

Bachelor of Education



**Syllabus of Bachelor of Education Programme (B.Ed.)
(Two Years)**

And

Scheme of Examination

Session 2015-16 onwards

Bachelor of Education

Semester-I

S.No.	Course Title	Course Code	Credits	Max Marks
THEORY				
1.	Childhood and Growing up	BED 101	4 Credits	100
2.	Philosophical and Sociological Foundations of Education	BED 103	4 Credits	100
3.	Language Across the Curriculum	BED 105	2 Credits	100
4.	Understanding Discipline and Subjects	BED 107	2 Credits	100
5.	Pedagogy of a School Subject-(1)	BED 115-149	4 Credits	100
6.	School Organisation and Management	BED 109	2 Credits	100
PRACTICAL				
7	Understanding the Self	BED 155	2 Credits	100
8	PSE (Preliminary School Engagement)	BED 157	2 Credits	100

Semester-I

Preliminary School Engagement (PSE-1) (2Weeks)

1. Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers
2. Reflection on roles and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library , Laboratories, Playground, Canteen, Sports facilities, Seminar Halls, Auditorium etc which are available in the school.
3. The Student- teacher shall also undertake the field activities pertaining to the practicals during this period.

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Semester-II

S.No.	Course Title	Course Code	Credits	Max Marks
THEORY				
1.	Learning and Teaching	BED 102	4 Credits	100
2.	Knowledge & Curriculum: Perspectives in Education (Part-I)	BED 104	2 Credits	100
3.	Assessment of Learning	BED 106	4 Credits	100
4.	Pedagogy of School Subject-(2)	BED115-149	4 Credits	100
5.	Teacher as a Counsellor	BED 108	2 Credits	100
PRACTICAL				
6	Drama and Art in Education	BED 152	2 Credits	100
7	Critical Understanding of ICT	BED 154	2 Credits	100
8	PSE- II	BED156	2 Credits	100

*In a practical one credit is equivalent to two hours of teaching.

Preliminary School Engagement PSE-2 (2weeks)

1. Organisation of Co-curricular activities by pupil teachers by assisting and participating in the organisation of the same and recording experiences of the same in a reflective journal.
2. Writing a reflective journal on the problems faced by teachers in assessment through the scheme of Continuous and Comprehensive Evaluation by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.
3. The student teacher shall also undertake the field activities pertaining to the practicals during this period.

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SEMESTER-III

Sr. No	Course Code	Course Title	Credits	Max Marks
PRACTICAL				
1.	BED251 & BED253	Internship-I	9 credits	100
		Internship-II	9 credits	100
		Total		200

This semester shall entail a field engagement of 16 weeks wherein the first week will be exclusively dedicated to observing a regular classroom with a regular teacher and would include peer observations, teacher observations and observations of interns' lessons by faculty.

In the next 15 weeks of internship the student teacher shall be engaged in teaching experience wherein the aim shall be meaningful and holistic engagement including the writing of reflective journals. This shall be enriched through extended discussions with peers and faculty on different aspects of the teaching experience accompanied by presentations post the internship in schools.

School Internship

MM: (200Marks)

18 Credits

S.No.	Components	Marks
1	Simulated Teaching	20
2	Discussion Lessons (2 Lessons in each pedagogy course) Total 4 Discussion Lessons (10x4)	40
3	50 Lesson Plans (in each pedagogy course) (25x2)	50
4	Achievement Test Report (ATR)(In one subject)	20
5	Two Lessons to be Delivered in each pedagogy course through the use of Multimedia (10x4=40)	40
6	Use of Teaching Learning Material in Classroom Discourse (including teaching aids and reference material)	20
7	Peer Group observation	10
Total		200

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SEMESTER-IV

Sr. No	Course Title	Course Code	Credits	Max Marks
THEORY				
1	Gender, School and Society	BED210	4 Credits	100
2	Knowledge and Curriculum: Perspectives in Education (Part-II)	BED212	2 Credits	100
3	Creating an Inclusive School	BED214	4 Credits	100
4	Optional course(any one)	BED216	4 Credits	100
	1. Guidance & Counselling			
	2. Value Education	BED218		
	3. Health & Physical Education	BED220		
	4. Adult & Population Education	BED222		
	5. Peace Education	BED224		
	6. Work Education	BED226		
	7. Education of the Marginalised Groups	BED228		
	8. Environmental Education	BED230		
	9. School Leadership	BED232		
	10. Life Skills Education	BED234		
PRACTICAL				
5	Reflection on School Experience	BED258	2 Credits	100
6	Reading and Reflecting on texts	BED260	2 Credits	100

*In a practical one credit is equivalent to two hours of teaching.

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*PEDAGOGY OF SCHOOL SUBJECT	COURSE CODE
Teaching of Hindi	BED115
Teaching of Sanskrit	BED117
Teaching of English	BED119
Teaching of Punjabi	BED121
Teaching of Urdu	BED123
Teaching of Mathematics	BED125
Teaching of Social Sciences	BED127
Teaching of Home Science	BED129
Teaching of Accountancy	BED131
Teaching of Business Studies	BED133
Teaching of Political Science	BED135
Teaching of Economics	BED137
Teaching of Geography	BED139
Teaching of History	BED141
Teaching of Integrated Science	BED143
Teaching of Physics	BED145
Teaching of Chemistry	BED147
Teaching of Biology	BED149

***The Pedagogy of School subject is offered in Semester I and II .The allocation of the same in Semester I and II shall be worked out by the respective institutions looking at the choice of pedagogy subjects of the students enrolled in a particular institution.**

TWO YEAR B.Ed COURSE AT A GLANCE

	Semester 1	Semester 2	Semester 3	Semester 4	Total
Courses	8	8	1	6	23
Credits	22 credits	22 credits	18 credits	18 credits	80 Credits
Marks	800	800	200	600	2400

Scheme of Examination

- a) The Two year B.Ed. Programme is of 80 credits; the student shall have to earn all the credits.
- b) In a Four credit course, Three credits are assigned for theory and one credit for practical assignments or field work
- c) In a two Credit course , one credit is assigned for theory and one credit for practical assignments or field work.
- d) In a theory course , one credit is equivalent to one hour of teaching
- e) In the practical course, one credit is equivalent to two hours of engagement in teaching and learning.
- f) Each student shall be required to appear for examination in the entire course.
- g) For theory courses, breakup of marks is given under;
 - (i) 100 marks- 75 Theory Exam
15 Practical Assignments / Field Engagement
10 Minor.
- h) For a Practical course, the ratio of External and Internal marks is 60:40.
- i) For passing in any course, minimum 50% marks are required to be secured.
- j) The timetable for the B.Ed. Programme should be prepared in a manner to ensure that it contains at least Thirty Six working hours per week.

SEMESTER I

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SEMESTER I

Course Title: Childhood and Growing Up

Credits:4

Course Code: BED101

MM:100

Objectives of the Course:

- To familiarise student- teachers about the conceptions about child and childhood (specifically with reference to the Indian Social context)
- To develop a critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood.
- To develop an understanding of the different aspects of a Child with diverse abilities in the Social, Cultural and Political context of India
- To acquaint them with respect to the role of different agencies in the healthy development of children.

Course Content:

Unit-I : Growth and Development

- Meaning of Growth and Development
- Distinctions between Growth and Development
- Stage of Growth and development with special emphasis on the Development stages of Childhood and Adolescence
- Principles of Development
- Theories of Growth and Development (with reference to the influence of childhood experiences on later personality)
 - (a) Freud's Theory of Psycho-sexual development
 - (b) Jean Piaget's theory of Cognitive Development
 - (c) Erickson's theory of Psycho Social Development
 - (d) Kohlberg's Theory of Moral Development

Unit-II : Childhood and Development

- Physical- Motor Development
 - (a) Growth and Maturation
 - (b) Development of Gross and Fine Motor Skills

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- (c) Role of Parents and Teachers in providing opportunities of Physical – Motor Development eg. play
- Social and Emotional Development :
 - (a) Basic understanding of Emotions (How differential Gender Socialisation is seen happening in the Indian context?)
 - (b) Development of Emotions : Functions of Emotions
 - (c) Meaning of Gender roles, influences on Gender roles, Gender Stereotypes experienced in Home, School , Neighbourhood (Including play ground)

Unit- III: Socialisation Agencies and the Child

- The 21 century child and childhood in the context of Poverty, Globalisation and Adult culture.
- Childhood – similarities and Diversities within the stage and the factors leading to the construction of multiple childhoods with particular reference to the Indian context.
- Concept of Socialisation
 - (a) Family, Parenting, Child Rearing practices and its agencies
 - (b) Peers- Friendships and Gender competition , cooperation and conflict; Aggression and bullying from Early childhood to Adolescence, Peer Influences
 - (c) School – Relationship with peers, Teachers and Staff, Teacher Expectation and school achievement , overage learners and peer relationships.
- Social, Economic and Cultural Differences in Socialisation: Implications for Inclusion.

Unit-IV : Childhood: Issues and Concerns.

- Social Issues: Counselling of Children for coping with stress in the following conditions:
 - (a) Separation of Parents
 - (b) Loss of Parents in Armed Conflict etc.
 - (c) Survivors of Child Abuse
- Health Concerns:
 - Child Abuse: Issues and Problems and Awareness about Rights of the Child
 - Child Obesity: Causes and Remedies, Prevention through sports activities and yoga
- Equity Issues and Inclusion: Inclusion of the Differently Able Street Children and other marginalised groups in the context of India : Problems and strategies to achieve EFA (SSA, RMSA in particular)
Schemes and programmes of GOI for Gender Equity and Equality in Education

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- Protection of Child Rights: Role and Contribution of UNICEF , WHO , National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs

Practical Assignments/Field Engagement:

- Student's teachers to collate about ten newspaper articles that involve issues of parenting and childhood analyse these and hold discussions.
- Hands-on Experience of Studying Children and varying contexts in Childhood by undertaking a detailed Case Study of a child.
- The students can identify any child to understand 5-14 year old children in diverse contexts and use case profile method to study her.
- The teacher educator could organize the class in such a manner that different students' profile children from varied socio-economic backgrounds. This would allow for a wide range of data which could be subsequently analysed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learner; first-generation learners, street children and slum children; children with special needs.

Suggested Readings :

- Aries, P. (1965). *Centuries of Childhood-A social history of the family life*. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood,
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Harris, M. and Butterworth, G. (2002) The two concepts of childhood , *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.
- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications.

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SEMESTER I

**Course Title: Philosophical and Sociological
Foundations of Education**

Credits:4

Course Code: BED 103

MM:100

Objectives of the Course:

- To gain an understanding of the concept, meaning, aims and functions of Education
- To reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools.
- To critically examine the issues and concerns of education in the socio-economic context of India.
- To appreciate the need and relevance of the course in being a humane teacher

Course Content:

Unit I: Education: Meaning and Function

- Concept, Meaning, Aims and Functions of Education
- Education as a Liberal discipline and its Interdisciplinary nature
- Education and its related concepts – Training, Instruction , Teaching and Indoctrination
- Education as Character development and Preparation for Life(In the light of the Ideas of Swami Vivekananda and John Dewey)
- Education as a tool for propagation of Culture.

Unit II : Thoughts of Thinkers on Education and it's Practice

- Relevance of educational thoughts of Indian and Western thinkers to the present Education system(*To deliberate upon Aims of and functions of Education, Pedagogy ,Pedagogical Practices in the Classroom, Teacher- Student Relationship and Essential Values and Qualities needed in a Teacher to Prepare a Child for Life*)
 - Indian: M.K Gandhi, Rabindranath Tagore, Aurobindo Ghose, Jiddu Krishnamurti, B.R. Ambedkar
 - Western: Plato, Rousseau, Johann Friedrich Herbart and Paulo Freire.

Unit III : Education and Socio-Cultural Context

- Education as an instrument of social change; Influence of education on society, family and their practices

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- Socio-cultural influences on the aims and organization of education(in the context of Sanskritisation, Industrialization and Modernisation
- Education and Culture: Acculturation and Enculturation
- Emerging trends in the Indian Context: Globalization ,Internationalization and Privatisation of Education: Positive and Negative Impact

Unit IV: Issues and Concerns in Education

- Equalization of Opportunities in the Education sector :Outreach, Access, Affordability, Quality
- Constitutional provisions for ensuring Equity and Equality (Special Emphasis on Right to Education)
- Nature and forms of Inequality including Dominant and Marginalised groups, Gender inequalities in Schools; Public – Private; Rural -Urban –Tribal.
- Democracy ,Socialism and Secularism: Concept and Practice in Schools
- National and Emotional Integration in the Indian Context: Concept and Need for Nurturing Diversity and Fostering Inclusion
- Inclusive Education :Ideology and Present Status in Schools
- Commercialisation of Education :Meaning and Concerns in the Indian Context

Practical Assignments/ Field Engagement:

- Reflecting on the Readings on any two thinkers on Education and Maintaining a diary of the same after discussions and brainstorming on key ideas on Education and their contemporary relevance.
- Implementation of the provisions of RTE(Right to Education): An observational study to look at the Ground Realities in the Schools in the neighbourhood
- The diary maintained on the discussions on the above two practicals is to be presented group-wise with the participation of all the student-teachers in the above activities in the presence of the Faculty Members in colleges.

Suggested Readings:

- Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.
- Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.
- Dewey J. (1952) Experience in Education, Collier Macmillan.
- Dewey J (1966) Democracy in Education, New York, Macmillan.
- Krishnamurthi, J Education and the Significance of life, KFI Publications.
- Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman
- Gandhi M K (1956) Basic Education, Ahmedabad, Navjivan.
- Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
- Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.

