



MANDSAUR UNIVERSITY
DEPARTMENT OF EDUCATION
SEMESTER -I
CHILDHOOD AND GROWING UP

L	T	P
4	-	-

Paper Code: PE1

Credit: 4

Objectives: The course will enable pupil teachers

1. To understand the concept of growth and development.
2. To become aware of nature of individual differences.
3. To familiarize themselves with different developmental stages.
4. To understand Piaget's theory of cognitive development.
5. To appreciate different Psychological theories in the perspective of Psycho-Socio-cultural scenario.
6. To understand factors affecting personality development.

UNIT – I: Childhood and Child Development

- a. Educational Psychology- Concept, Scope, Methods and Importance
- b. Cognitive, Physical, Social, Emotional and language development of child
- c. Influence of socio political realities on childhood- Family, school, Neighbor and community
- d. Growth and Development- Concept, Principles, Difference, Piaget theory of Cognitive Development

UNIT – II: Adolescent Development

- a. Concept and Cognitive, Physical, Social, Emotional and Moral Development of Adolescence
- b. Freud's Psycho-sexual development and Erickson's Psycho- social development theory
- c. Guidance and Counseling of Adolescence
- d. Some issues related to Adolescence- Bulling, Identity crisis and Depression

UNIT – III: Measuring Intelligence and Emotional Development

- a. Intelligence : Nature, characteristic, Theories of Intelligence: Spearman's Two

factor theory, Thorndike's Multi Factor theory, Triarchic theory of Intelligence, Thurston's Primary Mental Abilities (PMA)

- b. Measuring Intelligence: Verbal, Non-Verbal and Performance tests (One representative of Group Test and Individual of each)
- c. Emotions- Nature, Theories of emotional intelligence: Goleman's theory, Evolutionary theory, James Lange theory, Canon Band theory
- d. Measuring Emotions- The Multifactor Emotional Intelligence Scale, Emotional Quotient Inventory

UNIT – IV Personality & Mental health and Hygiene-

- a. Personality- Concept, Development and Measurement
- b. Type theories of personality- Sheldon, Jung
- c. Trait theories of Personality-Allport's trait theory, Cattell's Trait theory
- d. Mental Health & Hygiene- Concept, features, Factors affecting Mental Health & Hygiene, Awareness to Health Disaster and its Prevention

Practical based Assignments

- Observation of adolescent behavior in urban slum/dalit household and prepare a report.
- Administration and interpretation of two psychological tests- intelligence, personality
- Critical analysis of school situation in terms of its role in promoting learners cognitive and non-cognitive learning output.
- Preparation of learner's profile based on cognitive and non-cognitive characteristics to depict their inter and intra individual differences
- Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, tribal community, urban area, and working/street people) and compare their characteristics and problems.

COURSE OUTCOMES

On the completion of Program, the Pupil-Teachers will be able

1. To understand children of different ages by interacting & observing them in diversified social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.
2. To understand various influences over childhood, child development and

adolescence.

3. To understand learning as divergent process.
4. To make aware about the importance of healthy liking and preventing disease.
5. To Introduce Psychological traits of learners.
6. To become sensitized about mental and physical health.
7. To understand the role of the family and the school in the child's development.

Reference Books:

- Aggarwal J C, Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd. 2010.
- Mangal S.K, Mangal Shubhra, Child Development, Arya Book Depot New Delhi, 2005. Neel Kamal Publications Pvt. Ltd., New Delhi-2004.
- Shrivastava D.N, Verma Preeti, Child Psychology: Child Development Vinod Pustak Mandir, Agra, 2007.
- Sharma, R.K, Sharma, H.S, Tiwari, Aryana, Psychological Foundation of Child development, RodhaPrakashan Mandir, Agra, 2006.
- Mathur, S.S , Development of learner and Teaching learning process, Agrawal publication, Agra, 2007-08.
- Mangal, S.K, Advanced Educational Psychology P H I Learning Pvt. Ltd. – New Delhi- 2008.
- Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), Readings on the Development of Children. New York: WH Freeman and Company
- Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), Culture, Socialisation and Human Development: Theory, Research and Applications in India. New Delhi. Sage
- Sharma, N (2011). Understanding Adolescence, NBT, New Delhi , India
- Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi

Referred Web resources:

- https://books.google.co.in/books/about/Childhood_and_Growing_Up.html?id=CglVuwEACAAJ&redir_esc=y
- https://books.google.co.in/books/about/CHILDHOOD_AND_GROWING_UP.html?id=TqajDwAAQBAJ&redir_esc=y
- https://books.google.co.in/books?id=TqajDwAAQBAJ&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- https://books.google.co.in/books/about/Children_Growing_Up.html?id=bocIAQAIAAJ&redir_esc=y
- https://books.google.co.in/books/about/The_Girls_Guide_to_Growing_Up.html?id=UDEdDgAAQBAJ&redir_esc=y
- <https://www.flipkart.com/childhood-growing-up-b-ed-first-year-book/p/itm4a9cfhy7zjpe>



SEMESTER I

Education in Contemporary India

L	T	P
4	-	-

Paper Code: PE2

Credit: 4

Objectives: The course will enable pupil teachers

1. To understand the meaning and importance of various concepts of education and its types.
2. To know the fundamentals knowledge of the western and Indian philosophy on education.
3. To know the role of education for the teachers to strengthen the national and emotional integration in the diverse Indian society.
4. To understand the objective of their life for the contribution in social development of the region.
5. To understand the role of education in social change and promoting social mobility.
6. To understand the contribution of major committees and commissions on education.
7. To appreciate the developments in Indian education during the post–independence era.
8. To develop an understanding regarding constitutional provisions for education of different sections of society.

UNIT I - Education and Indian constitution.

- a. Education- Concept, General aims of Education with respect to contemporary Indian society.
- b. Types of Education – formal, informal and non-formal.
- c. Education and economic development, its relationship.
- d. Indian constitution: constitutional provision of India.

UNIT II- Fundamental thoughts and issues of philosophy in education.

- a. Philosophy- Concept and importance, Relationship between Education and Philosophy.
- b. Need of Educational philosophical knowledge to a teacher.
- c. Schools of philosophy – Idealism-Plato, Naturalism- Rousseau and Pragmatism- John Dewey.
- d. Contribution of Educational philosophers –Rabindranath Tagore, Mahatma Gandhi, Swami Vivekananda.

UNIT III- Sociological Foundations of Education

- a. Sociology of Education – Concept, Importance, agencies of Socialization-family, Peer group, school and mass media.
- b. Culture- Concept, characteristics and relationship with education, role of school in preservation and promotion of culture.
- c. Social change- Concept, importance, factors affecting, role of education in social change
- d. Social mobility- Concept, importance, types, role of education in promoting social mobility.

UNIT IV- Policy Framework for Educational Development in India

- a. Secondary Education Commission- Recommendations, Curriculum in Secondary schools
- b. National Education Commission- Recommendations, Educational Structure
- c. NPE-1968, NPE-1986- Report, Recommendations
- d. NPE-2020- Report, Recommendations, Multiple Entry, Educational Structure

Practical based Assignments:

- 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.

Courses outcomes:

On the completion of Program-

1. Learners will be able to develop understanding about the social realities of Indian

- society and its impact on education.
2. Learners will be able to know the Maxims of teaching and learn innovative methods of teaching.
 3. Learners will be able to comprehend the integral relationship between education and society.
 4. Learners will be able to understand the various schools of philosophy such as Idealism, Naturalism, and Pragmatism.
 5. Learners will be able to understand the contemporary education situation and familiar with the constitutional provision of education.
 6. Learners will be able to understand the importance of various commissions and policies in education.
 7. Learners will know the importance of education in conversation and promotion of society.
 8. Learners will be able to correlate education and philosophy.
 9. Learners will be able to understand the impact of various philosophers on education.

