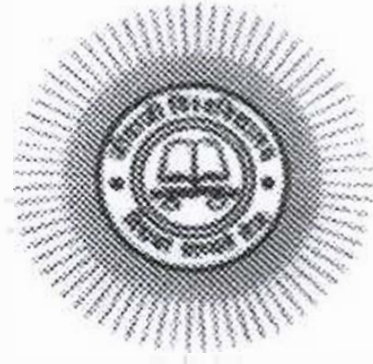


जीवाजी विश्वविद्यालय, ग्वालियर

JIWAJI UNIVERSITY, GWALIOR



**SYLLABUS**

**FOR**


**TWO YEARS (FOUR SEMESTER)**

**B.ED. COURSE  
For 1st Semester**

**2020- 21**

**ACADEMIC YEAR AND ONWARDS**

  
Dr. Vivek Bapat  
Dean: Jiwaji University, Gwalior.

  
Dr. Vinod Singh Bhadoria  
Chairman – Board of Studies, Education Page 1

**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, analyze 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 I: Perspectives in Development:**

- Concept, Meaning, Scope and Function of 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 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 II: Stages of Human Development:**

- Child as a developing individual; a psycho-social entity; stage 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 up in dalit household.

### **Unit III: 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 IV: 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 peer: 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 publication. 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), 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 handbook*. New York: Taylor & Francis. Chapter 1: 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.



**CC 102: Education in India – Status, Problems and Issues**

Max. Marks - 100  
External Marks - 75  
Internal 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 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 I: 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 – Information, Formal and Non-formal.

**Unit II: Salient Features of Ancient Indian Education –**

- Vedic, Buddhist, Jainism, Islamic
- Tradition in Education. (Specially Gurukul System)
- Major Landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims, Structure, Curricula and Methods of Educations.
- Efforts towards evolving a national system of Education.

**Unit III: Ancient Education System of India –**

- Ancient education system of India: A Way of Life
- Vihars and Universities: Nalanda University, Takshashila or Taxila University, Vikramshila University, Morena Golden Triangle University and Nagarjuna Vidyapeeth.
- Role of Teacher
- Role of Community
- Continuation of Indian Education System

**Unit IV: 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 and National Education Policy 2020.
- Different streams of Secondary Education (1) C.B.S.E. (2) I.C.S.C. 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 V: 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 organization 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 school.

### References:

- Anand C.L. et al., (1993) Teacher and Education in the emerging Indian society NCERT New Delhi.
- Government of India (1952) Report of the Secondary Education Commission, New Delhi: - Ministry of Education.
- 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.
- Mani R.S. (1964) Educational Ideas and Ideas of Gandhi and Tagore, New Book Society, New Delhi.
- Mathur S.S. (1988) A Sociological Approach to Indian Education, Agra. Vinod Prakashan.
- NCTE (1988) Gandhi on Education, New Delhi.

**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 I: Nature and function of Language –**

Language: Meaning and Concepts, Function of Language, Role of Language Across Curriculum, Theories of Language Learning, Teaching language as skill rather than knowledge Subject, Barriers in using language and strategies in overcome them.

**Unit II: Language and Education –**

Relation between language and education, significance of the general notion that teaching cannot take place in a language – free environment, Proficiency in a language, language as an imperative for all teachers, language as an medium of teaching.

**Unit III: Language diversity in classroom –**

Learning mother tongue- first language, significance of first language, Role home importing mother tongue, Second language – Significance Teaching second language, Using first and second language in the classroom teaching, Tri language system, Implementation tri language system as a New Education policy 2020.

**Unit IV: Multilingualism –**

Multilingualism: concept, Meaning, definition and importance. Multilingualism: relation with language and culture. Multilingualism as a resource. Language Ecology, language background of the students.

**Unit-5: Dynamics of Language -**

Power Dynamics of the standard language as the school language vs home language ( mother tongue ) or Dialects; deficit theory; Discontinuity theory.

**Mode of Transaction:**

Lecture, Discussion, debate, conversion, Exercise, Dramatization, Assignment and language game.

**References:**

- Akkinaso, f. N. (1992). Schooling, language and Knowledge in literate and non-literate societies. Comparative Studies in Society and History, 34, 1, 68-109.
- Borodotsky, L. (2001). Does Language Shape Thought? Mandarin and English Speakers' Conceptions of Time. Cognitive Psychology 43, 1-22
- Brown, R. (1973). A first language. Cambridge, MA: Harvard University Press.
- Buhler, J. G. (1898). On the origin of the Indian brahma alphabet. Strassburg: K. J. Trübner.

- Daniels, P. T. (2003) Writing system. In M. Aronoff & J. Rees-Miller (Eds.) The handbook of Linguistics (pp. 43-80). Oxford: Blackwell.
- DayTmaslation (n. d.). World languages. <https://www.daytranslations.com/world-languages>
- Dua, H. R. (2008). Ecology of multilingualism: language, culture and society. Mysore: yashoda publication.
- Dwivedi, K. D. (2010) Bhasha-Vigyan evam Bhasha-Shastra (12th ed. Hindi). Varanasi: Vishwavidyalay Prakashan.
- Ethnologue (2017). Language of the world. Available on <https://www.ethnologue.com/browse/names/10>. Fillmore, L. W. and Snow, C. E. (2000). What teacher need to know about language. Washington DC: Centre for Applied Linguistics.
- Garcia, O. (2009). Bilingual education in 21st century: global perspective. West Sussex (UK): Wiley-Blackwell.
- Richards, J. C., & Renandya, W. A. (2002). Methodology in language teaching: anthropology of current practice. New Delhi: Cambridge University Press.
- Rymer, R.(2012). Vanishing Voices, National Geographic (July). Available on <http://ngm.nationalgeographic.com/2012/07/vanishinglanguages/rymer-text>
- Sharma, R. (2010). Bhasha aur samaaj (7<sup>th</sup> ed. Hindi). New Delhi: Rajkamal Publication.
- Sixtyvocab.com (n.d.). How Many Alphabets are there in the World? <http://www.sixtyvocab.com/blog/many-alphabets-world/>



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**CC 104: Curriculum Development & School**

Max. Marks - 100  
External Marks - 75  
Internal Marks - 25

**Objectives:**

- 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, Definition and scope**

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

**Unit II: Curriculum: Construction and Design**

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: Implementation of Curriculum**

Steps of Designing different Curriculum. Selection, Gradation and Organization of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

**Unit IV: Principles of Curriculum construction**

Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests)

**Unit V:** Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies

**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.
- 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, Josph C.: Curriculum Development – A Guide to Practice, London: E. Merrill Publishing Co., 1984.



**EPC 105: READING AND REFLECTING ON TEXTS**

Max. Marks - 50  
External Marks - 30  
Internal Marks - 20

**Objectives:**

- To enable the students to read and response to a Varsity 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 stories, poems, riddles, jokes and instructions for games.

**Unit II: Reading with Comprehension**

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

**Unit III: Types of Text**

- Narrative text
- Autobiographical Narratives
- Ethnographies
- Expository
- Field Notes
- Addressing different types of skills and strategies

**Mode of Transaction**

- Participating in tasks and activities to improve proficiency in the receptive and productive of English.
- Text analysis of school textbooks to improve skills in critical literacy.
- “Reflecting on one” shown learning to make connections with pedagogy.

**Essential Readings:**

1. Lightbown, P.M. & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press.
2. Morgan, J. & Rinvolveri, M. (1983). Once upon a time: Using stories in the language classroom: Cambridge, Cambridge University Press.

**Advanced Readings:**

1. Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press.
2. Slatterly, M. Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press.