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- Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.
- Mani R S (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society New Delhi.
- Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication.

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SEMESTER I

Course Title: Language Across the Curriculum

Credits:2

Course Code: Code:BED 105

MM:100

Objectives of the Course:

- To enable student-teachers to understand the nature and structure of language.
- To help them appreciate the relationship between language, mind and society.
- To acquaint them with the process of language acquisition and learning.
- To support them in the understanding of different language skills and development of the same.
- To develop sensitivity and competency towards catering to a multilingual audience in Schools.

Course Content:

Unit I Language and Communication

- Language as a tool of Communication
 - (a) Features of Language
 - (b) Structure of Language
 - (c) Language and Power
- Language Diversity in the context of India
 - (a) Multilingualism: Nature and Scope
 - (b) Multilingualism : As a Resource and a strategy
- Socio-cultural Variations in Languages: Accents and Linguistic Variations.

Unit II Acquisition of Language skills

- Acquisition of the Four Language Skills
 - (a) Listening Skills: Developing Pronunciation by Phonic Drills, Developing Vocabulary by listening to the usage of new words in different contexts and meaning making.
 - (b) Reading and Writing
 - Relationship between Reading and Writing.
 - Oral and silent Reading of Expository Texts: Strategic; Comprehension; Pre-Reading and Post Reading activities.

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- Characteristics of a Good Handwriting; Developing the skill of writing effective compositions: Creative Writing, Letter Writing: Formal, Informal(emphasis on the letters which the teachers write in schools)
- Developing Effective Presentations by integration of the four language skills effectively :Principles and Procedure

Unit-III Development of Language

- Human and Animal Communication
- Perspectives in Language Development (with reference to how children acquire language at early age) : Skinner, Bandura and Walters and Nativist Chomskian Perspective.
- Relationship of Language and Society: Identity, Power and Discrimination

Unit-IV Language and Curriculum Transaction

- Bilingual or Trilingual Children: Implications for teachers
- Multilingual Classroom: Challenges and Strategies to Cater to Diversity
 - Nature of Multilingualism:
 - a) Differences in Communication,
 - b) Hierarchical status of Indian Languages and its effect on classroom dynamics
 - c) Qualities and Competences of a Teacher to cater to a multilingual classroom.

Practical Assignments/Field Engagement:

- The students to be actively engaged in drill and practice exercises with respect to honing their proficiency in Speaking, Reading and Writing in English and Hindi with the support of assistive devices in the Language Laboratory under the guidance of Faculty Mentors .
- Participation in two Extempore Presentations, one Debate ,one Paragraph writing and One Application Writing .(To be the basis of Evaluation after exhaustive sessions to improve Communication Skills.)
- Students to maintain a record of observation on the communication of children(both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations Formally- Informal Communication and the challenges they face in Communicating.

Suggested Readings:

- Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). *Second language acquisition*. New Delhi: Sage Publications.
- Agnihotri, R.K. (1999). *Bachchon ki bhashaa seekhne ki kshamata, bhag 1 or 2. Shikshak Sandarbh*. Bhopal: Eklavya (p.p??).
- Agnihotri, R.K. (2007). *Hindi: An essential grammar*. London: Routledge
- Agnihotri, R.K. (2007). *Towards a pedagogical paradigm rooted in multilinguality*. International Multilingual Research Journal, Vol.(2) 1-10
- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). *Bhasha, bhubhashita or hindi: Ekanth samvaad*, New Delhi: Shilalekh
- Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press Inc.
- Kumar, K. (2000). *Childs language and the teacher*. New Delhi: National Book Trust.
- Mason, J. M. and Sinha, S. (1992). *Emerging Literacy in the Early Childhood Years*.
- *Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) Handbook of Research on the Education of Young Children*, New York: Macmillan. 137-150.
- NCERT (2005). *National Curriculum Framework (NCF)*. New Delhi: NCERT.
- Reading Development Cell, NCERT (2008). *Reading for meaning*. New Delhi: NCERT.
- Rosenblatt, Louise M. (1980). *What Fact Does This Poem Teach?* Language Arts. 57(4).
- Yule, G. (2006). *The study of language*. Delhi: Cambridge University Press.

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SEMESTER I

Course Title: Understanding Discipline and Subjects

Credits:2

Course Code: BED107

MM:100

Objectives of the Course

- To interrogate existing terminology, constructs and notions of pedagogic practice, such as child-centered learning, discovery learning, activity-based learning, intelligence (IQ) etc.
- To engage student-teachers with epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.

Course Content:

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; enquiry-based 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.

Practical Assignments/Field Engagement (Records to be Maintained)

- Critical readings of specific texts to develop conceptual clarity
- Analysis of school text books to construct and discuss nature and types of knowledge and pedagogic elements
- Collating and analyzing child and adult conceptions of social and natural phenomena
- Developing concept maps to design subject-based and thematic-based curriculum materials
- Observing, documenting and interpreting classroom discourse (teaching-learning episodes)
- Investigating perspectives in children's literature and other teaching-learning materials

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.

SEMESTER I

Course Title: School Organisation and Management

Credits: 2

Course Code: BED109

MM:100

Objectives of the Course:

- To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School.
- To develop an understanding about various components of school Administration
- To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
- To orient students with the concept of supervision and decision making
- To acquaint the students with specific problems of school management.

Course Content:

Unit I: Administration of Schools

- Meaning, Concept, Scope and Functions of Educational Administration
- Principles of Educational Administration
- Educational Administration and their Advantages and Disadvantages
- Role of a Head in a School as a Transformative Leader :Analysis of Need and Relevance of any Change before institutionalising the same, Taking the Team On-board
- Organisational Culture in a School to foster a Stress-free Work Environment for the Head ,Teachers, Staff and Students

Unit II: School as an Organisation

- The School – its functions and relationship with the society
- School building: Design and Components (including Hostels)
- School Personnel-Roles and Responsibilities : Headmaster, Teachers, Non-Teaching Staff
- School finance – Sources of Income and Items of Expenditure ,School Budget

Unit III Dynamics of Supervision

- Supervision : Concept, Need, Functions and Scope
- Role of the Head and Teachers of the Institution in Supervision
- Role of School Management Committees(SMCs),Mother Teacher Associations(MTAs),Parent Teacher Associations(PTAs) in School Development
- Democratic Decision Making :Concept and Procedure with respect to functioning of a School

Unit IV: Elements of School Management

- School Climate: Meaning and Types
- Timetable – Principles and Techniques of Time -table preparation
- Preparation of a Calendar of Activities of Co-curricular Activities
- School Discipline : Concept and Approaches, Self Discipline: Concept and Relevance in a School
- Problems Faced in School Management :Issues of Security and Disaster Management
- Juvenile Delinquency: Concept and Steps to Deal Effectively in a School

Practical Assignments/Field Engagement:

- The students to be thoroughly acquainted with the nuances of different types of registers/records a teacher maintains in a school : Attendance Registers, Marks Registers, Cumulative Records of CCE(Continuous Comprehensive Evaluation) in particular.(Also to include the role of ICT as an Assistive Technology in the same)
- A meeting of student –teachers with the Head of the School and other Supervisory cadre to be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching.
- The students to be given hands on experience in the construction of the Time Table using ICT of a School by the Faculty Mentors keeping in mind all principles of Time Table preparation.

Suggested Readings:

- Owens, Robert G(1970).: Organizational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.,
- Kimbrough, R.B. and Nunnery, M.Y.(1983) : Educational Administration : An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut,
- Safaya, R.N. and Shaida,B.D.(2000) : School Administration and Organization. Dhanpat Rai and Sons, Delhi
- Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi,

SEMESTER I

PRACTICALS

Course Title: Understanding the Self

Credits:2

Course Code: BED155

MM:100

Specific Objectives

- To help student- teachers develop life skills to understand self
- To develop the capacity for sensitivity, sound communication and ways to establish peace and harmony
- To develop the capacity to facilitate personal growth and social skills in their own students
- To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors that have shaped their aspirations and expectations
- To synthesize their experiences and learning over a period of time
- To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.

Course Content:

Unit I

Journal Writing

- Each student-teacher will be asked to maintain a regular Journal, in which he/she may write:
 - a) short reflective accounts of significant life experiences
 - b) observations of life situations that evoke questions and responses
 - c) questions on education, learning and teaching that he/she is facing
- The Journal should be periodically shared (once may be undertaken in a week) with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

Unit II

Writing Tasks

- Writing an ‘Educational autobiography’ with respect to their experience as a learner till now

- Writing a reflective statement of aspirations and expectations, based on one's learning so far in the course (after 4 months in the course)

Unit III

Workshop 1: *A significant event or experience in life*

Suggested workshop themes

- Representing key events and experiences – as timeline, mind-map, pictorial poster, digital story using audio visual tools of Media.
- Sharing and assimilating a range of experiences on the event / experience in the form of finding answers to what that experience meant to me? How did I feel going through experience?

Workshop 2: *Learning to Observe (and to Listen)*

Suggested workshop themes

- Observation of nature; observation of people around you; observation of (and listening to) situations around you.
- Exercises in observation and listening to uncover one's judgments and interpretations (and slow these down, to allow for richer perceptions) (one to one communication, one to many)
- Multiple views on a variety of situations: classroom situations, and human situations in a school context

Workshop 3: *Mindfulness in the classroom*

Suggested workshop themes

- Sitting quietly and inviting mindfulness by focusing and concentrating energies on a single task (Meditation and Yoga may be used for the purpose)
- Individual breathing exercises and self-awareness of body and mind
- Exploring group exercises for mindfulness
- Mindfulness through the day, in classrooms, in stressful contexts
- Mindfulness and Emotional Well-being
- Mindfulness and Decision-Making
- Mindfulness in Cognitive Learning

Unit IV

Workshop 4: *Understanding working in groups*

Suggested workshop themes

- Exploring structural situations that promote competition or cooperation such as participation in games
- Exploring hierarchies and role-taking in group situations

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- Exploring Gender Stereotypes in groups
- Facilitation of group working – everyone has a part to play
- Exercises for learning to work in groups (*Modes of Transaction would include 'role-plays' and 'enactments' followed by discussions*)

Workshop 5: *Viewing and analyzing film(s)*

Suggested workshop themes

- Purposive film viewing
- Ways of analyzing themes
- Detailed observation of a key scene and discussion
- Ways of seeing situations in the film
- Writing a film review

Workshop 6: *Celebration of an iconic cultural figure (any three)* (e.g. Kabir/Tagore/ Veer Sarvarkar/ Saadat Hasan Manto/Begum Akhtar/Habib Tanvir /Narayan Guru/Meerabai/Akka Mahadevi/ Jnaneswar/ Basava/Teejan Bai

Suggested workshop themes

- Authentic performance by a practitioner who is continuing the Legacy
- Participation in learning and celebrating (in appropriate media) Documentary Film
- Discussion of cultural world-view and contemporary relevance of the Icon
- Writing based on the above

Seminar 1: *Glimpses of different childhoods in India*

Format: Student-teachers present, via different media-narrative, photographs, audio-visual presentation, illustrated poster etc - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion.

Preparation: Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation.

- Student -Teachers to develop their own digital stories on the theme of: Journey towards understanding self integrating text, graphics and audio-visuals.

****The activities undertaken to be documented in the form of an e portfolio for external evaluation.***

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SEMESTER I

Course Title: Preliminary School Engagement (PSE-1) (Two Weeks) Credits:2

Course Code: BED157 M.M:100

1. Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers
2. Reflection on roles and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library , Laboratories, Playground, Canteen, Sports facilities, Seminar Halls, Auditorium etc which are available in the school.
3. The Student teacher shall also undertake the field activities pertaining to the practicals during this period.

SEMESTER II

SEMESTER II

Course Title: Learning and Teaching

Credits:4

Course Code: BED102

MM:100

Objectives of the Course:

- To create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.
- To acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning.
- To enable them to reflect on their own implicit understanding of the nature and kinds of learning.
- To develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning.
- To familiarize them with the concept and nature of Intelligence, Personality and Adjustment.

Course Content:

Unit I: Development and Learning

- Learning and Teaching – Nature, Relevance and Relationship.
- Nature and Nurture, Growth and Maturation.
- Relationship between Development and Learning
- Developmental Influences: Development as a resultant of interactions between individual and the external environment (physical, Socio-cultural, Economic, Ecological and Technological)
- Dimensions of Individual development: Physical, Cognitive, Affective, Social and Moral their interrelationships and implications for teachers (Drawing from relevant ideas of Piaget, Erikson and Kohlberg).
- Key Cognitive Processes: Perception, Attention, Memory, Language, Thinking, Problem Solving, Emotions and Motivation.
- Stages of Development- Developmental tasks with focus on processes of growth and development across various stages from Infancy to Post Adolescence and their significance to Learning.

