

BACHELOR OF ARTS BACHELOR OF EDUCATION (B.A.-B.ED) – FIFTH SEMESTER

Fifth Semester				
S. No.	Code	Name of Subject	Credits	Total Marks
1	B.Ed	Drama and Art in Education (P)	4	100
2	HIS – 3	History of India from CE 1206 to 1707	4	100
3	POL – 3	Comparative Government and Politics	4	100
4	ENG – 4	Knowledge and Curriculum	4	100
5	GEO – 4	Geography of India	4	100
6	B.Ed	Assessment for Learning	4	100
Total			24	

Subject Name: DRAMA AND ART IN EDUCATION (P)

Objectives of the Paper: The student teacher will be able to:

- Integrate the art, music and drama in education
- Nurture creativity and aesthetic sensibilities
- Help the learners to extend their awareness through multiple perspectives
- Understand the local culture and art forms and interpret art works, movies and other media
- Involve the community to participate in educational and social change

Unit I: Visual Arts and Crafts

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

Unit II: Performing Arts: Dance, Music, Theatre and Puppetry

- Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

Unit III: Appreciation of Arts

- Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education.
- Difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists; Dance, Music and Musical Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, Videos Films, Documentaries selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose
- Indian festivals and its Artistic significance.

Unit IV Engagement in Analysis and Activities:

- Initiation into the craft of Drama and related activities for engagement in schools with learners
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms.
- Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. How does the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns?

Subject Name: HISTORY OF INDIA FROM CE 1206 TO 1707

1. Foundation, Expansion & consolidation of the Delhi Sultanate; Nobility & Iqta system.
2. Military, administrative & economic reforms under the Khiljis & the Tughlaqs.
3. Bhakti & Sufi Movements.
4. Provincial kingdoms: Mewar, Bengal, Vijaynagara & Bahamanis.
5. Second Afghan State.
6. Emergence and consolidation of Mughal State, C.16th century to mid 17th century.
7. Akbar to Aurangzeb: administrative structure-Mansab & Jagirs, State & Religion, Socio-Religious Movements.
8. Economy, Society & Culture under the Mughals.
9. Emergence of Maratha Power.

References:

1. Irfan Habib: The Agrarian System of Mughal India 1556-1707,
2. Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8 Volumes,
3. M. Athar Ali: Mughal Nobility under Aurangzeb,
4. Shireen Moosvi: The Economy of the Mughal Empire
5. S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
6. R.P. Tripathi: The Rise and Fall of the Mughal Empire, 2 vol.

Subject Name: COMPARATIVE GOVERNMENT AND POLITICS

1. The nature, scope and methods of Comparative Political analysis.
2. **Comparing Regimes:** Authoritarian and Democratic
3. Classification of political systems:
 - a. Parliamentary & Presidential: UK and USA
 - b. Federal and Unitary: Canada and China
4. Electoral System: First past the post, proportional representation, mixed system.
5. Party Systems: one party, two party and multi-party systems
6. Contemporary debates on the nature of state: From state centric security to human centric security and the changing nature of nation-state in the context of globalization.

Suggested Readings:

1. Bara, J & Pennington, M.(eds.). (2009) Comparative Politics. New Delhi: Sage.
2. Caramani, D. (ed.).(2008) Comparative Politics. Oxford: Oxford University Press.
3. Hague, R. and Harrop, M. (2010) Comparative Government and Politics: An Introduction.(Eight Edition). London: Palgrave MacMillan.
4. Ishiyama, J.T. and Breuning, M. (eds.). (2011) 21st Century Political Science: A Reference Book. Los Angeles: Sage.
5. Newton, K. and Deth, Jan W. V. (2010) Foundation of Comparative Politics: democracies of the Modern World. Cambridge University Press.
6. O'Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc.
7. Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.
8. Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed) Comparative Politics. Oxford: Oxford University Press, pp. 1-23.
9. Mohabty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics. Nos. 1 & 2, pp. 22-38.
10. Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds) 21st Century Political science: A Reference Book. Los Angeles: Sage. Pp. 249-257.
11. Hague, R. and Harrop, M. (2004) Comparative Government and Politics: An introduction. London: Palgrave MacMillan, pp. 36-50, 51-68.
12. Hague, R. and Harrop, M. (2004) 'The Political Executive', in Comparative Government and Politics: An introduction. London: Palgrave MacMillan, pp. 268-290.
13. Cameron, D.R.(2002) 'Canada', in Ann L. G (ed) Handbook of Federal Countries. Montreal & Kingston: McGill-Queen's University Press, pp. 105-119.
14. Peter,H. (2002)'Canada: A Federal Society-Despite its Constitution', in Rekha Saxena.(ed.) Mapping Canadian Federalism for India. New Delhi: Konark Publisher, Pvt., pp. 115-129.
15. Dhillon, Michael.(2009), 'Government and Politics', in Contemporary China: An Introduction. London, New York: Routledge, 2009, pp. 137-160.
16. Evans, Jocelyn A.J. (2009) 'Electoral systems', in Bara, J. and Pennington, M.(eds.) Comparative Politics. New Delhi: Sage, pp. 93-119.
17. Downs, W.M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp.159-167.
18. Cole, A.(2011) 'Comparative Political Parties: Systems and Organisation', in Ishiyama, J.T. and Breuning, M. (eds) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp.150-158.
19. Caramani, D. (2008) 'Party System', in Caramani, D. (ed) Comparative Politics. Oxford: Oxford University Press, pp. 293-317, 318-347.
20. Poggi Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed) Comparative Politics. Oxford: Oxford University Press, pp. 85-107.
21. Hague, R. and Harrop, M. (2004) 'The state in a global context', in Comparative Government and Politics: An introduction. London: Palgrave MacMillan, pp. 17-34.

Subject Name: KNOWLEDGE AND CURRICULUM

Unit 1: Knowledge and Knowing

Knowledge Meaning

- What is knowledge?
- What is knowing? Can doing, thinking and feeling be discerned separately in knowing?
- Differentiate between information, knowledge, belief and truth.

Knowing Process

- What are different ways of knowing?
- How knowledge can be constructed? What is involved in construction of knowledge?
- What are the relative roles of knower and the known in knowledge transmission and construction?

Facets of Knowledge

Different facets of knowledge and relationship, such as:

- local and universal
- concrete and abstract
- theoretical and practical
- contextual and textual?
- school and out of school

(With an emphasis on understanding special attributes of 'school knowledge'.)

- What is the role of culture in knowing?
- How is knowledge rendered into action? How to reflect on knowledge?

Views of Gandhi, Tagore, Krishnamurti and Aurobindo on knowledge and education

Unit 2: Forms of Knowledge and its Organisation in Schools

- Can we categorise knowledge? On what basis?
- What forms of knowledge are included in school education?
- On what basis are knowledge categories selected in school education?
- Who selects, legitimises, and organises categories of knowledge in Schools? In what form?
- How does school knowledge get reflected in the form of curriculum, Syllabus and textbooks?
- Understanding the meaning and nature of curriculum: Need for Curriculum in schools
- Differentiating curriculum framework, curriculum and syllabus; their significance in school education
- Facets of curriculum: Core curriculum—significance in Indian context
- Meaning and concerns of 'hidden' curriculum
- Curriculum visualised at different levels: National-level; state-level; school-level; class-level and related issues(Connections, relations and differences)

Unit 3: Curriculum Determinants and Considerations

- Broad determinants of curriculum making:(At the nation or state-wide level)

- (i) social-political-cultural-geographical-economic diversity;
- (ii) socio-political aspirations, including ideologies and educational vision; (iii) Economic necessities;
- (iv) Technological possibilities; (v) Cultural orientations;
- (vi) National priorities;
- (vii) System of governance and power relations; and
- (viii) International contexts.
- Considerations in curriculum development:(At the level of the school)
 - (i) Forms of knowledge and its characterisation in different school subjects
 - (ii) Relevance and specificity of educational objectives for concerned level
 - (iii) Socio-cultural context of students – multi-cultural, multilingual aspects
 - (iv) Learner characteristics
 - (v) Teachers' experiences and concerns
 - (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

