUM

**Course Credit : 4**

**Full Marks: 100**

**Exam Duration : 3Hrs. Theory: 80**

**Practicum : 20**

**Objectives:**

*On completion of the course the student teacher will be able:*

- To introduce perspectives in education and will focus on epistemological and social; bases of education.
- To discuss the basis of modern concept child-centered education.
- To introduce changes due to industrialization, democracy ideas of individual autonomy and reason.
- To understand education in relation to modern values like equity and equality, individual opportunity, social justice & human dignity, with special reference to the ideas of Ambedkar.
- To draw understanding from critical multiculturalism and democratic education system of education.
- To understand nationalism, universalism and secularism and their inter-relationship with education with reference to the ideas of Tagore & Krishnamurti.
- To identify various dimensions of the curriculum and their relationship with the aims of education.
- To discuss the relationship of power, ideology and the curriculum.
- To analyse critically various samples of textbooks, children's literature and teacher's handbooks etc.

**Content:**

**UNIT 1: *Knowledge and Its Aspects***

- What is Knowledge?
- Distinction between information and knowledge, belief and truth.
- Construction of Knowledge.
- Role of learner in knowledge construction and transmission.

**UNIT 2: *Knowledge and Curriculum in schools***

- Meaning and nature of curriculum.
  - Knowledge and school curriculum, reorganization and representation of knowledge in school curriculum.
  - Relationship between curriculum, syllabus and textbooks.
  - Core curriculum and its significance in Indian context.
  - Curriculum visualized at different levels – National level; State level.
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**UNIT 3: Curriculum determinants and considerations**

- Determinants of curriculum:
  - (i) Ideologies and educational vision
  - (ii) Socio-political, geographical-economic conditions.
  - (iii) National & International Context-multicultural, multilingual aspect.

**UNIT 4: Curriculum Development**

- Formulation of aims and objectives.
- Principle of curriculum construction.
- Process of Curriculum designing.
- Enrichment of curriculum:
  - (i) Selection and Organisation of learning situation.
  - (ii) Available infrastructure and resources.
  - (iii) School culture climate and environment.
  - (iv) Role of Teachers, external agencies and other pedagogical support.

**UNIT 5: Curriculum Implementation and Renewal**

- Operationalizing curriculum into learning situations.
- Teacher's role in implementation of curriculum
- Selection and development of learning resources.
- Process of curriculum evaluation and revision:
- Need for a model of continual evaluation.
- Feedback from learners, teachers and community and administrations.

**Tasks and Assignments:**

Each student-teacher is required to submit assignments selecting *any two* of the following:

- Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices;
- Identification of learning resources and designing of beyond classroom activities for transacting a lesson;
- Preparation of a transactional blue print of any content unit in any school subject at the secondary level;
- Preparation of an appraisal report on the curriculum renewal process during post NPE (1986) period.



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**BCC- 9****ASSESSMENT FOR LEARNING****Course Credit: 4****Full Marks: 100****Exam Duration: 3Hours****Theory: 80****Practicum : 20****Objectives:*****On completion of the course the student teacher will be able to:***

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the perspectives of different schools of learning on learning assessment
- Realize the need for school based and authentic assessment
- Examine the contextual roles of different forms of assessment in schools
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques
- Develop assessment tasks and tools to assess learners performance
- Analyse, manage, and interpret assessment data
- Analyse the reporting procedures of learners performance in schools
- Develop indicators to assess learners performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
- Traces the technology bases assessment practices and other trends at the international level

**Content:****UNIT 1: *Perspective of Assessment and Evaluation***

- Perspective on assessment and evaluation for learning in a constructive paradigm.
- Distinction between assessment of learning and assessment for learning
- Classifying the terms: Test, measurement, examination, assessment, evaluation
- Formative and summative evaluation, CBCS

**UNIT 2: *Assessment of subject-based learning***

- Enlarging notions of subject-based learning a constructivist perspective.
  - Assessment tools& different kinds of task: assignment, projects and performances.
  - Different kinds of tests and their construction. Characteristics of good test
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- Quantitative and qualitative aspect of assessment, appropriate tools for each.
- Characteristics of a good test.

### **UNIT 3: *Assessment of Learning***

- Dimension of learning: cognitive, affective and performances.
- Assessment of affective learning: attitude, values, interest, self-concept.
- Assessment of scholastic performance
- Tools and techniques for assessment – Blue print & test construction.

