

*Annexure to Notification No.F(B.Ed-B.P.Ed)Acad/KU/2015 dated 10-10-2015*

*Scheme and Course structure for  
Two year B.Ed Programme 1<sup>st</sup> semester effective from academic session 2015 and onwards*

		<b><u>Credit</u></b>			<b><u>Marks</u></b>
			<u>External</u>	<u>Internal</u>	<u>Total</u>
<b>BED15101</b>	Foundation of Education	<b>4</b>	80	20	<b>100</b>
<b>BED15102</b>	Learning and Development	<b>4</b>	80	20	<b>100</b>
<b>BED15103</b>	Population and Gender Education	<b>4</b>	80	20	<b>100</b>
<b>BED15104</b>	Inclusive Education	<b>4</b>	80	20	<b>100</b>
<b>BED15105</b>	Environmental Education	<b>4</b>	80	20	<b>100</b>
<b>Internship: 1</b>		<b><u>Credit</u></b>			<b><u>Marks</u></b>
			<u>External</u>	<u>Internal</u>	<u>Total</u>
<b>INT 1</b>	School Internship	<b>4</b>	60	40	<b>100</b>

**Course Code: BED15101**  
**Course Title: Foundations of Education** M. Marks 80

**Unit I Education & Philosophy**  
i) Nature & Meaning of Education  
ii) Aims of Education ó individual and social.  
iii) Nature and Meaning of Philosophy  
iv) Relation between Philosophy & Education

**Unit II Major Educational Philosophies and Educational Thinkers**  
**Philosophies:**  
i) Naturalism  
ii) Idealism  
iii) Pragmatism  
These Educational Philosophies shall be discussed with special reference to Aims, Curriculum, Methods, Role of Teacher & Concept of Discipline.

**Thinkers:**

i) Mahatama Ghandi: Basic Education  
ii) Swami Vivekananda : Man making Education  
iii) Froebel: The play way method  
iv) Montessori: The Didactic Apparatus

**Unit III Education & the Social Frame of reference**  
i) Education & Democracy - Basic Principles of Democracy  
- Education for Democracy  
ii) Education & Socialism Meaning, Importance & Role of  
Education in achieving the goals of Socialism.  
iii) Education & Secularism ó Meaning of Secularism  
Role of Education in multi religious society like India.

**Unit IV Culture & Social Change**  
i) Concept & Characteristics of Culture  
ii) Relationship between Culture & Education with special reference to  
conservative and creativity roles  
iii) Concept of social change  
iv) Factors of social change  
v) Roles of Education Vis-à-vis social change

**References:**

1. Broudy H. Building a philosophy of Education
2. Brubacher Modern Philosophies of Education.
3. Brubacher A History of the problems of Education
4. Butler Four Philosophies.
5. Mani, R.S Educational ideas and ideals of eminent Indians  
New Book Society of India, Delhi-1999.
6. Mukalal J.C Gandhian EducationøDiscovery pub. House, Delhi ó1997
7. Wilson Bryan Education Equality and Society; George Allen and university  
Ltd, London-1975.
8. Moore, W E Social change, Prentice Hall, America, 1964.
9. Klyuer Baris Religion in Indian SocietyøStering Pub Pvt. Ltd. Delhi,1979.
10. Battamore, T.B Sociology, Blackie and Sons (India) Ltd; 1973.
11. Nath, Prem The Basis of Education, Schand and C. Ltd; Delhi-1979.
12. Bhatia, K.K and Principles and practice of EducationøKalyani publisher  
Purohid, Trenath Delhi 1993.
13. Khan, Mohd Sharif -Islamic EducationøAshish Pub House, Delhi-1986.
14. Panday, R.S Philosophing Education; Kanishka Pub. House Delhi-1993
15. Chaube S. P Educational philosophy in India, VPH Delhi-1993
16. Srinivas, M.N -Caste in Modern India, Asia Pub House, Delhi-1962

*Annexure to Notification No.F(B.Ed-B.P.Ed)Acad/KU/2015 dated 10-10-2015*

17. Jayaram, N. Sociology of Education in India, Rawat Pub; Jaipur, 1990.
18. Ghosh, Muktrshree Concept of Secular Education in India, B.R. Publishing Corporation, Delhi-1991.
19. Prashad, Vijay Untouchable Freedomø Oxford University Press, Mumbai.
20. Rao, Dr.D and Women Education and Empowerment, Discovery publishing House, Delhi-1999
21. Latha, D
21. Hassan, Ijlal Education for Today and Tomorrow; Srinagar, Chattan Publications 1989
22. Hassan, Ijlal Abhinav Gupta; Srinagar Chattan Publication,1989
23. Kilpatrick An Introduction to Philosophy.
24. Kneller Introduction to Philosophy of Education.
25. Lodge An Introduction to Philosophy.
26. Ram Nath & Metaphysics and General Philosophy.  
Keder Nath
27. Rusk The Doctrine of Great Educators.
28. Taneja Socio-Philosophical Foundations of Education.
29. Taneja, V.R Educational through and practice.
30. Thakur A.S The Philosophical Foundations of Education.
31. Deflecir, M.L Sociology; Human Society (Scoott. Former and Companyø 1971)
32. Durkheim, B Education and Society, New York! The Free press, 1966)
33. Gore, M.S Education and Modernization in India (Jaipur; Rawat Pub.1982)
34. Mannhiem, K. An introduction to Sociology of Education (London! Rantledge and Kegan Paul, 1962 )
35. Mathur, S.S. A Sociological Aproach to India Education. (Vinod Pustak Mandir, Agra).
36. Merril F.E. Society and Culture-An introduction to Sociology. (Rentice Hall, inc. 1963)
37. Salamatullah Education in the Social Context (New-Delhi NCERT,1978)
38. Srinivas, M.N. Social Change in Modern India. (Bombay, Allied Pub. 1967)
39. Srinivas M.N. India! Social Structure. (Hindustan Publication Cooperation, New Delhi-1986)
40. Mohontay, J.P Education in the emerging Indian society.
41. Chanbe, S. P. Democracy, Socialism & Secularism.
42. Rather, A.R. Theory & Principles of Education (Discovery Publishing House New Delhi)

