

Syllabus and Course Scheme
Academic Year 2024-25



**UNIVERSITY OF KOTA,
KOTA**

FACULTY OF EDUCATION
Syllabus According to CBCS

**Integrated Programme of
B.A.- B.Ed.**

Course Code: BAE8900P

Notice

1. Change in syllabus/ordinance/rules/regulations/syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of University of Kota headquarter Kota only and not any other place.

The syllabus of Academic Subjects (B.A. Part) will be according to the syllabus of B.A. of University of Kota, Kota

Ordinance and Regulations related to the Integrated B.A.-B.Ed. Degree

The Objective and the Learning outcomes of the Integrated B.A.-B.Ed. Degree are-

Objectives:

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and right of the child.
- To acquire competencies and skills needed for teacher.
- To use competencies and skills needed for becoming an effective teacher.
- To become competent and committed teacher.
- To be sensitive about emerging issues such as environment, population general equality, legal literacy etc.
- To inculcate logical, rational thinking and scientific temper among the students.
- To develop critical awareness about the social issues & realities among the students.
- To use managerial organizational and information & technological skills.

Learning outcomes:

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.

4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs.
10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to assess the all-round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
 - a. Black board work
 - b. Preparing improvised apparatus
14. Interest and competence in the department of the teaching profession and education Readiness to participate in activities of professional organization.

Q.32 The Objectives of Practical Work prescribed for the Integrated Programme of B.A./B.Ed. Degree (Four Year) are follows:

Objectives of Practical Work

To develop the ability and self-confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through allavailable means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrate personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupil to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of pupils.
11. Use the appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.

16. Co-relate knowledge of the subject being taught with other subjects and with real situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

Practical skill to teach the two school subjects offered under Theory papers III A/B and the following:

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co-curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.

Organization evaluation of practice teaching:

1. Every candidate will teach during practice teaching session. At least ten lessons in each subject should be supervised.
2. Micro teaching lesson to be used in addition for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.

4. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
5. At Integrated B.A-B.Ed III Year each candidate should be prepared to teach one lesson at the final practice examination. At the Integrated B.A-B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at least 10% of the candidates to deliver two lessons in Integrated B.A-B.Ed IV Year.
6. There will be a board of Examiners for the external examination for each college which will examine each candidate in at least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
7. The board of Examination will consist of:
 - (a) The principal of the college concerned.
 - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Kota.
 - (c) An external examiner appointed from the University of Kota. The board as far as possible will represent Social science, language and science.
8. Approximately 50 lessons will be examined by the board each day.

Some of the papers are fully Sessional of having according to their practical marks as the case may be Geography, Home Science.

B.A. B.ED I Year (I Semester)

Course Code: BAE8900P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	Sem. Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR I Semester	1.1	BAE 101/DCC	Subject-I: Theory-I	3 Hrs	6	---	6	50	100	150	20	40
	1.2	BAE 102/DCC	Subject-II: Theory-I	3 Hrs	6	---	6	50	100	150	20	40
	1.3	BAE 103/DCC	Subject-III: Theory-I	3 Hrs	6	---	6	50	100	150	20	40
	1.4	BAE 104/DCC	Childhood and Growing up	3 Hrs	4	---	4	30	70	100	12	28
	1.9 & 1.10	BAE 109&110/AEC	Hindi/English	1.5 Hrs	2	---	2	---	50	50	---	20
	Semester Total					24		24	180	420	600	---
<p>Note:B.A. B.Ed. I Year (I Semester) syllabus and scheme course code BAE 101, 102, 103 and 109 & 110 will be according to B.A. I year (I semester) academic course of University of Kota, Kota.</p>												

B.A. B.ED I Year (II Semester)

