

**Bachelor of Education  
Semester-I**

L-4 T-0 P-0-C-4

**CPS 4: Language Across the Curriculum**

**Course Objectives**

- To Create sensitivity about the language diversity that exists in the classroom
- To develop various strategies for using oral language in the classroom
- To demonstrate various activities for developing language skills
- To analyze Indian history of language development and 3 language formula
- To Evaluate area wise language issues in Indian Context

**Course Outcomes (COs)**

1. Understand the basic concepts of Language Across the Curriculum
2. Apply the knowledge of language issues to established equality, equity & justice
3. Analyze the need & importance of Three Language Formula
4. Analyze area wise language classification and its diversity
5. Evaluate recommendations regarding language Development & Empowerment

**Articulation Matrix**

*(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)*

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	2	2	-	-	-	-	-	-	-	-	-	3
CO2	3	2	2	2	2	-	-	-	-	-	-	-	-	-	3
CO3	2	3	2	1	3	1	-	-	-	-	-	-	2	-	2
CO4	2	3	2	1	2	1	-	-	-	-	-	-	-	-	2
CO5	2	3	2	1	2	1	-	-	-	-	-	-	2	1	2

**High-3 Medium-2 Low-1**

**Unit I: Language Policies**

**12 Hours**

1. Language: Its nature and importance in human life
2. Language background of students, Multilingualism in classroom
3. Language policies related to school education and secondary education
4. Recommendation of various commissions on language- National Education Commission (1964- 66), National Policy on Education 1986 and NEP 2020

**Unit II: Classroom and language**

**12 Hours**

1. Mother Tongue: its nature and importance
2. Three language formula
3. Theories of language acquisition: Chomsky's theory of language development, Piaget's views on language learning Vygotsky's cultural tools for language learning
4. Importance of oral language in the classroom

**Unit III: Classroom Discourse and language**

**12 Hours**

1. Communication: Concept, types and importance
2. Role and importance of language in the classroom
3. Classroom discourse: Concept, its types
4. Role of teacher in classroom discourse

**Unit IV: Reading and writing across content Areas****12 Hours**

1. Reading : Objectives, characteristics, methods, types and importance
2. Identifying nature of texts and language structures- Expository vs Narrative, Transactional vs Reflective
3. Reading and writing strategies for children – Note- making, summarizing, paragraph writing, summary writing
4. Speech defects – lisping, slurring, stuttering and stammering and role of teacher in their resolution.

**UNIT - V: Language Related Issues****12 Hours**

1. Bilingualism- Multilingualism - Challenges of teaching language in multicultural classroom. Linguistic interdependence and the educational development of bilingual and multi-lingual children
2. Nature of reading comprehension in the content areas - Developing writing skills in specific content areas
3. Strategies for developing oral language for promoting learning across the subject areas - Reading in the content areas – social sciences, science and mathematics

**Total: 60 Hours****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.

**Reference (s)**

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Seigruhn & P. Pluddemann (Eds.) Multilingual education for South Africa, Heinemann Educational Books
2. Anderson, R.C. (1984). Role of reader s schema in comprehension, learning and memory In
3. R.C. Anderson et al. (eds) Learning to read in American schools: Basal readers and content texts. Psychology Press
4. Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehension exercises. Cambridge University Press
5. Bhagwanti Gupta (2017-18) Agrawal Publications Agra-2 Language across the curriculum.

**List of e-Learning Resources:**

1. <https://nptel.ac.in/>
2. <https://www.coursera.org>

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**Bachelor of Education**  
**Semester-I**

L-4 T-0 P-0 C-4

**CPS5: Understanding Disciplines and Subjects**

**Course Objectives**

- To familiarize students from concept of disciplinary knowledge.
- To understand concept, types and basic element of syllabus.
- To conceptualize curriculum of different disciplinary area like language, mathematics, natural science and social study.
- To explain different types of concept of Curriculum development and Criteria for selection of text books.
- Implement of role of ICTs and developing capacities in present era.

