
FIRST YEAR
BCC-1
CHILDHOOD AND GROWING UP

Course Credit: 4

Full Marks: 100

Duration: 3 Hours

Theory: 80

Practicum : 20

Objectives:

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

- To develop understanding about children of different age groups through close observation and interaction with children from diverse socio-economic and cultural background.
- To enable student teacher to arrive at an understanding of how different socio-political relation construct different childhoods & Community.
- To bring together theories of child development and crucial aspects from the construct of childhood, which has political, social & cultural dimensions?
- To interact with children using activities as a base to establish rapport.
- To critically understand how students and teacher observations relate to the theories they have learned & also to situate their learning's in realistic frames.
- To interpose how gender, caste and social class may impact the lined experiments of children.

Content:

UNIT 1: *Introduction to Childhood*

- Concept of Childhood, Growth and Development;
- Stages of Development: Physical, Mental, Emotional, Social and Moral
- Factors affecting Childhood: Family, Peer group, neighbors Schools and Community.

UNIT 2: *Understanding Adolescence*

- Cultural difference and Adolescent, impact of urbanization and economic change in his experience.
- Growing up as Adolescent: Impact religion, socio-cultural context, gender, class poverty and media.
- Childhood and adolescence. Problems of Indian adolescents and role of teacher, family and community.

UNIT 3: *Perspectives in Development*

- Concept and introduction to perspectives in development and theories of development with reference to Piaget and Vygotsky.
 - Enduring themes in the study of development: development as multidimensional; Development as continuing through the life span; ways in which development is continuous/discontinuous; socio-cultural contexts influencing development.
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UNIT 4: *Language Development of child*

- Development of Speech and Language
- Stages of language development
- Factors affecting language development
- Bilingual or multilingual children: Pedagogical implications for teachers

UNIT 5: *Children in Their Natural Settings*

- Impact of gender, caste, social class, urban setting and on the lived experiences of children.

Practicum: (20 Marks)

- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.

Mode of Transaction:

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers.
- Individual and group presentations of issues and concerns raised in assignments, and Theoretical and practical activities/exercises/investigations; analysis interpretation of collected observations, systematic data.



BCC- 2**CONTEMPORARY INDIA AND EDUCATION****Course Credit: 4****Full Marks: 100****Exam Duration: 3 Hours Theory: 80****Practicum : 20****Objectives: *On completion of the course the student teacher will be able:******On completion of the course the student teacher will be able:***

- To enable student teachers to engage with studies on Indian society & education.
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children & schools.
- To respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully & justly.
- To understand critically the constitutional values related to the aims of education.
- To make them understand the policy frameworks for public education in India.

Content:**UNIT 1: *Diversity, Inequality and Marginalization***

- Diversity, Inequality and Marginalization in the Indian society and its implications for education.
- Marginalization on the basis of individual regions, languages, religions, caste, tribes etc.
- Education of marginalized groups like women, Dalits, Minorities and tribal people.

UNIT 2: *Universalization of Elementary Education*

- Right to education and its implications,
- Universalization of Education with special reference to:
(a) Universal Enrolment (b) Universal Retention (c) Universal Achievement
- Impact of realizing the UEE on secondary education: access, enrolment, participation and Achievement, Lessons from implementation of UEE.
- RMSA : Issues and concerns.

UNIT 3: *Constitutional Values and Education*

- Study of Constitution especially the preamble for the fundamental Rights, Duties and the directive principles of state policies;
- Constitutional values related to aims of education;
- Democracy: Equality, Justice, Freedom, secularism, socialization, Fraternity.

UNIT 4: *Conceptualizing Education*

- Concept and process of education.
 - School of Philosophy: Idealism, Naturalism and Pragmatism with reference to the thoughts of Plato, Rousseau and Dewey.
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UNIT 5: *Study of Different Commissions and Policies in Education*

- Basic system of Education.
- Mudaliar commission (1951-53).
- Kothari commissions (1966) recommendations and their implementation
- National Policy of Education (NPE) 1986 & its review 1992

Mode of Transaction:

- Teachers should incorporate discussions, projects,documentaries and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed
- In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- Dialogue and discussions has to be the key for the transaction of this course.



