Scheme of Instruction & Syllabi of Integrated Course under CBCS

Bachelor of Arts with Bachelor of Education

(B.A. B.Ed.)

(B.A. with English Literature, Political Science/Economics & History)

(Effective from Session 2020-21)

Invertis Institute of Education

Invertis University, Bareilly

Invertis Village,

Bareilly – Lucknow Road, NH – 24,

Bareilly (U. P) - 243123

India

B.A. B.Ed.

Program Outcomes (PO)

The 4 year integrated B.A. B.Ed. program aims at enabling the student-teacher to :

PO1 : Understand the basic concepts and ideas of educational theory.

PO2 : Build understanding and perspective on the nature of the learner, diversity and learning. Understand the nuances of child psychology and how children's learn.

PO3 : Discuss the role of the systems of governance and structural – functional provisions that support school education.

PO4 : Practice skills and approaches for enhancing understanding of subject matter knowledge to be taught in secondary schools. Appreciate and apply the latest approach such as the constructivist approach to teaching learning.

PO5 : Adopt innovative teaching strategies in classroom processes. Enhance the skills of communication.

PO6 : Excellent adaptability to function in multi-disciplinary work environment, good interpersonal skills as a leader in a team in appreciation of professional ethics and societal responsibilities.

PO7 : Develop understanding about teaching, school management and community involvement. Make use of subject specific pedagogical knowledge and skills.

PO8 : Create awareness about the environment.

PO9 : Build skills and abilities of communication, reflection, art, aesthetics, theatre, self expression and ICT. Get functional familiarity with ICT and use it as a teaching learning tool.

PO10 : Become effective teachers of social study and language at secondary level by imbibing appropriate professional values. Develop knowledge and performance competencies in social studies and language.

PO11 : Develop critical thinking, abstract reasoning, creativity and problem solving skills.

PO12 : Discover different human values inherent in content domains.

CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System

1.   Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2.   Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1   Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2   Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3   Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3.   Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Course under B.A. B.Ed.

Course	*Credits
	Theory +Tutorial

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I. Core Course
  (30 Papers)   24 X 04 = 96

  06 X 02 = 12

  Discipline specific core (12 Papers)

  Discipline specific core in Education (12 Papers) Language core course (06 Papers)

  Core Course Practical / Tutorial* (00 Papers)

II. Elective Course (9 Papers)

  A.1. Discipline Specific Elective   02 X 06 = 12

  (06 Papers)   03 X 01 = 03

                                                      01 X 02 = 02

  B.1. Generic Elective/Interdisciplinary   0 3 X 02 = 06

  (04 Papers)   01 X 01 = 01

III. Ability Enhancement Courses (12 Papers)
  1. Ability Enhancement Compulsory   04 X 02 = 08
  (05 Papers)   02 X 01 = 02

  2. Ability Enhancement Elective (Skill Based)
  (07 Papers)   01 X 12 = 12

                                                      04 X 02 = 08

                                                      02 X 01 = 02

  Total credit: 164

Institute Should evolve a system/policy About ECA/ General Interest/Hobby /Sports/NCC/NSS/related courses on its own.

* wherever theories a practical there will be no tutorial and vice-versa

Structure of CBCS Course in B.A. B.Ed.

Year	Sem	Core Course Program (DSC)	Language Core Course (LCC 1)	Language Core Course (LCC 2)	Ability Enhancement Compulsory (AECC)	Skill Enhancement Course Program (SEC)	Discipline Specific Elective Program (DSE)	Generic Elective (GE)
I	1	DSC1	LCC1		AECC1	SEC1	DSE1	
		DSC2						
		DSCE1						
	2	DSC3		LCC2	AECC2		DSE2	GE1
		DSC4						
		DSCE2						
II	3	DSC5	LCC3			SEC2	DSE3	
		DSC6						
		DSCE3						
	4	DSC7		LCC4	AECC3	SEC3	DSE4	
		DSC8						
		DSCE4						
III	5	DSC9	LCC5		AECC4	SEC4	DSE5	GE2
		DSC10						
		DSCE5						
		DSCE6						
	6	DSC11		LCC6	AECC5	SEC5		GE3
		DSC12						
		DSCE7						
		DSCE8						
IV	7					SEC6		
	8	DSCE9			AECC6	SEC7	DSE6	GE4
		DSCE10						
		DSCE11						
		DSCE12						

SECOND YEAR

Semester III

Sr. No.	CODE	COURSE	CATEGORY	L	T	P	CA	EE	TOTAL	CREDIT
15	BAB301	English Literature - III	LCC3	3	1	0	30	70	100	4
16	BAB302 / BAB304	Political Thoughts/Indian Economics	DSC5	3	1	0	30	70	100	4
17	BAB305	Medieval Indian Society & Culture	DSC6	3	1	0	30	70	100	4
18	BED301	Development of Education System in India	DSCE3	3	1	0	30	70	100	4
19	BED302	DSE3	DSE	2	1	0	15	35	50	3
20	BED351	SEC2	SEC	0	0	2	10	15	25	1
21	BED303	Health Education and Yoga		2	0	0	30	15	50	2
TOTAL				14	5	2	155	345	525	20

Semester IV

Sr. No.	CODE	COURSE	CATEGORY	L	T	P	CA	EE	TOTAL	CREDIT
21	BAB401	English Literature - IV	LCC4	3	1	0	30	70	100	4
22	BAB402 / BAB404	Political Evolution of India/Economy, State & Society	DSC7	3	1	0	30	70	100	4
23	BAB405	History of Medieval India	DSC8	3	1	0	30	70	100	4
24	BED401	Teaching, Learning & Assessment	DSCE4	3	1	0	30	70	100	4
25	BED402	DSE4	DSE	3	1	0	30	70	100	4
26	BED461	AECC3	AECC	0	0	2	10	15	25	1
27	BED471	SEC3	SEC	0	0	0	15	35	50	2
TOTAL				15	5	2	175	400	575	23

CORE COURSES

SR. NO.	COURSE
DSC1	Political Theory/Economics
DSC2	History : Ancient Indian Culture
LCC1	English Literature - I
DSCE1	Childhood & Growing Up
DSC3	Organization & Organs of Government/Macro Economics
DSC4	History of Ancient India
LCC2	English Literature - II
DSCE2	Contemporary India & Education
DSC5	Political Thoughts/Indian Economics
DSC6	Medieval Indian Society & Culture
LCC3	English Literature - III
DSCE3	Development of Education system in India
DSC7	Political Evolution of India/Economy, State & Society
DSC8	History of Medieval India
LCC4	English Literature - IV
DSCE4	Teaching, Learning & Assessment
DSC9	International Relations/Public Economics
DSC10	History of Modern India
LCC5	English Literature - V
DSCE5	Pedagogy of English language - I
DSCE6	Pedagogy of Social Studies - I
DSC11	United Nations Organization/Economics of Health & Education
DSC12	History of Europe
LCC6	English Literature - VI
DSCE7	Pedagogy of English language - II
DSCE8	Pedagogy of Social Studies - II
DSCE9	Inclusive Education
DSCE10	Gender, School & Society
DSCE11	Educational Measurement & Evaluation
DSCE12	Curriculum Development

DISCIPLINE SPECIFIC ELECTIVES

SR. NO.	COURSE
1	1. Educational Technology 2. Programmed Instruction
2	1. ICT in Education – I 2. Basic knowledge of computer : System & Generations - I
3	1. Sociological Aspects of Education 2. Women Education 3. Life skill Education 4. Early childhood care & Education 5. Distance Education 6. Work Education
4	1. Classroom Management 2. Organizational Administration 3. Action Research
5	1. ICT in Education – II 2. Basic knowledge of computer : System & Generations - II
6	1. Special Education 2. Guidance & Counseling 3. Value Education

GENERIC ELECTIVES

SR. NO.	COURSE
1	1. Practicum II : Scout and Guide Camp 2. National Service Scheme (NSS)/National cadet corp (NCC)
2	1. General Hindi
3	1. Open Educational Resources 2. Health, Education & Yoga 3. General Studies 4. National Concern & Education
4	1. Educational entrepreneurship 2. Vocational Education 3. Geography of World 4. Constitution of the world

ABILITY ENHANCEMENT COMPULSORY COURSE

SR. NO.	COURSE
1	1. English language and Communication
2	EPC – I : Reading & Reflecting on Texts Professional Communication
3	EPC – II : Educational Excursion / Art & Craft workshop Creative Writing
4	EPC – III : Drama & Art in Education Film Studies
5	School Internship (2 Week) Industrial Visit
6	Environment Education Logical Reasoning

SKILL ENHANCEMENT COURSE

SR. NO.	COURSE
1	1. Practicum I : Psychology Practical
2	1. Practicum III : Cultural Activities, Sports & Yoga
3	1. School Internship - I for School Observation (2 Week)
4	Practicum IV : Micro Teaching, Preparation of Teaching Aid & Construction of Achievement/ Diagnostic Test
5	1. Practicum V : Workshop on Preparation for Teaching & Simulation Teaching
6	School Internship (16 weeks including 2 week School and Community Awareness Program)
7	1. EPC - VI :Understanding The Self including Workshop on Self Development

Semester: III

English Literature - III

Course Code: BAB301   **Credit: 04 (L-3, T-1, P-0)**

Contact Hours: 60   MM: 100

PROGRAM OUTCOMES
PO 1 Understand basic concepts and ideas of educational theory.
PO 2 Build understanding and perspective on the nature of the learner, diversity and learning.
PO 3 Comprehend the role of the systems of governance and structural – functional provisions that support school education.
PO 4 Develop understanding about teaching, pedagogy, school management and community involvement.
PO 5 Build skills and abilities of communication, reflection, art, aesthetics, theatre, self-expression and ICT.

COURSE OBJECTIVES:
• To understand the concept of poetry and prose.

• To persuasively interpret subtext and significance by connecting literary texts with relevant contexts (cultural, historical, generic, and critical)

• To understand how writers from a vast array of cultural traditions have used the creative resources of language-in fiction, poetry, drama, and non-fiction prose-to explore the entire range of human experience.

• To get the knowledge of the skills related to analytical and interpretive argument, helping students become creative and critical writers and to develop sensibility and emotions of students with the purpose to enable them to relish literature

Course Outline:
Unit I: Poetry:
• Alfred Lord Tennyson: Crossing the Bar, A Farewell, All Things will die, Beauty
• JOHN KEATS: A Thing of beauty, Bright Star, When I have Fear, A Song about Myself

Unit II Prose:
• Mahatma Gandhi: Hind Swaraj - Chapters VIII (The Condition of India), XIII (What is True Civilization?), & XVIII(Education)

Unit III: Short stories
• The Diamond Necklace by Guy De Maupassant
• Gold watch by Ponjikkara Raphy
• The Lost Child by Mulk Raj Anand
• The Selfish Giant by Oscar Wilde

Unit IV: Fiction
• The Guide by R.KNarayan

Suggested Readings:
• The Book of Forms, A hand book of Poetics, Lewis Turco, Third edition
• Hand Book of Poetic Forms, The Teachers &Writers, Edited by Ron Padgett
• The Poetry of Nissim Ezekiel by A. Raghu

- Selected Poems: Rabindranath Tagore (Twentieth Century Classics) by William Radice, Modern Classics
- A Tiger for Malgudi, Paperback by RK Narayan
- A Tiger For Malgudi, Hardcover – 1899,by R K Narayan(Author)
- William Wordsworth Selected Poems, (Penguin Classic++s)

Political Thought

Course Code: BAB302   Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60   MM: 100

After going through the course the teacher trainee will be able –
- To describe the knowledge of Natural Law and Natural Rights.
- To develop moral values and argue on the ethical theory of Utilitarianism.
- To apply their political obligation for the progress of society and state.
- To analyze the theory of punishment and differentiate between the different forms of punishment.
- To explain the political theories: Liberalism, Socialism and Marxism.
- To relate main current of Indian political thought with fundamental social and political problems of society for the solutions of these problems.

Course Outline:

Unit I: Political Obligation.

- Meaning, Nature, Theories of the Grounds of Political Obligation,
- Limits of Political Obligation and Problem of Resistance,
- Green's View and Laski's View.

Unit II: Utilitarianism.
- Meaning, Basic Tenets,
- Bentham's Contribution and J.S. Mill's Contribution.

Unit III: Punishment, Natural Law and Natural Rights.
- Different Forms of Punishment
- Different Theories of Punishment and Green's Theory of Punishment.
- Natural Law and Natural Rights.

Unit IV: Liberalism, Socialism and Marxism.
- Liberalism: Principles, Classical Liberalism, Modern Liberalism.
- Socialism: Meaning, Definition, Merits and Demerits, Different Types of Socialism.
- Marxism: Meaning, Sources, Basic Tenets:
- Historical Materialism, Dialectical Materialism, Surplus Value, Class struggle,
- Dictatorship of the Proletariat and Role of Revolution.

Unit V: Main Currents of Indian Political Thought:
- Gandhiji's Concepts of Sarvodaya, Satyagraha, State,
- Concept of Religion and Nehru's Contribution.
- Indian Socialism: Narendra Dev, Jayprakash Narayan.
- Marxist Thought: M.N. Ray.

Suggested Readings:

- Barker .Earnest.(1952):Principles of social and Political Theory: American Political Science Association.
- D.D. Raphael. (1976): Problems of Political Philosophy: Mac Millan Education LTD London.
- D.D. Raphael & T.H. Green on Political Obligation.
- Ernest Barker. (1951): Principles of social and Political Theory: Oxford University press Calcutta.
- Gauba. O.P (2009): An introduction to Political Theory: Mac Millan Publisher India LTD New Delhi.
- Gilbert, M. (2006): A Theory of Political obligation membership, commitment and the Bonds of society: Oxford university press.
- Horton, J. (2010): Political obligation: Palgrave Macmillan London.
- Johri. J. C. (1987): Contemporary Political Theory: Sterling Publisher Private Limited New Delhi,
- Kapur, A. C. (1950): Principal of Political Science: S. Chanda & Company PVT LTD New Delhi.

☐ Raymond G. Gettell. (1970): History of Political Thought: Allen & Unwin London.
☐ V.P. Verma. (1964): Modern Indian Political Thought: Lakshmi Narain Agarwal.

Medieval Indian Society and Culture

Course Code: BAB305   Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60   MM: 100

After going through the course the teacher trainee will be able –
- To criticize the different Medieval dynasty in India.
- To summarize the foundation of Muslim Rule in India.
- To compare the different Kings in Medieval India.
- To solve the problems of Indian society.
- To understand the culture of Medieval India.
- To describe the History of Medieval India.

Course Outline:

Unit I:

- India on the Eve of Turkish Invasion: The Principal North Indian States, Indian Feudalism
- Foundation of Muslim Rule in India: Factors behind Turkish success; Muhammad Ghori; QutbuddinAibak

Unit II:
- Consolidation of Delhi Sultanate: Iltutmish, Elimination of Rivals, Conquests and Coercion of Local Intermediaries/Zamindars/Ruling Elites

Unit III:
- Successors of Iltutmish: Razia and Balban; *Turkan-i-Chehalgani*, Balban's Theory of Kingship, Internal Measures, His External policy; The Mongols

Unit IV:
- Fall of the Balban Dynasty and Rise of Khaljis: Kaiqubad and Bughra Khan; Khalji Revolution; JalaluddinKhalji; Accession of AlauddinKhalji as a Ruler

Unit V:
- AlauddinKhalji: Agrarian Measures, Market Control Policy, Deccan Policy and Role of Malik Kafur, Mongol Policy; Decline of Khaljis

Suggested Reading:
- K.M. Ashraf: Hindustan keNiwasiyonkaJeevanaurUnkiParistithiyan. Tr.By KS. Lal,1969
- Satish Chandra: Essays in Medieval Indian Economic History. New Delhi, 1987
- R.C. Dutt, Majumdar, Ray Chaudhary: Bharat kaBrihadItihas. Calcutta,1960
- Irfan Habib (ed.): Medieval India-I: Researches in the History of India 1200-1750. Delhi, 1992
- Muhammad Habib: Politics and Society during the Early Medieval Period. edited by K.A. Nizami, Delhi
- K.S. Lal: History of Khaljis. New Delhi, 1980
- HarbansMukhia: Madhyakalin Bharat, NayaAayam. Tr. by Nadim, RajkamalPrakshan, Delhi
- S.B.P. Nigam: Nobility under the Delhi Sultannate. Delhi, 1968
- K.A. Nizami: Some Aspects of Religion and Politics in India during the Thirteenth Century. Bombay,1961
- P.N. Ojha: Madhyakalin Bharat kaSamajikJeevan. New Delhi,1984
- B.A. Saletore: Social and Political life in the Vijayanagar Empire (A.D. 1246-1646). 2 Vols.
- B.C. Paul and Company, Madras, 1934
- GhanshyamDutt Sharma: MadhyakalinBharatiyaSamajik, AarthikevamRajnitikSansthayein, Rajasthan Hindi Grant Akadmi, Jaipur, 1986
- A.L. Srivastava: Bharat kaItihas (1000-1707). Shivlal Agarwal and Co. Agra, 1995

- R.P. Tripathi: Some Aspects of Muslim Administration. Allahabad, 1974
- S.C. Verma: Madhyakalin Bharat - I,. Delhi University, 1993
- B.N.S. Yadav: Society and Culture in Northern India in the 12th Century. Allahabad, 1973
- Dhar P.K. – Indian Economy and its Growing Dimensions – (Kalyani Publications, Ludhiana – 2008).
- Ghosh B.N. (Ed) – Contemporary issues in Development Economics (Rontledge Publishers, New Delhi- 2001).
- Lekhi R.K. and Joginder Singh – Agriculture Economics- An Indian Perspective (Kalyani Publishers- Ludhiana-2008).
- Sundaram K.P.M. – Money, Banking and International Trade (Sultan Chand & Sons- Educational Publishers, New Delhi (Latest).
- Pant R.R. – Money, Banking and International Trade (Kalyani Publishers, Ludhiana) Revised Edition.

Development of Education System in India

Course Code: BED301   Credit: 04 (L-3, T-1, P-0)

Hours: 60   MM: 100

COURSE OBJECTIVES: MM: 100

• To understand the concept of education and

• To gain the knowledge of development of educational system in India in historicalperspective.

