

Curriculum for 2-year B.Ed. Programme

Department of Education
University of Delhi, Delhi

Curriculum for 2-year B.Ed. Programme

First Year

Foundation and Pedagogic Courses

In the first year of the course, there shall be 7 courses in all, 5 of them carrying 100 marks each, and the remaining 2 carrying 50 marks. It is expected that the 100 mark courses will be taught for 3-4 hours per week, and the 50 mark courses for 1-2 hours per week on an average. Each paper carries a provision for 30 per cent internal assessment.

The following courses will carry 100 marks each:

1. Education in Contemporary India
2. Human Development, Diversity and Learning
3. Conceptual Foundations of Education
4. Pedagogy-I (introduction to the pedagogic challenges posed by the subjects comprising any one of the FIVE broad disciplinary streams)
5. Pedagogy-II (Covering the pedagogic needs of any one subject within the stream chosen under Pedagogy 1, at all stages of secondary education)

Note:

The Practicum component of Pedagogy -II will be dealt with in the 2nd year of the programme.

The following Courses will carry 50 marks each:

6. Gender, School and Society
7. Knowledge, Disciplines and School Subjects (introduction to the disciplinary basis of all subjects)

EPC Courses

The first year will also provide 2 EPC (**Enhancement of Professional Capacity**) courses carrying 50 marks each. These will be taught in a workshop mode and evaluation will be entirely internal. These EPCs are:

- EPC 1: Art, Craft and Aesthetics (with special reference to any one of the four arts or a craft)
- EPC 2: Critical Understanding of ICTs in Education

Tutorial

A tutorial carrying 50 marks will be held throughout the first year. It will focus on developing the student's understanding of his or her own aims in relation to the various courses through interactive sessions. Reflective reviews of books and other readings selected by the tutor will form the basis of evaluation, apart from the student's participation in the discussions.

Field Observation: (50 marks)

As per the NCTE framework, the first year of B.Ed. will provide an opportunity for field observation in school and other educational settings for a total period of 4 weeks (i.e. 20 working days, spread across the session). A reflective journal maintained by the student during field observation will be used for evaluation out of 50 marks.

Second Year

Foundation and Elective Courses

In the second year of B.Ed., there will be three Courses, two carrying 50 marks and one elective paper carrying 100 marks. The titles are as follows:

8. The Inclusive School (ref. children with special needs): 50 marks
9. Assessment for Learning: 50 marks
10. Elective course (100 marks) on any of the options available.

The following titles constitute an initial list:

Computer and Web Technologies in Education; Art Education; Human Rights and Education; Education and Technology; Peace Education; Adolescence Education; Education for Mental Health; Environment Education;

Suggested titles for expansion of the list of electives in future: Innovations in Education; Integral Education; Nai Talim; Media and Education; Childhood and Education in Literature. More titles may be added.

EPC Courses

There will be two EPC courses. The titles are as follows:

- EPC 3: Understanding Communication (50 marks)
- EPC 4: Yoga (module to be supplied by NCTE by July and to be further reviewed by CIE) (50 marks)

School Experience Programme under Internship (300 marks)

A 16-week internship-mode School Experience Programme (SEP) for the practice of teaching and related school experiences will be offered in the first half of the second year (i.e. from August to December). Under internship, students will teach 4 days per week in schools, and the remaining day(s) will be used for course work and consultation with subject specialists. The detailed guidelines for this programme will be prepared later on the basis of the new NCTE

course framework. It is expected that under SEP, students will participate in all aspects of school life while focusing on the teaching a subject in different classes assigned to them. An attempt will be made to create opportunities to engage with the specific challenges that teaching children with special needs involves. Students will be evaluated for SEP out of 300 marks. These marks can be distributed across different domains of school internship work to be spelt out later. Each student will regularly maintain a reflective journal consisting of observations and reflections on his/her own teaching, and observations on teaching by peers. The following pattern is recommended for evaluation:

100 marks: to be given by the subject specialist on the basis of planning, use of resources, preparation of teaching aids, etc. These marks will be given in three instalments: 25 after 4 weeks, 25 after 8 weeks, the remaining 50 at the end of the internship programme.

100 marks: to be given by the regular supervisor on the basis of classroom teaching in the same kind of instalments as are mentioned above;

50 marks: to be given by 2 rotational supervisors.

50 marks: to be given by the regular supervisor on the basis of the reflective journal maintained by the student.

Size of Sections

It is recommended that the average number of students in a section should not exceed 25 as indicated by NCTE in the context of different subjects. This will enable the aims of the new B.Ed. programme to be pursued with due regard for the expected quality of teaching and interaction as envisaged by NCFTE-2009 on which the NCTE's guidelines are based.

Time-Table

The Courses carrying 100 marks are envisaged to be taught for approximately four hours a week, i.e. once in a two-hour period and twice in one-hour periods. The Courses carrying 50 marks will be taught for two hours per week. The numbers of hours will need to be adjusted during the weeks when students go out for field observation one day (or more, if required) per week. The same will apply to the workshops for EPCs. This average allocation implies a total of 26 hours for teaching and the remaining 14 hours in a working week for other institutional activities and self-study in the first year. The second year programme will follow a one-day time-table during internship when students go to schools for four days every working week for 16 weeks (i.e. 80 days). Hence, during internship, the teaching of courses and EPCs, and consultation with subject specialists, will be adjusted within the time available at the institute. Following the completion of internship, the normal amount of periods can be allotted to the three courses and EPCs.

Scheme of Examination

The B.Ed. programme, as outlined above, will carry 1400 marks. The first year will carry 800 marks and the second year will carry 600 marks. Internal assessment will constitute 30 marks in courses carrying 100 marks and 15 marks in courses carrying 50 marks. All EPCs will be evaluated internally.

