

Section IV

CHILD DEVELOPMENT, PEDAGOGY, SCHOOL MANAGEMENT AND EVALUATION (50 MARKS)

This section shall comprise of the different subjects taught under the B.Ed. programme. The total marks for this section shall be 50 and the questions shall cover all the components with proportional weightage to each section. The Section IV is compulsory for all candidates appearing the Paper-I examination.

CHILD DEVELOPMENT (PROCESS OF GROWING UP)

1. Growth and Development

- Concept and Principles of Development
- Difference between growth and development
- Factors influencing development (Nutrition, Intelligence , Psycho social, Heredity , environment, diseases , injury, Siblings & peers)

2. Theories of development

- Cognitive development theories of piaget
- Language development theories of noom chomsky)
- Social development theories of Erikson
- Moral development theories of Kohlberg
- Developmental characteristics during childhood (Physical, Social, Cognitive and emotional)
- Needs and problems at Childhood and adolescence

3. Approaches to Understanding the Nature of Intelligence

- Psychometric approach (Guilford , Gardner, Thurstone)
- Information Processing Approach - Sternberg
- Social Constructivist Approach – Vygotsky

4. Addressing Problems of Adolescence

- Role of Teachers, Parents and Community
- Development of Self-concept of adolescents
- Counseling Services for the adolescents

LEARNING PROCESS / PEDAGOGY

1. Understanding the Learning Process

- Learning as a process and as an outcome
- Relevance & applicability of theoretical perspectives on learning : Humanistic (Karl Rogers), Constructivist (Piaget and Vygotsky)
- Basic Conditions of learning : Readiness, Maturation, Motivation , Maturation, Attention, Task and Methods.

2. Organizing Learning

Characteristics and Process of

- Teacher-centric
- Learner-centric
- Learning-centric

3. Critical Pedagogy

- Concept, Characteristics, Stages & approaches of Critical Pedagogy

4. Addressing Classroom Diversity

- Using varieties of TLMs
- Using Context of the learner
- Using Variety of activities while group learning, small group learning and independent learning
- Adopting curriculum to the needs of children with special needs multilingual education.

Educational (School) Management

1. Educational Management.

- Concept, Scope, Importance and Types :-
Centralized and decentralized, Democratic & Autocratic
- Structure at National , State, District , Sub-district (BRCCs, CRCs, SMCs, SMDC) and their roles.

2. Management Structure at different levels

- National
- State
- District
- Sub-district (BRCs, CRCs, SMCs, SMDC)

3. School Development Plan (SDP)

- Meaning, Importance, Purpose
- Key Actions : Headmaster, Teachers, Students, Parents & SMDC)

4. School Based Management (SBM)

- Concept, Importance , Scope and Process
- Objectives of SBM
- Resource management : Sources, Utilization & Mobilization
 - Infrastructural resources
 - Financial Resources
 - Human resources
 - Community resources

ASSESSING THE LEARNER / PERFORMANCE (EVALUATION)

1. Assessment and Evaluation

- Assessment and evaluation in constructivists perspective
- Concept, Continuous and Comprehensive Evaluation, Formative, Summative and Diagnostic Assessment

2. Assessment and Learning

- Assessment of Learning, Assessment for Learning, Assessment as Learning
- Subject-based learning in a constructivist perspective
- Assessment tools and techniques – Projects, Assignments, Observation, Teacher made Tests
- Self-assessment, Peer-assessment
- Portfolios, rubrics

3. Test Construction

- Steps and principles of Test Construction
- Development of blue print
- Preparation of test items

4. Recent Developments in Assessment

- Grading
- Assessment in co-scholastic area
- Implementation strategy of Continuous and Comprehensive Evaluation
- Recommendations of NCF – 2005