



**Eklavya University, Damoh**

# **Syllabus**

**Bachelor of Education  
(B.Ed.)**

**School of Education and Library Science**



**BACHELOR OF EDUCATION**  
**(B.Ed.)**

**This Syllabus is**  
**Approved by Board of Studies of**  
**EKLAVYA UNIVERSITY, DAMOH (MP)**

*P. K. K.*

*Atiwal*

*P. S. M.*

*Drum*



## BACHELOR OF EDUCATION (B.Ed.)

### VISION STATEMENT OF EKLAVYA UNIVERSITY

Eklavya University will transform lives and communities through learning.

### MISSION STATEMENT OF EKLAVYA UNIVERSITY

- Nurture achievers in life and careers through a value based, industry relevant and future ready education.
- Emphasize research, interdisciplinary learning and practical hands on education.
- Equip every student with the required social and technical skills to achieve employment generation.
- Provide a holistic education deeply rooted in the ways of the traditional Gurukul system.
- Bring quality education within the reach of every individual, by committing to the achievement and maintenance of excellence in education, research and innovation.
- Create and disseminate knowledge through research and creative inquiry.
- Serve students by teaching them problem solving, leadership and teamwork skills, lateral thinking, commitment to quality and ethical behavior.
- Create a diverse community, open to the exchange of ideas, where discovery, creativity and personal and professional development is encouraged and can flourish.
- Contribute to the social fabric and economic health of the Bundelkhand region, the state and the country at large, by enhancing and facilitating economic empowerment, providing equal opportunities and employment generation.

*Prakash*

*PSM*

*Donor*

*Atish*



## BACHELOR OF EDUCATION (B.Ed.)

### VISION STATEMENT OF DEPARTMENT

To initiate transformation and includes engaging in the continuous learning necessary in a rapidly advancing world, identifying and addressing critical issues related to the education of all people and using technology to broaden and support learning opportunities.

### MISSION STATEMENT OF DEPARTMENT

The mission of the department is to build a better future for all. This includes individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective professionals as we engage in outstanding teaching, innovative and impactful research and meaningful outreach. Our Core values includes; Excellence, Diversity and Student Focus.

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*Arjun*

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## BACHELOR OF EDUCATION (B.Ed.)

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

- Teacher Educators will adopt modern techniques for teaching skill development.
- Teacher Educators will be dedicated teachers for improvement of the school education system in the country.
- Teacher Educators will be trained towards achieving excellence on academic, social, mental, physical, moral and cultural fronts.
- Teacher Educators will enhance their competence and knowledge construction abilities in creating positive learning atmosphere in schools.
- Teacher Educators will be sensitized on the issues related to environmental protection.

*Prakash Datta*

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*Arjun*

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**PROGRAMME OUTCOMES (POs)**

- Develop teachers who have knowledge on socio and psychological perspectives of the learner, pedagogical knowledge and skills for effective teaching learning process.
- Preparing professionally trained teachers.
- Building requisite attitude and values of teaching profession among its students.
- Develop teachers who are professionally equipped with skills and competencies for changing technological needs and global concerns.
- Build the right attitude and values needed for teaching profession.

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## BACHELOR OF EDUCATION (B.Ed.)

### PROGRAMME SPECIFIC OUTCOMES (PSOs)

- Develop critical thinking among teacher educators on psychological, social and philosophical perspectives so that they can build future citizens with critical and scientific mind.
- Develop Social awareness and skills in teacher educators who can be leaders and agents of social change and transformation in society.
- Develop scientific temperament and ICT knowledge in teacher educators for changing technological challenges and globalization demands.
- Develop humanitarian values and ethics that can shape future generations with competencies as well as values.

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*Daraz*

*Shim*

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*Arshad*

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# Bachelor of Education (B.Ed.)

