



DR. S. RADHAKRISHNAN COLLEGE OF EDUCATION

Recognized by NCTE, Bhubaneswar & Affiliated to Binod Bihari Mahto Koyalanchal University, Dhanbad (B.Ed.)

& Jharkhand Academic Council, Ranchi (D.El.Ed.)

(Managed By: Bokaro Education Trust)

Chiksia, Near Chas Mufassil Thana, Dist – Bokaro, Jharkhand – 827013, PH: 09234303040.


Website: www.dsrcebokaro.org.in, Email: dsrce.bokaro@gmail.com

PLOs (Programme Learning Outcomes) B.Ed.

On Successful Completions of the two year B.Ed Programme, Pupil Teacher will be able to develop

- Teaching Competencies as identified by National Council of Teacher Education (NCTE).
- Attain harmonious development of their Personality.
- Analyze curriculum and select appropriate teaching strategies according to their needs. Complete at the global level through the use of Interdisciplinary Knowledge.
- To promote traditional Indian Education System in Modern Content.
- To achieve all round excellence.
- To facilitate Students; learn the dynamics of teaching skills and techniques. To enhance skill in development programmes and research facilities.
- Show their concerns towards the emerging issues in the current environment because reflective learners with an insight for human welfare.




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CLOs (Course Learning Outcomes)

CHILDHOOD AND GROWING UP

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 contests: Family, schools, neighborhoods and community.

CONTEMPORARY INDIA AND EDUCATION

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.

Language Across the Curriculum

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.



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- Ways of handling aspects of grammar not in isolation but by creatively integrating in with text.

Understanding Discipline and School Subject

Aims of the Course

After completion of course the students will be able to:

- 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.

EPC-1 reading and reflecting on text

Aims 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.

Learning and teaching

Aims of the Course.

After completion of course the students will be able to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them understand theories of learning as conceptualized currently within psychology and cognitive science I engage critically with theories that reduce learning to behavioral and testable components, engage theoretically and through observation with the notion of learning as construction of knowledge investigate the differences and connections between learning in school and learning outside school.



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Knowledge and Curriculum -Part 1

Aims of the Course

The courses intend to inform student-teachers that how knowledge and curriculum-making plays a critical role in a heterogeneous and plural society like India. However, without a clear vision and understanding of curricular aims, schools tend to become rigid in their curricular practices, and uniformly imposed processes, meanings, and values. This negates the ideals that they are expected to actualize.

Pedagogy Course-1

Aims of the Course

The objectives of the course will make the student-teachers able to:

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- To be able to develop creativity among learners,
- Understand role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation;

Assessment for learning

Aims of the Course

The course will enable student-teachers to

- Understand the different roles of language;
- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
- Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, text, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;



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- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

EPC 2 Drama and Art in Education

Aims of the Course

Understanding basics of different art forms impact of art forms on the human mind enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms through genuine exploration, experience and free expression enhance skills for integrating different art forms across school curriculum at secondary level enhance awareness of the rich cultural heritage, artists and artisans.

Pedagogy Course-2 Aims of the Course

The objectives of the course will make the student-teachers able to:

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- To be able to develop creativity among learners;
- Understand role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation;

GENDER SCHOOL AND SOCIETY

Aims of the Course

This course will enable the students to:

- develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).



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Knowledge and curriculum Part-II

Aim of the Course

The course intends to inform student-teachers that how curriculum - making plays a critical role in a heterogeneous and plural society like Indian. However, without a clear vision and understanding of curricular aims. Schools tend to become rigid in their curricular practices, and uniformly imposed processed, meanings and values. This negates the ideals that they are expected to actualize. Therefore, the course aims at enthusing student-teachers to infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and the schools, so that it becomes culturally sensitive in selection in of knowledge, symbols nd values and child-friendly in pedagogy, student teachers understand the evolving meanings of curriculum when seen as a dynamic process, Within this broad field, conceptual linkages (and distinctions) between educational aims, curriculum framework, curriculum development, syllabus, teaching-learning materials, pedagogy as well as evaluation processes are recognized. The role of school organization school organization and culture as well as of the teacher, in operationalizing and developing a contextually responsive 'curriculum' and 'critical pedagogy are explored. The scope for teachers to make curricular decisions, based on field realists is highlighted.

Creating an Inclusive School

Aims of the Course

The students will be able to:

- Demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs;
- Identify needs of children with diversities;
- Plan need-based programmes for all children with varied abilities in the classroom;
- Use human and material resources in the classroom;
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms,
- Modify appropriate learner-friendly evaluation procedures;
- Incorporate innovative practices to respond to education of children with special needs;
- Contribute to the formulation of policy; and
- Implement laws pertaining to education of children with special needs.



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EPC 3: Critical understanding of ICT

Aims of the Course


This set of experiences is visualized with an assumption that many student- teachers will have a basic familiarity with computers, even if they do not have much hands-on-experience. It is intended to enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

EPC 4: Understanding the self

Aims of the Course

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality Workshop Themes.
- Vision as a person: aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formations, values and direction of life.




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