Course Code: BAE8900P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	Sem. Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR II Semester	2.1	BAE 201/DCC	Subject-I: Theory-II	3 Hrs	6	---	6	50	100	150	20	40
	2.2	BAE 202/DCC	Subject-II: Theory-II	3 Hrs	6	---	6	50	100	150	20	40
	2.3	BAE 203/DCC	Subject-III: Theory-II	3 Hrs	6	---	6	50	100	150	20	40
	2.4	BAE 204/DCC	Contemporary India and Education	3 Hrs	4	---	4	30	70	100	12	28
	2.5	BAE 205/SEC	Open Year/SUPW Camp	6Hrs	---	4	2	50	---	50	25	---
	1.9 &1.10	BAE 109&110/AEC	English/Hindi	1.5 Hrs	2	---	2	---	50	50	---	20
	Semester Total					24	4	26	230	420	650	

Note: B.A. B.Ed. I Year (II Semester) syllabus and scheme course code BAE 201, 202, 203 and 109 & 110 will be according to B.A. I year (II semester) academic course of University of Kota, Kota.

B.A. B.ED II Year (III Semester)

Course Code: BAE8900P CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	Sem. Assess.	Total Marks	Internal Assess.	Sem. Assess.
II YEAR III Semester	3.1	BAE 301/DCC	Subject-I: Theory-III	3 Hrs	6	---	6	50	100	150	20	40
	3.2	BAE 302/DCC	Subject-II: Theory-III	3 Hrs	6	---	6	50	100	150	20	40
	3.3	BAE 303/DCC	Subject-III: Theory-III	3 Hrs	6	---	6	50	100	150	20	40
	3.4	BAE 304/DCC	Knowledge of Curriculum	3 Hrs	4	---	4	30	70	100	12	28
	3.7	BAE 307/GEC	Environment Science	1.5 Hrs	2	---	2	---	50	50	---	20
Semester Total					24		24	180	420	600	---	
<p>Note: B.A. B.Ed. II Year (III Semester) syllabus and scheme course code BAE 301, 302, 303 and 307 will be according to B.A. II year (III semester) academic course of University of Kota, Kota.</p>												

B.A. B.ED II Year (IV Semester)

Course Code: BAE8900P CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks		
	Number	Code	Nomenclature		L	P	C	Internal Assess.	Sem. Assess.	Total Marks	Internal Assess.	Sem. Assess.	
II YEAR IV Semester	4.1	BAE 401/DCC	Subject-I: Theory-IV	3 Hrs	6	---	6	50	100	150	20	40	
	4.2	BAE 402/DCC	Subject-II: Theory-IV	3 Hrs	6	---	6	50	100	150	20	40	
	4.3	BAE 403/DCC	Subject-III: Theory-IV	3 Hrs	6	---	6	50	100	150	20	40	
	4.4	BAE 404/DCC	Learning and Teaching	3 Hrs	4	---	4	30	70	100	12	28	
	4.5	BAE 405/SEC	Drama and art i:n Education	6Hrs	---	4	2	50	--	50	25	----	
	4.7	BAE 407 /GEC	Computer Application	1.5 Hrs	2	---	2	---	50	50	50	---	20
	Semester Total					24	4	26	230	420	650		

Note: B.A. B.Ed. II Year (IV Semester) syllabus and scheme course code BAE 401, 402, 403 and 407 will be according to B.A. II year (IVsemester) academic course of University of Kota, Kota.

B.A. - B.Ed I year (Semester I)

Childhood and Growing up

Paper Code : BAE104/DCC

External Assessment: 70 marks

Maximum Marks: 100

Internal Assessment: 30 marks

Credit : 4

Objectives:

After completing the course the students will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of the nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning Environment.
6. To acquaint them with various Psychological attributes of an individual.
7. To reflect on the changing roles of children in contemporary society.

Unit I: Role of psychology to understand the child

- Psychology: Meaning, nature & branches of psychology,
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era,
- Child psychology; meaning, concept

Unit II: Multi dimensional development

- Growth and development- concept, stages principles, dimensions, Factors influencing development- genetic, biological, environmental and physical
- Theories of development :

- a) Piaget's Vygotsky cognitive development
- b) Freud's psycho-sexual development
- c) Erikson's psycho-social development

Unit III: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child
- Adolescence: meaning, concept, characteristics, effects of family, school, peer group, social climate and social media.
- Personality: concept and nature, theories of personality, assessment of personality
- Individual differences: concept, areas (With Special Educational needs-Concept) and educational implication.

