Paper I - Childhood & Growing up
(BEDU C 111)

D	M	B	O
4	0	0	4

Course objectives:

- Understanding the nature of Human development during infancy, childhood and Adolescence stages.
- Understand the learner in terms of various characteristics.
- Learn the factors affecting adolescence.
- Understanding Educational significance of Growth and development.
- Examine critically Physical mental, Emotional and social development during Adolescence.

Course Contents:

Unit I *Growth & Developmental Pattern of Learner*   12L

- Concept of Growth & development
- Principle of Growth & development
- Stages of Development
- General Aspects of development – Physical, Motor, Mental, Cognitive, Social, Emotional & Moral
- Some Theories of development : Freud, Bruner, Piget, Ericson, Chomsky, Kohlberg

Unit II *Childhood*   12L

- Childhood : Meaning and Characteristics
- Physical, Mental, Social, Emotional, Moral development in Childhood.
- Factors influencing the various aspect of development in Childhood.
- Contribution of Home, School, Society and Community in the Child development.
- Nature of Education in Childhood.
- Dealing with Children: Separation from Parents, Child in crèches, Children in Orphanages

Unit III *Adolescence*   12L

- Meaning, Characteristics & Problems of Adolescence.
- Physical, Mental, Social, Emotional & Moral development in Adolescence.
- Role of Family, School & Society in the development of Adolescence.
- Form of Education to Adolescence.
- Recent issues related to Adolescence development.
- Changing family structure/Information load, Sexual abuse/Impact of Media, Internet / Mobile, Depression & society/ Juvenile delinquency/Loneliness & peer Pressure.

Unit IV *Guidance & Counseling for Adolescence* *12L*

- Concept, Meaning & Aims Guidance for Adolescence.
- Types of Guidance: Vocational/ Educational/ Health/ Social Guidance/ Individual/ Group Guidance
- Need of Guidance for Adolescence in India.
- A Sense of Self: Self description, Self recognition, Self Concept, Self esteem, Social Comparison, Inter Visualization & Self Control.

Unit V *Heredity & Environment* *12L*

- Meaning & Definition of Heredity & environment.
- Influence of Heredity & Environment on Child
- Relation of Heredity & environment
- Importance of Heredity & Environment in Education and for teachers.
- Eugenics & Euthenics.

References:

Ambron, S.R. (1981). Child Development, New Yark: Holt Rincehart and Winston,

Bhatnagar, Suresh (1988). Advance Education Psychology. Meerut: R.L. Book Depot

Bourne, L.E. (1985): Psychology: Its Principles and Meaning. New Yark: Holi Rinehart and Winston

Chouhan, S.S. (2010). Advance Educational Psychology. New Delhi: Vikas Publishing House.

Dandapani, S. (2001): Advanced Educational Psychology (2nd edition). New Delhi: Anmol Publications Pvt. Ltd.

Mangal, S.K. (2010). *Shiksha Manovigyan*. New Delhi: PHI Learning Private Limited

Singh, A. K. (2010). *Shiksha Manovigyan*. New Delhi : Bharti Bhawan Publication

B. ED. (2 YEAR PROGRAMME) SEMESTER-I
CORE COURSE-II
[BEDU-CC-112] BASICS IN EDUCATION

L	T	P	C
4	0	0	4

Course Objectives:

- To enable student-teachers to engage with studies on general introduction to education.
- To enable student-teachers to engage with studies on Indian and western thinkers, philosophy and education.
- To enable student-teachers to engage with studies on Indian society and education.
- To include selections from theoretical readings, personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- To enable student-teachers to engage with studies on Indian knowledge system and functioning of different constitutional bodies.

Course Content:

Unit I *Education: An Introduction*   (12 Lectures)

- Meaning, definitions, nature and importance of Education.
- Agencies of Education (formal, informal and non-formal) and forms of education (Individual vs Collective, Direct vs Indirect, General vs Specific and Special and Negative vs Positive Education).
- Education as a process, Education and information, teaching, training, instruction, literacy and Education as science and art.
- Aims and objectives of Education, Classification of Educational Objectives, Social and individual objectives of Education and their coordination, Individual, Society & Education.