### **UNIT 4: *Data Analysis, Feedback and Reporting***

- Statistical tools – Graphical representation, frequency distribution, measured of central tendency & variation, normal distribution (NPC), percentile rank, correlation (rank difference & product moment method).
- Feedback as an essential component of formative assessment.
- Developing and maintaining a comprehensive learner profile.

### **UNIT 5: *Examination Reforms: Issues and directions***

- Examination for gradation, certification and Promotion.
- Unit test, term examination, Monthly, Quarterly, Half Yearly and Annual examination, semester system and board examination.
- Management of assessment and examinations, use of question bank.
- Role of ICT in improving quality of examination
- Blue print and test construction.



**BCC - 10****CREATING AN INCLUSIVE SCHOOL****Course Credit: 2****Full Marks: 50****Exam Duration: 2hrs.****Theory: 40****Practicum : 10****Objectives:*****On completion of the course the student teacher will be able:***

- To bring about an understanding of the ‘Cultures, Policies & Practices’ that need to be addressed in order to create an inclusive school, as spelt out by both and air show in “The Indian for Inclusion” (2000).
- To explore the definition of ‘disability’ and ‘inclusion’ within an educational framework so as to identify the dominating threads that contribute to the Psychological construct of disability and identity.
- To look at the models of disability as well as the dominant disclosure on ‘the other’ in the narratives of all concerned.
- To attempt to identify the ‘barriers’ to learning and participation.
- To integrate the physically and mentally handicapped with the general community as equal partners.
- To prepare them for normal growth and enable them to face life with coverage and confidence.
- To promote integration of students with disabilities in the normal schools.
- To help schools move towards positive practices, cultures and policies.

**Content:****UNIT 1: *Concepts of Inclusive Education***

- Meaning, Definition, characteristics and objectives of special Education, Integrated Education and Inclusive Education.
- Mainstreaming and Inclusive education.
- Concepts of Impairment, Disability and Handicappedness..

**UNIT 2: *Education for children with special need***

- Definition, Cause, Needs and Educational provisions for Visually Impaired children.
  - Definition, Causes Identification, Needs and Educational provisions for mentally retarded children and learning Disability.
  - Definition, Causes, Characteristics and Needs of physical disabilities.
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**UNIT 3: *Policies & Acts Implementing Inclusive Education***

- Rehabilitation council of India.
- Persons with disabilities act 1995 (Equal opportunities, Protection of right and full participation)
- New Policies for persons with disability 2012.
- Right to Education.

**UNIT 4 : *Addressing Learners' Diversity***

- Curricular Issues:
- Curriculum adaptation / modifications.
- Content contextualization.
- Assessment and Evaluation – continuous.

**Mode of Transaction :**

- The Practicum and the Theory courses of the programme to develop a solid platform for this paper.
- In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices
- The practicum courses of the programme, with the present course should help students in exploring spaces for inclusion in schools.
- Dialogue and discussions has to be the key for the transaction of this course.



## BCC-11

### OPTIONAL COURSES\* (BOC)

Select Any one subject

**Course Credit : 2**

**Full Marks: 50**

**Exam Duration: 2 hrs.**

**Theory: 40**

**Practicum : 10**

### BOC-1 Health and Physical Education

#### Objectives:

*On completion of the course the student teacher will be able to:*

- Develop physical fitness
- Understand the rule and regulations of different physical education activities.
- Develop competencies in games and athletic events and other activities.
- Understand their role in conducting matches and annual sports.
- Develop and appreciate the values of education programme.

#### Content :

##### UNIT-I : *Health Education*

- Concept of Health & health Education
- Objectives & importance of Health Education

##### UNIT-II : *Teaching of Healthy life style*

- **Physical Health:** Washing dresses, cutting nails, using footwear, bathing, brushing tooth, drinking pure water, taking nutritious food (balanced diet), regular health checkup,
- **Mental Health:** Prayer & Meditation,,reading positive literature,positive thinking.
- Environmental awareness, pollution control, plantation

##### UNIT-III : *Physical Education: Games, Sports,Yoga and Meditation*

###### i. Games:

- Indoor game: Business, playing cards, Sudco, Dice etc.
- Outdoor game: badminton, basketball, cricket, football, table-tennis, volleyball , soft ball, Kho-Kho, Kabaddi

###### ii. Sports :

- Throwing shot put, javelin, discuss.
- Jumping, Running, Shooting, gymnastics
- Racing: cycling.

