

SYLLABUS FOR TWO-YEAR
Bachelor of Education
B.Ed COURSE
As per N.C.T.E. Regulation 2014

VINOBA BHAVE UNIVERSITY
HAZARIBAG

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DEPARTMENT OF EDUCATION

VINOBA BHAVE UNIVERSITY, HAZARIBAG

STRUCTURE OF THE TWO YEAR B.Ed PROGRAMME-SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER 1

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
							Internal	External Term-End Examination	
THEORY COURSES									
1.	1	Childhood and growing up	B.Ed TC-101	06	06	02	20	80	100
2.	2	Contemporary India and Education	B.Ed TC-102	06	06	02	20	80	100
3.	3	Language across the curriculum(1/2)	B.Ed TC-103	03	03	01	10	40	50
4.	4	Understanding Discipline and subjects(1/2)	B.Ed TC-104	03	03	01	10	40	50
PRACTICUM									
5.	EPC 1	EPC 1 Reading and Reflecting on Texts(1/2)	B.Ed P-105	03	03	01	50		50
TOTAL				21	21	07	110	240	350

NOTE- EPC-ENHANCING PROFESSIONAL CAPACITIES

DEPARTMENT OF EDUCATION

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STRUCTURE OF THE TWO YEAR B.Ed PROGRAMME-SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER 2

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
							Internal	External Term-End Examination	
THEORY COURSES									
6.	5	Learning and Teaching	B.Ed TC-201	06	06	02	20	80	100
7.	6	Knowledge and Curriculum-part 1(1/2)	B.Ed TC-202	03	03	01	10	40	50
8.	7	Pedagogy of a school subject-part1(1/2)	B.Ed TC-203	03	03	01	10	40	50
9.	8	Assessment for Learning	B.Ed TC-204	06	06	02	20	80	100
	PRACTICUM								
10.	EPC 2	Drama and Art in Education(1/2)	B.Ed P-205	03	03	01	50		50
	TOTAL			21	21	07	110	240	350

NOTE-PEDAGOGY OF A SCHOOL SUBJECT –PART 1(1/2)-B.Ed TC 203

Language-English B.Ed TC 203-1,

Hindi B.Ed TC 203-2,

Urdu B.Ed TC 203-3,

Sanskrit B.Ed TC 203-4,

Bangla B.Ed. TC 203-5,

Social studies-

Social Science B.Ed TC 203-6,

History B.Ed TC 203-7,

Civics B.Ed TC 203-8,

Geography B.Ed TC 203-9,

Economics B.Ed TC 203-10,

Commerce B.Ed TC 203-11,

Mathematics-B.Ed TC 203-12,

Science-Physical science – B. Ed. TC 203-13,

Biological Science – B. Ed. TC 203-14,

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STRUCTURE OF THE TWO YEAR B.Ed PROGRAMME-SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER 3

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
							Internal	External Term-End Examination	
THEORY COURSES									
11.	9	Pedagogy of s school subjects- part II(1/2)	B.Ed TC 301	03	03	01	10	40	50
PRACTICUM									
		School Internship Report	B.Ed P 302	18	18	10	150		150
		Assessment of Practice Teaching in selected subject	B.Ed P 303					100	100
	TOTAL			21	21	11	160	140	300

NOTE-PEDAGOGY OF A SCHOOL SUBJECT –PART 1(1/2)-B.Ed TC 301

Language-English B.Ed TC 301-1,

Hindi B.Ed TC 301-2,

Urdu B.Ed TC 301-3,

Sanskrit B.Ed TC 301-4,

Bangla B.Ed. TC 301-5,

Social studies-

Social Science B.Ed TC 301-6,

History B.Ed TC 301-7,

Civics B.Ed TC 301-8,

Geography B.Ed TC 301-9,

Economics B.Ed TC 301-10,

Commerce B.Ed TC 301-11,

Mathematics-B.Ed TC 301-12,

Science-Physical science – B. Ed. TC 301-13,

Biological Science – B. Ed. TC 301-14,

SEMESTER 4

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
							Internal	External Term-End Examination	
THEORY COURSES									
12.	10	Gender, School and society(1/2)	B.Ed TC-401	03	03	01	10	40	50
	11	Knowledge and Curriculum part II (1/2)	B.Ed TC-402	03	03	01	10	40	50
	12	Creating an Inclusive school(1/2)	B.Ed TC-403	03	03	01	10	40	50
	13 Optional courses	a)Vocational/work education b) Health and Physical education c)Peace Education d)Guidance and Counseling e)Issues of Conservation and Environmental Regeneration f)Yoga Education g) Value Education and Human Rights	B.Ed TC-404a B.Ed TC-404b B.Ed TC-404c B.Ed TC-404d B.Ed TC-404e B.Ed TC-404f B.Ed TC-404g	03	03	01	10	40	50
	PRACTICUM								
	EPC 3	Critical understanding of ICT	B.Ed P-405	03	03	01	50		50
	EPC4	Understanding the self	B.Ed P-406	03	03	01	50		50
	TOTAL			18	18	06	140	160	300

