

Syllabus and Course Scheme
Academic year 2020-21



University of Kota

KOTA

Examination Part- II (2021)

FACULTY OF EDUCATION

SYLLABUS

Integrated Programme of

Scheme of B.A.-B.Ed. II Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.-B.Ed. 08	Gen. Hindi (Compulsory)*	100	-	-	100
II	B.A.-B.Ed. 09	Knowledge and curriculum	80	20	-	100
III	B.A.-B.Ed. 10	Learning and Teaching	80	20	-	100
IV	B.A.-B.Ed 11 (G-A)	Peace Education	80	20	-	100
V	B.A.-B.Ed 12, 13 & 14 (G-B)	Content				600
VI		(Select any Three)				
&		1. Hindi (I & II)	100+100		-	
		2. Sanskrit (I & II)	100+100		-	
VII		3. English (I & II)	100+100		-	
		4. Urdu (I & II)	100+100		-	
(G-B)		5. History (I & II)	100+100		-	
		6. Political Science/Pub. Aid (I & II)	100+100		-	
		7. Economics(I & II)	75+75		50	
		8. Sociology(I & II)	100+100			
		9. Philosophy (I & II)	100+100			
	10. Geography (I & II)	75+75		50		
	11. Home Science (I & II)	75+75		50		
VIII	B.A - B.Ed 15 Practicum	OPEN AIR / SUPW CAMP 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS)		25 25 25 25		100
					Grand Total	900 +100

Note* - B.A. B.Ed. integrated IInd year syllabus and scheme course code 8 will be according to B.A. Ist year & course code 12, 13 & 14 will be according to B.A. IInd year academic course of University of Kota, Kota.

* ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

B.A.-B.Ed./B.Sc-B.Ed 09

Knowledge and Curriculum

Marks-100

Objectives

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

Unit 1 :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 Concepts

(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

UnitII 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

Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson ·

- Curriculum Transaction: Role of a teacher in knowledge Construction through Dialogue, Challenge and Feedback as a Critical Pedagogue.

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:-

1. Class Test 10 Marks

2. Project (Any one of the following) 10 Marks

- 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.

References-

1. Aggrawal, J.C. (2008). Knowledge Commission -2006: Major Observation and Recommendations, Educational Reforms in India for the 21st Century. New Delhi, Shipra Publication.
2. Balsara, M (1999). Principles of Curriculum Reconstruction. New Delhi, Kanishka Publication.
3. Lal, R.B. and Palod S. (2015). Policy Framework and Issues in Education. New Delhi, R.Lal Book Depot.
4. Malareddy, M. and Ravishankar, S. (). Curriculum Development and Educational Technology. New Delhi, Sterling Publisher P. Ltd..
5. Mohanty, J. (2003). Modern Trends in Education Technology. (Reprint Addition 2013)
6. Prasad, Janardan and Kumar, Vijay (1997). Advanced Curriculum Construction. New Delhi, Kanishka Publication.
7. Ramesh Shukla (2005). Dictionary of Education (2005). New Delhi, A.P.H. Publishing Corporation.
8. Soti and Sharma, A. (2014). Eminent Educational Thinkers of India. Agra, R.S.A. International Publisher. Agra.
9. www.knowledgecommission.gov.in
10. www.ncert.nic.in
11. www.takingglobal.org/express/article.html?cid-178

B.A.-B.Ed./B.Sc-B.Ed 10

Learning and Teaching

MARKS -100

Objectives:

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.

- Team Teaching, Panel discussion, Conference, Symposium, Workshop, Cooperative learning, Group discussion, Brain storming- issues and concerns with respect to organise teaching and learning process in a classroom such as study habits, self learning, learning skills, interest, ability, giftedness with respect to socio 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:-

1. Class Test 10 MARKS
 2. Any One 10 MARKS
- 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.

REFERENCES:

1. Aggarwal J.C.(2004), “ Educational Psychology”, Vikas Publishing House Pvt. Ltd., New Delhi
2. Berk Laura (2007), “ Child Development”; Prentice Hall of India, New Delhi.
3. Biehler Robert and Snowman Jack(1991), “ psychology Applied to Teaching”; Houghton Mifflin company, Boston.
4. Buzan Tony (2003), “Brain Child”; Thorsons, An Imprint of Harper Collins, London.
5. Coleman Margaret (1996), “ Emotional and Behavioral Disorders”; Allyn and Bacon, Bostan.

6. Erickson Marian (1967), "The Mentally Retarded Child in the classroom"; The Macmillan company
7. Goleman Daniel (1995). "Emotional Intelligence"; Bantam Books, N.Y.
8. Goleman Daniel (2007), "Social Intelligence"; Arrow Books, London.
9. Henson Kenneth (1999), "Educational Psychology For Effective Teaching"; Wadsworth Publishing Co. Belmont, California
10. Khandwala Pradip (1988), "Fourth Eye"; A. H. Wheeler, Allahabad.
11. Mangal S.K. (1993), "Advanced Educational Psychology" Prentice Hall of India Pvt. Ltd., New Delhi
12. National Curriculum Framework 2005, N.C.E.R.T, New Delhi.
13. Osborn Alex (1971), "Your Creative Power"; Saint Paul Society, Allahabad, India.
14. Pringle M.K. and Varma V.P. (Ed) (1974), "Advances in Educational Psychology" University & London Press, London
15. Shaffer David (1999), "Social and Personality Development" Wadsworth Thomson Learning, U.S.A.
16. Sharma Tara Chand (2005), "Reading Problems of Learners"; Sarup and Sons, New Delhi.
17. Sousa David (2001), "How The Brain Learns"; Corwin Press, Inc. A Sage Publication Company, California.

B.A.-B.Ed./B.Sc-B.Ed 11

PEACE EDUCATION

OBJECTIVES:-

MARKS-100

The course will enable the student teachers to –

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of conflicting relationships between people, within and between nations and between nature and humanity.
- To create frameworks for achieving Peaceful and Nonviolent societies.

UNIT I Concept of Peace

- Negative peace and Positive peace,
- Negative Peace - Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.
- Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

Unit -2: Introduction of Peace Education

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

Unit 3- Bases of Peace Education

- Becoming peace teacher-acquisition of knowledge, values and attitudes.
- Life Skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management , Conservation of Environment
- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga , Dramatization , Debate and etc.

UNIT 4.Effective Teaching of Peace

- Peace Education for Life and Lifelong education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
- Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis,
- Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

Unit 5- Transacting Peace Education & Role of Social Agencies:

- Integration of Peace Education through curricular and co-curricular activities
- Role of mass media in Peace Education
- Programmers' for Promoting Peace Education –UNESCO

- Addressing challenges to peace in Multicultural Society.
- Role of Religion in proration of Peace. Nelson Mandela Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.
- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

REFERENCES :-

1. Adams.D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.
2. Aber,J.L. Brown, J.L.A.Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.
3. Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications.pvt.Ltd
4. Dr.Haseen Taj (2005) Current challeges in Education, Neelkamal Publications.pvt.Ltd
5. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi
6. Prakashan, Agra-2 7. Wttp://www.un.org/cyberschoolbus/peace/content.htm.