

Syllabus for Bachelor of Education

Two-Year Course

ANNUAL DISTRIBUTION OF THE COURSE

Year 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary India 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 a School Subject - A		50
Pedagogy of a School Subject - B		50
Engagement with the Field: Task and Assignments for Courses 7b & 8 -10		-----
		Total - 650 marks

Curriculum Transactions

1. Total number of working days	-	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 } 1 month
- In second year	-	16 weeks } 4 mon

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 observations and faculty observations of practice lessons. Student Teacher will observe at least 10 lessons in each pedagogy of school subjects (Course 7a&7b).

Course: 10 Creating an Inclusive School (1/2)

[50 Marks]

Unit - I: Meaning, Nature and scope of Inclusive education

1. Meaning and scope of Inclusive Education / Special education.
2. Inclusive education in different perspectives:-
 - Historical perspective
 - Meaning of normality
 - Meaning of exceptionality
 - Quantitative Concept
 - Qualitative Concept
 - Statistical Concept
 - Medical Concept
3. Aims/ Objectives of creating an inclusive school.
4. Definition of "disability" and "Inclusive" within the education framework (NPE 1986, UNESCO 1989, RTE Act 2009)
5. Need and importance of Inclusive education.

Unit - II: Learning Disabilities and Educational Adaptation

1. Historical background and definitions of learning disabilities.
2. Characteristics of learning disabled children:-
 - Cognitive
 - Educational
 - Physical
 - Behavioral
 - Communication
3. Types of learning disabilities
4. Teaching of learning disabilities.
5. Treatment of learning disabilities:-
 - Behaviour guidance method
 - Cognitive behaviour modification
6. Adaptation teaching methods:-
 - Improving basic skills
 - Improving classroom behaviour
 - Improving social behavior

Unit - III: Instruction and Assessment Procedure

1. Components of effective Instruction
2. Individualized education programs
3. Special teaching method
4. Special Instructional adaptation
5. Special procedure in special education
6. Techniques of assessment in special education
7. Behavior assessment in special education


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Course EPC4: Understanding the self

(50 Marks)

- Unit - I: Holistic and integrated understanding of human self and personality:
- WHO AM I ?
 - Individual in society with different Identities: Gender, relational, cultural.
 - Beliefs: Stereotypes and prejudices
 - Relationship with self, others, family, society
 - "I"- A teacher. Who a teacher is? Role of a teacher, Qualities and Functions.
 - Communication skills including the ability to listen and observe.
- Unit - II: Personality development
- Self exploration: Knowing ones strengths and weaknesses, Positive strokes and negative strokes etc.
 - Spiritual/ Character Development
 - Self - Esteem
- Emotions:
- The Power of Emotions in Human Behavior
 - Understanding of the Emotions
 - Growth toward Emotional Maturity
 - Stages of Emotional Growth
- Unit - III: Philosophy of yoga
- Meaning of Yoga
 - Yoga as a way to Healthy and Integrated Living
 - Characteristics of the practitioners of Yoga
 - Utility of yoga in different contexts. (Exercise : Meditation, Pranayam)


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Course EPC2: Drama and art in education (1/2)

[50 Marks)

1. Aims and Objectives of teaching art and drama in schools
2. Place of Art in school education - child art, its characteristic.
3. The Art Teacher: Role, Areas of activities viz. Environment, Participation in life, visit to the place of Art.
4. Methods of teaching art/ drama
5. Activities related to Drama / Art
 - Organization of School exhibition
 - Art exhibition with different articles and waste materials.
 - One act play ,Role play and cultural show


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