## SEMESTER-I

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# EKLAVYA UNIVERSITY, DAMOH (M.P)

## Scheme of Examination

### B.Ed.-Sem I

#### Subject wise distribution of marks and corresponding credits

No.	Subject Code	Subject Name	Maximum Marks Alloted					Total Marks	Contact Periods Per Week			Total Credits
			Theory Slot			Practical Slot			L	T	P	
			Final	Mid Sem	Assignment/ Attendance	End Sem	Lab work/ sessional					
4	BBEDU20S101	Childhood and Growing Up	60	30	10	0	0	100	6	0	0	6
5	BBEDU20S102	Education in India, Status Problem and Issues	60	30	10	0	0	100	6	0	0	6
6	BBEDU20S103	Language across the Curriculum	60	30	10	0	0	100	6	0	0	6
7	BBEDU20S104	Curriculum Development and School	60	30	10	0	0	100	6	0	0	6
8	BBEDU20S105	Reading and Reflecting on Texts	0	0	0	60	40	100	8	0	4	12
			<b>240</b>	<b>120</b>	<b>40</b>	<b>60</b>	<b>40</b>	<b>500</b>	<b>32</b>	<b>0</b>	<b>4</b>	<b>36</b>

**Induction programme of three weeks(MC): Physical activity, Creative Arts, Universal Human Values, Literary, Proficiency Modules, Lectures by Eminent People, Visits to local Areas, Familiarization to Dept./Branch & Innovations.**

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Course Code	<b>CHILDHOOD &amp; GROWING UP (First Semester)</b>	L	T	P	C
BBEDU20S101		6	0	0	6
Pre-requisite	Nil	Syllabus version 100 Marks			

### Course 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

### Course Outcome

- To know about the various developmental stages.
- To create an awareness about the heredity, environment, social and cultural factors of development process.
- To acquaint with the various theories of motivation, attention and interest.
- To understand the nature of intelligence with theoretical implications.
- To develop the skills for identifying and nurturing creativity.

### Student Learning Outcomes (SLO)

- Students received information about childhood and child development and its stages.

#### Unit-I Perspectives in Development

- Concept, Meaning, Scope and Functions 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 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

18  
Hrs

#### Unit-II Stages of Human Development

- Child as a developing individual, a psycho-social entity, stages of development

18  
Hrs

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	<ul style="list-style-type: none"> <li>➤ Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language and their interrelationships</li> <li>➤ Developmental tasks of childhood and adolescence and their implications</li> <li>➤ Factors influencing development such as heredity &amp; environment, media, nutrition, child-rearing practices, siblings and peers</li> <li>➤ 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</li> </ul>	
<b>Unit-III</b>	<b>Social and Emotional Development</b> <ul style="list-style-type: none"> <li>➤ Basic understanding of emotions, how differential gender socialization occurs</li> <li>➤ Personality development: Freud, psycho-social development-Erikson, influence of early childhood experiences on later personality</li> <li>➤ Social theories and gender development: meaning of gender roles, influences on gender roles, stereotypes, gender in the playground</li> <li>➤ Development of emotions: functions of emotions, attachment-Bowlby.</li> </ul>	<b>18 Hrs</b>
<b>Unit-IV</b>	<b>Contexts of Socialization-I</b> <ul style="list-style-type: none"> <li>➤ Concept of socialization: family and child relationships, parenting, child rearing practices</li> <li>➤ Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement, being out of school, overage learner</li> </ul>	<b>18 Hrs</b>
<b>Unit-V</b>	<b>Contexts of Socialization-II</b> <ul style="list-style-type: none"> <li>➤ Relationships with peers: friendships and gender, competition and cooperation, competition and conflict, aggression and bullying from early childhood to adolescence.</li> <li>➤ Social, economic and cultural differences in socialization: implications for inclusion.</li> </ul>	<b>18 Hrs</b>
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>		
<b>Text Book(s)</b>		
<ul style="list-style-type: none"> <li>• Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford.</li> <li>• 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.</li> <li>• Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.</li> <li>• 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.</li> <li>• Weiner, M. (1991). The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.</li> </ul>		
<b>Reference Books</b>		
<ul style="list-style-type: none"> <li>• Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New</li> </ul>		

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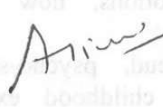

*Arin*

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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.

