

# ***JBT Pre- Service Curriculum (1<sup>st</sup> Year -2011)***

## ***Revised curriculum for JBT 1<sup>st</sup> year***

### **Course Design**

**Curriculum for 1st year of two Years (D.Ed.) Diploma in Education is revised keeping in view the below mentioned basic principles. This course will included both foundation as well as methodology courses and there will be annual system of examination**

#### **1. Basic Principles for Formulation of Curriculum for JBT Ist Year ( H P )**

For reformulation of the JBT two year training course the basic principles, issues, trends and perspectives have been derived from the following:

1. National Curriculum Framework (NCF) 2005, NCERT. & RTE 09
2. Position Papers of National Focus Groups, 2005, NCF
3. Constitution of India.
4. Constitutional amendment to make elementary education as a fundamental right
5. Draft Teacher Education Curriculum Frameworks prepared by NCERT, 2006 in collaboration with NCTE.

**2. Following courses have been included in first year**

Course No.	Course Name	Period allotted /Week	Evaluation			
			Written theory	Assignments	Annual Assessment	Total
1	Education in India with special ref. to HP	4 periods	70	15	15	100
2	Education Planning and management	4 periods	70	15	15	100
3	Understanding the Psychology of learners with special reference to 6-11 year age group	4 periods	70	15	15	100
4	Pedagogy across the curriculum &ET	4 periods	70	15	15	100
5	Understanding classroom processes in Hindi	4 periods	70	15	15	100
6	Understanding classroom processes in English	4 periods	70	15	15	100
7	Understanding classroom processes in Maths	4 periods	70	15	15	100
8	Understanding classroom processes in Science	4 periods	70	15	15	100
9	Understanding classroom processes in Social science	4 periods	70	15	15	100
10	Physical education ,Sports & yoga	4 periods(3+1 )	60(45+15)	30 (15+15)	10 ( 5+5 )	100
11	Fine art and Music	4 periods( 2+2)	50(25+25)	30 (15+15)	20 (10+10 )	100
<b>Total Marks</b>			<b>740</b>	<b>195</b>	<b>165</b>	<b>1100</b>

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Work Experience (Practical Subject) two periods      Internal Marks      :      50  
 Library and house activities - two periods  
**Total Weekly Periods – 48 (8 periods daily )**

### **3. Objectives of the JBT two year Programme**

The students will be helped to:

- Understand the nature of education as discipline/area of study.
- To encourage understanding of the basic concepts/issues of education especially with reference to the kind of concerns that NCF, 2005 has raised in the context of understanding-oriented teaching.
- Understand how concepts theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management etc; could be used/practiced suitably in the perspectives of teaching-learning in schools.
- Appreciate the challenge of theorizing education and identify relationship between theory and practices;
- Understand the need of teacher education in the context of changing needs of school education.
- Learn the skills required for playing a leadership role in different areas of school education;
- Understand the linkage between education and national development;
- Gain an understanding on Child Psychology and the process of learning;
- Develop a rational conceptualization of educational research;
- Integrate information and communication technology to teaching-learning and training & transaction;
- Develop skills among students to manage internship, practical.
- Develop competency in students in development of curriculum, syllabus, textbooks, and instructional materials, evaluation and assessment.
- Develop ability to analyze and reflect upon his professional experience.

### **4 School Experience Programme – 20 days (250 Marks )**

- Teaching Experience programme for five subjects .
- Experiences related to maintenance to school record (Admission withdrawal , CCE, fund register , visitor book , stock register , procurement procedure )
- Experience of SMC meeting ., Morning Assembly, Physical & Sports activities.
- Experience related to starting and closing hours of school .,Mid Day Meal preparation and record keeping procedure .

- Observation of all interventions of SSA in school., Discussion with students and teachers regarding school related issues .