• To illustrate the salient features of Indian Education, ancient, medieval and modernperiods.

• To explain the implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments inIndia.

Course Outline:
Unit I: Education in Ancient and Medieval India
• Vedic Education(Gurukul)
• Budhisht Education(Matha/Vihar)
• Muslim Education (Madaras and Maktabs)

Unit II: Educational development in the Pre-independence period
• Charter Act 1813 & 1833, Oriental-Angliestcontroversy,
• Macaulay's minute, Filtration Theory,
• Wood's dispatch, Hunter commission,
• Indian University Commission and Curzon EducationPolicy.
• Wardha Scheme, Sargent Report

Unit-III: . Educational development in Post-Independence Period
• University Education Commission (1948-49), Secondary Education Commission(1952-53),
• Report of the Education Commission (1964-66),
• National Policy on Education1968,1986,1992 & 2020

Unit IV: National Programmes
• DPEP(1994)
• SSA (2000)
• RTE Act 2009.
• RMSA (2009),
• RUSA (2009)

Unit V: Understanding Global Perspective & Meeting the Emerging Challenges
• Role of International Agencies for development of education: UNICEF, World Bank, UNESCO.
• Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-facevs.
Distance mode
• Problems of Pre-primary, Primary Secondary, Higher Education.
Course Outcomes:
After going through the course the teacher trainee will be able –
• To recognize the development of educational system in India in historicalperspective.
• To illustrate the salient features of Indian Education, ancient, medieval and modernperiods.
• To explain the implications of recommendations made by the various Committees and

Commissions for educational (General and Special) developments inIndia.

•   To discuss insight into the issues and challenges of present day educationsystem.

•   To criticize the important quality related issues which need to be taken into account revision/ development of new education policy.

•   To create the adequate knowledge of the recommendations of various commissions and committees on IndianEducation.

Suggested Readings:

•   Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, NewDelhi.

•   Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministryof Social Justice and Empowerment, Govt. ofIndia.

•   Education Commission. (1964-1966). Ministry of Education, Government of India, NewDelhi.

•   Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, NewDelhi.

•   Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, NewDelhi.

•   Kumar, A. (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi.

•   Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, NewDelhi.

•   National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.

•   National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, NewDelhi.

•   Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan,London.

•   Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, NewDelhi.

•   Report of Core group on value orientation to education (1992). Planning commission, Govt ofIndia.

•   Salamatullah, (1979). Education in Social context, NCERT, NewDelhi.

•   School Education in India – Present Status and Future Needs (1986). NCERT,NewDelhi.

•   Seventh All India School Education Survey (2002). NCERT, NewDelhi.

•   UNDP (1996). Human Development Reports. Oxford University Press. NewYork.

•   UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report.Paris.

•   UNESCO (2009). Report on Education for sustainable development.

Sociological Aspects of Education

Course Code: BED302   Credit: 02 (L-2, T-0, P-0)

Contact Hours: 30   MM: 50

After going through the course the teacher trainee will be able –
- To define concept and process of social organization, social stratification and institution
- To explain the relationship, between culture, society and education
- To estimate the issues of equality, excellence and inequalities in education.
- To compare the Sociology of Education and Educational Sociology.
- To discuss the signification of the education in our society.
- To evaluate the importance of educational sociology in our society and its background.

Course Outline:

Unit I: The Social, Cultural and Political Contexts of Education

- Concept and nature of sociology of Education, Difference between sociology of education and Educational Sociology.
- Sources of the Aims of Education: - social, cultural, economic and political contexts and their impact on education.
- Education as an instrument of Social Change.
- Modernization, Socialization, Social Stratification, Social Mobility; influence of society, family, peer groups, media and new age technologies on education.

Unit II: Issues and Concerns in Education

- Emerging trends in societies and their repercussions on education, national and social integration, vocationalization of education and skill development: liberalization, privatization, globalization and internationalization of education.
- Indian Constitution and national goals: Preamble, fundamental rights and duties, Concepts of democracy, socialism, secularism, pluralism, national and emotional integration; inclusive education,
- Constitutional provisions and amendments related to Education.

Unit III: Education and Development

- The Evolving Concept of Development.
- Need for Sustainable development
- Equity and Equality in Education – meaning, nature and forms of inequality (i)dominant and minor groups (ii) gender (iii) public and private schools (iv) rural and urban schools(v) tribal
- Equalization of education opportunities; Constitutional problems for ensuring equality

Suggested Reading:
- Chaube and Chaube (1994) Foundations of Education, Vikas Publishing House Pvt. Ltd.
- Chaube, S.P & Chaube, A. (2000). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
- Dewey, J. (1961). Democracy and Education. New York: The Macmillan Company.
- Dewey, John (1956). The Child and the Curriculum and School and Society, University of Chicago Press, Chicago, Illinois, U.S.A.
- Explorations (of the marginalised). Cambridge Scholars Publishing
- Freire Paulo (1985) The Politics of Education: Culture, Power and Liberation: Houndmill, Basingstoke, London Macmillan Publisers.
- Hallinan, Maureen T. (Ed.) (2000) Handbook of the Sociology of Education, Springer e-books, springer Book Archives.
- Hassan Taj (2005) Current Challenges in Education, Neelkamal
- Illich, I. (1971). Deschooling Society. New York: Harpers & Row.
- Krishnamurthi J, (1947) Education and the Significance of life, KFI Publications.