18 Hrs	Unit-17 Contexts of Socialization-I > Concept of socialization: family and child relationships, parenting, child rearing practices > Sociological perspective: influence, school, culture, relationships with teachers, teacher expectations and school achievement, being out of school, average learner
18 Hrs	Unit-18 Contexts of Socialization-II > 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 teachers
* Refer: Pigeon Class Room, Case Discussion, Lectures	
Test Bank(s)	
<ul style="list-style-type: none"> <li>* Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford.</li> <li>* Nathanson, G. (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children. Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and IADRHP.</li> <li>* Kakkar, S. (1991). The Inner World: A psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.</li> <li>* Sarda, J. Ram (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Wadsworth, (ed), The Psychology of Women. Harlow: Lawrence Erlbaum Associates, 200-220.</li> <li>* Weiner, M. (1991). The state and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.</li> </ul>	
Reference Books	
<ul style="list-style-type: none"> <li>* Cole, M., Cole, S. R. and Lightfoot, C. (2000). The Development of Children. New</li> </ul>	






Course Code	EDUCATION IN INDIA- STATUS, PROBLEMS AND ISSUES	L	T	P	C
BBEDU20S102		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To develop perception of the role and functions of a teacher as envisaged in the NPE- 1986, POA- 1992, NEP-2020 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.</li> <li>To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.</li> <li>To develop an understanding of the objectives and scope of Secondary Education.</li> <li>To develop an awareness of the professional ethics.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>Understand the socio-political-educational movements related to making of educational Indian society.</li> <li>Be able to observe and critically analyze the diversity in the Indian society and reflect on the utility of contemporary educational policies and programs highlighting the impediments in achievement of constitutional values.</li> <li>Identify the major crisis in elementary and secondary education particularly stratification of education and ponder over necessary social and political interventions to meet those challenges</li> <li>Be able to develop vision and practice of education in light of constitutional aspirations of the Indian society and shape one's attitude and skills as a teacher for future course of action in school and society.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>Students received information about the problems and issues of Indian education.</li> </ul>					
<b>Unit-I</b>	<b>Concept of Education</b> <ul style="list-style-type: none"> <li>➤ Indian and Western: Aims of Education, Functions of Education</li> <li>➤ Education as an instrument of Social Control, Social Change, Preservation of Cultural Heritage and Values</li> <li>➤ School and the society, Culture and Education, School as a Social System</li> <li>➤ Agencies of Education: Informal, Formal and Non-formal</li> </ul>	<b>18 Hrs</b>			
<b>Unit-II</b>	<b>Salient Features of Ancient Indian Education</b> <ul style="list-style-type: none"> <li>➤ Vedic, Buddhist, Islamic Tradition in Education</li> <li>➤ Major landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims, Structure, Curricula and Methods of Education</li> <li>➤ Efforts towards evolving a national system of Education</li> </ul>	<b>18 Hrs</b>			
<b>Unit-III</b>	<b>Secondary Education-I</b> <ul style="list-style-type: none"> <li>➤ General Aims and Objectives of Secondary Education and Structure, Education during Post Independence Period</li> <li>➤ Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission 1964-66, National Policy on Education (NPE)-1986 with Programme of Action (POA) 1992, National Education Policy (NEP)- 2020</li> </ul>	<b>18 Hrs</b>			

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<b>Unit-IV</b>	<b>Secondary Education- II</b> ➤ Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.E. and 3) MPBSE with respect to curriculum, Examination System etc. ➤ Secondary School Teacher: Qualifications, Competences, Job Profile, Professional Code of Ethical conduct ➤ Role of Secondary school teacher in Emerging India	<b>18 Hrs</b>
<b>Unit-V</b>	<b>Teacher Education and Secondary School Curriculum</b> ➤ Status, Aims and Objectives of Teacher Education in India ➤ Role and Responsibilities of NCTE, NCERT, SCERT, 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.	<b>18 Hrs</b>
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>		
<b>Text Book(s) &amp; Reference Books</b>		
<ul style="list-style-type: none"> <li>• Anand C. L. et al., (1993) Teacher and Education in the emerging Indian society NCERT New Delhi.</li> <li>• Coombs Philips H (1985) The World Crisis in Education. New York. Oxford University Press, New York</li> <li>• Delors, Jaques (1996) Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century UNESCO.</li> <li>• Dewey I (1952) Experience in Education, Collier Macmillan.</li> <li>• Dewey S (1956) Democracy in Education New York: Macmillan.</li> <li>• Gandhi M. K. (1956) Basic Education, Ahmedabad Nalijiban.</li> <li>• Government of India (1952) Report of the Secondary Education Commission, New Delhi:- Ministry of Education.</li> <li>• Government of India (1966) Report of Education Commission Ministry of Education, New Delhi.</li> <li>• Government of India MHRD (1986) (Revised 1992) National Policy of Education. New Delhi.</li> <li>• Government of India (1992) Report of Core Group on Value Orientation of Education Planning Commission.</li> <li>• Kneller G. F. (1978) Foundation of Education. New York: Johri Willy and Sons.</li> <li>• Kneller George (1978) Introduction to Philosophy of Education, New York: John Willey and Sons INC.</li> <li>• Mani R S. (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.</li> <li>• Mathur S.S. (1988) A Sociological Approach to Indian Education, Agra. Vindo Prakashan.</li> <li>• Mookherjee K.K. (1972) Some Great Educators of the World. Fas Gupta &amp; Ce Put Ltd. Calcutta.</li> <li>• Mukherjee S. N. (1966) History of Education in India, Baroda. Acharya Book Depot.</li> <li>• Naik J. P. and Syed N (1974) A Student's History of Education in India, New</li> </ul>		