CURRICULAR AREAS

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 areas are as follows:

A. THEORY COURSES

I. Perspectives in Education

- Course 1 Childhood and Growing Up
- Course 2 Contemporary India and Education
- Course 5 Learning and Teaching
- Course 6 Knowledge and Curriculum part I
- Course 10 Gender, School and Society (1/2)
- Course 11 Knowledge & Curriculum Part - II
- Course 12 Creating an Inclusive School (1/2)

II. Curriculum and Pedagogic Studies

- Course 3 Language across the Curriculum (1/2)
- Course 4 Understanding Disciplines and Subjects (1/2)
- Course 7 & 9 Pedagogy of a School Subject
- Course 8 Assessment for Learning
- Course 13 Optional Course*(1/2)

B. ENGAGEMENT WITH FIELD/ PRACTICUM

III. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

- ❖ Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- ❖ School Internship
- ❖ Courses on Enhancing Professional Capacities (EPC)

Course *EPC 1*: Reading and Reflecting on Texts (1/2)

Course *EPC 2*: Drama and Art in Education (1/2)

Course *EPC 3*: Critical Understanding of ICT (1/2)

Course *EPC 4*: Understanding the Self (1/2)

	Internal Assessment	External Assessment
Semester - 1	110	240
Semester – 2	110	240
Semester – 3	160	140
Semester - 4	140	160
TOTAL	520	780

Theory Course	Instruction Hours	Credit hours	Tutorial	Marks
Perspective in education	30	30	7	680
Curriculum and Pedagogy Course	21	21		
PRACTICUM	30	30	24	620
TOTAL	81	81	31	1300

Note:

- . 1/2 indicates a half paper which is allocated both half the time of effective hours per week and also half the marks assigned to a full paper.

The design of the programme would enable students to specialize in one subject area, at one/ two levels of school.

Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, or an additional pedagogy course (in another subject at the secondary level or the same subject at the higher secondary level).

Graduate Students from Arts faculty may choose Social science as their specialization it is not offered to post graduate students, they are suppose to choose the subject of their master degree .

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NOTE FOR PAPER SETTER***Time : 3hours******Maximum marks :80***

Types of questions

- | | | |
|----------------------------|--------------------------|----|
| 1. Objective type question | 10 Questions x 2 marks = | 20 |
| 2. Short answer type | 5 Questions x 4 marks = | 20 |
| 3. Essay type answer | 4 Questions x 10 marks = | 40 |

Total =80

Time : 1and1/2hours***Maximum marks :40***

Types of questions

- | | | |
|----------------------------|--------------------------|----|
| 4. Objective type question | 5 Questions x 2 marks = | 10 |
| 1. Short answer type | 2 Questions x 5 marks = | 10 |
| 2. Essay type answer | 2 Questions x 10 marks = | 20 |

Total =40

SEMESTER 1

CHILD HOOD AND GROWING UP

Total Marks 100

contact hours per week-6

Internal assessment 20

External assessment 80

Aims of the Course

- After completion of course the students will be able to
- to study childhood, child development and adolescence
- to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds
- to enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts: Family, schools, neighbourhoods and community.

Unit I

1) GROWTH AND DEVELOPMENTAL PATTERN OF LEARNERS

- Concept of Growth and development
- General principles of Growth and Development
- Stages of Growth and Development
- General and Environmental aspects of development, physical and motor, cognitive (page, burner etc.) Social and Emotional (Erikson), moral (Piaget, Kohlberg)

Unit 2

2) HEREDITY AND ENVIORNMENT

- Concept of heredity
- Mechanism of heredity
- Concept of environment, type
- Relative importance of heredity in learners development
- Inter relationship between heredity and environment
- Stages and aspects of development with special in the Indian context

Unit 3

3) CHILDHOOD

- Childhood as a modern concept and construct
- Childhood in this context a poverty, globalization
- Commonalities and diversities with in the motion of childhood reference to the Indian context
- Role of parents and teachers in physical and moral development of children.

