

**Revised Curriculum for  
Two-year Bachelor of Education  
(B. Ed.)**

**As per NCTE School Internship: Framework and  
Guidelines (January 2016)**

**Semester system**

**(To be implemented from the session 2021 Onwards)**

**School of Education**

**Department of Education**

**Hemvati Nandan Bahuguna Garhwal**

**University, Srinagar**

**(A Central University)**

## **OBJECTIVE OF THE B. Ed PROGRAMME**

The objective of this programme is -

- To produce skilled and committed teachers for different educational levels- middle (Classes VI-VIII), Secondary (Classes IX-X) & Senior Secondary (Classes XI-XII).

## **LEARNING OUTCOMES OF THE B. Ed PROGRAMME**

After the completion of B. Ed the Pupil teacher will be able to-

- Understand various educational issues in the context of diverse socio- cultural & Multilingual Indian Society.
- Understand the nature, purpose, influencing factors and problems of education in contemporary issues.
- Internalize the nature of education and pedagogic process through enriched experiences.
- Contribute to reduce the gap between theory and practice by dovetailing both appropriately.
- Develop Curriculum/ syllabus according to need of students as well society.
- Use varied modes of learning engagement in accordance with the requirements.
- Plan and organize classroom through learners' centered techniques of instruction in inclusive setup.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Effective use Information Communication Technology and resources for effective classroom teaching & learning.
- Develop and select tests, evaluate and keep records of student's progress.
- Resolve classroom and school problems through action research.
- Foster skills and attitude for involving the Community as an educational partner and use Community resources in education.
- Become self-regulated learners, disciplined and skilled teacher as well as professionally committed teacher who work as responsible professionals.

**SEMESTER –I**  
**COURSE OUTLINE FOR SEMESTER – I**  
**(JULY-DECEMBER)**

Course Name	Course -Code	Hours per week - 4	Hours per semester	Total Marks	Internal (Formative)	External (Summative)	Credit
<b>Semester – I (July to December including exam)</b>							
Course 1 : Childhood and Growing Up	B. ED 101	<b>45 Minutes</b>	60	100	30	70	4
Course 2 : Contemporary India and Education	B. ED 102	Do -	60	100	30	70	4
Course 4 : Language across the Curriculum	B. ED 103	Do -	60	100	30	70	4
Course 5 : Understanding Disciplines and Subjects	B. ED 104	Do -	60	100	30	70	4
Course <i>EPC I</i> : Reading and Reflecting on Texts	B. ED 105	Do -	60	100	30	70	4
<b>Total</b>		<b>20</b>		<b>500</b>			<b>20</b>
<ul style="list-style-type: none"> <li>• <b>Task, assignments, Field work and Practicum for course 1, 2,4,5 &amp; all the activities related to EPC-1 activities will be evaluated by one external as well as one internal examiner</b></li> <li>• <b>Co Curricular Activities:- <i>Prayer, Yoga, Meditation and Celebration, of important National &amp; International days etc</i></b></li> </ul>							

# **Course 1: Childhood and Growing -up**

**Course Code: B.ED-101**

Total Marks: 100

**(Credit-04)**

**Internal Marks :30**

**Contact Hours: 4 Hours per Week**

**External Marks :70**

**Objectives of the Course:**

After completion of the course, the student-teachers will be able to:-

- Understand the concept and importance of psychology for a teacher
- Acquire knowledge and understanding of stages of human development tasks with special reference to children and adolescents learners.
- Understand children of different ages by interacting and observing them in diverse social, economic and cultural context
- Understand the role of the family and the school in the child's and adolescence development.
- Understand the importance of the Intelligence, Personality, Mental Health & Hygiene in child's and adolescence development
- Develop skills for effective teaching learning process and use of psychological tests.

## **UNIT-I:-Educational Psychology**

- Meaning, Nature and Scope of Educational Psychology
- Methods and Functions of Educational Psychology
- Importance of Educational Psychology for a Teacher

## **UNIT-II:- Growth and Development of Child -**

- Meaning, Concept, Characteristics, Principles of Growth and Development, Stages of Development, Physical, Social, Emotional and Language Development of Child.
- Influence of socio-cultural realities on development – Family, School, Neighbour and Community.
- Piaget's theory of Cognitive Development, Bruner's theory of Cognitive Development, Educational Implication of these theories.

