Bachelor of Education (B.Ed.) Course
Compulsory Paper

CC-1: Childhood & Growing Up

MAX: MARKS - 75
MIN: MARKS - 25

Objectives:

☐ To develop an understanding of different aspects of a child’s physical, motor, social and emotional development.
☐ To understand the developmental process of children with diverse abilities in social, cultural and political context.
☐ To build sensitivity towards children’s developmental needs and capabilities, within their socio-cultural context.
☐ To develop a sensitive and critical understanding of the different social/educational/cultural/political realities at the core of the exploration into childhood.
☐ To build an interdisciplinary frame work to interpret, analyse observations and interactions from cross culture psychology.
☐ To develop critical deconstruction of significant events that media highlights and creates during childhood.
☐ To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.
☐ To develop the power to interpret how gender caste and social class may impact the lived experience of children.
CONTENT

Unit 1: Perspectives in Development
- Concept, Meaning, Scope and Function and Educational Psychology
- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous?; Socio-cultural contexts influencing development
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget
- Method: Longitudinal, Cross Sectional, Sequential, Cohort methods: Biographical, Case study and Observational method.

Unit 2: Stages of Human Development
- Child as a developing individual; a psycho-social entity; stages of development
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- Developmental tasks of childhood and adolescence and their implications
- Factors influencing development such as heredity & environment, media, nutrition, child-rearing practices, siblings and peers
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an urban Slum, Growing girl, and Growing up in dalit household

Unit 3: Social and Emotional Development
- Basic understanding of emotions, how differential gender socialization occurs
- Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.
- Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions: functions of emotions, attachment-Bowlby.
Unit 4: Contexts of Socialization

- Concept of socialization: family and child relationships; parenting, child rearing practices
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

Essential Readings

Advanced readings

CC 2. Education in India- Status, Problems and Issues

MAX:Marks-75
MIN: MARKS-25

Objectives:

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.
- To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

CONTENT

UNIT 1: Concept of Education –
- Indian and Western. Aims of Education; Functions of Education.
- Education as an instrument of Social Control, Social Change,
- Preservation of Cultural Heritage and Values.
- School and the society, Culture and Education, School as a Social System.
  Agencies of Education – Informal, Formal and Non-formal.

UNIT 2: Salient Features of Ancient Indian Education –
- Vedic, Buddhist, Islamic
- Tradition in Education.
- Major landmarks of British System of Education in Colonial India particularly From the viewpoint of Aims, Structure, Curricula and Methods of Education.
- Efforts towards evolving a national system of Education.
Unit -3: Secondary Education
- General Aims and Objectives of Secondary Education and Structure.,
- Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.E. and 3) KSEEB with respect to curriculum.4) Examination System etc.,
- Role of Secondary school teacher in Emerging India.

Unit - 4: Teacher Education and Secondary School Curriculum
- Status, Aims and Objectives of Teacher Education in India.
- Role and Responsibilities of NCTE NCERT, DSERT, CTE, IASE
- Professional organisation in the field of Teacher education
- Rastriya Madhyamika Shikshana Abiyana (RMSA), NCF-2005
- Programmes for enhancing efficiency and productivity of school teachers- In-service training – orientation and content enrichment programmes.

Assignments: (Any two of the following.)
- Prepare and execute a plan for making at least two children and one adult literate from the community.
- Plan and organize a field trip/excursion to a nearby area of educational important and submit a report.
- Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
- Prepare one project for institutional planning.
- Critically Study the working of the one of the parent teacher association in any two secondary schools.
- A critical survey of co-curricular activities in secondary schools.
Reference:
- Kneller George (1978) *Introduction to Philosophy of Education*, New York: John Willey and Sons INC.
CC 3. Language across the curriculum – Part 1
Max. Marks : 35
Min. Marks : 12

Objectives

- Aim 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 teach.
- This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Course outline
UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

Suggested Activities
- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).
UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces). For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and ‘perspective’ or ‘reference frame’ in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for ‘placing’ the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT 3: ENGAGING WITH JOURNALISTIC WRITING

- The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words,
sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)

- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine).

REFERENCES:
Suggested Reading:


Bansal, R.K. and Harrison, J.B., 1972: Spoken English in India, Madras, Orient Longman


Khulchandani, L.M. 1988: Language in a plural society, Delhi, Motiram Banarasidas and Shimla


Mohanty, Bilingualism in a Multilingual Society: Psycho Social and Pedagogical Implication, Mysore: CIIL

Nagaraj, Geeta: 2001 : English Language Teaching, Orient Longman Limited, Kolkata

NCERT, 2000, Continuous and Comprehensive Evaluation, New Delhi


Vygotsky, L.S. (1978), Mind in Society, Harvard University Press:
CC 4. Curriculum Development & School

Max. Marks : 75
Min. Makrs : 27

OBJECTIVES:

CREDITS: 3

- To acquaint students with the nature and types of curriculum.
- To acquaint students with the context of curriculum development and some Innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

CONTENT:

UNIT I:


UNIT II:


UNIT III:

UNIT IV: PRACTICALS

- Evaluation of B.Ed. Curriculum
- Designing a Curriculum in a given condition Reviewing of Syllabus/Books

REFERENCES

EPC 1 READING AND REFLECTING ON TEXTS

Max. Marks : 30
Min. Marks : 11

OBJECTIVES
□ To enable the students to read and response to a Variety of text in different ways
□ To develop Meta cognitive awareness
□ To enhance the capacities as readers and writers by becoming participants in the process of reading
□ To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.

UNIT I Reading Skills
□ Creating environment for reading – reading clubs, class libraries
□ Reading aloud and silent reading
□ Scaffolding: concept and activities
□ Reading different texts types like stories, poems, riddles, jokes, and instructions for games

UNIT II Reading with comprehension
□ Reading for global and local comprehension
□ Inferences, analysis and extrapolation
□ Reading strategies including word-attack strategies
□ Discourse analysis
□ Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet
□ Using ideas of critical literacy to analyse chapters from textbooks
□ Acquisition of Reading Skills

UNIT III Types of text
Narrative text
Expository
Autobiographical Narratives
Field Notes
Ethnographies
Addressing different types of skills and strategies

Mode of Transaction
- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.
- Text analysis of school textbooks to improve skills in critical literacy.
- Reflecting on one’s own learning to make connections with pedagogy.

Essential Readings

Advanced Readings