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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.

**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.

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*Dhruv*

18 113	<p>Engaging With Narrative and Descriptive Accounts - I</p> <p>The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts or even well-produced comic strip stories, suggested Activities</p> <p>Reading for comprehending and visualising the account (individual plus group reading and discussion/ explanation)</p> <p>Retelling the account - in one's own words from different points of view (taking turns in a smaller group)</p>	Unit-I
18 113	<p>Engaging With Narrative And Descriptive Accounts- II</p> <p>Reading/ describing a related account from one's life experience (in front of a smaller group)</p> <p>Discussion of characters and situations - sharing impressions and points of view (in a smaller group)</p> <p>Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task)</p>	Unit-II
18 113	<p>Engaging With Popular Subject-Based Expository Writing</p> <p>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, technology/language pieces)</p> <p>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</p>	Unit-III

*Palak* *Arun* *Sum* *Dhruv*

Course Code	LANGUAGE ACROSS THE CURRICULUM-I	L	T	P	C
BBEDU20S103		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>• Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking as well as for expression and communication.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>• To understand the language background of students as first or second language users of the language used in teaching the subject.</li> <li>• To understand the nature of classroom discourse and to know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.</li> <li>• To develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.</li> <li>• To develop competence in analyzing current school practices and their impact on learning and to come up with appropriate alternatives to the current practices.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>• Student gained knowledge about the curriculum across languages.</li> </ul>					
<b>Unit-I</b>	<b>Engaging With Narrative and Descriptive Accounts- I</b>				<b>18 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts or even well-produced comic strip stories, Suggested Activities</li> <li>➤ Reading for comprehending and visualizing the account (individual plus group reading and discussion/ explanation)</li> <li>➤ Re-telling the account- in one's own words/ from different points of view (taking turns in a smaller group)</li> </ul>				
<b>Unit-II</b>	<b>Engaging With Narrative And Descriptive Accounts- II</b>				<b>18 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Narrating/ describing a related account from one's life experience (in front of a smaller group)</li> <li>➤ Discussion of characters and situations- sharing interpretations and points of view (in a smaller group)</li> <li>➤ Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task)</li> </ul>				
<b>Unit-III</b>	<b>Engaging With Popular Subject-Based Expository Writing</b>				<b>18 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ 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)</li> <li>➤ 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.</li> </ul>				