Reference Books:

- Annad, C.L Etal,(1983.) The teacher and Education in emerging Indian Society New Delhi, N.C.E.R.T,
 - B.N.D. ash. Principles of Education & Education in Emerging Indian Society.
 - Bruner, J.C(1996.)The Culture of Education Cambridge M.A. Harward University Press,
 - Kneller G.F,(1971) foundation of Education. New York. JohnWiley,.
 - N.C.E.R.T, Teacher and Education –Emerging Indian Society, NCERT Publication, New Delhi, 1986.
-
- N.C.E.R.T,(2005) National Curriculum frame work New Delhi,.
 - 7.SwaroopSexena. N.R, Philosophical and Sociological Foundations of Education.
 - Taneja V.R(1973.) Educational Thought and Practice, Sterling Publication New Delhi,
 - Singh,Dr.M.k (2009) Social and philosophical basis of education., International publishing house ,Meerut
 - Savani,Ashok& Singh (2014) Education principle and education in modern india, Agarwal Publication Agra.

Referred Web resources:

- https://swayam.gov.in/nd2_cec19_ed03/preview
- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>
- <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>

- https://www.google.com/aclk?sa=l&ai=DChcSEwiy6ozT9rTyAhU5mmYCHb0hCAkYABABGgJzbQ&ae=2&sig=AOD64_1stDQ3c2p3cgVCS9SIBGDIMXN_Wg&q&nis=1&adurl&ved=2ahUKEwj_qoXT9rTyAhXQxTgGHWUYB80Q0Qx6BAgCEAE



SEMESTER: I
Language across the Curriculum

L	T	P
4	-	-

Paper Code: CPS4

Credit: 4

Objectives: The course will enable pupil teachers

1. To understand the language background of the students.
2. To create sensitiveness regarding language diversity in the classroom
3. To understand nature of classroom discourse and develop strategies for practicing

language speaking in the classroom

4. To explain the nature of expository texts, narrative text, transactional and reflective text
5. To understand writing with a sense of purpose, writing to learn and understand.
6. To know various language skills and ways to develop these skills.
7. To understand the role of various commissions over language.

Unit I: Language Policies

- a. Language: Its nature and importance in human life
- b. Language background of students, Multilingualism in classroom
- c. Language policies related to school education and secondary education
- d. Recommendation of various commissions on language- National Education Commission (1964- 66), National Policy on Education 1986 and knowledge commission

Unit II: Classroom and language

- a. Mother Tongue: its nature and importance
- b. Three language formula
- c. Theories of language acquisition: Chomsky's theory of language development, The deficit theory, Vygotsky's theory of language development
- d. Importance of oral language in the classroom

Unit III: Classroom Discourse and language

- a. Communication: Concept, types and importance
- b. Role and importance of language in the classroom
- c. Classroom discourse: Concept, its types
- d. Role of teacher in classroom discourse.

Unit IV: Reading and writing across content Areas

- a. Reading : Objectives, characteristics, methods, types and importance

- b. Identifying nature of texts and language structures- Expository vs Narrative, Transactional vs Reflective
- c. Reading and writing strategies for children – Note- making, summarizing, paragraph writing, summary writing
- d. Speech defects – lisping, slurring, stuttering and stammering and role of teacher in their resolution.

Practical based Assignment

1. Identification of speech defects of primary level students and making a remedial strategy for its resolution
2. Prepare a report on Expository writing on any topic
3. Prepare a set of questions on diversity of languages and connect it with classroom discourse.
4. Writing — based on the text, e.g. summary of the text, extrapolation of story, converting a situation into a dialogue, etc.
5. Preparing questions that develop critical thinking and problem solving leading to discussion.
6. Prepare a report on role of regional language in school education.

Course Outcomes:

On the completion of program, the pupil-teacher will be able

1. To create sensitivity to the language diversity that exists in the classroom
2. To understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
3. To acquire knowledge regarding role of various commissions over language.
4. To know the concept of language and learn about communicative approach.
5. To acquire knowledge about the communication process and functions.
6. To understand and appreciate the various activities for developing language skills.
7. To understand the importance and use of first, second and multi language system.
8. To understand different language skills and ways to develop these skills.

References:

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K.Heugh, A.Seigruhn &P.Pluddemann(Eds.) Multilingual education for South Africa, Heinemann EducationalBooks
- Anderson, R.C. (1984). Role of reader s schema in comprehension, learning and memory.In
- R.C. Anderson et al. (eds) Learning to read in American schools: Basal readers and content texts. Psychology Press.