B. Ed. Two Year Course Outline

I. Foundation Courses : All courses are compulsory

	Paper Title	Paper Code	Marks
1	Education in Contemporary India	F.1	100
2	Human Development, Diversity and Learning	F.2	100
3	Conceptual Foundations of Education	F.3	100
4	Gender, School and Society	F.4	50
5	Knowledge, Disciplines and School Subjects	F.5	50
6	The Inclusive School	F.6	50
7	Assessment for Learning	F.7	50

II. Pedagogy Courses

	Paper Title	Paper Code	Marks
Pedagogy I			
(any one of the FIVE disciplinary streams)			
1	Language	P.1.1	100
2	Science	P.1.2	100
3	Mathematics	P.1.3	100
4	Social Science	P.1.4	100
5	Commerce	P.1.5	100
Pedagogy II			
(Teaching of any one subject)			
1	English	P.2.1	100
2	Hindi	P.2.2	100
3	Sanskrit	P.2.3	100
4	Urdu	P.2.4	100
5	Punjabi	P.2.5	100
6	Physics	P.2.6	100
7	Chemistry	P.2.7	100
8	Biology	P.2.8	100
9	Integrated Science	P.2.9	100
10	Mathematics	P.2.10	100
11	History	P.2.11	100
12	Political Science	P.2.12	100
13	Economics	P.2.13	100
14	Geography	P.2.14	100
15	Psychology	P.2.15	100
16	Sociology	P.2.16	100
17	Social Science	P.2.17	100
18	Commerce	P.2.18	100
19	Home Science	P.2.19	100

III. Elective Course : (any one of the options available)

	Paper Title	Paper Code	Marks
1	Education for Mental Health	E.1	100
2	Art Education	E.2	100
3	Computer and Web Technologies in Education	E.3	100
4	Education and Technology	E.4	100
5	Environment Education	E.5	100
6	Human Rights in Education	E.6	100
7	Peace Education	E.7	100
8	Adolescence Education	E.8	100

IV. EPCs (Enhancement of Professional Capacity)

	Title	Paper Code	Marks
1	Art, Craft and Aesthetics	EPC.1	50
2	Critical Understanding of ICTs in Education	EPC.2	50
3	Understanding Communication	EPC.3	50
4	Yoga	EPC.4	50

V. Tutorial: 50 marks

VI. Field Observations: 50 marks

VII. School Experience Programme under Internship: 300 marks

Two Year B.Ed. Programme (year-wise outline)

First Year		
Foundation Courses	3 Courses	3 x 100 = 300 marks
	2 Courses	2 x 50 = 100 marks
Pedagogy Courses		
Pedagogy I	1 Course	100 marks
Pedagogy II	1 Course	100 marks
EPCs	2 Courses	100 marks
Tutorial	-	50 marks
Field Observation	-	50 marks
	Total	800 marks
Second Year		
Foundation Courses	2 Courses	100 marks
Elective Courses	1 Course	100 marks
EPCs	2 Courses	100 marks
School Experience Programme under Internship	-	300 marks
	Total	600 marks
	First year + Second year	1400 marks

Structure for the B.Ed. Student

- a. Seven Foundation Courses: 500 marks
- b. Two Pedagogy Courses : 200 marks
- c. One Elective Course: 100 marks
- d. Four EPCs: 200 marks
- e. Tutorial: 50 marks
Field Observation : 50 marks
School Experience Programme under Internship: 300 marks.

Please refer to B.Ed. Two Year course outline and year-wise outline for further clarity.

Foundation Courses

Ist Year

[F.1 : Education in Contemporary India](#)

[F.2: Human Development, Diversity and Learning](#)

[F.3: Conceptual Foundations of Education](#)

[F.4: Gender, School and Society](#)

[F.5 : Knowledge, Disciplines and School Subjects](#)

IInd Year

[F.6 : The Inclusive School](#)

[F.7 : Assessment for Learning](#)

B.Ed. Two Year Programme

F.1: Education in Contemporary India

Maximum Marks: 100

Aims and Objectives

This course aims to develop an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education. Students are expected to engage with the discourses on contemporary Indian society and education, to understand the national and local contexts in which a variety of schools function, and appreciate that a democratic society must be built on a universal, just and equitable system of education. This requires building a perspective on the processes of alienation and socio-economic deprivation of a large number of students, an analysis of the complex relationship between education and equality, and a critical appraisal of policies and recommendations of major commissions and committees.

The course will enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of critical analysis and the experience of engaging with diverse communities, children and schools. The course will include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement through focus group discussion, surveys, short term project work etc. The course consists of five units, covering policy-related issues and debates, and also their socio-economic context.

Unit I: The Constitutional Context

Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties); the Right to Free and Compulsory Education 2010 (RTE) and inclusion; Education in the concurrent list and its implications

Unit II: The Social Context of Educational Policy

Challenges posed for education by the socio-cultural and economic context: child-labour, child marriage, displacement and migration;

Composition of Indian society and its implications for education: Inequality, discrimination, exclusion and marginalization in the context of language, religion, caste, class, gender, region, and disability; Issues and challenges in the education of *Dalits*, OBCs, the Scheduled Tribes, girls and religious minorities; the role and agency of teachers in the education of above mentioned groups; Classroom ethos as an area of enquiry from the perspective of children from diverse socio-cultural and economic backgrounds;

Unit III: A Thematic Focus on Educational Policy

A critical review of commission reports and policy documents through a thematic focus, linking the contemporary context with salient debates since independence:

Equity in Education: Kothari Commission and the vision of Common Schooling; National Policy on Education 1986 and its review by the Ramamurthy Committee 1992; Yashpal Report 1993 and the National Curriculum Framework 2005; the Mid Day Meal programme, an inclusive space for eating together;

Linguistic Plurality and Language Policy: The Language Survey; debates on the 'medium' of learning; the 'three-language formula' for national and emotional integration, problems of implementation across states.