### **UNIT-III:- Adolescent Development-**

- Meaning, Concept and Characteristics of Adolescence and Physical, Social, Emotional and Moral Development Adolescence.
- Sigmund Freud's Psycho-sexual development and Erickson's Psycho-social development theory, Kohlberg's Theory of Moral Development & Jean Piaget Theory of Moral Development
- Guidance and Counselling of Adolescence- Meaning, Concept and Scope of Guidance and Counselling

### **UNIT-IV:- Intelligence-**

- Meaning, Nature and characteristics of Intelligence, Concept of Social Intelligence, Multiple Intelligence and Emotional Intelligence
- Theories of Intelligence: Spearman's Two factor Theory, Thorndike's Multi Factor Theory, Thurston's Primary Mental Abilities (PMA), Guilford's Theory of Intellect, Gardner's Theory of Multiple Intelligence
- Measurement of Intelligence: Verbal, Non-Verbal and Performance Tests (One from each: Group Test and Individual Test), Concept of Problem Solving, Critical Thinking and Creativity

### **UNIT- V:- Personality, Mental Health and Hygiene-**

- Meaning, Definition, Nature, Development of personality Theories of Personality
  1. Type Theories-, Sheldon's Type Theory of Personality, Kretschmer's Personality Theory and Jung's Theory of Personality
  2. Trait Theories of Personality- Allport Personality Theory, Eysenck's Personality Theory, Cattell's 16 PF Trait Theory, Freud's Psychoanalytical Theory of Personality
- Measurement of Personality-
  - i. Objective Techniques- Observation Scale, Rating Scale, Questionnaire, Performance and Interview Method
  - ii. Projective Techniques- Thematic Apperception Test, Rorschach's Ink-Blot Test and Children's Apperception Test

- Factors affecting Mental Health and Adjustment & Hygiene and their prevention, and Role of Teacher

### **Practicum / Field Work:**

- Intelligence test- Verbal, Non-Verbal and Performance Tests (One representative of Group Test and Individual of each) any one will be done by Student
- Critically examine hygienic condition of school and prepare report.

### **Pedagogy –**

- Various approaches may be adopted by the teacher educators to transact the course viz. classroom interactions, seminars, workshops, discussion, debate and case studies etc.

### **References**

- एस० के० मंगल शिक्षा मनोविज्ञान पी० एच० आई० पब्लिकेशन
- डॉ० डी० एन० श्रीवास्तव एवं डा० प्रीति वर्मा –मनोविज्ञान और शिक्षा में सांख्यिकी, अग्रवाल
- डा० एस०पी०गुप्ता एवं डा० अलका गुप्ता उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन इलाहाबाद
- Mangal, S.K. and Mangal S., 2005, Child Development, Arya Book Depot, New Delhi.
- Pareek M. (2002). Child Development and Family Relationship, Research Publication, Jaipur.
- Sharma, R. K., Sharma, H.S, and Tiwari, A. (2006). Psychological Foundation of Child development, Radha Prakashan Mandir, Agra.
- Shrivastawa D.N. and Verma P. (2007). Child Psychology: Child Development, Vinod Pustak Mandir, Agra.
- Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
- Lal, Raman Bihari & Manava, Ram Nivas: *Shiksha Manovigyan*, Rastogi Publications, Meerut

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

## **(Credit-04)**

**Course Code: B.ED-102**

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

### **Objectives of the course:**

After completion of the course, the student-teachers will be able to:-

1. Understand that development of education in India.
2. Understand the importance and role of education in progress of Indian Society.
3. Contextualize contemporary India and education.
4. Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
5. Critically analyse human and child rights.
6. Learn about policy debates overtime the implementation of policies and actual shaping of school education.
7. Appreciate the developments in Indian Education in Pre and Post-Independence era.

### **UNIT-I- Education & its importance-**

- Meaning, Concept, Aims, Nature of Education and Functions of Education, Agencies of Education: Formal, Informal and Non-Formal Education
- Education system in Ancient India- Vedic Education System, Buddha Education, Muslim Education System
- Education in British Period: Macaulay Minutes & Bentinck's Resolution 1835, Wood Dispatch 1854, Indian Education-1882, Sadler Commission 1917, Wardha Education Scheme 1937.

### **UNIT-II- Constitutional Provisions & Education**

- The Preamble of Constitution, Fundamental Rights, Fundamental Duties of Citizens and Directive Principles of State Policies, Constitutional Promises of- freedom, justice, equality and fraternity,
- National Integration- Meaning and Its need, Role of Teacher and Educational Institutions

- Sociology of Education- Issues of Equality of Education, Opportunity and excellence in Education

### **UNIT-III- Contemporary Issues Related to Education-**

- Contemporary Issues- Global warming, Globalisation, Privatisation and Universalization of Education
- Recommendations of Education Commissions- Radha Krishnan Commission (1948-49), Mudaliar Commission (1952-53) and Kothari Commission (1964-66),
- Education Policies- New Education Policy 1986 & National Education Policy 2020 and Right to Education (RTE)