- Grellet, F. (1981). Developing reading skills: A practical guide to readingcomprehension exercises. Cambridge UniversityPress
- Bhagwanti Gupta (2017-18) Agrawal Publications Agra-2 Language across the curriculum.
- Dr. HaseenTaj . Dr. Mahesh Bhagava (2016) Rakhi Prakashan Pvt. Ltd. Agra

Language across the curriculum.

- Smt. Amitadangwal and ranjanapandey, Language across the curriculum, R.Lall Book Pepo. Meerut

Referred Web resources:

- <https://www.bedguide.in/2020/09/language-across-curriculum-pdf.html>
- <https://www.learningclassesonline.com/2020/10/language-across-curriculum.html>
- <https://www.learningclassesonline.com/2019/09/language-across-curriculum-in-hindi.html>
- <https://www.bedguide.in/2020/09/language-across-curriculum-pdf.html>
- <https://www.learningclassesonline.com/p/b-ed-books-notes-study-material.html>
- https://routemybook.com/products_details/language-across-the-curriculum-4527

SEMESTER: I

Understanding Disciplines and Subjects

L	T	P
4	-	-

PaperCode:CPS5.

Credit:4

Objectives: The course will enable student teachers

1. To understand the nature and role of disciplinary knowledge in the school curriculum.
2. To understand the nature of paradigm shift and theory.
3. To understand the concept and basic elements of syllabus.
4. To know the history of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
5. To understand concept and principle of curriculum.
6. To understand the concept of child centered curriculum and concept of integrated curriculum.
7. To understand the designing of curriculum and criteria for selection of text books.

Unit I: Disciplinary Knowledge :

- a. Discipline - Concept and Importance, Factors giving positive direction of discipline
- b. Forms of discipline, means of discipline
- c. Indiscipline- Forms, Causes of indiscipline, Suggestions to remove the problem of indiscipline.
- d. Paradigm shift in the nature of discipline- Nature of paradigm, Importance of paradigm, Theory of paradigm.

Unit II: Syllabus and Content in Disciplinary Areas:

- a. Concept, importance, types, basic elements & characteristics of Syllabus.
- b. Sources of content, Problems of selection of content, Criteria of selection of content.
- c. Selection criteria of contents in the syllabus, writing rules of syllabus, writing steps of syllabus
- d. Scale evaluation for syllabus.

Unit III: Curriculum of different disciplinary area like language, mathematics, natural science and social study:

- a. Language- Concept of language curriculum, objective of language curriculum, Hindi language and curriculum.

- b. Mathematics- Concept of mathematics curriculum, utility of mathematics curriculum, development of mathematics curriculum.
- c. Social Study- New concept of social studies, utility of social studies curriculum, relation of social studies with language, mathematics, science & Arts
- d. Natural science- Concept of natural science curriculum, utility of natural science curriculum, Defects in presenting curriculum

Unit IV: Curriculum development:

- a. Concept of curriculum, Types, Principles, Scope and bases of curriculum, Defect of present curriculum,
- b. Main concept of child centered curriculum, concept of integrated curriculum, Difference between curriculum and syllabus
- c. Designing of curriculum, syllabus and text book, types of text books, Main characteristics of good text book
- d. Criteria for selection of text books, Some importance suggestions for preparation of good text books

Practical based assignments:

- a. Conduct seminar on scheme of school curriculum.
- b. Conduct a play on advances of knowledge in teaching/education from the ancient period, to 21st century.
- c. Criticism of the syllabus of any one subject of secondary level in respect to the ideal principles of syllabus designing.
- d. Workshop on any disciplinary area like criticism of a text book related to Social Science, Science, Math and Language in the light of present need and the principles of text book design.
- e. Debate on criteria of inclusion or exclusion of subject area in school curriculum.

Course Outcomes:

On the completion of Program, the Pupil-Teachers will be able

1. To understand chronological evolution of knowledge.
2. To understand theory related to human needs change with time.
3. To reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussion on the history of teaching of subject areas in schools.
4. To historically review on the change in disciplinary areas, especially social science, natural science and linguistics.