Work and Education: Zakir Hussain Committee, *Nayee Taleem* or Basic Education; work as a medium of learning, integrating skills with knowledge; Mudaliar Commission, multipurpose schools and citizenship education; critical analysis of the policy discourse on work, skills and vocational education;

Unit IV: Social and Educational Reform

Legacy of social reformers and their vision of education: Phule, Vidyasagar, Ambedkar, Ramabai, Gandhi and others; historical struggles for modernization of education in different regions;

Innovations and experiments: Shantiniketan, People's Science Movement, etc.

Unit V: The System and its Structures

Schools in India: types and affiliation, schools run by autonomous institutions of the Central government (KVS, NVS, Sainik Schools, etc.); schools run by the State Governments; private schools; international schools; looking at institutional structures and stratification within the context of concerns for 'quality' and equity; management and public participation; role of key institutions in shaping the policy and discourse of education: NCTE, NCERT, NIOS, Boards of Education, etc; role of Directorates of Education, local bodies, e.g. Panchayati Raj institutions, municipal bodies.

Suggested Readings

Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261.

- Balagopalan, S. (2003) Understanding educational innovation in India: the case of Ekalavya. *Education Dialogue 1(1): 97-121.*
- Chanana, Karuna (2001) *Interrogating women's education: bounded visions, expanding horizons.* Jaipur and New Delhi: Rawat
- Chandra, B. (2004) Gandhiji, Secularism and Communalism. *Social Scientist, Vol. 32, No. 1/2pp. 3-29*
- Deshpande, S. (2014). The problem of caste. New Delhi: Orient Blackswan
- Dube, S.C. (1990, 2005) *Indian Society.* New Delhi: National Book Trust
- GOI. (1966). *Report of the education commission: Education and national development.* New Delhi: Ministry of Education.
- GOI. (1986). *National policy of education.* GOI.
- GOI. (1992, 1998). National policy on education, 1986 (modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
- Govinda, R. (ed). (2002) *India education report: a profile of basic education.* New Delhi: Oxford University Press.
- Ghosh, S. C. (2007). *History of education in India.* Rawat Publications.
- Hindustani Talimi Sangh. (1938). *Basic national education: Report of the Zakir Hussain committee.* Sagaon, Wardha: Hindustani Talimi Sangh.
- Letter to a teacher: By the school of Barbiana.* (1970). Retrieved from <http://www.arvindguptatoys.com/arvindgupta/letter.pdf>
- Naik, J.P. (1979) *Education Commission and After.* A P H Publishing Corporation: New Delhi. Also available in Hindi
- Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children.* Indian Institute of Dalit Studies and UNICEF.
- NCERT (2006/7) *National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender.* New Delhi: NCERT
- NCTE (2009) *National Curriculum Framework for Teacher Education.*
- PROBE (1999) *Public report on basic education in India.* New Delhi: Oxford University Press.

Parekh, B. C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory* (pp. 213-230). Palgrave.

Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.

Rai, A. (2000) *Hindi Nationalism*. Orient Longman

Rampal, A. & Mander, H. (2013, July. 13). Lessons on food and hunger: Pedagogy of empathy for democracy. *Economic and Political Weekly* 48(28), 50-57.

Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? *Political and Economic Weekly* 47(49), 61-68.

Online links for Commission and Committee Reports:

1. Kothari, D. S. (1964). *Education and national development: Report of the education commission, 1964-66*. Available at www.mhrd.gov.in/
2. *National policy on Education (1986)*. Available at www.ncert.ac.in
3. Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in
4. PROBE (1998) and PROBE 92011) Revisited available on www.academia.edu
5. NCF-2005 available on www.ncert.ac.in
6. NCFTE: http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf
7. Sachar Committee Report available at <http://ncm.nic.in/pdf/compilation.pdf>

B.Ed. Two Year Programme

F.2: Human Development, Diversity and Learning

Maximum Marks: 100

Vision

This course will facilitate an understanding of the processes of development and learning and some of the major perspectives and theories underlying them. It will also enable conceptualization and appreciation of human diversity and the challenges emanating from it in institutions and society. The course aims at promoting an appreciation of the role of context and culture on development and learning and highlighting the holistic, yet unique nature of the growing child. The interdependence of all aspects of development – physical, cognitive, emotional, moral, and social, will be emphasized. The psychosocial difficulties, problems and challenges which children experience in their development and learning, particularly in the context of diversity, will also find articulation. Emphasis will be given to creating inter-linkages between theory, research and applications, particularly facilitating the development of insights for pedagogy and assessment. Development, diversity and learning are conceptualized as highly interrelated processes, the understanding of which gets complemented by practical experiences in real contexts and not merely theoretical abstractions. The course, thus, carries a rich practicum focus. In order that the theory-practice interface becomes more meaningful, it is proposed that the course be taught keeping in mind the basic organic unity between learning, diversity and development. The Indian socio-cultural perspective would form the context in which teaching, practicum, and course transaction are located.

Objectives

To facilitate a comprehensive understanding of the development, learning and uniqueness of the growing child in diverse socio-cultural contexts.

To foster the understanding and appreciation of inter-linkages between human development, diversity and uniqueness.

To critically examine key universal constructs in developmental psychology and educational psychology and their applications from the lens of cross-cultural frames.

To embed the classroom discussions, perspective building and practicum tasks in inclusive education.

To develop the potential for perspective building located in the Indian socio-cultural context through practicum, academic readings and classroom teaching/discussion.

