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**BINOD BIHARI MEHTO KOYALANCHAL  
UNIVERSITY, DHANBAD AND VINOBA BHAVE  
UNIVERSITY, HAZARIBAGH (JHARKHAND)**

## **Structure of the Two Year B.Ed. Programme : Semester wise Distribution of the Courses**

### **Semester-1**

Semester - I									
S. No.	Courses	Names of the Courses	Course Code	Instructional Hours	Credit Hours	Tutorial	Maximum Marks	Total	
<b>THEORY COURSES</b>								Internal	External Term-End Examination
1.	1	Childhood and growing up	B.Ed. TC-101	06	06	02	20	80	100
2.	2	Contemporary India and Education	B.Ed. TC-102	06	06	02	20	80	100
3.	3	Language across the Curriculum (1/2)	B.Ed. TC-103	03	03	01	10	40	50
4.	4	Understanding Discipline and Subjects (1/2)	B.Ed. TC-104	03	03	01	10	40	50
<b>PRAC-TICUM</b>									
5.	EPC 1	EPC 1 Reading and Reflecting on Texts (1/2)	B.Ed. P-105	03	03	01	50		50
<b>Total</b>				<b>21</b>	<b>21</b>	<b>07</b>	<b>110</b>	<b>240</b>	<b>350</b>

**Note : EPC-ENHANCING PROFESSIONAL CAPACITIES**

## **For Free Distribution**

## **CURRICULAR AREAS**

The programme shall comprise three broad curricular areas—Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these areas are as follows :

### **A. THEORY COURSES**

#### **I. Perspectives in Education**

Course 1	Childhood and Growing Up
Course 2	Contemporary India and Education
Course 5	Learning and Teaching
Course 6	Knowledge and Curriculum Part I
Course 10	Gender, School and Society (1/2)
Course 11	Knowledge and Curriculum Part-II
Course 12	Creating in Inclusive School (1/2)

#### **II. Curriculum and Pedagogic Studies**

Course 3	Language across the Curriculum (1/2)
Course 4	Understanding Disciplines and Subjects (1/2)
Course 7 & 9	Pedagogy of a School Subject
Course 8	Assessment for Learning
Course 13	Optional Course* (1/2)

### **B. ENGAGEMENT WITH FIELD/PRACTICUM**

#### **III. Engagement with Field—the Self, the Child, Community and School**

This curricular area would have three components :

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

Course EPC 1 : Reading and Reflecting on Texts (1/2)

Course EPC 2 : Drama and Art in Education (1/2)

Course EPC 3 : Critical Understanding of ICT (1/2)

Course EPC 4 : Understanding the Self (1/2)

	<b>Internal Assessment</b>	<b>External Assessment</b>
Semester-1	110	240
Semester-2	110	240
Semester-3	160	140
Semester-4	140	160
<b>Total</b>	<b>520</b>	<b>780</b>

Theory Course	Instruction Hours	Credit Hours	Tutorial	Marks
Perspective in Education	30	30	7	680
Curriculum and Pedagogy Course	21	21		
Practicum	30	30	24	620
<b>Total</b>	<b>81</b>	<b>81</b>	<b>31</b>	<b>1300</b>

### QUESTION PAPER PATTERN

**Time : 3 hours**

**Maximum marks : 80**

Types of questions

1. Objective type question
2. Short answer type
3. Essay type answer

10 Questions  $\times$  2 marks = 20  
5 Questions  $\times$  4 marks = 20  
4 Questions  $\times$  10 marks = 40  
Total = 80

**Time : 1 and 1/2 hours**

**Maximum marks : 40**

Types of questions

4. Objective type question
1. Short answer type
2. Essay type answer

5 Questions  $\times$  2 marks = 10  
2 Questions  $\times$  5 marks = 10  
2 Questions  $\times$  10 marks = 20  
Total = 40

### Ist Semester

#### Paper 1 : Childhood and Growing Up

*Total Marks 100*

*contact hours per week-6*

*Internal assessment 20*

*External assessment 80*

#### Unit 1 : Growth and Developmental Pattern of Learners

- Concept of Growth and Development
- General Principles of Growth and Development
- Stages of Growth and Development
- General and Environmental aspects of development, physical and motor, cognitive (page, burner etc.) Social and Emotional (Erikson), moral (Piaget, Kohlberg).

#### Unit 2 : Heredity and Environment

- Concept of heredity
- Mechanism of heredity
- Concept of environment, type
- Relative importance of heredity in learners development
- Inter relationship between heredity and environment
- Stages and aspects of development with special in the Indian context.