**Course Code: BED15102**  
**Course Title: Learning & Development** M. Marks 80

**Unit I Psychology & Educational Psychology**

- i) Nature, Meaning and Scope of Psychology
- ii) Nature & Meaning of Educational Psychology
- iii) Functions Educational Psychology

**Unit II Understanding Learner**  
***Stages of Human development***

- i) Physical, Social, Emotional & Cognitive development patterns.
- ii) Stage - specific Characteristics of Infancy & Childhood
- iii) Characteristics & Problems of Adolescents.
- iv) Guidance & Counseling for adolescents.

**Unit III Learning & Motivation**

- i) Concept of learning & its nature
- ii) Factors of influencing learning ó Personal & Environmental
- iii) Motivation ó Nature, Types:  
- Techniques of enhancing learner's motivation
- iv) S-R Theory of Learning (Thorndike)
- v) Operant Conditioning theory of learning (Skinner)
- vi) Constructivism- Vygotsky

**Unit IV Intelligence and Personality**  
**Intelligence**

- i) Nature & Meaning
- ii) Measurement of Intelligence ó Concept of I.Q, Verbal and Non-verbal (One test from each category to be discussed)
- iii) Theory of Multiple Intelligences (Howard Gardner)
- iv) Structure of intellect (Guilford)

**Personality**

- i) Nature & Meaning
- ii) Determinants of Personality ó biological & socio-culture determinants
- iii) Trait-theory of Personality (Allport)
- iv) Psycho analytic theory of Personality (Freud)  
Educational Implications of the above mentioned theories.

**Reference:-**

1. Mayer, R.E (1987) Educational Psychology; A Cognitive Approach, Little Brown and Company, Boston.
2. Gange. E (1985) The Cognitive Psychology of School Learning, Little Brown.
3. Derville, Leonore, M.T (1982) The use of Psychology in Teaching Longma London.
4. Biggs, Jhon B. (1987) The Process of Learning, 2nd ed prentice Hall, Sydney.
5. Gagne, R.M (1965) Cognitive Development, An Information processing Approach Basic Black Well, Oxford.
6. Mc Shane, J. (1991) Cognitive Development, An Information processing Approach Basic Black Well, Oxford.
7. Glover, J.A and Bruning Educational Psychology principles and Applications, Scott, foreman and Co, London.
8. Dececco J.P. (1970) Psychology of Learning and instruction! Educational Psychology, prentice Hall of India Ltd, New-Delhi.

*Annexure to Notification No. F(B.Ed-B.P.Ed)Acad/KU/2015 dated 10-10-2015*

- |     |                        |  |
|-----|------------------------|--|
| 9.  | K Lausmeir, H.J (1964) | Learning and Human Abilities. Educational Psychology<br>Harper and Row and John weather Hill, Tokyo. |
| 10. | Allport g.W.           | Pattern and Growth in personality.   |
| 11. | Ferguson               | Personality Measurement.   |
| 12. | Hall and Lindzy        | Theories of Personality  |
| 13. | Hilgard                | Theories of Learning.  |
| 14. | Kelly                  | Personality Assessment .   |
| 15. | Mowrer                 | Theories of Learning (Vol.)  |
| 16. | Marx M.H.              | System and Theories in Psychology.   |
| 17. | Ross Stanger           | Personality.   |
| 18. | Skinnor                | Educational Psychology.  |
| 19. | Spinthal               | Educational Psychology   |

**Course Code: BED15103**

**Course Title: Population and Gender Education**

M. Marks 80

- Unit I                    Population Education and Population Dynamics**
- i)            Concept, meaning and objectives.
  - ii)           Need and Importance
  - iii)          Distribution & density
  - iv)          Population composition ó Age, Sex, Rural/Urban.
  - v)           Factors affecting Population growth ó fertility, mortality & migration

- Unit II                    Population Education in Schools**
- i)            Scope of population education in school
  - ii)           Methods & approaches: Inquiry approaches, observation, self study, discussions assignments.
  - iii)          Use of Mass Media ó Newspapers, Radio, TV, & A-V aids.

- Unit III                    Gender Studies**
- i)            Concept , need and scope of gender studies
  - ii)           Gender studies as an academic discipline
  - iii)          Gender, economy and work participation
  - iv)          Gender, globalization and education

- Unit IV                    Issues of Indian Women**
- i)            Women education: need, importance and problems
  - ii)           Co-education- its educational implications
  - iii)          Education of girl child in India: present status and challenges ahead
  - iv)          Kasturba Gandhi Balika Vidyalyiya
  - v)           Girls education in SSA and RMSA

**Reference:-**

1.            U. K. Singh & S. N. Sudershan    Population Education, Discovery Publishing House, New Delhi - 110002.
2.            A. Bhatia                                    Population Education Ankar Publishing Tajpur Road, Ludhiana
3.            M. V. Lakhmi Reddy                    Population Education Ashish Publishing House 8/8 punjabi Bagh, New Delhi.
4.            Women and Globalisation Sushma Srivaskar Common Wealth publishers
5.            Gender Inequality & Women Empowerment; Anil Kumar Thai Axis Books Pvt. Ltd.
6.            Gender Mainstreawing and issues S. Barik Adhyayan publishers & distributors
7.            Gender Sociology Sumit Dutta (2013) Wisdom press.
8.            Child Welfare Development D. Paul Chowdhary ATMARAM & Sons

**Course Code: BE15104**

**Course Title: Inclusive Education**

M. Marks 80

**Unit I Exceptionality**

- i) Meaning, significance and scope.
- ii) Levels of intervention: Preventive, remedial and compensating.
- iii) Special education: Meaning, significance and scope.

**Unit II Categories of Special Children**

- i) Physically challenged: Visually and Hearing impaired.
- ii) Mentally Retarded
- iii) Gifted

(With special reference to causes, characteristics and educational measures)

**Unit III Inclusive Education**

- i) Historical background of inclusive education.
- ii) Principles of inclusion and necessary resources.
- iii) Inclusion, integration and mainstreaming.

**Unit IV National initiatives**

- i) Integrated education for disabled children(IEDC, 1974)
- ii) Rehabilitation Council of India (1992)
- iii) Sarva Shiksha Abhiyan (SSA 2000)
- iv) National Curriculum Framework (NCF, 2005)

**Reference:-**

1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
2. Hallahar, D.P., & Kauffman, J. M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts.
3. Kirk, S. A., & Gallagher J. J. (1989) Education of Exceptional Children; Houghton Mifflin Co, Boston.
4. Werts, Margaret G. (2011) Fundamentals of Special Education. P.H. I Learning Private Ltd. New Delhi.
5. Education of Children with Special needs G. Lokanandha Reddy, R. Ramar, A. Kusuma
6. Educating Exceptional Children S. K. Mangal
7. Special Education Parveen, A.

**Course Code: BED15105**  
**Course Title: Environmental Education**

M. Marks 80

- Unit I Environmental Education**
- i) Meaning, scope and importance of environmental education.
  - ii) Objectives of Environmental Education
  - iii) Approaches of Environmental Education, Role of Environmental and Natural resources in sustainable development.
- Unit II Environmental Concerns**
- i) Causes and consequences of environmental degradation
  - ii) Air pollution: causes consequences and remedies
  - iii) Water pollution: causes, consequences and remedies
  - iv) Deforestation and its implications suggest some remedial measures
- Unit III Environmental Awareness**
- i) Salient features of environmental awareness through education: programmes of environmental education for secondary school children.
  - ii) Programmes of environmental education for attitude changes among the children with special reference to Save Dal, Save Hangul, Save Tiger Project.
  - iii) Chipko movement.
- Unit IV Man and Environment**
- i) Man as a creator and destroyer, effect of human activities on environment, values and ethics related to environment.
  - ii) Concept of hazard, disaster and vulnerability.
  - iii) Natural Disasters: Floods, Flash floods, Drought, Earthquakes, Cloudbursts and Landslides

**REFERENCES:**

1. Carson, Sean McB., Environmental Education ó Principles and Practices: Edward Arnold Publishers, 1978
2. George, Martin and Turner, Environmental Studies U.K. Blond Education
3. Odum, E.P., -Fundamental of EcologyøW.B. Saunders Company London (1971)
4. NCERT (1981) Environmental Education at school level
5. Saxena, A.B., -Environmental EducationøNational Psychological Corporation (1986)
6. Sharma, R.C., Environmental Education Metropolitan Publishers, New Delhi, 1981

**INT 1: School Internship**

**The Internship will be observed as per the following schedule**

First Semester (April – August) INT 1					
INT 1	Activity	Duration	Credits	Marks 50	
	Visit Cum Observation to	2 weeks	4	Ext.	Int.
	a) Aganwadi (neighbouring centre)*	3 days		60	40
	b) Nursery School (Observation of 5 Lessons)*	3 days			
	c) Pre-School (Observations of 5 Lessons)*	3 days			
	d) Elementary School (Middle)* (Observation of 5 Lessons)	3 days			
*Activities to be recorded in the Reflective Journal (RJ)					