Unit II Cognition and Learning

- Approaches to Learning:
 - (a) Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist.
 - (b) Theories of Learning (Concepts, Principles and applicability is different learning situations): -Thorndike, Pavlov, Skinner, Kohler, Guthrie
-Piaget, Rogers, Bandura ,Vygotsky
- Distinction between learning as ‘Construction of Knowledge’ and Learning as ‘Transmission and Reception of Knowledge’
- Meaning of ‘Cognition’ and its role in learning.
- Socio-Cultural factors influencing Cognition and Learning
- Understanding processes that facilitate ‘Construction of Knowledge’:
 - (i) Experiential Learning and Reflection
 - (ii) Social Mediation
 - (iii) Negotiability
 - (iv) Situated Learning and Cognitive Apprenticeship
 - (v) Meta-cognition
- Role of a teacher in a teaching-learning context:
 - (a) Transmitter of knowledge
 - (b) Model
 - (c) Facilitator
 - (d) Negotiator
 - (e) Learner

Unit-III Intelligence and Motivation

- Defining Intelligence (Definitions given by different Psychologists)
- Nature of Intelligence and the role of Heredity and Environment
- Theories of Intelligence
 - (a) Spearman’s Two Factor theory
 - (b) Guilford’s Factor Analytical Theory
 - (c) Cattell and Horn’s Theory of Intelligence
 - (d) Sternberg’s Information Processing Theory
 - (e) Howard Gardner’s Theory of Multiple Intelligence
- Assessment of Intelligence
 - (a) Individual Tests – Verbal Tests

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(b) Group Tests : Verbal/Non Verbal

- Use, Misuse and Abuse of Intelligence Testing
- Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Need and Strategies.

Unit – IV Personality and Adjustment

- Meaning and Nature of Personality
- Theories of Personality
 - (a) Type Approach – Hippocrates, Kretschmer, Sheldon, Jung
 - (b) Trait Approach – Allport, Cattell
 - (c) Type cum Trait Approach – Eysenck
 - (d) Psychoanalytic Approach – Freud, Adler
 - (e) Humanistic Approach – Maslow, Roger
 - (f) Learning Approach – Bandura and Walters
- Meaning and nature of Adjustment –(in the context of teaching and learning)
- Adjustment as Achievement and Process and Areas of Adjustment
- Methods of Adjustment – Direct methods/Indirect methods
- Characteristics of a Well Adjusted Person

Practical Assignments / Field Engagements:

- The student-teacher does observation of children at play and maintain diaries to acquaint themselves with the different strategies of children employ in Learning and Cognition - 2 hours each across 4 observations; observations can be carried out in the schools. The students could identify different games that children play; Individual and Group behaviour in play; friendships and social relationships. (The analysis could include the following aspects: Motor Skills, Language used during Play, Group Structure and Interactions, arriving at rules and following them, Gender Behaviour, Patterns of Negotiation and Resolving Conflict, Folk Songs and Games, Popular Culture).
- The above field engagement is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.
- Student-teachers shall conduct Individual and Group Intelligence Testing through appropriate culture fair Tests chosen by Faculty Mentors and prepare an e-portfolio of the entire project.

Suggested Readings:

- Bettelheim, B. (1987). The Importance of Play. *The Atlantic Monthly*, March.
- Bodrova, E. and Deborah J. Leong (1996). *Tools of the Mind*. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.

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- Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Cox M. (2005). *The Pictorial World of the Child*. New York: Cambridge University Press.
- Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.
- Elkind, D. (1976). *Child Development and Education*. Oxford University Press.
- Erikson, Eric, H. (1972). *Play and Development*. New York: W.W. Norton.
- Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences*. London: Paladin Books.
- Garvey, C. (1990). *Play*. Cambridge: Harvard University Press.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517.
- Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
- Hergerhahn, B.R.(1976). *An Introduction to Theories of Learning*, Englewood Cliffs ,NJ:Prentice Hall.
- Holt, J. (1967). *How Children Learn*. London: Penguin.
- Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
- Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222-253.
- Mangal, S.K.(1997) *Advanced Educational Psychology*; New Delhi :Prentice Hall of India
- Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.

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SEMESTER II

Course Title: Knowledge and Curriculum: Perspectives in Education:(Part-I) Credits:2

Course Code: BED104

MM:100

Objectives of the Course:

- To enable student teacher appreciate the relationship between Schooling, Education and Knowledge as given by different Indian and Western thinkers.
- To examine the different sources of knowledge and their kinds
- To familiarise students with the process of Constructions of Knowledge
- To critically analyse the role of Education in reproducing Dominance and Challenging Marginalisation with reference to Class, Caste, Gender and Religion.

Course Content:

Unit –I: Knowledge , Education and Schooling

- Relationship between school and education
- Nature of knowledge: Information, Knowledge, Conception, perception.
- Schooling , Education and knowledge as visualised by different western and Indian thinkers, Vivekananda, Rabindranath Tagore, M. K.Gandhi, Sri Aurobindo, Rousseau, Froebel ,John Dewey, Paulo Freire,
- Understanding the basic assumptions about human nature society, learning and aims of Education in relation to Curriculum.

Unit-II: Child’s Construction of Knowledge

- Sources of Knowledge : Empirical knowledge Vs Revealed knowledge
- Different kinds of knowledge:
 - (a) Disciplinary knowledge: Concepts and Alternative Concepts
 - (b) Course content knowledge: Criteria of Selection and Concerns
 - (c) Indigenous knowledge Vs Global knowledge
 - (d) Scientific knowledge Vs Religious knowledge
- Process of Construction of Knowledge as given by Jean Piaget, Jerome Bruner and Lev Vygotsky
- Concepts of Belief, Information, Knowledge and Understanding

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- Processes and Criteria to be kept in mind for Curriculum Construction.

Unit-III : History, Politics and Education

- Prominent Characteristics of Education in India during Colonial rule.
- India's Contemporary Education: Continuities and Shift in Colonial legacy
- Political nature of Education
- Teacher and Society: A Critical Appraisal of the Status of a Teacher in Indian Society
- Autonomy, Academic Freedom and Accountability: Concept and Issues

Unit- IV : Knowledge and Power : Sociological Perspective

- Representation , Inclusion and Exclusion of knowledge of different social groups in curriculum and textbooks
- Contestations to "Knowledge":
 - (a) Dominance
 - (b) Marginalisation
 - (c) Subversion
- Role of Education in reproducing dominance and challenging Marginalisation with reference to Class, Caste, Gender and Religion.

Practical Assignments/Field Engagement:

To engage the learners in critically analysing issues related to Curriculum in the field through the following screenings and based on the same a diary to be maintained to record their reflections post the six screenings(Group Discussions to be held in the presence of Faculty Mentors):

CDs/DVDs to be Screened for the Student-teachers:

1. CIET/NCERT CD ROM *Four Educational Riddles* by Krishna Kumar
2. Debrata Roy DVD *The Poet & The Mahatma*
3. Krishnamurthy Foundation India DVD *The Brain is Always Recording*
4. NCERT CD ROM *Battle For School* by Shanta Sinha
5. NCERT CD ROM *Globalisation and Education*
6. Sri Aurobindo Ashram Trust DVD *India and Her Future*

Suggested Readings:

- Badheka, G (2001). *Baal Shikshan aur Shikshak*. Bikaner: Vaagdevi Prakashan.
- Chanana, Karuna (2008). Bharat main Prathmik Shiksha main Langik Asamnata: Manavadhikar Paripekshya in Sureshchandra Shukla and Krishna Kumar (Eds.)
- Dewey, John. (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).
- Dewey, John. (1952). *The School and the Child*, New York: The Macmillan Company, (Also available in Hindi *School aur Bachche* Translation: RRCEE)
- Kumar (Eds.) (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications.
- Kumar, Krishna (1988). *What is Worth Teaching*. New Delhi: Orient Longman. Chapter 1: What is Worth Teaching? Chapter 2: Origins of the Textbook Culture, Chapter 9: Listening to Gandhi (Also Available in Hindi *Shaekshik Gyan aur Varchasav*. New Delhi: Granthshilpi.)
- Krishnamurti, J. (2006). *Krishnamurti on Education*. Part I: Talks to Students: 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.
- Palmer, Joy A. et. al (2001). Jean- Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori *Fifty Major Thinkers on Education From Confucious to Dewey*, USA: Routledge.

SEMESTER II

Course Title :Assessment of Learning

Credits:4

Course Code: BED106

MM:100

Unit I – Concept of Evaluation

- Concept of Measurement, Assessment and Evaluation
- Need and Scope of Evaluation
- Distinction between the following :Measurement, Examination, Assessment and Evaluation
- Evaluation Approaches:
Formative -Summative
- Continuous Comprehensive Evaluation :Need ,Relevance,Implementation Procedure, Problems

Unit - II Tools and Techniques of Evaluation

- Characteristics of good measuring instruments and factors affecting them.
- Reliability and Validity of Tools
- Tools of evaluation:-
Quantitative – Written, Oral and Practical(Types of Questions:Short,Long,MCQs covering all three domains of Learning-Cognitive,Affective and Psychomotor)
- Qualitative – Observation, Introspection, Projection and Sociometry
- Use of these tools for internal assessment & maintaining cumulative records of learners in School
- Planning and Preparation of test (including blue print)

Unit- III Statistical Methods and Interpretation of scores

- Need & Importance of Statistics in Evaluation
- Graphical Representation
Histogram, Frequency Polygon, Pi Charts,
- Measures of Central Tendency:- Mean, Median, Mode. (Meaning, Characteristics, use only)

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- Measures of Variability:(Meaning, Characteristics, Use only) Range, Quartile deviation, Standard deviation
- Normal Probability Curve:-Properties and Uses. (Skewness and Kurtosis (Meaning & Reasons)
- Coefficient of Correlation-Spearman's Rank Rule Method
- Percentile & Percentile rank (Meaning & Uses)

Unit IV New Trends in Evaluation(Need and Use)

- Question bank
- Grading system
- Online Examination
- Open Book Examination
- Credit System
- Exam on Demand (meaning & uses only)

Practical Assignments/Field Engagement:

- Develop a Power Point Presentation on the current practices of Assessment and Evaluation at the Upper Primary Stage
- Analyse the question papers of the subject of your choice (Previous-3 Years)
- Classes X and XII (any board) in the light of new approach of assessment
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning using ICT as a tool
- Analyse answers given by the learners for one particular question
- Select any ten questions from the Class VI textbook of the subject of your choice which lend scope to the creativity of the learners
- Study the key points of the Ist Term assessment of any student of Class VI
- Devise a strategy to incorporate the suggestions given in the Ist CCE report for the progress of the learner.

Suggested Readings:

- Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
- Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India.
- Gunter, Mary Alice et.al(2007)., Instruction: A Model's Approach- Fifth Edition; Pearson Education Inc.; Boston.
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.

SEMESTER II

Course Title :Teacher as a Counsellor

Credit:2

Course Code: BED108

MM: 100

Objectives of the Course:

- To sensitise the student-teachers with the need and relevance of Guidance and Counselling .
- To develop an understanding of the process of Guidance and Counselling
- To analyse the role of the teacher in the provision of Guidance and Counselling

Course Content:

Unit I Concept and Need of Guidance and Counselling

- Introduction to Guidance and Counseling- Meaning, Need, Aims & Objectives, Principles, Difference between Guidance & Counseling
- Guidance for Human Development and Adjustment
- Role of the teacher in Guidance and Counselling

Unit II Counselling:Concept and Types

- Counseling Service- Meaning, Purpose & Approaches (Directive, Non- Directive and Eclectic counselling).
- Counseling: Process and Strategies
- Counselling Services for Students: Options in Face to Face and Online Mode

Unit III Coping with Stress:Emotions and Skills

- Coping Skills: Overview of details of different types of coping skills and integration of the same when need be
- Emotions: Managing emotions interpersonal skills ,feeling good, emotions intelligence
- Skills and Values – Listening Attentively to the concerns of the counselee ,Negotiating Self Discovery, Decision Making, Problem Solving etc and values such as Patience, Empathy etc

Unit IV Issues and Concerns in Schools

- Career Information in Guidance and Counseling: Broad outline with respect to the Career Guidance and Counseling options available in India
- Special Concerns in Counseling: Ethics and other related psychological concerns

Practical Assignments /Field Engagement:

- Detailed study of the Guidance and Counselling Services available in a given School
- Enrichment lectures, seminars, workshops, demonstrations by experts working as Guidance and Counsellors in Schools or organizations working specially in the area of Adolescent Psychology.
- Self- Study and reflective sessions should also be an important feature of the practical which shall include: Field visits and tours may also arranged to provide student-teachers with the first- hand experience of the working of guidance institutions and professionals in schools such as Counsellors, Career Counsellors etc
- Student teachers to prepare a list of the online Guidance and Counselling Services available of students and Teachers in India.

Suggested Readings:

- Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar : Doaba House.
- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
- Gibson, R.L. and Mitchell(2008). Introduction to counseling and Guidance. New Delhi: PHI Learning Pvt. Ltd.
- Joneja G. K. (1997); Occupational information in Guidance, NCERT publication
- Kochhar S.K. (1999) Guidance and counseling in colleges and universities
- Nayak A.K. (2004); Guidance and Counseling
- Oberoi S.C (2000); Educational, Vocational Guidance and Counseling
- Rao S. N. (1991) Counseling and Guidance.
- Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.
- Sharma R A Fundamentals of Guidance and Counseling

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- Sharma, R. N. (2004); Guidance and Counseling
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.

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SEMESTER II

PRACTICAL

Course Title: Drama and Art in Education

Credits:2

Course Code: BED152

MM:100

Objectives of the Course:

- To develop basic understanding of different Art forms – impact of Art forms on the human mind
- To enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- To develop skills for integrating different Art forms across school curriculum at secondary level
- To create awareness of the rich cultural heritage, artists and artisans

Course Content:

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

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- 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.