BCC - 3**LEARNING AND TEACHING****Course Credit: 4****Full Marks: 100****Exam Duration: 3 Hours Theory: 80****Practicum : 20****Objectives:**

- To reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them.
- To understand learning socio-cultural & cognitive process.
- To understand the learner, learning in and out of school.
- To understand culturally responsive teaching approaches they support learning.
- To enable them to realize values, personal relationships between teacher and learners, relationship among the learner themselves, autonomy, self-esteem & freedom by them.
- To appreciate that all teaching is directed at learning and they the learner is out the heart of the teaching.

Content:**A. LEARNING****UNIT 1: *Understanding the learner and Learning Process***

- Understanding the learner's scholastics and behavioral characteristic.
- Learning as a process and learning as an outcome.
- Socio cultural & Cognitive Processes of learning.

UNIT 2: *Dimensions of Learning*

- Types of learning: Factual, conceptual, procedural and generalization.
- Current theories of learning (Piaget(1977), Vygotsky (1937) and insight theory.
- Learning as construction of knowledge learning in school & outside of school.
- Notion of learning as construction of knowledge (NCF-2005);

UNIT 3: *Learning and Motivation*

- Meaning, factors influencing learning: learner related, teacher related, process and task related.
- Transfer of learning - Meaning and transfer of learning from classroom to actual life situations.
- Concept and Theories of motivation,
- Motivating children in classroom situations

B. TEACHING**UNIT 4: *Understanding Teacher and Teaching***

- Teacher's professional identity and proficiency: Competencies and commitment.
 - Teacher's roles in teaching process
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UNIT 5: *Teaching as a Profession*

- Teaching as a Profession.
- Analyzing teaching in diverse classrooms.
- Multiple responsibilities in institutional setting.
- Need & opportunities for professional growth of teacher.

Practicum: (20 Marks)

1. Positive transformer of training
2. Negative transformer of training
3. Personality Test
4. Performance Test
5. Verbal General Intelligence Test



BCC- 4**LANGUAGE ACROSS THE CURRICULUM****Course Credit: 2****Full Marks : 50****Exam Duration: 2 Hours. Theory: 40****Practicum : 10****Objectives:**

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

- To enable them to understand students' language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- To be familiar with theoretical issues, and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- To create sensitivity to the language diversity that exists in the classrooms.
- To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner they promote learning in the subject area.
- To understand the nature of reading comprehension in the content areas (informational reading) and writing specified content areas.
- To analyze children's writing to understand their concepts; writing with a sense of purpose, writing to learn and understand.

Content:**UNIT 1: *Language and Literacy***

- Linguistic background of students and its influence in classroom Interaction.
- Literacy, Oral and Written language used in classroom
- Develop Strategies for using oral language in the classroom to promote learning in the subject area.

UNIT 2: *Language Diversity & Multilingualism*

- The home language and school language gap -Deficit theory, Discontinuity theory.
- Constitutional Provisions about Language
- Multilingualism as a Resource and a Strategy

UNIT 3: *Language and Role of Teacher*

- Language in education and Curriculum
- Learning language and learning through language
- Studying Bihar state policies on language in education
- Role of the Teacher in language teaching Developing Listening and Speaking skills; Dialogue, Story telling, Poem recitation, short play.
- Developing Writing Skills and Linkages between reading and writing.

Mode of Transaction

- Close and critical reading of selective texts under 'discussion' reading in small groups
 - Participatory transaction by building them around responses of students
 - Giving students opportunities to go through experimental process for transacting some topics such as process writing
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BCC- 5**UNDERSTANDING DISCIPLINES AND SUBJECTS****Course Credit: 2****Full Marks: 50****Exam Duration: 2 Hours. Theory: 40****Practicum : 10****Objectives:**

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

- Reflect the nature and role of disciplinary knowledge in the school curriculum.
- To redefine the school subjects in schools with concern for social justice.
- To know the ‘Theory of content’ framed in the syllabus and how it can be transformed.
- To analyse critically about the media which propagates popular believes, reinforcing gender roles in the popular culture and its implication at school.
- To become aware with some issues of gender identity roles and perform activity for the development by positive notions of body and self.
- To reflect on one’s aspiration and possibilities in order to develop a growing sense of interdisciplinary approach of knowledge.
- To identify experiences of children with community.

