

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2020, 2021 & 2022)**

Course no. 101 (Theory)

Title: Indian Constitution &

**Education in Indian Perspective**

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

**Objectives :**

**To enable the pupil teachers to:**

- know and understand the constitutional provisions in regard to the education
- know and understand the basics/ fundamentals associated in the discipline of education and in a process to be a teacher from the Philosophical perspectives.
- know and understand the socio cultural realities of the teacher , teaching and the teacher education program in context of the education from the sociological perspectives .
- know and understand the various aspects related to the teacher education in the changing contemporary society .

**Detailed Contents:**

**Unit-I**

**The Bases of Teacher Education in India:**

Knowledge – concept and the understanding vis a vis Vidya, Information and training , concept of the indigenous knowledge , sources of Knowledge ; Different schools of knowledge ( Indian); Difference in the present knowledge society and the Vedic knowledge society- the role and the place of the teacher in developing the Panchmukhi and the wholistic personality; Roots of Teacher education- concept of Gurukuls, Madrassas and Maktabs , Missionary schools and the residential schools.

**Unit II**

**Education and the Philosophy**

Education- Concept, Nature and scope for the Individual and the society; Why subject of education is important to be teacher; Philosophy-Concept, Nature and the branches ;scope of philosophy of education in the professional life of the teacher; discriminate between the philosophy of education for the teacher education and the liberal discipline. Concept of the Teaching , Difference between the Bhartiya Shiksha and the Western Education. Provisions of Education as per the Constitution ( Article 15,17,21A, 25, 26(1),28(1,2,3),29,30, 45, 46



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**UNIT III**

**Education and Sociology**

Sociology-concept, Nature and the branches ; Educational sociology-understanding of Education in the teacher education process ; the relationship between the Educational Sociology and the classroom environment-with respect to equality, peer relationship , stratifications. Developing the teacher responsive and relational to the society and its causes-(eg Swachata Abhiyan; PPI etc.) Article 15(1,3) , 239,251 & 350

**UNIT IV**

**Teacher and the Change in Society**

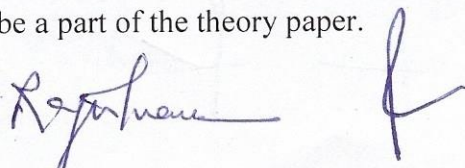
Education as an agency in the Change of the society (Industrialisation, & technology); Characteristics of the Indian contemporary society; critically assess the role & responsibilities of teacher in the community(participation)& culture (Change) and for the technology (adaptation); Socio cultural imprints in teaching profession, how the teaching profession in India is a different from the west; Decolonisation of the teacher education program-issues and the challenges.

**Field work / Sessional work**

Knowledge to the villagers of their Rights of the Human Beings as well as of the global citizen through the activities of Nukkad shows and Meetings as well as the trip to the Gurukuls and the residential schools. The differentiation between the day Boarding and the Residential school- feel and the experience of the Visit . The visit to the indigenous educational institution ( Madrassas ) and the Ashrams or the Mobile schools – the experiences and the comparison. Involving the teachers in the community participation-Swach Bharat; Pulse polio programs, Distribution of the relief material.etc; Must visit to any of slum area (adaptation)for education and promoting the cause of community cooperation and coexistence (relational &Responsive);Discussion on the ancient Indian education system –decolonization of teacher education, the changes in the society and the teacher

**Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.





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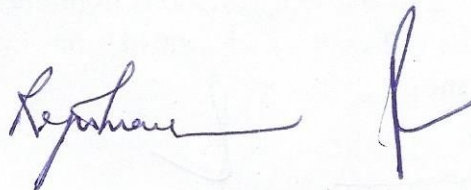
**Education in Indian Perspective**

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities encompassing different components . The details of the Internals are given in the syllabus.