- Krishnamurthi J. (1974) Krishnamurthi on Education, Krishnamurthi Foundation India
- Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman
- Mathur,S.S.(1986). A Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.
- Mittal M. L. (2009) Education in the Emerging Indian Society, International Publishing House.
- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
- Pathak, Avijit (2002) social Implications of Schooling, Delhi Rainbow Publishers.
- Sachchidananda (2005). School Community and the State. New Delhi: Serials Publications.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication.
- Singh, R.P. (1993). Contemporary Indian Education Scene. Ambala Cantt: The Indian Publications.
- Singh,R.P. (1993). Indian Education – In depth Studies. New Delhi: Commonwealth Publishers.
- Taneja, V.R. (1973). Foundations of Education: Philosophical and Sociological. New Delhi: Sterling Publications.
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- Walia J.S. (2001). Principles and Methods of Education. Jalandhar: Paul Publishers.
- Walia, J.S. (2004). Principles of Education. Jalandhar: Paul Publishers.
- Ziyauddin and Kasi (2009) Dimensions of Social Exclusion: Ethnographic

Health Education and Yoga

CourseCode:BED303 Credit: 04 (L-2, T-0, P-2)

ContactHours:60   MM: 100

COURSE OBJECTIVES

• To Understand the importance of Physical Education in Human life

• To overview the different programs of Physical Education

• To understand different policies and programmes of yoga

•To Enumerate the relationship between Yoga and goals of life

Course Outline:

Unit I: Health and Physical Fitness

•   Introduction; Meaning & Definition, Dimensions and determinants ofhealth

•   Importance of balanced diet, School health Programme and role of teacher in development ofhealth

•   Definition, Meaning, Types, Factors and Benefits of physical fitness

•   Factors affecting physical fitness, Importance of physical activities at schoollevel

•   Assessment of physicalfitness

Unit II: Philosophical bases of Health Education and Yoga

•   Role of Institutions (School, Family andSports),

•   Policies and major programmes for Health Education andYoga

•   Introduction, Meaning and miss-concepts ofYoga

•   Types of Yoga and their main features, nature and educationalimplications.

•   Hatha Yoga Pradipika: Asanas, Shatkriyas and Pranayamas – Types and benefits,

Unit III: Meditation & Stress Management

•   Meditation: Meaning, Nature & Relationship withmind.

•   Importance of Meditation inschool

- Stress: Meaning, Nature, Types andFactors
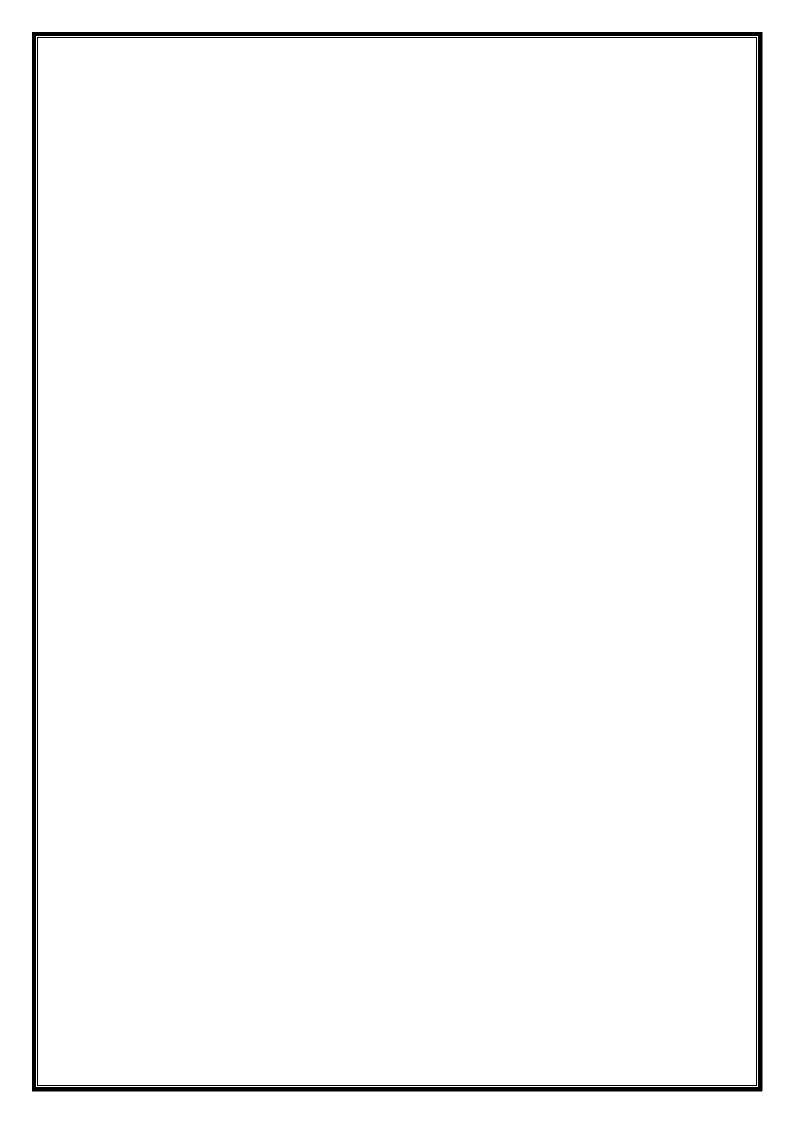
- Role of Meditation in StressManagement.

Course Outcomes:

After going through the course the teacher trainee will be able –

- To recognized the concept of holistic healtheducation.

- To explain the various dimensions and determinants ofhealth.

- To assess the school health Programme and itsimportance.

- To justify the need and importance of PhysicalEducation.

- To discuss the benefits and activities of Meditation, Stress management and physicalfitness.

- To judge the procedure for health related fitnessevaluation.

Suggested Reading:

- Dr. Ajmer Singh (2003). Essentials of physical Education. Ludhiana: Kalyanipublishers.

- Daryl Syedentop (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishingcompany.

- Dr. A.K.Uppaland Dr. G. P. Gautam (2004). Physical education and Health. Delhi: Friendspublisher.

- Dr. Sopan Kangane and Dr. Sanjeev Sonawane (2007). Physical Education (D. Ed.).Pune:

- Niralipublication

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Practicum: III

(Cultural Activities, Sports and Yoga)

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Course Code: BED351   Credit: 1 (L-0, T-0, P-2)

Contact Hours: 30   MM: 50

After going through the course the teacher trainee will be able:
- To explain and define concept of cultural activities, sports and yoga
- To understand role cultural activities in teaching learning process
- To analyze the differences cultural activities, sports and yoga.
- To analyze the importance of cultural activities, sports and yoga in school education.
- To develop skills needed to perform cultural activities, sports and yoga.
- To organize various cultural, sports and yoga activities.