Unit IV: Learning to Learn

- Concept and beliefs about learning:-Defining misconception, Brain's role in learning
- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt, Cognitive and Field theory, Information processing theory, Social Constructive approach, Types of learning by Gagne.
- Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaining a productive Classroom Environment:-Dealing with misbehaviour,

Unit V: Psychological Attributes of an individual

- Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner's Multi intelligence theory, Measurement of intelligence, Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors,

Measurement of creativity, Higher Level thinking skills - critical thinking, reasoning, problem solving, Decision making.

- Socialization and Mental health: Process of Socialization - Group dynamics Theory of Kurt Lewin's, Leadership and its styles (Kimble young), social prejudice, Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

Test and Assignment:- 30 Marks

- Class Test
- Project (Any one of the following)

Comparative study of developing patterns of children with reference to different SES.

Collecting and analyzing statistics on the girl child with reference to gender ratio.

Administration of an experiment on learning, span of attention, memory

Administration and interpretation of an individual group test of intelligence.

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2. Aggarwal, J.C., (1981). Essential of Educational Psychology, Delhi, Doaba Book
3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). Bal Manovigyan, Rakhi Prakashan, Agra
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- 10.Ormrod Ellis Jenne, Third Edition, Educational Psychology Developing LearnersMultimedia Edition (<http://www.prenhall.com/ormrod>)
- 11.SarswatKuldeep (2015). BalVikasevamBachpan, Published by RakhiPrakashan,Agra
12. Woolfolk, A. (2004). Educational Psychology published by Dorling Kindersley(India) Pvt. Ltd., Licensees of Pearson Education in South Asia.

Web Links:

- <https://www.classroom.kidshealth.org/9to12/body/system/endocrine/pdf>
- <https://old.nios.ac.in/secpsy.cour/unit/IIpdf>
- <https://www.classroom.kidshealth.org/9to12/body/system/endocrine /pdf 2>
- <https://old.nios.ac.in/secpsy.cour/unit/II pdf 3> <https://quinticsports.com images 4>
- <https://pinterest.com images>
- <https://www.jeffreyarnett.com. Emerging adulthood A theory of development from Late teens through twenties- “do you feel that you have reached adulthood”>
- <https://www.webmd.com-developmental tasks and variations 3> <https://www.youtube.com science activity on simple pendulum 4> <https://www.ocw.mit.edu. Motion and light experiments and images gallery>
- <https://www.sage publications.com 2009 – 10.1177/090756819011398->
- <https://study.com/academy/lesson/how-individual-differences-impact-earlychildhood-development.html>
- <https://www.ncbi.nlm.nih.gov/books/NBK310550/>
- <https://theconversation.com/diversity-in-the-classroom-means-childrendevelop-differently-33899>
- <http://abkibgnab.com book Introduction to early childhood a multidimensional approach to child centred care and learning Allyn and Bacon>