Practical Engagement

Workshops:

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, posters and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Approach for Teaching–learning Process in Institutions:

- Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers may also be motivated to interpret art works/events etc. to enhance their aesthetic sensibility.
- Resource Centre for Arts and Crafts should house materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals which must be displayed for the purpose of reference and continuous

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motivation. Application of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

- Students to be assessed externally based on the e portfolio they submit to their faculty mentors individually ,documenting all the activities they undertake in this practical course.
- The e portfolio will include the video clips, photographs and reference material of the field visits and documentation of the activities undertaken in workshops while the student –teachers engages in the same including their reflection on the experience.

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SEMESTER II

PRACTICAL

Course :Critical Understanding of ICT

Credits:2

Course Code : BED 154

MM:100

Objectives of the course

- To equip student – teachers in the effective use of ICT tools, software applications and digital resources.
- To familiarise them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution.
- To acquire the skill of organising and creating her/his own digital resources.
- To sensitise them to practice safe, ethical and legal ways of using ICT.
- To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.

Course Content:

Unit-I: ICT: Connecting with World

- National Policy on ICT in School Education
- Accessing the Web-Introduction to the Browser, Browsing and Web.
- Search and Retrieval: Strategies and Techniques
- Internet as a Learning Resource: Using Websites, Web based Learning objects, Simulations, Tutorials.
- Computing in Indian Languages – Fonts and Keyboard
- Using ICT to Create-Text, Data, Media
- Combining text, Graphics and Audiovisuals to create a Communication.
- Web as a space for continuous learning.

Unit-II: ICT for Teaching-Learning: Possibilities and Concerns

(a) ICT for Supporting Teaching-Learning and Inclusive Education

- Exploration of ICT resources for Teaching – Learning, Appropriate ICT Infusion in developing of a lesson plan on a given topic using ICT resources.
- Critiquing and Curation of ICT resources: Need, Relevance, Validity, Appropriateness and Use
- Educational Applications of ICT using appropriate hardware and software:
Hardware:(CD/DVD, Projectors, Interactive boards etc.
Software:(Single and multiple media, animations and simulations.
- Gaming Environments for Education – Range and Scope.

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- Infusing games into Teaching –Learning and Creating appropriate Classroom environments ,Evaluating Games and Gaming Environments
- Role of ICT in fostering the Creation of an Inclusive School and Classroom Environment
- Assistive Technologies and Devices to foster Inclusion
- Computing in Indian Languages to foster Inclusion

(b) Social ,Ethical and Legal aspects:

- Impact of ICT on Work, Socialising and Other Areas
- Cyber Crimes: Concerns and Implications ,Software Piracy and Legal Remedies, Plagiarism and Fair Use
- Proprietary and Open Source Software;
- Licencing of Software and Content, OER
- Intellectual Property and Copyright and Related Issues of Plagiarism and Fair Use.
- Indian Initiatives in Open Source Software and Sharing of Digital Content

Unit-III: ICT for Evaluation, Documentation and Communication

(a) ICT for Evaluation:

- ICT :Scope and Techniques for Evaluation
- Exploring and using appropriate Software tools for Evaluation
- Constructing and Implementing ICT based Tests / Quizzes using ICT Resources
- Managing Data, Analysis of results and tracking student achievement using ICT Software tools.

(b) Documentation and Communication

- Documenting and Communicating events and processes using ICT:Tools and Techniques
- Digital Story Telling and Storyboarding
- Publishing on the Web: Possibilities and Scope ;Evaluating Choices

Unit-IV: ICT for Building Communities, Collectivising and Administration &Management of an Institution:

(a) Building Communities and Collectives:

- Online Communities and Collectivising: Participating, Analysing Interaction and Evaluating Social Networking Forums.
- Sharing thoughts and Ideas :Blogs, Social networking Websites, Discussion forums and Mailing lists
- Virtual Communities: Educational Applications

(b) ICT for Educational Administration and Management

- Role of information management, process and tools in Educational Administration and Management
- Tools and Techniques for Automation of Data Sources in Schools :Collection, Analysis and Interpretation
- UDISE :State and National Level Databases in Education

Practicals (Entailing Hands on Experience Individually)

- Explore different sources of Data, read and make meaning
- Combining text graphic and audio visuals in developing a digital story.
- Analysing a Lesson, Identifying the need for ICT; Selecting Appropriate resources
- Preparing and transacting a lesson infusing ICT resources (using appropriate hardware and software) and evaluating it
- Creating a discussion forum around an uploaded content in teaching-learning .
- Creating a Peer Network using Social Networking Platforms
- Creating a blog for building an online community to share resources such as texts, audio visuals, animations and simulations
- Creating a e portfolio based on the above practicals and engaging in peer evaluation of the same before online submission to the faculty mentor.

Suggested Readings:

- *Guide to measuring Information and Communication Technologies in Education.* (2009). Canada: UNESCO Institute for Statistics. Retrieved from: <http://www.uis.unesco.org>
- Lowther, D. L., Grant, M. M., Marvin, E. D., Inan, F., Cheon, J., & Clark, F. (2005). *Teacher's technology handbook: A resource to support effective technology integration.* Appalachian Technology in Education Consortium and the University of Memphis, Memphis, TN.
- Mayer, R.E. (2002). Cognitive Theory and the Design of Multimedia Instruction: An Example of the Two - Way Street between Cognition and Instruction. *New Directions for Teaching and Learning.* Number 89. 55-71..
- Morrison, G.R., Lowther, D.L. & Demeulle L. (1999). *Integrating Computer Technology into the Classroom.* United States of America: Merrill (Prentice Hall)
- Moursund, D. (2005). *Introduction to Information and Communication Technology in Education.* Retrieved from website of University of Oregon: www.uoregon.edu
- National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school
- Rajasekar, S. (2010). *Computers in Education.* ND: Neelkamal Publications Pvt. Ltd.
- Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching.* New Delhi: Pearson Education, South Asia, India.
- *Shiksha Mein Computer* (2001). Available on website of Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>

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Semester-II

Course Title: Preliminary School Engagement PSE-2 (2weeks)

Credits:2

Course Code: BED 156

MM:100

1. Organisation of Co-curricular activities by pupil teachers by assisting and participating in the organisation of the same and recording experiences of the same in a reflective journal.
2. Writing a reflective journal on the problems faced by teachers in assessment through the scheme of Continuous and Comprehensive Evaluation by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.
3. The student teacher shall also undertake the field activities pertaining to the practicals during this period.

SEMESTER III

INTERNSHIP

Course Code: BED251 & BED253

Credits:18

M.M:500

Rationale and Aim

The school-based activities are designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the DIET. The intern must function as a regular teacher and therefore be immersed in all aspects of the school but with the provision that the intern is enabled to be creative in her role as a practitioner. This can be accomplished by providing her the necessary physical space as well as pedagogical freedom to innovate. For this it is necessary to negotiate with the school focusing on the benefit that will accrue to the school by the proposed partnership model. The programme will be largely field-based so that the intern will get to experience the real problems that a practitioner has to deal with. To achieve the aim of the programme the intern will need to integrate her knowledge base, her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills she has developed in order for her to become a reflective practitioner.

Objectives of the Course:

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children.
- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- To evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used.
- To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children's literature, activities and games, planning excursions
- To reflect critically on practice by visiting a learning centre.

School Experience Details during Internship:

- During the school-internship the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management.

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- The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artefacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self development and professionalization of teaching practice.
- The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the first and second year as specified.
- The activities undertaken during the internship period will be presented in e-Portfolios and Reflective Journals. The student-teachers are expected to record their experiences ,observations and conclusions regarding all the activities undertaken.
- The entries of Reflective Journals will be analytical answering ‘what’ is new and different from their previous understandings, ‘why’ certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and ‘how’ these observations might lead to a criticism and change in their practice. The students will be assessed on the basis of entries made in e-Portfolios and Reflective Journals.

SEMESTER IV

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SEMESTER IV

Course Title: Gender, School and Society

Credits: 4

Course Code: BED210

MM:100

- To develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education
- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- To reflect on different theories of Gender and Education and relate it to power relations.
- To analyse the institutions involved in Socialisation processes and see how socialisation practices impact power relations and identity formation

Course Content:

Unit I: Gender Issues: Key Concepts

- Gender, Sex, Sexuality
- Patriarchy, Masculinity and Feminism
- Gender bias, Gender Stereotyping, and Empowerment
- Equity and Equality in Education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects
- Polyandrous, Matrilineal and Matriarchal Societies in India :Relevance and Status of Education

Unit II: Gender Studies: Paradigm Shift

- Paradigm shift from Women's studies to Gender studies
- Historical backdrop: Some landmarks from social reform movements
- Theories on Gender and Education and their application in the Indian context
 - Socialisation theory
 - Gender difference
 - Structural theory
 - Deconstructive theory
- Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls

Unit III: Gender, Power And Education

- Gender Identities and Socialisation Practices in: Family, other formal and informal organisation.

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- Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion).
- Collection of folklores reflecting socialisation processes.
- Changing Perspectives with Legal Provisions: Right to Inheritance etc

Unit IV: Gender Issues in Curriculum

- Social Construction of Masculinity and Femininity
- Patriarchies in interaction with other social structures and identities
- Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions
- Overcoming Gender Stereotypes
- Working towards gender equality in the classroom: Need and Strategies
- Empowerment of Women: Strategies and Issues

Practical Assignments /Field Engagement:

- Discussion on theories of gender and education with its application in the Indian context
- Project on analysing the institution of the family Marriage, reproduction Sexual division of labour and resources
- Debates and discussions on violation of rights of girls and women
- Analysis of the Films post screening of the following: Bawander, India's Daughter, Water
- Analysis of textual materials from the perspective of gender bias and stereotype
- Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.
- The above discussion / debates to be documented in the form of an e-portfolio.

Suggested Readings:

- Ambasht, et al (1971).Developmental Needs of Tribal People,NCERT
- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
- Frostig, M, and Maslow, P. (1973). *Learning Problems in the Classroom: Prevention and Remediation*. Grune & Stratton: New York.
- Geetha, V . (2007). *Gender*. Stree: Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi
- Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.

SEMESTER IV

Course Title: Knowledge and Curriculum Perspectives in Education(Part-II) Credits:2

Course Code :BED212

MM:100

Objectives of the Course:

- To enable student teachers to understand the meaning of the term Curriculum.
- To sensitise them towards the conceptual linkages and distinctions between Educational aims, Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy.
- To explore the role of School as an organization and it's culture along with the teacher in operationalising and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
- To familiarize student-teachers with the recommendation of NCF 2005 and NCFTE2009 pertaining to Curriculum and Schooling.

Course Content:

Unit – I Curriculum and Related concepts

- Meaning of the term 'Curriculum'
- Differentiating between the following with respect to their nature and role:
 - (a) Curriculum Framework, Curriculum and Syllabus.
 - (b) Teaching and Instruction
 - (c) Textbook and Reference Book
 - (d) Supplementary Book and Work book
- Interrelationship between Curriculum, society and Learner
- Centralized Vs Decentralized Curriculum: Strength and Limitations
- Core Curriculum Vs Hidden Curriculum: Meaning, Role and Interrelationship.
- NCF 2005 and NCFTE 2009: Recommendations on Curriculum and Schooling.

Unit – II Curriculum Determinants and Considerations

- Broad determinants of Curriculum Construction(at the National and State Level):
 - (a) Child and his/her interests and developmental contexts.
 - (b) Diversity: Social-cultural-Geographical-Economic-Political.
 - (c) Socio-Political Aspirations including Ideologies and vision for Education.

- (d) National Priorities
- (e) System of Governance and Power Relations
- (f) International Contexts

Considerations in Curriculum Development

- (a) Relevance with respect to the educational objectives of the concerned level.
- (b) Socio-cultural context of students
- (c) Learner Characteristics
- (d) Teachers Experiences and Concerns
- (e) Critical Issues: Environmental Concerns, gender Differences, Inclusiveness, Social Sensitivity and Value Inculcation through Curriculum.

Unit III Curriculum Planning and Transaction (At School Level)

- Different Approaches to Curriculum Development
 - (a) Subject Centred
 - (b) Behaviourist
 - (c) Learner Centred
 - (d) Constructivist
 - (e) Competency Based (including ‘ Minimum Levels of Learning’)
 - (f) Environmental
 - (g) Integrated
- Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson
- Curriculum Transaction : Role of a teacher in knowledge Construction through Dialogue, Challenge and Feedback as a Critical Pedagogue.

Unit-IV School: The Site of Curriculum Engagement

- Role of School Philosophy, Administration (and organization) in creating a context for transacting the curriculum effectively.
- Role of Infrastructural support in Teaching and Learning: Classroom seating Arrangement, Library, Laboratory, Playground, Canteen etc.
- School Culture and Organisational ethos as the context for Teachers’ Work.
- Construction of Curriculum Vis-à-vis Teacher’ Role and Support is ‘Developing Curriculum’ Transacting Curriculum’ and ‘Researching Curriculum’: Realities and expectations.

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- Teacher as a Critical Pedagogue: Qualities and Competencies Needed to Practice Critical Pedagogy to foster the Creation of an Enriched Teaching-Learning Space and Challenges to be Overcome .
- Role of external agencies in providing curriculum and pedagogic supports to teachers within schools-Local, National and Regional.