### **UNIT-IV- Issue of Marginalisation and Education-**

- Brief History of Education for Marginalized groups of Society (Women, Dalits and Tribal) in India.
- Types of Marginalized groups of Society, Major causes of Marginalization in India
- The role of Education for empowering of the Marginalized groups of Society

### **UNIT-V- Schemes related to Indian Education-**

- Primary Level - Sarva Shiksha Abhiyan (SSA),
- Secondary Level- Rashtriya Madhyamik Shiksha Abhiyan (RMSA),
- Higher Level- Rashtriya Uchatar Shiksha Abhiyan (RUSA).

### **Practicum /Field Work -**

Preparation of brief report on objectives of SSA, RMSA, RUSA, Samagra Shiksha Abhiyan, Universal and Inclusive education (any one) **OR** preparation of survey report on progress of education of marginalized groups of society

**Pedagogy:** - Various approaches will be adopted by the teacher educators to transact the course viz. classroom interactions, seminars, workshops, discussion, debate and case studies and analyses of educational statistics.

### **References:**

- 1<sup>st</sup> सिंह, एम.के. (2009) शिक्षा के दार्शनिक व सामाजिक आधार, इंटरनेशनल पब्लिशिंग हाऊस, मेरठ।
- 2<sup>nd</sup> रूहेला, प्रो. एस.पी. (2009) शिक्षा के दार्शनिक व समाजशास्त्रीय आधार, अग्रवाल पब्लिकेशन्स, आगरा।
- 3<sup>rd</sup> सोनी, रामगोपल उदयोन्मुख भारतीय समाज में शिक्षक, एच. पी. भार्गव बुक हाऊस, आगरा।
- 4<sup>th</sup> पाण्डेय, रामकल (2007) शिक्षा के दार्शनिक व समाजशास्त्रीय पृष्ठभूमि, अग्रवाल पब्लिकेशन्स, आगरा।

- 5ण पचौरी, गिरीष, पचौरी रितुए (2010) उभरते भारतीय समाज मै षिक्षक की भूमिका, आर. लाल. बुक डिपो, मेरठ।
- 6ण रूहेला, एस.पी. (2008) विकासोन्मुख भारतीय समाज में षिक्षक और षिक्षा, अग्रवाल पब्लिकेणन्स, आगरा।
- 7ण सिंह, रामपाल, सिंह, श्रीमती उमा, (2008), षिक्षा तथा उदीयमान भारतीय समाज, विनोद पुस्तक मन्दिर, आगरा-2।
8. Sexena, N.R. Swaroop, Principles of Education, International Publishing House, Merrut (U.P)

# Course 4: Language across the Curriculum

Course Code: B.ED-103

Total Marks: 100

(Credit -4)

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

## Objectives of the course:

After completion of the course, the student-teachers will be able to:-

1. Understand the language background of students and using this background in making teaching effective.
2. Create sensitivity to the language diversity in the classroom as well as Nation.
3. Understand the importance of Linguistics, Phonetics and Dialects.
4. Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
5. Understand the nature of reading, comprehension and writing in specific content areas.
6. Understand importance of writing with a sense of purpose, writing to learn and understand.
7. Understand language and speech disorder and make remedial measures

## UNIT-I- Language -

- Language; its nature and importance in human life, language and society
- First and second language, creating sensitivity to the language diversity in the classrooms, multilingualism in Language
- Role of mother tongue: its nature and Importance & Three Language Formula in special reference to National Education Policy 2020

## UNIT-II- Language Policies-

- Constitutional Provisions for Language Development
- Language policies related to- School Education

- Recommendations of various commissions on language- Kothari Commission (1964-66), National Policy on Education 1986, National Knowledge Commission and National Education Policy 2020

### **UNIT-III- Class Room as a Language Laboratory-**

- Reading : Objectives, characteristics, Methods, types, Significance and Importance
- Reading strategies for children – note-making, summarizing; making reading-writing connections; process writing.
- Writing: Objectives, characteristics, Significance, Strategies and Writing Scripts

### **UNIT-IV- Language Development-**

- Vocabulary- Significance & Methods, Spellings- Objectives, Significance & Methods
- Speech- basic components - aims, Pronunciation- aims, causes and methods
- Language, Linguistics, Phonetics and Dialects

### **UNIT –V- Teacher and Language**

- Psychological basis of Language- Theories of Language development –Vygotsky Theory of Language development, Chomsky Theory of Language, Erikson’s Theory of Language development and their implications in teaching of Language
- Importance of Language Room, language lab and Language Library in reference to National Education Policy 2020
- Qualities of a good language teacher

### **PRACTICUM / FIELD WORK-**

- i. Organize an activity based game to motivate students for creating sensitivity to the language diversity in the classroom
- ii. Identify speech defects of students and suggest remedies in a brief report.