Course Outline:

It will have three components-

1. Participation in various cultural, sports and yoga activities such as-

 a. Singing (solo and group)

 b. Dancing (solo and group)

 c. Playing musical instruments

 d. Card making

 e. Poster making (drawing and painting)

 f. Slogan writing

 g. Mehndi making

 h. Best out of waste

 i. Rakhi making and pot decoration

 j. Pooja thali decoration

 k. Poem recitation

 l. Indoor games activities

 m. Outdoor sports activities

 n. Yoga camp etc.

2. Report writing for each activity organized by dept. with your participation details.

3. Participation in Viva voce at the end of semester.

   Note: For successful completion of the course, all three components are compulsory.

Semester: IV

English Literature - IV

Course Code: BAB401   Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60   MM: 100

After going through the course the teacher trainee will be able:

- To gain knowledge of the major traditions of literature written in English.
- To persuasively interpret subtext and significance by connecting literary texts with relevant contexts (cultural, historical, generic, critical)
- To apply focused, graceful, insightful, well-supported and documented literary criticism in written and oral form.
- To analyse how writers from a vast array of cultural traditions have used the creative resources of language-in fiction, poetry, drama, and non-fiction prose-to explore the entire range of human experience.
- To evaluate literary continuity through attention to different literary genres, literary traditions, historical periods, or national literatures.
- To Create the skills of analytical and interpretive argument, helping students become creative and critical writers and to develop sensibility and emotions of students with the purpose to enable them to relish literature

Course Outline:

Unit I: Poetry

- Robert Frost: Life and works, stopping by woods on snowy evening, Road Not Taken
- William Shakespeare: True and Love, Mercy

Unit II: Prose

- Fellow Traveler by A.G Gardiner
- Bachelor of Arts by R.K Narayan

Unit III: Drama

- Shakespeare's Othello

Unit IV: History

- History of Indian Literature
- Early History (R.K Narayan, Mulk Raj Anand and Raja Rao)

Suggested Reading:

- The Poetry of Robert Frost: The Collected Poems, Complete and Unabridged Hardcover – 15 Nov 1969 by Robert Frost (Author) Edward Connery Lathem (Editor)
- Swami and Friends, The Bachelor of Arts, The Dark Room, The English Teacher (Everyman's Library Contemporary Classics Series) 7 March 2006 by R. K. Narayan and Alexander McCall Smith
- Othello by Shakespeare, Publishers: Penguin Classics
- A History of Indian English Literature,**1** January 2009 by M. K. Naik
- A History of Indian Literature - Vol. 1: Introduction, Veda, Epics, Puranas and Tantras 2015 by Maurice Winternitz and V.S. Sharma

Political Evolution of India

Course Code: BAB402   Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60   MM: 100

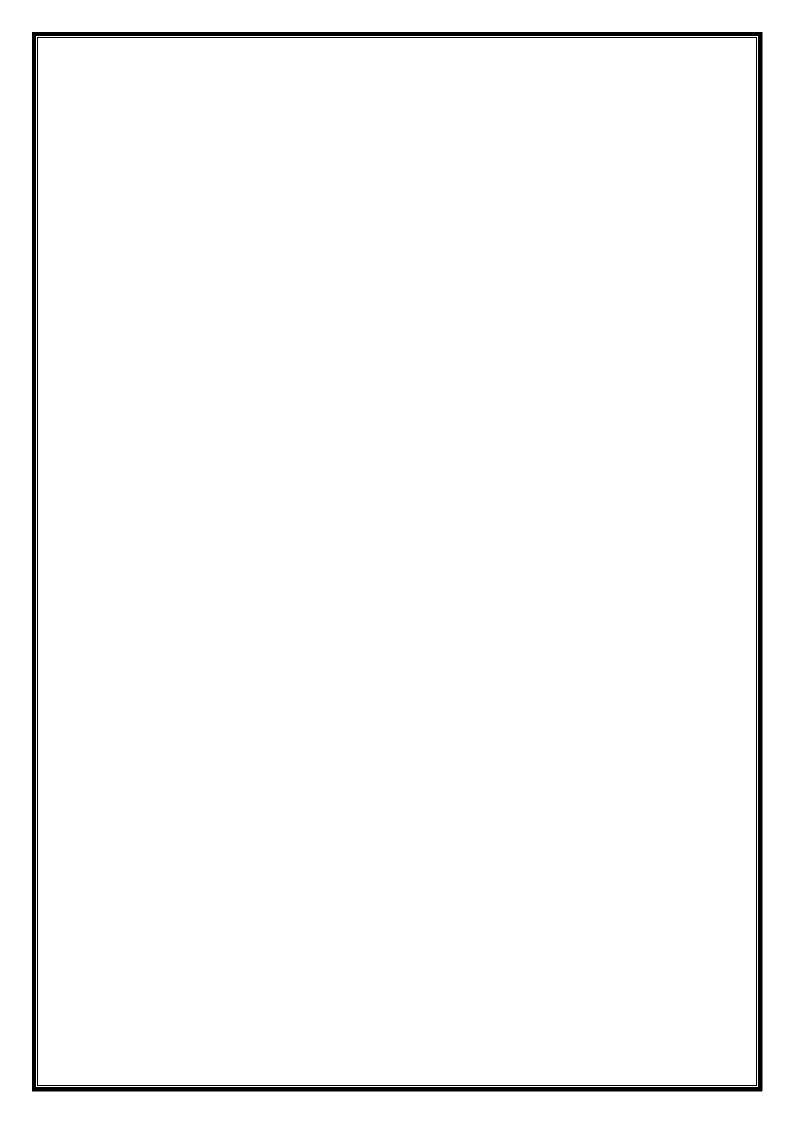After going through the course the teacher trainee will be able
- To describe the knowledge of Indian Constitution and institutional framework of Indian government.
- To develop their social reasoning ability and argue on the National Demand for Constitutional amendments.
- To apply their political right to choose eligible political leader in electoral process.
- To analyze political system and the account of the making and working of constitutional institutions.
- To explain the birth and growth of nationalism in India.
- To evaluate the relevance of Federal System and Centre-State Relations.

Course Outline:

Unit I: Beginning and Growth of Representative Institutions.

- The government of India Act, 1858.
- The Indian Council Act 1861:
- Commencement of the Legislative Devolution System.