Unit 1: Human Development

- Concept, Issues and Debates in Human Development.
Growth, Maturation and Development
Growth Curve and its implications for the Human Development Life-span
Basic Principles of Development
Debates: Nature v/s Nurture, Continuity v/s Discontinuity, Universal v/s Contextual
- Detailed study of the theories of Piaget, Vygotsky, Erikson, Bronfenbrenner, Kohlberg and Gilligan with special reference to Childhood and Adolescence in India.
- Educational Implications of the above theories for facilitating the development and uniqueness of Children, Adolescents and Young Adults.

Focus should be on locating the understanding of childhood and adolescence in the pluralistic nature of Indian society and in the context of poverty, globalization, and adult culture. Notions of multiple childhoods and adolescences should be emphasized.

Unit 2: Human Diversity

- Nature and Concept of Human Diversity: Variation, Heterogeneity and Celebrating Uniqueness; Social and Cultural Diversity
- Understanding how children differ in the following areas: Intelligence, Creativity, Self-concept and Motivation
- Understanding children and adolescents from diverse contexts: social, cultural, community, religion, caste, class, gender, linguistic and geographic location
- Role of the Teacher and strategies to deal with the differences and diversity
- Understanding diversity in the school in the context of inclusive education with special reference to children with special needs

The focus in this unit should be on developing strategies to deal with their educational, socio-emotional needs and counseling needs. This unit should be taught through a series of field engagements with a debrief on theory.

Unit 3: Human Learning and Cognition

- Exploring developmental and cultural differences in the way children think and learn from different perspectives: Behaviorism, Social Cognition, Cognitive Information Processing, Humanism and Personal and Social Constructivism
- Implications of the above for curriculum development, design of learning activities and classroom processes, pedagogic practices, and creating democratic learning environments that include diverse children's knowledge and social experiences in the classroom.

It is expected that the theoretical concepts drawn from the above stated approaches will serve to understand:

Learning as a natural, biological process of adaptation; an interaction between inherent biological structures and processes and the environment, situating the discussion in the Piagetian perspective; conditioning and imitative/ observational learning as explained in behaviorism and social cognitive theory of Bandura.

Learning as a personal process of meaning making; Personal/ Radical Constructivism.

Learning as a social process of knowledge construction; as a process of negotiating personal knowledge, restructuring it and constructing shared understanding: Social Constructivism-Vygotsky's approach to learning; Situated cognition.

Learning as a process of becoming; Humanistic approach focused on discovery and evolution of self: Maslow and Carl Rogers.

Suggested Framework for Practicum

Objectives

To facilitate the understanding of theoretical concepts and ideas, drawing from the personal and practical field experiences of student teachers.

To develop a contextual and critical understanding of the theories and approaches students have studied, through field engagement.

To promote self reflexivity and the capacity to appreciate the interrelatedness of the processes of development, diversity and learning, through their experiences with children, schools, and communities in real contexts.

Suggested List of Tasks

Documenting and analyzing the self-description/ narratives of children/ and adolescents of two varying developmental stages to understand the development of their self-concept and identity and the factors influencing them.

Organising classroom debates on critical contemporary concerns, such as high parental expectations from children; competitive social ethos and its impact on children; examination pressures on children's psychological health; challenges of integrating children from diverse socio-economic and cultural contexts; peer pressures and the influence of social media. The discussion should focus on whether these are desirable or not, giving reasons in support of the position taken.

Planning a self-reflective task for student teachers which enable them to analyse how parenting practices, family culture and their experiences at school, influenced the development of their conscience.

Observing the peer associations, interactions and games which children of different age groups engage in. Analysing the effect of these on their gender identity, sexuality and societal attitudes with particular focus on diversity related to caste, disability, language and religion.

Interviewing children who are making the transition from primary to secondary and secondary to senior secondary stage to identify the challenges which they face and how they deal with them. Focus should be on connecting with stage theories of development and spelling out the role of teachers and parents in this regard.

Analysing the childhood experiences of student teachers which they believe enhanced or stifled their creativity and based on this, developing strategies for fostering the creative potential of their students.

Interviewing a few children who have recently migrated to Delhi and joined a mainstream school, with a view to identifying the challenges and difficulties that they face. Focus should be on adjustment, peer relations, and classroom dynamics. Based on this, developing a plan of action that will address their special needs.

Observing and interacting with any one class to identify the barriers to inclusive education. Developing a short action plan describing how the class could be made more inclusive. Focus

should be on the physical environment, psycho-social environment, interface with the whole school and networking with outside agencies.

Making student teachers identify, describe and write their initial perceptions of children's thinking and learning and revisit the same based on the theories / approaches which they study and their experiences at school.

Analyzing media influences on children's and adolescents' behaviour, ambitions, aspirations, body image and identity.

Note

Each of the above tasks may be done on student teachers or on school students as the need may be. At least five tasks should be done from the above list.

Suggested Readings

Berk, L. E. (2011). *Child Development*. (8th ed.). New Delhi: Pearson Prentice Hall.

Eggen, P. & Kauchak, D. (1999). *Educational Psychology: Windows on Classrooms*. (4th ed.). New Jersey : Prentice Hall

Farrell, M. (2009). *Foundations of Special Education: An Introduction*. (4th ed.). Wiley Blackwell

Frederickson, N. & Cline, T. (2009). *Special Educational Needs, Inclusion and Diversity*. (2nd ed.). New York: McGraw Hill Education Open University Press

Gargiulo, R.M. (2015). *Special Education in Contemporary Society 5e: An Introduction to Exceptionality*. Canada: Sage

Gilligan, C. (1982). *In a different Voice: Psychological Theory and Women's Development*. Cambridge: Harvard University Press.

Hallahan, D.P., Kauffman, J.M. & Pullen, P.C. (2012). *Exceptional Learners: An Introduction to Special Education*. (12th ed.). New Jersey: Pearson Education.

Lefrancois, G.R. (1999). *Psychology for Teaching*. (10th ed.). London: Wadsworth Publishing.

