



FORMAT FOR COURSE CURRICULUM (B.Ed)

Course Title: Process in Education

Course Code: Credit Units:04

Level : PG

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
04	-	-	-	04
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<p>Course Objectives: To enable students to:</p> <ul style="list-style-type: none"> • understand the nature of connections and interactions involved in the process of education, • understand the multiple perspectives of pedagogy, • understand the process of andragogy and its linkage with pedagogy, • identify, analyse and reflect on the multidimensional nature of the roles of the teacher and the teacher educator, • critically appraise the school programme/event/ teacher practices based on the ideas of a great educator, a psychological theory, ideology. • reflect on the social cultural contexts in which the school and teacher education institutions are working. • analyse and reflect upon the professional experience he gathers in the school/field • critically analyse the various support system of education at school level 	
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Pre-requisites: Graduate in Education	
<p>Student Learning Outcomes: After completion of the course student- teacher will be able to</p> <ul style="list-style-type: none"> • identify various types of interactions in their teaching learning process of education • Apply the different modes of interaction as the part of process of education • List out the multiple perspectives of pedagogy • Analyse the concept of Andragogy and its implications for teacher training • Explain teacher experiences as the basis of training • Analyse the multi dimensional nature of the role of teacher educator 	
Module I Interactions in the Process of Education	20
<ul style="list-style-type: none"> • Nature of components interrelation/interdependence and contextual issues: • Between the child and the environment; • Between school practices with life outside the school; • Integrating assessment with classroom practices; • Relating subject knowledge with real life experiences of the child. • Between knowledge and practices. • Between content with pedagogy. • Between ICT and teaching-learning. • Methods of interaction as conceptualization and implied in the educational thoughts of Socrates, Plato, Upanishad, J. Krishnamurthi and Paulo Freire and their application in day to day teaching-learning. 	

<p>Module II: Pedagogy</p> <ul style="list-style-type: none"> • Child centered pedagogy. • Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. • Forms of learner’s engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration. • Pedagogical analysis of the subject content. • Critical Pedagogy. 	20
<p>• Module III Andragogy Concept of andragogy</p>	20
<ul style="list-style-type: none"> • Implications of andragogic techniques for teachers training. • Experiential Learning • Field interactions and reflection. • Teacher experiences as the basis of transaction 	
<p>• Module IV: Changing Socio-cultural Context of Education</p>	20
<ul style="list-style-type: none"> • Social purposeviness of education. • Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child, • Appropriate approaches for teaching young children in the context of diversities. • Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community. • Equality in educational opportunity-critical analysis of the ways in which 	

<p>schooling, teaching-learning and curriculum contribute to social inequality. Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society: status, access and opportunities.</p>	
<p>Module V Curriculum and Support System of Education</p>	<p>20</p>
<ul style="list-style-type: none"> ● Principles and guidelines in organising the support systems ● Support to curricular engagement in schools, Monitoring and evaluation of schools. ● Complementarity in participation of different stakeholders in school education-role of media, use of technology, NGOs, civil society groups, teacher organisations, family and local community. ● Levels of curricular decisions. ● Curriculum Frameworks-Principles of curriculum development; highlights of NCF, 2005. ● Teacher's role expectation-values attitudes, life style, relationship with students, parents and social concern. ● Instructional objectives: Stage specific and Subject specific objectives. ● Methodology of curriculum Transaction at different stages. ● School based experiences. ● Assessment and evaluation at different stages. ● Critical appraisal of curricular materials. 	

Pedagogy for Course Delivery:

- Seminars
- School Visits
- Problem - Solving

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
30		70

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down)	Class test	project	presentation	Attendance	
Weightage (%)	10	10	05	05	70

Text & References:

Essential Readings:

- Bruner, J.S. (2006). In Search of pedagogy Vol. I and II (The selected works) Routledge, London.
- Bruner, J.S. (1960/1977). The Process of education. Cambridge, M.A.: Harvard University Press.
- Edgerton, Susan Huddleston (1997). *Translating the curriculum: Multiculturalism into the Cultural Studies*. Routledge.
- Etta, R. Hollins (1996): *Transforming curriculum for a culturally Diverse Society*. Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.
- MHRD, GOI, *National policy on education*.
- NCERT (2005) National curriculum framework.
- Noddings, Nel (2007). *Critical lessons: what our schools should teach*. Cambridge University Press.

References:

- Bonks, J.A. (2001) Cultural diversity and education. Foundations curriculum and teaching (4th ed.). Boston: Allyn and Bacon.
- Das, Manoj, (1999). *Sri Aurobindo one education*. NCTE, New Delhi.
- Eqan, Kiran (1986). *Individual development and the curriculum*. Hyperion Books.
- Gardner, Howard (1993). *Creating minds*. New York: Basic Books.
- Ornstein, Allen C. & Francis P. Hunkins (2003). *Curriculum, foundations, principles and issues*.
- Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein (2006). *Contemporary issues in curriculum*. Allyn & Bacon.
- Slattery (1995): *Curriculum development in postmodern Era*. (Critical Education & Practice).
- Wiles, Jon (2004). Curriculum essentials- a resource for educators. Allyn & Bacon.