

B.ED SYLLABUS 2015

UNIFORM CURRICULUM STRUCTURE AND EXAMINATION PATTERN FOR 2 YEARS B.ED. COURSE IN TRIPURA FOLLOWING NCTE REGULATIONS, 2015.

Course & Code	Course Name	Theory		Credit	Practicum Marks (Internal)	Credit	Period per week (Exam Hours for Theory: Marks)
		External Marks	Internal Marks				
SEMESTER – I							
C1	Child and Growing Up	70	30	4	25	1	May be adjusted
C2	Contemporary India & Education	70	30	4	25	1	do
C4	Language across the Curriculum	35	15	2	50	2	do
C5	Understanding Disciplines & subjects	35	15	2	50	2	do
EPC-1	Reading & Reflecting on Texts		25	1	25	1	do
		115			175	Full Marks: 500, Credit = 20	

SEMESTER – II							
C3	Learning & Teaching	70	30	4	25	1	May be adjusted
C7a	Pedagogy of a School Subject – Part - I	35	15	2	50	2	do
C8a	Knowledge & Curriculum – Part – I	35	15	2	25	1	do
C9	Assessment for learning	70	30	4	50	2	do
EPC-2	Drama & Art in Education		25	1	25	1	do
						Full Marks: 500, Credit = 20	

SEMESTER – III							
C7b	Pedagogy of a School Subject – Part – II	35	15	2	100	4	May be adjusted
School Internship _20 weeks (04 weeks at semester II and 16 weeks at semester III)					350 (Internal = 175 External = 175)	14	
						Full Marks: 500, Credit = 20	

SEMESTER – IV							
C6	Gender, School and Society	35	15	2	25	1	May be adjusted
C8b	Knowledge & Curriculum – Part –II	35	15	2	25	1	do
C10	Creating an Inclusive School	35	15	2	25	1	do
C11	*Optional Course	35	15	2	25	1	do
EPC-3	Critical Understanding of ICT		50	2	50	2	do
EPC-4	Understanding the Self		50	2	50	2	do
						Full Marks: 500, Credit = 20	

Total Marks: 2000, Total Credit : 80

Note:

- * Optional Course can be from among the following - Guidance and Counselling and Educational Administration and Management Peace Education, Vocational Education, Woman Education, Yoga Education.

Unit -1

- Introduction to reading
- Meaning, process and importance

Unit -2

- Reading skills
- levels of reading
- types of reading(oral, silent)
- methodology of reading

Unit -3

- Developing reading skills
- critical skill
- reflective skill
- activity based skill

Unit -4

- Reading comprehension
- Developing comprehension
- Developing vocabulary
- Problems related to reading

❖ Engagement with field/practicum
Any one of the following:

- Field notes
- . Ethnographies
- Reference material/manual
- Studies about schools.
- People's experiences related to school, teaching-learning
- Designing vocabulary games
- Reading exercise
- Any Topic related to course/paper

C7a: PEDAGOGY OF SCHOOL SUBJECT PART -1

(MARKS: THEORY-50 & PRACTICUM -50)

SOCIAL SCIENCE SUBJECTS: (History, Geography, Economics, Commerce, Civics)

Unit – 1 Foundation of Social Science teaching:

- Significance, Meaning, Nature & Scope
- Brief Historical background
- Aims and objectives
- Innovation in social science teaching

Unit – 2 Strategies of Social Science teaching:

- Different methods of teaching
- Lecture method
- Interactive method
- Demonstration method
- Heuristic method
- Project method
- CAI method

Unit -3 Learning resource in Social Science teaching:

- Importance of learning resource
- Social science text books
- Teaching aids in social science
- social science Library
- social science Laboratory
- social science Teacher

Unit -4 Evaluation in Social Science teaching:

- Evaluation programme
- CCE (Continuous & Comprehensive Evaluation)
- Formative and Summative evaluation
- Diagnose and remediation
- Achievement test- planning

❖ Engagement with field/practicum

Any two of the following:

- Visit to Historical places- report
- Organization of program- Awareness, Exhibition, Demonstration, Project,
- Any Topic related to course/paper

Unit – 1

- Meaning & Concepts of Arts (Visual & Performing) and its significance at secondary level of school education; Distinguish between Visual and Performing Arts.
- Difference between Education in Arts and Arts in education.