- <http://aifs.gov.au/publications/differential-parenting-children-divers-cultural-> (Gonzalez-Mena 2001)
- [https://www.ncbi.nlm.nih.gov/books/NBK310550/-](https://www.ncbi.nlm.nih.gov/books/NBK310550/)
- <https://theconversation.com/diversity-in-the-classroom-means-children-develop-differently-33899> 3 <https://extensionpublications.unl.edu/assets/pdf>
- <https://study.com/academy/lesson/how-individual-differences-impact-early-childhood-development.html>
- <https://www.planindia.org>. K.Sekar and Kavitha P. Children in difficult circumstances a research report.
- <https://www.cry.org/blog/impact-poverty-children-India> 3 <https://www.undir.org>. - Child in armed conflict- United Nations Institute for Disarmament Research. Disarmament Forum (three-2011) – Children and conflict
- <https://www.jnnurm.rajiv> Rajiv AvasYojana – Slum development plan
- <https://www.childlineindia.org.in> effects of poverty are more damaging to children. Anthony Lake, Executive Director, UNICEF.
- <https://www.naeyc.org> National Association for the Education of Young Children
- <https://www.ncbi.nlm.nih.gov/books/NBK310550/> 5 <https://www.extensionpublications.unl.edu/assets/pdf>
- <https://theconversation.com/diversity-in-the-classroom-means-children-develop-differently-33899>
- <https://www.ncbi.nlm.nih.gov/books/NBK310550/>
- <https://study.com/academy/lesson/how-individual-differences-impact-early-childhood-development.html> 5 <https://www.learningportal.iiep.unesco.org/en/improve-learning/teacherspedagogy/appropriate-and-effective>
- <https://www.learningportal.iiep.unesco.org/en/improve-learning/schoolsclassrooms/schools-conditions>
- <https://www.learningportal.iiep.unesco.org/en/improve-curriculum-materials/supplementary-learning-materials> 8 <https://www.learningportal.iiep.unesco.org/en/improve-teachers-pedagogy/preservice-teacher-training>
- <https://www.learningportal.iiep.unesco.org/en/improve-teachers-pedagogy/in-service-teacher-training>
- [School works.gvsu.edu](http://www.schoolworks.gvsu.edu)>egi>vie
- <https://www.linkedin.com/pulse/role-education-sector-removing-gender-inequality-manikandan-annadurai>
- www.powershow.com/view/13d9bc-NDM1Z/Gender_Equality_in.
- http://www.ncert.nic.in/departments/nie/dws/modules/RMSA_Module.pdf
- http://www.ncert.nic.in/departments/nie/dws/pdf/overallreportDGS_24_8_17.pdf
- <https://en.unesco.org/themes/education-and-gender-equality>

Learning out Come -

The student teacher will understand child development and adolescence, role of family and the school in the child development. They will understand learning as divergent process and physical, social, emotional and intellectual development of child.

B.A. - B.Ed I year (Semester II)

Contemporary India and Education

Paper Code : BAE204/DCC

External Assessment: 70 marks

Maximum Marks: 100

Internal Assessment: 30 marks

Credit : 4

Objectives:-

After completing the course the students will be able to :

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

Course Content

Unit I Education as an Evolving Concept

- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.

- Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education: Educational aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey, Krishnamurthy, Friere and Illich.

Unit – II: Issues and Challenges

- Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth dissatisfaction, Moral Crisis.

Unit – III: Constitution and Education

- Study of the Preamble, fundamental rights and duties of citizens, Directive Principles for state and constitutional values of Indian Constitution.
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality, Justice, Fraternity.
- Education and politics, Constitutional vision related to aims of education, Peace Education, Role of Education, School and Teachers as agents for Imparting Culture, Education and Development. Education and Industrialization.

Unit – IV: Programme and Policies

- Overview the development of education system in India from 1948 to 2010
University Education Commission-1946-48, Secondary Education Commission-1952-53, Indian Education Commission- 1964-66, National Education Policy- 1986

- Rammurthy Committee (1990), Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF–2005, NKC–2006, NCFTE– 2009, RTE–2010.
- SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Model School.

Unit – V: Innovative Practices

- Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of Education in bringing innovations,
- Education through interactive mode of teaching: Computer, Internet, Tally and Video Conferencing, Eduset, Smart Class Room, Role of E- learning, E-content, Emagazines and E-journals, E- library.
- Yoga Education, Life Skill Education, Education and Competence in life regarding Social inclusion.

Test and Assignments 30 Marks

1. Class Test

2 .Any one of the following: -

- Debate or Organize a one day discussion on the topic related to the subject and submit a report.
- Critical appraisal on the report or recommendations of any commission and committee.
- Organize collage, Poster Making activity in your respective institution.
- Collection of at least three handouts of related topics of the subject.

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1. Education, New Delhi, 1966.
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27. आर, एल. के. : शिक्षा के नूतनआयाम, राजस्थानहिन्दीग्रंथअकादमी, जयपुर ।
28. गुप्ता एस.पी. एवंअलकागुप्ता : भारतमें शिक्षाप्रणालीकाविकास भारदापुस्तकप्रकाशन, इलाहाबाद ।
29. रावत, प्यारेलाल : भारतीय शिक्षाकाइतिहास, आगरा ।
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Learning out Come -

The student teacher will know about policy debaters over time, implementation of policies and programme for development of education. Learn the concepts of social change and social transformation in relation of education.