###### iii. Yoga and Meditation:

- Meaning, concept and definition of Yoga & Meditation
- Yoga and Meditation for self-realization
- Importance of Yoga & Meditation
- Elements of Yoga, Practice of selected Asanas, recitation of mantras, meditation, swadhyaya,Practice of selected Pranayam etc.



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## BCC-11 (BOC) - 2

### PEACE EDUCATION

**Course Credit : 2**

**Full Marks: 50**

**Exam Duration: 2 hrs.**

**Theory: 40**

**Practicum : 10**

**Objectives:**

*On completion of the course the student teacher will be able to:*

- Understand the importance of peace education.
- Analyse the factor responsible for disturbing peace.
- Familiarize them with the pedagogy of peace.
- Develop understanding about strategies for peace education.
- Appreciate the role of peace in life.

**Content :**

**UNIT-I : *Importance of Peace***

- Aims, Objectives and importance of Peace Education.
- Sources of conflict – Psychological, Cultural, Political.
- Factors responsible for disturbing Peace: Depression, Unemployment, Exploitation, Suppression of individuality, Social tension.
- Analysis of text book from peace education and environmental education perspective.

**UNIT-2: *Empowerment for Peace***

- Justice – Social, economic, cultural and religious.
- Equality – Education for all, equal opportunity.
- Critical thinking: Reasoning and applying wisdom co-operation.

**UNIT-3: *Pedagogy of Peace***

- Conflict resolution
- Brain storming
- Activity Performance: Reflective thinking, Concentration, meditation, prabachan, yoga

**UNIT-4: *Strategies for Peace***

- Emotional integration: Rapprochement, storytelling, narration of scenario with zest.
- Understanding background of conflict, Survey, action researches.
- Problem of Violence in school and teacher's role.

**Practicum:**

- Excursion to sites or monuments symbolizing introspection; Organizing morning assembly, meditation, exhibition, art model etc. on peace-related themes
- End of term project: each student will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.





**BCC-11 (BOC) - 3****GUIDANCE AND COUNSELING****Course Credit : 2****Full Marks: 50****Exam Duration: 2 hrs.****Theory: 40****Practicum : 10****Objectives:*****On completion of the course the student teacher will be able to:***

- Understand the concepts of guidance and its need.
- Provide guidance and co
- Counseling to pupils.
- Assist the school counselor.

**Course Content :****UNIT-1: *Introduction to Guidance***

- Meaning, Nature, Scope and need of guidance.
- Guidance Services: Educational, Vocational and Personal guidance.
- Problems of Guidance, Principles of guidance.
- Modern Trends in Guidance and Placement Services.

**UNIT-2: *Counseling***

- Nature and principles of counseling, difference between guidance and counseling.
- Approaches to counseling- Directive, Non-Directive and Eclectic Counseling.
- Professional Role & Functions of the counselor.
- Counseling services in school

**UNIT-3: *Function of Guidance and Counseling Service***

- Role and Requirement of Guidance and counseling Centre.
- Identification of problems and Organisation in guidance.
- Need of psychological test in guidance service: Intelligence test, personality test and Interest inventories.
- Role of teacher in guidance and counseling

**UNIT-4: *Educational Guidance***

- Meaning and principles of guidance.
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- Philosophical, psychological and sociological foundations of guidance.
- Aims and objectives of guidance with special reference to secondary schools.
- Evaluating the students through performance in class and co-curricular activities, rating scales,
- Educational and occupational information.

### **UNIT-5: Vocational Guidance**

- Group guidance techniques and guidance in classroom programme.
- Understanding the role of counselor teachers, administrators and other specialists.
- Helping student with educational and vocational problems.
- Teaching and guiding exceptional students (the gifted, retarded and handicapped).

### **Transaction Mode:**

- Lecture cum discussion.
- Project and Presentation.
- Question-Answer.
- Problem Solving

### **Practicum: Any two of the following**

- Case study of any one special need child.
  - Organizing career interview for school students.
  - Psychological test: Personality test, Aptitude test, Creativity test.
  - Organizing career and counseling talk.
1. The students will administer at least five tests/non tests from a & b selecting at least two from them.
    - a) **Test Technique:** Intelligence Test, Aptitude Test, Interest Test, Personality Questionnaire and study Habit Inventory.
    - b) **Non Test technique:** Sociometric Test, rating scale and interview.
  2. Students will maintain cumulative record or prepare a case study.
  3. Collection and discrimination of educational and occupational information.



