



UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A' GRADE' UNIVERSITY)
(Baba Sahib Ambedkar Road, Jammu-180006 (J&K))

Academic Section

Email: academicsectionju14@gmail.com

NOTIFICATION

(24/January/Adp./104)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the Syllabi and Courses of Study of **B.A.B.Ed Four Year Integrated Degree Programme** for Semester VIIth and VIIIth for the examinations to be held in the years indicated against each semester as under:-

Programme	Semester	For the examinations to be held in the year
B.A.B.Ed.	Semester-VII	December 2023, 2024 and 2025
	Semester-VIII	May 2024, 2025 and 2026

The Syllabi of the courses are also available on the University website: www.jammuuniversity.ac.in.

Sd/-

DEAN ACADEMIC AFFAIRS

No. F. Acd/II/24/ 12889-99

Dated: 11/2/2024

Copy for information and necessary action to:

- 1) Dean, Faculty of Education
- 2) HOD/Convener, Board of Studies in Teacher Education
- 3) All members of the Board of Studies
- 4) C.A. to the Controller of Examinations
- 5) Director, Computer Centre, University of Jammu
- 6) Asst. Registrar (Conf. /Exams. B.Ed/CDC/UG/Exam. Prof.)
- 7) Incharge University Website for necessary action please

Sumitasharma
31/1/24
Deputy Registrar (Academic)

SS
31/1/2024
Tyler
31/01/24

UNIVERSITY OF JAMMU

SEMESTER COURSE

FOR

B.A. B.ED

(FOUR YEAR INTEGRATED PROGRAMME)

The following courses of study are prescribed for the VIIth and VIIIth semesters of the B.A. B.ED. Programme in Education for the examination to be held in the year 2023, 2024 & 2025.

Semester –wise Distribution of Courses with Credits

Semester –VIIth

Course Code	Course	Credits
BABED701	Curriculum Development	4
BABED 702	Education Planning and Management	4
BABED 703	School and Society	4
BABED 704 (A)	Pedagogics of English	2
BABED 704 (B)	Pedagogics of Hindi	2
BABED 705	Teaching of Social Science	2
BABED 706	Internship	2
BABED 707	Practice of Teaching	8
	Total	26

Semester –VIIIth

Course Code	Course	Credits
BABED 801	Experiential Learning	4
BABED 802	Drama and Art Education	4
BABED 803	Yoga, Health and Physical Education	4
BABED 804	Guidance & Counselling	4
BABED 805	Value and Peace Education	4
BABED 806	Project work	4
	Total	24

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UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VII

(For the examination to be held in year 2023, 2024, & 2025)

Course No. BABED 707

Title: Practice of Teaching

Credits: 8

Total Marks: 200

Maximum Marks Internal: 120

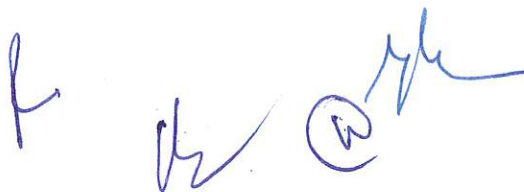
Maximum Marks External: 80

Teaching practice (TPI A) using Constructivist Approach comprises of: (60)

- Delivery of 30 lessons (15 in each teaching subject).
- Delivery of 02 criticism lessons.
- Delivery of 10 on spot Lessons.
- Observing 08 lessons of Peer group.

Teaching practice (TPT B) using RCEM approach comprises of: (60)

- Delivery of 30 lessons (15 in each teaching subject).
- Delivery of 02 criticism lessons.
- Delivery of 10 on spot lessons.
- Observing 08 lessons of peer group.



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B.A. B.Ed (Four Year Integrated Programme)
Semester VII
(For the examination to be held in year 2023, 2024, & 2025)

Course No. BABED701
Total Marks: 100
Credits 4

Title: Curriculum Development
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam: 3hrs

Learning Outcomes: After undergoing this course, the pupil teacher will be able to :-

- ❖ Develop an understanding of the concept of Curriculum Development and Innovation in designing curriculum
- ❖ Get Acquainted with foundations of curriculum designing and curriculum implementation
- ❖ Analyse the basis of curriculum development
- ❖ Learn about curriculum evaluation

UNIT-I

Dimensions of Curriculum

Curriculum: Meaning, Importance and Scope
Types and Principles of Curriculum Development
Innovations in curriculum designing

UNIT-II

Foundations of Curriculum

Philosophical Foundations of Curriculum: Idealism, Pragmatism and Naturalism
Sociological and Psychological Foundations of Curriculum
Models of Curriculum Development: Ralph W. Tyler Model (1949-1975) and Hilda Taba Model (1902-1967)

UNIT-III

Models of Curriculum Implementation

Curriculum Implementation: Concept and Importance
Curriculum Implementation Models
i) Overcoming Resistance to Change Model
ii) Organisational Development Model
Contribution of Swami Vivekananda and Mahatma Gandhi towards Curriculum

UNIT-IV

Curriculum Evaluation Procedure

Curriculum Evaluation: Nature and Purpose of Evaluation
Approaches to Curriculum Evaluation: a) Formative and Summative, b) Continuous and Comprehensive Evaluation
Suggestions and recommendation in curriculum development as per NCF 2023



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Semester VII
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Course No. BABED 701
Total Marks: 100
Credit: 4

Title: Curriculum Development
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam: 3hrs

Modes of Transaction:

Teacher educator will disseminate all the information through

- i) Planned lectures and discussions
- ii) Organise workshop on various dimensions of curriculum development
- iii) Power Point presentation & Panel Discussion on important issues related to curriculum development

Sessional Work: (Any two)

Task 1: Organise seminar/ debate regarding categories and principles of curriculum development

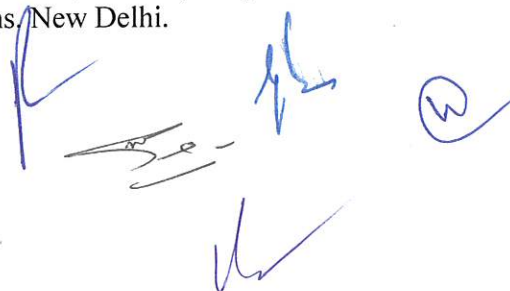
Task 2: Presentation on the contribution of any one of the following Swami Vivekananda /Mahatma Gandhi towards the development of curriculum

Task 3: Develop a question paper for any upper primary class to assess all the aspects of curriculum on any one topic

Task 4: Reading of original documents i.e. National Curriculum Frameworks developed by SCERT (NCF 2023) & report

Essential Readings:

1. Aggarwal, J. C. & Gupta, S.(2005). Curriculum Development 2005: Towards learning without burden and quality of education, Shipra publications, New Delhi
2. Arulsamy, S. (2011).Curriculum Development, Neelkamal publications pvt. Ltd., New Delhi,
3. Aggrawal, D.(2007).Curriculum Development concepts, methods and techniques, Book Enclave, Jaipur (India)
4. Bhalla, N.(2007).Curriculum Development, Authors press, New Delhi
5. Rao, V. K.(2005).Principles of curriculum, A. P. H publishing corporation, New Delhi-110002
6. Dash, R. N.(2007).Curriculum Planning and Development, Dominant publishers and distributors, New Delhi-110051
7. Panda S.K. & Panda. N (2020). Curriculum Development . Shipra Publications , New Delhi
8. Rai, V. K.(2009).Curriculum Development and Instructional Technology, Centrum press, New Delhi-110002
9. Sharma , P. (2009). Principles of Curriculum. A.P.H..Publishing Corporation , New Delhi
10. Srivastava , H.S. (2010). Curriculum and Method of teaching. Shilpa Publications, New Delhi.



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Semester VII
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Course No. BABED 701
Total Marks: 100
Credits 4

Title: Curriculum Development
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam: 3hrs

Websites:-

www.pdx.edu/sites/www.pdx.edu.cae/files/media_assets/Howard.pdf
www.unom.ac.in/.../CURRICULUM%20DESIGN%20AND%20DEVEL..
www.albany.edu/cdit/
www.ncte-india.org/pub/policy/chp5.htm
www.srtt.org/institutional.../curricular_transaction_gover_schools_ap.pdf

Suggested Readings:

- Andrey & Nicholls, H (1978). Developing Curriculum- A Practical Guide. George Allen and Unwin, London
- Edward, A. Krug (1960). The Secondary School Curriculum, Happer and Row Publishers, New York
- Harold Alberty (1957). Reorganizing the High School Curriculum. MacMillan Company, New York
- Harold, B. Alberty & Elsic, J. Alberty (1963). The Curriculum. The MacMillian Company, New York
- Goodland, J. (1979). Curriculum Enquiry the study of curriculum practices. New York: McGraw Hill
- Hass, G. (1991). Curriculum Planning, A new Approach, Boston: Allyn Bacon
- Hooer, R. (1971). Curriculum: Context, Design and development New York: Longmans
- Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen and Unwin

Note for paper setters:

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Unit IV having the components/activities of the sessional work are to be to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the in House activities



UNIVERSITY OF JAMMU

B.A. B.Ed (Four Year Integrated Programme)

Semester VII

(For the examination to be held in year 2023, 2024, &2025)

Course No .BABED702

Title: Educational Planning and Management

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3hrs

Learning Outcomes: After undergoing this course, the pupil teacher will be able to:-

- Understand the role and importance of planning and management in education sector
- identify the role of human resources in educational management
- understand about management of material resources
- comprehend the functional aspect of School Management

Unit-I

Understanding Educational Planning

Educational planning: Meaning, Nature and Objectives

Need and Importance of educational planning and management in education

Steps involved in educational planning

Challenges in educational planning and development

Unit-II

Educational Management and Human Resources

Meaning and concept of School Management

Institutional Planning: School development plan as per the RTE Act 2009

Administration of school education at different levels –Local, District, State and national

Headmaster/ Principal/Teachers - Administrative tasks, responsibilities and decision-making in schools

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B.A. B.Ed (Four Year Integrated Programme)

Semester VII

(For the examination to be held in year 2023, 2024, &2025)

Course No. BABED 702

Title: Educational Planning and Management

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3hrs.

UNIT III

Management of Material Resources

Physical resources- Physical space (Building), office, library, laboratory, playground and staffroom as per NCTE norms and standards

Equipment as per NCTE norms and standards: Classroom, Laboratory, ICT, Library Principal classroom, curriculum development room, sports and games, Art and craft room , Multipurpose hall

Monitoring and management: School Records

UNIT IV

Functional Aspect of School Management

Discipline- Concept, Importance and techniques of discipline

Time-table –Importance, types and principles of time table construction

Co-curricular activities: Concept, importance, types and organization

Modes of Transaction:

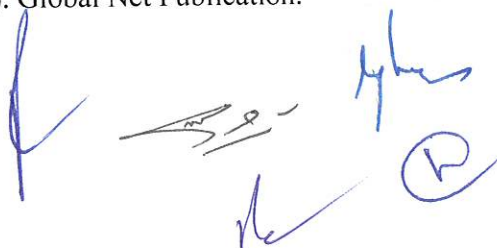
Lecture, Discussion, Assignment, Seminar, Workshop

Sessional Work

- Visit a nearby teacher education institution and critically analyses the availability of resources (human and material) as per NCTE norms and prepare a report.

Essential Readings:

Ali , L. (2022). Educational Administration and management (Supervision, Planning and Finance). Global Net Publication.



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Course No. BABED 702

Title: Educational Planning and Management

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3hrs

Brown, D. (1990): Decentralisation and School-based Management. Falmer Press: London.

Mehta,D. (2022). Educational Administration and Management. PHI Learning.

Laurence , J.C. (2010). Educational Planning and Management. Rajat Publications.

Sharma , R.A. (2019). Educational Administration, Planning and Management . Lall Publication

Singh , J. (2018). Educational Planning, Administration and Management. Anvi Books & Publishers.

Government of India (2011). Sarva Shiksha Abhiyan: Framework for Implementation, Department of School Education and Literacy, Ministry of Human Resource Development: New Delhi.

Varghese, N.V. (ed.) (1997): Modules on District Planning in Education, NIEPA: New Delhi

Suggested Readings:

Aggarwal, J.C. (1994). Educational Administration, Management and Supervision (Principles and Practices). New Delhi: Arya Book Depot.

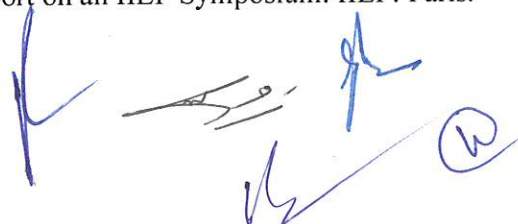
Aggarwal, J.C. (2007). Recent Developments and Trends in Education. New Delhi: Shipra.

Aggarwal, I.C. (2007). Development of Education System in India. New Delhi: Shipra.