Unit II *History of Indian Education*   (12 Lectures)

- Indian Education System; Ancient, Medieval and Modern age
- Macaulay's Minutes and Wood Dispatch, Wardha Scheme
- Secondary Education Commission (1952-53)
- Education Commission (1964-66)
- National Policies on Education: 1968, 1986 and 2020

Unit III *Education and Philosophy* (12 Lectures)

- Foundations of Education: Philosophical, Sociological and Psychological
- Philosophy and *Darshana*
- Relationship between Philosophy and Education.
- Educational thought of; Mahatma Gandhi, Giju Bhai Badheka, Froebel and Rouesso

Unit IV *Indian constitution and Education* (12 Lectures)

- Preamble of Indian Constitution
- Democratic Values enshrined in Indian Constitution
- Educational provisions enshrined in Indian constitution
- A brief Introduction about Right to Education Act-2009

Unit V *Structure of Education System* (12 Lectures)

- Concept and aims of Indian Knowledge System: Elementary, Secondary and Higher education.
- Different schemes introduced by Govt. of India (Brief)- SSA, RMSA and Mid day Meal
- Role and functions different agencies of education like UGC, NCERT and NCTE.

Selected Readings:

- Agrawal, J.C. (2004). Theory and Principles of Education. Vikas Publishing House, New Delhi
- Anand, C.L. et.al (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Bais, H. S. (1991*). Shiksha Kee Rooprekha (Outlines of Education). New Delhi: Ashish Publishing House, Punjabi Baug
- Chauhan C.P.S. (2004). Modern Indian Education: Policies, Progress and Problems. Kanishka Publishers, New Delhi
- Gupt, B. R. (1963). *Bhartiya Shiksha Ka Itihaas.* Meerut: Rastogi and Company
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
- Johari, B. P. and C. Pathak (1991). *Bhartiya Shiksha Ka Itihaas.* Agra: Vinod Pustak Mandir
- M. H. R. D. (1990). Towards an Enlightened and Human Society, New Delhi: Department of Education
- Mohanti, J., (1986). School Education in Emerging Society, Sterling Publishers.

B. ED. (2 YEAR PROGRAMME) SEMESTER-I
CORE COURSE-III
[BEDU-CC-113] EDUCATIONAL TECHNOLOGY

L	T	P	C
4	0	0	4

Course Objectives:

- Gain Insight and reflect on the Concept of Teaching and Status of Teaching as a Profession.
- Understand the roles and responsibilities of teachers.
- Understand the different aspects of teaching.
- Comprehend the aspects of teaching.
- Enlist the Parameter of effective teaching.

Course Content:

Unit I *Educational Technology* (12 Lectures)

- Concept of Educational Technology: Types of Educational Technology, difference between hardware & software technology, their role in modern educational practice.
- Educational Technology: Nature and assumptions, factors influencing the application of Educational Technology, development of Educational Technology

Unit II *Concept of Teaching* (12 Lectures)

- Concept of Teaching and Instruction, Relationship between teaching & learning.
- Difference between learning, training & instruction.
- Meaning, Assumption, Types & Definition of Educational Technology and Open Educational Resources (OER).
- Variables and phases of Teaching, Principles and Maxims of Teaching.

Unit III *Model of Teaching* (12 Lectures)

- Concept of Teaching Model
- Assumptions & Fundamental Elements of Teaching Models.
- Characteristics of models of teaching
- Types of Teaching Models; Basic teaching Model, Inquiry Training Model, Jurispedential Model and Concept Attainment Model.
- Edgar Dale's cone of Experience.

Unit IV *Theories of Teaching* (12 Lectures)

- Definition, Need, Basis and Scope of Teaching Theories.

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- New methods of Teaching; Problem Solving, Discovery Approach, Panel discussion, conference, Workshop, Seminar, symposium and Online teaching and evaluation.
- Micro Teaching, Team teaching, Diagnostic & Remedial Teaching.

Unit V *Innovations in Educational Technology* **(12 Lectures)**

- Multimedia in Education: Computer Assisted Instruction (CAI), Tele-Conferencing, Programmed Instruction, Satellite Communication, Internet and use of multimedia presentation, web 2.0 tools, Open education resources and Information and communication technologies, ethical, social and technical issues.
- Recent trends in Educational Technology
- Issues in context: Differently abled learners, teacher replacing technology, learner's interpersonal relationship and technology

Selected Readings:

- Bloom, B.S. et. (Eds.) :Taxonomy of Education Objectives: Handbook I, The Cognitive Domain.

- Bloom, B.S. et. (Eds.) :Taxonomy of Education Objectives: Handbook II, The Affective Domain.

- Joyce, Bruce and Weil, Marshal (2003): Models of Teaching, Prentice Hall of India Pvt. Ltd., New Delhi.