**Course Outcomes (COs)**

1. Understand the basic concept of discipline and paradigm shift.
2. Apply criteria of the content and writing rules in the syllabus.
3. Analyze the concept and utility of Language, Mathematics, Social Science and Science curriculum
4. Evaluate the process of curriculum development, syllabus and text books.
5. Generalize the role of ICT in Effective teaching, learning and evaluation

**Articulation Matrix**

*(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)*

CO/PO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	-	-	-	-	-	-	-	-	-	2	-	3	3
CO2	-	2	-	-	-	2	-	-	-	3	3	3	3	3
CO3	-	-	-	-	2	-	-	-	-	3	-	-	-	-
CO4	-	-	2	-	-	-	-	2	-	3	3	3	3	3
CO5	-	-	-	3	3	3	-	-	2	3	3	3	3	3

High-3 Medium-2 Low-1

**Unit I: Disciplinary Knowledge**

**12 Hours**

1. Discipline - Concept and Importance, Factors giving positive direction of discipline
2. Forms of discipline, means of discipline
3. Indiscipline- Forms, Causes of indiscipline, Suggestions to remove the problem of indiscipline.
4. Paradigm shift in the nature of discipline- Nature of paradigm, Importance of paradigm, Theory of paradigm.

**Unit II: Syllabus and Content in Disciplinary Areas**

**12 Hours**

1. Concept, importance, types, basic elements & characteristics of Syllabus.
2. Sources of content, Problems of selection of content, Criteria of selection of content.
3. Selection criteria of contents in the syllabus, writing rules of syllabus, writing steps of syllabus
4. Scale evaluation for syllabus.

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

**12 Hours**

1. Language- Concept of language curriculum, objective of language curriculum, Hindi language and curriculum.
2. Mathematics- Concept of mathematics curriculum, utility of mathematics curriculum, development of mathematics curriculum.
3. Social Study- New concept of social studies, utility of social studies curriculum, relation of social studies with language, mathematics, science & Arts
4. Natural science- Concept of natural science curriculum, utility of natural science curriculum, Defects in presenting curriculum

**Unit IV: Curriculum development:****12 Hours**

1. Concept of curriculum, Types, Principles, Scope and bases of curriculum, Defect of present curriculum,
2. Main concept of child centered curriculum, concept of integrated curriculum, Difference between curriculum and syllabus
3. Designing of curriculum, syllabus and text book, types of text books, Main characteristics of good text book
4. Criteria for selection of text books. Some importance suggestions for preparation of good text books

**Unit-V Role of ICTs and Developing Capacities****12 Hours**

1. The role of ICT in Effective teaching, learning and evaluation.
2. Capacity development of teachers and Students in the use of ICTs.
3. ICT – based teaching-learning approaches in schools.
4. Role of Open and Distance Learning in Catering to Diversity in Learners and Learning

**Total: 60 Hours****Practical based Assignments:**

1. Conduct seminar on scheme of school curriculum.
2. Conduct a play on advances of knowledge in teaching/education from the ancient period, to 21<sup>st</sup> century.
3. Criticism of the syllabus of any one subject of secondary level in respect to the ideal principles of syllabus designing.
4. 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.
5. Debate on criteria of inclusion of exclusion of subject area in school curriculum.

**Reference Books:**

1. NCERT. (2005). National curriculum framework. NCERT
2. Apple, M.W. (2008). Can schooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3), 239–261
3. Apple, M.W., Au, W., &Gandin, L.A. (2011). The Rout ledge international handbook of critical education. Taylor & Francis.
4. Apple, M.W., & Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya. Retrieved from <http://www.arvindguptatoys.com/>
5. 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:**

1. [youtube.com/watch=W127mRZ3NN8](https://www.youtube.com/watch=W127mRZ3NN8)
2. [https://www.youtube.com/watch?v=Z\\_1RZrwN9vQ](https://www.youtube.com/watch?v=Z_1RZrwN9vQ)
3. [https://gcekpm.ac.in/uploads/syllabus/Understanding\\_Disciplines\\_and\\_Subjects.pdf](https://gcekpm.ac.in/uploads/syllabus/Understanding_Disciplines_and_Subjects.pdf)
4. [https://onlinecourses.swayam2.ac.in/nou21\\_ed09/preview](https://onlinecourses.swayam2.ac.in/nou21_ed09/preview)
5. <https://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf>

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**Bachelor of Education  
Semester-I**

L-0 T-0 P-8 -C-4

**EPC1: Reading and Reflecting on Text**

**Course Objectives**

- To understand reading techniques and methods for effective reading
- To learn combine reading, writing skills with content analysis & prepare field notes
- To develop skills of comprehension & reflection through effective reading
- To learn techniques of writing and narration after effective reading
- To correlate techniques of reading and reflection each other

**Course Outcomes (COs)**

1. Understand the basic concepts understanding & reading techniques
2. Apply the techniques of comprehension for reflective skills
3. Analyze the techniques of reading, writing & content analysis
4. Evaluate methods of writing own points & reflections through written & oral answer
5. Create own essay, library note, news for newspaper as an reflection skills