Unit 4

4) Childhood and context of socialization

- Concept of socialization : family and adult-child relationship, parenting, baurnid, child rearing practices
- Dealing with children : separation from parents, children in crèches, children in orphanages
- Schooling : peer influences, school culture, relationships with teacher expectations and school achievement, being out of school over age learner
- Social, economic and culture difference in socialization : learning and behavioral difficulties, implications for inclusion

Unit 5: Adolescent

- Meaning, concept and characteristics, stages of development-physical social, emotional and intelligence
- Recent issues related to adolescent development
- Development of adolescent –loneliness and peer pressure
- Changing family structure
- Information overload
- Sexual abuse
- Substance abuse
- Impact of media-internet/mobile
- Depression and suicide.
- Juvenile Delinquency, guidance and counseling for adolescence

Unit 6: Self concept and Adolescent

- A sense of self: self-description, self-recognition, self-concept, self-esteem; social comparison; internalization and self-control
- Moral development: perspective of Kohlberg and Carol Gilligan's critique; cultural variations in moral reasoning

CONTEMPORARY INDIA AND EDUCATION

Total Marks 100

contact hours per week-6

Internal assessment 20

External assessment 80

Aims of the course

- After completion of course the students will be able to
To 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.
To include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc

Unit 1

Diversity, Inequality, Marginalization in society, implication for education

- Educational goal Indian society
- Ancient Indian goals: purusharthas
- Indian constitution and status of education with reference to following :
- Universalisation primary education, universalization secondary education directive principles article, 41, 45 and 46
- Equality of opportunities in Education, article – 28,29,350 and 351
- Education and fundamental rights and duties : article - 14, 15, 16, 30 and 51 A (a to h), and Right to Information (RTE)

Unit 2

Education, society and social justice

- Relationship between education society
- Social equity and education
 - Within country : Between region, social class, caste, gender and religious groups
 - Among this nations, rich, poor, developed and developing
- Equality of educational of opportunity and National Integration

- UN declaration of woman rights to education
- Role of education in Empowerment of women and weaker sections including SC, ST, OBC and minorities

Unit 3

POLICY FRAME WORKS FOR PUBLIC – EDUCATION IN INDIA

- Education in ancient India
- Education Pre-Independence period in India
- Education post Independence period in India
- Vocationalisation of education and training for tomorrow
- Integration between education and new technology
- Role of education on technological empowerment, empowerment of social – economic weaker sections empowerment of social and economic changes

Unit 4

NATIONAL KNOWLEDGE COMMISSION

- National knowledge commission (NKC)
- Indian knowledge system, elementary, secondary and higher education
- NKC on management of education
- National policy on education 1968, 1986 and 1992 and language policies kirat commission (value language)

Unit 5

GLOBALIZATION AND MODERNISATION

- Concept
- Advantages and disadvantages
- Competition
- Collaboration and partnership

Unit 6

DELOR'S COMMISSION REPORT

- Learning to know
- Learning to do
- Learning to be
- Learning to live together
- Challenges of pluralistic education in the context of conflict

- Social movements in India : Women, dalits and tribal movements displacement, land, human rights and communal mobilization

Language Across The Curriculum

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

After completion of course the students will be able to understand

- The nature of language
- Interplay of language and society
- The developmental process of language acquisition
- Function of language and how children use them as a tool at different developmental stages
- Significance and acquisition of early literacy in the larger context of school curriculum
- Ways of handling aspects of grammar not in isolation but by creatively integrating in with text

Unit 1

Nature of language

- Tule governed system and language
- Relationship of language and society : identity, power and discrimination
- Nature of multilingualism : differential status of Indian language classroom
- Critiquing state polices on language and education

Language acquisition and development

- Language acquisition and language learning
- Development of the four language skills : the synergistic relationship
- Developing reading and writing skills in children

- Emergent literacy : readiness for learning
- Early literacy : process of transition
- Early language education : focus on learning in primary and grades
- Children's background and school experience preparing schools for children the social diversity paradigm

Unit 2

Language across the curriculum

- Function of language : In the classroom , Outside the classroom
- Language in education and curriculum
- Learning language and learning through language

The classroom practice and possibilities

- Perspectives on recording and writing
- Prevalent language teaching practices and approaches and their critique
- Connection between classroom instruction and theories
- Role of literature in language learning

Unit 3:

Language Teaching Skills

1. Aspects of linguistic system: Language as a rule governed behaviour and linguistic variability.
2. **Linguistic System:** The organisation of sounds; The structure of sentences; the concept of universal grammar; nature and structure of meaning; basic concept in phonology, syntax and semantics; Speech and Writing; Discourse.
3. **Grammar in Context:** Vocabulary in context:
4. **Acquisition of Language Skills:** Listening, speaking, reading and writing.
 - Listening and speaking: sub skills of listening and speaking: Tasks: skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials, and multimedia resources.
 - Reading: sub skill of reading: importance of development of reading reading: study skills, including using thesauruses, dictionary, encyclopaedia, etc.
 - Writing: sub skills of writing; process of writing; formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. reference skills; study skills; Higher order skills.
5. Understanding of Skills
6. Application of skills