Bhat, K. S. & Ravishankar, S. (1985). Administration of Education: New / perspectives and Viewpoints. Delhi: Seema Publications.

Blaug, M. (1972). An Introduction to Economics of Education. The Penguin: London.

Bray, M. and N.V. Varghese (ed.) (2010): Directions in Educational Planning: Report on an IIEP Symposium. IIEP: Paris.



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Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3hrs

Bullock, A. and H. Thomas (1997). Schools at the Centre? A Study of Decentralisation. Routledge: London.

Bush, T. and West-Burnham, J. (Ed.)(1994). The Principles of Educational management. Longmen Publication.

Dimmock, C. (1999). Principals and school restructuring: Conceptualising challenges as dilemmas. Journal of Educational Administration, 37(5), 441-462.

Essays in the History of Indian Education (1982). New Delhi: Concept Publishing Co.

Jain, M.K. (2007). Committees and Commissions Elementary Education. Select Documents. New Delhi: Shipra.

Kochar, S.K. (1981). Pivotal Issues in Indian Education. Sterling Publisher (Private) Ltd.

Bush, T., L. Bell, R. Bolam, R. Glatter and P. Ribbins (eds.) (1999). Educational Management: Redefining Theory, Policy and Practice. Paul Chapman: London.

Carron, Gabriel (2010). Strategic Planning: Techniques and Methods. IIEP Working Paper 3, IIEP: Paris.

Chau, Ta-Ngoc (2003). Demographic Aspects of Educational Planning. IIEP: Paris.

Coombs, P.H. (1969). What is Educational Planning? Paris: International Institute of Educational Planning (IIEP).

Hallack, Jack (1977). Planning the Location of Schools: An Instrument of Educational Policy, IIEP: Paris.

Jha, Jyotsna, K.B.C. Saxena and C.V. Baxi (2001): Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. The European Commission: New Delhi.

Kaufman, Herman, Watters (eds.) (1996). Educational Planning: Strategic Tactical Operational. Pa. Technomic: Lancaster.



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Title: Educational Planning and Management

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3hrs

Kochhar, S. K. (1994). Secondary School Administration, Sterling Publisher New Delhi

Mathur, S.S. (1990). Educational Administration and Management. The Indian Publications: India.

MHRD. (2009). Rashtriya Madhyamik Shiksha Abhiyan: A Framework for Implementation. Department of School Education and Literacy, GOI: New Delhi.

MHRD. (2011). SarvaShikshaAbhiyan: A Framework for Implementation. Department of School Education and Literacy, GOI: New Delhi.

Mohanty, J. (2000). School management, Administration and Suprevison, Deep and Deep, New Delhi

Mukhopadhyay, M. and R.S.Tyagi (2005). Governance of School Education in India. NIEPA: New Delhi.

Psacharopolous, G. (1985): Planning of Education: Where Do We Stand? World Bank: Washington.

Ruscoe, G. C. (1969): Conditions for Success in Educational Planning? Paris:IIEP.

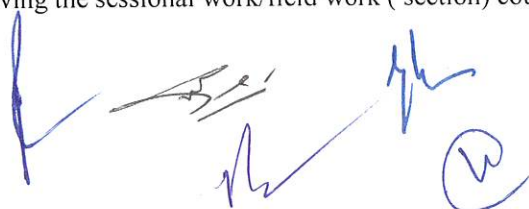
UNESCO (2007): Education Sector-Wide Approaches (SWAps): Background, Guide and Lessons. Paris.

Varghese, N. V. and J.B.G.Tilak (1991): The Financing of Education in India. IIEP: Paris.

Zaidi, S.M.I.A., K.Biswal, N.K.Mohanty, and A.A.C.Lal (2012): Secondary Education Planning and Appraisal Manual. NUEPA: New Delhi

Note for paper setters:

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.



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B.A. B.Ed (Four Year Integrated Programme)

Semester VII

(For the examination to be held in year 2023, 2024, &2025)

Course No. BABED 702

Title: Educational Planning and Management

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3hrs

Unit IV having the components/activities of the sessional work are to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness. The Theory paper is to have 60 marks (external). 40 Marks are for the in House activities.

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UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VII
(For the examination to be held in year 2023, 2024, & 2025)

Course No. BABED 703
Total Marks: 50
Credits 2

Title: School and Society
Maximum Marks Internal: 20
Maximum Marks External: 30
Duration of Exam: 1hr 30 mins

Learning Outcomes: After undergoing this course, the pupil teacher will be able to :-

- Understand the basic concept of School and Society.
- Familiarize themselves with the processes of socialization at school and other social agencies.
- Analyze the role of Social Institutions and personal development.
- Understand the role of school in modern society and its relationship with parents.

Unit I

Role of different Agencies in Social System

Relationship between School and Society

Professional qualities of school teacher in socialisation of a child

Importance of Folklore (Customs, traditional beliefs and stories of community) in reflecting socialisation process

Unit II

Social Institution and Socialization

Socialisation: Meaning, Need and Importance

Role of social institutions: School, Family, Community, Religious Groups and Culture

Sessional work

Visit to any nearby school and critically analyse the role of school and teachers in socialisation process and prepare a report on it.

Modes of Transaction:

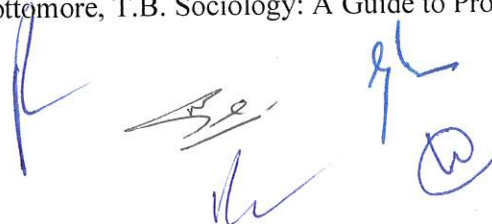
Lecture cum discussion, PowerPoint Presentation.

Essential Readings:

Ahuja, Ram, Society In India: Concepts, Theories, and Changing Trends, Jaipur: Rawat Publications.

Berger, P. Introduction to Sociology: A Humanistic Perspectives, Doubleday Publishers. 1963.

Bottomore, T.B. Sociology: A Guide to Problems and Literature, Blackie and Sons.



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B.A. B.Ed Four Year Integrated
Semester VII
(For the examination to be held in year 2023, 2024, & 2025)

Course No. BABED 703
Total Marks: 50
Credits 2

Title: School and Society
Maximum Marks Internal: 20
Maximum Marks External: 30
Duration of Exam: 1hr30 mins

Dewey, J. (2017). The School and Society. Kalpz Publication.
Jain, S & Sarohe, S. (2022). Gender, School & Society. Pearsons Publications.
Pachavri, G. (2019). Gender, School & Society. R Lall Publications.
Oberoi, S.C. (2022). Gender, School & Society. Laxmi Publications

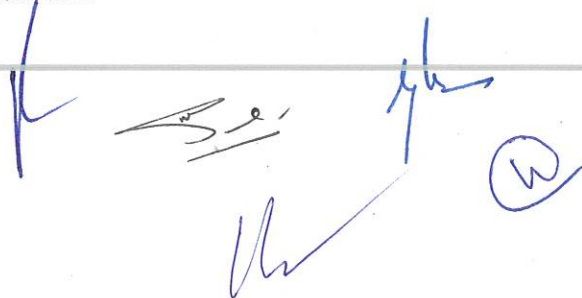
Suggested Readings:

Dube, S.C, Indian Society, New Delhi: National Book Trust.
Johnson, Harry M. Sociology: A Systematic Introduction, Allied publication, Delhi, 1995
MacIver & Page, Society: Introductory Analysis, MacMillian, Delhi, 2001.

Note for Paper Setters:

The Question paper consists of 3 questions having Q no 1 as Compulsory having two parts spread over the entire Syllabus, with a weightage of 10 marks. The rest of Question paper is divided into two Units and the students are to attend two questions from these units with the internal choice. The essay type Question carries 10 marks each. Unit two having the sessional work/field work(section) could also be a part of the theory paper. Unit two having the components/activities of the sessional work are to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 30 marks (external). 20 Marks are for the in House activities

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Semester VII
(For the examination to be held in year 2023, 2024, & 2025)

Course No. BABED 704 (A)
Total Marks: 50
Credits 2

Title: Pedagogics of English
Maximum Marks Internal: 20
Maximum Marks External: 30
Duration of Exam: 1 hr 30 mins

Learning Outcomes: After undergoing this course, the pupil teacher will be able to :-

- Understand the constructivist approach in teaching of English language.
- Design the lesson plans on various aspects of teaching of English language through constructivist approach

Unit -1
Introduction to Constructivism in Teaching Languages

Introduction to constructivist theory and its application in English language teaching
Role of teachers and students of student in constructivist learning in the context of teaching of English language

Integrating language skills (listening, speaking, reading, and writing) in lesson plans

Unit II
5E Model for Lesson planning through Constructivism

Lesson plan Procedure for using constructivist approach in teaching of English language

Introduction to the 5E lesson planning model

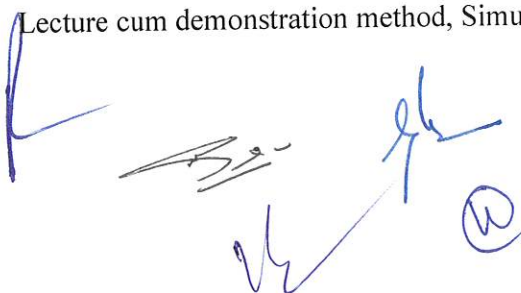
Preparing and Designing learning experiences for the 5E phases (Engage, explore, explain, elaborate and evaluate) in teaching of English language

Sessional Work

Modelling of one lesson on teaching of English language through constructivist approach of any class among your own peer group and prepare a report .

Mode of Transaction:

Lecture cum demonstration method, Simulation setting and modelling.

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Semester VII
(For the examination to be held in year 2023, 2024, & 2025)

Course No. BABED 704 (A)

Total Marks: 50

Credits 2

Title: Pedagogics of English

Maximum Marks Internal: 20

Maximum Marks External: 30

Duration of Exam: 1hr 30 mins

Essential Readings:

Chakraborty , A. (2021). English Pedagogy of Language Teaching. Desh Publication

Crystal, David. 1997. Globalisation of English. Combridge: Cambridge University Press.

Graddol, D. 1997. The Future of English? London: The British Council.

Graddal, D. 2006. English Next London: The British Council

Lock, G. 1996 Functional English Grammar. Cambridge: Cambridge University Press.

NCERT. 2005. National Curriculum Framework- 2005. NCERT: New Delhi

NCERT. 2005. Teaching of Indian Languages: Position Paper of National focus Group. NCERT: New Delhi

NCERT. 2005. Problems of Scheduled Caste and Scheduled Tribe Children: Position Paper of National focus Group. NCERT: New Delhi

NCERT. 2000 Continuous and Comprehensive Evaluation. NCERT: New Delhi.

Sachdeva .M.S. (2015).Pedagogy of English . Twenty first century publication

Sinha , M.P. (2023). Research Methods in English . Global Publication.

Suggested Readings :

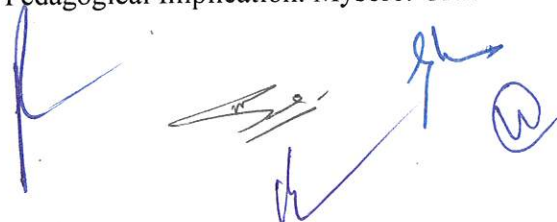
Agnihotri, R.K. Khanna, A.L. 1994. (Eds.) Second Language Acquisition: Socio-cultural and linguistics Aspects of English in India (RAL 1), New Delhi: Sage Publications.

~~Prabhu, N.S. 1987 Second Language Pedagogy. Oxford University Press UNESCO~~
2004. Education in Multilingual World. UNESCO Education Position Paper. Paris

Chomsky, N. 1986. Knowledge of Language. New York: Praeger

Jespersion, O, 1922. Language: Its Nature, Development and Orgin, New York: W.W. Nortom.

Mohanty. A.K. Bilingualism in a Multilingual Society: Psycho-social and Pedagogical Implication. Mysore: CIIL



UNIVERSITY OF JAMMU
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Semester VII
(For the examination to be held in year 2023, 2024, & 2025)

Course No. BABED 704 (A)
Total Marks: 50
Credits 2

Title: Pedagogics of English
Maximum Marks Internal: 20
Maximum Marks External: 30
Duration of Exam: 1hr 30 mins

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question no.1 will be compulsory and shall have short answer questions (100 words per question), from each unit. Total Questions to be attempted, will be three. All questions will carry 10 marks each.

Unit II having the components/activities of the sessional work are to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 30 marks (external). 20 Marks are for the in House activities.

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चार वर्षीय इंटीग्रेटेड
बी.ए.बी.एड
सेम-7

Course No: BABED704(B)
(2023, 2024, 2025)

कोर्स नं. - 704(B)
हिन्दी शिक्षण
क्रेडिट - 2

आंतरिक अंक - 20
बाहरी अंक - 30
परिक्षा समय - 1½ घण्टे

शिक्षण उद्देश्य

- हिन्दी शिक्षण में रचनात्मक (Constructing) उपागम को समझ विकसित करना।
- हिन्दी शिक्षण, में रचनात्मक उपागम द्वारा शिक्षण अधिगम कौशल का अन्वेषण करना क
- NEP 2000 के अन्तर्गत मूल्यांकन तकनिक व अभिनव मूल्यांकन दृष्टिकोण का हिन्दी शिक्षण अधिगम में मनोविश्लेषण करना।

इकाई - I

रचनात्मक उपागम की हिन्दी शिक्षण में भूमिका

- हिन्दी शिक्षण में रचनात्मक उपागम के सिद्धांत।
- हिन्दी शिक्षण में रचनात्मक उपागम में अध्यापक व छात्र की भूमिका।
- भाषायी कौशलों का पाठ योजना में एकीकरण।

इकाई - II

5 ई. मॉडल पाठ योजना रचनात्मक उपागम पर।

Course No. BABED704(B)

Credit - 2

max: internal marks: 20

max: marks external: 30

Duration of Exam: 1 1/2 hrs

Semester - VII
(2023, 2024 and 2025)

- 5 ई. मॉडल का परिचय, हिन्दी शिक्षण में रचनात्मक उपागम के अन्तर्गत पाठ योजना।
- 5 ई. के सोपानों की तैयारी व रूप रेखा प्रदान करना (संलग्न, अन्वेषण, स्पष्टीकरण, व्याख्या व मूल्यांकन)

सत्रीय कार्य

- हिन्दी शिक्षण में रचनात्मक उपागम के आधार पर पाठ योजना का निर्माण कर अपनी कक्षा में प्रस्तुत करें।

सहायक पुस्तकें

- हिन्दी भाषा शिक्षण वित TRT
डॉ० शिवमूर्ति शर्मा
डॉ० राजीव कुमार सिंह
- शिक्षण विधियाँ
(प्रतियोगिता साहित्य)
- हिन्दी शिक्षणशास्त्र
विनोद कुमार यादव

UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VII
(For the examination to be held in year 2023, 2024, & 2025)

Course No. BABED 704(B)
Total Marks: 50
Credits 2

Title: Pedagogics of Hindi
Maximum Marks Internal: 20
Maximum Marks External: 30
Duration of Exam: 1hr 30 mins

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question no.1 will be compulsory and shall have short answer questions (100 words per question), from each unit. Total Questions to be attempted, will be three. All questions will carry 10 marks each.

Unit II having the components/activities of the sessional work are to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 30 marks (external). 20 Marks are for the in House activities.

The block contains several handwritten signatures and initials in blue ink. On the left, there is a large, stylized signature. To its right, there are two smaller signatures. Below these, there are two sets of initials, one of which is circled. The handwriting is fluid and appears to be from the same person or a group of people.

UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VII
(For the examination to be held in year 2023, 2024, & 2025)

Course No. BABED 705
Total Marks: 50
Credits 2

Title: Teaching of Social Science
Maximum Marks Internal: 20
Maximum Marks External: 30
Duration of Exam: 1 hr 30 mins

Learning Outcomes: After undergoing this course, the pupil teacher will be able to:-

- Understand the constructivist approach in teaching of Social Science.
- Design different lesson plans on various aspects of teaching of social science through constructivist approach.

Unit -1

Introduction to Constructivism in Teaching of Social Science

- Introduction to constructivist theory and its application in teaching of social science
- Role of teachers and students of in constructivist learning in the context of teaching of social science

Unit II

5E Model for Lesson planning through Constructivism

Lesson plan: Procedure for using constructivist approach in teaching of social science
Introduction to the 5E lesson planning model
Preparing and Designing learning experiences for the 5E phases (Engage, explore, explain, elaborate and evaluate).

Mode of Transaction:

Lecture cum demonstration method, Simulation setting and modelling.

Sessional Work:

Modelling of one lesson on teaching of social science through constructivist approach among your own peer group and prepare a report.

Essential Readings:

Aggarwal, JC (2008) Teaching of Social Studies: A practical approach. UP: Vikas Publishing House Pvt. Ltd

Bryman, A (2008) Social research methods Oxford; Oxford University press.

The block contains several handwritten signatures in blue ink. There is also a circular stamp or mark that appears to contain the letter 'W'.

UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VII
(For the examination to be held in year 2023, 2024, & 2025)

Course No. BABED 705
Total Marks: 50
Credits 2

Title: Teaching of Social Science
Maximum Marks Internal: 20
Maximum Marks External: 30
Duration of Exam: 1hr30mins

Halsall, JP and Snowden, M (2016). The pedagogy of Social Sciences curriculum. New York: Springer.

Kaur., G. (2019). Teaching of Social Science . Educational Publishers & Distributors

Kohli , B.B. (2018). Teaching of Social Science. Vinod Publications

Nath , I. & Dutta , S. (2021). Pedagogy of Social Science Teaching. Aaheli Publishers.

Suggested readings:

Mangal, S.K., And Mangal U. (2018) Pedagogy of Social studies. New Delhi: PHI learning Pvt.Ltd.

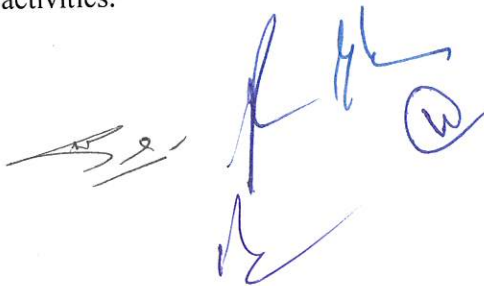
Mangal, S.K., (2004). Teaching of Social Science. Delhi: Arya Book Depot.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question no.1 will be compulsory and shall have short answer questions (100 words per question), from each unit. Total Questions to be attempted, will be three. All questions will carry 10 marks each.

Unit II having the components/activities of the Sessional work are to be developed in the form of the Reflective Journal. All the activities under the Sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

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UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VII
(For the examination to be held in year 2023, 2024, &2025)

Course no. BABED706

Title: Internship

Credits: 2

Total Marks: 50

School Internship (all mentioned activities to be performed as given below) (10 x 5)

- Differential functioning of school system.
- System of managing the classroom by another teacher.
- System of managing internal &external evaluation.
- System of managing school records and registers
- System of managing curricular and co-curricular activities

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UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII

(For the examination to be held in year 2024, 2025, & 2026)

Course no. BABED801

Title: Experiential Learning

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3 hrs

Learning Outcomes: After undergoing this course, the pupil teacher will be able to:-

- Understand the concept of experiential learning
- Identify use of different methods of teaching through experiential learning
- Design and facilitate experiential learning activities
- Explore experiential activities at the different levels of school education.
- Analyze experiential learning in completing their teaching-learning transaction as suggested in the NEP-2020.

