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CONTEMPORARY B.Ed. SYLLABUS: ITS SIGNIFICANCE AND
BLENDING WITH NEEDS OF SCHOOLS

Prin. SonalThareja

Offg. Principal,

JG College of Education (Eng. Med.)

Mrs. ManishaShukla

Assistant Professor,

JG College of Education (Eng.Med.)

ABSTRACT

A course syllabus is a communication tool. It's one of the first pieces of information that a university/ institution gives to the students. In a sense, one can look at the course syllabus as a marketing tool used to entice prospective pupils to sign up for a course. The teacher education colleges appreciatively have changed the syllabus according to NCTE's B.Ed Curriculum framework, 2015. The present paper intents to study on the theory subjects in the new syllabus of B.Ed ; describes its importance for holding their place in the contemporary syllabus, its need for training teacher trainees in 21st century, its blending with need of schools in India and most importantly shaping teacher trainees towards not only expanding horizons of knowledge among teacher trainees, but also developing their skills, talents, inculcating values and ideals which in turn contributes for contribution of intelligent, skilful, caring teachers in education field.

KEY WORDS

B.Ed Syllabus, School Syllabus

B.EdSyllabus: refers to contemporary B.Ed syllabus of Gujarat University.

School Syllabus: refers to general school subjects' syllabus of different school boards prevailing in India.

Introduction:

How should any B.Edsyllabus be? From students' perspective, the syllabus should be easy to follow, clearly and from academicians' perspective have standard criteria for training, removing stage fear, train students in handling academics, organizing activities, preparing assessment sheets and tools and precisely being professional but lovable teacher.

The syllabus in teacher education colleges is a communication vehicle between teacher educator and teacher training college. Syllabi are meant to ensure that we follow the rules and include all the elements in our course that promiseto make a good teacher.

When programs of study are developed, many people work very hard to ensure that all local, regional and sometimes even international requirements are met to ensure that students can be benefited from accredited education.

On the basis of NCTE requirements, B. Ed. Syllabus included new papers and strategies in it.

Subject of Childhood and growing up is helpful to understand the characteristics, problems and developmental task, and develop insight for guidance in schools. It focuses upon teachers' understanding of the meaning of teacher student relationship and know the psychology of students on basis of standardized psychological theories.

Subject of Education and Contemporary India is helpful in developing role of education in constructing healthy society and gives updated information regarding various recommendations and commissions in education.

Subject of reading and reflecting on text is helpful in enhancing capacities as readers and writers, framing of questions to think about while reading. The readings – ranging from classical theories to contemporary practical programmes – provide a wealth of resources for teachers, learners and academicians who are committed to the continuous improvement of learning and teaching through reflective practice strategies. It proves as an invaluable reference source for staff and students in higher and adult education.

Subject of Drama and Art in education is helpful in understanding the contribution of dance and drama in holistic education, pursuing professional courses; make teaching interesting with the usage of art. It stimulates creativity in problem solving. It can challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express. A student can, if only for a few moments, BECOME ANOTHER, explore a new role problems and imitate characters in literature or historical figures.

Subject of Learning and Teaching is helpful in understanding of classroom interaction patterns and further the principles of teaching - learning process. It talks about Policies and values that we might want to communicate through our syllabus like *Inclusiveness*- How can syllabus create an inclusive atmosphere that honors student diversity and differing points of view, or inviting requests for disability accommodations. Further, *Integrity*: What are policies and procedures regarding academic integrity, the nature of work the students are guided to do, representing original sources, accountability for contributions to group projects. Still important value is *Responsibility*: What do students need to know about being responsible towards assignments, attendance and classroom interactions.

Subject of Assessment of Learning is helpful to understand the perspectives of different schools of learning on learning assessment and examine the issues and concerns of assessment and evaluation practice in schools. Assessment in school can be formative and summative depending on the purpose for which the assessment is designed. Formative assessment is carried out informally or formally in daily classroom learning and teaching throughout the school term/year. Summative assessment is conducted at the end of the

learning and teaching process. It focuses on the product of learning mainly and is used for measuring what a student has learned and how much has been achieved at the end of the school term/year.