**Books recommended & web resources**

- *Philosophy and Education* Mrinal Miri , Oxford Publications, Delhi
- *Philosophy & India Ancestors, Outsiders & Predecessors- A Raghuramaraju, Oxford, Delhi.*
- *Indian & Western Educational philosophy- A P Sharma, UniCorn Books, New Delhi (also available @ on pay term basis <http://www.unicornbooks.in/books/book/indian-western-educationalphilosophy-prof-a-p-sharma/> isbn 9788178062013/zb,,479,a,0,USD,0,a/index.html*
- *Ancient Indian Universities-Apte DG*  
<https://ia600407.us.archive.org/34/items/cu31924005633130/cu31924005633130.pdf>
- *Philosophical & Sociological Basis of Education –V R Taneja*
- *Philosophical & Sociological Foundations of Education –Rajesh R Sharma*
- *Indian Education in Emerging Society-PC Singh*
- *Fundamentals of Indian Philosophy-R. Puligandla*
- *Students History of Education in India Naik J.P Macmillan India*
- *GATS and Hr Education –the need of Regulatory Policies –NV Verghese –UNESCO, IIEP Paris [unesdoc.unesco.org/images/0015/001506/150689e.pdf](http://unesdoc.unesco.org/images/0015/001506/150689e.pdf)*
- *PanchMukhi Shiksha [http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold\\_education/index.html](http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold_education/index.html)*
- *Ground work of Educational theory-Ross, James S MacMillan India*
- *Modern Philosophies of Education-J.S. Brubacher Tata MC GrawHill Ltd, New Delhi,*
- *Introduction to the Philosophy of Education-Connor, D.J.O*
- *A Profile of Indian Education System -Cheney & Ruzzi ( Nov 2005) National Centre on Education & Economy <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>*



**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2017, 2018 & 2019)**

**Course no. 102 (Theory)**  
**Credits 4**

**Title: Childhood and adolescence education**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**  
**Maximum Marks External : 60**  
**Duration of Exam: 3hrs**

**Course objectives:**

**To enable the pupil teachers to:**

- Understand the concept of growth and development.
- Become aware of nature of individual differences.
- Familiarise themselves with different developmental stages.
- Understand Piaget's theory of cognitive development
- Appreciate Vygotsky's Socio-cultural perspective
- Understand factors affecting personality development.

**UNIT-I**

Introduction to development: Nature of developmental psychology, meaning of growth and development, principles of development, role of teacher in facilitating development. Individual Differences- concept, determinants, role of heredity (genes & chromosomal disorders) & environment on individual differences. Prenatal & Infancy stage: Meaning, characteristics & hazards.

**UNIT-II**

Early childhood: Characteristics, problems & hazards of early childhood.  
Late Childhood: Characteristics, problems & hazards of late childhood.  
Theories of childhood development (Psychoanalytic child development theory and Erickson's stage theory of development).

**UNIT-III**

Adolescence Stage: Pattern of growth & development during adolescence, special characteristics of adolescence, problems at adolescent stage.  
Cognitive development & language: Piaget's theory of cognitive development-stages of cognitive development, basic tendencies in thinking, limitations of Piaget's theory, Educational implications.  
Vygotsky's Socio-cultural perspective-social sources of individual thinking, cultural tools & cognitive development, role of language & private speech, the zone of proximal development and limitations, Educational implications.

**UNIT-IV**

Personality development: Factors affecting personality development (language, culture, biographies, community, political environment, school, neighbourhood & excessive use of technology).  
Marginalization & personality development- Factors leading to marginalization & their effect on personality development. Role of teachers and media in removing disparities in society.

**Sessional work:**

Case study of cognitive development (abstract thinking/metacognition/problem solving) of an adolescent/study of an autobiography of an eminent citizen of India and preparation of a report on the ways the autobiography can help in the development of personality of an individual.

**Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

**Book references:**

- Chauhan, S.S. (2001). Advanced Educational Psychology. Vikas Publishing House Pvt Ltd. New Delhi.*
- Craig. Grace. J. (1989). Human Development. Prentice Hall Inc. New Jersey*
- Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publisher and Distributors Pvt. Ltd. New Delhi.*
- Hurlock. Elizabeth. B. (2005). Developmental Psychology. Tata McGraw Hill Publishing Company Ltd. New Delhi.*
- Mangal. S. K. (2001). Essentials of Educational Psychology. Prentice Hall of India Pvt. Ltd. New Delhi.*
- Mahmud, Jafar. (2004) Educational Psychology. A P H Publishing Corporation. New Delhi.*
- Solso. Robert. L. (2002). Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi.*

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2017, 2018 & 2019)**

**Course no. 103 (Theory)**  
**Credits 4**

**Title: Language Competence and Communication skills**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3hrs**

**Course Objectives:**

**To enable the pupil teacher to:**

- develop language teaching competency
- understand the multiple roles of language
- analyse the position of language education in India
- identify the processes and approaches of language teaching
- appreciate language skills for effective communication

**Unit -I**

**Role of Language**

Language: Concept, Importance and Linguistic principles

Language and Society: Language and Gender; Language and Identity; Language and Power

Language in School: Home Language and School Language; Language across the curriculum;

Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Multilingual classrooms

**Unit-II**

**Position of Languages in India**

Constitutional provisions and policies of language education (Articles 343-351,350A)

Kothari Commission (1964-66) with special reference to language Education

National Curriculum Framework-2005 with special reference to language education

**Unit-III**

**Language Teaching**

Different Process of Language learning as per constructivism

- a) John Dewey
- b) John Piaget

Methods of Language Learning

- a) Direct Method
- b) Bilingual Method
- c) Textbook Method
- d) Grammar Translation Method
- e) Inductive and Deductive Method

Structural and Situational approaches to Language learning: Merits and Demerits

## Unit I □

### Communication skills

Communication: Concept, Channels and Language as a tool of communication

Acquisition of Language Skills for communication: Listening and Speaking- Sub skills of listening: Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, role plays, simulations, speech, games and contexts, language laboratories pictures, authentic materials and multimedia resources

Reading and Writing: Sub skills of reading and writing; Importance of understanding the development of reading and writing skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, using thesauruses, dictionary, encyclopaedia, Process of writing; Formal and Informal writing

### Sessional □ork:

Practical work in Language Laboratory:

Listening- 5 hours

Speaking- 3 hours

Reading- 3hours

Writing- pattern of writing poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement

Presentation on different methods of language learning

Organise seminar/debates on position of language education in India

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

### Books recommended & □eb resources

*A.L. Kohli (2001). Techniques of teaching English in the New Millennium Dhanpat RAI publishing company*

*B.N.Dash (2007-2008). Teaching of English, Dominant Publishers and distributors, New Delhi, 110002*

*C.S. Rayudu(1998). Communication. Himalaya Publishing House, Mumbai-400004*

*M.S. Sachdeva (2000-2001). A new approach to teaching of English in India, Tandon Publications Ludhiana*

*K.Venugopal Rao (2002). Methods of Teaching English. NeelKamal publications Pvt.Ltd.Sultan Bajar, Hyderabad*

*N.P. Pahuja( 2004). Teaching of English. Anmol Publications Pvt. Ltd.*

*National Curriculum Framework for Teacher Education (2005). Towards Preparing Professional and Humane Teacher*

*Shaik Mowla (2002). Techniques of teaching English. Neel Kamal Publication Pvt.Ltd, Hyderabad, New Delhi(3<sup>rd</sup> Edition)*

*Sunder Singh Wadhwa (2008). Teaching of English in India, Twenty first century publications*

*S.Venkateswaran (2000). Principles of Teaching English.Vikas publishing house pvt. Ltd.*

*Julia Myers and CathyBurnett (2004). Teaching English 3-11. Atlantic publishers and distributors*

*Kagzi, M.C. Jain (2001). The Constitutional of India.Vol.1 & 2, India Law House ,New Delhi*