B.A. - B.Ed I year (Semester II)
Open Air/SUPW Camp
Paper Code : BAE208/SEC

External Assessment: 50 marks

Maximum Marks: 50

Credit : 2

Open Air session will be organized for B.A. B.Ed. students. Every student is also expected to participate in the Co-curricular activities, survey, health and social awareness programme in the institution during the session.

S.No.	Guideline for Assessment	Max. Marks
1.	Community Service	15
2.	Survey (Based on social and educational events)	10
3.	Co-curricular Activities	10
4.	Health and Social Awareness programme	15
	Total	50

B.A. - B.EdII year (Semester III)
Knowledge and Curriculum
Paper Code : BAE 307/DCC

External Assessment: 70 marks

Maximum Marks: 100

Internal Assessment: 30 marks

Credit : 4

Objectives:-

After completing the course the students will be able to :

- To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
- To encourage the application of knowledge skills in the Indian educational institutions.
- To enhance the quality of pre-service and in-service teacher training.
- To realize the importance of curriculum modification.
- To provide awareness and understanding of social environment.
- To transform teacher- pupils in to a vibrant knowledge-based society.

Course Content

Unit I Concept of knowledge & Child's Construction of Knowledge

- Meaning and Nature of knowledge
- Sources of attainment of knowledge in schools with special references of Society. Culture and modernity.
- Distinctions between- Knowledge and Skill, Knowledge and information, Reason and belief.
- Sources of Knowledge: Empirical knowledge Vs Revealed knowledge.
- Different kinds of knowledge:
 - (a) Disciplinary knowledge: Concepts and Alternative
 - (b) Course content knowledge criteria of Selection and concerns

(c) Indigenous knowledge Vs Global knowledge

(d) Scientific knowledge Vs Religious knowledge

- Concepts of Belief, Information. Knowledge and Understanding

Unit – II: Facts of Knowledge

- Different facts of knowledge and relationship such as-
- Local and Universal
- Concrete and Abstract
- Theoretical and Practical
- School and Out of School

(With an emphasis on understanding special attributes of school knowledge).

Unit – III: Concept of curriculum

- Meaning. Nature and Objectives of Curriculum, Need for curriculum in schools.
- Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato
- Difference between curriculum and syllabus.
- Factors Influencing curriculum.
- Various types of curriculum- Subject centered. Experience centered. Activity centered, Child centered, and Craft centered..

Unit – IV: Curriculum Planning and Transaction

- Construction of Curriculum
- Models of Curriculum Development given by Franklin
- Team Teaching Panel discussion, Conference, Symposium, Workshop, cooperative learning Cup diension. Brain storming issues and concerns with respect to organize a teaching and learning process in a classroom such as study habits, self-learning, learning skills, interest, ability, giftedness with respect to economic background.

Unit – V: Teaching as profession

- Ethics of teaching, professional growth of a teacher
- Teacher as a professional practitioner, identification of the performance. competency and commitment area for teacher.
- Need of Professional enrichment of teachers
- Professional ethics and its development

Test and Assignment: 30 marks

1. Class Test

2. Any One

- Preparation and practical implication of at least two technical learning resources (transparencies, Power Point Slides, Animated Videos)
- Identify the learning need of the learner in diverse class room with regard to their abilities, learning styles, socio cultural difference, learning difficulties and their implication for class room teaching.
- Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college/any other agencies.
- Conduct and Interview of any two students with multilingual background and face the problems in teaching learning process.

