

Semester –I

COURSE CODE B.ED 101

Internal Marks:40

External Marks:60

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Objectives:

CO1: To enable the student to understand the philosophical origins of educational theories and practices.

CO2. To enable the student to develop a philosophical outlook towards educational problems.

CO3. To help the student to understand the contribution of the important philosophical school to the theory and practice of education.

CO4. To help the student to understand the contribution of the great thinkers to the theory and practice of education.

CO5. To enable the students to analyze and evaluate the fundamental postulates of the Indian Schools of philosophy and their implications for Education..

COURSE OUTLINE

Unit I: Basics of Education

10hr

I. Meaning and nature of Education.

II. Modes of Education-Formal, non-formal, open and MOOCS.

III. Aims of Education.

Unit II: Philosophy and Education

10hr

I. Meaning and scope of philosophy.

II. Functions of Philosophy.

III. Relationship between education and philosophy.

IV. Significance of Philosophy of Education.

Unit III: Western schools of philosophy

10hr

I. Naturalism

II. Idealism

III. Pragmatism

IV. Existentialism

Their educational implications for aims content, methods of teaching and role of a teacher and concept of discipline.

Unit IV: Educational Thinkers

10hr

I. M.K Gandhi

II. Allama Iqbal

III. John Dewey

IV. J.J Rousseau

A detailed discussion on their contribution to educational thought and practice.

Unit V: Humanistic Ideals in Indian education:

10hr

I. Abul Kalam Azad

II. Zakir Hussain

III. Aurobindo Ghosh

IV. K.G. Sayidin

V. Swami Dayananda

A detailed discussion on their contribution to educational thought and practice.

CORE READINGS:

- Bramel, D. Patterns of Educational Policy, New York, Hold Rinehart & Winston. 1971.
- Broudy, H.S (1977) Building a Philosophy of Education, New York: Klinger.
- Brown, L. M. Aims of Education, New York, Teachers College Press. 1970.
- Brubacher, John S. (1969) Modern Philosophies of Education, New Delhi: Tata McGraw Hill.

COURSE CODE BE.D 102

**Internal Marks:40
External Marks:60**

EDUCATION IN THE SOCIO-ECONOMIC CONTEXT OF INDIA

CO1: The course will enable student-teachers to engage with studies on Indian society and education.

CO2: The enable the student teachers to appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.

CO3: The course will enable the student teachers to develop understanding of the education as a subsystem of society.

CO4 :To help the student teachers to realize the duties of schools towards society.

CO5: Examine the current social problems relating to education in India based on equalization of educational opportunities, education of the backward classes, literacy of girls' education and freedom and discipline and the course will enable the student teachers to develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country

Unit I: Nature of Indian Society

10hr

- Indian Social Structure: concept and meaning.
- The cast system; The Class system; The Family; Religion; Pluralism (Inter-relationship among the structures)
Racial Problem; Problem of maintaining secular status of the country; upholding Democratic principles; linguistic diversities. Gender Disparity.
- Role of Education for eradication of Social Diversities.

UnitII:Aspirationsof Indian Society

10hr

- Major Areas of Aspirations: Social Order, Social Justice and Universalism.
- Concept Meaning of Nationalism, Socialism, Secularism, and Democracy.
- Education for the Development of Nationalism, Socialism, Secularism and Democracy.

UnitIII:Indian Society and Education

10hr

- Education as a sub-system of Indian Society.
- Education and relationship with Indian Social Structure.
- Social Demand for Education.
- School as a Social Unit: Democracy in School life;
- The Social Climate of the School/role of the teacher

UnitIV:School and Society

10hr

- Place of School in a Democratic Social System;
- School as a Model Society; Functions of School in Society; Mutual relationship between
- School and Society; Duties of School towards Society.
- Types of School: Government Schools; Government-aided Schools; Un-aided/Private/Recognised Schools; Minority Schools.
- School as a Change Agent.

Unit-V:EducationandNational Development:

10hr

- National development-meaning, scope and different viewpoints.
- Indicators of national development-Education Commission 1964-66, Planning Commission, World Bank, NPE-1986.
- Education as a development indicator, and enhancer of development indicators.
- Role of Education in ensuring sustainable development: Brundt and Commission 1987 and UNESCO.
- A review of the initiatives for Educational development in India over decades.
- The perspective of education for national development in the NCF-2005

COURSE CODE B.ED 103

**Internal Marks:40
External Marks:60**

PSYCHOLOGICAL PERSPECTIVES OF LEARNING

Objectives

CO1: To help student teachers to develop theoretical perspectives and an understanding of dimensions and stages of human development.

CO2: To facilitate a comprehensive understanding of the development, learning and uniqueness of the growing child among the student teachers.

CO3: To help student teachers to understand different factors that can influence learning.

CO4: To analyse the implications of understanding human development and theories of learning for teachers.

CO5: To understand the concept of personality and intelligence..

UnitI Theories of Development and their Implications for Education 10hr

- Cognitive Constructivism (J. Piaget)
- Moral Development (Kohlberg)
- Psycho-Social Development (Erick Erickson)
- Social Constructivism (Vygotsky)

UnitII Understanding Learner as Child and Adolescent 10hr

- Physical, Social, Emotional & Cognitive development patterns.
- Developmental characteristics of a child and an adolescent: Physical, Cognitive, Social,
- Emotional, Moral and language; their interrelationships.
- Problems of children and Adolescents.
- Needs, aspiration, attitudes & Self-concept of children and adolescents.
- Guidance & Counselling for adolescents.

UnitIII Learning 10hr

- Concept of Learning & its Nature
 - Factors influencing learning
- a) Biological and hereditary factors influencing learning.
 - b) Factors related to the subject matter, content and learning material.
 - c) Factors related to the method of learning.
 - d) Remembering and Forgetting: Concept of Implications.
 - e) Transfer of learning.
 - f) Factors influencing scholastic learning : Attention, Motivation and Readiness.
 - g) Role of the teacher and School in addressing various factors influencing learning.

Unit-IV: Learning II: Theories of Learning: 10hr

- S-R Theory of Learning (Thorndike).
- Classical Conditioning (Pavlov).
- Operant Conditioning (Skinner).
- Gestalt Theory of Learning (Kohler).
- Social Learning Theory (Bandura). Their Educational implications.

Unit V Personality and Intelligence.

10hr

- Concept and meaning of Personality
- Determinants of Personality- Biological, Social and Environmental
- Theories of Personality- Trait Theory (Allport, Cattell), Self Theory(Carl Rogers)
- Concept and Meaning of intelligence.
- Measurement of Intelligence and Concept of I.Q.
- Theories of intelligence- Multiple factor theory(Thurstone), Structure of intellect(Guilford), and theory of multiple intelligence (Gardner)

CORE READINGS

- Ø Aggarwal, J.C. Essentials of Educational Psychology, Vikas Publishing House, Pvt. Ltd.
- Ø Benjamin B. Wolman Contemporary Theories and Systems in Psychology. Freeman Book Company, 1979.
- Ø Bhatnagar, Suresh & Saxena, A. Advanced Educational Psychology, Surya Publications, Meerut, 2001.
- Ø Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing House Pvt., Ltd., New Delhi.
- Ø Dandapani, S. A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi, 2001.
- Ø Dutt, N.K. Psychological Foundations of Education. Doaba House, Delhi, 1974.
- Ø Gates, et al. Educational Psychology. The MacMillan Company, New York, 1942.
- Ø Hurlock, Elizabeth B. Personality Development. Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1974.
- Ø Mayer, R.E, Educational Psychology; A cognitive Approach, Little Brown and Co., Boston.

COURSE CODE B.ED104

Internal Marks:40
External Marks:60

ELEMENTARY EDUCATION

Objectives

CO1: To help student teachers to understand the meaning and objectives of Elementary education.

CO2: To develop understanding of the issues, and challenges faced by elementary education in India.

CO3: To appreciate Innovations and new measures towards universalization of elementary education in India.

CO4: To familiarise with various incentive schemes like mid day meal, special training programmes for facilitating elementary education.

CO5: To understand the process of administering elementary education in India

.Unit I Elementary Education in India

10hr

- Concept of Elementary Education
- Objectives of Elementary Education (UEE)
- District Primary Education Programme (DPEP)
- Universalization of Elementary Education (UEE)
- Sarva Shiksha Abhiyan (SSA) 2002
- Right to Education Act (RTE) 2009
- J&K State Education Act 2002

Unit II Pedagogy and the process of learning at elementary level

10hr

- Child centred learning
- Play way Method
- Storytelling and Role playing
- Activity-based Learning
- Project based Learning
- ICT-based teaching-learning approach

Unit III Contemporary issues and concerns in elementary Education

10hr

- Access, Equity, Dropout, Wastage and Stagnation
- Child Labour
- Medium of Instruction issue
- Mid –Day meal
- Special Training programme for out of school children
- Elementary School curriculum with reference to NCF-2005

Unit IV: School effectiveness and school standards

School effectiveness and its measurement

10hr

- Understanding and developing standards in education
- Classroom Management and the Teacher
- Lesson plans, preparation for transaction and inclusive education