Subject on Fundamental Changes in School Assessment practices to bring a better balance across assessment for learning and assessment of learning need to be planned, discussed, shared, negotiated and agreed by all teachers in each school.

Subject of Language across the curriculum is helpful in understanding the interplay of language and society. It is also helpful to create sensitivity to the language diversity that exists in classroom. The concept of 'Language across Curriculum' is something we often read about and appreciate. 'Languages across the Curriculum' is a term for school and college courses that allow students to study a foreign language or apply pre-existing knowledge of a foreign language outside of traditional language-learning classrooms.

Subject of critical understanding of ICT is helpful to understand the current trends of Internet and networking. It helps the teacher trainees in exploring educational possibilities of technology, learning to make right choices of hardware, software and ICT interactions, and growing to become a critical user of ICT.

Subject of RTE & NCF-2005 is helpful to know about the provision of physical and human resources for the implications of right to education. NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 states. The NCERT gave a grant to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed, so that a plan for reforms could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training (SCERT) and District Institutes of Education and Training (DIET).

Subject of Use of Media in Education is helpful to understand the role of the media as communication medium by which a piece of information or knowledge when conveyed on a printed page or over the telephone by radio or television will appear different and have entirely a different effect on us. Mass media easily reach groups in lesser time, allow repeated use, give more reality, influence attitudes, show cause and effect relationships and ultimately motivate the audience in remote places and helps in distant learning, too.

Subject of Knowledge and curriculum is helpful to understand the various aspects of knowledge and education and overall curriculum.

Environmental Education is an essential part of every pupil's learning. It helps to encourage awareness of the environment, leading to informed concern for active participation in resolving environmental problems. It is introduced from class -1 as EVS, as a subject so that

right from their childhood, the right attitudes towards environment will be nurtured in the young minds.

Subject of Gender, School & Society is helpful to develop precise understanding regarding gender and sensuality, gender tolerance and gender sensitivity. Most curriculum areas are associated with one gender or the other. For example, mathematics, science, technology are seen as masculine subject areas while Humanities and languages tend to be associated with femininity. The result of this is that where students opt for vocational subjects they end up being educated in more-or-less single sex classrooms. It's important to understand that this gender marking is not hard and fast, and is mediated by society.

Subject of Creating an Inclusive school is helpful to understand the culture, policies and practice to create an inclusive school and understand the concept of integral humanism. Once teacher understands students' cognitive strengths, it's helpful to do a strength-based interview to help kids focus on the ways they learn best.

Subject of Understanding Self is helpful to student teacher to develop an insight to know ones' own self, to cultivate positive attitude towards life, openness to understand and adaptability to life situation. This enhances sense of being separate and distinct from others and the awareness of the constancy of the self.

Subject of Guidance and Counseling aims to build a structure of professional knowledge and career skills on foundations already acquired by students in teaching, guidance and counselling, mental health, psychology, pastoral care or school / college administration. This is achieved by a combination of academic and experiential components, together with supervised experience.

Subject of School Administration and Management is helpful to understand about the service rules, code of conduct and tribunal with reference to education act.

Subject of Indian Philosophy and Education is helpful to understand the relationship between elements of Indian philosophy and education.

CCM in B.Ed syllabus has indispensable role. CCM means content cum methodology which clearly implies that there will be a meaningful integration of the content and method in terms of observable skills developed in the student teacher. Content means the ideas for meaning presented or to be presented in speech writing. It also means "what to teach?" Methodology is the science of teaching to teacher. It means "how to teach?" CCM is a kind of technique where both content and method are meaningful and systematically interlocked. Teacher trainees should know the concept of CCM; as it provides knowledge of curriculum, syllabus, textbooks; knowledge of hierarchy and structure of any subject; knowledge of content

analysis; knowledge of content preparation; knowledge of integration of content and methodology.

Conclusion:

There are reforms in duration of B.Ed course tenure, B.Ed curriculum, B.Ed syllabus. It is improvised, updated and designed in a way that in long run it fulfills the need of schools and shape future generations in a healthier way. Each subject included in contemporary syllabus has its own significance in transforming a teacher-trainee into a responsible teacher.

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