Lightfoot, C., Cole, M. & Cole, S. R. (2013). *The Development of Children*. (7th ed.). New York: Worth Publishers.

Ormrod, J.E. (2000). *Educational Psychology: Developing Learners*. (3rd ed.). New Jersey: Prentice Hall

Piaget, J. (1926). *Language and Thought of the Child*. London: Routledge & Kegan Paul.

Piaget, J. (1951). *The Psychology of Intelligence*. London: Routledge & Kegan Paul.

Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International University Press.

Ranganathan, N. (2000). *The Primary School Child: Development and Education*. New Delhi : Orient Longman

Santrock, J.W. (2007). *Adolescence*. (11th ed.). New Delhi: Tata McGraw-Hill. Saraswathi, T. S., Brown, B. B. and Larson, R. W. (2002). *The World's Youth: Adolescence in Eight Regions of the Globe*. Cambridge: Cambridge University Press.

- Santrock, J.W. (2010). *Lifespan Development*. (13th ed.). New York: McGraw-Hill Higher education
- Saraswathi, T.S. (Ed). (1999). *Culture, Socialisation and Human Development: Theory, Research and Application in India*. New Delhi: Sage.
- Slavin, R. E. (1997).*Educational Psychology: Theory and Practice*. (5th ed.). New Jersey: Allyn and Bacon.
- Vygotsky.L. (1978).*Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
- Vygotsky.L. (1986).*Thought and Language*. Cambridge: The MIT Press.
- Way, N. & Chu, J.Y.(Eds) (2004). *Adolescent Boys: Exploring Diverse Cultures of Boyhood*. New York: University Press.
- Woolfolk, A. (2014). *Educational Psychology*. (12th ed.). New Delhi: Pearson Education.
- Woolfolk, A., Misra, G. &Jha, A.K. (2012).*Fundamentals of Educational Psychology*. (11th ed.). New Delhi: Pearson.

B.Ed. Two Year Programme

F.3: Conceptual Foundations of Education

Maximum Marks: 100

The main objective of this paper are : (i) to promote reflective thinking among students : (ii) to sharpen their perception of the concepts involved in educational practice (iii) to enhance their capacity to formulate responses to the reality of education. The paper is divided into three units. All the three units are, to be covered.

- Unit A:**
- i) ***Basic Concepts in Philosophy of Education:*** teaching, training, learning and education in the context of the child's nature, growth and development.
 - ii) ***Epistemological Basis of Education:*** knowledge, reason and belief, rationality; experience and awareness, values and ideals with reference to school subjects
 - iii) ***Methodological Options in Education:*** Assumptions about human nature; critique of behaviorism and its three alternatives:
 - A. Activity: With reference to Dewey's ideas on learning and Gandhi's NaiTalim
 - B. Discovery: With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry
 - C. Dialogue: With reference to Plato (Allegory of the Cave), the Upanishads(The Nachiketa-Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher

Unit B : Basic Concepts in the Sociology of Education:

- (i) Democracy and the State
- (ii) **Constitutional Values:** Equality, Freedom, Social Justice, Inclusiveness and Secularism.
- (iii) Socialisation, Role of family and school, Conflicts and coherence.
- (iv) Knowledge and political ideology in relation to curriculum and textbooks.
- (v) The role of culture, economy, and historical forces in shaping the aims of education. Dominance, conflict and resistance in the context of education.

Unit C: Introduction to the main ideas of the following thinkers concerning aims of education and pedagogic practices:

John Dewey, Gandhi, Tagore, Freire and J. Krishnamurti

Project

A detailed study of one of the thinkers mentioned in the entire syllabus

Suggested Reading List

Cohen, Brinda. 1969. Educational Thought: An Introduction. Macmillan: Britain

Moore, T.W. 1974. Educational Theory: An Introduction. London: Routledge & Kegan Paul

Wilson, J and Cowell, Barbara. 1928. Taking Education Seriously. London: The Falmer Press

Montessori, Maria. 1965 Spontaneous Activity in Education New York: Schocken Books

Montessori, Maria. 2012. The Absorbent Mind. New Delhi: Aakar Books

Kumar, Krishna. 1977. Raaj Samajaur Shiksha. Delhi: Rajkamal

Kumar, Krishna. 1998. Shaikshik Gyan Aur Varchasv. Delhi: Granthshilpi

Kumar, Krishna. 2002. Shikshaaur Gyan. Delhi: Granthshilpi.

Kumar, Krishna. 2004. What is Worth Teaching? Delhi: Orient Longman

Buber, Martin. 2006 'Teaching and Learning' in The Writings of Martin Buber. Author: Will Herberg. Universal Digital Library. The World Publishing Company: New York.

Hanh, Thich Nhat, 1987. *Being Peace*, Parallax Press, Unified Buddhist Church. Berkeley.

Hanh, Thich Nhat, 2013 *Peace of Mind.: Becoming Fully Present*. Bantam Press.

Dhankar, Rohit (2006) Shiksha Aur Samajh Haryana: Aadhar Prakashan

Woozley, A.D. 1949. Theory of Knowledge: An Introduction. London: Hutchinson's University Library. (Hindi Translation: Gyanmeemansa Parichay Patna: Bihar Hindi Granth Academy)

Mascaro, Juan, 1965. The Upanishads. England: Penguin

Freire, Paulo. 1970. Pedagogy of the Oppressed. London: Penguin Books

Elmhirst, L.K. 1994. Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan.

Dewey, John. 1902. The Child and the Curriculum. Chicago: The University of Chicago Press

Dewey, John. 1915. *The School and Society*. The University of Chicago Press

Jiddu, Krishnamurti 1975. Lutyens, Mary, ed. *Freedom from the Known*. San Francisco: Harper

Krishnamurti, Jiddu. 1992. *Education and the Significance of Life*. India: Krishnamurti Foundation India.

