

III. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

- ❖ Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- ❖ School Internship
- ❖ Courses on Enhancing Professional Capacities (EPC)

Course *EPC 1*: Reading and Reflecting on Texts (1/2)

Course *EPC 2*: Drama and Art in Education (1/2)

Course *EPC 3*: Critical Understanding of ICT (1/2)

Course *EPC 4*: Understanding the Self (1/2)

ANNUAL DISTRIBUTION OF THE COURSES

(Semester wise distribution of the courses is attached as Appendix 1)

✓ Year 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary India and Education	100 marks
Course 3	Learning and Teaching	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subjects (1/2)	50 marks
Course 6	Gender, School and Society (1/2)	50 marks
Course 7a	Pedagogy of a School Subject – Part I (1/2)	50 marks
Course <i>EPC 1</i>	Reading and Reflecting on Texts (1/2)	50 marks
Course <i>EPC 2</i>	Drama and Art in Education (1/2)	50 marks
Course <i>EPC 3</i>	Critical Understanding of ICT (1/2)	50 marks
Engagement with the Field: Tasks and Assignments for Courses 1-6 & 7a		
		Total- 650 marks

✓ Year 2

Course 7b	Pedagogy of a School Subject – Part II (1/2)	50 marks
Course 8	Knowledge and Curriculum	100 marks
Course 9	Assessment for Learning	100 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course* (1/2)	50 marks
Course <i>EPC 4</i>	Understanding the Self (1/2)	50 marks

✓ School Internship	250 marks
✓ Engagement with the Field: Tasks and Assignments for Courses 7b & 8-10	_____
	Total- 650 marks

Note:

- a). 1/2 indicates a half paper which is allocated both half the time of effective hours per week and also half the marks assigned to a full paper.
- b). * Optional Courses can be from among the following - Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, etc. and can also be an Additional Pedagogy Course** (for a school subject other than that chosen for Course 7 (a&b) at the secondary level, or the same school subject at the higher secondary level).
- **Teacher education institutes/university departments can make arrangements to offer an additional pedagogy course for (i) a second school subject at the secondary level for interested student-teachers who have undertaken adequate number of courses in that subject during their graduation or (ii) the same school subject as in Course 7 but at the higher secondary level for student-teachers with a post-graduate degree in that subject.

DETAILED COURSE OUTLINE**Engagement with the Field - the Self, the Child, Community and School**

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement in the field of which, 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment for Engagement with the Field shall be 100 %.

This curricular area of Engagement with the Field would serve as an important link between the other two broad areas and the field, through its three components:

- a) *Tasks and Assignments that run through all the courses as indicated in the structure and its year wise distribution*

The two curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical