

**Syllabus and Course Scheme**  
**Academic year 2019-20**



# **University of Kota**

**FACULTY OF EDUCATION**

## **SYLLABUS**

**Integrated Programme of**

**B.A.-B.Ed.**

**Examination Part- IV (2020)**

**Four Years Integrated Course**

## Scheme of B.A.-B.Ed. IV Year

| Theory Paper | Course Code           | Title of the Paper  | Evaluation |          |           |       |
|--------------|-----------------------|---|------------|----------|-----------|-------|
|              |                       |   | External   | Internal | Practical | Total |
| I            | B.A.-B.Ed.<br>24      | *Environmental Studies<br>(Compulsory)  | 100        | -        | -         | 100   |
| II           | B.A- B.Ed.<br>25      | Creating and inclusive school   | 80         | 20       | -         | 100   |
| III          | B.A.-B.Ed.<br>26      | Understanding Disciplines and Subject   | 80         | 20       | -         | 100   |
| IV           | B.A.-B.Ed.<br>27(G-A) | Physical Education & Yoga   | 80         | 20       | -         | 100   |
| V            | B.A-B.Ed. 28          | Gender, School and Society  | 80         | 20       | -         | 100   |
| VI           | B.A-B.Ed. 29          | Assessment for Learning   | 80         | 20       | -         | 100   |
| VIII         | B.A-B.Ed<br>30        | <p>Pedagogy of a School Subject (part-1) , Ist &amp; IInd Year (candidate shall be required to offer any two papers from the following for part-1 &amp; other for part-2).</p> <ol style="list-style-type: none"> <li>1. Hindi</li> <li>2. Sanskrit</li> <li>3. English</li> <li>4. Urdu</li> <li>5. History</li> <li>6. Economics</li> <li>7. Civics</li> <li>8. Geography</li> <li>9. Social Studies</li> <li>10. Home Science</li> </ol> | 80         | 20       | -         | 100   |

|                       |           |  |            |    |  |  |
|-----------------------|-----------|--|------------|----|--|--|
|                       |           |  |            |    |  |  |
| <b>Practic<br/>um</b> | B.A-B.Ed. | 1. Practice teaching   |            | 50 |  |  |
|                       | 31        | 2. Block Teaching (Participation<br>in School Activities Social<br>Participation in Group) |            | 20 |  |  |
|                       |           | 3. Report of any feature of<br>School /case study/ action<br>research                      |            | 10 |  |  |
|                       |           | 4. Criticism Lesson  |            | 20 |  | 100                                      |
|                       |           | <b>Final Lesson</b>  | <b>100</b> |    |  | <b>100</b>                               |
|                       |           |  |            |    |  | <b>600+</b><br><b>100+</b><br><b>100</b> |

**Note\*** - B.A. B.Ed. integrated IV<sup>th</sup> year syllabus and scheme course code 24 will be according to B.A. academic course of University of Kota, Kota.

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

**B.A. B.Ed. 25**  
**Creating and inclusive school**

**Marks: 100**

**Objectives**

The Course will enable the student teachers to-

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- To reformulate attitudes towards children with special needs.
- TO use specific strategies involving skills in teaching special need children in inclusive classrooms.
- To modify appropriate learner – friendly evaluation procedures.
- To incorporate innovative practices to respond to education of children with special needs.

- To contribute to the formulation of policy.
- To implement laws pertaining to education of children with special needs.

**Course:-**

**Unit- I PARADIGMS IN EDUCATION OF CHILDREN SPECIAL NEEDS**

- Historical perspectives and contemporary trends Approaches of viewing disabilities:
- The charity model, the bio centric model, functional model and the human rights model.
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

**Unit- 2 LEGAL AND POLICY PERSPECTIVES**

RTE Act, 2009.

- National Policy – Education of students with Disabilities in the National Policy on Education, 1968, 1986.
- POA (1992); Education in the National Policy on Disabilities, 2006.

**Unit-3 SCHEME OF INCLUSIVE EDUCATION**

- Education of Special Focus Groups under the sarva Shiksha Abhiyan (SSA, 2000);
- MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs.
- Community-based education.

**Unit- 4 CLASS ROOM MANAGEMENT**

- Class Room management – meaning and approaches
- School's readiness for addressing learning difficulties
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.

**Unit-5 INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL**

- Pedagogical strategies to respond to individual needs of students: Cooperative

- Learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching multisensory teaching, etc.
- Documentation, record keeping and maintenance.
  - Teacher role in classroom management

### **Tasks and Assignments**

1. Class Test                    10 Marks
  2. Any one                        10 Marks
- Case study of a Learner with Special needs.
  - Making a Report of Visit to a resource room of SSA.
  - Interviewing a teacher working in an Inclusive School.

### **REFERENCES:-**

1. Dunn., L & Bay, D.M. (ed.) Exceptional Children in the Schools, New York Holt, Rinehart, Winston.
2. Hallahar, D.P. & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
3. Hewett, Frank M. &Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Masachusetts, 1984.
4. Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton miffin Co., Boston, 1989.
5. Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.
6. Shanker Udey: Exceptional Children, Jullundur : Sterling Publications.
7. Singh, N.N. and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New Yourk, Inc: 1992.

## **B.A.-B.Ed. 26**

### **Understanding Disciplines and Subjects**

**Marks: 100**

#### **Objectives**

#### **After Completing the Course the students will be able:--**

1. To develop an understanding of the nature of disciplinary knowledge in the school curriculum.

2. To acquire a conceptual understanding of the impact of school subjects on disciplines.
3. To develop interest, attitudes and knowledge about the content in respect of framing the syllabus.
4. To build up a professional, disciplinary and curriculum programme.

### **Unit- 1 Meaning and concept of disciplinary knowledge**

- The Nature and role of disciplinary knowledge in the school curriculum.
- Relationship of Disciplinary areas with school subject.
- Difference between disciplines & Interdisciplinary Subject.
- Unit- II School Subjects on Disciplines  
Impact of Social science Subject on Disciplines:-
- Social Science: Method: Lecture method, Project method, Supervised study, Story-Telling, Biographical, Source Method, Brain-Storming Dramatization, Experiential-Learning.

### **Unit-III Impact of science and maths subject on disciplines.**

- Science: Methods & Techniques of Teaching Science: Brain Storing, Laboratory, Demonstration, Project & Field visit, Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving, Group Discussion & Panel Discussion
- Maths: Methods of teaching mathematics: Lecture, Inductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods & techniques of Teaching Mathematics: Questioning, Brain Storming, Role playing, Simulation, Non formal techniques of learning Mathematics.

### **Unit- IV Impact of Language subject on disciplines**

- Language: Story Novel, Poetry, Personal Essay, Pen Portrait. Travelogue, Self Narration Memories.
- Redefinition of the school Subject with concern to social Justice
- Meaning of Social Cultural perspective in context of Universal education

### **Unit-V Process and framing of disciplines and subjects**

- Recognized the theory of content, Principles and process of preparing the syllabus and content

- Practical Knowledge, Community & Co-curricular activity Knowledge with reference to Disciplinarily and Relation with school Curriculum
- Creativity development of learning through horticulture and hospitality

### **Tasks and Assignments**

1. Class Test 10 Marks
2. Any one of the following 10 Mark
  - Prepare charts with related language (Hindi, English, or Sanskrit)
  - Preparation of a talk with related social justlee.
  - Collection of news papers cutting related with horticulture and hospitality.
  - Prepare a lab with science and maths tools and their operation
  - Life sketch and contribution of two Indian Scientists and socialistic.
  - Study of any one aspect of social and prepare a report.
  - Preparation of Five (5) word cards, 5 picture cards and word puzzles (Language)
  - 5 Microteaching skills & 5 micro-teaching (based on different innovative methods).

### **References:-**

1. Apply :- M.W. (2008) can school contribute to a more just society education citizenship and social justice, 3 (3) 239-261
2. Brantom F.K.: The teaching of social studies in changing world
3. Chash, S.C. (2007) history of education in India, NCERT (2005) National Curriculum frame work NCERT
4. Clinton Golding of the centre study of higher Integrating of Disciplines.
5. Daman.c Howard, Rastman, Meil (1965) “the uses of language “New yark.Holt Rinchyart and winstan. Inc.
6. Dengz. Z 92013) School subject and academic discipline in a luke a woods, B.K. weir (Eds) curriculum, syllabus design and equity : A priner and model Rutledge
7. Egen, Marlow & Rao, D.B. 2003 Teaching Successfully, Discovery Pub. House New Delhi
8. Freeman Diane-Larsen (2000) Technigues and Principles in language teaching oxford:049.
9. Sharma L.M. 1977 (Teaching of Science & Life Science Dhanpat Rai & Sans. Delhi.)
10. Westey, Edgar Brose : : Social Studies for School.

**B.A.-B.Ed. 27**

**PHYSICAL EDUCATION AND YOGA**

**Marks: 100**

**Objectives**

The Course will enable the student teachers to-

- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce them to the philosophical bases of yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical activity for the fitness development.
- To help them understand the procedure of health related fitness evaluation.

**Unit- I PHYSICAL EDUCATION**

- Introduction, Definition and Meaning of physical education
- Objectives of physical education
- Scope of physical education & allied areas in Physical Education

**Unit- II PHYSICAL EDUCATION AND METHODS**

- Need & Importance of physical education in different levels or school (sec. and sr. sec. level)



- Training methods:- Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek/speed play and weight training)
- Development of Techniques and Tactics.

### **Unit- III PHYSICAL FITNESS**

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness

### **Unit- IV PHYSICAL FITNESS AND YOGA ACTIVITIES**

- Need of physical activities at school level
- Importance of physical activities at schools level
- Assessment of physical fitness
- Introduction, Meaning and mis-concepts of Yoga
- Ashtang Yoga (8 stages of Yoga)
- Types of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school

### **Unit-5 Human abilities and Yoga in Indian Context**

- Education and Yoga – Promotion of intelligence, awareness and creativity through yoga, yoga in Class = rooms (Primary, Secondary and Higher education levels).
- Stress and Yoga: Stress – Definition, Causes, Symptoms complications in life ; Yogic management of stress related disorders – Anxiety, Depression and suicidal tendencies.

### **Tasks and Assignments**

1. Class Test 10 Marks
2. Any one of the following 10 Mark
  - Learning and performing of basic yogic activities
  - Health and physical education relationship with other subject areas like science, social science and languages.
  - Fundamental skill of games/sports and yoga

### **REFERENCES:-**

- Kuvalayananda, Swami, Pranayama, (1983), Popular Prakashan Bombay.
- Kuvalayananda, Swami, Asanas, (1983) Popular Prakashan Bombay English/Hindi.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant Meerut, Rastogi Publications.
- Nagendra, H.R. (1993).Yoga in Education. Banglore, Vivekananda Kendra.
- Niranjananada, Swami. (1998). Yoga Darshan, Deoghar, Panchadashanam Paramahansa Alakh Bara.
- Rai, Lajpat Sawhney, R.C. and Sevvarumthy, W. Selvarumthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
- Raju, P.T. (1982). The Philosophy Tradition of Delhi. Moti Lal Banarsi Dass.
- Ram, Swami. (1999). A Practical Guide to Holistic Health, Pennsylvania, Himalayan Institute of Yoga.
- Reyna, Ruth. (1971). Introduction to India Philosophy New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes Concept Publishing Company Pvt. Ltd. New Delhi
- UNICEF (2005). 2005 and Beyond – Accelerating Girls Education in South Asia Meeting Report.
- Unterhalter, Elaine (2007). Gender, Schooling and Global Social Justice, Routledge.

## **B.A.-B.Ed. 28**

### **Gender, School and Society**

Markss: 100

#### **Objective:**

After completing the course the students will be able :-

- To develop basic understanding familiarity with key concepts-gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender,
- To understand some important landmarks in connection with growth of women's education in historical and contemporary periods.
- To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region;
- To understand the need to address gender based violence in all socialspaces and evolves strategies for addressing.

#### **Unit-1: Gender Issues: Key Concepts**

- Gender, Sexuality, Patriarchy, Masculinity and Feminist
- Gender Bias, Gender Stereotyping and Empowerment
- Equity and Equality in Relation with caste, Class Religion, Ethnicity, Disability and Region.
- Issues and Concerns of Transgender

#### **Unit-2: Socialization Processes in India: Family, School and Society**

- Gender Identities and Socialization Practices in different types of families in India.
- Gender Issues in Curriculum-Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region – Construction of Gender in Curriculum Frameworks

since Independence: An Analysis-Gender and the hidden curriculum – Gender in text and classroom processes – Teacher as an agent of change-Life skill and sexuality.

- Sites of Conflict: Understanding the Importance of addressing sexual abuse in family, Neighborhood and School and in other formal and informal institutions.

### **Unit-3: Gender Issues in Curriculum**

Gender, Culture and Institution: Intersection of class caste, Religion and Region – Construction of gender in curriculum Framework since Independence : An Analysis – Gender and the hidden curriculum – Gender in Text and classroom processes – Teacher as an agent of change – Life skills and sexuality.

### **Unit-4: Gender Studies : Historical Perspectives on Education**

Historical Backdrop: Some Landmarks in Socio-Economic and education upliftment of Girls and Women.

### **Unit-5:Constitutional Commitments**

- Report of Commissions and Committees, Policy initiatives.
- Schemes and Programmes on Girls Education and overall Development of women for Addressing Gender Discrimination in Society

### **Tasks and Assignments**

1. Class            10 marks
2. Any one        10 marks
  - Preparation of Project on Key Concepts and its operational definitions relating it with the Social Context of the teachers and students.
  - Analyses Textual Materials from the Perspective of Gender Bias and Stereotype.
  - Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
  - Prepare a project on Issues and Concerns of Transgender.
  - Project on analyzing the growing up of Boys and Girls in different types of family in India.

### **References:-**

- Desai, Neera and Thakkar, Usha. (2001). Women in Indian society. National Book Trust, New Delhi.
- Dunne, M. et al. (2003) Gender and Violence in Schools. UNESCO.
- Kirk Jackie e.d., (2008). Women Teaching in south Asia, SAGE, New Delhi
- Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
- National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2, NCERT, 2006.
- Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.
- Sherwani, Azim. (1998.). the girls child in crisis. Indian Social Institute, New Delhi.
- Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Company Pvt. Ltd. New Delhi
- UNICEF (2005 and Beyond – Accelerating Girls' Education in South Asia. Meeting Report.
- Unterhalter, Elaine. (2007) Gender, Schooling and Global Social Justice, Routledge.
- Srivastava Gouri, (2012), Gender and Peace in taxtbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, New Delhi
- UNICEF (2005). 2005 and Bevond –Accelerating Girls' Education in South Asia Meeting Report.
- Unterhalter, Elaine (2007). Gender, Schooling and Global Social Justice, Routledge.

**B.A. B.ed. 29**  
**Assessment for Learning**

**Marks: 100**

**Objectives**

The Course will enable the student teachers to-

- Understand the process of evaluation
- Develop the skill in preparing, administering and interpreting the achievement test.
- Understand and use different techniques and tools of evaluation for learning.
- Comprehend the process of assessment for learning.
- Develop skill necessary to compute basic statistical measures to assess the learning Develop

**Unit-I Basic Concepts and Overview**

- Basic Concepts: assessment, evaluation, measurement, test examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
- Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between ‘assessment of learning’ and assessment for learning ; assessment as a basis for taking pedagogic decisions.
- Self assessment and peer assessment

**Unit-2 Analysis of Existing Practices of Assessment**

- Records used in Assessment: a) Profiles: Meaning steps involved and criteria for developing and maintaining a comprehensive learner profile. b) Evaluation rubric: Meaning, Construction and Uses c) Cumulative records : Meaning, Significance.

- Ethical Principles of Assessment Examination Reforms a. Continuous and Comprehensive Evaluation (CCE) b. Choice Based Credit System (CBCS) c. open Book Examination.

### **Unit-3 : Assessment in the Classroom and Record Keeping**

- Expanding notice of learning in a constructivist perspective.
- Ability to develop indicators for assessment.
- Task for assessment : Projects, assignments.
- Formulating task and questions that engage the learner and demonstrate the process of thinking.
- Scope for original responses, observation of learning processes by self, by peers, by teacher.
- Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teacher' diaries and group activities for assessment.

### **Unit- 4 INTERPRETING TEST SCORES**

- Presentation and organization of data: Frequency distribution
- Graphical Presentation of data: Frequency p.....
- Measures of Central Tendency : Mean, Median, Mode
- Measures of Variability : Quartile Deviation, Standard Deviation
- Percentile and Percentile Rank
- Rank difference method by spearman's Co-efficient of correlation, Types of Correlation
- Normal Probability Curve : Properties, Uses

### **Unit- 5 Feedback**

- Feedback : meaning, importance and types
- Feedback as an essential component of assessment; types' of teacher feedback (Written and oral).
- Feedback to students and feedback to parents; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile.
- Challenges of assessments.

### **Tasks and Assignments**

1. Class Test                      10 Marks

2. Any one 10 Marks

- Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
- Developing a Portfolio/Profile/Evaluation Rubric (format).
- Evolution of available Unit test and reformation of the same.
- Designing Questionnaire/Interview Schedule on a given topic
- Preparing any four evaluation tools for Formative Assessment.

### **REFERENCES:-**

1. Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16. Nawani, D (2015).
2. Re-thinking Assessments in School, Economic & Political Weekly, Jan 17, Vol, No.
3. Nawani, D (2012) Continuously and comprehensively evaluating children, Economic & Political Weekly, Vol. XLVIII, Jan 12, 2013
4. NCERT (2007) National Focus Group Paper on Examination Reforms S.K. (1994).
5. Applied Statistics for Education, Mittal Publications.
6. Garrett, H.E. (2008). Statistics in Psychology and Education Delhi: Surjeet Publication.
7. Mrunalini, T. (2013). Educational Evaluation. Hyderabad: Neelkamal Publication Pvt. Ltd.