Unit –2

- Identification of different performing Arts forms (dance, music, musical instruments, theatre, drama, puppetry etc) and Visual arts. Primary discussion & acquaintance with types.

Unit – 3

- Indian festivals and their artistic significance with special reference to Tripura (with illustration).
- ❖ Engagement with field/practicum
Any one of the following:
 - Experimentation with different materials of Visual art such as pastel, poster, pen & ink, rangoli materials, clay etc.
 - Exploration & experimentation with different methods of Visual arts like painting, collage, clay modeling, paper cutting & folding etc.
- Listening/Viewing and exploring Regional Art forms of music, dance & drama. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach. Planning a stage – setting for a performance/ presentation by the student-teacher.
- Project work & workshop. Theme-based projects from any one of the curricular areas covering its social, economic, cultural & scientific aspects integrating various Arts forms.

C10: CREATING AN INCLUSIVE SCHOOL

(MARKS: THEORY-50 & PRACTICUM -25)

Unit – 1

- Inclusive Education: Meaning, characteristic, changing concepts of 'ability' and 'disability'; conducive learning environment for inclusive set-up in schools;

Unit – 2

- Provisions made under PWD Act, RTE Act; for children with special needs; social inclusion of CWSN & Indian Society; Policy guidelines on Inclusion in Education (UNESCO 2009).

Unit – 3

- Preliminary discussions about types of disability:
Blind, Deaf & Dumb, Multiple disabled, Learning disabled and Slow Learners, Mentally Retarded & Orthopedically disabled

Unit – 4

- Role of the teacher, parents, school & community; creating an inclusive set-up in school: barrier-free environment; mainstreaming CWSN in neighborhood schools & RTE Act; judging changing needs of CWSN learners.
- Teacher preparation for inclusive schools

❖ Engagement with field/practicum

Any one of the following:

- Children with special needs
- Report on inclusive school
- Roll of teacher with inclusive student
- Roll of counsellor
- Special school
- Student with disability
- Any Topic related to course/paper

Unit-1

- Relevance of ICT in Education (Radio, Television, Computer) – Role of Information Technology in 'Construction of Knowledge'; Possible uses of audio –visual media and computers.

Unit – 2

- Visualizing learning situations using audio-visual and other media – use of radio and audio medias; script writing, storytelling, songs etc. Use of TV, OHP, computer and video in education, use of newspaper in education.

Unit – 3

- Visualizing techniques, supported learning situations – affective browsing of Internet for discerning for selecting relevant information, materials downloading information, cross collating knowledge from varied sources.

Unit – 4

- Developing PPT, slide show for classroom use of available software of CDs with LCD projection for subject learning and interactions.

Unit – 5

- Using various modes web based instruction; using internet, multimedia and CD ROM; Attaining knowledge with hand-on experience on Ms-Word, Ms-Excel, Ms-Power point etc.

❖ Engagement with field/practicum

Any two of the following:

- Operating system
- Software
- Hardware
- Project report
- Any Topic related to course/paper

Unit-1

- Self concept- meaning, importance factors influencing self concept, development of self concept:

Unit-2

- Professional identity of a teacher
- Identity of the self from gender, relational, cultural viewpoints.

Unit-3

- Self- expression by exploring one's dreams, aspirations, needs, concerns, life stories, poetry & humor, creative movement aesthetic representation etc.

Unit-4

- Yoga & Education – its philosophy and role in well-being, use of yoga in different contexts.

❖ Engagement with field/practicum

Any two of the following:

- Theatre activities
- Story making
- Self disclosure through art, dance & theatre
- Adventure
- Nature Study
- Collective art
- Films
- Small group tasks
- Any Topic related to course/paper