



छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर
CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

कल्यानपुर, कानपुर-208024

Kalyanpur, Kanpur-208024

दिनांक 25/10/2021

पत्रांक-सी.एस.जे.एम.वि.वि./R.Camp/4423/2021



सेवा में,

1. निदेशक, विश्वविद्यालय परिसर,
2. प्राचार्य, समस्त बी0एड0 एवं एम0एड0 पाठ्यक्रम संचालित महाविद्यालय,
सम्बद्ध छत्रपति शाहू जी महाराज विश्वविद्यालय,
कानपुर।



विषय:-बी0एड0 एवं एम0एड0 पाठ्यक्रमों को सत्र 2021 से सेमेस्टर पद्धति में संचालन के सम्बन्ध में।

महोदय/महोदया,

आदेशानुसार अवगत कराना है कि बी0एड0 एवं एम0एड0 पाठ्यक्रमों को सत्र 2021 से सेमेस्टर पद्धति के अनुरूप संचालित किये जाने का निर्णय लिया गया है। बी0एड0 एवं एम0एड0 प्रथम सेमेस्टर के संलग्न पाठ्यक्रम के अनुसार कक्षाएँ संचालित करवाने का कष्ट करें।


डॉ0 (अनिल कुमार यादव)
कुलसचिव 

प्रतिलिपि:-प्रभारी, पी0एम0यू0 को उक्त सूचना को विश्वविद्यालय की वेबसाइट पर अपलोड करवाने हेतु प्रेषित।


डॉ0(अनिल कुमार यादव)
कुलसचिव 

CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

STRUCTURE OF B.ED TWO-YEARS CURRICULUM

(w.e.f. 2021)

Semester-I		Semester-II	
A- Compulsory Paper	Marks	A- Compulsory Paper	Marks
Paper-I: Philosophical Perspectives of Education	80+20	Paper-I: Pedagogy of School Subject-I	80+20
Paper-II: Sociological Perspectives of Education	80+20	Paper-II: Pedagogy of School Subject-II	80+20
Paper-III: Psychological Perspectives of Education	80+20	Paper-III: Technological Perspectives of Education	80+20
B- Optional Paper	80+20	B- Optional Paper	80+20
Paper-IV (Student has to choose one paper): A. Inclusive Education B. Value and Peace Education C. Gender, School and Society		Paper-IV (Student has to choose one paper): A. Environmental Education B. Human Rights Education C. Education for Happiness	
C- Practicum/Field Work		C- Practicum/Field Work	
1. Two Practical of Educational Psychology	30	Four weeks Practice Teaching	50
2. Visit to a special school and identify the problems of differently abled students.	20		
D- Professional Development	Grade	D- Professional Development	Grade
1. Personality Development (Classroom seminars/workshops and other activities)	A to D	1. Personality development (Though TLM)	A to D
2. Language Proficiency in English (Language Lab, interaction sessions)		2. Care for Environment	
3. Music/Drama/Craft/Yoga and other related activities.		3. Music/Drama/Craft/Yoga and other related activities.	
Total (Theory 400 Marks + Practical 50 Marks)	450	Total (Theory 400 Marks + Practical 50 Marks)	450

Semester-III		Semester-IV	
A- Compulsory Paper	Marks	A- Compulsory Paper	Marks
Paper-I: School Management and Leadership	80+20	Paper-I: Development of Education System in India	80+20
Paper-II: Educational Guidance and Counselling ¹⁰	80+20	Paper-II: Current Problems Education in India	80+20
		Paper-III: Process of Curriculum Development	80+20
B- Internship/Field Work- 16 Weeks	100	B- Optional Paper	80+20
<ol style="list-style-type: none"> Morning Assembly Attendance Register Teachers Dairy Continuous and Comprehensive Evaluation (Construction and administration of Achievement Test) Reflection and Consolidation of Internship (Report writing) Action Research and Report Writing Celebration of Special Days and writing report with their messages Any other duties assigned by the Principal 		Student has to choose any one: <ol style="list-style-type: none"> Educational Measurement and Evaluation Health and Yoga Education Teacher Education 	
C- Field Work	Grade	C-Field Work	Grade
Visit to an Institution keeping view of Inclusive Education and prepare report	A to D	1. Community Work; Visit to a slum and identified the Educational Problems in the light of RTE.	A to D
D- Professional Development	Grade	E- Professional Development	Grade
Music/Drama/Craft/Yoga and other related activities	A to D	<ol style="list-style-type: none"> Life Skill and Personality Development Music/Drama/Craft/Yoga and other related activities. 	A to D
Final Teaching (each pedagogy)	50+50	Comprehensive Viva-Voce (Based on Complete B.Ed. Course)	50(Marks)
Internship Viva-Voce	50		
Total (Theory 200 Marks + Practical 250 Marks)	450	Total (Theory 400 Marks + Practical 50 Marks)	450
Grand Total (Theory 1400 Marks + Practical 400 Marks)	1800		

SEMESTER-I
(A- Compulsory Paper)

PAPER - I PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Paper Objectives

To enable the pupil teacher to -

- Understand the process and purpose of Education and it's philosophy.
- Analyze the process and purpose of Education.
- Critically evaluate the philosophical context of Education.
- Construct the knowledge in real life situations and act upon it.
- Reflect upon different philosophical Schools of Thought.
- Understand the vision of Indian thinkers on practical aspects of Philosophy.
- Follow the ways of nurturing values and inculcating human duties.

Unit I

- Education – Meaning, Concept, Nature and aims of education
- Agencies of Education – Formal, Informal, Non-Formal- Role of Home, School, Society, Mass Media and social media.

Unit II

- Philosophy- Meaning, Concept, Nature, Relationship between Philosophy and Education
- Functions of Educational Philosophy, Comparison of Eastern and Western Philosophy,

Unit III

- Indian Philosophy and it's contribution: Vedanta, Jainism, Buddhism in the context of Education.
- Schools of Philosophy– Idealism, Naturalism, Pragmatism, Realism in the context of Education.

Unit IV

- Indian Educational thinker: Mahatma Gandhi, Ravindra Nath Tagore, Gijju Bhai, Swami Vivekananda and J. Krishna
- Western Educational thinker: Plato, Rousseau, Paulo Freire and John Dewey

Practicum/ Internal assessment

- A study of a philosopher's contributions to present educational practices. 5 Marks
- Preparation and presentation of one topic through PPT. 10 Marks
- Class Attendance 5 Marks

Suggested Readings:

1. Aggarwal, J. C. (2014). Philosophical and Sociological Perspectives on Education. Delhi: Shipra publication.
2. Aggarwal, J.C. (1981). Philosophical and sociological Bases of Education, New Delhi: Vikas Publishing House Pvt. Ltd.
3. Arulsamy, S. (2011). Philosophical and Sociological Perspectives on Education. Hyderabad: Neelkamal Publication Pvt. Ltd.
4. Broudy, H. S. (1965). Values in the Education Enterprise: Building a Philosophy of Educational. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Brubacher, J. S. (Ed). (1953). Modern Philosophies of Education 54th year books NSSE. Chicago: University of Chicago press.
6. Butler, T. D. (1908). Four philosophies and their practice in education and religion. New York: Harper Brothers Publishers.
7. Chaube S.P. & Chaube A. (2010). Philosophical and sociological foundations of education. Agra: Vinod Pustak Mandir.
8. Hansen, D. T. (Ed.). (2006). John Dewey and Our Educational Prospect: A critical Engagement with Dewey's Democracy and Education. Albany, NY: State University of New York Press.
9. Pandey, R. S. (1982). An Introduction to Major Philosophies of Education. Agra: Vinod Pustak Mandir.
10. Pandey, R.S. (2007). Philosophizing Education, New Delhi; Kanishka Publishing House.
11. Peters, R. S. (Ed.). (1975). Concept of Education. London: Oxford University Press.
12. Peters, R. S. (Ed.). (1975). The Philosophy of Education. London: Oxford University Press.
13. Rusk, R. R. (1956). The Philosophical Bases of Education, London; University of London Press.
14. Singha, J. (1961). Introduction to Philosophy, Kolkatta; Shinha Pub. House.
15. Wynne J.P. (1977). Philosophies of Education. London: Prentice- Hall. Inc.

Books Recommended (Hindi):

- अग्रवाल, एस0 के0 . शिक्षा के दार्शनिक एवम समाजशास्त्रीय आधार आगरा भार्गवबुक हाउस ।
- गुप्त, लक्ष्मी नारायण . महान पश्चात्य एवं भारतीय शिक्षा शास्त्री इलाहाबाद कैलाश प्रकाशन
- चौबे, सरयू प्रसाद एवं चौबे अखिलेश . भारत हेतु शिक्षा दर्शन, दिल्ली मयूर पेपर बैक्स ।
- दुबे, आर के0 . महान भारतीय शिक्षा शास्त्री गोरखपुर , प्रेमनारायण बैजल ।
- पाठक, पी0 डी0 और त्यागी डी0 एस0 डी0 . भारत के शिक्षा दर्शन और शैक्षिक समस्यायें आगरा विनोद पुस्तक मन्दिर ।
- पाण्डेय, रामशकल . शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि: आगरा, विनोद पुस्तक मन्दिर ।
- पाल, एस0 के0 गुप्त, लक्ष्मी नारायण, मदन मोहन . शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद, कैलाश प्रकाशन
- माथुर, एस0 एस0 . शिक्षा के दार्शनिक तथा सामाजिक आधार, आगरा, विनोद पुस्तक मन्दिर ।
- लाल, रमन बिहारी: शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, रस्तोगी पब्लिकेशन, मेरठ
- सक्सेना, एन0 आर0 एस0 . शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार आगरा भार्गव बुक हाउस ।

PAPER - II SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Paper Objectives

To enable the pupil teacher to -

- Understand Contemporary Indian society and education
- Understand diversity , inequality and marginalization in society and their implications for education
- Understand the importance and role of education in the contemporary society.
- Study the process of social change and socialization.
- Promote the development of a sense of commitment to teaching profession and social welfare.
- Develop reflective thinking in the creation of a new social order.
- Acquaint themselves about the educational provisions as enshrined in the Constitution of India.

Unit I

- Sociology – Meaning, Nature, Difference between Educational Sociology and Sociology of Education, The new social order, concept of social diversity in terms of religion, culture, languages, castes, tribes, religions etc.
- Establishing unity in diversity and multicultural society for peaceful and collective living. Secularism and education, education as a tool of economic development, Social and cultural change.

Unit II

- Constitution of India: Preamble, fundamental rights and duties of citizens. Directive principles of the state policies, articles related to educational provisions.
- Constitutional values related to aims of education in the context of constitutional promises of freedom, justice, equality and fraternity. Education and Democracy.

Unit III

- Equality of educational opportunities in terms of gender (male, female and transgender), caste, tribes, disabled and minorities.
- Issues and concepts relating to inequality, discrimination and marginalization that stands in the way of Universalization of education. Role of teacher in linking school with society.

Unit IV

- Right to Education, Sarva Shiksha Abhiyan (SSA),. National Literacy Mission (NLM), Mid-Day Meal scheme (MDM),
- Common School System, Kasturba Gandhi Balika Vidyalaya (KGBV), Ashram Paddhati School

Practicum/ Internal assessment

- Project on extension work in a community; related to- literacy, health & hygiene, environment and social welfare programmes. 5 Marks
- Preparation and presentation of one topic through PPT. 10 Marks
- Class Attendance 5 Marks

SUGGESTED READINGS

- Aggarwal, J. C. (2014). Philosophical and Sociological Perspectives on Education. Delhi: Shipra publication.
- Aggarwal, J.C. (1981). Philosophical and sociological Bases of Education, New Delhi: Vikas Publishing House Pvt. Ltd.
- Arulsamy, S. (2011). Philosophical and Sociological Perspectives on Education. Hyderabad: Neelkamal Publication Pvt. Ltd.
- Batra, P.(2005) Voice and Agency of teachers : Missing link in national curriculum frame work 2005. Economic and Political weekly, 4347-4356
- Castells, M.(2011) The rise of network society : The information age : Economy , Society and culture (Vol. I,II,III) John Wiley & sons.
- Chaube S.P. & Chaube A. (2010). Philosophical and sociological foundations of education. Agra: Vinod Pustak Mandir.
- Dewey, J. (1956). The school and Society. Chicago: University of Chicago Press.
- Dewey, J. (1963). Democracy and education. New York: Macmillan.
- Freire, P (1970). Cultural action for freedom. Penguin education Special, Ringwood, Victoria, Australia.
- Freire, Paulo (1993). Pedagogy of the oppressed (revised ed.). London, UK: Penguin books.
- Ghosh, S.C. (2007) History of education in India , Rawat publications .
- Govt. of India (2009) The right of Children to free and compulsory education act 2009
- Hansen, D. T. (Ed.). (2006). John Dewey and Our Educational Prospect: A critical Engagement with Dewey's Democracy and Education. Albany, NY: State University of New York Press.
- Nambissan, G.B.(2009) Exclusion and discrimination in school experiences of Dalit children , Indian institute of Dalit Studies and UNICEF.
- Pathak A. (2013) social implication of schooling; knowledge, Pedagogy and consciousness. Aakar books

Books Recommended (Hindi):

- अग्रवाल एस० के० . शिक्षा के दार्शनिक एवम समाजशास्त्रीय आधार आगरा भार्गवबुक हाउस ।
- पाण्डेय, रामशकल . शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि: आगरा, विनोद पुस्तक मन्दिर ।
- पाल, एस० के० गुप्त, लक्ष्मी नारायण, मदन मोहन . शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद, कैलाश प्रकाशन
- माथुर, एस० एस० . शिक्षा के दार्शनिक तथा सामाजिक आधार, आगरा, विनोद पुस्तक मन्दिर ।
- लाल, रमन बिहारी: शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, रस्तोगी पब्लिकेशन, मेरठ
- सक्सेना एन० आर० एस० . शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार आगरा भार्गव बुक हाउस ।

Paper III: Psychological Perspectives of Education

Paper objectives:

The pupil-teacher will be able to:

- Understand the concept of Educational Psychology.
- Understand the concept of Growth & Development.
- Develop an understanding towards the concept of learning and its various theories.
- Understand the concept of transfer of learning and motivation.
- Develop an understanding towards the concept of Intelligence, its theories and measurement.
- Familiarize with the concept of personality and its theories.
- Develop understanding towards balanced mental health, hygiene & defense mechanism.
- Implement psychological principles in classroom as a prospective teacher.

Unit I: Educational Psychology and Human Development

- Educational Psychology: Concept, Methods, Scope. Concept of Human Growth & Development- Principles, individual differences in classroom situation.
- Infancy, Childhood and Adolescence: concept, characteristics and development with special reference to theories of Piaget, Kohlberg and Vygotsky.

Unit II: Learning & Motivation

- Learning: concept, nature and factors influencing learning. Behavioral approaches to learning: Thorndike's trial and error theory. Pavlov's classical conditioning and Skinner's operant conditioning. Cognitive approaches to learning: Gestalt insight theory and Gagne's hierarchy of learning.
- Motivation: need & importance. Transfer of learning: concept, types, and role of teacher in ensuring positive transfer of learning.

Unit III: Intelligence and Creativity

- Intelligence: Concept, meaning and its nature, Theories: Spearman's two factor theory, Thurston's group factor theory, Guilford's model of intellect, Howard Gardner's theory of multiple intelligence, measurement of Intelligence.
- Creativity: concept, nature and techniques & methods for fostering creativity- brain storming, problem solving, group discussion, play way, quiz etc.

Unit IV: Personality and Mental Health

- Personality: Meaning, nature and determinants of personality. Theories of personality: trait theories, type theories and trait cum type theory.
- Mental health & hygiene: meaning, characteristics. Adjustment and Defense mechanism: concept and types.

Practicum:

1. Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence. 5 Marks
2. Assignment and Presentation of any topic related with the paper 10 marks
3. Class attendance 5marks

Suggested Readings

1. Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication. Meerut. Aswal G.S. (2009). Educational Psychology (2ed), Vani Prakashan, Patna.
2. Allport, G.W. (1961). Patterns and Growth in Personality, New York: Rinehart and Winston.
3. Anderson, R.C. & Faust, G. (1973). Educational Psychology, New York: Harper and Row.
4. Bernard, H.W. (1952). Mental Hygiene for class room Teaching, New York: Mc Graw Hill, 1952.
5. Bhatia, H.R. (1977). Text Book of Educational Psychology, Delhi: Mc Millan Co., 1977.
6. Bigge, M.L. and Hunt, M.P. (1962). Psychological Foundations of Education, New York: Harper and Row.
7. Chauhan, S.S (2010). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
8. Crow and Crow (1957). Mental Hygiene, New York: Mc Graw Hill book co., 1957.
9. Crow, L.D. and Crow, A. (1956). Human Development and Learning, New York, Americal Book Co.
10. Dececco, J.P & Crawford, W.L: Psychology of Learning and Instruction, New Delhi, Prentice Hall of India.
11. Hurlock, E.B. (1997). Child Development (VI Ed.). Tata Mcgrow Hill Publishing Company Limited, Noida.
12. Hilgard, E.R. & Bower, G.H. (1974). Theories of Learning, New York: Appleton.
13. Hurlock, E.B. (1973). Adolescent Development, New Delhi: Mc Graw Hill.
14. Hurlock, E.B. (1956). Child Development, New York: Mc Graw Hill.
15. Kumar R. (2009). Child Development (Vol: I, II). APH Publishing Corporation, New Delhi.
16. Kuppuswamy, B.: Advanced Educational Psychology, New Delhi: Delhi University Published.
17. Lazarus, R.S. (1963). Personality and Adjustment, New Jersey: Prentice Hall Inc.
18. Lindgren, H.C.: An Introduction to Sociology, Wiley Eastern Ltd.
19. Mangal, S.K.: Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
20. Mishra, Bhawna (1999). Education and child Development. Mohit Publications, New Delhi.
21. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.
22. Morgan and King: Educational Psychology, New Delhi: Prentice Hall of India.
23. Pillai, N.P., Pillai, K.S. & Nair, K.S.: Psychological Foundations of Education.
24. Shafer & Shoben: Psychology of Adjustment, C. Carmichael Constable & Co. Ltd.
25. Skinner, C.E. (1964). Educational Psychology, New Delhi: Prentice Hall of India
26. Pandey, Ram Shakal (2007). Education Psychology, Surya Publication, Meerut.
27. Sharma, Kamlesh, Manav Bikas, Syar Publication, Agra.
28. Woolfolk, A. Misra, G. Jha, A. (2012). Fundamental Educational Psychology, Delhi: Pearsons.

SEMESTER- I

(B- Optional Paper) Choose any one-

Paper-IV (A) Inclusive Education

Paper objectives

The Pupil-teacher will be able:

- To familiarize with the concept of an Inclusive Education.
- To make them able to identify and understand the problems of socially-disadvantaged children.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education
- To sensitize for accommodating inclusions in classroom.
- To appreciate various practices to promote Inclusion in school as well as in society.

Unit I: Inclusive Education

- Inclusive Education: Concept, meaning and Importance of Inclusive Education. Difference between Special Education and Inclusive Education. Historical perspective of inclusive Education for children with special needs.
- Inclusive Education in India: Constitutional provisions for person with disability, PWD Act 1995, 2016, RTE Act 2009 and salient features of NPE-2020 to promote inclusion.

Unit II: Inclusion for Socially Disadvantaged Children

- Socially disadvantaged children: Meaning of socially disadvantaged children (ST, SC, OBC, Minority, Girls and Slum children).
- Problems of socially disadvantaged children.

Unit III: Children with special needs

- Children with special needs: Concept, Meaning, Classification, Characteristic and identification of gifted children.
- Disabilities: Types of disabilities. Characteristics, causes and identifications of the Educational needs. Mental, physical and learning disabilities.

Unit IV: Inclusive Practices

- Inclusive practices in the classroom: Pedagogical strategies: co-operative learning strategies, peer tutoring, social learning and multisensory teaching.

- Creating and sustaining inclusive practices: Role of Teachers, Parents and Community.

Practicum:

1. Preparation and presentation of one topic through PPT. 10 marks
 2. Attendance 5 Marks
 3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper e.g. 5 Marks
- The students shall undertake work to in understanding how structures inschool create barriers for inclusionary practices
 - Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as :Administrative functionaries,teachers, parents, community
 - Visit to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationship. Report of the visit to be submitted and presented.
 - Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom. (The inclusive classroom should have at least 2 students with disability)

Suggested Readings:

1. विशिष्ट बालक : महेश भार्गव; एच0 पी0 भार्गव बुक हाउस, आगरा।
2. Baquer, A. & Sharma,A. (1997) .Disability: Challenges Vs. responses, Can Pub.
3. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders,Prentice Hall, New Jersey.
4. Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
5. Blackurst & Berdine (1981), Introduction to Special Education.
6. Chaote Joyce,S. (1991) . Successful mainstreaming, Allyn & Bacon
7. Daniels, Harry (1999) .Inclusive Education, London: Kogan.
8. Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher andDistributors.
9. Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPsCorwin press, sage Pub
10. Hallahan & Kauffman (1978), Exceptional Children: Introduction to special EducationPrentice Hall
11. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: Fromsegregation to inclusion, Corwin press, sage Pub
12. Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
13. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.

Paper IV (B): VALUE AND PEACE EDUCATION

Paper objectives:

The Pupil-teacher will be able:

- To understand the concept, nature and classification of values.
- To understand the importance of values in human life.
- To understand the concept of world peace from different perspective.
- To develop sensitizations towards value education
- To inculcate values in every aspects of life.

Unit I: Value Education

- Value Education: meaning, nature, need and importance. Value system – Role of culture and civilization.
- Sources of values, determinants of values (Biological, Social, Psychological, Ecological) – their bearing on education. Indian culture and values.

Unit II: Classification of Values

- Classification of values: Material, Social, Moral, Spiritual and democratic; Inculcation of values through education, Positive and negative values. Role of education to overcome negative values.
- Ethical values- Professional ethics, Family values- Components, structure and responsibilities of family, Neutralization of anger, Adjustability, Threats of family life, Caring for needy and elderly.

Unit III: Realization of Values in Society

- Values realization, value conflict and their resolution, value crisis and role of education to address them, development of values as a life long process.
- Effect of international affairs on values of life, Issues of Globalization- Modern warfare- terrorism, Environmental issues. Mutual respect of different cultures, religions and their beliefs.

Unit IV: Peace Education

- Peace Education: concept, nature, need and Importance. Role of Education in promoting peace.
- Relevance of world peace: First world war- causes, countries involved and result, Establishment of League of Nation, Second World War: causes, countries involved and result, Relevance of United Nations Organization (U.N.O.) in promoting peace.

Practicum:

- | | |
|-----------------------------------------------|----------|
| 1. Class attendance | 5 marks |
| 2. Preparation & Presentation of PPT | 10 marks |
| 3. Assignment any one topic based on syllabus | 5 marks |

Suggested Readings:

1. Bandiste, D.D. (1999). Humanist Values: A Source Book. Delhi: B.R. Pub
2. Chakravarthy, S. K. (1999). Values and ethics for Organizations: theory and Practice. New Delhi: Oxford University Press.
3. Chitakra, M. G. (2003): Education and Human Values. New Delhi: A.P.H. Publishing.
4. Das, M. S. & Gupta, V.K. (1995). Social Values among Young adults: A changing Scenario New Delhi: M.D. Publications.
5. Department of Educational Psychology and Foundations of Education (n.d.). Education for Values in Schools: A Framework. New Delhi: NCERT.
6. Jeong, Ho-Won (2000). Peace and Conflict Studies: An Introduction. Burlington: Ashgate Publications
7. Rao, R. K. (1986). Moral Education: A Practical Approach. Mysore: RIMSE.
8. Ruhela, S. P. (1986). Human Values and education. New Delhi: Sterling Publications.
9. Satchidananda, M. K. (1991). Ethics, Education, Indian Unity and Culture. Delhi: Ajantha Publications.
10. Venkataiah, N. (1998). Value Education, New Delhi

Paper IV(C) - GENDER, SCHOOL & SOCIETY

Paper Objectives

To enable the pupil teacher to:

- Understand the key concept of gender (male, female and transgender), gender bias, gender stereotypes, empowerment, gender parity, patriarchy, feminism.
- Explain the Social construction of gender with special reference to society.
- Know the policies, plans, schemes and different laws of government for promoting gender parity.
- Learn about gender issues in school, curriculum, pedagogical process and its intersection with class, caste, religion and region.

Unit-I Key concepts of Gender Issues

- Concepts, terms and relate them with their context in understanding the power relation to gender, sex, sexuality, patriarchy, masculinity and feminism. Gender bias, gender stereotyping and empowerment.
- Patriarchy, power, resources and opportunities.

Unit II Social Construction of Gender

- Socialization in family and at school, Occupation and identity, Stereotypes about females prevalent in the society, media and literature.
- Gender and its intersection with poverty, class, caste, religion.

Unit III: Gender, Power and Education

- Gender identities and socialization practices in : Family, School and other formal and informal organization
- Schooling of girls: Inequalities and resistances (issues of access, retention and exclusion), Overview of girl education in India with special reference to U.P.

Unit-IV Gender Jurisprudence (Indian context)

- Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions.
- Prenatal Diagnostic Technique Act, 1994; Domestic Violence Act, 2005, Reservation for Women, Supreme Court Verdict about transgender.

Practicum

Attendance 5 Marks

Assignment and PowerPoint presentation 10 Marks

Any one of the following 5 Marks

- Organize debates in class on Equity & Equality cutting across gender, class, caste, religion and disability and make
- Assignments, quizzes and discussions on violation of rights of girls
- Analysis of Gender Issues in NEP 2020
- Gender sensitization by organizing awareness programs like skits, poster competition, monologue etc.

Suggested Reading

- Desai, Neera and Thakkar, Usha.(2001). Women in Indian Society. National Book Trust. New Delhi
- Dunne, M.et al.(2003). Gender and Violence in School. UNESCO
- Kostas, Marios (20 June 2019). “Discursive construction of hegemonic masculinity and emphasised femininity in the textbooks of primary education: children’s discursive agency and polysemy of the narratives”. Gender and Education:–1
- NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group .Gender Issues & Education
- Srivastava, Gouri (2012). Gender and Peace in Textbooks and Schooling Process. Concept Publishing Company Pvt. Ltd., New Delhi
- Sherwani Azim.(1998) The Girl Child in Crises. Indian Social Institute, New Delhi
- UNESCO (2015). A Guide for Gender Equality in Teacher Education Policy and Practices (PDF). Paris, UNESCO. pp. 9–10, 59–61. ISBN 978-92-3100069-0.
- <http://www.genderandeducation.com/issues/secondgeapolicyreportwolf/>
- <http://www.genderandeducation.com/resources-2/pedagogies/curriculum/>

- <http://www.publications.awe.asn.au/gender-and-the-national-curriculum>

C---Practicum/Field Work

1. Two Practical of Educational Psychology based on syllabus 30 marks
2. Visit to a special school and identify the problems of differently abled students 20Marks

D---Professional Development

1. Personality Development (Through Classroom seminars/workshops)
2. Language Proficiency in English
3. Music/Drama/Craft/Yoga and other related activities

