



Established by Govt. of Arunachal Pradesh vide Act 9 of 2012, the Arunachal University of Studies Act, 2012 Recognized as per u/s 2(f) of University Grants Commission Act, 1956  
NH-52, Namsai, Arunachal Pradesh -792103

## **BACHELOR OF ARTS BACHELOR OF EDUCATION (B.A.-B.ED) – FOURTH SEMESTER**

<b>Fourth Semester</b>				
<b>S. No.</b>	<b>Code</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1	B.Ed.	Understanding Disciplines and Subjects	4	100
2	ENG – 3	Living Literatures, Prose and Poetry	4	100
3	GEO – 3	General Cartography	4	100
4	SOC – 3	Sociological – Theories, Methods & Enquiries	4	100
5	HIN – 3	आधुनिक हिंदी कविता	4	100
6	B.Ed	Learning and Teaching	4	100
<b>Total</b>			<b>24</b>	

**Subject Name:** UNDERSTANDING DISCIPLINES AND SUBJECTS

### **Unit I: Knowledge and Methods of Enquiry**

- Disciplinary Knowledge :Nature and Scope,
- Interdisciplinary Knowledge: Nature ,Scope and Need
- Knowledge as Construction of Experience; Case examples from School Subjects
- Knowledge as distinct from Information;Case examples from School Subjects
- Methods of Inquiry, Scientific Thinking, Social Scientific Thinking, Mathematical Thinking, Critical Thinking
- Language, Social Relations, Power, Identity and Thinking(Relationship and Interface with Knowledge).

### **Unit II: Learner and their Contexts**

- Interface between Knowledge, Subjects ,Curriculum, Textbooks, Linguistic background of learners
- Alternative Frameworks of Children.s Thinking
- Child and Adult Misconceptions :Meaning,Scope in a Classroom,Processes to be used to Dispel Misconceptions.
- Everyday Concepts and Situated Cognition
- Pedagogical Perspective and Concerns of Inclusive Education in Schools

### **Unit III: Pedagogic Practice and the Process of Learning**

- Critical Examination of Terminology and Notions associated with Child-centered Education
- Critical understanding of standardised pedagogic methods: concept-formation; enquirybased learning; project-based learning etc
- Interrogating disciplinary practices and Creating non-threatening learning environments: Relevance, Scope and Process

### **Unit IV: Critical Study of ICTs and Developing Capacities**

- Critical examination of the role of ICT in Effective Curriculum Transaction and Evaluation
- Capacity development of teachers and Students in the use of ICTs
- ICT - based teaching-learning approaches in schools
- Role of Open and Distance Learning in Catering to Diversity in Learners and Learning Styles.

**Suggested Readings:**

- Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage.
- Bruner, J. (1996). In *The Culture of Education*. Cambridge: Harvard University Press, 2: Folk Pedagogy, 44-65.
- Dewey, J. (1897). *My Pedagogic Creed*. School Journal, Vol. 54.
- Driver, R. (1981). Pupils' Alternative Frameworks in Science. *European Journal of Science Education*. 3(1), 93-101.
- Holt, J. (1990). *Learning All the Time*. New York: Addison-Wesley Publishing Co.

**Subject Name:** LIVING LITERATURES, PROSE AND POETRY

Selections from Modern Indian Literature ed. Dept. of English /Living Literatures ed . Macmillan

**Short Stories:** Premchand, 'The Holy Panchayat'

R.K. Narayan, 'The M.C.C.'

Vaikom Muhammad Basheer , 'The Card-Sharper's Daughter'

Saadat Hasan Manto, 'Toba Tek Singh'

Ambai, 'Squirrel'

Ismat Chughtai, 'Lihaaf' /'The sacred Duty'

**Play:** Vijay Tendulkar---Silence, The Court is in Session

**Novella:** Rohinton Mistry---Such a Long Journey

**Subject Name:** GENERAL CARTOGRAPHY

1. Maps – Types, Elements and Uses
2. Map Scale – Types and Application, Reading Distances on a Map.
3. Map Projections – Criteria for Choice of Projections; Attributes and Properties of: Zenithal Gnomonic Polar Case, Zenithal Stereographic Polar Case, Cylindrical Equal Area, Mercator's Projection, Conical Projection with Two Standard Parallel, Bonne's Projection.
4. Representation of Data – Symbols, Dots, Choropleth, Isopleth and Flow Diagrams, Interpretation of Thematic Maps.

**Reading List**

1. Dent B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw Hill.
2. Gupta K. K and Tyagi V. C., 1992: Working with Maps, Survey of India, DST, New Delhi.
3. Mishra R. P. and Ramesh A., 1989: Fundamentals of Cartography, Concept Publishing.
4. Robinson A., 1953: Elements of Cartography, John Wiley.
5. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers.

6. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
7. Singh R. L., 1998: Prayogic Bhoogol Rooprekha, Kalyani Publications.
8. Steers J. A., 1965: An Introduction to the Study of Map Projections, University of London.

**Subject Name:** SOCIOLOGICAL – THEORIES, METHODS & ENQUIRIES

**Theories**

1. Karl Marx
  - a. Materialist Conception of History
  - b. Class and Class Struggle
2. Emile Durkheim
  - a. Social Fact
  - b. Forms of Solidarity
3. Max Weber
  - a. Ideal Types and Social Action
  - b. Types of Authority

**Readings:**

1. Marx, K. and Friedrich Engels. 2002. The Communist Manifesto. Harmondsworth :Penguin.
2. Aron, R. 1967. Main Currents in Sociological Thought. London: Weidenfield and Nicholson, Vol. 1. pp. 107-180.
3. Durkheim, E. 1958. The Rules of Sociological Method. Glencoe: Free Press, Chapters 1 and 3.
4. Aron, R. 1967. Main Currents in Sociological Thought London: Weidenfield and Nicholson, Vol. 2, pp. 11-97.
5. Gerth, H.H. and C. Wright Mills (eds.) 1948. From Max Weber: Essays in Sociology. London: Routledge and Kegan Paul, Introduction.
6. Aron, R. 1967. Main Currents in Sociological Thought. London: Weidenfield and Nicholson, Vol. 2, pp.177-252.

**Methods & Enquiry**

1. The Logic of Social Research
  - a. What is Sociological Research?
  - b. Objectivity in the Social Sciences
  - c. Reflexivity
2. Methodological Perspectives
  - a. The Comparative Method
  - b. The Ethnographic Method
3. Modes of Enquiry
  - a. Theory and Research
  - b. Analyzing Data: Quantitative and Qualitative

**Suggested Readings:**

1. Mills, C. W. 1959, The Sociological Imagination, London: Oxford University Press, Chapter 1, pp. 3-24.
2. Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), The Craft of Social Anthropology, Delhi: Hindustan Publishing Corporation, pp. xv-xxiv.

3. Durkheim, E. 1958, The Rules of Sociological Method, New York: The Free Press, Chapter 1& 2, pp. 1-46.
4. Weber, Max. 1949, The Methodology of the Social Sciences, New York: The Free Press, Foreword, pp. iii- x.
5. Gouldner, Alvin. 1970, The Coming Crisis of Western Sociology, New York: Basic Books, Chapter 13, pp. 481-511.
6. Radcliffe-Brown, A. R. 1958, Methods in Social Anthropology, Delhi: Asia Publishing Corporation, Chapter 5, pp. 91-108.
7. Béteille, A. 2002, Sociology: Essays on Approach and Method, New Delhi: Oxford University Press, Chapter 4, pp. 72-94.
8. Geertz, Clifford. 1973. Interpretation of Cultures, New York: Basic Books. Chapter 1, pp. 3-30.
9. Merton, R. K. 1972, Social Theory and Social Structure, Delhi: Arvind Publishing House, Chapters 4 & 5, pp. 139-171.
10. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge, Chapter 2 & 3, pp. 11-70.
11. Srinivas, M.N. et. al. 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, New Delhi: OUP, Introduction, pp. 1-14.

**Subject Name:** आधुनिक हिंदी कविता (HIN 3)

**इकाई १ :** आधुनिक हिंदी कविता का स्वरूप एवं विकास |

छायावाद, प्रगतिवाद एवं प्रयोगवाद कविताओं का स्वरूप एवं विकास |

आधुनिक हिंदी कविता की प्रमुख प्रवृत्तियाँ |

**इकाई २ :** मैथिलीशरण गुप्त – जयद्रथ वध ( प्रथम परिच्छेद ) |

जयशंकर प्रसाद – हिमाद्रि तुंग श्रृंग से |

नागार्जुन – बादल को घिरते देखा है |

दिनकर – मेरे नरपति मेरे विशाल |

**इकाई ३ :** सूर्यकांत त्रिपाठी निराला – वर दे वीणा , भिक्षुक, सरोजस्मृति |

महादेवी वर्मा – प्रिय पथ के शूल, मैं नीर भरी दुःख की बदली |

सुमित्रानंदन पन्त – मौन- निमंत्रण, नौका विहार |

**इकाई ४ :** अयोध्या सिंह उपाध्याय हरिऔध – एक बूंद, प्रिय प्रवास ( षष्ठ सर्ग )

सच्चिदानंदन हीरानंद वात्स्यायन अज्ञेय – बावरा अहेरी |

भारतेंदु हरिश्चंद – हिंदी भाषा |

नरेश मेहता – किरण-धेनुएँ |

रमन लाल अग्रवाल – मेरा राग विराग तुम्हारा - (इतना मान करो मत, याद न मुझको किया करो तुम, सिखा दो प्यार, संकोच, भूल नहीं पाऊंगा, पर तुम तो हो पास में, यह प्यार भला कैसा?)

**सहायक ग्रन्थ –**

१. आधुनिक काव्य संग्रह – रामवीर सिंह, केंद्र हिंदी संस्थान, आगरा |

२. नयी कविता में युगबोध – प्रसिद्ध नारायण चौब |

३. सौन्दर्यबोध और हिंदी नवगीत – डॉ माधवेन्द्र प्रसाद पाण्डे |

४. आधुनिक हिंदी कविता का वैचारिक पक्ष – डॉ रतन कुमार पाण्डे |

५. समकालीन हिंदी कविता – विश्वनाथ प्रसाद तिवारी |

६. रमन लाल अग्रवाल – मेरा राग विराग तुम्हारा

**Subject Name:** LEARNING AND TEACHING

**Unit I: Understanding the Learner**

- Dimensions of differences in psychological attributes-cognitive abilities, interest, aptitude, creativity, personality, values & Self Esteem.
- Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences. Implications for teaching- learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home language of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on range of cognitive abilities---learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.

**Unit II: Understanding Learning**

- Implicit knowledge and beliefs about learning (demystifying misconceptions).

- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
  - I. Concepts and principles of each perspective and their applicability in different learning situations.
  - II. Relevance and applicability of various theories of learning for different kinds of learning situations.
  - III. Role of learner in various learning situations, as seen in different theoretical perspectives.
  - IV. Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) facilitator, c) negotiator, d) co-learner.

### **Unit III: Learning in 'Constructivist' Perspective**

- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.
- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge':
  - (i) Experiential learning and reflection
  - (ii) Social mediation
  - (iii) Cognitive negotiability
  - (iv) Situated learning and cognitive apprenticeship
  - (v) Meta-cognition.
- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning.
- Utilizing learners experiences (in and outside school) in classroom process.

### **Unit IV: Understanding Teaching**

- What is meant by teaching (teaching as a practice, activity and performance).
- Teaching as a complex activity,
  - how not to conceive teaching as a skill
  - teaching, personality and character
  - Reflective Teaching
  - teaching in a diverse classroom (addressing the diversity of student in classroom).

Diversity in cognitive abilities learning styles diversity due to socio-cultural context language diversity, differences resulting from disabilities, gender difference, diversity of student at risk.

  - teacher as a critical pedagogue.

### **Unit V: Teaching as a Profession**

- Is teaching a profession (Basic characteristics of teaching qualifying it as a profession).
- Professional development of teachers.
  - Need (link between professional development of teacher and substantial school improvement and student learning).
  - Phases of Professional Development (Pre-service and In-service).
  - Strategies
    - (i) Conventional face to face (through various institutions).

- (ii) School based INSET.
- (iii) Action Research
- (iv) Collaborative problem solving.
- (v) Self initiated learning.
- (vi) Facilitating professional development
- Teacher Autonomy and Accountability.

### **Suggested Readings**

1. Bhutt, H. The diary of a school teacher: An Azim Premji university publications, [www.arvindguptatoys.com/arvindgupta/diary - school teacher- eng.pdf](http://www.arvindguptatoys.com/arvindgupta/diary - school teacher- eng.pdf)
2. Burden, Paul R; Byrd, David. M. (1999). Methods for Effective Teaching (Sec Edition), Allyn and Bacon.
3. Carr, D (2005), Making sense of education: An introduction to the philosophy and theory of education and teaching, Routledge.
4. Delpit, L (2006). Other people's children, cultural conflict in the classroom. The New press.
5. Dhar, T.N. (Ed). 1996. Professional status of Teachers, NCTE, New Delhi.
6. Kauchak, D. P and Eggen, P. D (1998). Learning and Teaching, : Research based methods, Boston: Allyn and Bocan
7. Ladsen – Billings, G (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32 (3), 465-491.
8. Lampert, M. (2001). Teaching problems and the problems of teaching. Yale University press.
9. NCERT (2005). National Curriculum Framework, New Delhi
10. Olson, D.R. & Bruner, J.S. (1996). "Folk Psychology and Folk Pedagogy". In D.R. Olson & N. Torrance (Eds.). The Handbook of Education and Human Development (PP.9-27).Blackwell.
11. Piaget, J. (1997). "Development and Learning", In M. Gauvain & M. Cole (Eds.), Reading on the Development of Children. New York: WH Freeman & Company.
12. Rogeff, B; Baker-Sennatt, T., Lacasa, P. and Goldsmith, D. (1995). Development through participation in socio-cultural activity, New Directions for child and adolescent development, 1995 (67), 45-65.
13. Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 4-14.
14. Vygotsky, L. (1997). "Interaction between Learning and Development", In M. Gauvain & M. Cole (Eds.) Reading on the Development of Children, New York: WH Freeman & Company.