Practical Assignments/Field Engagement:

- Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode i.e engagement in critical pedagogy while discussing important documents such as Kothari Commission,NCF 2005 and NCFTE2009 etc
- Teachers should incorporate seminars, discussions, movie appraisals, groupwork, field works, projects and the close reading of articles, policies,documents from key practitioners in the area of Curriculum Studies in Education.
- Visits to Apex organisations such as NCERT,CBSE,NIOS,SCERT,CIET in Education to examine their role in Curriculum Planning Development ,Implementation and Evaluation

Suggested Readings:

- Apple, Michael W. (1979). Ideology and Curriculum; Routledge and K. Paul.
- Arends, Richard I.; Learning to Teach- Fifth Edition; McGraw Hill Higher Education; New York.
- Bawa, M.S. & Nagpal, B.M. eds (2010); Developing Teaching Competencies; Viva Books.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
- Connelly, F. Michael (Editor) (2008); The Sage Handbook of Curriculum and Instruction; Sage Publications India Pvt. Ltd.; New Delhi.
- Gunter, Mary Alice et.al(2000).; Instruction: A Model's Approach- Fifth Edition; Pearson Education Inc.; Boston.
- Instructional Technology: A Systematic Approach to Education(1986), Frederick G. Knirk, Kent L. Gustafson, Holt, Rinehart and Winston, Inc.
- Instructional Technology: Foundations(1987), Robert Mills Gagne, Lawrence Erlbaum Associates.
- Kelly, A.V.; (2006) The Curriculum: Theory and Practice- Fifth Edition; Sage Publications; London.
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.
- McNeil, John D.(2003); Curriculum: The Teacher's Initiative; Third Edition; Merrill Prentice Hall; Ohio.

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- Moore, Kenneth D.(2005); Effective Instructional Strategies: From Theory to Practice; Sage Publications India Pvt. Ltd.; New Delhi.
- Muijs, Daniel and Reynolds, David(2005) Effective Teaching: Evidence and practice-Second Edition; Sage Publication; London.
- Mukunda, Kamala V. (2009) What Did You Ask At School Today: A Handbook of Child Learning; Harper Collins Publishers; NOIDA.
- National Curriculum Framework for School Education (2005); NCERT; New Delhi;
- Ornstein, Allan C. and Hunkins, Francis P. (1993). Curriculum: Foundations, Principles and Issues; Allan and Bacon; Boston.

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SEMESTER IV

Course Title: Creating an Inclusive School

Credits:4

Course Code :BED214

MM:100

Objectives of the Course:

- To familiarise student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education
- To develop capacity of student- teachers for creating an inclusive School
- To appreciate various inclusive practices to promote Inclusion in the classroom

Course Content:

Unit-I : Inclusive Education

- Forms of Inclusion and Exclusion in Indian education (Marginalised sections of Society: On account of Gender, Caste, Socio-Economic status and language, Disability).
- Meaning of inclusive education, historical, development, Philosophical and social basis of Inclusive Education.
- Benefits of Inclusive Education to children without special needs.
- Addressing Inequality and Diversity in the India classroom: Pedagogical and curriculum concerns

Unit –II Children with Special Needs

- Historical and contemporary perspectives to disability and inclusion
- Range of learning problems across various disabilities
- Types of Disabilities: Characteristics and Identification of the educational needs of these special focus groups
- Assessment of learning problems in children with various disabilities.
- Assistive devices, equipments and technologies for different disabilities.
- Adaptation and accommodation according to various disabilities
- Educational provision in laws on disability, policies and international instruments like UNCRPD

Unit-III School's Preparedness for Inclusion

- School organisation and management : Ideology, infrastructures
- Reproducing gender in school for achieving gender equality: Curriculum inputs, Textbooks, Student – teacher interactions
- Provision of assistive devices, equipments and technological support to cater to different disabilities
- Support services available in the school to facilitate inclusion: Role and functions of the following personnel:
 - Special Education Teacher
 - Audiologist cum Speech Therapist
 - Physiotherapist
 - Occupational Therapist, Counsellor

Unit-IV Inclusive Practices in the Classroom

- Making Learning more meaningful- Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative Learning strategies in the classroom, Peer tutoring , Social Learning , Buddy system, reflective teaching, Multisensory teaching
- Provisions pertaining to appearing in examination for facilitating differently abled students (As available in CBSE and ICSE)
- CCE and its implications to facilitate inclusion

Practical Assignments/Field Engagement:(Records to be maintained)

- The students shall undertake field work to understand how structures in school create barriers for inclusionary practices
- The student-teachers shall explore spaces for inclusion in schools
- Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as :Administrative functionaries, teachers,parents, community

Suggested Readings:

- Baquer, A. & Sharma,A. (1997) .Disability: Challenges Vs. responses, Can Pub.

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- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
- Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
- Blackurst & Berdine (1981), Introduction to Special Education
- Chaote Joyce,S. (1991) . Successful mainstreaming, Allyn & Bacon
- Daniels, Harry (1999) .Inclusive Education, London: Kogan.
- Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
- Deiner, P. L. (2000). Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida
- Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.
- Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferring America's classrooms, P. H. Brookes Pub. Baltimore.
- Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment (RCI), Kanishka Pub. New Delhi
- Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub
- Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
- Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.
- Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sage Pub
- M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, Sage Pub.
- Madan Mohan Jha (2002). School without walls: inclusive education for all, Heinemann edu. Oxford
- Mangal,S.K., Education of Exceptional Children, PHI, New Delhi
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
- National Policy on Education (1986, 1992), MHRD, GOI, Delhi

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SEMESTER IV

PRACTICAL

Course Title :Reflection on School Experience

Credits:2

Course Code:BED258

MM:100

Reflection has many facets. For example, reflecting on work enhances its meaning. Reflecting on experiences encourages insight and complex learning. We foster our own growth when we control our learning, so some reflection is best done alone. Reflection is also enhanced, however, when we ponder our learning with others.

Reflection involves linking a current experience to previous learning(a process called *scaffolding*). Reflection also involves drawing forth cognitive and emotional information from several sources: visual, auditory, kinaesthetic, and tactile. To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.

Valuing Reflection

The art of teaching is the art of assisting discovery.

—*Mark Van Doren*

Teachers who promote reflective classrooms ensure that students are fully engaged in the process of making meaning of their experiences. They organize Teaching-Learning so that students are the producers, not just the consumers, of knowledge. These teachers approach their role as that of "facilitator of meaning making by inculcating the habit of reflection in Students.

In the role of facilitator, the teacher acts as an intermediary between the learner and learning, guiding each student to approach the learning activity in a strategic way. The teacher helps each student monitor his/her own individual progress, construct meaning from the content learned *and* from the process of learning it, and apply the learning to other contexts and settings. Learning becomes a continual process of *engaging* the mind that *transforms* the individual into a self actualized human being.

Unfortunately, educators don't often ask students to reflect on their learning. Thus, when students *are* asked to reflect on an assignment, they are caught in a dilemma: "What am I supposed to do? How do I 'reflect'? I've already completed this assignment! Why do I have to think about it anymore?"

In response to our questions, students who are inexperienced with reflection offer simple answers such as "This was an easy assignment!" or "I really enjoyed doing this assignment." If we want students to get in the habit of reflecting deeply on their work—and if we want them to

use Habits of Mind such as applying past knowledge to new situations, thinking about thinking (meta-cognition), and remaining open to continuous learning—we must teach them strategies to derive rich meaning from their experiences.

Setting the Tone for Reflection

Most classrooms can be categorized in one of two ways: active and a bit noisy, with students engaged in hands-on work; or teacher oriented, with students paying attention to a presentation or quietly working on individual tasks. Each of these teaching environments sets a tone and an expectation. For example, when students work actively in groups, we ask them to use their "six-inch" voices. When we ask them to attend to the teacher, we also request that they turn their "eyes front." When they work individually at their desks, we ask them not to bother other learners.

Teachers must signal a shift in tone when they ask students to reflect on their learning. Reflective teachers help students understand that the students will now look back rather than move forward. They will take a break from what they have been doing, step away from their work, and ask themselves, "What have I (or we) learned from doing this activity?" Some teachers use music to signal the change in thinking. Others ask for silent thinking before students write about a lesson, an assignment, or other classroom task.

In the reflective classroom, teachers invite students to make meaning from their experiences overtly in written and oral form. They take the time to invite students to reflect on their learning, to compare intended with actual outcomes, to evaluate their metacognitive strategies, to analyze and draw causal relationships, and to synthesize meanings and apply their learning to new and novel situations. Students know they will not "fail" or make a "mistake," as those terms are generally defined. Instead, reflective students know they can produce personal insight and learn from *all* their experiences.

The following Strategies would guide student - teachers along with their faculty mentors in engaging in reflection on their School Experience during all the three previous semesters too.(Records of the engagements in activities to be recorded in a Reflective Journal)

Guiding Student Reflection

To be reflective means to mentally wander through where we have been and to try to make some sense out of it. Most classrooms are oriented more to the present and the future than to the past. Such an orientation means that students (and teachers) find it easier to discard what has happened and to move on without taking stock of the seemingly isolated experiences of the past.

Course Content:

Teachers use many strategies to guide students through a period of reflection. We offer several here: discussions, interviews, questioning, and logs and journals.

- **Discussions**

Sometimes, encouraging reflection is as simple as inviting students to think about their thinking. Students realize meaning making is an important goal when reflection becomes the topic of discussion. For example, conduct discussions about students' problem-solving processes. Invite students to share their meta-cognition, reveal their intentions, detail their strategies for solving a problem, describe their mental maps for monitoring their problem-solving process, and reflect on the strategy to determine its adequacy. During these kinds of rich discussions, students learn how to listen to and explore the implications of each other's metacognitive strategies. The kind of listening required during such discussions also builds the Habits of Mind related to empathy, flexibility, and persistence.

- **Interviews**

Interviews are another way to lead students to share reflections about their learning and their growth in the Habits of Mind. A teacher can interview a student, or students can interview classmates. Set aside time at the end of a learning sequence—a lesson, a unit, a school day, or a school year—to question each other about what has been learned. Guide students to look for ways they can apply their learning to future settings. Interviews also provide teachers and students with opportunities to model and practice a variety of habits: listening with understanding and empathy, thinking and communicating with clarity and precision, and questioning and posing problems.

- **Questioning**

Well-designed questions—supported by a classroom atmosphere grounded in trust—will invite students to reveal their insights, understandings, and applications of their learning and the Habits of Mind. Here are possible questions to pose with each student:

As you reflect on this semester's work, which of the Habits of Mind were you most aware of in your own learning?

What meta-cognitive strategies did you use to monitor your performance of the Habits of Mind?

Which Habit of Mind will you focus on as you begin our next project?

What insights have you gained as a result of employing these Habits of Mind?

As you think about your future, how might these Habits of Mind be used as a guide in your life?

- **Logs and Journals**

Logs and journals are another tool for student reflection. Periodically ask students to reread their journals, comparing what they knew at the beginning of a learning sequence with what they know now. Ask them to select significant learning, envision how they could apply these

learning to future situations, and commit to an action plan to consciously modify their behaviors.

- **Modelling Reflection**

Students need to encounter reflective role models. Many teachers find such models in novels in which the characters take a reflective stance as they consider their actions. A variety of novels and films may be used to design the element of reflection as the way to tell a story. Teacher Educators while engaging the learners in reflection exercises should make sure that the following three traits are inculcated while the student-teachers are involved in Reflecting on their school experience:

- *Thinking flexibly.*
- *Managing impulsivity.*
- *Remaining open to continuous learning.*

SEMESTER IV

PRACTICAL

Paper: Reading and Reflecting on Texts

Credits:2

Paper Code: BED260

MM:100

Objectives of the Course:

- To enable student-teachers to read and respond to a variety of texts in different ways and also learn to think together and appreciate that depending on the text and the purposes of reading, responses may be personal or creative or critical or all of these together.
- To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.
- To enhance their capacities as readers and writers by becoming participants in the process of reading.

Course Content:

Readings for Discussion ,Analysis and Reflection(In depth Reading of any Five of the following):

- Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. *Harvard Educational Review* 58(3), 280-298.
- Donovan, M. S. And Bransford, J. D. (Ed.) (2005). *How students learn*. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517
- Ilich, I. (1970). *Deschooling Society*, London, UK: Marion Boyars.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.
- Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Wood, D. (2000). Narrating Professional Development: Teacher's stories as texts for

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improving practice. *Anthropology and Education Quarterly*, 31(4), 426-448.

Audio-visual Resources :)Any Three of the following to be screened for the student-teachers and discussion to be followed)

- *A New Education for a New India* (CD ROM) (By Gnostic Centre/NCTE)
- *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani
<http://www.kabirproject.org/>
- *Teacher's Journey*: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director-Deepak Verma,
- Azim Premji Foundation. For copies contact –
madhumita@azimpremjifoundation.org
- *Where Knowledge is Free*: A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981 <http://www.dalitstudies.org.in>.

Note:

- Based on the discussions held on the reading of the above texts students in the practical time the student-teachers shall maintain a detailed account of their reflection on the readings in the light of their own experiences in the form a diary. The Internal Assessment shall be on the extent of participation in an reading exercise in the class individually and in a Group and reflection on the same simultaneously. External Assessment shall be in the form of a Viva Voce Examination.

OPTIONAL COURSES (Semester-IV)

Bachelor of Education

SEMESTER-IV

Course Title: Guidance and Counselling

Credits - 4

Course Code: BED216

MM: 100

Objectives of the Course :

- To appreciate the nature, purpose and need for guidance and counselling;
- To familiarize the responsibilities and moral obligation of a counsellor;
- To develop capacity of applying the techniques and procedures of guidance and counselling;
- To explore the sources of occupational information, their types and modes of dissemination;
- To understand the concept, importance and theories of career development.

Course Content:

Unit-I: Understanding Guidance and counselling

- Guidance: Concept, aims, objectives, functions and principles.
- Role of guidance in growing up.
- Difference between guidance and counselling
- Ethical consideration while imparting these programs
- Technique and procedures of counselling
- Need & Procedure for (Educational, Psychological and Social) guidance
- Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools. Major issues.

