

**MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR (Raj.)**

**SYLLABUS**

**FACULTY OF EDUCATION**

**SCHEME OF EXAMINATION & COURSE OF STUDIES**



**B.A.B.Ed. FOUR- YEARS INTEGRATED PROGRAMME**

**Mohanlal Sukhadia University, Udaipur (Raj.) – 313 001**

# MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR (Raj.)

Scheme of Examination and Course of Studies

## **BACHELOR OF ARTS (B.A.) & BACHELOR OF EDUCATION (B.Ed.)**

### **B.A.B.Ed FOUR YEARS INTEGRATED COURSE**

(B.A.B.Ed. Programme Is a Full Time, Four Academic Session Programme; Each Session Will Be of 200 Days Duration)

#### **1. INTRODUCTION**

Destiny of a nation is shaped in its classrooms and teacher is the architect who shapes the destiny. Enlightened, emancipated and empowered teachers lead communities and nations towards better and higher quality of life. Teachers are expected to create soul cohesion, national integration and learning society. They disseminate knowledge and generate new knowledge. It is therefore, essential for nation to have a sound and effective programme of teacher preparation. The teacher education programme needs to be upgraded and updated periodically.

A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.A.B.Ed. Course. It was also endorsed by the Hon'ble Supreme Court of India in its judgement on 15 June 1993. "The Teachers Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children the teachers who have not received proper and adequate training. True, they will be required to pass the examination but that may not be enough. Training for a certain minimum period in a properly organised training institute is essential before a teacher may be duly launched." The NCTE (2009) recommended a four year B.A.B.Ed. Course. Earlier too in 1998 NCTE had recommended four year B.A.B.Ed. Course in its earlier curriculum framework. The NCERT had prepared four year B.A.B.Ed. Curriculum and launched it in the Regional Institutes of Education in 1999.

Now, finally the NCTE has recommended that the B.A.B.Ed. Course should be of four years duration and has prepared a Curriculum Framework for Four year B.A.B.Ed. Programme. Mohanlal Sukhadiya University also decided to introduce four year B.A.B.Ed. Course and has prepared a detailed course of study and Scheme of Examination for four years B.A.B.Ed. Course on the basis of guideline given in the curriculum framework. The four year B.A.B.Ed. Course will come in to force from the session commencing in 2016. The four year B.A.B.Ed. Course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. This course is divided into four parts. It aims at developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. Interactive processes, i.e. group reflection, critical thinking and meaning-making have been encouraged. The maturity of student-teachers has

been kept in mind while visualizing modes of learning engagements; instead of continuous teacher monitoring, greater autonomy to learners has been given in accordance with andragogic principles of learning. The syllabus retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and its consequences. Therefore it becomes essential for any nation to give necessary professional inputs to its teachers. Mohanlal Sukhadia University pursues the following curriculum for its pre-service teacher training programme. The curriculum also aims at developing language proficiency of the pupil teacher by providing him opportunities through different activities and course content.

The B.A.B.Ed. Courses are integrated progressive in accruing the double bachelor's degree which is the B.A. & B.Ed degree. The degree enable's the students to complete the B.Ed Education along with the B.A. degree course. The courses are conducted by M.L.S.U.

## **2. OBJECTIVES OF THE COURSE**

The objectives of theory course prescribed for the B.A. B.Ed. course are as follows:

1. To develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of the subjects.
2. To develop interest, attitude and knowledge which will enable them (i) to foster the all-round growth and development of children under their care and (ii) to provide guidance to individual pupils?
3. To develop an understanding of the aims and objectives of education in the Indian background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
4. To develop an understanding of the close relationship between societies and the school, between life and school work.
5. To become self-regulated learners; develop professional commitment and work as responsible professionals.
6. To make them comfortable with content and pedagogical effective use and utilization of ICT.
7. To enable them to critically analyse the various evaluation tools to serve CCE.
8. To reflect on teacher practices and interface with societal resources
9. To build up professional consciousness.

### **The objectives of practical work prescribed for the B.A. B.Ed. course are as follows:**

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

1. Be conscious of a sense of values and need for their inculcation in children through all available means including ones own personal life.
2. Posses 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 an independent and integrated personality.

5. Arouse their curiosity and interest and secure their active participation in the education process.
6. Develop capacity for thinking and working independently and guide them to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the classroom situation and teaching techniques.
9. Define objectives of particular lessons and plan for achievement.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of the pupils.
11. Use appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and materials 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 the gifted pupils and take proper care of the pupils with special need.
16. Correlate knowledge of the subjects being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignment.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operate with the school teachers and administrators and learn to maintain school records and registers.

### **Learning Outcomes**

After the completion of the course the student teacher is expected to attain the following learning outcomes:

1. Competence to teach effectively two school subjects at the secondary/senior secondary level.
2. Ability to translate broad objectives of secondary/senior 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 foster growth and development.
4. Ability to use (a) individualized instruction and (b) dynamic methods in large classes.
5. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
6. Use of Equipment for diagnosing pupil's difficulties and deficiencies in achievement and dealing with them through remedial work.
7. Readiness to spot talented and gifted children and capacity to meet their needs.
8. Ability to cater to the need of children with special needs.
9. Ability to organize various school programmes, activities for pupils.
10. Ability to provide guidance in educational, personal and vocational matters.
11. Ability to assess the all round development of pupils and to maintain a cumulative record.

12. Development of certain practical skills such as:
  - Black board work
  - Preparing improvised apparatus
  - Preparing teaching aids
13. Developing professional competence.
14. Readiness to participate in activities of professional organizations.

### **3. MODES OF LEARNING ENGAGEMENT**

#### Overall Intention of Modes of Learning Engagement

- The Curriculum is so designed that the student-teachers internalize the nature of education and pedagogic process through enriched experiences.
- The kinds of learning engagement suggested will contribute to reduction of the gap between theory and practice by dovetailing both appropriately.
- The Curriculum emphasises the use of varied modes of learning engagement in accordance with the requirements.
- Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged.
- In this respect, critical theory, critical pedagogy and critical thinking become very crucial theoretical inputs and are embedded implicitly in various courses.
- While visualizing modes of learning engagement, the nature of student teachers who are adults has been kept in mind. Instead of continuous teacher monitoring greater autonomy to learners has been recommended which is more relevant and in accordance with the andragogic principles of learning.
- Multiple learning engagements visualized being more active / interactive, the course work is clearly not meant to be burdensome and 'memory based', but challenging and engaging.

#### **Some Specific Modes of Learning School Observation**

- Observation of school infrastructure.
- Short Lesson plan.
- Innovation in teaching learning.
- Importance of interaction between Parents & Teachers.
- Tutorial classes.
- Prepare a Sociometry test.
- To develop and evaluate moral values.
- To prepare, administrate & analysis of a questionnaire.

These are suggestive modes of learning engagement. Teacher educators will have to create, design and evolve different modes of learning engagement based on the course and suited to the needs of student teachers.

## **Enhancement of Learning through School-based Experiences**

Most courses require school experience for various purposes. A significant aspect is School observation. A single school visit for carrying out tasks related to course. School-based experience to learn not only classroom pedagogy, but also learning to function as a teacher in the school environment.

## **Perspectives in Education**

Perspectives in Education include courses in the study of childhood, child development and adolescence, contemporary India and education

### **Course 1 Childhood and Growing Up**

### **Course 2 Contemporary India and Education (Including Gender, School and Society)**

The course on 'Childhood and Growing up' shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of

Diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education.

These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicate meaningfully with children.

Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling,

Select three subjects by choosing any one subject in one group.

Group A – ECONOMICS / SANSKRIT

B – GEOGRAPHY / RAJASTHANI

C – POLITICAL SCIENCE / DRAWING

D – PSYCHOLOGY / HISTORY

E - PUBLIC ADMINISTRATION / HINDI / HOMESCIENCE

F – SOCIOLOGY / ENGLISH

## 4. EVALUATION

### EVALUATION OF THEORY PAPERS

Some theory papers will carry a weightage of 100 marks, out of which 80 marks will be for external University Examination and 20 marks will be for internal sessional work. Out of 20 marks - 10 marks will be for sessional and 10 marks will be for mid-term test. The final external examination paper for **80 marks will be of three hour's duration**

1. Each question paper (80 MARKS) will have three sections- **Section A** will contain 10 very short answer type questions and the candidate will be required to attempt the entire ten questions. Each question will carry two marks. **Section-B** will contain 10 short answer type questions out of which a candidate is required to attempt any 5 questions (one question per unit to be attempted out of two questions per unit). Each question will carry 6 marks. **Section-C** will have 5 questions and a candidate will be required to attempt any three questions. There will be 10 marks for each question.
3. Very short answer type questions would aim at testing of critical thinking, knowledge of concepts, facts, definitions, laws, principles, generalization etc. and also understanding of principles and concepts.
4. Short answer type questions would aim at testing knowledge, definitions, laws, generalization etc. And also understanding of concepts.
5. Essay type questions are to aim at testing the abilities of critical thinking and application of principles taught in theory.

Ques on Type	No. of Ques ons per Unit	Total No. of Ques ons	No. of Ques ons to be a empted	Total Marks
Very short ques on type	2 Per Unit	10	10	10 x 2 = 20
short ques on type	2 Per Unit	10	5 (One ques on per unit to be a empted )	5 x 6 = 30
Long Ques on Type	1 Per Unit	5	3	3 x 10 = 30

## 5.THE CURRICULAR DETAILS FOR FOUR YEARS

### ANNUAL DISTRIBUTION OF THE COURSES

<b>B.A.B.Ed FOUR YEARS INTEGRATED COURSE</b>					
<b>I Year</b>					
Courses No.	Paper Code	Name of Subject	Paper	Max. Marks	Min. Marks
Course 1	9371	Childhood and Growing up	Theory	100 (80+20)	36
Course 2	9372	Contemporary India and Education (Including Gender, School & Society)	Theory	100 (80+20)	36
Course 3	9373	Understanding the Self (Internal Assessment)		50	20
Course 4	9374	School Observation	Presentation & Documentation	50	20
Course 5	9601	Core Subjects*			
		a) Gen English.	Theory	100	36
	9602	b) Environmental Studies	Theory	75	27
			Fieldwork	25	9
Course 6	9301	Economics I	Paper I	100	36
	9302	Economics II	Paper II	100	36
Course 7	9303	Sanskrit I	Paper I	100	36
	9304	Sanskrit II	Paper II	100	36
Course 8	9305	Geography I	Paper I	70	25
	9306	Geography II	Paper II	70	25
	9307	Geography Practical	Practical	60	22
Course 9	9308	Rajasthani I	Paper I	100	36
	9309	Rajasthani II	Paper II	100	36
Course 10	9310	Political Science I	Paper I	100	36
	9311	Political Science II	Paper II	100	36
Course 11	9312	Drawing I	Paper I	85	31
	9313	Drawing II	Paper II	85	31
	9314	Submission Work		30	10
Course 12	9315	Psychology I	Paper I	70	25
	9316	Psychology II	Paper II	70	25
	9317	Psychology Practical	Practical	60	22
Course 13	9318	History I	Paper I	100	36
	9319	History II	Paper II	100	36



Course 14	9320	Public Administration I	Paper I	100	36
	9321	Public Administration II	Paper II	100	36
Course 15	9322	Hindi I	Paper I	100	36
	9323	Hindi II	Paper II	100	36
Course 16	9324	Home Science I	Paper I	75	27
	9325	Home Science II	Paper II	75	27
	9326	Home Science Practical I	Practical I	25	9
	9327	Home Science Practical II	Practical II	25	9
Course 17	9328	Sociology I	Paper I	100	36
	9329	Sociology II	Paper II	100	36
Course 18	9330	English I	Paper I	100	36
	9331	English II	Paper II	100	36

<b>B.A.B.Ed FOUR YEARS INTEGRATED COURSE</b>					
<b>II Year</b>					
Course No.	Paper Code	Nomenclature	Paper	Max. Marks	Min. Marks
Course 19	9471	Learning & Teaching	Theory	100 (80+20)	36
Course 20	9472 - 9483	Pedagogy of School Subject I	Theory	100 (80 +20)	36
Course 21	9472 - 9483	Pedagogy of School Subject II	Theory	100 (80+20)	36
Course 20 & 21	9472	1. Pedagogy of Economics			
	9473	2. Pedagogy of Sanskrit			
	9474	3. Pedagogy of Geography			
	9475	4. Pedagogy of Rajasthani			
	9476	5. Pedagogy of Political Science			
	9477	6. Pedagogy of Art			
	9478	7. Pedagogy of Psychology			
	9479	8. Pedagogy of History			
	9480	9. Pedagogy of Hindi			
	9481	10. Pedagogy of Home Science			
	9482	11. Pedagogy of Social science			
	9483	12. Pedagogy of English			
Course 22	9484	Pre-Practice Teaching	Practical	50	20

		(Internal Assessment)		(20+10+20)	
		<i>a) Practicing teaching Skill</i>		20	
		<i>b) T.L.M. Workshop in each Subject</i>		10	
		<i>c) Simulated teaching</i>		20	
Course 23	9485	Open Air Session / SUPW Camp (Internal Assessment)		50	20
Course 24		Core Subject*			
	9603	Elementary Computer Application	Theory	60	22
	9604	Practical	Practical	40	14
Course 25	9401	Economics I	Paper I	100	36
	9402	Economics II	Paper II	100	36
Course 26	9403	Sanskrit I	Paper I	100	36
	9404	Sanskrit II	Paper II	100	36
Course 27	9405	Geography I	Paper I	70	25
	9406	Geography II	Paper II	70	25
	9407	Geography Practical	Practical	60	22
Course 28	9408	Rajasthani I	Paper I	100	36
	9409	Rajasthani II	Paper II	100	36
Course 29	9410	Political Science I	Paper I	100	36
	9411	Political Science II	Paper II	100	36
Course 30	9412	Drawing I	Paper I	85	31
	9413	Drawing II	Paper II	85	31
	9414	Submission Work		30	10
Course 31	9415	Psychology I	Paper I	70	25
	9416	Psychology II	Paper II	70	25
	9417	Psychology Practical	Practical	60	22
Course 32	9418	History I	Paper I	100	36
	9419	History II	Paper II	100	36
Course 33	9420	Public Administration I	Paper I	100	36
	9421	Public Administration II	Paper II	100	36
Course 34	9422	Hindi I	Paper I	100	36
	9423	Hindi II	Paper II	100	36
	9424	Home Science I	Paper I	75	27

Course 35	9425	Home Science II	Paper II	75	27
	9426	Home Science Practical I	Practical I	25	9
	9427	Home Science Practical II	Practical II	25	9
Course 36	9428	Sociology I	Paper I	100	36
	9429	Sociology II	Paper II	100	36
Course 37	9430	English I	Paper I	100	36
	9431	English II	Paper II	100	36

B.A.B.Ed FOUR YEARS INTEGRATED COURSE					
III Year					
Course No.	Paper Code	Nomenclature	Paper	Max. Marks	Min. Marks
Course 38	9571	Assessment for Learning	Theory	100 (80+20)	36
Course 39	9572	Language across the curriculum (Including Reading & Rec on texts)	Theory	100 (80+20)	36
Course 40	9573	School Internship (Phase I,4 weeks) Internal assessment Engagement with the eld: Tasks and Assignment for courses 20 &21		150	60
Course 41	9574	External Assessment one lesson of Pedagogy of a School subject.		100	40
Course 42	9605	Core Subject*			
		General Hindi		50	18
Course 43	9501	Economics I	Paper I	100	36
	9502	Economics II	Paper II	100	36
Course 44	9503	Sanskrit I	Paper I	100	36
	9504	Sanskrit II	Paper II	100	36
Course 45	9505	Geography I	Paper I	70	25
	9506	Geography II	Paper II	70	25
	9507	Geography Prac cal	Prac cal	60	22

Course 46	9508	Rajasthani I	Paper I	100	36
	9509	Rajasthani II	Paper II	100	36
Course 47	9510	Political Science I	Paper I	100	36
	9511	Political Science II	Paper II	100	36
Course 48	9512	Drawing I	Paper I	85	31
	9513	Drawing II	Paper II	85	31
	9514	Submission Work		30	10
Course 49	9515	Psychology I	Paper I	70	25
	9516	Psychology II	Paper II	70	25
	9517	Psychology Practical	Practical	60	22
Course 50	9518	History I	Paper I	100	36
	9519	History II	Paper II	100	36
Course 51	9520	Public Administration I	Paper I	100	36
	9521	Public Administration II	Paper II	100	36
Course 52	9522	Hindi I	Paper I	100	36
	9523	Hindi II	Paper II	100	36
Course 53	9524	Home Science I	Paper I	75	27
	9525	Home Science II	Paper II	75	27
	9526	Home Science Practical I	Practical I	25	9
	9527	Home Science Practical II	Practical II	25	9
Course 54	9528	Sociology I	Paper I	100	36
	9529	Sociology II	Paper II	100	36
Course 55	9530	English I	Paper I	100	36
	9531	English II	Paper II	100	36

B.A.B.Ed FOUR YEARS INTEGRATED COURSE					IV
Year					
Course No.	Paper Code	Name of Subject	Paper	Max. Marks	Min. Marks

Course 56	9671	Educational Management & creating an Inclusive school	Theory	100 (80+20)	36
Course 57	9672	Knowledge & Curriculum.	Theory	100 (80+20)	36
Course 58	9673	Drama & Art. (Internal Assessment)		50	20
Course 59	9674	Optional Courses (any 1). 1. Health & Physical Education. 2. Guidance & Counselling. 3. Peace Education.		50 (40+10)	18
Course 60	9675	School Internship (Phase II, 16 Weeks) Engagement with the field: Tasks and Assignment for courses 20 & 21		250	100
Course 61	9676	External Assessment Viva-Voce for School Internship subject		150	60

# **SYLLABUS**

# FIRST YEAR

Cours No.	Name of Subject
Course 1	Childhood and Growing up
Course 2	Contemporary India and Education ( Including Gender, School & Society)
Course 3	Understanding the Self (Internal Assessment)
Course 4	School Observation
Course 5	Core Subjects*
	a) Gen English.
	b) Environmental Studies
Course 6	Economics I
	Economics II
Course 7	Sanskrit I
	Sanskrit II
Course 8	Geography I
	Geography II
	Geography Practical
Course 9	Rajasthani I
	Rajasthani II
Course 10	Political Science I
	Political Science II
Course 11	Drawing I
	Drawing II
	Submission Work
Course 12	Psychology I
	Psychology II
	Psychology Practical
Course 13	History I
	History II
Course 14	Public Administration I
	Public Administration II

<b>Course 15</b>	<b>Hindi I</b>
	<b>Hindi II</b>
<b>Course 16</b>	<b>Home Science I</b>
	<b>Home Science II</b>
	<b>Home Science Practical I</b>
	<b>Home Science Practical II</b>
<b>Course 17</b>	<b>Sociology I</b>
	<b>Sociology II</b>
<b>Course 18</b>	<b>English I</b>
	<b>English II</b>