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B.A. - B.Ed II year (Semester IV)

LEARNING AND TEACHING

Paper Code: BAE-407/DCC

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives:

The student teacher will be able:

After completing the course the students will be able:-

1. To get acquainted with the concept, principles and nature of teaching and learning.
2. To understand the different learning styles based on the difference of learners.
3. To study the relationship between teaching and learning and the factors which influence learning?
4. To make use of modern information and communication technology to improve teaching-learning process.
5. To understand learning as a process of communication and be aware of various resources available for making it effective.
6. To study and analyze the socio cultural factors influencing cognition and learning
7. To study and understand learning in constructivist perspective.
8. To get acquainted with professional ethics of teaching profession.
9. To study the new trends and innovations involved in teaching learning process with professional ethics.

Unit -I :Learning and Teaching Process

- Teaching: Meaning, Nature, Principle, Levels, Phases and maxims of teaching. Difference of training and instruction from teaching.
- Learning: Meaning, Nature, Factors affecting learning and types of learning
- Relationship between teaching and learning. Resource and their development for promoting teaching - learning process.
- Tradition and changes in view of the learning process a shift from teaching and learning.

Unit -II :Source of Effective Teaching Learning

- Effective teaching: Meaning, component and parameters of effective teaching. Classroom instruction strategies, Teacher behavior and classroom climate. (Flander's interaction analysis system)
- Instructional objectives in terms of bloom's taxonomy.
- Programming Learning: Concept, principles and types of programme learning.
- Concept of micro teaching, various teaching skills.

Unit -III Educational Technology

- Educational Technology: Meaning, Importance and Approaches.
- Model of teaching: Meaning. Assumptions and Fundamental elements of a model of a teaching suchman's inquiry training model.
- Communication: Concept, Elements and Communication skills, Teaching
- Learning process as the communication.

Unit -IV New Trends in teaching learning due to technological innovation

- Analysis and organisation learning in diverse class room: Issues and concerns.
- Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson
- Curriculum Transaction: Role of a teacher in knowledge Construction through Dialogue, Challenge and Feedback as a CriticalPedagogue.

Unit –V School : The Site of Curriculum Engagement

- Role of School Philosophy. Administration (and organization) in creating a context for transacting the curriculum effectively.
- Role of Infrastructural support in Teaching and Learning: Classroom seating Arrangement, Library, Laboratory. Playground, Canteen etc.
- School Culture and Organizational ethos as the context for Teachers' Work.
- Teacher's role and Support is "Developing Curriculum. Transacting Curriculum and Researching Curriculum": Realities and expectations.

Test and Assignment : 30 marks

1. Class Test

2. Project (Any one of the following) 1044

- Seminars discussions, movie appraisals, group work. field works.
- Projects and the close reading of articles, policies, documents from key practitioners in the area of Curriculum Studies in Education.
- How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?
- Review of a text book of any school subject.
- Prepare a children's literature handbook.

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Learning out Comes -

The student teacher will use various teaching skill in classroom situation and adopt effecting classroom management skills, recognize and appreciate the role of a teacher as a leader manager, communicator and motivator.

B.A. - B.Ed II year (Semester IV)

Drama and Art in Education

Paper Code: BAE-408/SEC

Internal Assessment: 50 Marks

Credit : 2

Objectives

The student teacher will be able

- To nurture their creativity and aesthetic sensibilities.
- To create a whole experience of being fully present and working with all of one's faculties and being in relationship with other and nature.
- To extend their awareness, through multiple perspectives
- To shape their consciousness through introspection and imagined collective experience.
- To develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations and character.
- To critique the current trends in art education and develop a possible scenario for art for change.
- To develop feeling of empathy for and relate with the other can be nurtured through drama based on experience emotion and interpretation.
- To give opportunities for learner to recognize their agency, for transformational action.

S.No.	Types of Activities	No. of Activities	Per Activities and their reporting marks	Total marks
1.	Organise Drama in school	02	02	08
2.	Visit place of art and exhibition	02	02	08
3.	Visit place of cultural festival	02	02	08
4.	Visit of local culture and art forms and interpret art works, movies and other media	02	02	08

5.	Watch movies and other media of educational significance and their interpretation	02	02	08
	Evaluation of report and viva – voce			10
	Grand Total			50

Procedure –

Internal Assessment = 50 marks