Unit-II: Approaches of Counselling

- Counselling: Meaning, Principles and approaches of counselling, Individual and Group Counselling.
- Process of counselling (Initial disclosure, In-depth Exploration & Commitment to Action) identification of problems.
- Qualities (including Skills for Listening, Questioning, Responding, Communicating) & Qualifications of a good / effective Counsellor

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- Role of teacher as a Counsellor, Professional Ethics and Code of Conduct
- Different approaches to counselling
- Special counselling population, challenges of multi-cultural counselling.

Unit-III: Techniques and Procedures of Guidance

- Need and procedure of guidance in educational, psychological and social difficulties;
- Assessment in guidance: Standardized (viz. Aptitude, attitude, interest, achievement, personality) and non-standardized tests (viz. questionnaire, observation, scale, anecdotal record, case study, interviews) technique.

Unit-IV: Occupational Information and Guiding Students with Special Needs

- Meaning, collection, types, classification and dissemination of occupational information, Career development: Teacher's role in career planning. Vocational training and placement opportunities for CWSN.
- Behavior problems of students with special needs, viz. socio-emotional problems of children with disabilities and deprived groups such as SC, ST and girls, provision of facilities at governmental and non-governmental level and their utilization. Behavior modification techniques
- Ethical and legal guidelines
- Dealing with depression and academic stress (with regard to their identification and intervention)

Practical Assignments/Field Engagement

- Group Guidance-One career Talk
- Design a checklist/Questionnaire to collect information on students educational, psychological or social problem.
- Preparation of scrap book for career counseling.
- Preparation of list of problem behaviors based on observation

Suggested Readings:

- Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar : Doaba House.
- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
- Gibson, R.L. and Mitchell(2008). Introduction to counseling and Guidance. New Delhi:

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PHI Learning Pvt. Ltd.

- Joneja G. K. (1997); Occupational Information in Guidance, NCERT publication
- Kochhar S.K. (1999) Guidance and counseling in colleges and universities
- Nayak A.K. (2004); Guidance and Counseling
- Oberoi S.C (2000); Educational, Vocational Guidance and Counseling
- Rao S. N. (1991) Counseling and Guidance.
- Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.
- Sharma R A Fundamentals of Guidance and Counseling
- Sharma, R. N. (2004); Guidance and Counseling
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.

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SEMESTER IV

Course Title: Value Education

Credits 4

Course Code: BED218.

MM:100

Objectives of the Course:

- To enable student teachers to understand the need and importance of value-education and education for Human Rights as a duty.
- To enable the student teachers to understand the nature of values, moral values, moral education as a duty based as they are on the golden rule of religious education and its related moral training
- To orient the student teachers with the basis of duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child.
- To enable them to understand the process of moral personality development vis-à-vis as a means of their cognitive and social development
- To orient the student teachers to draw lessons from principles of life and converting them into moral learning towards moral education.

Course Content:

Unit-I: Value Education in a Pluralistic World (Multi-Cultural, Multi-Religious and Multi-Ethnic)

- Value Education Concept, Nature, Source & Perspectives (Rational, Philosophical, Socio-Cultural, Religious and Psychological).
- Fundamental Human values-Truth, Peace, Non-violence, Righteous Conduct.
- Connected Terminology: Realism, Accountability, Duty, Virtue, Dharma, Ethics, Religion, Morality, Values,
- Typologies: Intrinsic and Extrinsic Values.
- Duty Approach to Ethics: Deontology, Justice as a Duty
- Learning through Examples:
- Indian Pluralism: Mutual Respect, Tolerance and Dialogue in Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.
- Greco-Roman and Chinese Cultural values: Open-Mindedness, Free thinking, Co-operation, etc.
- Secular Values: Facing Challenges Positively through examples of Super-Achievers (life history and quotes)
- Commonalities of all religions at Philosophical levels.
- Diversities of religion at politics of religion.

Unit-II: Development of the Individual

- Personality Development and Character building education: through unilateral ethics
- Development of right attitude, aptitudes and interest: through higher thinking,

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contemplation and patience

- Yoga, meditation and self-control; introspection on one's strengths and weakness, wrong speech, habits and actions.
- Positive approach to life – in words and deeds: through positive thinking and positive living
- Self-discipline Leading to Duty-Consciousness: Politeness, Punctuality & Righteous Conduct
- The importance of Affective domain in Education in Compassion, Love and Kindness

Unit-III: Response to Value Crisis and Impact of Modern Education & Media on Values

- Value Crisis: Values Crisis Concept, Conflicts as Challenge Vs. Hindrance
- Strategies of Response: Lawrence Kohlberg and Carol Gilligan
- Arnold Toynbee's Challenge-Response Mechanism: Case Study of the Life of Dr. Abdul Kalam
- Gandhian Formula: "Be the Change you wish to see in the world"
- Positive Response: "Seek to Change Yourself; Do Not Complain about Others"

Impact of Modern Education and Media on Values:

- Role of a teacher in the preservation of tradition and culture
- Role of family, tradition & community in value development
- Build on the positive impact and navigate the negative impact of value crisis due to impact of modern life:
- Impact of Science and Technology: Build on the Positive—reasoned thinking, knowledge explosion, technology, universalization of learning, modern education, etc.; Navigate the Negative—modern culture should not be randomly followed
- Effects of Printed Media and Television on Values: Build on the Positive—instant news, information and entertainment; Navigate the Negative—think and avoid negative influence through reasoned thinking
- Effects of computer aided media on Values (Internet, e-mail, Chat etc.): : Build on the Positive—knowledge explosion, information at the click of the button, interaction at our finger-tips, etc.; Navigate the Negative—avoid exposure to negative media, share personal information with care, accept friends requests after due deliberation, etc

Unit- IV: Values: The ideal of Human Unity and Peace

- Human Rights, Rationale and Evolution, UDHR and its Articles(particularly 1, 3, 7, 10, 18, 19)
- UDHR and Duties: Article 26, Receiving Rights subject to performing duties
- Human Rights Education: Meaning, Objectives, Strategies and Role of Education towards duty-consciousness
- National Human Rights Commission and its role
- Role of the Indian Constitution: The Right of Children to Free and Compulsory Education Act, 2009 in context of human Rights and Human Duties Article 51A
- Peace Education: Meaning, objectives, Role of Education in promoting Peace based on

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unilateral ethics of 'in giving we receive'

- Education, Strategies for imparting Peace Education through imparting of duty-consciousness

Practical Assignments/Field Engagement

- Application of one strategy of value inculcation among school children and its report
- Study of Golden Rule of Ethics in various religions
- Write your understanding of Arnold Toynbee's Challenge-Response Mechanism
- Study of UDHR: Human Rights through Performing Duties

Suggested Readings:

- Bhatt, S.R.(1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: Gian Pub.,.
- Kar, N.N.(1996). Value Education: A Philosophical Study. Ambala: Associated Pub. .
- Khan, Wahiduddin. (2010) Family Life, Goodword Books, New Delhi,.
- Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub.,.
- Mascarenhas, M. & Justa, H.R.,(1989)., Value Education in Schools and Other Essays, Delhi Konark,.
- R., King, (1969) Values & Involvement in Grammar School, London: Routledge,.
- S. Abid Hussain; The Indian Culture
- Sharma, S. R, (1999)., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Pub.,.
- Singh, Samporn(1979) Human Values, Jodhpur: Faith Pub.,.
- Source book of Human Rights - NCERT

Online Resources:

- Ethics for Everyone: <https://arthurdobrin.files.wordpress.com/2008/08/ethics-for-everyone.pdf>
- About the Golden Rule: <http://choicesvideo.net/guidebooks/aboutgoldenruleguidebook.pdf>
- Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/>
- Arnold Toynbee's Challenge-Response: <http://www.greenbookee.com/arnold-toynbee-challenge-and-response/>
- Life of Dr. Abdul Kalam: <https://yippiiie.files.wordpress.com/2011/04/wings-of-fire-by-abdul-kalam-printers1.pdf>
- Values and UNESCO: <http://unesdoc.unesco.org/images/0012/001279/127914e.pdf>
- Teaching Ethics, UNESCO: http://portal.unesco.org/shs/en/files/8735/11289332261TeachingEthics_CopenhagenReport.pdf/TeachingEthics_CopenhagenReport.pdf
- Unilateral Ethics and Personality Development: www.cpsglobal.org

Bachelor of Education

SEMESTER IV

Course Title: Health and Physical Education

Credits – 4

Course Code: BED220

MM: 100

Objectives of the Course:

- To acquaint pupil teachers with the concept of holistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To develop organisation skills in organising inter house tournaments and sports meet.
- To understand the need and relevance of Yoga and develop the skills in yogic practices.

Course Content:

Unit-I: Health, Hygiene and Wellness

- Concept of Mind and Healthy Mind, Relation of Healthy Mind and Healthy Body.
- Health: Concept, definition, dimensions and determinants.
- Health Education: Definition, aims and objectives.
- School Health Program: Health Services, Health Supervision and Health Instruction.
- Hygiene Education: Definition, aims and objectives.
- Role of teacher in development of health and good hygienic habits.
- Health and Wellness.

Unit-II: Areas of Concern for Health, Hygiene and Wellness

- Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
- Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- Recreation: Meaning, Significance and Recreational Programs in Schools.
- Wellness common Health Problems and Preventions: Accidents, Environmental Pollution, Overpopulation, Alcoholism, Smoking, Drug Abuse.
- Sex Education and concerns for HIV/AIDS.

Unit-III: Physical Education and Integrated Personality

- Physical Education: Concept, definition, aims and objectives
- Need, scope and Importance of Physical Education Programs at different school levels
- Organization and administration: planning, budgeting, fixture(Knock out and league)
- Athletic meet – Meaning, need and importance. Process to organize athletic meet at school level
- Concept of integrated personality and its realization through physical education program.

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- Tournaments -Types, inter-house competitions, drawing of fixture and sports meet.
- Rules and Regulations and skills of any one of the Games/events: Hockey, Badminton, Volleyball, Basketball, Football, Tennis, Table Tennis, Kho-Kho, Track and Field Events.

Unit-IV: Yoga and Physical Fitness

- Introduction, Meaning and mis-concepts about Yoga
- Types of Yoga, Ashtang Yoga of Patanjali (Eight stages of Yoga)
- Effects of asana on our body and relation of Psychology with Yoga
- Importances of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school
- Physical fitness: Meaning, importance. motor component of physical fitness(strength, flexibility, endurance, speed, Agility and neuro-muscular coordination).
- Training methods of physical fitness.

Practical Assignments/Field Engagement

- Prepare a Project Report on: Three types of Sports Ground.
- Organise a sports meet at school level.
- Participate in any two games and sports activities of your choice in your institution
- Perform Any three Yoga Asanas in supervision of your faculty mentor at an appropriate time of the day conducive for the same.
- Prepare a plan of activities for a three days out door camp.
- Prepare a league-cum-knockout fixture for teams(10-20) in number.

Suggested Readings:

- Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher,
- Kamlesh, M.L. & Sangral, M.S. (1986). Methods in Physical Education, Ludhiana: Prakash Brothers.
- Kangane, Sopan & Sonawane, Sanjeev. (2007). Physical Education. Pune: Nirali publication.
- Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
- Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
- Syedentop, Daryl (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Uppal, A.K. & Gautam, G. P. (2004). Physical Education and Health. Delhi: Friends publisher.

Bachelor of Education

SEMESTER IV

Course Title: Adult and Population Education

Credits - 4

Course Code: BED222

MM:100

Objectives of the Course:

- To enable the student teachers to develop an understanding of the meaning and concept of Adult Education.
- To impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
- To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation techniques of adult learning.
- To be aware of the population trends and spread of AIDS in the world.
- To understand that population becomes stable when there is little difference between birth and death rates.
- To develop among themselves a healthy, rational and scientific attitude towards the natural phenomena of birth and death.

Course Contents:

Unit - I: Adult and Continuing Education

- Meaning, Concept and Scope of Adult and Continuing Education.
- Need and Importance of Adult Education for the development of an Individual for Social Change.
- Adult Education in Independent India: Objectives Target, efforts, achievements and causes for slow progress.
- National Literacy Mission - Aims, objectives and strategies.

Unit - II: Teaching - Learning process in Adults

- Androgogy- Nature and Scope. Basic difference between Pedagogy and Androgogy.
- Agencies and Organizations: Local, State and Central level, their problems.
- Adult Learner — Characteristics, problems and motivation.
- Adult teaching — Different methods, Role of Mass media.
- Evaluation Techniques for Adult Learning.
- Adult Education, lifelong learning and continuing Education
- Adult Education and Continuing education
- Lifelong learning- A component of adult education
- Lifelong learning in IT age- Exploring ICT as a Tool

Unit III: Population and AIDS Education

- Importance of Population Education – concept / meaning and objectives of population education – factors affecting population explosion – importance of Family Life Education, with reference to Affect of Population Growth on: Economic Development, Social Development, Educational Development, Environmental and Natural Resources, Health and Nutrition
- Symptoms of AIDS – causes, Prevention of AIDS – AIDS Education – meaning and objectives. Role of different agencies in promoting AIDS Awareness Education – [Local, National and International Agencies – 2 each]

Unit IV: Integrated Population Education

- Role of Government and Non-Govt. Agencies concerning Population Education.
- Integration of Population Concept in different School Subjects.
- Population Education through co-curricular activities.
- Role of the Teacher in Population Education Programs.

Practical Assignments/Field Engagement

Conducting any one of the following surveys in the local area and prepare a report:

- Progress in the field of literacy
- AIDS awareness,

Suggested Readings:

- Aggarwal, S. N., India's Population Problems, New Delhi, Tata McGraw Hill, Pub. House, 1985.
- Ambasht, N.K.(2014)., Foundations of Adult Education in adult and lifelong learning, Indian Adult Education Association, New Delhi.
- Ghosh, B.N. (1978) Population Theories and Demographic analysis, Meenakshi Prakashan, New Delhi
- Jacobson Wellard JU,(1979) Population Education; A knowledge base, NY, Teachers College Columbia University.
- Mohankumar,V.(2014), Adult and lifelong learning: Selected articles Indian Adult Education Association.
- Sheshadri, C & J.L. Pandey (1991) Population Education: A national Source Book, ND, NCERT
- Shah, S.Y.(1999) Encyclopaedia of Adult Education, NLM, New Delhi.

Bachelor of Education

SEMESTER-IV

Course Title: Peace Education

Credits - 4

Course Code:BED224

MM: 100

Objectives of the Course:

- To understand the concept of peace as an umbrella concept of all positive values.
- To understand the importance of peace education in personality development.
- To imbibe the knowledge, attitudes and skills of culture of peace needed to achieve and sustain a global culture of peace and values.
- To make future teachers aware of the scale and variety of conflicts affecting contemporary life and learn to deal with them through unilateral ethics
- To encourage inquiry into the complex role that institutionalized education plays in the Context of different types of conflicts and To learn to play the role of peace-maker in conflict situations.
- To enable students to develop personal initiative and resources for the pursuit and promotion of peace by inculcating change to culture of peace within themselves.
- To analyse the need for Peace Education to foster National and International
- Understanding.

Course Content:

Unit I Peace Education: Concept and Scope

- Meaning of Peace: Umbrella term of all positive values to build a positive personality
- Meaning, Nature and Concepts of Peace Education
- Aims and Objectives of Peace Education
- Status of peace education in the curriculum and its relevance in present global scenario
- Different sources of peace: Philosophical, Religious, Social, Secular and Psychological.
- Classification of Peace: Individual and social; positive and negative peace
- Method of Peace in Mind: Learning Positive Lessons from Negative Experiences
- Peace as a concomitant result of Human values.

Unit II Integrating Peace Education in the Present Curriculum

- Integrating Peace Education in Curriculum: Subject context, subject perspectives, Teaching Methods, Co- curricular activities, Staff development, class- room management, School Management
- Practical steps to build Culture of Peace in schools: Simulations Classroom Discussions, Book Clubs, Experience-Sharing Sessions
- Developing Attitude of Culture of Peace and Peace-Making: Mutual Respect, Tolerance, Patience, Seeking Spirit and Realistic, Objective Thinking through Accountability
- Educating for a Culture of Peace: Learning mutual respect, duty-consciousness, leadership skills through unilateral ethics, introspection and mutual learning through duty-consciousness.

Unit III Violence for Peace and conflict Resolution

- Peace, Violence and conflict: conflict and violence—in life, media—a normal part of life; importance of not considering it a crisis but managing them to maintain peace
- Conflict Management: Maintaining Normalcy in Conflict; Managing Conflicts through dialogue and discussion, cooperation; peace education in managing conflicts in family and student life
- Non-Violent Activism: Speech, Behaviour and Action with others based on non-violence takes the justification of acting violently away from others; role of peace education in learning nonviolence
- Peace Education: Agencies Role of community, school and family in the development of values for Peaceful Co existence

Unit IV Global Issues and Peace Movements

- Human Rights as a Duty: Learning to give human rights to others.
- Preservation of Ecology, population control, Economic Exploration: Limited Use as Duty-Conscious citizen; not indiscriminate use as rights-conscious citizens.
- Challenge Not Deprivation: Problems of life are challenges not situations of deprivation
- Role of World Organizations in Promoting Peace Education: Case Study of UNESCO's Culture of Peace Program in global scenarios and suggestions

Practical Assignments/Field Engagement

- Hold a Peacemaking Workshop in the School to understand the use of Conflict Management techniques
- Make a Report on how problems can be taken as challenges, not deprivation. What is its importance in personality and social development?
- Develop a Personality Development Program that incorporates the Culture of Peace and Peacemaking techniques

Suggested Readings:

- Adans, D. (Ed). (1997). Unesco and a Culture of peace, promoting a global movement.
- Aggarwal, J.C. (2005) Education for values, environment and human rights. New Delhi : Shipra Publication.
- Chadha, S.C. (2008) Education value & value education . Meerut: R. Lall Books Depot.
- Chand, J. (2007) . Value education. Delhi : Anshah Publishing House.
- Civilization. London: SAGE Publications, 1996.
- Diwaar, R.R., & Agarwal, M. (Ed) . (1984). Peace education. New Delhi: Gandhi peace foundation.
- Education for Human Values(2003), sathya sai instructional centre for Human Values: New Delhi.
- Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep Publication.
- Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
- Khan, Wahiduddin(2003). Ideology of Peace, Goodword, New Delhi.
- Kumar, M. (Ed). (1994). Non-violence, Contemporary Issues and Challenges. New Delhi: Gandhi Peace foundation.
- Morrison, M.L. (2003) Peace Education. Australia: McFarland.
- Passi, B.K., & Singh, P. (1999). Value education. Agra: Psychological Corporation.
- Ruhela, S.P. (1986) . Human Values and Education. New Delhi : Sterling publishing.
- Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
- Singh, Y.K. (2009) Value Education. New Delhi: APH Publishing Corporation.
- Singh, Y.K. , & Natha, R. (2008) Value Education. New Delhi : A.P.H. Publishing Corporation.
- Subramanian, K. (1990) . Value Education. Madurai: Ravana Publication.
- UNESCO. Learning the Way of Peace : Teacher's Guide.
- UNICEF. The State of the World's Children (reports of the last five years).
- Venkataiah, (2009). Value Education. New Delhi: APH Publishing Corporation.

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Online Resources:

- Peace in Minds of Men: <http://www.learndev.org/dl/WarPeaceMinds.PDF>
- History of Culture of Peace: http://www3.unesco.org/iycp/kits/uk_concept.pdf
- UNESCO Culture of Peace:
http://www.pathwaystopeace.org/documents/idp_essaycontest.pdf
- Conflict Management Techniques:
http://www.imd.org/research/publications/upload/PFM149_LR_Kohlrieser.pdf
- Nonviolence in Education:
http://portal.unesco.org/education/en/file_download.php/fa99ea234f4accb0ad43040e1d60809cmuller_en.pdf
- Peacemaking in Schools:
http://www.learningpeace.com/pages/LSP_PSchool.htm
- Peace Education Resource: www.cpsglobal.org.

Bachelor of Education

SEMESTER IV

Course Title: Work Education

Credits:4

Course Code : BED226

M.M:100

Objectives of the Course:

- To acquire knowledge of the various aspects of vocational education in India.
- To understand the dynamics of the development of vocational programmes in India with respect to those which play a significant role in increasing productivity.
- To develop healthy attitude towards vocational education.
- To appreciate the significant changes in the field of vocational education in India.

Course content:

Unit-1: Concept and Historical Perspectives:

- Meaning and Concept of Nai Talim/Basic Education and debates around it.
- Historical perspectives: Macaulay's Education Policy. Gandhi's philosophy of Work Education, Wardha Commission report 1938, its recommendations. Nai Talim/Basic Education and National Movement built around it. Developments related to Work Education: pre and post independence.
- Institutions of Teacher Training: Pre and Post independence based on Gandhian Philosophy, their objectives and curriculum and current status
- Commissions and Education Policies and their recommendations on Work experience/ Work Education, post independence: Education Commission 1964, Secondary Education Commission 1958, Ishwar bhai Patel Committee report (1977), NPE 1986 , POA 1990, NCF 2005 and current status.
- Concepts – Education and technical education – Need and importance. Human resources development – skilled manpower – productivity – Vocational Education –Meaning and Definition
- Work experience-concept – distinction between work experience and vocational education.
- Basic education – concept – merits – Criticism, need and importance, scheme of multipurpose schools.
- S.U.P.W. : Concept and Objectives

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Unit – II Psychological basis of Integrating Work in Education:

- Concept of work and Hands on activities.
- Concept of work and rationale for integration of work in Education
- Psychological basis for work in education: Dewey, Piaget, Vygotsky
- Constructivism and Work Education

Unit 3: Objectives, Methods and Evaluation for Work Education

- Essential and Elective Work Education
- Techniques/ methods of Teaching work education.
- Objectives, Need and Significance and objectives of Work Education
- Concept of reduce, recycle and reuse and its significance
- Evaluating students work (Preparing Rating scales, check list, Anecdotal records)
- ITI and polytechnic–need and importance-classification, admission process – course of study – organization and administration at state level
- ITI, Polytechnics and para professional courses – salient features co–operation with industries and other organization – Apprenticeship Act 1961.

Unit 4: Integrating Work Education with Curricular Subjects

- Theories of integrated education and its educational implications
- Pedagogy of teaching learning of work education
- Planning lessons integrating work in education
- Significance of integrating work in Education
- Linkages of community and school

Practical Assignments/Field Engagement

- Integrating ICT: Preparing Posters, news letter, invitation cards, calendars, visiting cards using, MS publisher. Searching visuals through internet search **for** using them as learning aids.
- Preparing visual aids and Bulletin Boards related to curricular subject
- Preparing creative work for cultural activities in school.
- Visits to places of any one of the ,NGOs working in the field of Education ,Small scale industries / polytechnics /employment exchanges etc

Suggested Readings:

- Banerjee N P (1995) *Work Experience in General Education*, Ambala, Associated Publishers

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- Education commission (1964-66), Report of Government of India
- Kaul ML(1983) *Gandhian Thoughts of Basic Education ; Relevance and Development* Journal of Indian Education 8(5) p 11-16
- Mahmood S (1996) *Work Experience, Its Role in Educational Process in Co Curricular Activities* edited by Farooqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
- Position Paper National Focus Group On Work And Education, NCF 2005, NCERT
- Report National Policy on Education 1986 , Govt of India Government of India,
- M.K. Gandhi (1927) *The story of my experiments with truth*, Navjivan Trust
- Tarun Rashtriya, *Vocational Education*(2005), APH Publishing Corporation, New Delhi,

Online Resources:

- <http://www.kkhsou.in/main/education/wardha.html>
- Concept Of Teacher Education,
http://www.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf
- NCF 2005 (focus group paper on work education) NCERT publications
- <http://cp.c-ij.com/en/contents/3158/disguise-mouse001f02/index.html>
- <http://notesfromtheblacklagoon.files.wordpress.com/2008/03/dsc00095.jpg>
- http://www.ncert.nic.in/html/pdf/schoolcurriculum/position_papers/work&education.pdf

Bachelor of Education

SEMESTER-IV

Course Title: Education of the Marginalised Groups

Credits:4

Course Code : BED228

M.M:100

Objectives of the Course:

- To acquaint the student-teachers of their constitutional rights and duties.
- To sensitise students towards the paradigm shift from welfare approach to development to the rights based approach to
- To understand the relevance of Right to Education as a tool for social empowerment of the marginalized sections of India.

Unit I-Marginalization in Indian Context

- Marginalization- Concept, Definitions and Implications for education
- Types of marginalization- Social, Political, Economic, Educational, Psychological
- Marginalization vs. Social Exclusion
- Marginalization, Discrimination and Disadvantage
- Individual Exclusion vs. Community/Group Exclusion
- Reasons of Marginalization- Disadvantage, Deprivation, Economic, Political

Unit II- Educational Status of Marginalized Groups in India

- Foundation of composition of Indian Society and its multicultural multilingual nature
- Identification of Marginalized Groups- Scheduled Castes, Scheduled Tribes, , OBCs, Primitive Groups, Religious and Linguistic Minorities, Women and Children, Economically Weaker Sections.
- Constitutional provisions against any kind of Discrimination, Government Programmes, Schemes and Voluntary efforts to curb Discrimination.
- Five year Plans and progress made towards education of marginalized groups in India-Inclusive growth and Development of all, Empowerment of marginalized communities in India.
- RTE Act 2009, RMSA and RUSA and Provisions of the 12th Five Year Plan for education of the marginalized groups.

Unit III Important International Treatise and International Laws for Protection of Human Rights

- Human rights in India, role of organizations working for it
- India's commitment at international level for protection of human rights
- India's Constitutional and legal framework for protection of fundamental rights and human rights
- Constitutional rights of women, minorities and those on Schedules (SC, ST)
- SCP and TSP plans and their achievements
- States obligations for development of women, minorities, SCs, STs others- Plans and programmes

Unit IV Issues, Concerns and Future Perspectives

- Issues- Social security, educational development, vocational courses and avenues, contextualization of education, partnership in governance and decision making process
- Educational problems of marginalized groups- Enrolment, drop out, low achievement, assimilation, equal rights to work
- Human rights issues related with equity and equality
- Repercussions and Consequences- Health related problems, rise in crime and violence, disharmony, rise in terrorism, social conflicts.
- Coping strategies and interventions required for resolution of the consequences of Marginalisation.
- Future Perspectives and Policy directives in India

Practical Assignments/Field Engagement

The students shall be engaged with the community through projects wherein they would look at the implementation of different aspects of RTE especially the clause on EWS.

They would also be engaged in conducting a bridge course for students lagging behind in academics due to any reasons.

