

According to Uniform Curriculum Structure for Two-Year BEd Programme in
WEST BENGAL following NCTE Regulations, 2014

1st Semester
BEd Scholar

Edited by
**Educational Research Development & Review Committee
(ERDRC)**



Rita Publication

(Publisher and Book-seller)

25B, Beniatola Lane

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Syllabus (1st Semester)

Course-I (1.1.1): CHILDHOOD AND GROWING UP

Theory: 50 + 50 + Engagement with the field: 25 • Full Marks: 125

1st Half: Development and its Characteristics

- Unit I: Growth and developmental pattern of learners:** Concept of growth and development • General characteristics of growth and development • Stages and sequence of growth and development • Social factors that affect growth and development—poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing
- Unit II: Stages of development:** Different stages of development—infancy, childhood, adolescence, Adulthood
• Adolescence—Physical development, Emotional development, Cognitive development • Needs and problems of adolescents, their guidance and counseling
- Unit III: Different types of development:** Cognitive development—Piaget's theory and its educational implications
• Psycho-sexual development—Freud's Theory • Psycho social development—Erikson's theory of psychosocial development • Moral and pro social development—Kohlberg's theory • Development of self-concept and personal identity • Communication and speech development—paralinguistic and linguistic stages of development.
- Unit IV: Individual differences:** Role of heredity, environment including physical and socio cultural factors • Nutrition
• Child rearing practices and Family.
- Unit V: Development of personality:** Concept of Personality, types and traits of personality • Trait theories (Eysenck and Cattell's 16 factor, Five factor) • Measurement of personality (Self-report and projective techniques).

2nd Half: Aspects of Development

- Unit I: Concept, nature, interrelationship and educational implications of:** Instincts and Emotions
• Emotional Intelligence • Attitude and attachment
- Unit II: Motivation:** Extrinsic and Intrinsic Motivation • Theories of Motivation—Maslow, Weiner and McClelland
• Factors affecting Motivation—Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications.
- Unit III: Attention and interest:** Concept of attention, determinants of attention and their class room application
• Attention span and its fluctuation, distraction. Interest and its relation with attention
- Unit IV: Intelligence:** Concept and nature, its distribution across population • Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence) • Measurement of intelligence (Verbal and non-verbal tests of intelligence) • Intelligence quotient and education.
- Unit V: Creativity:** Concept of creativity • The components of creativity • Its identification and nurturance.
- Engagement with Field / Practicum (Any one of the following):** Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain • List down different maladjusted behaviours of adolescents which you could identify from the classroom and outside classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour • Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers • Observe any one successful teacher and list down the behavioural characteristics which impress you • List down few (classroom) learning situations involving insightful learning.

Course-II (1.1.2): CONTEMPORARY INDIA AND EDUCATION

Theory: 50 + 50 + Engagement with the field: 25 • Full Marks: 125

1st Half: Education in Post-Independent India

- Unit I: Educational provision in the Constitution of India:** Fundamental Rights • Directive Principles of State Policy • Fundamental Duties • Centre-State Relationship • Language Issues.
- Unit II: Recommendations of various commissions after independence:** Indian University Commission (1948-49) • Secondary Education Commission (1952-53) • Indian Education Commission (1964-66) • National Policy of Education (1986,1992).

Unit III: Equalization and universalization of elementary and secondary education: Concept

- Problems
- Probable solutions
- Views of Swami Vivekananda.

Unit IV: Inequality, discrimination and marginalization in education: Concept • Causes • Probable solutions.

Unit V: National Values: Concept • Characteristics • Relevance in education • Relation with international understanding • Views of Swami Vivekananda in case of the followings: (a) Mass Education (b) Women Education (c) Technical and Vocational Education (d) Culture and Education

2nd Half: Policy Framework for Education in India

Unit I: Contemporary issues of education: Unemployment • Poverty • Population explosions • Student unrest

Unit II: Policies on education: SSA • RTE (2009) • NCF (2005) • NKC(2009) • RMSA • NCF-TE (2009)

Unit III: Role of Monitoring Agencies: UGC • NAAC • NCTE • NUEPA • NCERT • IASE • CTE • SCERT • DIET

Unit IV: Community participation and development: Women education • Dalit education • Tribal education • Adult Education and continuing in education • Distance and Open Education • Government initiatives towards educational policies

Unit V: Educational Planning and Management: Educational Planning • Institutional Planning • Leadership • Administrative structure of Secondary Education • Quality Management • Supervision

