

## B.Ed. Semester I Syllabus



Agrawal Publications (B.Ed. 1st Sem. Bhopal, Jabalpur, Indore, Gwa. Uni.) | 3

### SEMESTER - I

Course	Maximum Marks	Internal (Formative)	External (Summative)
CC 1 : Childhood and Growing Up	100	25	75
CC 2 : Education in India- Status, Problems and Issues	100	25	75
CC 3 : Language Across the Curriculum - Part 1	50	15	35
CC 4 : Curriculum Development & School	100	25	75
EPC 1 : Reading and Reflecting on Texts	50	20	30
<b>Total</b>	<b>400</b>	<b>110</b>	<b>290</b>

### SEMESTER - I

#### CC 1: CHILDHOOD & GROWING UP

##### UNIT 1: 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 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 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 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.

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## पाठ्य-पुस्तकें

ED727 बाल्यावस्था एवं उसका विकास

—रीता चौहान/पी. डी. पाठक

EDG89 Perspective of Educational Psychology –P. K. Panda

नोट—‘बाल्यावस्था एवं उसका विकास’ पर अन्य प्रकाशित पुस्तकों के लिये Catalogue का पृष्ठ 11-13 देखें।

## CC 2. EDUCATION IN INDIA- STATUS, PROBLEMS AND ISSUES

### UNIT 1: CONCEPT OF EDUCATION –

- Indian and Western. Aims of Education; Functions of Education.



### CC 3. LANGUAGE ACROSS THE CURRICULUM – PART 1

#### 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.
- 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).

### पाठ्य-पुस्तकें

ED854 पाठ्यक्रम में भाषा

–रोली द्विवेदी

ED729 पाठ्यक्रम में भाषा

–स्नेहलता चतुर्वेदी

EDG83 Language Across the Curriculum

–Dr. S. Krishna Kumari

नोट—'पाठ्यक्रम में भाषा' पर अन्य प्रकाशित पुस्तकों के लिये Catalogue का पृष्ठ 14 देखें।

## CC 4. CURRICULUM DEVELOPMENT & SCHOOL

### 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

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**पाठ्य-पुस्तकें**

ED730 पाठ्यक्रम विकास एवं विद्यालय

—जे. सी. अग्रवाल

EDG82 Knowledge and Curriculum

—Bhavna Shukla

नोट—'ज्ञान एवं पाठ्यक्रम' पर अन्य प्रकाशित पुस्तकों के लिये Catalogue का पृष्ठ 11 देखें।

**EPC 1 : READING AND REFLECTING ON TEXTS**

**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 global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. 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
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### पाठ्य-पुस्तकें

ED849 विभिन्न साहित्यों का पठन एवं निष्कर्षण —पायल भोला जैन

EDG85 Reading and Reflecting Text —Hena Siddiqui

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नोट—'विभिन्न साहित्यों का पठन एवं निष्कर्षण' पर अन्य प्रकाशित पुस्तकों के लिये Catalogue का पृष्ठ 18-19 देखें।