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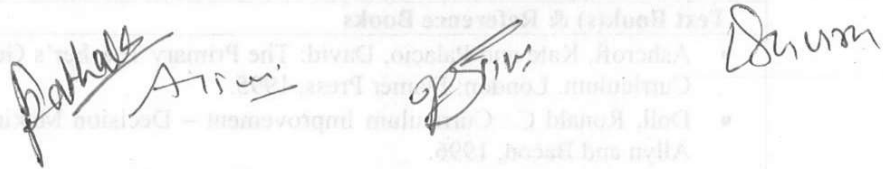
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<b>Unit-IV</b>	<b>Suggested Activities</b> <ul style="list-style-type: none"> <li>➤ Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)</li> <li>➤ Identifying major concepts and ideas involved and making notes on these in some schematic form- flow diagram, tree diagram, mind map etc. (guided working in pairs)</li> <li>➤ Explaining the gist of the text/ topic to others (in the larger subject group)</li> <li>➤ 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)</li> <li>➤ Writing a review or a summary of the text, with comments and opinions (individual task)</li> </ul>	<b>18 Hrs</b>
<b>Unit-V</b>	<b>Engaging with Journalistic Writing</b> <ul style="list-style-type: none"> <li>➤ The selected texts would include newspaper or magazine articles on topics of contemporary interest</li> <li>➤ Student-teachers can be grouped randomly for this Unit</li> </ul> <b>Suggested Activities</b> <ul style="list-style-type: none"> <li>➤ Using reading strategies, such as scanning, skimming and reading for extracting information- as appropriate for initial reading of articles (guided individual task)</li> <li>➤ 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)</li> <li>➤ Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)</li> <li>➤ Researching and writing articles on topics of local interest (working to produce a local interest magazine)</li> </ul>	<b>18 Hrs</b>
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>		
<b>Text Book(s) &amp; Reference Books</b>		
<ul style="list-style-type: none"> <li>• Bose, R. B. N. &amp; Sterling, T. S. : Elements of English Rhetoric and Prosody; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.</li> <li>• Bright, J. A. &amp; McGregor, G. P.; Teaching English as a Second Language, ELBS &amp; Longman, London, 1978.</li> <li>• Brumfit, C. J. &amp; Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979. 4. Heaton, J. B. : Language Testing, Modern English Publication Ltd., Great Britain, 1982.</li> <li>• Hornby, A. S. : Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.</li> <li>• Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.</li> <li>• Johnson, K. : Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.</li> </ul>		



<b>Course Code</b>	<b>CURRICULUM DEVELOPMENT &amp; SCHOOL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>BBEDU20S104</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite</b>	<b>Nil</b>	<b>Syllabus version</b>			
		<b>100 Marks</b>			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To acquaint students with the nature and types of curriculum.</li> <li>To acquaint students with the context of curriculum development and some innovative curriculum models.</li> <li>To familiarize students with designing of curriculum.</li> <li>To give practical experience in evaluating, designing and reviewing curriculum.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>Develop an understanding of the concept of knowledge, its construction and the process of knowing.</li> <li>Differentiate between information, knowledge, belief and truth.</li> <li>Know and relate the various facets of knowledge and the relationship between knowledge, discipline and subject.</li> <li>Develop an understanding of the concept &amp; need of curriculum, its determinants and principles of construction, development and evaluation of curriculum.</li> <li>Understand the concept and need of curriculum frameworks as well as differentiating curriculum framework, curriculum and syllabus.</li> <li>Critically examine the role of school and teacher in transacting the curriculum.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>Student received information about curriculum development and school.</li> </ul>					
<b>Unit-I</b>	<ul style="list-style-type: none"> <li>Curriculum: Meaning and Nature, types of Curriculum</li> <li>Syllabus and Text books: their interrelationship</li> <li>Issues and problems of existing curriculum</li> </ul>				<b>18 Hrs</b>
<b>Unit-II</b>	<ul style="list-style-type: none"> <li>Curriculum Construction</li> <li>Curriculum Development and Curriculum Designing: Concepts and differences</li> <li>Determinants and motives of Curriculum Development</li> </ul>				<b>18 Hrs</b>
<b>Unit-III</b>	<ul style="list-style-type: none"> <li>Different Curriculum Models: Mainstream Education, Open university, Open School etc.</li> </ul>				<b>18 Hrs</b>
<b>Unit-IV</b>	<ul style="list-style-type: none"> <li>Steps of Designing different Curriculum</li> <li>Selection, Gradation and Organization of Curriculum.</li> <li>Development and Implementation of Curriculum</li> <li>Enrichment of Curriculum</li> </ul>				<b>18 Hrs</b>
<b>Unit-V</b>	<ul style="list-style-type: none"> <li>Evaluation of B.Ed. Curriculum</li> <li>Designing a Curriculum in a given condition Reviewing of Syllabus/ Books</li> </ul>				<b>18 Hrs</b>
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>					
<b>Text Book(s) &amp; Reference Books</b>					
<ul style="list-style-type: none"> <li>Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.</li> <li>Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.</li> <li>Eccles tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.</li> <li>Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child.</li> </ul>					

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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.
- Kelly, A.V.: The Curriculum – Theory and Practices. Harper and Row Publishers, London, 1982.
- 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.