- Communication in the classroom and multiple learning levels in the classroom Administration of Elementary Education
- Scope and characteristics of successful elementary school administration.
- Principles of Democratic School Administration.
- NCERT, SCERT/SIE/DIET
- Funding and Financing of Elementary Education

CORE READINGS

- MHRD (2001): Convention on the Right o the child. New Delhi
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- NCERT. (1998) National Curriculum for Elementary and Secondary Education - A Framework, NCERT, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi: NCERT
- Naik, J (1975) Quality, Quantity and Equality An Elusive drainage in Elementary Education. New Delhi: Allied Publishers.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

COURSE CODE B.ED 105

Internal Marks:40

External Marks:60

Course Title: INFORMATION AND COMMUNICATION TECHNOLOGY

Objectives

CO1: To provide student teachers with practical experience and reflective engagement on critical issues related to Information and Communication Technologies.

CO2: To provide a rich learning experience for student teachers through various ICT tools to enable them to engage diverse classroom contexts.

CO3: To help the student teachers to critically assess the quality and efficacy of resources and tools available.

CO4: To familiarize student teachers with emerging trends in Information Technologies.

CO5: To facilitate student teachers to access and suitably modify open educational resources

COURSE CONTENT

Unit I Computer Fundamentals

10hr

- What is computer;
- Basic Anatomy of Computer;
- Generations of computer ;
- Characteristics of Computer – Speed, Storage, Accuracy, Versatile, Automation, Diligence;
- Classification of Computers;
- Central Processing Unit (C.P.U) Concept of Hardware and software, Operating System,
- Types of operating System.
- Viruses.

Unit II Input / Output Devices/storage Devices

10hr

- Input Devices – Keyboards, Mouse, Touch Screen, MICR, Light Pen, Joy Stick, Digitizer, Scanner;
- Output Devices – VDU, Printers, laser, Inkjet, Dot-matrix Plotter Multimedia Projector;
- Data storage devices – Memory–ROM, RAM, Hard disk, Compact disk, Optical disk,

Unit III Computer Communication

10hr

- Introduction to Computer Network, web Server, ISP, Router, Bridge Switch, Gateway.
- Computer Network: Types of Computer Network LAN, MAN, WAN.
- Network Topology: Types of Network Topologies Ring, Star, Bus, Mesh.
- Internet Concepts: Internet, Web Browser, Electronic Mail, Creating email account, sending messages, attaching a document.

Unit IV Emerging Trends in Information Technology:

10hr

- Role of ICT in Education system, information Technology Acts, IT Applications.
- MOOCs, e-examination , Online Libraries;
- E-Learning, Simulation ,Smart Class Room
- Plagiarism, Geographic Information system (GIS).

Unit-V Application Software

10hr

Word Processing :: Editing, Formatting Text, Viewing Documents; Formatting Documents – Line spacing, Paragraph spacing, Setting Tab, Indenting Text, Aligning Text; Inserting a Tables; Proofing a Documents – Spell-check, automatic Spell check, Auto Text, Auto Correct
PowerPoint: Exploring Creating and Editing slides, checking spelling and correcting; Drawing, objects and pictures Animation; Slide Show.

ELECTIVE COURSES

Internal Marks:40
External Marks:60

Course code: B.Ed 106

PEDAGOGY OF ENGLISH

Objectives

CO1: To help the student teachers to realize the problems of teaching English.

CO2: To help the students to understand different methods used in teaching of English

CO3: To help the students in understanding reading and writing skills.

CO4: To enable student teachers to develop lesson plans for teaching of prose and poetry.

CO5: To help them understand grammar in English.

COURSE CONTENT

Unit I : Position of English Teaching

10hr

- The Charter of 1813, Problem of language study, 3-language formula.
- The Position & role of English in India.
- The Objectives of teaching English as a 2nd language at Secondary level.
- Problems in effective teaching of English as a 2nd language.
- Principles of teaching English – Psychological, linguistic & Pedagogical.

Unit II : Methods

10hr

- Grammar – translation method.
- Structural – Situational method.
- Communicative method.
- Direct method.
- Bilingual approach
- Eclectic approach

Unit III : Reading & Writing

10hr

- Meaning and Importance of Reading
- Loud/Silent; intensive/extensive reading.
- Skimming/Scanning; Reading defects and their cure.
- Qualities of good handwriting;
- Defects in writing skills and their improvement
- Describing persons, places, objects and events.
- Summarizing and elaborating.

Unit IV : Teaching of Prose & Poetry & Evaluation

10hr

- Teaching Prose & Lesson planning
- Teaching Poetry & lesson planning
- Concept & Meaning of Evaluation
- Criteria of a good language test
- Error analysis & remedial teaching
- Type of language tests.