- Green Thomas, F. (1998): The Activities of Teaching, McGraw Hill Company, London,

- Gronlund, Norman E. (1976): Measurment and Evaluation in Teaching, Mac Millan Publishing Co. Inc, London

- Gronlund, Norman E. (1976): Stating Behavioural Objectives for Class-room Instruction, Mac Millan Publishing Company, London

- Peter, Laurence J.: 'Perspective Teaching', MacMillan Publishing Co. Inc, London

- Sharma, R. A.: Shikshan Takanik; Modern Publisher, Meerut.

- S. P. Kuklshresth: Shaikshik Takniki ke Mul Adhar, Vinod Pustak Mandir, Agra

- Weil, M & Joyce, B. (1979): Information Processing Models of Teaching. Prentice Hall Inc., New Jersey.

Paper IV - Curriculum Development
(BEDU C 114)

L	T	P	C
4	0	0	4

Course Objectives:

- To enable the students teachers to development an understanding about important Principles of Curriculum Construction.
- To help student teachers understand the bases and determinants of curriculum.
- To orient the Student Teachers With curriculum design, Process and construction of curriculum development.
- To acquaint Student teacher with curricular content, curriculum implementation and process of curriculum evaluation.
- To help student teacher understand issues, trends and researcher in the area of curriculum in India.

Course Content:

Unit I *Concept of Curriculum*   10 L

- Meaning, definition & scope of curriculum.
- Curriculum, syllabus & course of study
- Indian school's curriculum at Primary, Secondary & Higher Secondary stages. (National curriculum)
- Types of Curriculum.

Unit II *Foundations of curriculum development:*   10 L

- Philosophical, Sociological, Psychological, Historical & Cultural foundation of Curriculum development.
- Place of values, ideals, believes & traditions in Curriculum.
- Social, Cultural Heritage & Curriculum.
- Characteristics of Curriculum in a Democratic Society.
- Development of Patriotism & National Consciousness & Curriculum.
- Development of world outlook & Curriculum.

Unit III *Organization of Curriculum*   14 L

- Pattern or design of Curriculum Organization.
- Principles of curriculum construction.
- Main steps of curriculum development (process).
- Phases of Curriculum Development.
- Participants & agencies for curriculum development.
- New Trends in Curriculum.
- Some notable Indian Experiments regarding Curriculum organization: Shanti Niketan, Gurukul Education System & Basic Education.

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Unit IV *Models of Curriculum Development:*   14 L

- Meaning, definition & types of Curriculum Development Model.
- Objectives Model, Process Model.
- Situational Model, General Model.
- Organizational Model (M.S. Huck)
- Functional Model (J.F. Kerr).
- Hilda- Taba's (Comprehensive Evaluation Curriculum Model)
- Saran's Model.
- Implication of recommendations of Kothari commission & New National Education Policy 1986 or curriculum development & change at different stage of Education.

Unit V *Curriculum Evaluation:*   12L

- Evaluation process of Curriculum.
- Meaning & definition of Curriculum change.
- Current forces affecting Curriculum change.
- Main obstacles in curriculum change.

References:

Bloom. B.S. et. Al (Eds.) Taxonomy of Education Objectives: Handbook I, the Cognitive Domain.

Bloom, B.S. et. Al (Eds.). Taxonomy of Education Objectives, Handbook II, The Affective Domain.

Govt. of India Ministry of Education, the Improvement of Curriculum in India School, NCERT, New Delhi

Sharma, R.A. Curriculum Development. Meerut Lall Book Depott. Meerut.

Bhalla, Navneet (2007). Curriculum Development. Authorspress

Yadav, Siyaram (2014). *Pathyakram Vikas* . Agra : Vinod Pustak Mandir

Wiles, Jon W. & Joseph C. Bondi (2009). Curriculum Development: A Guide to Practice (8th Edition). London : Crowin Press

Wiles, Jon W (2009). Leading Curriculum Development. London : Crowin Press.

B. ED. (2 YEAR PROGRAMME) SEMESTER-I
CORE COURSE-V
[BEDU-CC-115] UNDERSTANDING DISCIPLINE AND SUBJECTS

L	T	P	C
2	0	0	2

Objectives of the Course:

- To interrogate existing terminology, constructs and notions of pedagogic practice, such as child-cantered learning, discovery learning, activity-based learning, intelligence (IQ) etc.

- To engage student-teachers with epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.