Content:**UNIT 1: *Understanding Discipline and Subjects***

- Understanding the development and changes in natural discipline and Subjects. (Social science, Humanities and Science).
- Emerging of subjects in particular social, political and intellectual concepts.

UNIT 2: *Disciplinary Knowledge*

- Role of disciplinary knowledge in the overall scheme of school curriculum. (John Dewey)
- Values of disciplines

UNIT 3: *Theory of Contents Selection*

- Formulation of contents and principles of selection of content
- Recent development of Science, Mathematics, Languages & Social Science and issues related with rates disciplinary knowledge.

Mode of Transaction

- Group discussion, Brainstorming,
 - Audio visual environment,
 - Developing community relationship,
 - classroom transaction, seminar presentation
 - Reading Various Resources
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BCC - 6**GENDER, SCHOOL AND SOCIETY****Course Credit: 2****Full Marks: 50****Exam Duration: 2 Hours.****Theory: 40****Practicum : 10****Objectives:**

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

- To explore the complex relationship of gender and education and understand how gender power and sexually relate to education.
- To understand the gender roles in society, through a variety of institution such as the family, caste, religion, culture, media and popular culture.
- To understand how socialization into a specific gender influences, how we and others look at ourselves and others.
- To examine the role of schools, peers, teachers, curriculum and textbooks etc. in challenging gender inequalities or reinforcing gender parity.
- To help to develop abilities to handle notions of gender and secularity, often addressing the issues under diverse cultured conspiring, their own and their students, instead of studying away from the same.

Content:**UNIT- I: *Gender Issues: Key Concepts***

- In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations.
- Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminisms: liberal, socialist and radical.
- Gender bias, Gender stereotyping, Gender parity.
- Gender hierarchy.

UNIT-II: *Learning of Gender Roles*

- Meaning of socialization
- Learning of gender roles in cross-cultural perspectives
- Formation of Gender Identities and Socialization Practices in: Family, Schools and other formal and informal organization.

UNIT-III: *Gender and Education*

- Schooling of Girls.
 - Issues of equity, inequalities and resistances (issues of access, retention and exclusion in relation to caste, tribe, religion and region, disability).
 - Instrumentalist approach to women education- Application in the Indian Context Gender and Subject choices.
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UNIT- IV: *Issues of Gender Inequality in Curriculum and School*

- In the Structure of knowledge; Feminist critique of various school subjects.
- In pedagogical practices.
- In the development of curriculum and text books.
- Gender and the hidden curriculum

UNIT –V: *Strategies for Change*

- Women’s movement
- Critical Media Literacy
- Teacher as an agent of change

MODE OF TRANSACTION:

Teachers should incorporate discussions, projects, documentaries, movies and fields based projects.

Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be used.

Dialogue and discussions has to be the key for the transaction of this course.

Individual and group presentations of issues and concerns raised in assignments



BCC 7a & 7b:
PEDAGOGY OF SCHOOL SUBJECT
(PSS for 1st Year and 2nd Year)

Course Credit: 2+2

Full Marks: 50+50

Exam Duration: (2 Hours) x 2 Theory : 40+40

Practicum: 10+10

Objectives:

On the whole the Pedagogy of School Subject following objectives:

- To understand the epistemological and Pedagogical bases of their own chosen school subject.
 - To understand the Pedagogy as the integration of knowledge about the learner, the subject and the social context.
 - To embed the Pedagogy within the teaching learning process, an approach to draw upon socialites to address issues of justice & equity.
 - To comprise of three areas:-
 - (a) Nature of the school subject, including its relation to disciplinary knowledge and its social history;
 - (b) Approaches for the teaching of the subjects at different stages of school;
 - (c) Deeper theoretical understanding of how children in diverse social condense construct knowledge of specific subject concept areas.
 - To go over some of the basic concepts of the subject area.
 - To relate their understanding of concepts with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.
 - To work with theoretical studies as well as on the field with school children from different backgrounds to understand their initiative conceptions and to adequately prepare for their own internship.
 - To examine teaching-learning process that incorporates enquiry, discovery, conceptual development, activity based learning etc. Within the classroom.
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PSS-1