Engagement with Field / Practicum (Any one of the following): (i) Study the impact of Right to Education Act on schools (ii) Critical Analysis of Different Committees and Commissions on Education (iii) Study of Educational Process in Private Schools (iv) Planning and Implementation of Activities—Eco-Club • Instructional material to inculcate values • Field visit to vocational institutes to make reports • Awareness development about population explosion in rural/slum areas • Creating awareness among SC/ST students about various schemes and scholarships available to them • Survey of schools to see the implementation of various incentives of government to equalize educational opportunities • Preparing a presentation on rich cultural heritage of India

Course-IV (1.1.4): Language Across the Curriculum

Theory: 50 + Engagement with the field: 50 • Full Marks:100

Unit I: Theoretical background of language usage: Language—Meaning and Concept • Functions of Language • Role of Language across curriculum • A brief historical background of language development • Theories of language development—Bloomfield, Chomsky, Saussure • Theoretical understanding of Multilingualism.

Unit II: Understanding the language background: Understanding home language and school language • Power dynamics of 'standard' language vs. 'home language' • Dialects.

Unit III: Different strategies for language development: Nature of classroom discourse • Develop strategies for using language in the classroom—oral and written • Discussion as a tool for learning.

Unit IV: Language interaction in the classroom: Nature of questioning in the classroom • Types of questions—Teachers' role • Multicultural classroom—Teachers' role.

Unit V: Nature of reading comprehension in the content areas: Reading proficiency in the content areas—Social Sciences, Sciences, Mathematics • Schema Theory • Different Texts—Expository, Narrative, Transactional, Reflective.

Engagement with Field / Practicum:

Any one of the following: School Visit to Find out Communication Problem/Apprehension in Students • Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills • Assignments on Developing Writing Skills—Summary, Letter, Paragraph, Essays, Speech • Assignments on Developing Speaking Skills—Oral Presentations, Debate, Elocution, Discussion, Brain-storming • Assignments on Developing Listening Skills—Listening to speech, directions

Course-V (1.1.5): UNDERSTANDING DISCIPLINE AND SUBJECTS

Theory: 50 + Engagement with the field: 50 • Full Marks:100

Unit I: Discipline and subject: Education as Inter-disciplinary field of study • Nature and characteristics of a discipline
• Emergence of various disciplines from education • Merger of various disciplines into education • Interrelation and interdependence amongst various school subjects.

Unit II: Science as a subject and discipline: Nature and history of science • Scientific method; a critical view
• Knowledge, understanding and science • The socio cultural perspective and the ethical consideration • Science as a discipline, place of scientific knowledge in the schema of school curriculum • Study of emergence of school science in relation to the social political and intellectual and historical context • Curriculum syllabus and textbooks; the paradigm shifts in the discipline, the changing notion of scientific knowledge and the need to redefine school science.

Unit III: Language as a subject and discipline: Centrality of language in education • Role of language in children's intellectual development and learning • Language in the school curriculum; aims issues and debates • Policy issues and language at school • Language as a medium of communication • Phases of language development.

Unit IV: Mathematics as a subject and discipline: Nature and history of mathematics • Place of mathematics in school curriculum • Mathematics in day-to-day life • Relationship of mathematics with other subjects.

Unit V: Social science as a subject and discipline: Nature and philosophy of social science • Social science as an area of study • Need of studying social science through interdisciplinary perspectives • Place and relevance of social science in School Curriculum.

Engagement with Field/Practicum (Any two of the following): Policy analysis National curriculum frameworks
• Identification of core, hidden, null and latent curriculum in textbooks • Review of the books for constructing an activity curriculum.

EPC-1: Reading and Reflecting on Texts

Theory: 25 + Engagement with the field: 25 • Full Marks: 50

Unit I: Introduction to reading: Reading—meaning and process • Importance of reading across curriculum
• Characteristics of reading.

Unit II: Reading skills: Levels of reading—literal, interpretative, critical and creative • Types of reading—intensive and extensive reading, Oral & silent reading • Reading techniques—skimming and scanning • Methodology of reading.

Unit III: Reading the text: Types of Texts—Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field note • Importance of different texts in curriculum.

Unit IV: Developing reading skills: Developing critical reading skills • Developing reflective skills
• Activities for developing reading skills • Developing metacognition for reading.

Unit V: Reading comprehension: Developing Reading Comprehension • Problems of Reading.

Engagement with Field/Practicum (Any one of the following): Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text • Divide the group and provide one text and suggest students to make different interpretations • Design vocabulary games to enhance your vocabulary
• Read the text and provide a five words summary to each paragraph • Reading and comprehension exercises
• Skim through the text and give suitable title to the text • Complete given text in stipulated time and summarize it in 6 / 7 lines with a suitable title.

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