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19	117	Unit-I	<ul style="list-style-type: none"> <li>Creating environments for reading: reading clubs, class libraries</li> <li>Reading aloud and silent reading</li> <li>Scaffolding: concept and activities</li> <li>Reading different texts types like stories, poems, riddles, jokes and instructions for games</li> </ul>
20	117	Unit-II	<ul style="list-style-type: none"> <li>Reading with comprehension-I</li> <li>Reading for global and local comprehension</li> <li>Inference, analysis and extrapolation</li> <li>Reading strategies including word-study strategies</li> <li>Discourse analysis</li> </ul>
20	117	Unit-III	<ul style="list-style-type: none"> <li>Reading with comprehension-II</li> <li>Using reading as a tool for tolerance skills (i.e. use of dictionary, encyclopaedia and internet)</li> <li>Using ideas of critical literacy to analyse chapters from textbooks</li> <li>Acquisition of Reading Skills</li> </ul>
19	117	Unit-IV	<ul style="list-style-type: none"> <li>Types of Text-I</li> <li>Narrative text</li> <li>Expository</li> <li>Autobiographical Narratives</li> </ul>
20	117	Unit-V	<ul style="list-style-type: none"> <li>Types of Text-II</li> <li>Fable/Novel</li> <li>Biographies</li> </ul>

*[Handwritten signatures and marks at the bottom of the page]*

Course Code	READING AND REFLECTING ON TEXTS	L	T	P	C
BBEDU20S105		8	0	4	12
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To enable the students to read and response to a variety of text in different ways.</li> <li>To develop Meta cognitive awareness.</li> <li>To enhance the capacities as readers and writers by becoming participants in the process of reading.</li> <li>To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>To develop the ability of making meaning from the selected text(s).</li> <li>To encourage thoughtful and balanced assessment of readings and form opinions about ideas presented in the text.</li> <li>To develop understanding of the texts by making connections between self observations, experiences and opinions and critically reflecting through thoughtful and persistent inquiry.</li> <li>Enabling learners to demonstrate understanding, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.</li> <li>To offer an opportunity to recognize and perhaps break down learners assumptions which may be challenged by the text(s).</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>The students gained cognitive awareness and knowledge of learning how to read the text.</li> </ul>					
<b>Unit-I</b>	<ul style="list-style-type: none"> <li>➤ Creating environment for reading: reading clubs, class libraries</li> <li>➤ Reading aloud and silent reading</li> <li>➤ Scaffolding: concept and activities</li> <li>➤ Reading different texts types like stories, poems, riddles, jokes, and instructions for games</li> </ul>				<b>20 Hrs</b>
<b>Unit-II</b>	<b>Reading with comprehension- I</b> <ul style="list-style-type: none"> <li>➤ Reading for global and local comprehension</li> <li>➤ Inferences, analysis and extrapolation</li> <li>➤ Reading strategies including word-attack strategies</li> <li>➤ Discourse analysis</li> </ul>				<b>20 Hrs</b>
<b>Unit-III</b>	<b>Reading with comprehension- II</b> <ul style="list-style-type: none"> <li>➤ Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet</li> <li>➤ Using ideas of critical literacy to analyze chapters from textbooks.</li> <li>➤ Acquisition of Reading Skills</li> </ul>				<b>20 Hrs</b>
<b>Unit-IV</b>	<b>Types of Text- I</b> <ul style="list-style-type: none"> <li>➤ Narrative text</li> <li>➤ Expository</li> <li>➤ Autobiographical Narratives</li> </ul>				<b>20 Hrs</b>
<b>Unit-V</b>	<b>Types of Text-II</b> <ul style="list-style-type: none"> <li>➤ Field Notes</li> <li>➤ Ethnographies</li> </ul>				<b>20 Hrs</b>

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➤ Addressing different types of skills and strategies
<p># <b>Mode:</b> 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.</p>
<b>Text Book(s) &amp; Reference Books</b>
<ul style="list-style-type: none"> <li>• Lightbown, P. M &amp; Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press</li> <li>• Maley, A. &amp; Duff, A. (1991). Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.). Cambridge: Cambridge University Press.</li> <li>• Morgan, J. &amp; Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.</li> <li>• Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.</li> <li>• Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press</li> <li>• Richards, J. &amp; Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press</li> <li>• Slatterly, M. &amp; Willis, J. (2001). English for primary teachers: A handbook of activities &amp; classroom language.</li> </ul>
<b>Practical</b>
<b>Reading And Reflecting On Texts: <i>Written and Oral Practical Exam</i></b>

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Bachelor of Education (B.Ed.)

SEMESTER II