

# **Second Semester**

## **Syllabus (B.Ed.-PT)**

### **BEDP- 201 Curriculum Development & School**

#### **OBJECTIVES:**

- ☐ To acquaint students with the nature and types of curriculum.
- ☐ To acquaint students with the context of curriculum development and some Innovative Curriculum Models.
- ☐ To familiarize students with Designing of Curriculum.
- ☐ To give practical experience in Evaluating, Designing and Reviewing Curriculum.

#### **CONTENT:**

##### **UNIT I:**

- ☐ Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books their interrelationship. Issues and problems of existing curriculum.

##### **UNIT II:**

- ☐ Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc.

##### **UNIT III:**

- ☐ Steps of Designing different Curriculum. Selection, Gradation and Organisation of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

##### **UNIT IV: PRACTICALS**

- ☐ Evaluation of B.Ed. Curriculum
- ☐ Designing a Curriculum in a given condition
- ☐ Reviewing of Syllabus/Books

#### **REFERENCES**

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- ☐ Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.

- Eccles tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.
- Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child. New York: Maxwell McMillan International, 1994.
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- Kaushik, S.L.: Shikshakram Vikas. Rajasthan Granth Academy. Jaipur, 1977.
- Kelly, A.V.: The Curriculum Theory and Practices. Harper and Row Publishers, London, 1982.
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- Lawton, D.: Class, Culture and the Curriculum. Routledge and Kegan Paul Ltd., London, 1975.
- Lowy, A. (Ed.): Handbook of Curriculum Evaluation. International Institute for Educational Planning, New York, 1977.
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- Mamidi, M.R. and Ravishankar: Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983.
- Nichols, S.H. and Nichols, A.: Developing Curriculum. George Allen and Unwin, Boston, London, 1976.
- Oriosky, D.E. and Smith, B.D.: Curriculum Development Issues and Insights. Rand McNally College Publishing Company, USA, 1976.
- Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kanishka Publishers, 1997.
- Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., London. 1973.
- Saylor, J.G. and Alexander, W.H.: Curriculum, Planning for Modern Schools. London: Holt, Rinehart and Winston, Inc., 1966.
- Wiles, Jon. & Bondi, Joseph C.: Curriculum Development A Guide to Practice. London: Charles E. Merrill Publishing Co., 1984.

# BEDP-202 Learning & Teaching

## Aims of the Course

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning; Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories; Explore the possibilities of an understanding of processes in human cognition and meaning making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner based on differences and contexts in making meanings, and
- hence draw out implications for schools and teachers.

## UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

## UNIT 2: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

## UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge':
  - (i) Experiential learning and reflection
  - (ii) Social mediation
  - (iii) Cognitive negotiability
  - (iv) Situated learning and cognitive apprenticeship
  - (v) Meta-cognition.
- Creating facilitative learning environments, teachers' attitudes, expectations - enhancing motivation, positive emotions, self-efficacy, collaborative and self

regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

#### **UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS**

- Dimensions of differences in psychological attributes cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of ~~difference~~ ~~rather than deficit~~ perspective. (The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching)

#### **References**

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Mathur, S.S., *Educational Psychology*, 9<sup>th</sup> Ed., Vinod Pustak Mandir, Agra, 1981

Raul, Lizy T., (1998) *Educational Psychology*, CMC Mary Matha, Kerala.

Sharma, R.N. *Educational Psychology and Guidance*, Vikas Publishers, New Delhi, 1998

Shivashankara H.V. and Basakumar P., *Shaikshanika Manovijnana*, Hanji Prakashana Davangere, 1977

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Yelon, S.L. and Weinstein, G.W., *A Teacher's World: Psychology in the Classroom*, McGraw Hill Co., Tokyo, 1977.

# **BEDP-203 EPC 1 READING AND REFLECTING ON TEXTS**

## **OBJECTIVES**

- ☐ To enable the students to read and response to a Variety of text in different ways
- ☐ To develop Meta cognitive awareness
- ☐ To enhance the capacities as readers and writers by becoming participants in the process of reading
- ☐ To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize

## **UNIT I Reading Skills**

- ☐ Creating environment for reading – reading clubs, class libraries
- ☐ Reading aloud and silent reading
- ☐ Scaffolding concept and activities
- ☐ Reading different texts types like stories, poems, riddles, jokes, and instructions for games

## **UNIT II Reading with comprehension**

- ☐ Reading for global and local comprehension
- ☐ Inferences, analysis and extrapolation
- ☐ Reading strategies including word-attack strategies
- ☐ Discourse analysis
- ☐ Using reading as a tool for reference skills – use of dictionary, encyclopaedia and internet
- ☐ Using ideas of critical literacy to analyse chapters from textbooks
- ☐ Acquisition of Reading Skills

## **UNIT III Types of text**

- ☐ Narrative text
- ☐ Expository
- ☐ Autobiographical Narratives
- ☐ Field Notes
- ☐ Ethnographies
- ☐ Addressing different types of skills and strategies

## **Mode of Transaction**

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.

- Text analysis of school textbooks to improve skills in critical literacy

- Reflecting on one's own learning to make connections with pedagogy.

### **Essential Readings**

1. Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press

2. Maley, A. & Duff, A. (1991). Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.). Cambridge: Cambridge University Press.

3. Morgan, J. & Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.

4. Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

### **Advanced Readings**

1. Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press

2. Richards, J. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press

3. Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press