**Articulation Matrix**

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CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	-	-	-	2	1	-	2	2	2	2	2	2	-	-
CO2	2	2	2	-	-	-	-	-	1	2	2	1	-	2	1
CO3	-	2	1	-	-	-	-	-	-	2	2	1	-	2	-
CO4	-	2	-	-	-	-	-	1	2	2	-	-	-	2	-
CO5	2	-	-	-	-	2	-	-	-	-	-	-	1	-	-

**High-3 Medium-2 Low-1**

**Activities:**

- a. Pupil teacher will read and discuss on a wide variety of texts (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 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
- d. Watching media / observation of a website and preparation of summary- to use media / internet- to summarize respective content- to express the summary orally in the group  
Students teacher are supposed to watch a program on media or visit a site on internet and identify major concept and ideas involved and make notes or one page summary and explain the gist of the text / topic to others in the subject group

## Practicum

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

Sr. No	Types of Text
1	Reading- Meaning & Concept
2	Reflection- Meaning & Concept
3	Experiential Lesson
4	Empirical Text
5	Autobiographical Narratives
6	Historical Work
7	Summary Writing
8	Newspaper Article
9	Report Writing
10	Policy Documentation
11	Field Notes

**Total:120 Hours**

### References:

- Reflective Practice: Writing Professional Development Gillie Bolton, Sage Publication
- Write to be Read Teachers Manual: Reading, Reflection & 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 , Reymond Morgan, Charlene Fleener, Cinage Learning
- Reflecting on Literacy in Education, Peter Hannon, Routedge Publication

### List of e-Learning Resources:

- <http://eu.m.wikipedia.org>
- <https://en.wikipedia.org/wiki/fieldnotes>
- [https://books.google.co.in/books/about/Researching\\_Drama\\_and\\_Arts\\_Education.html?id=fjxu8zh2m94C&redir\\_esc=y](https://books.google.co.in/books/about/Researching_Drama_and_Arts_Education.html?id=fjxu8zh2m94C&redir_esc=y)
- [https://books.google.co.in/books/about/The\\_Art\\_of\\_Drama\\_Teaching.html?id=HiRgvgAACAAJ&redir\\_esc=y](https://books.google.co.in/books/about/The_Art_of_Drama_Teaching.html?id=HiRgvgAACAAJ&redir_esc=y)

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**Bachelor of Education**  
**SEMESTER I**  
**PE1: Childhood and growing up**

**L-4 T-0 P-4C-6**

**Course Objectives:**

- To understand the concept of growth and development.
- To identify different aspects of a child's physical, motor, social and emotional development and issues related to adolescent age.
- To apply concept and theory of intelligence and emotional development.
- To analyze the personality, mental health and hygiene, awareness to health disaster and its Prevention.
- To determine of different Issues and Concerns related to age of childhood.

**Course Outcomes (COs)**

1. Understand the concept of growth, development and its types.
2. Apply the different types of development and theory of Adolescent Development.
3. Analyze intelligence and select scale and inventory to measuring emotions intelligence.
4. Evaluate the different aspect of personality, mental health and hygiene, awareness to health disaster and its Prevention
5. Plan a different Issues related to age of childhood and Protection of different Commission and NGOs of Child Rights

**Articulation Matrix**

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CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO1	2													
CO2							3	2						
CO3				1						2	2			
CO4		3												
CO5		2									3			

High-3 Medium-2 Low-1

**UNIT – I: Childhood and Child Development**

1. Educational Psychology- Concept, Scope, Methods and Importance
2. Meaning, Concept, Scope, Importance and Development of Childhood & Growing up (Cognitive, Physical, Social, Emotional, and Language development of Child
3. Influence of Socio Political realities on childhood- Family, School, Neighbor and Community
4. Growth and Development- Concept, Principles, Difference, Piaget theory of Cognitive Development.

**UNIT – II: Adolescent Development**

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

**UNIT – III: Measuring Intelligence and Emotional Development**

1. 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).

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

#### **UNIT – IV Personality & Mental health and Hygiene.**

1. Personality- Concept, Development and Measurement
2. Type theories of personality- Sheldon, Jung, Sigmund Freud
3. Trait theories of Personality- Allport's trait theory, Cattell's Trait theory
4. Mental Health & Hygiene- Concept, features, Factors affecting Mental Health & Hygiene, Awareness to Health Disaster and its Prevention.