**PEDAGOGY-** Various approaches will be adopted by the teacher educators to transact the course viz. classroom interactions, seminars, workshops, discussion, debate and case studies. Content Reading for comprehension and write up.

### **REFERENCES**

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa. Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the Reader’s Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Based readers and Content texts. Psychology Press.

3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. *The Reading Teacher*, 670-674.
4. Grellet, F. (1981). *Developing reading skills: A practical Guide to reading comprehension exercises*. Cambridge University Press.
5. NCERT. (2006) Position Paper. National Focus Group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.

## **COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS (CREDIT -4)**

**Course Code: B.ED-104**

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70

**Objectives of the course:** After completion of the course, the student-teachers will be able to:-

1. Understand the disciplinary knowledge and subjects, their emergence, nature and roles
2. To comprehend the notion of knowledge and its types
3. Selection of subject content, good text books, magazines and journals.
4. Discuss on knowledge construction & curriculum construction
5. Reflect on NCF 2005 & NCFTE-2009

### **UNIT-I-**

- Knowledge- Meaning, Notion and Approaches,
- Objectives, contextual, diverse, dialogical and subjective knowledge
- Information, Knowledge, Beliefs and Truth

### **UNIT-II-**

- Knowing Process; Local and Universal, Concrete and Abstract, Theoretical and Practical, Contextual and Textual, School and out of School
- Concept, Nature and role of disciplinary knowledge and subjects
- Emergence of discipline and subjects in social, political and intellectual contexts

### **UNIT-III-**

- Interdisciplinary nature of subjects, Importance of disciplinary knowledge to school students
- Selection of subject Content
- Criteria of selection of good text books, magazines and journals.

### **UNIT-IV-**

- Types of Knowledge, Intuitive or Tacit knowledge
- Role of School and Society in Knowledge construction
- Role of Culture in knowing and Knowledge construction

### **UNIT-V-**

- Curriculum & syllabus, Need and importance of curriculum in development of knowledge

- Theories Related to Knowledge- Logical Positivism (Bertrand Russell) Relativism (George Lakoff), Social Constructivism (Peter. L. Berger & Lev, Vygotsky) & Scientific Realism (Ernan McMillan).
- Role of Teacher in Knowledge construction

**PRACTICUM/FIELD WORK:-**

- Construction of curriculum of any class and subject,
- Evaluation of textbooks of any class and subject

**PEDAGOGY**-Discussion, Seminar and Workshop on transformation of content for construction of learners own knowledge according to present need.

**References**

1. Carr, D. (2005). Making sense of education: An introduction to the philosophy and theory of education and teaching, Routledge.
2. Shulman L. S. (1986). Those who understand: knowledge growth in teaching. Educational Researcher, 4-14
3. Poste, R. Pster, T. M, & Ross. D. (Eds) (2003) the Cambridge history of science: Volume the modern social sciences. Cambridge University press.
4. Plato (2009) Reason and persuasion, Three dialogues. In J. Holbo (Ed) Meno: reason, persuasion and virtue. Person.
5. Goodson, I.F. & Marsh, C.J. (2005). Studying school subjects: A guide. Rouledge.
6. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992).
7. Ghosh, S.C. (2007). History of education in India. Rawat publications.
8. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.

**Course EPC -1: Reading and Reflecting on Texts (Credit -4)**

**Course Code: B.ED-105**

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 30

External Assessment: 70 (**By the External Examiner**)

**Objectives of the course:** After completion of the course, the student-teachers will be able to:-

1. Read a wide variety of texts; Novels, Autobiographies, Biographies, Articles etc
2. Write efficiently with a sense of purpose and field notes
3. Respond to a text
4. Combine reading and writing skills and Content analysis,
5. Develop reflective skills

**ACTIVITIES-**

- To read a wide variety of texts, including – Empirical, Conceptual and historical work, Policy documents and studies about schools, teaching, and learning and about different people’s experiences of all of these.
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- 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. Combining reading and writing skills, reflective skills, Content analysis, writing field notes.

**Practicum-** Summery writing, writing autobiography and field note. Critically analyse activities of their own and of a group during reading, writing and discussion. Pupil Teacher will present a report on entire activities.

**Reference:**

1. Reflective Practice: Writing and Professional Development, Gillie Bolton. Sage Publication
2. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer, Cambridge University Press.
3. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
4. Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
5. Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning.