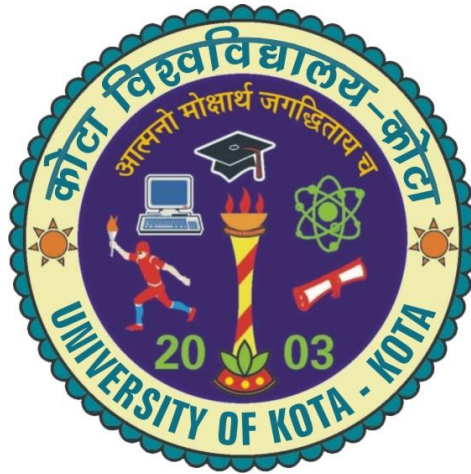


*Syllabus and Course Scheme  
Academic year 2020-21*



# University of Kota KOTA

**Examination Part- I (2021)**

**FACULTY OF EDUCATION**

## **SYLLABUS**

**Integrated Programme of**

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

## **NOTICE**

1. Change in syllabus/ordinance/rules/regulations/syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of University of Kota headquarter Kota only and not any other place.

## **Ordinance and Regulations related to the Integrated B.A.-B.Ed. Degree**

01. The Objective and the Learning outcomes of the Integrated B.A.-B.Ed. Degree are-

### **Objectives:**

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and right of the child.
- To acquire competencies and skills needed for teacher.
- To use competencies and skills needed for becoming an effective teacher.
- To become competent and committed teacher.
- To be sensitive about emerging issues such as environment, population general equality, legal literacy etc.
- To inculcate logical, rational thinking and scientific temper among the students.
- To develop critical awareness about the social issues & realities among the students.
- To use managerial organizational and information & technological skills.

### **Learning outcomes:**

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs.
10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to access the all round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
  - a. Black board work
  - b. Preparing improvised apparatus
  - c. Preparing teaching aids and ICT.

14. Interest and competence in the development of the teaching profession and education.

Readiness to participate in activities of professional organizations.

### ***Integrated Programme of B.A.-B.Ed. Degree Shall Consist of***

- |      |                        |      |
|------|------------------------|------|
| i)   | First Year B.A.-B.Ed.  | 2017 |
| ii)  | Second Year B.A.-B.Ed. | 2018 |
| iii) | Third Year B.A.-B.Ed.  | 2019 |
| iv)  | Final Year B.A.-B.Ed.  | 2020 |

### **Duration of the Course - Four Years**

#### **1. Compulsory Papers :**

<b>Year</b>	<b>Paper</b>
I Year	Gen. English
II Year	Gen. Hindi
III Year	Elementary Computer Application
IV Year	Environmental Studies

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

#### **Group – A :- Subject Specation :**

<b>Year</b>	<b>Paper</b>
I Year	Instructional System & Educational Evaluation
II Year	. Peace Education
III Year	Guidance and Counseling in School
IV Year	Physical Education & Yoga

**Group-B :** Content of Social Science Subject:- A Student has to opt any three paper form group B.

Hindi (I & II)/ Urdu (I & II)	Sociology(I & II)
Sanskrit (I & II)/ Urdu (I & II)	Geography (I & II)
English (I & II)	Home Science (I & II)

History (I & II)	
Political Science/Pub. Aid (I & II)	
Economics(I & II)	

### **Group C: Pedagogy of School Subject A/B :**

Pedagogy of a School Subject III Year and IV Year(candidate shall be required to offer any two papers from the following for part-III & other for part-IV).

Pedagogy of Hindi/ Pedagogy of Urdu	Pedagogy of Geography
Pedagogy of Sanskrit / Pedagogy of Urdu	Pedagogy of Social Studies
Pedagogy of English	Pedagogy of Home Science
Pedagogy of History	Pedagogy of Drawing and Painting
Pedagogy of Economics	Pedagogy of Music
Pedagogy of Civics	Pedagogy of Psychology

- ❖ In all the subjects the student has to study a minimum of 9 papers in I year, 9 Paper in II Year. 9 Paper in III Year and 6 Paper in IV Year ( Total 33 Papers).
- ❖ Each of the above papers will carry 100 marks.

### **Scheme of Instruction for B.A. B.Ed Courses:**

Details of courses and scheme of study, titles of the papers, duration etc. for B.A. B.Ed Courses are provided in Tables given below:-

## Four Year Integrated Course Scheme of B.A.-B.Ed. Ist Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.- B.Ed. 01	Gen.English (Compulsory)*	100	-	-	100
II	B.A.-B.Ed. 02	Childhood and Growing Up	80	20	-	100
III	B.A.-B.Ed. 03	Contemporary India and Education	80	20	-	100
IV	B.A.-B.Ed. 04(G-A)	Instructional System & Educational Evaluation	80	20	-	100
V VI & VII	B.A.-B.Ed 05, 06 & 07 (G-B)	<b>Content (Select any Three)</b> 1. Hindi (I & II) 2. Sanskrit (I & II) 3. English (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ 10. Geography (I & II) 11. Home Science (I & II)	100+100 100+100 100+100 100+100 100+100 100+100  75+75 100+100 100+100 75+75 75+75		- - - - - - - - 50 50 50	600
					Grand Total	900

**Note\*** - B.A. B.Ed. integrated I<sup>st</sup> year syllabus and scheme course code 01, 05, 06 & 07 will be according to B.A. I<sup>st</sup> year academic course of University of Kota, Kota.

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

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

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.-B.Ed. 08	Gen. Hindi (Compulsory)*	100	-	-	100
II	B.A.-B.Ed.	Knowledge and curriculum	80	20	-	100

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

**Note\*** - B.A. B.Ed. integrated II<sup>nd</sup> year syllabus and scheme course code 8 will be according to B.A. Ist year & course code 12, 13 & 14 will be according to B.A. II<sup>nd</sup> year academic course of University of Kota, Kota.

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

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

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.-B.Ed. 16	*Elementary Computer Application (Compulsory)	100	-	-	100
II	B.A- B.Ed. 17	Language Across the Cuurriculum	80	20	-	100

III	B.A.-B.Ed. 18	Guidance and Counseling in School	80	20	-	100
IV V VI	B.A.-B.Ed. 19 20 21	<b>Content</b> <b>(Select any Three)</b> 1. Hindi (I & II) 2. Sanskrit (I & II) 3. English (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy 10. Geography (I & II) 11. Home Science (I & II)	100+100 100+100 100+100 100+100 100+100 100+100 75+75 100+100 100+100 75+75 75+75		50 50 50	600
VII	B.A.-B.Ed. 22	Pedagogy of a School Subject (part-1) , Ist & IInd Year (candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Science 10. Home Science 11. Art	80	20	-	100
Practicum (Internal)	B.A.-B.Ed. 23	<b>Special Training Programme</b> <ul style="list-style-type: none"> <li>• Micro Teaching (5 skills)</li> </ul>			10	
		<ul style="list-style-type: none"> <li>• Simulated Teaching (5 Lessons)</li> </ul>			10	
		<ul style="list-style-type: none"> <li>• Practice Lesson During Internship Teaching (4 weeks 15 Lessons)</li> </ul>			50	
		<ul style="list-style-type: none"> <li>• Observation of teaching of peer group (Five)</li> </ul>			05	
		<ul style="list-style-type: none"> <li>• Technology Based Lesson (2 Lessons)</li> </ul>			10	
		<ul style="list-style-type: none"> <li>• Criticism Lesson</li> </ul>			15	
		<b>Final Lesson</b>	<b>100</b>			<b>100</b>
						<b>600+</b> <b>300+</b>



Micro Teaching, Simulated Teaching, Technology Based Lesson and criticism will be organized by the college.

**Note\*** - B.A. B.Ed. integrated III<sup>rd</sup> year syllabus and scheme course code 16 will be according to B.A. Ist year & course code 19, 20 & 21 will be according to B.A. III<sup>rd</sup> year academic course of University of Kota, Kota.

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

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

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.-B.Ed. 24	*Environmental Studies (Compulsory)	100	-	-	100
II	B.A- B.Ed. 25	Creating and inclusive school	80	20	-	100
III	B.A.-B.Ed. 26	Understanding Disciplines and Subject	80	20	-	100
IV	B.A.-B.Ed. 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 30	Pedagogy of a School Subject (part-1) , Ist & IInd Year (candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Science 10. Home Science 11. Art	80	20	-	100
<b>Practicum</b>	B.A-B.Ed. 31	1. Practice teaching 2. Block Teaching (Participation in School Activities Social Participation in Group) 3. Report of any feature of School /case study/ action research 4. Criticism Lesson		50 20 10 20		100
		<b>Final Lesson</b>	<b>100</b>			<b>100</b>

	<b>600+</b> <b>100+</b> <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.

## **Four Years Integrated Degree Scheme of B.A.-B.Ed.**

### **Compulsory Papers**

<b>Year</b>	<b>Paper</b>
I Year	Gen. English
II Year	Gen. Hindi
III Year	Elementary Computer Application
IV Year	Environmental Studies

### **Group – A Subject Speciliasation**

- |  |
|--|
| 1. Instructional System & Educational Evaluation<br>2. Peace Education<br>3. Guidance and Counseling in School<br>4. Physical Education & Yoga |
|--|

### **Group-B :**

Content of Social Science Subject:- A Student has to opt any three paper form group B.

Hindi (I & II)/ Urdu (I & II)	Sociology(I & II)
Sanskrit (I & II)/ Urdu (I & II)	Philosophy (I & II)
English (I & II)	Geography (I & II)
History (I & II)	Home Science (I & II)
Political Science/Pub. Aid (I & II)	
Economics(I & II)	

### Group C: Pedagogy of School Subject A/B :

Pedagogy of a School Subject III Year and IV Year (candidate shall be required to offer any two papers from the following for part-III & other for part-IV).

Hindi/ Urdu	Geography
Sanskrit/ Urdu	Social Studies
English	Home Science
History	
Economics	
Civics	

Years	Papers	Marks
I Year	9 Paper	900
II Year	9 Paper + Practicum	900+100
III Year	9 Paper + Practicum+ Final Lesson	900 + 100+100 = 1100
IV Year	6 Paper + Practicum+ Final Lesson	600 +100+100 = 800
<b>Total</b>	<b>33 PAPERS</b>	<b>3300+ 300+200 = 3800</b>

**O. 321** The objectives of the practical work prescribed for the Integrated Programme of B.A.-B.Ed. Degree (Four Year) are follows:

## **PART II**

### **Practical Work**

#### **Objectives:**

To develop the ability and self-confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject- matter in relation to the needs, interest and abilities of the pupils.
11. Use the appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

## **Practical skill to teach the two school subjects offered under Theory papers**

### **VIII A/B and the following:**

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co- curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.

### **Regulation 42 :-**

#### **Scheme of Integrated B.A-B.Ed Four Year Examination**

The Integrated B.A-B.Ed. (Four years) will consist of the following components;

**Part I-** Main theory papers at B.A-B.Ed. I, In Integrated B.A.-B.Ed I & II Year Paper nos. are 01, 02, 03, 04, 05 A/B, 06 A/B , 07 A/B. and (08\* A/B only in III & IV Year ) in each session are of three hours carrying 100 marks (80 for theory + 20 for sessional) each. II, II, IV Year.

**Part II-** Practice Teaching - Micro Teaching, Internship Practice, Block Teaching and Criticism and Final Lesson in III & IV Year per teaching subject.

### **Organization evaluation of practice teaching:**

1. Every candidate will teach during practice teaching session. At least ten lessons in each subject should be supervised.
2. Micro teaching lesson to be used in addition for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.

4. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
5. At Integrated B.A-B.Ed III Year each candidate should be prepared to teach one lesson at the final practice examination. At the Integrated B.A-B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at least 10% of the candidates to deliver two lessons in Integrated B.A-B.Ed IV Year.
6. There will be a board of Examiners for the external examination for each college which will examine each candidate in at least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
7. The board of Examination will consist of:
  - (a) The principal of the college concerned.
  - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Kota.
  - (c) An external examiner appointed from the University of Kota. The board as far as possible will represent Social science, language and science.
8. Approximately 50 lessons will be examined by the board each day.

Some of the papers are fully Sessional of having according to their practical marks as the case may be Geography, Home Science.

### **Working out the result and awarding the division:**

- (1) A candidate in order to be declared successful at the Integrated B.A-B.Ed. I, II, III & IV Year Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching).
- (2)
  - (a) Candidates passed in total 50% of theory and internal papers separately (one optional and two core papers should be passed) will be promoted to next year, provided that they reappear in them at later stages.
  - (b) In fourth year if candidates passed four theory papers next year, he/she will be Ex-students. Provided that they reappear in them.
- (3) For passing in Part II ( school internship Practice of Teaching ) a candidate shall be required to obtain separately at-least-
  - ❖ 40 percent marks in the external examination.
  - ❖ 40 percent marks in internal assessment.

- (4) The successful candidates at Integrated B.A.-B.Ed Four Year Examination obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

<b>Division</b>	<b>Theory</b>	<b>Practice of Teaching</b>
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

## **B.A. - B.Ed - 02**

### **Childhood and Growing up**

**Marks -100**

#### **Objectives:**

After completing the course the students will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of the nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning Environment.
6. To acquaint them with various Psychological attribute of an individual.
7. To reflect on the changing roles of children in contemporary society.

#### **Unit I: Role of psychology to understand the child**

- Psychology: Meaning, nature & branches of psychology,
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era,
- Child psychology; meaning, concept

#### **Unit II: Multi dimensional development**

- Growth and development- concept, stages principles, dimensions, Factors in influencing development- genetic, biological, environmental and physical
- Theories of development :
  - a) Piaget's Vygotsky cognitive development
  - b) Freud's psycho- sexual development
  - c) Erikson's psycho social development

### **Unit III: Child Growing up**

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child
- Adolescence: meaning, concept, characteristics, effects of family, school, peer group, social climate and social media.
- Personality: concept and nature, theories of personality, assessment of personality
- Individual differences: concept, areas (With Special Educational needs-Concept) and educational implication.

### **Unit IV: Learning to Learn**

- Concept and beliefs about learning:-Defining misconception, Brain's role in learning
- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt, Cognitive and Field theory, Information processing theory, Social Constructive approach, Types of learning by Gagne.
- Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaining a productive Classroom Environment:-Dealing with misbehaviour,

### **Unit V: Psychological Attributes of an individual**

- Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner's Multi intelligence theory, Measurement of intelligence, Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors, Measurement of creativity, Higher Level thinking skills - critical thinking, reasoning, problem solving, Decision making.
- Socialization and Mental health: Process of Socialization - Group dynamics - Theory of Kurt Lewin's, Leadership and its styles (Kimble young), social prejudice, Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

### **Test and Assignment:-**

- Class Test 10 Marks



- Project (Any one of the following) 10 Marks

Comparative study of developing pattern's of children with reference to different in SES.

Collecting and analyzing statistics on the girl child with reference to gender ratio.

Administration of an experiment on learning, span of attention, memory Administration and interpretation of an individual group test of intelligence.

## References:

1. Agarwal, Reetu, Shukla Geeta (2014). Bal Vikas evam Manovigyan, Rakhi Prakashan, Agra
2. Aggarwal, J.C., (1981). Essential of Educational Psychology, Delhi, Doaba Book
3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). Bal Manovigyan, Rakhi Prakashan, Agra
4. Bigge, M.L. (1982). Learning Theories for Teachers. New York: Harper and Row
5. B.P. (2000). Personality theories, Bosten: Allyn and Bacon House.
6. Chauhan, S.S. (2001). Adanaced educational psychology, New Delhi: Vikas Publishing House.
7. Diane E. Papalia, Sally Wendkos olds, Ruth Durkin Feldman, Ninth Edition, Human Development, Tata Mcgraw Hill Publishing company Limited, New Delhi.
8. Helen Bee Denise Boyd, First Indian Reprint 2004. The Developing Child, Published by Pearson Education Pre. Ltd. Indian Branch Delhi, India
9. Jack Snooman, Robert Biehler Ninth Edition. Psychology Applied to Teaching, Houghton Mifflin Company, Bosten New York (<http://www.coursewise.com>)
10. Ormrod Ellis Jenne, Third Edition, Educational Psychology Developing Learners Multimedia Edition (<http://www.prenhall.com/ormrod>)
11. Sarswat Kuldeep (2015). Bal Vikas evam Bachpan, Published by Rakhi Prakashan, Agra
12. Woolfolk, A. (2004). Educational Psychology published by Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.

# **B.A.- B.Ed. 03**

## **Contemporary India and Education**

**MARKS-100**

### **Objectives:-**

After completing the course the students will be able to :

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

### **Course Content**

#### **Unit I Education as an Evolving Concept**

- **Education:** Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.
- **Aims of Education:** Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education: Educational aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey Krishnamurthy, Friere and Illich.

#### **Unit – II: Issues and Challenges**

- Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth dissatisfaction, Moral Crisis.

### **Unit – III: Constitution and Education**

- Study of the Preamble, fundamental rights and duties of citizens, Directive Principles for state and constitutional values of Indian Constitution.
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality Justice, Fraternity.
- Education and politics, Constitutional vision related to aims of education, Peace Education, Role of Education, School and Teachers as agents for Imparting Culture, Education and Development. Education and Industrialization.

### **Unit – IV: Programme and Policies**

- Overview the development of education system in India from 1948 to 2010 University Education Commission-1946-48, Secondary Education Commission–1952-53, Indian Education Commission– 1964-66, National Education Policy– 1986
- Rammurthy Committee (1990), Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF–2005, NKC–2006, NCFTE– 2009, RTE–2010.
- SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Model School.

### **Unit – V: Innovative Practices**

- Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of Education in bringing innovations,
- Education through interactive mode of teaching: Computer, Internet, Tally and Video-Conferencing, Eduset, Smart Class Room, Role of E- learning, E- content, E- magazines and E-journals, E- library.
- Yoga Education, Life Skill Education, Education and Competence in life regarding Social inclusion.
- 

### **Test and Assignments :-**

1. Class Test

10 marks

2 .Any one of the following: -

10 marks

- Debate or Organize a one day discussion on the topic related to the subject and submit a report.
- Critical appraisal on the report or recommendations of any commission and committee.
- Organize collage, Poster Making activity in your respective institution.
- Collection of at least three handouts of related topics of the subject.

## **REFERENCES :-**

1. Agnihotri, R. (1994) Adhunik Bhartiya Shiksha Samasyaye Aur Samadhan, Jaipur: Rajasthan Hindi Granth Academy
2. Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi 2. Brubecher, John.S: A History of the Problems of Education
3. Altekar, A. S.(1992) Education in Ancient India, Varanasi: Manohar Prakashan
4. Dev, A.,Dev, T.A.,Das,S. (1996) Human Rights a Source Book, New Delhi, NCERT, Pp. 233.
5. Dubey, S.C. (1994) Indian Society, New Delhi, NBT, Pp.
6. Education and National Development: Report of the Kothari Commission on Education, New Delhi, 1966.
7. अग्निहोत्री, रवीन्द्र : आधुनिक भारतीय शिक्षा समस्याएँ और समाधान, राजस्थान हिन्दी ग्रंथ अकादमी ।
8. Gore. M. S. (1982) Education and Modernization in India, Jaipur: Rawat Publications
9. Ghosh, S.C. (1995) The History of Education in Modern India ( 1757- 1986), New Delhi : Orient Longman Ltd.
10. J.F. Brown: Educational Sociology
11. Kabir, H. (1982) Education in New India, London: George Allen an Unwin.
12. Kashyap Subhash C., Our constitution: An Introduction to India's constitution and constitutional laws, National Book Trust India, 2011.
13. Keay,F.E: Indian Education in Ancient and later Times
14. M.N. Srinivas: Social Change in Modern India
15. Mookerji, R. K. (1947) Ancient Indian Education (Brahmanical and Buddhist), London: Mac Milan and Co. Ltd.
16. Mookerji, R.S: Ancient Indian Education

17. Naik, J. P., Nurullah, S.(1974) A Student's History of Education in India, (1800-1973), New Delhi : Orient Longman Ltd.
18. Nayar, P. R. Dave, P.N. Arora, K. (1983) The Teacher and Education in Emerging Indian Society, New Delhi: Orient Longman Ltd
19. National Curriculum Framework. (2005).
20. National curriculum Framework for teacher education (2004).
21. Rama Jois, M. (1998) Human Rights and Indian Values, New Delhi: N.C.T.E.
22. Rusk, R. R. (Scotland, J. Revised) (1979) Doctrines of the Great Educators, Delhi, Dublin, New York: The Mac Milan Press Ltd.,
23. Saiyidain. K.G. (1966) The Humanist Tradition in Indian Education Thought, New Delhi: Aria Publishing House
24. Shukla, R.P. (2005). Value Education and Human Rights, New Delhi: Samp & Sons.
25. Varghese, A. (2000) Education for the Third Millennium, Indore: Satprachar Press
26. अल्लेकर, अ.स. : प्राचीन भारतीय शिक्षा पद्धति ।
27. ओड, एल. के. : शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर ।
28. गुप्ता, एस. पी एवं अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक प्रकाशन, इलाहाबाद ।
29. रावत, प्यारे लाल : भारतीय शिक्षा का इतिहास, आगरा ।
30. जोशी, सुषमा : भारत में शिक्षा प्रणाली का विकास एवं समस्याएं, शारदा पुस्तक भवन, इलाहाबाद ।
31. लाल रमन बिहारी : भारतीय शिक्षा और उसकी समस्याएं, रस्तोगी पब्लिकेशन्स, मेरठ ।
32. साथिन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज, सरकार, जयपुर ।

# **B.A.- B.Ed. 04**

## **Instructional System and Educational Evaluation**

**MARKS-100**

### **Objectives:**

This course will enable the student teacher to:

- Explain the need, importance and characteristics of educational evaluation.
- Describe the approaches to educational evaluation.
- Discuss the role of educational evaluation in Teaching - Learning Process.
- Explain the nature of tools and techniques of educational evaluation.
- Describe the need and importance of psychological testing,
- Explain the nature of learners' evaluation and need for continuous comprehensive educational evaluation in schools.

### **Unit I: Instructional System**

- Educational Objectives and instructional objectives.
- Relationship between educational objectives and instructional objectives
- Classification of educational objectives (Cognitive, affective and psycho motor)
- Functioning of educational objectives
- Usefulness of the taxonomical classification.

### **Unit II: Need, importance and characteristics**

- Teaching Learning process and role of evaluation
- Need and importance of Evaluation
- Definition of Evaluation
- Evaluation, Assessment and Measurement.
- Characteristics of good evaluation.

### **Unit III: Approaches to Evaluation**

- Formative evaluation and summative evaluation
- Difference between summative and formative evaluation
- External evaluation and internal evaluation, advantages and disadvantages,
- Norm referenced evaluation
- Criterion referenced evaluation.

### **Unit IV: Role of Evaluation in Teaching-Learning Process.**

- The relationship between instructional objectives, entering behavior, learning experiences and Performance assessment.
- Diagnosis to over come deficiency in learning.
- Importance of results of evaluation to students, teachers, institutions with special reference to help in determining the effectiveness of a course, programme and functioning of a school.

### **Unit V: Nature of tools and techniques of evaluation**

- Nature of test and Purposes of testing with reference to:
- Instructional purpose b) Guidance purpose c) Administrative purpose
- Administration of Test and Interpreting test result.
- Meaning of Norms, types of Norms, age, Grade, Percentile and standard score. 4. Norms and interpretation of test scores.
- Concept of grade system. Absolute grading, comparative grading and its advantages

and disadvantages.

### **Test and Assignments :-**

1. Class Test 10 marks

2 .Any one of the following: - 10 marks

- Develop a portfolio for assessment of 2 school students
- Prepare an advanced tool for evaluation.
- Develop a tool for self-assessment.
- Develop an achievement test and its blue print.

### **References:**

1. Anastasi, Anne, (1976), Psychological Testing, 4m ed., New York; Macmiflan Publishing Co. Inc.
2. Bertrand, Arthur and Cebula, Joseph P., (1980) : Tests, Measurement and Evaluation, A Developmental Approach, Addison-Wesley, U.S.A.
3. Bloom, Benjamin S., Et.al., (1971): Handbook on formative and Summatice Evaluation in Student Learning, McGraw Hill, USA.
4. Ebel,Robert, L. (1996) : Measuring Educational Achievement, Prentice-Hall of India, New Delhi. 27
5. Ferguson, G A (1974), "Statistical Analysis in Psychology and Education", McGraw Hill Book Co., New York,
6. Freeman, Frank S.,(1962), Theory and Practice of Psychoiological Testing, New Delhi, Oxford and IBH Publishing Co.
7. Guilford, J.P.(1965), Fundamental Statistics in Psychology and Education, Me Graw Hill Book Company, New York.
8. Khan, Mohd, Arif, (1995): School Evaluation, Ashish Publishing House, New Delhi.
9. Noll, V .C (1957). Introduction to Educational Measurement, Houghton Mifflin Company, Boston.
10. Nunnally, Jume, (1964), Educational Measurement & Evaluation, New York;