*Y.K. Singh (2005). Teaching of English.APH Publishing Corporation, Ansari road, Darya Ganj, New Delhi-110002*

[http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/Indian\\_Languages.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf)

[http://www.seasite.niu.edu/tagalog/teachers\\_page/language\\_learning\\_articles/constructivist\\_learning.htm](http://www.seasite.niu.edu/tagalog/teachers_page/language_learning_articles/constructivist_learning.htm) [www.ncert.nic.in/departments/nie/dtee/activities/pdf/syllabus\\_B.ED.pdf](http://www.ncert.nic.in/departments/nie/dtee/activities/pdf/syllabus_B.ED.pdf)



**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2017, 2018 & 2019)**

**Course no. 104 (Theory)**

**Title: Educational Planning and Management**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Objectives**

**To enable the pupil teachers to:**

Know and understand the Educational Management & organizational set up and the contribution in its role.

Know and understand the different Management approaches to deal with the Educational Management.

Know and understand the Budget aspects of the Institutional Budget regarding the Investment and the Expenditure.

Be skilful in organizing various Human Resource Management Programs for the Awareness as well as to coordinate with the agencies.

**UNIT I**

Educational Management and the leadership, Differentiation features between the Educational Management & Leadership; Guidelines for the Leadership; The Importance of the Leadership & Management for Education, Leadership theory- Distributed and the Transformal theory; Modern trends in Educational Management 1) Decision Making ii) Organisational Compliance iii) Organisational Development iv)PERT

**UNIT II**

Approaches to Educational Management- Principles, Adoptability and Limitation in the Indian Educational set ups

- i) Trait Based
- ii) Behaviour Based
- iii) Situational Based Approach
- iv) Contingency Approach
- v) WICS Model

**UNIT III**

**Time in Educational Organization**

Concept of Resources- Human & Material; Management of time ó Importance of Time schedule for the teacher, Preparation of the daily, Weekly and Monthly diaries ó aspects, principles and usefulness; Yearly & Monthly plans for the Institutional working.

Management of the Physical Resources- School Building, Library, Labs Hostels and the playgrounds.

Management of the Human Resources ó Interpersonal & Intergroup Relations (Needs & principles)  
Teacher-Taught relationship; Relationship with the Head, Administrator

Concept of TQM in educations and the implications of its for the stakeholders of the Education.

## UNIT I □

### **Micro plannin □ and the bud □ et**

Concept of the Micro and Macro planning, Institutional Planning ó Cluster Resource Centres and the Block Resource Centres.

School mapping Need & Factors ó Developing and Monitor the Budget of the Educational Institution- Issues and principles of Making the Budget ,Resources & Financing of Education, relationship between the productivity & Efficiency, Concept of Cost analysis.

### **Sessional □ ork**

To organize the Parents Teachers Meet in the Educational Institutional and partake in its deliberations. To be an active participant in the community services orgained by the educational institutional and also invite the participation of the educational Institutions in organizing the resources like sharing the Resources ó Books , Library, Computer lab for those who are deprived of these facilities. Organising Camps and inviting the social intellectuals in the Govt aided institutions for the funding and awareness purposes. Must activity of every student teacher to organize the Awareness camp on any important Social National Issues like female Feticide, Gender Discrimination, Population Awareness, Religious Tolerance, Save Energy and Water etc. (Topics can be further Added on). To be an active member of the local Finance Audit team and the contribution to it in its management.