**Note : 200 Marks for practice teaching(40 for each subject )( External ) + 50 Marks for other experiences in school (Internal ) .**

**Micro teaching –(20 Lesson )**

Five Subjects for practice teaching

1. Teaching of Hindi - 20 Lessons
2. Teaching of English- 20 Lessons
3. Teaching of Mathematics – 20 Lessons
4. Teaching of EVS(Science ) -20 Lessons
5. Teaching of EVS(Social- Science ) -20 Lessons
6. **5 days for Physical education, sports & yoga**

**4 Scheme of D.Ed. examination 1<sup>st</sup> year**

1. There shall be annual examination system .
2. Medium of examination .(Both Hindi and English )
3. The question shall be set both in Hindi and English medium except for teaching of languages .
4. The candidate is required to pass all the courses provided that candidate who appears in examination and fails in not more than 50 % of the courses shall be declared as re-appear and shall be required to appear in only those courses and will have two changes available to him/her to clear his/her re-appear . the candidates who fails in more than 50% courses shall be declared fail and shall be required to appear in all the courses as a private candidates at the time of annual examination
5. The aggregate marks obtained by a candidates in the Diploma in Education , examination shall be shown separately for theory , school experience and work experience

## ***5 Format of question paper***

Maximum marks for each paper will be 100

	Total	External	Internal
Total theory Marks	1100	740	360
Total School Experience Marks	250	200	50
Total Work experience Marks	50	--	50
 Grand total marks of Ist Year	 <b>1400</b>	 <b>940</b>	 <b>460</b>

<b>Course No.1 -<u>Education</u></b>				
<b>Course No</b>	<b>Course name</b>	<b>Main contents</b>	<b>+Relevant course of NCTE</b>	<b>Suggestive Reference Books</b>
1	<b>Development of Education in India with special reference to HP</b>	<b>First Year</b>		
	<b>Unit -1</b>	<b>Philosophical understanding of Education</b>	<b>Education society, curriculum and learners Indian society</b>	
	15 Marks	<ul style="list-style-type: none"> <li>• Concept of Education : Meaning , nature , need and function of Education .</li> <li>• Aims of education in global perspective</li> <li>• Forms and agencies of education : Informal – family , community, state, Formal: School Non – formal</li> <li>• Philosophies of Education :((meaning ,aims of edu ,teaching methods ,curriculum, role of teacher )</li> </ul> <p>-Naturalism -Idealism -Pragmatism -Schooling and Education as visualized by thinkers Western-- Rosseau, Dewey, Montessori, Indian -- Gandhi, Tagore,, Gijubhai, Aurobindo</p>	<b>Unit 1: Philosophical Understanding of Education</b> <ul style="list-style-type: none"> <li>• Exploring, and inquiring into the nature and need of education in human societies</li> <li>• Relationship between schooling and education, and exploring various educative processes in human societies</li> <li>• Schooling and Education as visualized by different western and Indian thinkers: Rousseau, Dewey, Montessori, Gandhi, Tagore, Krishnamurthi, Gijubhai, Aurobindo</li> <li>• Understanding the basic assumptions about human nature, society, learning, and aims of education</li> </ul>	Already in existing Syllabus
	<b>Unit -2:</b>	<b>Education , politics and Society</b>	<b>Unit 2: Education, Politics and Society</b>	
	15 Marks	<p>Indian Social system its structure , stratification ,mobility economic, political, and social dimensions</p> <p>Social Change ; Role of Education in promoting social Meaning and factors of social change.</p>	<ul style="list-style-type: none"> <li>• Prominent characteristics of education in India during colonial rule</li> <li>• India.s Contemporary Education: continuities with and shifts from</li> </ul>	Already in existing Syllabus