Unit II: Beginning of Responsible Government:
- The Government of India Act 1919.
- Classification of Central and Provincial Subjects:
- Responsive Autocrat at the Centre, Introduction of Bi- Cameralism,
- Provincial Legislature,

Unit III: Towards Parliamentarism
- A Profile of Swaraj Constitution.
- Jinnah's Fourteen Points.
- Statutory Commission – Simon Commission.
- Round Table Conference.

Unit IV: Legal Acts
- The Government of India Act 1935, The Indian Independence Act 1947.
- Proposed All India Federation, Dyarchy at the Centre,
- Federal Legislature, Provincial Legislature and Provincial Autonomy.
- The birth and growth of Nationalism in India.
- The Indian National Congress.The Moderates and the Extremists.

Unit V: Indian Constitution:
- Salient Features.
- Election Commission: Electoral Process.
- Local Self Governance: Panchayat Raj System, Nagarpalika System, Municipal Governance with special reference to West Bengal.

Suggested Readings: -
- Basu Durga Das (2013): – Constitutional Law of India: Lexis Nexis; Twenty-First edition.
- Basu Durga Das (2013): – Shorter Constitution of India : Lexis Nexis
- Maheswari Shriram (1979): – Local Government in India: Sangam Books Ltd.
- Bhatnagar S. (1978) :– Rural Local Government in India: Light & Life Publishers New Delhi.
- Johri, J. C. (1987):- Contemporary Political Theory: Sterling Publisher Private Limited New Delhi.

- Verma, S. P. (2006):- Modern Political Theory: Vikas publishing House PVT LTD New Delhi.
- Malik (2016): – Law of Writs: Eastern book company.

History of Medieval India

Course Code: BAB405   **Credit: 04 (L-3, T-1, P-0)**

Contact Hours: 60   MM: 100

After going through the course the teacher trainee will be able –
- ☐ To criticize the Medieval History of India.
- ☐ To summarize the political history of Medieval India.
- ☐ To compare the different administrative policies in Medieval Period.
- ☐ To solve the problems of Indian culture.
- ☐ To understand the political and cultural history of Medieval India.
- ☐ To describe the political condition of Medieval Period.

Course Outline:

Unit I:

- ☐ The Political condition of Hindustan on the Eve of Babur's Invasion
- ☐ Babur: Early Career, Battle of Panipat, Khanwa, Ghaghara and Chanderi

Unit II:
- ☐ Humayan: Political and Military Difficulties; Role of his Brothers, His Relationship with Bahadur Shah; Sher Shah and his Nobility; Factors behind Humayun's Failure against Sher Shah

Unit III:
- ☐ Sher Shah: Early career, Rise to Power in Bihar and Bengal
- ☐ Reign of Sher Shah: His Military Victory; Administration – especially Military and Revenue Administration; Collapse of Sur Regime

Unit IV:
- ☐ The Age of Akbar: Regency of Bairam Khan, Internal Conflict, Role of Harem in Mughal Politics (1560-64); Akbar's Religious, Rajput and Deccan Policies; Uzbeck
- ☐ Evolution of Mansab and Jagir System, Revenue Administration

Unit V:
- ☐ Jahangir: Accession of Jahangir, His Measures after Accession, Religious and Rajput Policies, Role of Nur Jahan, Revolt of Mahabat Khan and Bir Singh Bundela, Tussle for Succession in last years of Jahangir's Reign

Suggested Reading:
- ☐ KM., Ashraf: Hindustan keNiwasiyonkaJeevanaurUnkiParistithiyan. Tr. by K.S.Lal, 1969
- ☐ Satish Chandra: Essays in Medieval Indian Economic History, New Delhi, 1987
- ☐ Satish Chandra, J.S. Grewal and Irfan Habib: 'Akbar and his Age: A Symposium', *Social Scientist,* Vol. 20: No. 9/10, Sep-Oct 1992
- ☐ R.C. Dutt, Majumdar, Ray Chaudhary: Bharat kaBrihadItihas, 2, "Madhyakalin" part I, Calcutta, 1960
- ☐ Irfan Habib(ed.): Medieval India-I: Researches in the History of India 1200-1750. Delhi, 1992
- ☐ Afzal Hussain: The Nobility under Akbar and Jahangir: A Study of Family Groups. Manohar, New Delhi, 1999
- ☐ M. Athar: Mughal Nobility Under Aurangzeb, Bombay, 1966, Reprint 1970.
- ☐ HarbansMukhia: Madhyakalin Bharat: NayeAayam. Tr. by NareshNadim, RajkamalPrakashan, Delhi
- ☐ K.A. Nizami: Akbar and Religions, Delhi, 1989
- ☐ K.R. Qanungo: Dara Shikoh. Calcutta, 1935
- ☐ I.H. Qureshi: Akbar, the Architect of the Mughal Empire. Karachi, 1978
- ☐ J.R. Qureshi: The Administration of the Mughal Empire. Karachi, 1966
- ☐ S.A.A. Rizvi: Studies in Mughal India. Delhi, 1919
- ☐ B.P.Saksena: History of Shahjahan of Delhi. Allahabad, 1962

 J,N.Sarkar: Fall of the Mughal Empire, 4 Vols, Calcutta 1964

 GhanshyarnDutt Sharma: Madhyakalin Bharatiya Samajik, Aarthikevam Rajnitik Samsthayein. Rajasthan Hindi Granth Akademi, Jaipur, 1986.

Learning, Teaching and Assessment

Course Code: BED401   Credit: 4 (L-3, T-1, P-0)

Contact Hours: 60   MM: 100

After going through the course the teacher trainee will be able to:
- Comprehend the theories of learning their applications for teaching children
- Analyze the learning process, nature and theory of motivation
- Describe the stages of teaching and learning and the role of teacher
- Situate self in the teaching learning process
- Analyze the scope and role of assessment in teaching learning process
- Use various assessment strategies.