5. To understand methods of study and validation of knowledge in changing scenario
6. To understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.
7. To examine govt. policies on teaching of subjects after independence and its impact

Reference Books:-

- Naik, J.P., & Nurullah, S. (1974). A student's history of education in India (1800-1973). Macmillan
- NCERT. (2005). National curriculum framework. NCERT
- Apple, M.W. (2008). Can schooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3), 239–261
- Apple, M.W., Au, W., & Gandin, L.A. (2011). The Routledge international handbook of critical education. Taylor & Francis.
- Apple, M.W., & Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya. Retrieved from <http://www.arvindguptatoys.com/>
- Armstrong, M. (1980). The practice of art and the growth of understanding. In Closely observed Children: The diary of a primary classroom (pp. 131–170). Writers & Readers.

Referred Web resources:

- <https://www.amazon.in/Understanding-Disciplines-Subjects-Book-%E0%A4%B6%E0%A4%BE%E0%A4%B8%E0%A5%8D%E0%A4%A4%E0%A5%8D%E0%A4%B0-ebook/dp/B07XLV85TT>
- https://books.google.co.in/books/about/Understanding_Discipline_and_Subjects.html?id=hunhvQEACAAJ&redir_esc=y
- <https://www.amazon.in/Understanding-Disciplines-Subjects-Book-%E0%A4%B6%E0%A4%BE%E0%A4%B8%E0%A5%8D%E0%A4%A4%E0%A5%8D%E0%A4%B0-ebook/dp/B07XLV85TT>



MANDSAUR UNIVERSITY
B.Ed. (SEMESTER-I)
READING AND REFLECTING ON TEXTS (PRACTICAL)

L	T	P
0	0	8

Paper Code: EPC1
Credit: 4

Objectives: After completion of the course, pupil-teachers will be able

CO1: To Read a wide variety of texts.

CO2: To Write efficiently with a sense of purpose and field notes

CO3: To Respond to a text

CO4: To Combine reading and writing skills and Content analysis,

CO5: To Develop reflective skills

Activities

a. Pupil teacher will read and discuss on a wide variety of texts (empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning and about different people's experiences of all of these) Narrative texts, expository texts from diverse sources, including autobiographies, narratives, field notes, ethnographies, etc. Pupil teachers will also

observe and reflect on the activities of peer group.

b. Writing efficiently, Writing with a sense of purpose and audience, responding to a text with one's own opinions or writing within the context of others' ideas.

c. Combining reading and writing skills, reflective skills, Content analysis, writing field notes.

Practicum

Review of the text, select key words and rewrite the content.

S.N.	Types of Text
1.	Empirical Text
2.	Policy Documentation
3.	Autobiographical Narratives
4.	Historical Work
5.	Field No
6.	Summary Writing
7.	Newspaper Article
8.	Report writing

Course Outcomes

On the completion of Program, the Pupil-Teachers will be able

1. To develop cognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
2. To enhance their capacities as readers and writers by becoming participants in the process of reading.
3. To engage themselves with the readings interactively – individually and in small groups.
4. To avail opportunities to write with a sense of purpose and audience, through tasks such

as, responding to a text with one's own opinions or writing within the context of other's ideas.

Reference Books:-

- Reflective Practice: Writing and Professional Development Gillie Bolton. Sage Publication
- Write to be Read Teachers Manual: Reading, Reflection and Writing William R. Smalzer. Cambridge University Press.
- Literacy and Learning: Reflections on Writing, Reading and Society. Deborah Brandt. Wiley Publishers
- Research and Reflection: Teachers take Action for Literacy Development. Andrea Izzo. Information age Publication.
- Reading to learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning.
- Reflecting on Literacy in Education. Peter Hannon, Routledge Publication.
- Fostering Reflection and providing Feedback: Helping Others Learn from. By Jane west berg PhD, Hilliard Jason MD, Springer Publications.

Referred Web resources:

- <http://eu.m.wikipedia.org>
- <https://en.wikipedia.org/wiki/Fieldnotes>
- <https://study.com/academy/lesson/what-is-a-policy-statement-definition-examples-quiz.html>
- <https://en.wikipedia.org/wiki/History>
- <https://www.learningclassesonline.com/2019/09/reading-and-reflecting-on-texts-book-in-hindi.html>
- <https://www.pupilstutor.com/2021/05/reading-and-reflecting-on-texts-pdf.html>