Course Content:

Unit I: Knowledge and Methods of Enquiry   (10 Lectures)

- Disciplinary Knowledge: Nature and Scope
- Interdisciplinary Knowledge: Nature, Scope and Need
- Knowledge as Construction of Experience; Case examples from School Subjects
- Knowledge as distinct from Information; Case examples from School Subjects
- Methods of Inquiry, Scientific Thinking, Social Scientific Thinking, Mathematical Thinking, Critical Thinking
- Language, Social Relations, Power, Identity and Thinking (Relationship and Interface with Knowledge)

Unit II: Learner and their Contexts   (10 Lectures)

- Interface between Knowledge, Subjects, Curriculum, Textbooks, Linguistic background of learners
- Alternative Frameworks of Children's Thinking
- Child and Adult Misconceptions: Meaning, Scope in a Classroom, Processes to be used to Dispel Misconceptions.
- Everyday Concepts and Situated Cognition.
- Pedagogical Perspective and Concerns of Inclusive Education in Schools

Unit III Pedagogic Practice and the Process of Learning

- Critical Examination of Terminology and Notions associated with Child-centred Education
- Critical understanding of standardised pedagogic methods: concept-formation; enquiry-based learning; project-based learning etc

B. ED. (2 YEAR PROGRAMME) SEMESTER-I
CORE COURSE-VI
[BEDU-CC-116] EPC-1 READING AND REFLECTING ON TEXT

L	T	P	C
1	0	2	2

Course Objectives:

- An understanding of the needs and importance of reading and writing.
- To enhance the professional capacities of a student teacher.
- To develop competencies of Reading skills.
- To develop competencies of writing skills.
- To enable student-teachers to become more conscious of their responses to experiences,
- Observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.
- To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors those have shaped their aspirations and expectations.

Course Content:

Unit I *Engaging with Narrative and Descriptive Accounts*   (10 Lectures)

- The selected texts could include stories or chapters form fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories
- Process of reading, skimming and Scanning, Narrative text, Expository text, reading a wide variety of texts, including empirical, Conceptual and Historical, Policy Documents.
- Reading a text, Enhance capacities as readers, newspapers, magazines, journals and computer. Framing questions to think about.
- Readings interactively individually and in small groups, use of dictionary, Diagnosis of readings skills deficiencies and remedial teaching.

Unit II *Mechanics of Writing and Elements of Good Writing*   (10 Lectures)

- Mechanics of Writing and Elements of Good Writing (e.g. Coherency and cohesion).
- Nature and Style of Writing Combining reading and Writing for the Development of Critical Skills.
- Writing –Words: Sentences and Paragraphs, Role of Language and Pedagogy, Writing Across other Subjects.
- Writing messages: writing messages, notices, Circulars, Invitations, Biodatas, agreement/disagreement, Opinion.

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- Writing Composition: –Letters, Types of Letters, Essays, Reports, Autobiographical narratives, Field notes, Ethnographies. Formal and Informal writing. Assignments, Variety of texts, Activities for Writing, dialogues, short poems and short skills, writing within the context of other ideas.

Practical/Assignments (Any two)   (20 Practical)

- Prepare a feedback form for parents and for teachers focusing on differences in the two forms due to different intent and audience.

- Develop a short journal of graphical representation of Hindi and English newspapers articles on school education.

- Visit a book store for young children, go through the available reading material including exercise books, puzzles etc. and make a list of useful material for developing early literacy skills.

- Writing reflecting statements of aspirations and expectations based on one's learning so far in the course.

- Writing an Educational Autobiography.

Selected Readings:

- Anderson, R.C. (1984). Role of the reader's schema in comprehension learning and memory. In R.C. Anderson, J Osborn & R.J. Tierney (Eds.), learning to read in American Schools: Basal Readers and content texts, Psychology Press.

- Bhatt, H (n.d). The diary of a school teacher. An Axim Premji University Publication. Retrived from www.arvindguptatoys.com/arvindgupta/diary-schoolteacher-eng.pdf.

- Grellet, F (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension exercises. Cambridge University Press.

- Sabyasach; B. (1997). The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore. National Book Trust.

- Tagore, R. (2003) Civilization and progress. In Crisis in civilization and other essays, New Delhi: Rupa & Co. 38

- Vygotsky, L. (1997) Interaction between Learning and Development. In M. Gauvain & M. Cole (Eds.) Readings on the Development of Children, New York: WH Freeman & Company.