Sykes, Marjorie. 1988. *The Story of NaiTalim: fifty Years of Education at Sevagram*. Wardha: Nai Talim Samiti.

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F.4: Gender, School and Society

Maximum Marks: 50

Unit I: Key Constructs in Gender

Patriarchy, power, resources and opportunities, sex, A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.

Unit II: Social Construction of Gender

- 2.1 Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature;
- 2.2 Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialized male and female identities and the introduction to third gender; discourse of LGBT

Unit III: Gender and School

- 3.1 Girls as learners, hidden curriculum (teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender
- 3.2 Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.

Suggested Projects

Analysis of films including songs, advertisements in print and electronic media.

Analysis of folk songs, literature in different languages and myths

An analytical study of textbooks published by different states, private publishers and NCERT.

A study of data about girls from scheduled castes and tribes, minorities and rural backgrounds from different sources such as, enrollment in school and university at different levels, results of Grade X and Grade XII examinations and enrollment in different programmes in higher education.

A critical study of schemes such as KGBV, NPEGEL, Ladli and so on.

A comparative study of the daily routine of a girl and boy from the same family.

Suggested Reading List

Chanana, Karuna. 1988 Socialization, Education and Women. Nehru Memorial Museum and Library: New Delhi

Dube, Leela. 2000 Anthropological Explorations in Gender: Intersecting Fields. Sage Publications: New Delhi

- Dube, Leela 1997. *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia* (New York: United Nations University Press)
- Beasley, Chris. 1999. *What is Feminism: An Introduction to Feminist Theory*. Sage: New Delhi
- Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', *Daedalus*, Vol. 116, No. 4, *Learning about Women: Gender, Politics, and Power* (Fall): XXI-XXX
- Engineer, Asghar Ali. 1994. 'Status of Muslim Women', *Economic and Political Weekly*, Vol. 29, No. 6 (Feb.): 297-300
- Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', *Daedalus*, Vol.93, No.2, *The Woman in America* (Spring): 582-606
- Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', *Indian Journal of Social Science*, 7(3 & 4): 355-62
- Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), *Culture, Socialization and Human Development* Delhi: Sage Publication India Pvt. Ltd.
- Gardner, Carol Brooks. 1983. 'Passing By: Street Remarks, Address Rights, and the Urban Female', *Sociological Inquiry* 50: 328-56
- Gilligan, Carol. 1982. *In a Different Voice* England: Harvard University Press
- Government of India. 1975 a. *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India)
- Government of India. 1994. *The Girl Child and the Family: An Action Research Study*. Department of Women and Child Development Delhi: HRD Ministry, Government of India
- Hasan, Zoya and Menon, Ritu.. 2005. *Educating Muslim Girls: A Comparison of Five Indian Cities* Delhi: Women Unlimited
- Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' *Economic and Political Weekly* Vol. XLV No. 17 April 24
- Kumar, Krishna. 2013 *Choodi Bazar Mein Ladki*. Rajkamal: New Delhi
- Patel, Tulsi. 2007. 'Female Foeticide, Family Planning and State-Society Intersection in India' in Tulsi Patel (ed.), *Sex- Selective Abortion in India* Delhi: Sage Publications
- Ridgeway, Cecilia L. and Correll, Shelley J. 2004. 'Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations', *Gender and Society*, Vol. 18, No. 4 Aug.
- West, Candace and Zimmerman, Don H. 1987. 'Doing Gender', *Gender and Society*, Vol. 1, No. 2 Jun.: 125-151

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F.5: Knowledge, Disciplines and School Subjects

Maximum Marks: 50

This compulsory course aims to introduce all the students to the basis on which knowledge is classified into disciplines and subjects. The syllabus has the following specific aims:

1. To enable students to analyze the structure of knowledge as reflected in disciplinary streams and subjects;
2. To enable students to notice the links between disciplines and school subjects
3. To examine the structure of the school curriculum from the primary to the secondary stages in terms of the underlying structure of knowledge;
4. To encourage students to reflect on their own education and notice how their interests and capacities have been shaped by the structure of curriculum and other external factors. This aim will be achieved with the help of a practicum.

Unit I: Introduction

Key question: ‘Why does knowledge need to be classified?’; Introduction to epistemology; Knowledge, curiosity and inquiry; Knowledge as a system: the role played by our concept of knowledge in shaping our teaching and learning practices.

Disciplinary streams: their historical origins and evolution; the problem of classifying them; levels of classification, e.g. ‘Science’ and ‘Arts’; ‘Humanities’ and ‘Social Science’;

Unit 2: Streams and Subjects

Nature of knowledge (i.e. ways of knowing and bodies of knowledge) placed under distinct disciplinary streams: Science, Social Science, Language, Mathematics; interrelationships among streams; overlaps and gaps in different kinds of classification; the idea of ‘subjects’ to be learnt at school; their distinct pedagogical demands at different stages of school education; the school time-table as a structuring device: its treatment of the relative importance of different streams and the subjects placed under them at different stages of education; Problem of classifying and accommodating certain areas of learning, e.g. arts, crafts, work, peace, etc. Implications of curricular divisions for learner-centred pedagogy: issues and challenges.

Unit 3: Knowledge and Curriculum Policy

Study of relevant parts and recommendations of major reports that have shaped curriculum policies in India since Independence (relevant parts of the following documents to be studied in order to examine the assumptions about knowledge underlying their recommendations):

Secondary Education Commission (Mudaliar Report)

Education Commission (Kothari Report)
The Ten-Year School (Ishwar Bhai Patel Report)
Learning without Burden (Yash Pal Report)
National Curriculum Framework

Persistent debates in curriculum policy: integrated approach vs. subject-specific teaching; can values be taught?; academic vs. vocational subjects; etc.