Understanding Discipline and School Subject

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

After completion of course the students will be able

- To help the prospective teachers in understanding the nature of children and the ways / approaches the children learn in the school / classroom situations.
- To develop capacities of prospective teachers to reflect, reason and make conceptual understanding of pedagogic practices and learning process
- To empower prospective teachers to prepare and use appropriate teaching learning materials for improving learning of the children
- To expose the prospective teachers to different modes of assessment of learning and enable them to use those effectively to promote classroom learning

Unit 1:

Concept of discipline

- Nature and role of discipline knowledge in the school curriculum
- Paradigm shift in the nature of discipline
- History of the subject areas teaching of subject areas in schools
- School education revolves around certain disciplinary areas

Schema of curriculum by philosopher John Dewey

Unit 2

Quality in Classroom Learning and Its Understanding

- Indicator of quality learning
- Teaching and learning as interactive process
- Major issues in classroom learning
- Teaching for quality learning – characteristic and process of teaching issues there of
- Teacher as facilitator of learnings

Understanding Approaches to Learning and Teaching

- General maxims of teaching
- Teacher – centered, learner - centered and learning – center approaches and major issues

- Activity based approach, project, cooperative learning
- Varieties of activity (curricular and other – curricular)

Unit 3

Teaching – Learning Materials

- Importance of TLMs in classroom transaction
- Contextual and local – specific TLMs
- Collection, preparation , storing and use of TLMs
- Library management and use of Library books as learning resources
- Learning beyond textbooks – other sources of learning

School the Site of Curriculum Engagement

Understanding the meaning and nature of curriculum : need for curriculum in sc1 differentiating curriculum framework, curriculum and syllabus; their significance education facets of curriculum : core curriculum – significance in Indian context

Meaning and concerns of ‘hidden’ curriculum, available infrastructure, curricular sites and resources (library, laboratory, school neighborhood etc.)

Construction of curriculum vis a vis teachers role and supports in transacting curriculum”, ‘developing curriculum”, ‘researching curriculum’ contribution of socialists like Giju bhai and Raja Ram Mohan Roy.

EPC-1 reading and reflecting on text

Total Marks 50

contact hours per week-3

Internal assessment 50

Aim of the course

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one’s facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to reach. This course is visualized as a range of primarily text-based language activities, which will aid in

strengthening the ability to ‘read’, ‘think’ ‘discuss and communicate’ as well as to ‘write’ in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different context. Overall , areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals

Unit I

1. Engaging with narrative and descriptive accounts

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories

Suggested activities

Reading for comprehending and visualizing the account (individual plus group reading and discussion / explanation) re-telling the account – in one’s own words/from different points of view (taking turns in a smaller group) discussion of characters and situations – sharing interpretations and points of view (in a smaller group) % writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task)

2. Engaging with popular subject-based expository writing

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various science, mathematics, history, geography, literature/language pieces)

For this unit, the student-teaches should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making) Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs) explaining the gist of the text/topic to others (in the larger subject group) attending the writing style, subject-specific vocabulary and ‘perspective’ or ‘reference frame’ in which different topics are presented – this will vary across subjects and texts. And requires some interpretative skills for ‘placing’ the context of each text (group discussion and sharing) writing a review or a summary of the text, with comments and opinions (individual task)

Unit 2

3. Engaging with journalistic writing

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this unit.

Appropriate for initial reading of articles (guided individual task)

Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and / or statistical representation, etc. (guided working in pairs) % critical reading for attending 'framing' of the article, points(s) of view presented, possible biases or slants (small group discussion) % researching and writing articles on topics of local interest (working to produce a local interest magazine)

4. Engaging with subject related reference books

For this unit, the student-teachers should work in groups divided according to their subjects, within these groups, Paris of student-teachers would make a choice of a specific topic in their subject area which they could research form a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentations, as the actual reading of the reference books themselves

Selecting the topic for research and articulating some guiding questions. Searching and locating relevant reference books (could be from a school library or the institute library)scanning, skimming and extracting relevant information form the books by making notes collating notes and organizing information under various sub-headings

Planning a presentation – with display and oral components making presentations to whole subject group, fielding questions.

Unit 3

5. Engaging with education writing

Selected texts could be drawn form the wide range of popular educational writing in the form of well-written essays, extracts of chapters form authors who deal with themes from educations, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this unit

Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs) analyzing the structure of the argument – identifying main ideas, understanding topic sentence of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion) discussion of the theme, sharing Reponses and points(s) of view (small group discussion) writing a response paper (individually or in pairs) presentations of selected papers, questions and answers (large group)