Unit V: Content

10hr

- Determiners, auxiliaries & Models.

- Phrasal Verbs, Adverbs, Prepositions & Connectors
- Tenses & Clauses.
- Active & Passive Voice
- Direct – indirect speech
- Punctuation
- Rhyme & Rhythm
- Simile & Metaphor
- Alliteration & Pun

Core Readings

- R Quirk and S Greenbaum (Longman): A University Grammar of English
- A.J. Thomson and A V Martinet : A Practical English Grammar (O.U.P.)
- Raymond Murphy : Intermediate English Grammar (C.U.P.)
- Peter Hubbard, Haywel Jones, Barbara Thornton, Rod Wheeler A Training Course for TEFL (ELBS?OUP)

COURSE CODE B.ED 107

**Internal Marks:40
External Marks:60**

PEDAGOGY OF URDU

Objectives

CO1: To familiarise student teachers with the origin and development of Urdu language.

CO2: To help the students to understand different methods used in teaching of Urdu.

CO3: To help the students in understanding reading and writing skills of Urdu.

CO4: To enable student teachers to develop lesson plans for teaching of prose and poetry in Urdu.

CO5: To help them understand the different forms of Urdu literature..

COURSE CONTENT

Unit I: Position of Urdu Teaching

10hr

- Origin and development of Urdu language.
- Objectives of teaching Urdu at elementary & secondary levels.
- The quality of a good Urdu teacher.
- Problems of Urdu teaching.

Unit II: Methods

10hr

- Translation method
- Direct method
- Play way method
- Structural approach
- Communication approach
- Bi lingual method.

Unit III: Reading & Writing

10hr

- Importance, concept & meaning
- Types of reading silent/loud, extensive & intensive, Reading comprehensive reading defects and their cure.
- Elementary knowledge of Urdu scripts _ khat-e-Naskh, Khat-e-Nastaliq, KhateShikast.
- Teaching of alphabets borrower from Arabic/Persian & Hindi their shapes & no new clutive.
- Quality of good handwriting.
- Defects in writing skills and their improvement.
- Essay writing

Unit IV Teaching of Prose and Poetry

10hr

- Teaching of Prose and Lesson planning
- Teaching of poetry and lesson planning
- concept and meaning of evaluation
- Criteria of a good language test
- Error analysis and remedial teaching
- Type of language Tests.

Unit V: Content

10hr

- A brief history of literature Aligarh movement, programe movement.
- Main school-Dabistans of Lucknow, Delhi.

- Various forms of Urdu literature. (Prose; Dastan, Novel, Afsana, Drama, Inshia).
- Standard sounds of Urdu, Vowels, consonants, Haroor-e-shamsi&Qamari, stress & information, improvement in pronunciation.

COURSE CODE B.ED 108

Internal Marks:40

External Marks:60

PEDAGOGY OF HINDI

Objectives

CO1:To help the student teachers to realize the position of Hindi teaching.

CO2:To help the students to understand different methods used in teaching of Hindi.

CO3:To help the students in understanding reading and writing skills of Hindi.

CO4:To enable student teachers to develop lesson plans for teaching of prose and poetry.

CO5:To help them realize the contribution of Kabir and Tulsi in developing Hindi language

COURSE CONTENT

Unit I: Position of Hindi Teaching

10hr

- Origin and development of Hindi language.
- Objectives of teaching Hindi at elementary & secondary levels.
- Role of Hindi as a link language in India.
- Problems of Hindi Teaching.

Unit II: Methods

10hr

- Translation method
- Play way method
- Direct method
- Structural approach

Unit III: Reading & Writing

10hr

- Concept, Meaning and Importance of Reading
- Types of reading silent/loud, extensive & intensive,
- Reading defects and their cure.
- Quality of good handwriting.
- Defects in writing skills and their improvement.
- Summarizing and elaborating
- Essay writing/Letter writing

Unit IV: Teaching of Prose and Poetry

10hr

- Teaching of Prose and Lesson planning Prose
- Teaching of Poetry and lesson planning Poetry
- Concept and meaning of evaluation
- Criteria of a good language test
- Error analysis and remedial teaching

Unit V: Content

10hr

- Standard sounds of Hindi, Vowels, consonants and correct pronunciation in Hindi.
- Definition & Kinds of Nouns & Adjectives.
- A detailed description of the life & works contribution of Kabir & Tulsi
- Study of the following:
Kabir's Dohe (7th & 9th Grade Texts) Mekadevi's Murjaya Phool (7th Grade Text) Giloo (Story) – (8th Grade Textbook) Nilakant-(10th Grade Text)