Unit IV: Knowledge in Syllabus and Textbooks

Distinction and relation between 'Curriculum' and 'Syllabus'
Relation between Syllabus and Textbooks; implications of 'prescribing' a textbook; importance of other sources and resources of knowledge; role of different agencies and their functions in shaping the syllabus: Boards of Examination, NCERT, etc; 'examination' as a system; impact of the examination system on socially popular concept of knowledge and the practices of teaching based on it;

Unit V: Disciplinary Streams, Choices and Opportunities

The idea of choice in the 10+2 system; factors affecting choice of subjects by students; Internal factors, (e.g. interest, teacher, etc.) vs. external factors (e.g. availability, family, market, etc.); interdisciplinary combinations and choices;

Social perceptions and stereotypes: why are certain subjects considered more difficult?; the impact of knowledge-related stereotypes on choices made by schools, parents and students; Knowledge and opportunities: employment and careers. Knowledge, status and power.

Practicum: Analysis of factors that have shaped personal trajectories of students in the context of disciplines and subject choices made in school and college, interest and capacities, leading to a reflective essay.

Readings

Apple, Michael: Ideology and Curriculum
Dewey, John: How We Think
Krishna, Daya: Gyan Meemansa.
Kumar, Krishna: What is Worth Teaching?
NCERT: National Focus Group Position Papers on the Teaching of Science; Social Science; Mathematics; Curriculum, Syllabus, Textbooks; Work and Education
Piaget, Jean. Child and Reality
Russell, Bertrand, 'Knowledge and Wisdom'
Joseph Schwab: The Structure of Knowledge and the Curriculum
Paulos, John Allen 1990 Innumeracy Mathematical Illiteracy and its Consequences
Vintage Books

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F.6: The Inclusive School

Maximum Marks: 50

This course encompasses the nature and needs of children with diverse needs in an inclusive educational set up - social, academic and emotional; and the role of teachers in addressing these needs. But, the thrust of the course is on the needs of children with disabilities as the socially, linguistically and economically marginalised children and their needs are covered in the other core papers of the programme.

Aim of the Course

This course is designed to enable the students to:

- demonstrate knowledge of different perspectives in the area of education of children with disabilities
- develop sensitivity and positive attitudes towards children with special needs identify the needs of children with diversities
- appreciate the significance of special schools and regular schools in the education of children with disabilities
- plan need-based programmes for all children with varied abilities in the classroom
- use human and material resources in the classroom
- use specific strategies involving skills in teaching special needs children in inclusive classrooms
- modify appropriate learner-friendly evaluation procedures
- incorporate innovative practices to respond to education of children with special needs
- critique policies and contribute to the formulation of policy
- critique implementation of policies and contribute to implementation of laws pertaining to education of children with special needs.

UNIT I: Concept of special needs and inclusion with reference to children with disabilities

1. Understanding diversities: concept, types (disability as a dimension of diversity)
2. Disability as a social construct, classification of disability and its educational implications:
 - a. Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind)
 - b. Cognitive Disabilities: (Autism Spectrum Disorder, Intellectual Disability and Specific Learning Disability)
 - c. Physical Disabilities: (cerebral palsy and loco motor)
3. Philosophy of inclusion with special reference to children with disabilities

(Discussion on Inclusive education as the best alternative across all levels and categories of disabilities)

The significance of the positioning of special schools and inclusive schools in the education of children with disabilities

The language of inclusion- putting people first rather than the disability a person may have)

4. Process of inclusion: Concerns and issues across disabilities
5. Contextualization of inclusion for diverse learners
6. Modification of curriculum including assessment
7. Universal design for teaching learning process
8. Reasonable accommodations
9. Instructional adaptations

UNIT II: Towards inclusion: Paradigm and policy perspective with reference to children with disabilities

1. Historical perspective and contemporary trends:
2. Journey from charity , medical, social towards human rights based model
3. Succession from segregation, integration and inclusion
4. Constitutional provisions: PwD Act (1995), RTE (2006), NPE of Students with Disabilities (1986), and NPE (2006)
5. Salamanca Statement (1994) and UNCRPD (2006), IEDSS (2000),
6. Special role of institutions for education of Children with Disabilities: RCI (2002),
7. National Institutes of disabilities (Indian), National Trust (1999) and NGO's

UNIT III: Inclusive practices in classrooms: Position of teacher, support structures and networks

1. School readiness (infrastructural including technologies, pedagogical and attitudinal) for addressing the diverse needs of children with disabilities
2. Role of Teachers (both regular and special)
3. Pedagogical strategies: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach
4. Supportive services required for meeting special needs in school and collaboration required for meeting special needs in the classroom: general teacher, special teacher, speech therapist, occupational therapist, child and clinical psychologist and other outsourced experts, family, multi disciplinary team (along with child in the decision making process)
5. Collaboration between teacher and special educator, parents, outsourced experts, students and others as a continuous process

Practicum

- Visits to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visits to be submitted and presented.
- Preparation of individualised learning materials to meet the needs of a child with any of the disabilities discussed with a report on how it/they can be effectively used.
- Carry out case study of a child with any of the disabilities discussed, with a presentation in the class.
- Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom. The inclusive classroom should have at least 2 students with disability.