#### Unit 3 : Childhood

- Childhood as a modern concept and construct
- Childhood in this context a poverty, globalization
- Commonalities and diversities with in the motion of childhood reference to the Indian context
- Role of parents and teachers in physical and moral development of children.

#### Unit 4 : Childhood and Context of Socialization

- Concept of socialization : family and adult-child relationship, parenting,

bairnrid, child rearing practices • Dealing with children : separation from parents, children in crèches, children in orphanages • Schooling : peer influences, school culture, relationships with teacher expectations and school achievement, being out of school over age learner • Social, economic and culture difference in socialization : learning and behavioural difficulties, implications for inclusion.

#### **Unit 5 : Adolescent**

- Meaning, concept and characteristics, stages of development—physical, social, emotional and intelligence
- Recent issues related to adolescent development
- Development of adolescent—loneliness and peer pressure
- Changing family structure
- Information overload
- Sexual abuse
- Substance abuse
- Impact of media—internet/mobile
- Depression and suicide
- Juvenile Delinquency, guidance and counseling for adolescence.

#### **Unit 6 : Self Concept and Adolescent**

- A sense of self : self-description, self-recognition, self-concept, self-esteem; social comparison, internalization and self-control
- Moral development : perspective of Kohlberg and Carol Gilligan's critique; cultural variations in moral reasoning.

#### **RECOMMENDED BOOK**

**E0466 बाल्यावस्था एवं बड़ा होना**

—डॉ. के. सी. अग्रवाल  
(Revised Edition)

**EG137 Childhood and Growing Up**

—P. D. Pathak

### **Paper 2 : Contemporary India and Education**

*Total Marks 100*

*contact hours per week-6*

*Internal assessment 20*

*External assessment 80*

#### **Unit 1 : Diversity, Inequality, Marginalization in Society, Implication for Education**

- Educational goal Indian society
- Ancient Indian goals : purusharthas
- Indian Constitution and status of education with reference to following :
- Universal primary education, universalization secondary education directive principles article, 41, 45 and 46
- Equality of opportunities in Education, article 28, 29, 350 and 351
- Education and fundamental rights and duties : article 14, 15, 16, 30 and 51 A (a to h), and Right to Information (RTE).

#### **Unit 2 : Education, Society and Social Justice**

- Relationship between education society
- Social equity and education
- \* Within country : Between region, social class, caste, gender and religious groups
- \* Among this nations, rich, poor, developed and developing
- Equality of education of opportunity and National Integration
- UN declaration of woman rights to education
- Role of education in Empowerment of women and weaker sections including SC, ST, OBC and minorities.

#### **Unit 3 : Policy Frameworks for Public Education in India**

- Education in ancient India
- Education Pre-Independence period in India
- Education post Independence period in India
- Vocationalisation of education and training for tomorrow
- Integration between education and new technology
- Role of education on technological empowerment, empowerment of social-economic weaker sections, empowerment of social and economic changes.

### **Unit 4 : National Knowledge Commission**

- National Knowledge Commission (NKC) ● Indian knowledge system, elementary, secondary and higher education ● NKC on management of education ● National policy on education 1968, 1986 and 1992 and language policies kirat commission (value language).

### **Unit 5 : Globalization and Modernisation**

- Concept ● Advantages and disadvantages ● Competition ● Collaboration and partnership.

### **Unit 6 : Delor's Commission Report**

- Learning to know ● Learning to do ● Learning to be ● Learning to live together ● Challenges of pluralistic education in the context of conflict
- Social movements in India : Women, dalits and tribal movements displacement, land, human rights and communal mobilization.

#### **RECOMMENDED BOOK**

**E0467 आधुनिक भारत एवं शिक्षा** —गुरसरन दास त्यागी/पी. डी. पाठक  
(Revised Edition)

### **Paper 3 : Language Across the Curriculum**

**Total Marks 50**

*contact hours per week-3*

**Internal assessment 10**

**External assessment 40**

### **Unit 1 : Nature of Language**

- Rule governed system and language ● Relationship of language and society : identity, power and discrimination ● Nature of multilingualism : differential status of Indian language classroom ● Critiquing state policies on language and education

### **Language Acquisition and Development**

- Language acquisition and language learning ● Development for the four language skills : the synergistic relationship ● Developing reading and writing skills in children \* Emergent literacy : readiness for learning \* Early literacy : process of transition \* Early language education : focus on learning in primary and grades ● Children's background and school experience preparing schools for children the social diversity paradigm

### **Unit 2 : Language Across the Curriculum**

- Function of language : In the classroom, Outside the classroom ● Language in education and curriculum ● Learning language and learning through language

### **The Classroom Practice and Possibilities**

- Perspectives on recording and writing ● Prevalent language teaching practices and approaches and their critique ● Connection between classroom instruction and theories ● Role of literature in language learning

### **Unit 3 : Language Teaching Skills**

1. Aspects of linguistic system : Language as a rule governed behaviour and linguistic variability.
2. **Linguistic System** : The organisation of sounds; The structure of sentences; the concept of universal grammar; nature and structure of meaning; basic

concept in phonology, syntax and semantics; Speech and Writing; Discourse.

3. **Grammar in Context** : vocabulary in context.
4. **Acquisition of Language Skills** : Listening, speaking, reading and writing.
  - Listening and speaking : sub skills of listening and speaking; Tasks : skills : Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
  - Reading : sub skill of reading; importance of development of reading; study skills, including using thesauruses, dictionary, encyclopaedia, etc.
  - Writing : sub skills of writing; process of writing; formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. reference skills; study skills; Higher order skills.
5. Understanding of Skills
6. Application of skills

#### **RECOMMENDED BOOK**

**E0468 पाद्यक्रम एवं भाषा** — डॉ. सियाराम यादव (Revised Edition)  
**EG120 Language Across the Curriculum** —Dr. Siyaram Yadav

### **Paper 4 : Understanding Discipline and School Subject**

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 10*

*External assessment 40*

#### **Unit 1 : Concept of Discipline**

- Nature and role of discipline knowledge in the school curriculum
- Paradigm shift in the nature of discipline
- History of the subject areas teaching of subject areas in schools
- School education revolves around certain disciplinary areas.

Schema of curriculum by philosopher John Dewey

#### **Unit 2 : Quality in Classroom Learning and Its Understanding**

- Indicator of quality learning
- Teaching and learning as interactive process
- Major issues in classroom learning
- Teaching for quality learning—characteristic and process of teaching issues thereof
- Teacher as facilitator of learnings.

#### **Understanding Approaches to Learning and Teaching**

- General maxims of teaching
- Teacher-centered, learner-centered and learning-centered approaches and major issues
- Activity based approach, project, cooperative learning
- Varieties of activity (curricular and other curricular).

#### **Unit 3 : Teaching-Learning Materials**

- Importance of TLMs in classroom transaction
- Contextual and local—specific TLMs
- Collection, preparation, storing and use of TLMs
- Library management and use of Library books as learning resources
- Learning beyond textbooks—other sources of learning.

#### **School the Site of Curriculum Engagement**

Understanding the meaning and nature of curriculum : need for curriculum in school differentiating curriculum framework, curriculum and syllabus; their significance education facets of curriculum : core curriculum—significance in Indian context.

Meaning and concerns of 'hidden' curriculum, available infrastructure, curricular sites and resources (library, laboratory, school, neighbourhood, etc.) Construction of curriculum vis a vis teachers role and supports in 'transacting curriculum', 'developing curriculum', 'researching curriculum', contribution of socialists like Giju Bhai and Raja Ram Mohan Roy.

### RECOMMENDED BOOK

**E0469 अनुशासन एवं विद्यालय विषय को समझना**

— डॉ. बी. बी. सिंह (Revised Edition)

**EG140 Understanding Discipline & Subjects —Dr. Jaya Sharma**

## **EPC-1 : Reading and Reflecting on Text**

*Total Marks 50*

*contact hours per week-3*

*Internal assessment 50*

### **Unit 1**

#### **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) 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)

#### **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.

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 2**

#### **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.

Appropriate for initial reading of articles (guided individual task).

Analysis of structure of the article, identifying sub-heading, 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).

#### 4. Engaging with Subject related Reference Books

For this Unit, the student-teachers should work in groups divided according to their subjects, within these groups, Pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentations, as the actual reading of the reference books themselves.

Selecting the topic for research and articulating some guiding questions. Searching and locating relevant reference books (could be from a school library or the institute library) scanning, skimming and extracting relevant information from the books by making notes collating notes and organizing information under various sub-headings. Planning a presentation—with display and oral components making presentations to whole subject group, fielding questions.

### Unit 3

#### 5. Engaging with Education Writing

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts of chapters from authors who deal with themes from educations, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this unit.

Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs) analyzing the structure of the argument—identifying main ideas, understanding topic sentence of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion) discussion of the theme, sharing Responses and point(s) of view (small group discussion) writing a response paper (individually or in pairs) presentations of selected papers, questions and answers (large group).

#### RECOMMENDED BOOK

**E0470 पाठ को पढ़ना एवं समझना**

—डॉ. डी. एस. श्रीवास्तव (Revised Edition)

**EG119 Reading and Reflecting on Text**

—D. S. Srivastava