#### **Unit – V Childhood: Issues and Concerns**

1. Social Issues: Counseling of Children for coping with stress in the following conditions: (a) Separation of Parents (b) Loss of Parents (c) Survivors of Child Abuse
2. Health Concerns: Child Abuse: Issues and Problems and Awareness about Rights of the Child.
3. Child Obesity: Causes and Remedies, Prevention through sports activities and yoga.
4. Protection of Child Rights: Role and Contribution of UNICEF , WHO , National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs.

#### **Practical based Assignments**

1. Evaluation of adolescent behavior in urban slum/dalit household and prepare a report.
2. Preparation of learner's profile based on cognitive and non-cognitive characteristics to depict their inter and intra individual differences

#### **Reference Books:**

1. Aggarwal J C,(2010) Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd.
2. Shrivastava D.N, Verma Preeti, (2007) Child Psychology: Child Development Vinod Pustak Mandir, Agra,.
3. Sharma, R.K, Sharma, H.S, Tiwari, (2006) Aryana, Psychological Foundation of Child development, RodhaPrakashan Mandir, Agra,.
4. Mathur, S.S ,( 2007-08) Development of learner and Teaching learning process, Agrawal publication, Agra,
5. Mangal, S.K, (2008) Advanced Educational Psychology P H I Learning Pvt. Ltd. – NewDelhi.
6. 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
7. Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi

#### **List of e-learning Resources:**

1. <https://nptel.ac.in/>
2. <https://www.coursera.org>

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## Bachelor of Education

### Semester-I

L-4 T-0 P-0C-4

### PE 2: Education in Contemporary India

#### Course Objectives

- To develop the concept of education and its types and role of teachers.
- To conceptualize the fundamental thoughts of educational philosophers.
- To explain the role of education in social change and promoting social mobility.
- To develop an understanding regarding constitutional provisions for education of different sections of society.
- To appreciate the contribution of major committees and commissions on education.

#### Course Outcomes (COs)

1. Understand the concept of education.
2. Apply the concepts of various schools of philosophy and visions of philosophers in education.
3. Analyze the sociological foundations of Indian society and its impact on education.
4. Evaluate the policy frame work of education in classroom teaching.
5. Create the scope of application of various commissions and policies in education.

#### Articulation Matrix

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CO1	1	-	3	1	2	-	3	-	-	-	3	-	2	3
CO2	1	-	3	1	2	-	3	-	-	-	3	1	2	3
CO3	-	2	1	-	3	1	2	1	2	-	2	1	2	1
CO4	1	1	1	2	2	-	2	1	1	1	2	2	-	2
CO5	-	1	1	2	2	-	1	1	1	1	2	1	-	2

High-3 Medium-2 Low-1

#### UNIT I – Concept and types of Education

12 Hours

1. Education- Meaning, nature and importance
2. General aims of Education with respect to contemporary Indian society.
3. Types of Education – formal, informal and non-formal.
4. Education and economic development, its relationship.

#### UNIT II- Fundamental thoughts and issues of Philosophy in Education

12 Hours

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

**UNIT III- Sociological Foundations of Education****12 Hours**

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

**UNIT IV- Policy Framework for Educational Development in India****12 Hour**

1. Indian constitution: constitutional provision of India related to education.
2. Secondary Education Commission- Recommendations
3. Secondary Education Commission - Curriculum in Secondary schools
4. National Education Commission- Recommendations, Educational Structure

**UNIT V- National policies of education in India****12 Hours**

1. NPE-1968- Report, Recommendations
2. NPE-1986- Report, Recommendations
3. POA-1992
4. NPE-2020- Report, Recommendations, Multiple Entry, Educational Structure

**Total: 60 Hours****Reference(s)**

1. N.C.E.R.T, Teacher and Education – Emerging Indian Society,NCERT Publication, New Delhi,1986.
2. N.C.E.R.T,( 2005) National Curriculum frame work New Delhi,.
3. Swaroop Sexena. N.R, Philosophical and Sociological Foundations of Education.
4. Taneja V.R (1973.) Educational Thought and Practice,Sterling Publication New Delhi,
5. Singh,Dr.M.k(2009) Social and philosophical basis of education., International publishing house, Meerut
6. Savani, Ashok & Singh (2014) Education principle and education in modern India, Agarwal Publication Agra.

**List of e-Learning Resources:**

- [https://swayam.gov.in/nd2\\_cec19\\_ed03/preview](https://swayam.gov.in/nd2_cec19_ed03/preview)
- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>

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