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**BEPC- 4****Understanding the Self**

**Course Credit : 2      Full Marks: 50      Practicum: 50**

**Objectives:**

***On completion of the course the student teacher will be able:***

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students.

**Content:****UNIT-1: *Exploring the Aim of Life*****Objectives**

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.

**Workshop Themes**

- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

**UNIT-2: *Discovering one's True Potential*****Objectives**

- To facilitate the personal growth of the students by helping them to identify their own potential
  - To develop the power of positive attitude.
  - To encourage students to develop the capacity for self-reflection and personal integration.
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**Workshop Themes**

- Understanding one's strengths and weaknesses through self-observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self-esteem and emotional integration.
- Exploring fear and trust: competition and co-operation
- Developing skills of inner self organization and self-reflection
- Writing a self-reflective journal.

**UNIT-3: *Developing Sensitivity*****Objectives**

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences.

**Workshop Themes**

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g. media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

**UNIT-4: *Peace, Progress and Harmony*****Objectives**

- To develop the capacity to establish peace within oneself
  - To develop the capacity to establish harmony within a group and methods of conflict resolution.
  - To understand the meaning of leadership and develop attitudes and skills of a catalyst
  - To understand the basis of social disharmony, the factors that contribute to it and ways to facilitate change.
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**Workshop Themes**

- Establishing peace within oneself, exercises of concentration and mediation
- Understanding group dynamics and communication.
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution.
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change.

**UNIT-5: *Facilitating Personal Growth: Applications in Teaching*****Objectives**

- To explore attitudes and methods needed for facilitating personal growth in students
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

**Workshop Themes**

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: Appreciating social, economic, cultural and individual differences in children and relating with them.
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching.

**Mode of Transaction**

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concern and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualized and updated periodically.



## SCHOOL INTERNSHIP

**Course Credit : 10**
**Full Marks: 250**

1. 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 (XI-XII), with at least 16 weeks in secondary/ senior secondary classes.
2. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.
3. 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 observation of Practice lessons.

## INTERNSHIP & EVALUATION

### (A) B.Ed. (First year) Internal Assessments

**Duration: 4 weeks**
**Maximum Marks : 50**

During this period, the student teachers will be provided training in core teaching skills, content analysis, development of TLM, organization of school activities, lesson planning etc. The evaluation of the students will be done on the basis of their performance by teacher educators' group.

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|---|----|
| 1. School observation and Teaching Skill Activities             | 20 |
| 2. Teaching Learning Activities and use of TLM in each subject  | 10 |
| 3. Delivery of five lessons in each teaching subject in school. | 20 |

**Total Marks : 50**

## INTERNSHIP & EVALUATION

### (B) B.Ed. (Second year) External Assessments

**Duration ; 16 Weeks**
**Maximum Marks : 200**

#### 1. Deliverrrd of lesson and Practicum: Marks : 20

Minimum number of Lessons in each method teaching subject to be delivered should be 30 including two criticism Lessons. Total 60 Lessons for two teaching subjects.

**Practicum**

- (i) Preparation and analysis of achievement tests followed by remedial teaching.
  - (ii) Case study/Action Research: Working with community (meeting with parents at least 2 for total growth & development of their words and preparation of report)
  - (iii) Observation of 5 lessons in each subject and preparation of report: Organise/Participate in any one school co-curricular activities/Review of the text book.
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- (iv) Teaching Aids in each teaching subject. (Any other activities decided by the institute)  
Preparation of health card/time-table preparation blue print of an achievement test/  
psychological test (any two) etc.

## 2. Suggested School Activities (any four):

**20 Marks**

- Organization of Cultural Activities
- Organization of Sports/Games
- Making school time table
- Organizing morning assembly
- Maintenance of School record
- Preparing of TLM
- Guidance and Counseling
- Organizing Science Exhibition
- Village Survey
- Cultural Activities
- Community Oriented activities
- Gardening
- Literacy Campaign
- Mass Awareness Programme

## 3. Assessment of Internship activities (External Assessments: conducted by External Examiners)

<b>A</b> Regular Classroom Teaching through 30 lessons in each subject	<b>60 Marks</b>
<b>B</b> Observation and Use of Teaching skill	<b>20 Marks</b>
<b>C</b> Participation in Co-curricular activities and preparation of report	<b>20 Marks</b>
<b>D</b> Preparation of TLM and Proper use	<b>10 Marks</b>
<b>E</b> Viva-Voce	<b>50 Marks</b>

**Total =**

**200 Marks**

*[THE End]*