Unit I
Fundamentals of Experiential Learning

- Experiential learning: Concept, Process and Forms
- Role of teacher in experiential learning process, benefits and limitations of experiential learning.
- Theoretical foundations of experiential learning, including John Dewey's ideas on learning by doing and Gandhi's Nai Talim

Unit II
Kolb's Experiential Learning Model

- Overview of Kolb's learning model
- The four stages of the learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation
- Applying Kolb's model to classroom teaching and learning

Unit III
Designing and Facilitating Experiential Learning Activities

- Strategies for creating a safe and supportive learning environment for experiential learning
- Incorporating technology into experiential learning activities

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UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII

(For the examination to be held in year 2024, 2025, & 2026)

Course no. BABED 801

Title: Experiential Learning

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3 hrs

Unit IV

Nature and Implementation of Experiential Learning at different levels

- Designing and planning experiential learning activities at middle school level and at secondary school level

Modes of Transaction:

Lecture cum demonstration, workshops, Panel discussion and project based learning

Sessional work:

- Choose and write a suitable plan from your teaching subject prescribed in middle school level and illustrate how you will teach using experiential learning cycle.
- Choose a suitable topic and plan how you will execute experiential learning through project based activity.

Essential Readings:

Bailey, R. (2013). The SAGE handbook of philosophy of education. London: SAGE.

Dewey, J. (2019). Democracy and education: An introduction to the philosophy of education. Monrovia, IN: Bumbershoot Books.

Mehrotra, D. (2017). Experiential Learning for educators : Towards quality literacy for all. Notion Press ; 1st edition.

Murali, P. (2021). Experiential Learning (A handbook for teachers, Principles and educators). Manipal Technologiesw Ltd.

Sinha, U. (2022). Experiential Learning. JTS Publications.



UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII

(For the examination to be held in year 2024, 2025, &2026)

Course no. BABED 801

Title: Experiential Learning

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4 Maximum

Marks External: 60

Duration of Exam: 3 hrs

Suggested Readings:

Dewey, J. (1967). The school and the society: Rev. ed. Chicago: University of Chicago Press.

Purandutt, Ashok (2021). Besides Erudition: Experiential learning, Notion press.

Sharma, Sanjay (2014). Caste, Mobility and Education, Yash Publication, Delhi.

Sykes, M. (2009). The story of NaiTalim: Fifty years of education at Sevagram, India, 1937- 1987. New Delhi: National Council of Educational Research and Training.

Wilson , J.P. (2010). Experiential Learning (A Best practice Handbook for educators and trainees). Kogan Page India Private Limited.

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Note for paper setters:

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper. Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In- House activities

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UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII

(For the examination to be held in year 2024, 2025, & 2026)

Course no. BABED 802

Title: Drama And Art Education

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3 hrs

Learning Outcomes: After undergoing this course, the pupil teacher will be able to:-

- Develop an understanding of art education
- Develop an understanding of drama and the purpose of drama in teaching learning process
- Equipped with key critical thinking skills, performance skills and teamwork.
- Develop an understanding of importance of drama and art in inclusive classroom.
- Explore how electronic art can enhance learning

Unit I

Introduction to Art and Art Education

- Meaning and concept of "Art" and "Art Education", and its scope
- Types of Art: Painting, sculpture, literature, architecture, cinema, music, theatre (its meaning, purpose and importance)
- Modern Art, difference between modern and old art
- Role of teacher in promotion of art education

Unit II

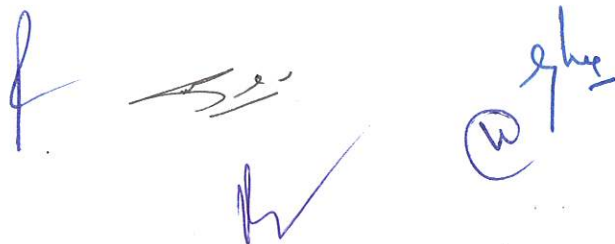
Drama in teaching learning

- Drama and elements of drama
- Importance of drama and arts in education
- Role of teacher in using drama and art in teaching learning

Unit III

Drama and Art for creating Inclusive Classroom

- Role of Drama and Art for special children
- Drama and Art for creating Inclusive classroom
- NEP 2020 recommendations on Art and Drama



UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII
(For the examination to be held in year 2024, 2025, &2026)

Course no. BABED 802

Title: Drama And Art Education

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3 hrs

Unit IV
Media and Electronic Arts

Meaning and nature of Electronic media and its role in Drama and Art

Range of electronic media in promoting Drama and Art

Role of electronic media for enhancing learning through Drama and Art for special children

Modes of transaction:

Lecture method, lecture cum discussion, Powerpoint presentation, dramatisation method

Sessional work

- Perform a Drama in your community / area based on any theme related to culture and write a report.
- Visit to art gallery and prepare a report.

Essential Readings:

Hunt, K., Water, V. D., & McAvoy, M. (2015). Drama and Education: Performance Methodologies for Teaching and Learning. London and New York: Routledge.

Rao, R (2021). Drama and Art in education: Nilkamal publication.

Boal, A (2021). Games for Actors and Non actors. Routledge Taylor and Francis group.

Makkhar, R (2023). Drama, Art and Aesthetics in education. Rakhi Prakashan.


Hemmani, A (2018). Elements of Theatre, Theatre skills, History and Masks. Education publishing (Delhi).

Suggested Readings :

Sengupta, Baruna & Chattopadhyay Partha (2021). Drama and Arts in education. Aaheli Publishers, West Bengal.

Kaur, J.R & Pandey, Satish Kumar (2019). Drama and Art in education. R. Lall Educational publishers.

Rao, Ravikant. K., (2017). Drama and Art in education. Neelkamal publisher.



UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII
(For the examination to be held in year 2024, 2025, & 2026)

Course no. BABED 802

Title: Drama And Art Education

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

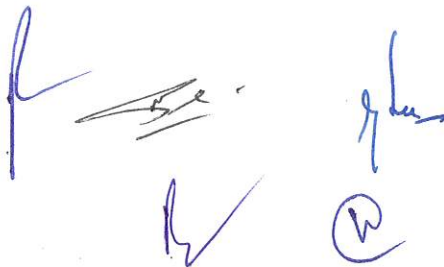
Duration of Exam: 3 hrs

Note for paper setters:

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Unit IV having the components/activities of the sessional work are to be to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

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UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII

(For the examination to be held in year 2024, 2025, & 2026)

Course no. BABED 803

Title: Yoga, Health and Physical Education

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3 hrs

Learning Outcomes: After undergoing this course, the pupil teacher will be able to:-

- Understand the concept of yoga and its benefits
- Understand the importance of health education
- Understand the concept and importance of physical education
- Analyse the importance of mental health and mental hygiene

Unit -1

Yoga and its benefits

- Concept, need, and importance of yoga
- Eight limbs of Yoga (**The Astanga Yoga**): Yama, Niyama, Asana, Pranayama, Prathiyagara, Dharana, Dhiyana and Samathi.
- Yogasanas- Standing, Sitting, Prone(flat) and Supine positions (5 Asanas each)
- Nature, Procedure and importance of Meditation

Unit-II

Health Education and Health Agencies

- Meaning and Definition of Health & Health Education
- Aims, Objectives & Principles of Health Education
- Need & Importance of Health Education
- Health services- care of skin, nails, eye, health service and nutritional service.

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UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII

(For the examination to be held in year 2024, 2025, & 2026)

Course no. BABED 803	Title: Yoga, Health and Physical Education
Total Marks: 100	Maximum Marks Internal: 40
Credits: 4	Maximum Marks External: 60
Duration of Exam: 3 hrs	

Unit -III
Physical Education

- Concept, Aims & Objectives of Physical Education
- Need and Importance of Physical Education in present era.
- Integration of Physical Education with other subjects

Unit-IV
Mental Health & Hygiene

- Mental Health & Hygiene: Meaning, Need, Importance and Scope
- Factors influencing mental health.
- Characteristics of healthy individual.

Modes of Transaction

Lecture, workshop, discussion, field visit, demonstration of various Yoga Asana,
Practice of various physical activities

Sessional Work:

- Preparation of a report on different Physical Education programmes organized in schools.
- Conduct a seminar on teacher's role in maintaining mental Health and mental hygiene of students.

Essential Readings:

MDNIY (2010). Yoga Teachers Manual for School Teachers, New Delhi

NCERT (2015). Yoga: A Healthy Way of Living Secondary Stage, New Delhi

NCERT (2015). Yoga: A Healthy Way of Living Upper Primary Stage, New Delhi



UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII

(For the examination to be held in year 2024, 2025, &2026)

Course no. BABED 803

Title: Yoga, Health and Physical Education

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3 hrs

NCTE (2015). Yoga Education-Bachelor of Education Programme, New Delhi.

Sharma,V.K.(2022). Health and physical education.New Saraswati House,Delhi.

Suggested Readings:

Atwal &Kansal. (2003). A Textbook of Health, Physical Education and Sports,
Jalandhar, A. P.Publisher,

Brown, F. Y. (2000). *How to use yoga* . Delhi: Sports Publication
Health Education for school age children – A frame work central Health education
Bureau& NCERT, New Delhi .

Mangal , S.K – (2005) Health & Physical education. Tandon Publications, Book
market.

Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.

Singh, A. et al. (2000). *Essentials of Physical Education*, Kalyani Publishers,
Ludhiana, Punjab.

Tiwari. O.P.(2002). *Asana: Why and how* . India: Kanalyadhama

Uppal, A.K. & Gautam, G. P. (2004). *Physical Education and Health*. Delhi: Friend's
publisher.

Vivekananda, R. (2005) *Practical Yoga Psychology*, by Yoga Publication Trust,
Bihar, India

Note for paper setters:

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Unit IV having the components/activities of the sessional work are to be to be developed in the form of the Reflective Journal. All the activities under the



UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII

(For the examination to be held in year 2024, 2025, & 2026)

Course no. BABED 803

Title: Yoga, Health and Physical Education

Total Marks: 100

Maximum Marks Internal: 40

Credits: 4

Maximum Marks External: 60

Duration of Exam: 3 hrs

sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

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UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII
(For the examination to be held in year 2024, 2025, & 2026)

Course No. BABED 804
Total Marks: 100
Credits 4
Duration of Exam: 3hrs

Title: Guidance & Counselling
Maximum Marks Internal: 40
Maximum Marks External: 60

Learning Outcomes: After undergoing this course, the pupil teacher will be able to :-

- ❖ Understand the importance of Guidance and the role of various agencies in providing guidance and acquire the knowledge & understand the basic concept of Guidance to functions of various agencies.
- ❖ Familiarise with the meaning of Counselling and acknowledge its importance and acquire the knowledge of children having behavioural problems and the various techniques to identify them.
- ❖ Know various behavioural problems at adolescent stage and the role of teachers in solving them.

UNIT-I

Fundamentals of Guidance and its various agencies

- Fundamentals of Guidance: Meaning, Nature, need and importance of guidance.
- Types of guidance: Educational, vocational and Personal their meaning, need, objectives & functions.
- Role of teacher in guidance programme at individual level & group level
- Agencies for guidance: State Level & National Level

UNIT-II

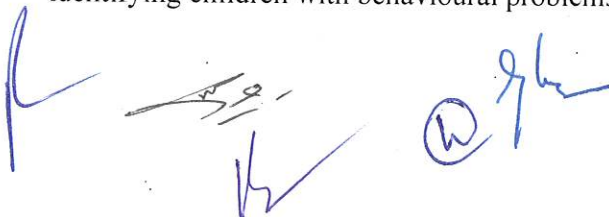
Counselling importance & qualities of good counsellor

- Counselling; Meaning, Nature, Objectives and importance of counselling, Characteristics of effective counselling
- Difference between guidance and counselling
- Areas of counselling: Family counselling, parental counselling, peer counselling, adolescent counselling and relevance to the Indian situations.
- Role of teacher and school administrator as counsellor.

UNIT-III

Techniques of Identifying of children with behavioural problems

- Characteristics of children having behavioural problems like aggression, anxiety, depression, truancy, delinquency, bullying, & peer-pressure
- Inferiority complexes and maladjustment among student.
- Non-testing techniques: interview, observation, individual inventory for identifying children with behavioural problems



UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII
(For the examination to be held in year 2024, 2025, & 2026)

Course No. BABED 804
Total Marks: 100
Credits 4
Duration of Exam: 3hrs

Title: Guidance & Counselling
Maximum Marks Internal: 40
Maximum Marks External: 60

UNIT-IV

Role of Teachers, Parents & Community in solving behavioural problems of Adolescents

- Collaborative efforts of Parents & Teachers in solving behavioural problems of adolescents by holding PTMs , Educational and Vocational guidance
- Effective Parents learning programmes, parent-teacher meetings.
- School Guidance: - collaborative effort of school and community in educational & vocational guidance.
- Role of relaxation strategies: Yoga-meditation, music therapies for reducing stress.

Modes of Transaction

Teacher educator will disseminate all the information through:-

- i. Organise planned Lectures through Power point personation and discussions
- ii. Organise visit to Mental Health Centres, Guidance & Counselling Cells
- iii. Organise orientation programmes for parents & Students regarding various behavioural problems and their solutions
- iv. Arrange visit of various experts for providing group guidance and stress reducing strategies.

Sessional work:

Task 1:- Visit the School & identifying the behavioural problems of children at adolescent's age and write a report.

Task 2:- Visit to School & prepare a report on the contribution of School teacher, – as Guide & Counsellor

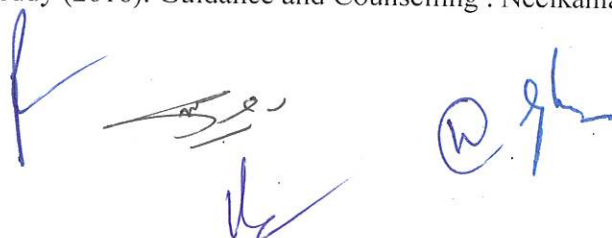
Task 3: Prepare an individual Inventory for identifying any behavioural problem of children.

Essential Readings:

Kumar,Y., and Gupta,V. (2016). Educational Guidance And Counselling. RLall Publications.

Rao,S. (2017). Counselling and Guidance.McGraw Hill(United States).

Reddy (2016). Guidance and Counselling . Neelkamal Publications.



UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII
(For the examination to be held in year 2024, 2025, & 2026)

Course No. BABED 804
Total Marks: 100
Credits 4
Duration of Exam: 3hrs

Title: Guidance & Counselling
Maximum Marks Internal: 40
Maximum Marks External: 60

Mathur, S.S. (2020). Fundamentals of Guidance and counselling. Shri Vinod Pustak Mandir.

Manichander (2016). Guidance & Counselling. Lal Publications

Sharma, S.P. (2005). Career Guidance and Counselling, Principles and techniques, Kanishka Publishers, New Delhi.

Web sites:

<https://egyankosh.ac.in>
<https://www.ignouhelp.in>
<https://ncert.nic.in.com>

Suggested Readings:

Ghosh, S. (2022). Guidance and counselling. Rita publication.

Goyal, R. (2023). Guidance and counselling. Vinod Publication.

Suri, S.P. and Sodhi, T.S. (1997). Guidance & Counselling (Bawa Publications).

Note for paper setters:

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Unit IV having the components/activities of the sessional work are to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities.



UNIVERSITY OF JAMMU
B.A. B.Ed (Four Year Integrated Programme)
Semester VIII
(For the examination to be held in year 2024, 2025, & 2026)

Course No. BABED 805
Total Marks: 100
Credits 4
Duration of Exam: 3hrs

Title: Value and Peace Education
Maximum Marks Internal: 40
Maximum Marks External: 60

Learning Outcomes: After undergoing this course, the pupil teacher will be able to :-

- Understand the meaning & need of value and peace education
- Analyze the role of school, environment and home in developing values
- Imbibing the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace
- Understanding about the functioning of different organizations of the world towards peace and value education

Unit I

Introduction to value and peace education

- Meaning, Need and Importance of Value Education in the present era.
- Impact of culture and civilization in development of values
- Peace education: Concept, need and importance of peace education.

Unit II

Value Development and Education

- Value development: Role of education for value development.
- Value orientation: Process of value orientation, various approaches and strategies for value inculcation among the school children.

Unit III

Peace education & prominent educationists

- Peace Education propagated by Swami Vivekananda, Gandhi ji.
- Role of scholastic and non scholastic activities for peace education.
- NEP 2020 recommendations on Peace education.



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Course No. BABED 805
Total Marks: 100
Credits 4
Duration of Exam: 3hrs

Title: Value and Peace Education
Maximum Marks Internal: 40
Maximum Marks External: 60

Unit IV

World peace and role of different organizations

- Creation of UNESCO, UNO, UNICEF, UNHRC, UNDP, SAARC, G-20[year of establishment ,motto, member countries, headquarters,Role].

Sessional work:

Prepare a power point presentation on NCF 2020 recommendations on value and peace education.

Prepare and present a seminar on peace education.

Mode of Transaction:

Lecture Method , Lecture Cum Discussion Method , Powerpoint Presentation.

Essential Readings:

Aggarwal , J.C.(2005). Education for Values, Environment and Human Rights. Shipra publications,115-A, Vikas Marg Delhi-110092.

Pandey,V.C.(2005).Education,Culture and Human Values.

Sampath Kumar,T.(2019).Values and Peace education.24by7Publishing.

Arulsamy,S.(2016).Peace and Value education.Neelkamal Publication.

Khandelwal,N.M & Sulochna,M.(2023).Teachers' Manual on Value and Peace Education.Himalyan Publishing House.

Suggested Readings:

Singh,Y.K & Nath. R(2005). Value Education.

Charles, K & V. Arul Selvi. (2012).Value Education.



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Semester VIII
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Course No. BABED 805
Total Marks: 100
Credits 4
Duration of Exam: 3hrs

Title: Value and Peace Education
Maximum Marks Internal: 40
Maximum Marks External: 60

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Unit IV having the components/activities of the sessional work are to be to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

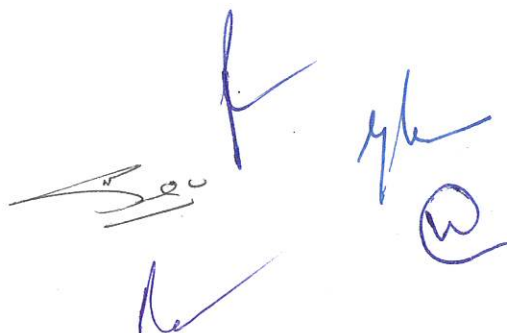
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Semester VIII
(For the examination to be held in year 2024, 2025, & 2026)

Course No. BABED 806
Total Marks: 100
Credits 4

Title: Project Work
Maximum Marks Internal: 50
Maximum Marks External: 50

Psychological Testing	50	25	25
Portfolio – I. Development of self II. Development of self as a teacher III. Development of wholistic and integrated personality to handle different situations.	50	25	25
	Total Marks = 100	Internal 50	External 50

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