Unit 4: Curriculum Development (at School Level)

- Understanding different approaches to curriculum development: Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centred and constructivist.
- Process of curriculum making
 - (i) Formulating aims and objectives (based on overall curricular aims and syllabus)
 - (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects
 - (iii) Organising fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects
 - (iv) Selection and organisation of learning situations.
- Available infrastructure, curricular sites and resources (library, laboratory, school playground, neighbourhood, ICT etc.)
- School culture, climate and environment as the context for teachers 'work
- Construction of curriculum vis-a-vis teachers' role and support in 'transacting curriculum'; 'developing curriculum'; 'researching curriculum'
- Role of external agencies in providing curriculum and pedagogic supports to teachers within schools – local, regional, national

Unit 5: Curriculum Implementation and Renewal

- Operationalising curriculum into learning situations
- Teachers' role in generating dynamic curricular experiences through
 - (i) flexible interpretation of curricular aims;
 - (ii) contextualisation of learning;
 - (iii) varied learning experiences.
- Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.)

- Evolving assessment modes
- Appropriate reviewing and renewal of aims and processes.
- Process of curriculum evaluation and revision
 - (i) Need for a model of continual evaluation
 - (ii) Feedback from learners, teachers, community, and Administrators
 - (iii) Observable incongruencies and correspondence between expectations and actual achievements

Suggested Readings

1. Acharya, P. (1996). Indigenous Education and Brahminical Hegemony in Bengal, and Shahidullah, Kazi „The Purpose and Impact of Government Policy on Pathshala: Gurumohashays in Nineteenth Century Bengal'. In Nigel Crook (ed.) The Transmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics. New Delhi: Oxford University Press, 98-118.
2. Badheka, G. (2001). Ball Shiksham aur Shikshak Bikaner: Vaagdevi Prakashan.
3. Dewey, J. (1952). The School and the Child, New York: The Macmillan Company, (Also available in Hindi School and Bachche Translation: RRCEE)
4. Palmer, Joy A. et. al (2001). Jean –Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori Fifty Major Thinkers on Education From Confucius to Dewey, USA: Routledge.
5. Badheka, G. (1999). Montessori Paddhati. Chapter 5: Montessori Shala ka Vatavaran. Bikaner: Vaagdevi Prakashan.
6. Dewey, J. (2009). School aur Samaj. Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) The School and Society Cosimo: New York).
7. Krishnamurti, J. (2006). Krishnamurti on Education. Part I: Talks to Students:
8. Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussion with Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.
9. Rousseau, Jacques J. (1979). Emile or on Education, translated by Allan Bloom Basic. 7-18.
10. Sykes, M. (1988). The Story of Nai Taleem, Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: The Seed Germinates, Chapter 4: Basic National Education, (Also available in Hindi Nai taleem Ki Kahani Translation: RRCEE)
11. Thakur, R. (2004). Ravindranath ka Shikshadarshan Chapter 1: Tote ki Shiksha, Chapter 7: Aashram Shiksha, New Delhi: Granthshipli.
12. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.
13. Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 4–14.
14. Sternberg, R.J. (2013). Intelligence, competence, and expertise. In A. J. Elliot & C. S.
15. Dweck (Eds.), Handbook of competence and motivation (pp. 15–30). Guilford Publications.
16. Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. Phi Delta Kappan, 324–328.
17. Sykes, M. (1987). The story of Nai Talim. Wardha: Nai Talim Samiti.
18. Tagore, R. (2003). Civilization and progress. In Crisis in civilization and other essays. New Delhi: Rupa & co.
19. The PROBE Team. (1999). Public report on basic education in India. Delhi: Oxford
20. NCERT (2014). Basics in Education-Textbook for B. Ed. Course. New Delhi: NCERT

Subject Name: GEOGRAPHY OF INDIA

1. Physical: Physiographic Divisions, soil and vegetation, climate (characteristics and classification)
2. Population: Distribution and growth, Structure

3. Economic: Mineral and power resources distribution and utilisation of iron ore, coal, petroleum, gas; agricultural production and distribution of rice and wheat, industrial development: automobile and Information technology
4. Social: Distribution of population by race, caste, religion, language, tribes and their correlates
5. Regionalisation of India: Physiographic (R. L. Singh), Socio – cultural (Sopher), Economic (Sengupta)

Suggested Readings:

1. Deshpande C. D., 1992: India: A Regional Interpretation, ICSSR, New Delhi.
2. Johnson, B. L. C., ed. 2001. Geographical Dictionary of India. Vision Books, New Delhi.
3. Mandal R. B. (ed.), 1990: Patterns of Regional Geography – An International Perspective. Vol. 3 – Indian Perspective.
4. Sdya Suk Galina and P Sengupta (1967): Economic Regionalisation of India, Census of India
5. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi.
6. Singh R. L., 1971: India: A Regional Geography, National Geographical Society of India.
7. Singh, Jagdish 2003: India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan, Gorakhpur.
8. Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen.
9. Tirtha, Ranjit 2002: Geography of India, Rawat Pubs., Jaipur & New Delhi.
10. Pathak, C. R. 2003: Spatial Structure and Processes of Development in India. Regional Science Assoc., Kolkata.
11. Tiwari, R.C. (2007) Geography of India. Prayag Pustak Bhawan, Allahabad
12. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication, Jaipur

Subject Name: ASSESSMENT FOR LEARNING

Unit 1: Assessment and Evaluation-An Overview

- Perspective on assessment and evaluation for learning in a constructivist paradigm
- Distinction between ‘Assessment of Learning’ and ‘Assessment for Learning’
- Purpose of assessment in a ‘constructivist’ paradigm:
 - engaging with learners’ minds in order to further learning in various dimensions
 - promoting holistic development of students taking care of cognitive, social and emotional aspects in balanced and integrated way.
- Purposes and approaches of assessment in behaviouristic and cognitivist paradigms.
- Critical review of current evaluation practices and their assumptions about learning and development
- Clarifying the terms
 - test, measurement, examination, assessment and evaluation
 - formative and summative evaluation
 - continuous and comprehensive assessment
 - grading

Unit 2: Object Context of Assessment

- Dimensions and levels of learning
 - Retention/recall of facts and concepts; application of specific skills
 - manipulating tools and symbols; problem-solving; applying learning to diverse situations

- Meaning-making propensity; abstraction of ideas from experiences; seeing links and relationships; inference; analysis; reflection
- originality and initiative; collaborative participation; creativity; flexibility
- Contexts of assessment
 - subject-specific
 - learner-centred

Unit 3: Assessment of subject based learning

- Enlarging notions of 'subject-based learning' in a constructivist perspective
- Assessment tools
 - different kinds of tasks: projects, assignments, performances
 - different kinds of tests and their construction
 - observation of learning processes by self, by peers, by teacher
 - self-assessment and peer-assessment
 - constructing Portfolios
- Quantitative and qualitative aspects of assessment: appropriate tools for each
- Teacher competencies in evolving appropriate assessment tools:
 - visualizing appropriate assessment tools for specific contexts, content, and learner
 - formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses
 - evolving suitable criteria for assessment
 - organizing and planning for student portfolios and developing rubrics for portfolio assessment
 - using assessment feedback for furthering learning

Unit 4: Data Analysis, Feedback and Reporting

- Statistical tools- percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation
- Feedback as an essential component of formative assessment
 - use of assessment for feedback; for taking pedagogic decisions such as for selecting teaching methodology, providing additional inputs or giving more time for the understand of some concepts.
 - Types of teacher feedback (oral, written, comments); peer feedback
 - Place of marks, grades(absolute and relative) and qualitative descriptions
 - Feedback for strengthening self-esteem, motivation and identity of all the learners including Children with Special Needs.
- Developing and maintaining a comprehensive learner profile
- Purposes of reporting: to communicate to students, parents and placement
 - progress on learning and profile of learner
 - certification,
- Reporting a consolidated learner profile
- Issues and challenges involved in reporting on assessment.

Unit 5: Examination Reform: Issues and directions

Examination system:

- Examination for gradation and certification
- Exit Vs Entrance Examination for social selection and placement
- Impact of the prevailing examination system on learning, self-esteem, motivation of students and other stakeholders.
- Entrance tests and their influence on students and school system.
- Sociological and psychological analysis of the related issues

School-based assessment and evaluation: policies, practices and possibilities

- Impact of examination-driven schooling on the social identity and socialization of children

- Policy initiatives to reduce ill effects of examinations on the students:
 - a. Non-detention policy
 - b. Focus on CCE in Right of Children to Free and Compulsory Education Act 2009
- Multiple tools and techniques as alternatives to paper pencil tests.
- De-linking school-based assessment from examinations: some possibilities and alternate practices

Examination reform efforts in as a follow up of:

- 1 Secondary Education Commission (1952-53)
- 2 Kothari Commission (1964-66)
- 3 National Policy on Education (1986) and Programme of Action (1992)
- 4 National Curriculum Frameworks -1975,1988,2000 1st 2005 developed for school education
(Discussion should cover analysis of recommendations, implementations and the emerging concerns)

Directions for examination reform:

- Introducing flexibility in examination-in view of the needs of the students and other stakeholders
- Improving quality and range of questions in exam papers
- Including school-based credits
- Assessment and Examinations for vocational courses
- Alternative modes of certification
- Examination Management
- Role of ICT in Examination
- On-demand and on-line examinations
- Capacity building of paper setters and evaluators
- Addressing issues and challenges of high stake testing, commercialisation of assessment and competitive ranking and also teacher accountability in assessment

Suggested Readings

- Kay Burke (2006) From Standards to Rubrics in 6 Steps, Tools for Assessing Student Learning, K-8, Corwin Press, A Sage Publications Company, California.
- NCERT(1985). Curriculum and Evaluation, New Delhi:NCERT
- Norris N.(1990) Understanding Educational Evaluation, Kogan Page Ltd.
- Singh H.S. (1974) Modern Educational Testing. New Delhi: Sterling Publication
- Thorndike RL and Hagen (1977). Measurement and Evaluation in Psychology and Education.
- Baker, B, Costa, A., & Shalit, S. (1997). The norms of collaboration: Attaining communication competence. In A. Costa & R. Liebmann (Eds.), The process-centered school: Sustaining a renaissance community (pp. 119-142). Thousand Oaks, CA: Corwin.
- Barell, J. (2003). Developing more curious minds. Alexandria, VA: Association for Supervision and Curriculum Development.
- Black, P., Harrison, C., Lee, C., Marshall, B, & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. Phi Delta Kappan, 86 (1), 8- 21.
- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
- Brooks, J.G. (2002). Schooling for life: Reclaiming the essence of learning Alexandria, VA: Association for Supervision and Curriculum Development.
- Burke, K. (2005). How to assess authentic learning (4th ed.), Thousand Oaks, CA
- Corwin, Burke, K, Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd ed.) Thousand Oaks, CA: Corwin.

- Carr, J.F., & Harris, D.E. (2001), *Succeeding with standards: Linking curriculum, assessment and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Conzemius, A., & O'Neill, J. (2001). *Building shared responsibility for student learning*, Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Depka, E. (2001). *Designing rubrics for mathematics: Standards, performance tasks, check-lists, students-created rubrics*. Thousand Oaks, CA: Corwin.
- Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
- Guskey, T.R. (2003). How classroom assessments improve learning. *Educational Leadership*, 60(5), 7-11.
- Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA. Corwin.
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students (3rd ed.)*. Upper Saddle River, NJ:PrenticeHall.