

I.A.S.E

(Institute of Advanced Studies in Education)
Kunjaban, Agartala



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**Institute of Advanced Studies in Education
Agartala, West Tripura.**

**B.Ed. Syllabus , First Semester
Tripura University**

C1: CHILD & GROWING UP
(MARKS: THEORY-100 & PRACTICUM -25)

Course objectives:

After the completion of the course the student- teacher will:

- Understand the meaning, nature & characteristics of growth & development.
- Understand the principles & theories of develop.
- Acquire knowledge on different stages of development with its multidimensional aspects.
- Analyze the characteristics of development of children from different socio-cultural & political background.
- Examine the impact of urbanization & economic change on the development of adolescents.
- Critically analyze the impact of different agencies on child development.
- Understand the significance of gender, caste, social class & their influence on children.

Unit – 1

- Growth & Development – meaning, nature, characteristics.
- Principles & Theories of Development with special ref. to Piaget (Cognitive development), Kohlberg (moral & pro asocial development) & Vygotsky (constructivism)

Unit – 2

- Stages of Development- infancy, childhood & adolescence.
- Childhood & Adolescence - basic characteristics, developmental nature related to physical, mental, moral, social aspects.

Unit – 3

- Childhood with diverse contexts – issues related to marginalization childhood characteristics of children in slum areas, girl children in urban slum area, dalit children & exceptional children.
- Developmental characteristics of children from different socio-cultural & political background; problems of development faced by backwards and minority children with special reference to Tripura.

Unit - 4

- Adolescents with various cultural backgrounds role of media highlighting events for developments of thought Impact of agencies on child development – family, school, neighborhood & community.

Unit – 5

- Experiences in childhood & adolescence – significance of gender, caste role of parents & teachers in adolescence.
- Individual differences; nature, causes; understanding differences based on diversity of language, caste, gender, community, religion etc.

❖ **Engagement with field/practicum**

Any one of the following :

- Observation of various age group children
- List down mal adjusted behavior of adolescents (interview & case study)
- Development of question bank
- Observation on deviant children
- Any Topic related to course/paper

C2: CONTEMPORARY INDIA & EDUCATION

(MARKS: THEORY-100 & PRACTICUM -25)

Unit – 1

- Social Diversity- meaning, features of social diversity.
- Diversity at different levels- individuals, regions, languages, religions, castes, tribes; nature.

Unit – 2

- Indian Constitution & Education- Acquaintance with the Preamble, Fundamental Rights, Fundamental Duties of Citizens and Directive Principles of State Policies; relationship between Constitution & Education.
- Constitutional values & education.

Unit – 3

- Policies in Education – Discussion on different policies of education. NPE 68, NPE 86 & Education for All 90
- Shaping of School education & education policies.

Unit – 4

- Contemporary issues & policies – Discussions on RTE Act, 2009, SSA, RMSA; thrust towards enrolling & retaining marginalized children; role of teacher in the context of universal & inclusive education.
- RadhaKrishnan Commission, Mudaliar Commission, Kothari Commission – Recommendations & their implementations.

Unit – 5

- Language Policy & Education – committees worked for setting language policies in India since Independence; current research on multi-lingual education; medium of schooling & debates thereon.
- Education 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 :

- Study the impact of RTE on school
- Study the education process in private school
- Visit vocational institute to make report
- Instructional materials for inculcation values
- Any Topic related to course/paper

C4: LANGUAGE ACROSS THE CURRICULUM

(MARKS: THEORY-50 & PRACTICUM -50)

Unit - 1

- Understanding the language background of students :
 - Language: meaning, concepts & process of development
 - Function of language
 - Theory of language development- Chomsky , Bloomfield

Unit – 2

- Language diversity in classroom
- Bilingualism and Multi-lingualism – meaning, nature & characteristics
- Understanding of multilingualism in the classroom
- Home language & school language – their similarity & dissimilarity; ‘standard’ language vs. home ‘dialects’.

Unit-3

- Different strategies for language development
- Classroom discourse – concept, nature; techniques for using oral language in the classroom.
- Tools for language learning – mode of discussion, questioning – meaning, nature of questioning in the classroom; types of questions & teacher role.

Unit-4

- Reading in the context areas – social sciences; science; mathematics
- nature of expository texts vs. narrative texts
- transactional vs. reflexive texts;
- schema theory
- text structures; examining context area textbooks; reading strategies for children – note-making, summarizing, making reading-writing; writing to learn and understand.

❖ **Engagement with field/practicum**

Any two of the following:

- Communication problem
- Developing listening speaking reading and writing skill
- Assignment on paragraph writing essays etc
- Assignment on debate discussion write up speech
- Any Topic related to course/paper

C5: UNDERSTANDING DISCIPLINES AND SUBJECTS

(MARKS: THEORY-50 & PRACTICUM -50)

Unit – 1

- Education as inter disciplinary field of study
- Nature, characteristics of discipline
- the paradigm shifts in the nature of disciplines

Unit – 2

- Language as a subject and discipline
- Nature, History ,Method, Understanding and Place in the curriculum

Unit – 3

- Mathematic as a subject and discipline
- Nature, History ,Method, Understanding and Place in the curriculum

Unit – 4

- Science as a subject and discipline
- Nature, History ,Method, Understanding and Place in the curriculum

Unit – 5

- Social science as a subject and discipline
- Nature, History ,Method, Understanding and Place in the curriculum

❖ Engagement with field/practicum

Any two of the following:

- Core curriculum ,hidden curriculum , text book review
- Social & Political context in changing trends of various disciplinary areas.
- framing and design of syllabus & curriculum;
- influence of child's experience, his/her communities, natural curiosities & methods of study of the subjects;
- Use of practical knowledge in various school subjects.
- Any Topic related to course/paper

EPC:1 READING AND REFLECTING ON TEXTS

(MARKS:THEORY-25 & PRACTICUM -25)

Unit -1

- Introduction to reading
- Meaning, process and importance

Unit -2

- Reading Skills
- Levels of Reading
- Types of Reading (Oral, Silent)
- Methodology of Reading

Unit -3

- Developing Reading Skills
- Critical Skill
- Reflective Skill
- Activity Based Skill

Unit -4

- Reading comprehension
- Developing comprehension
- Developing vocabulary
- Problems related to reading

❖ **Engagement with field/practicum**

Any one of the following:

- Field notes
- Ethnographies
- Reference material/manual
- Studies about schools.
- People's experiences related to school, teaching-learning
- Designing vocabulary games
- Reading exercise
- Any Topic related to course/paper