TEACHING OF ENGLISH

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

- Understand the nature and resources of language and issues related to language acquisition, variation and change.
- Use the knowledge and skills needed to understand, analyse and evaluate their own performance.
- Appreciate the uniqueness of multilingualism in India as a linguistic and socio-linguistic phenomenon and its Implications for pedagogy.
- Acquire knowledge about the role, status, objectives and problems of teaching English as a second language in India.
- Develop the four basic skills i.e. listening, speaking, reading and writing among the students.
- Enrich their knowledge of English vocabulary, structures, grammar and usage and to develop the ability to teach them.
- Improvise and use appropriate aids for teaching English.
- Know compare and analyse various methods and approaches of teaching English
- Plan and teach lessons in English prose, poetry, grammar and composition related to the courses prescribed by different state boards of Secondary Education.
- Use of various techniques for the evaluation of learner's achievement in English.
- Identify and analyse errors and plan and execute remedial instruction.

Content:**UNIT I: *Introduction***

- Values and importance of teaching English in India
- The objectives of teaching English as a second language at the secondary level.
- Problems possible solutions

UNIT II: *Reading and Writing*

- Types of Reading
- Reading defects and their remedy
- Developing the skills of writing-steps, stages, types
- Acquaintance with different literary genres: Poetry, Drama, Novel, Essay and Story.

UNIT II: *Methods of Teaching*

- Grammar – translation method
 - Direct method
 - Structural – situational approach
 - Bilingual approach
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- Communicative language teaching

UNIT IV: *Teaching English*

- Teaching of Prose – detailed and non-detailed
- Teaching of Poetry
- Teaching of Grammar
- Lesson planning in all the above four areas

UNITV: *Various Aspects of English Teaching*

- Maxims for teaching of English
- Place of mother tongue in English teaching
- Evaluation in English teaching

Transaction Mode:

The approach to be followed is the eclectic approach. It includes questioning, lecture cum-discussion, demonstrations, and communicative activities, situational teaching and learning by doing. The emphasis will be on learner- centered teaching.

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

- Tracing the objectives of teaching in a given passage
- Preparation of unit plans and lesson plans
- Framing suitable exercises on a given topic/passage
- Framing comprehension questions and finding correct answers
- Participation in Conservation
- Describing places after visiting them
- Preparing different teaching aids
- Development of language games
- Action research on different problems of teaching English in India
- Assignments on the prescribed suitable topics
- Abstracting and review of articles published in standard journals



PSS-2
TEACHING OF URDU

Objectives:

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

- Understand the nature and mechanics of language.
- Use the knowledge and skills needed to understand, analyse, and evaluate his own-performance.
- Appreciate the uniqueness of Urdu language and literature.
- Identify the components of the four language skills.
- Develop acquaintance with approaches and methods of teaching.
- Plan and teach lessons in Urdu prose, poetry, drama, grammar and composition.

Content:**UNIT I. Introduction**

- Concept of language (verbal & non-verbal) concept of language learning and acquisition functions of language,
- Objectives of teaching Urdu at Secondary levels.
- Origin and development of Urdu as a language.
- Urdu as a mother tongue.
- The qualities of a good language teacher.

UNIT II. Writing Skills

- Writing: Elementary knowledge of Urdu scripts- Khat-e-Naskh, Khat-e-Nastaliq and Khat- e-Shikast.
- Teaching of alphabets, borrowed from Arabic, Persian and Hindi, its shapes and nomenclatures.
- Punctuation
- Qualities of good hand writing
- Letter writing (Formal and Informal) & Essay writing

UNIT III. Reading Skills

- Reading: Its importance, concept and meaning.
- Types of reading – Silent and loud reading, extensive and intensive reading.
- Reading comprehension
- Reading defects and their cure.

UNIT IV. Methods of Teaching:

- Translation method
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- Direct method
- Play way method
- Structural approach
- Communicative approach

UNIT V. Various Dimensions of Teaching Urdu

- Teaching of prose& Poetry
- Teaching of Grammar& Composition
- Lesson planning in all the above areas
- Skills of questioning
- Teaching aids in Urdu teaching

Practicum:

Any two of the following

- Preparation of objective type tests
- Writing objectives for teaching of prose
- Writing of objectives of teaching poetry
- Preparation of teaching aids
- Framing suitable exercises on given topic
- Preparation of lesson plan and unit plans
- Participation in conservation
- Practicum on suitable topics