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

## **Books recommended**

*Kochar ,SK School Administration and Management ( e book ) available on Amamzon.in*  
*Economics of Education by Gara Latchanna & Hussein(2007) –Discovery Publishing House , New Delhi*

*Economics of Education Baljeet Singh*

*T S Sodhi Education & Economic Development (2004)–Vani Educational Books, New Delhi*

*WICS Model :Sternberg, R., Bonney, C. R., Gabora, L., & Merrifield, M. (2012). WICS: A model for college and university admissions. Educational Psychologist, 47(1), 30-41.*

*Approaches to Organization Theory : Lars Groth*

*Source Materials for Educational Administration: Critiques Saxe, Richard W.,INSTITUTION Toledo Univ., Ohio. Coll. of Education.PUB Jan 69*

*The Effect of School Closure on Principal Leadership Grant Lenarduzzi, Gonzaga University, Spokane, Washington, Journal Of Authentic leadership In Education, Volume 3, Number 1(2013)*



**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2017, 2018 & 2019)**

**Course no. 10□(Theory)**  
**Credits 4**

**Title: Inclusive Education**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3hrs**

**Course Objectives:**

**To enable the pupil teachers to-**

- Realize the importance of inclusive education and inclusive education programmes and role of various agencies towards inclusion.
- Know about the meaning and scope of special education
- Understand the concept of exceptional children
- Grasp the meaning, specific characteristics and modalities of identification of some types of exceptional learners.
- Understand various educational intervention programmes for meeting the needs of exceptional learners.

**Unit -I**

Inclusive education- Meaning, need and importance.

Inclusive education programmes, Barriers to inclusion, dimensions for successful inclusion (sense of community and social acceptance, appreciation to student diversity, attention to curricular needs, effective management and instruction and personal support), preparing teachers & students for inclusion, and collaboration with families of students with disabilities for inclusion.

**Unit- 1I**

Special Education- concept, objectives of special education, need for special education and history of special education

Exceptional children- meaning, types, educational provisions for exceptional children and placement services for special children.

**Unit III**

Education of intellectually disabled (mentally retarded) children: meaning, classification, etiology and identification of intellectual retardation. Educational provisions for intellectually disabled children.

Backward children-concept, characteristics, etiology, and identification of backward children. Educational provisions for backward children.

**Unit I□**

Role of Rehabilitation Council of India and PWD (Persons with Disability Act, 1995).

Role of parents, peer groups, teachers, community, administrators and policy makers towards inclusion

**Sessional Work**

1. Visit to inclusive school /school for disabled children and preparation of a report on method of teaching used in these schools.
2. Counseling sessions with intellectually disabled children and maintaining a record
3. Case study of a special child/Juvenile Delinquent

**Note for Paper Setters**

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

**Books Recommended:**

*Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.*

*Hallahar, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts.*

*Kirk, S. A., & Gallagher J .J. (1989) Education of Exceptional Children; Houghton Mifflin Co, Boston.*

*Werts, Margaret G.(2011).Fundamentals of Special Education. P H I Learning Private Ltd,New Delhi.*

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2015, 2016 & 2017)**

**Course no. INT-I**  
**Credits 2**

**Title: School Interaction**  
**Total Marks : 100**  
**Maximum Marks Internal : 30**  
**Maximum Marks External : 20**

<b>First Semester( August-December) INT 1</b>					
<b>Activity</b>	<b>Duration</b>	<b>Credits</b>	<b>Marks</b>		
<b>Visit Cum observation to</b>	<b>2 weeks</b>	<b>2</b>	<b>Int</b>	<b>Ext</b>	<b>100</b>
a) Anganwadi (neighbouring centre)	2 Days		5	3	8
b) Nursery School (Observation of 5 Lessons)	2 Days		5	3	8
c) DIET(7 wings)	2days		5	3	8
d) Innovative Centre( Pry & Middle schools)	2 days		5	3	8
e) Pry School(Observation of 5 Lessons)	2days		5	3	8
f) Middle	2 days		5	5	10
			30	20	50

**Observation**

1. Anganwadi & Nursery Classroom
2. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
3. Understanding life of a Teacher
4. Understanding Physical, Mental, Social & Emotional Needs of a Child
5. Understanding Related Aspects of Curriculum
6. Assessment of Teachers & Learners
7. Preparation for Diverse Learners in Schools
8. Reflection on Teaching Experience
9. Writing Reflective Journals
10. Extended Discussions & Presentations on Different Aspects of Teaching