Suggested Reading List

Julie Alan, 2010 The sociology of disability and the struggle for inclusive education. *British Journal of Sociology of Education*, Vol. 31, No. 5, THE SOCIOLOGY OF DISABILITY AND EDUCATION (September 2010), pp. 603-619

Nidhi Singal. An ecosystemic approach for understanding inclusive education: An Indian case study. *European Journal of Psychology of Education*. Vol. 21, No. 3 (September 2006), pp. 239-252

SRIKALA NARAIAN. Dis/ability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education. *Curriculum Inquiry*, Vol. 43, No. 3 (JUNE 2013), pp. 360-387

Rebecca Bond and Elizabeth Castagnera. Peer Supports and Inclusive Education: An Underutilized Resource. *Theory into Practice*. Vol. 45, No. 3, Inclusive Schooling Practices: From Why to How (Summer, 2006), pp. 224-229

Roger Slee .Inclusive Education? This Must Signify 'New Times' in Educational Research
British Journal of Educational Studies Vol. 46, No. 4 (Dec., 1998), pp. 440-454

Leslie C. Soodak. Classroom Management in Inclusive Settings. *Theory into Practice* Vol. 42, No. 4, Classroom Management in a Diverse Society (Autumn, 2003), pp. 327-333

A. K. Mishra and Ruchika Gupta. Disability Index: A Measure of Deprivation among Disabled. *Economic and Political Weekly*. Vol. 41, No. 38 (Sep. 23-29, 2006), pp. 4026-4029

Dianna L. Stone and Adrienne Colella. A Model of Factors Affecting the Treatment of Disabled Individuals in Organizations. *The Academy of Management Review* Vol. 21, No. 2 (Apr., 1996), pp. 352-401

Katherine Corbett, Susan Shurberg Klein and Jennifer Luna Bregante. The Role of Sexuality and Sex Equity in the Education of Disabled Women. *Peabody Journal of Education*. Vol. 64, No. 4, Sex Equity and Sexuality in Education (Summer, 1987), pp. 198-212

Anita Ghai. Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia* Vol. 17, No. 3, Feminism and Disability, Part 2 (Summer, 2002), pp. 49-66

Todd Lekan. Disabilities and Educational Opportunity: A Deweyan Approach Transactions of the Charles S. Peirce Society. Vol. 45, No. 2 (Spring 2009) (pp. 214-230)

Sheila Riddell, Teresa Tinklin and Alastair Wilson. New Labour, Social Justice and Disabled Students in Higher Education. *British Educational Research Journal* Vol. 31, No. 5, Education Policy and Social Justice (Oct., 2005), pp. 623-643

India Moves Towards Equal Rights For Disabled People. *BMJ: British Medical Journal* Vol. 310, No. 6994 (Jun. 17, 1995), p. 1556

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F.7: Assessment for Learning

Maximum Marks: 50

Unit 1: Basic Concepts and Overview

- 1.1 Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
- 1.2 Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions

Unit 2: Analysis of Existing Practices of Assessment

- 2.1 A critical review of current evaluation practices and their assumptions about learning and development; examination for selection or rejection; role of traditional examinations in maintaining social and cultural hierarchy; impact of examination-driven teaching on school culture and on pedagogy; content-confined testing; critique of prevailing quiz culture and popular tests such as ASSET and Olympiad; commercialization of testing
- 2.2 Impact of the prevailing assessment practices on students' learning, their motivation and identity; detrimental effects of labeling students as slow or bright or declaring them failures; perspective behind no-detention policy in elementary grades under RTE

Unit 3: Assessment in the Classroom and Record Keeping

- 3.1 Expanding notions of learning in a constructivist perspective; ability to develop indicators for assessment; tasks for assessment: projects, assignments, formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses, observation of learning processes by self, by peers, by teacher; organising and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, group activities for assessment
- 3.2 Dimensions and levels of learning, assessing conceptual development, recall of facts and concepts, application of specific skills, problem-solving; application of learning to diverse and new situations.
- 3.3 Assessment of meaning-making propensity, abstraction of ideas from experiences, identifying links and relationships; inference, analysis and reflection, originality and initiative, flexibility.

Unit 4: Feedback

4.1 Feedback as an essential component of assessment; types of teacher feedback (written and oral); feedback to students and feedback to parents; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile; challenges of assessment

Suggested Reading List

Deshpande, J.V. Examining the Examination System *Economic & Political Weekly*, April 17, 2004 Vol XXXIX, No. 16.

Nawani, D (2015). Re-thinking Assessments in Schools, *Economic & Political Weekly*, Jan 17, Vol L, No. 3.

Nawani, D (2012), Continuously and comprehensively evaluating children, *Economic & Political Weekly*, Vol. XLVIII, Jan 12, 2013.

NCERT(2007) National Focus Group Paper on Examination Reforms

Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*.

Peer feedback and evaluation in Sanctuary Schools Dr Sudha Premnath and Ranjani Ranganathan (<http://www.ashanet.org/projects-new/documents/701/Peer%20feedback%20and%20evaluation%20in%20Sanctuary%20Schools.pdf>)

ए. के. जलालुद्दीन. (मार्च – अप्रैल, 2011). रटनसे अर्थनिर्माण तक: पाठ्यचर्या, शिक्षणशास्त्र और मूल्यांकन में फेर-बदल. शिक्षाविमर्श.

Black, P. (2015). Formative assessment – an optimistic but incomplete vision. *Assessment in Education: Principles, Policy & Practice*, 22(1).

Broadfoot, P. (1979). *Assessment, schools and society*. London, USA: Methuen & Co.

Byrnes, D.A. (1989), Attitudes of students, parents and educators toward repeating a grade. In L.A. Shepard & M.L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.

Darling-Hammond, L. (1998), Alternatives to grade retention. *The School Administrator*, 55,7.

Dweck, C. S. (2006). *Mindset : The new psychology of success*. New York: Ballantine Book

वैजयंतीशंकर. बड़े पैमाने पर आंकलन: अनुभव और नजरिया. शिक्षा- विमर्श. मार्च – अप्रैल, 2013.

Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), *Sage handbook of research on classroom assessment*. California, USA: Sage.

Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. *Assessment in Education: Principles, Policies and Practices*, 6(2),

Source Books on Assessment for Grades I-V for Hindi, English, Mathematics and EVS NCERT (2008)