Course Outline:

Unit I: Learning and Creativity

- learning: Meaning, definition, types, laws and steps
- Learning theories: Pavlov, Thorndike, Skinner, Kohler, Hull
- Stages of Learning: Acquisition, Maintenance, Generalization
- Learning curves, Transfer of Learning
- Creativity: Concept, Definition and Characteristics

Unit II: Teaching Learning Process and Motivation

- Meaning, Definition, Maxims, Levels and Stages of Teaching (Plan, Implement, Evaluate, Reflect), Difference between teaching and instruction
- Designing instructional strategies, Implications Classroom Teaching and Learning, Teaching support systems
- Models of Teaching- Concept and components, Difference between a method, a model and a strategy of teaching, Social Interaction model and Information-Processing model
- Leadership Role of Teacher in Classroom, School and Community, Factors influencing learning and teaching process,
- Motivation: Nature, Definition and Theories

Unit III: Overview of Assessment

- Concept, Meaning and types of Assessment,
- Need and importance of Assessment,
- Perspective on assessment of learning in a constructivist paradigm,
- 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
- Comparing and contrasting assessment, evaluation, measurement, test and examination

Unit IV: Approaches to Assessment

- Formative, summative, grading, continuous and comprehensive assessment.
- Realistic, comprehensive and dynamic assessment procedures,
- Observation of learning processes by self, by peers, by teacher.
- Self-assessment and peer –assessment, constructing portfolios,
- Commercialization of assessment

Unit V: Assessment: Strategies and Practices

- Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure
- Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level

- Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- School examinations: Critical review of current examination practices and their assumptions about learning and development;

Suggested Reading:

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, 11thedn, Pearson Publication, New Delhi.
- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA: Corwin King.
- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making.Scarborough, Ontario, Canada, Wadsworth.
- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
- Salvia, J., & Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.

Classroom Management

Course Code: BED402   Credit: 2(L-2, T-0, P-0)

Contact Hours: 30   MM: 50

After going through the course the teacher trainee will be able:
- Understand the importance of classroom organization and management.
- Appreciate and develop a conducive classroom environment.
- Explain the role of students and teachers in classroom discipline.
- Appreciate the value of quality time management and realize it.
- Mobilize the classroom communication an effective one.
- Manage indiscipline / inappropriate behavior in the classroom.

Course Contents:
Unit I: Classroom Organization and Environment

- Concept of classroom organization, Seating arrangement, display area, placing chalk board/white board, OHP, smart class, multimedia
- Meaning and Concept of Classroom Environment, Leadership style of the Class teacher and its influence on teacher role performance, promoting self-esteem among students, Making classroom environment conducive and inclusive
- Classroom climate: concept and components, Factors affecting classroom climate, Classroom climate and pupil achievement.
- Concept of Classroom Dynamics and its implications

Unit II: Classroom Management
- Meaning, need and techniques of classroom management, Role of students and teachers in classroom management
- Meaning and significance of discipline, Legal implications of punishment-child's right
- Quality Time management -content delivery, integration of values and life skills, development of cognitive, Affective and psychomotor domains.
- Inappropriate behaviour management- Causes of pupil misbehavior, managing indiscipline / inappropriate behavior in the classroom-preventive and corrective measures, Working towards Self- management

Unit III: Classroom communication
- Concept, features and elements of classroom communication
- Barriers to classroom communication -Physical, psychological, organizational,language and background barriers
- Measures to overcome the barriers of communication.
- Effective classroom communication.

Suggested Reading:
- Antriep (2011) Making a school successful, NUEPA; UNESCO-IIEP, New Delhi.
- Aggarwal, J.C. and Gupta, S. (2009) School management, Neha publishers and distributors, New Delhi.
- Bhatnagar, R. P. (2005) Educational technology and management, International publishing house, Meerut.
- Bush, T. (et.al.) (1980) Approaches to School Management, Harper & Row, London
- Christian Jyoti A, (1991) Managing classrooms: An Instructional perspective, The Indian publishers, Ambala Cantt.
- Crowther, Frank (2011) From School improvement to sustained capacity: parallel leadership

pathways, Sage Publications, New Delhi.
- Dash, M. and Dash, N. (2008) School management, Atlantic publications, New Delhi.
- Doyle. W, (1986) Classroom organization and Management, in Wittrock (AERA), Handbook of research on teaching, New York, Macmillian.
- J.C. Aggarwal (2002) School Organisation, Administration and Management, Doaba Homes, New Delhi: Kanishka Publishers.
- Oberoi, S.C. (2005) Educational technology, Arya book depot, New Delhi.
- Sanders, Ethel. Ed. (2011) Leading a creative school, Routledge Publications, New Delhi.
- Singh Amarjit, (2006) Classroom Management: A reflective perspective, Kanishka publishers and distributers, New Delhi.
- Tyagi.R.S. (2011) Academic supervision in secondary schools, NUEPA, New Delhi.
- Wrigley, Terry (2011) Changing schools: Alternative ways to make a world of difference, Routledge Publications, New Delhi.
- Aggarwal D.D (2001}: Modern Methods of Teaching Biology. Sarup Teaching Series Sarup & Sons, New Delhi.

EPC – II: Educational Excursion / Art and Craft Workshop

Course Code: BED461   Credit: 1 (L-0, T-0, P-2)

Contact Hours: 30   MM: 50

After going through the course the teacher trainee will be able:

- To understand the role of Educational Excursion / Art and Craft Workshop.
- To explain the role Educational Excursion / Art and Craft Workshop in teaching learning process
- To analyze the importance of various activities of Educational Excursion / Art and Craft Workshop.
- To analyze the importance of Educational Excursion / Art and Craft Workshop in school education.
- To develop skills needed for successful organization of Educational Excursion/ Art and Craft Workshop.
- To organize various activities related to Educational Excursion / Art and Craft Workshop.

Course Outline:

It will have three components-

1. Participation in all activities of Educational Excursion / Art and Craft Workshop.

2. Report writing for Educational Excursion / Art and Craft Workshop with your participation details.

3. Participation in Viva voce at the end of semester.

   Note: For successful completion of the course, all three components are compulsory.

School Internship – I (for School Observation)

Course Code: BED471   **Credits: 0**

Duration: 02 Week   MM: 50

Course Outline

1. Participation in Internship for School Observation.

2. Recording of class observation of minimum 20 lessons (minimum 10 for each teaching subject).

3. Maintenance of Record of school Internship with brief report about school.

4. Viva – voce. (Internal)

   Note: For successful completion of the course, Participation in all activities of School Internship is compulsory.