

ORIENTAL UNIVERSITY, INDORE



**Syllabus for
BACHELOR OF EDUCATION**

Two year

B.ED. DEGREE COURSE

I, II, III & IV Semesters

SYLLABUS

Bachelor of Education (B.Ed.) Course

Compulsory Paper

Semester – I

BED-101 Childhood & Growing Up

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 differentia 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

- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development,

Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.

- Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29.
- 6. Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Readings for Discussion 1. Aries, P. (1965). Centuries of Childhood-A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
- 2. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student s handbcook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.

Advanced readings

- Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford.
- Nambissan, G. (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.
- Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.
- Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (ed). The Psychology of Women. Harvard University Press Cambridge, 206-226.
- Weiner, M. (1991). The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.

BED-102 Education in India- Status, Problems and Issues

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., Education during Post Independence Period. Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992,
- ☐ 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.,
- ☐ Secondary School Teacher Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.
- ☐ 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 importance 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:

- Anand C. L. *et al.*, (1993) *Teacher and Education in the emerging Indian society*
NCERT New Delhi.
- Coombs Philips H (1985) *The World Crisis in Education*. New York. Oxford University Press, New York
- Delors, Jaques (1996) *Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century UNESCO*.
- Dewey I (1952) *Experience in Education*, Collier Macmillan.
- Dewey S (1956) *Democracy in Education* New York: Macmillan.
- Gandhi M. K. (1956) *Basic Education*, Ahmedabad Nalijiban.
- Government of India (1952) *Report of the Secondary Education Commission*, New Delhi:- Ministry of Education.
- Government of India (1966) *Report of Education Commission Ministry of Education*, New Delhi.
- Government of India MHRD (1986) (Revised 1992) *National Policy of Education*. New Delhi.
- Government of India (1992) *Report of Core Group on Value Orientation of Education Planning Commission*.
- Kneller G. F. (1978) *Foundation of Education*. New York: Johri Willy and Sons.

Kneller George (1978) *Introduction to Philosophy of Education*, New York: John Willey and Sons INC.

Mani R S. (1964) *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.

Mathur S.S. (1988) *A Sociological Approach to Indian Education*, Agra. Vindo Prakashan.

Mookherjee K.K. (1972) *Some Great Educators of the World*. Fas Gupta & Ce Put Ltd. Calcutta.

Mukherjee S. N. (1966) *History of Education in India*, Baroda. Acharya Book Depot.

Naik J. P. and Syed N (1974) *A Student's History of Education in India*, New Delhi. Macmillan Co.

Naik J. P. (1975) *Equality, Quality & Quantity: The Elusive Tringle of Indian Education* Bombay : Allied Publishers.

NCTE (1988) *Gandhi on Education* , New Delhi

Salamaliha(1979) *Education in Social Context*. New Delhi. NCERT.

BED-103 Language across the curriculum Part 1

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 :

1. Bose, R. B. N. & Sterling, T. S. : Elements of English Rhetoric and Prosody; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.
2. Bright, J. A. & McGregor, G. P.; Teaching English as a Second Language, ELBS & Longman, London, 1978.
3. Brumfit, C. J. & Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979. 4. Heaton, J. B. : Language Testing, Modern English Publication Ltd., Great Britain, 1982.
5. Hornby, A. S. : Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.
6. Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
7. Johnson, K. : Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.

8. Jones, D. : English Pronouncing Dictionary, ELBS, London, Latest Edition.
9. Kemp, et al.; Designing Effective Instruction, Macmillan College Publishing Company, 1994.
10. Krashen, S.; Second Language, Acquisition and Second Langu., Learning, Pergamum Press, New York, 1979.

Suggested Reading:

- Agnihotri, R.K., Khanna, AL, 1994(Eds). Second Language Acquisition: Socio-Cultural andLinguistic Aspects of English in India(RALI), New Delhi, Sage Publication
- Baruah, T.C. 1984, The English Teachers Handbook, New Delhi, Sterling Publishers.
- Bansal, R.K. and Harrison, J.B., 1972: Spoken English in India, Madras, Orient Longman
- Brown, J.D. 1996: Testing in Language Programmes, Upper Saddle River, NJ, Prentice HallRegents
- Chomsky, N. 1986. Knowledge of Language, New York ,Praeger
- Crystal David, 1997. Globalization of English, Cambridge; Cambridge University Press
- Ellis, R. 1992, The Study of Second Acquisition, Oxford, Oxford University Press
- Khulchandani, L.M. 1988: Language in a plural society, Delhi, MotiramBanarasidas and Shimla
- Lewis.M. 1993, The Lexical Approach: The State of ELT and a way Forward, Hove: LanguageTeaching Publications.
- Lock, G. 1996. Functional English Grammar, Cambridge: Cambridge University Press
- 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
- NCERT, 2005. National Curriculum Framework, 2005, New Delhi Nuna,
- D. 1991, Language Teaching Methodology, London Prentice Hall

Richards, J.C, and Rodgers, T.S. 1986, Approaches and Methods in Language Teaching, University of Hawaii, Honolulu: Cambridge University Press

Vygotsky, L.S. (1978), Mind in Society, Harvard University Press: Cambridge.

Widdowson, H.G. 1992, Aspects of Language Teaching, Oxford University Press

BED-104 Curriculum Development & School

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:

- ☐ Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books their interrelationship. Issues and problems of existing curriculum.

UNIT II:

- ☐ Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc.

UNIT III:

- ☐ Steps of Designing different Curriculum. Selection, Gradation and Organisation of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

UNIT IV: PRACTICALS

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

REFERENCES

- ☐ Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.
- ☐ Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.

- Eccles tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.
- Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child. New York: Maxwell McMillan International, 1994.
- Hooper, R.: The Curriculum Context, Design and Development. The Chaucer Press Ltd., Great Britain, 1977.
- Kaushik, S.L.: Shikshakram Vikas. Rajasthan Granth Academy. Jaipur, 1977.
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- Kerr, J.E. (Ed.): Changing the Curriculum. University of London Press Ltd., London, 1970.
- Lawton, D.: Class, Culture and the Curriculum. Routledge and Kegan Paul Ltd., London, 1975.
- Lowy, A. (Ed.): Handbook of Curriculum Evaluation. International Institute for Educational Planning, New York, 1977.
- Lowy, A.: The International Encyclopaedia of Curriculum. New York: Pergamum Press, 1991.
- Mamidi, M.R. and Ravishankar: Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983.
- Nichols, S.H. and Nichols, A.: Developing Curriculum. George Allen and Unwin, Boston, London, 1976.
- Oriosky, D.E. and Smith, B.D.: Curriculum Development Issues and Insights. Rand McNally College Publishing Company, USA, 1976.
- Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kanishka Publishers, 1997.
- Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., London. 1973.
- Saylor, J.G. and Alexander, W.H.: Curriculum, Planning for Modern Schools. London: Holt, Rinehart and Winston, Inc., 1966.
- Wiles, Jon. & Bondi, Joseph C.: Curriculum Development A Guide to Practice. London: Charles E. Merrill Publishing Co., 1984.

BED-105 EPC 1 READING AND REFLECTING ON TEXTS

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 gist and local comprehension
- ☐ Inferences, analysis and extrapolation
- ☐ Reading strategies including word-attack strategies
- ☐ Discourse analysis
- ☐ Using reading as a tool for reference skills – 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

1. Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press

2. Maley, A. & Duff, A. (1991). Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.). Cambridge: Cambridge University Press.

3. Morgan, J. & Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.

4. Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

Advanced Readings

1. Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press

2. Richards, J. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press

3. Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press