		Fostering– democratic and scientific outlook .	colonial legacy <ul style="list-style-type: none"> <li>• Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion</li> <li>• Political nature of education</li> <li>• Teacher and society: A critical appraisal of teacher’s status</li> </ul>	
	<b>Unit -3</b>	<b>Education for peace, human rights Child Rights</b>		
	15 Marks	<ul style="list-style-type: none"> <li>• Peace Education Concept: Meaning , objectives aims and importance of peace education . Causes of unrest &amp; readies. Transactional modalities: story telling , conflict resolution, role playing . Nationalism and national integration, Role of education in national integration Education for international understanding.</li> <li>• Human rights Concept: Meaning , characteristics of human rights . Need, importance and objectives of human rights.</li> <li>• Child Rights</li> </ul>		Already In existing Syllabus  Child Right -SSA
	<b>Unit-4</b>	<b>Knowledge and curriculum</b>	<b>Unit 4: Knowledge and Curriculum</b>	
	15 Marks	<p><b><u>1 Knowledge construction,</u></b> Attaining knowledge through activities&amp; experience.(Five ways indigenous Knowledge could help enhance the curriculum 1 learning attitudes and values for a sustainable future. 2 learning through culture 3 learning across generations 4 starting locally: from Known to unknown 5 Learning outside the classroom)</p> <p><b><u>2 Constructivist approach of Knowledge construction.</u></b> (Introduction to Constructivist approach, Constructivist view of learning , Curriculum transaction in Constructivist Paradigm, Constructivist Curriculum, Constructivist Teaching, Role of teacher, Students Role ,</p>	<ul style="list-style-type: none"> <li>• Child.s construction of knowledge: attaining knowledge through activity and experience</li> <li>• „Body of knowledge. and children’s construction of knowledge</li> <li>• Concepts of Belief, Information, Knowledge and Understanding</li> <li>• Bodies of knowledge: different kinds of knowledge and their validation processes</li> <li>• Processes and criteria for</li> </ul>	1. Constructivist approaches to teaching and learning (NCERT ) 2. Educational technology , management and Evulation -Rashmi Jain 3. Internet 4. NCF 2005  NCF 05

		<p><i>Class management &amp; org and Evaluation )</i></p> <p><b><u>3 Data, Information, Knowledge and &amp; Concept of Belief.</u></b></p> <p><b>4 Knowledge and understanding,</b>( <i>Basic capabilities of children, Knowledge in practice, Forms of understanding , Recreating Knowledge , Children’s Knowledge &amp; Local knowledge, School knowledge &amp; curriculum )</i></p> <p><b>5. Curriculum&amp;Knowledge</b> concept of curriculum,Charactersticts,Objectives,Management,Plan ning,construction &amp; Designing of curriculum. Factors affecting curriculum Planning, Principles of curriculum Design, Role of teacher in curriculum implementation and Curriculum Evaluation.</p>	<p>curriculum selection and construction</p> <ul style="list-style-type: none"> <li>• Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks</li> </ul>	<p>Rashmi Jain Book</p>
	<b>Unit -5</b>			
	10 Marks	<p><b>Unit 5 Development of Education in H P</b></p> <p><b>Chapter-1 Education in H P</b> Introduction to state HP, Literacy Changes in State after independence School education – {Accessibility to schools, enrolment, retention , quality Education} Primary Education in HP- Enrolment, Teachers, PTR, Schemes &amp; achievements Secondary Education in HP- Enrolment, Teacher, incentive, Teacher education.</p> <p><b>Chapter-2- Education Indicators in HP</b> Meaning of Indicators in Education (i). General Indicators → (GER, NER out of school children, retention, Dropout) (ii). Development of Education → (Enrolment, Community participation, Civil work, EGS/NRBC,KGBV) (iii) Quality Indicators → Student Achievements, Teacher requirement</p>		<p>1 HP Development Report Planning Commission</p> <p>2 Encyclopedia of Indian Education</p> <p>1 State Quality Plan 2 A Report by NCERT</p> <p>2 NCERT Zaidi</p> <p>-A PROBE REPORT</p>



		<p><i>transitionrate, teacher Training, Classroom Transations, Evaluation system Assersment of teacher performance, CAL, Lib, Sclab, MIS. (iv).Financial Indicators →a) State- National Share b) Relative Shore of education in Govt. expenditure %. c)Relative share of Education in five years annual plans outlays etc.</i></p> <p><b>Chapter-3- Public Report on Basic Education (PROBE REPORT)</b> <i>Introduction, why PROBE , The core of universal Elementary Education, Literacy, Schooling &amp; Education. The Schooling Revolution in HP)</i></p> <p><b>Chapter-4 Himachal Pradesh Compulsory Primary Education Act 1997 &amp; Rules 2000.</b></p> <p><b>Chapter-5 Anti-ragging Act in HP</b>  <b>Chapter-6 HP Regulating commission Act for Education.</b></p>		<p><i>Internet</i></p>
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**Sessional Work:** The students may undertake any one of the following activities:

- Readings of original texts of Rabindra nath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/ etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialization of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