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Suggested Readings:

- Ahuja, Ram Rights of Women(1992), A Feminist Perspective, New Delhi: Rawat Publications.
- Basu, D.D.(2003) Shorter Constitution, Prentice Hall, New Delhi.
- Centre for Development and Human Rights(2004), The Right to Development –A Primer, New Delhi: Sage Publications.
- Naila Kabeer (ed), Geetha B. Nambissan, Ramya Subramanian(2003) Child-Labour and the Right to Education in South Asia, New Delhi: Sage Publications.
- UNDP Bank, Human Development Report, New Delhi, 2003.

Bachelor of Education

SEMESTER-IV

Course Title: Environmental Education

Credits:4

Course Code : BED230

MM:100

Objectives of the Course:

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems, and to develop knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards their solutions and prevention of new ones.
- To do teaching learning about the environment, through the environment and for the environment.
- To develop special skill needed to link theoretical understanding with practical/applied aspects.

Course Content:

Unit I: Nature and scope of environmental education

- Nature, need and scope of environmental education and its conservation
- Environmental education: a way of implementing the goals of environmental protection.
- Present status of environmental education at various levels
- India as a mega biodiversity Nation, Different ecosystems at national and global level.
- Role of individual in conservation of natural resources: water, energy and food
- Role of individual in prevention of pollution: air and water
- Equitable uses of resources for sustainable livelihoods
- Environmental legislation: awareness and issues involved in enforcement
- Role of information technology and media in environment awareness/consciousness

Unit II: Community Participation and Environment

- Community participation in natural resource management – water, forests, etc.
- Change in forest cover over time.

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- Deforestation in the context of tribal life
- Sustainable land use management
- Traditional knowledge and biodiversity conservation
- Developmental projects, including Government initiatives and their impact on biodiversity
- conservation
- Issues involved in enforcement of environment legislations
- Role of media and ecotourism in creating environmental awareness
- Role of local bodies in environmental management
- Shifting cultivation and its impact on environment

Unit III: Environmental Issues and concerns

- Consumerism and waste generation and its management
- Genetically-modified crops and food security: Impacts positive and negative
- Water consumption pattern in rural and urban settlement
- Ethno-botany and its role in the present day world
- Environmental degradation and its impact on the health of people
- Economic growth and sustainable consumption
- Organic farming
- Agricultural waste: Their impact and management
- Rain water harvesting and water resource management
- Biomedical waste management
- Changing patterns of energy and water consumption.

Unit IV: Initiatives by various agencies for Environment Education

- Environmental conservation in the globalised world in the context of global problem
- Alternative sources of energy
- Impact of natural-disaster/man-made disaster on environment
- Biological control for sustainable agriculture
- Heat production and green house gas emission
- Impact of industry/mining/transport on environment
- Sustainable use of forest produces.
- Governmental and non-government initiatives.
- Supreme Court order implementation of Environmental Education(EE)

Practical Assignments/Field Engagement

- Student-teachers shall be engaged in reflecting and examining the following critical themes; Seminar, presentations
- Study of major initiatives taken by NCERT regarding environmental education.
- Study of Development of slum area and their inhabitants in a nearby area/institute

Bachelor of Education

- A critical study of school habitat in the context of drinking water, sanitation paper, energy, garbage management etc.
- Develop a road map for implementation of Environmental Education as suggested by NCF 2005.
- Develop a list of investigatory environmental problems (stage specific) work on the problem in a group of 2-3. Prepare a report.

Suggested readings:

- Falmer Press CEE (1987). *Joy of Learning: Handbook of Environmental Education Activities*: CEE Bhurca E. (2004). *Textbook For*
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
- NCERT (2005). *Syllabus for Elementary Classes, Volume I*. New Delhi: NCERT.
- NCERT (2007/2013). *Looking Around Us*, EVS Textbooks (3-5), New Delhi: NCERT.
- NCERT (2008). *Source Book on Assessment for Classes I–V*, Environmental Studies, New Delhi: NCERT.
- Sarabhai V.K. et al. (2007). *Tbilisi to Ahmadabad – The Journey of Environmental Education—A Source book*, Centre for Environment Education, Ahmadabad.
- SCERT (2011). *Paryavaran adhyayan aur vigyan shikshan*, D.El.Ed.-ODL Course: Chhattisgarh.
- SCERT (2012/2013). *We-Our environment*, EVS Textbooks (3-5): Andhra Pradesh. Seminar Proceedings (1995-96). *Seminar on EVS*, organized by Vidya Bhawan, Udaipur.
- Springer (2006). *Science Literacy in Primary Schools and Pre-Schools*.
- The Green teacher (1997). *Ideas, Experiences and Learning in Educating for the environment*: Centre for Environment Education
- UNESCO (1988). *Games and Toys in Teaching of Science and Technology*: UNESCO.
- UNESCO (1990). *An Environmental Education Approach to the Training of Middle Level Teachers: A Prototype Program*: UNESCO, UNEP International EE Program.
- UNICEF (2008). *Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools*: UNICEF.

Bachelor of Education

SEMESTER IV

Course Title: School Leadership

Credits:4

Course Code : BED232

MM:100

Objectives of the Course :

- To develop a critical understanding of the notion of school organization and
- To develop a comprehensive understanding of context-specific notions of school effectiveness.
- To develop an understanding of school leadership and challenges to management.
- To help in making overt connections between field-based project work, educational leadership and change facilitation.
- To develop an understanding of the system of education, its relationship with school curriculum management in the context of the structures and processes of the education system and its impact on pedagogic processes in the classroom.
- **Course Content:**

Unit I: Structures and Processes of the Indian Education System

- Types of schools within different administration bodies
- Roles and responsibilities of education functionaries
- Governance rules and financial management of different types of school.
- Relationships between support organizations(Affiliating, Regulating and Financing bodies) and the school.
- Understanding and interpreting educational policies that impact schools
- Concepts of school culture, organization, leadership and management.
- Role of school activities such as assemblies, annual days etc., in the creation of school culture.

Unit II: School Effectiveness and School Standards

- School effectiveness -meaning and its assessment.
- Understanding and developing standards in education

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- Classroom management effective communication and motivational skills.
- Learner- centred educational and inclusive Education.

Unit III: School Leadership and Management

- Administrative and academic leadership
- Styles of leadership
- Team leadership
- Pedagogical leadership
- Leadership for motivation and change
- Desirable Change in management
- Conflict Management

Unit IV: Change Facilitation in Education

- Sarva Shiksha Abhiyan (SSA) experiences and RMSA
- Equity in Education · Incentives and schemes for girl child
- Issues in educational and school reform
- Preparing for and facilitating change in education through Teacher Education system as prime mover.
- Role and functions of IASEs, DIETs, CTE · Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT etc.
- Accountability and Continuous Professional Development

Practical Assignments/Field Engagement:

The practicum component of this course is meant to help students make specific connections between field observations, class discussions, analytical presentations and participation in change visualization. Suggested Topics · Managing the classroom · The role of the school head · Interactions with support organizations · School improvement plan · Change facilitation processes

Suggested Readings:

- Batra, Sunil (2003). From School Inspection to School Support. .
- Early, P. and D. Weindling (2004). A changing discourse: from management to leadership.
- Fullan, M. (1993) Making schools successful, synthesis of case studies of schools in Asian countries, ANTRIEP, NUEPA(2012).. Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6)

Bachelor of Education

- Govinda, R. (2001). Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
- Madan Mohan (2002). School without Walls Heinemann: New Delhi pp 24-40; 128-1
- Senge, P. (2000). The Industrial Age System of Education. In Schools that Learn, NB: London. pp 27-58.

Bachelor of Education

SEMESTER-IV

Course Title: Life Skills Education

Credits:4

Course Code : BED234

MM:100

Objectives of the Course :

- To familiarize student-teachers in the theoretical foundations of Life Skills Education
- To prepare student-teachers in training methodologies and enable students to apply Life Skills in various spheres
- To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
- To foster the spirit of social responsibility in students and enhance social and emotional well being

Unit - I: Introduction

- Life Skills: Concept, need and importance of Life Skills for human beings.
- Life Skills Education: Concept, need and importance of Life Skills Education for teachers.
- Difference between Livelihood Skills and Life Skills.
- Core Life Skills prescribed by World Health Organization.
- Key Issues and Concerns of Adolescent students in emerging Indian context.

Unit - II: Process and Methods Enhancing the Life Skills

- Classroom Discussions
- Brainstorming and Role plays
- Demonstration and Guided Practice
- Audio and Visual activities, e.g. Arts, Music, Theatre, Dance
- Small Groups discussions followed by a presentation of group reports.
- Educational Games and Simulation
- Case Studies, Storytelling, Debates
- Decision making and mapping of using problem trees.

Unit - III: Core Life Skills (I)

- Skills of Self awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process, learning to live together with other living beings. acceptance of diversity in perspectives of different societies and cultures. Acceptance and importance of all living being as along ecological and psychological social structures.

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- Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process.
- Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.

Unit - IV: Core Life Skills (II)

- Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.
- Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process.
- Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.

Practical Assignments/Field Engagement

- The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with respect to the dynamics of the same.
- The Core Life Skills will also be demonstrated through role plays on diverse issues in the form of workshops.
- The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.
- Human animal interface: Case of study of a domestic/institutional animal/with human being.

Suggested Readings:

- A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: <http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf>
- Life Skills Based Education. (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life_skills-based_education
- Life Skills Based Education CCE. (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from: <http://www.nied.edu.na/publications>

Pedagogical Courses

Course Title: Teaching of Hindi

Credits:4

Course Code: BED115

M.M:100

उद्देश्य :

- शिक्षा में भाषा के महत्त्व को रेखांकित कर सकेंगे।
- हिन्दी भाषा शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।
- स्वयं में अपेक्षित भाषा- कौशलों का विकास कर सकेंगे।
- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।
- विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

इकाई 1 हिन्दी भाषा- शिक्षण: सैद्धान्तिक परिप्रेक्ष्य

- भाषा: अर्थ, महत्त्व एवं प्रकार्य
- विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ
- प्रथम भाषा, अन्य भाषा, संपर्क भाषा एवं राज भाषा के रूप में हिन्दी , प्रथम भाषा एवं अन्य भाषा के रूप में हिन्दी शिक्षण उद्देश्यों में अंतर
- हिन्दी भाषा के तत्त्व, हिन्दी शिक्षक के लिए इन तत्त्वों के ज्ञान की उपयोगिता, भाषा के तत्त्वों का शिक्षण

इकाई 2 भाषा कौशल एवं व्याकरण शिक्षण

- भाषा कौशलों से अभिप्राय, भाषा शिक्षण में उनका स्थान एवं महत्त्व
- सुनने तथा बोलने के कौशल का शिक्षण – महत्त्व, उद्देश्य, प्रकार , शिक्षण विधियाँ, कौशल विकासक क्रियाएँ, श्रवण एवं उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण

- पठन कौशल – तात्पर्य, महत्त्व, उद्देश्य, पठन की विशेषताएँ, सस्वर तथा मौन पठन, गहन अध्ययननिष्ठ पठन तथा व्यापक पठन, पठन कौशल विकासक क्रियाएँ, पठन दोष- कारण तथा निराकरण
- लेखन कौशल – तात्पर्य, महत्त्व, उद्देश्य, लिखित अभिव्यक्ति के विविध रूप, निर्देशित लेखन, स्वतंत्र लेखन, सृजनात्मक लेखन, लिखित अभिव्यक्ति के विविध रूपों का शिक्षण, लेखन कौशल विकासक क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य
- भाषा शिक्षण में व्याकरण का स्थान, महत्त्व एवं उपयोगिता, उद्देश्य, शिक्षण विधियाँ, व्यावहारिक व्याकरण

इकाई 3 साहित्य शिक्षण

- कविता शिक्षण – महत्त्व, उद्देश्य, कविता शिक्षण के पक्ष, कविता के रसास्वादन की विधियाँ, मूल्यांकन
- गद्य शिक्षण (निबंध एवं निबंधेतर विधाएँ)- महत्त्व, उद्देश्य, विधागत अंतर एवं उनके अनुससर शिक्षण विधियों का प्रयोग, गहन अध्ययननिष्ठ एवं विस्तृत अध्ययननिष्ठ पाठों की शिक्षण विधि में अंतर, मूल्यांकन
- रचना शिक्षण – महत्त्व, उद्देश्य, रचना के विविध रूपों का शिक्षण, मूल्यांकन

इकाई 4 हिन्दी शिक्षण सहाय्य साधन सामग्री एवं मूल्यांकन

- पाठ्य-पुस्तकों एवं पूरक पुस्तकों का महत्त्व, विशेषताएँ, निर्माण तथा मूल्यांकन
- शैक्षिक उपकरणों का महत्त्व एवं उपयोगिता, उपकरणों के विविध रूप एवं उनका प्रसंगानुरूप प्रयोग , हिन्दी भाषा शिक्षण में सूचना- प्रोद्योगिकी की भूमिका तथा उसका यथावसर प्रयोग
- पाठ्यचर्या सहगामी क्रियाओं के प्रकार एवं भाषा शिक्षण- अधिगम में उनका योगदान, क्रियाओं का आयोजन, मूल्यांकन
- मूल्यांकन की आधुनिक संकल्पना, परीक्षा, परीक्षण एवं मूल्यांकन में अंतर, हिन्दी शिक्षण में मूल्यांकन का महत्त्व, उद्देश्यनिष्ठ मूल्यांकन की आवश्यकता, सतत एवं व्यापक मूल्यांकन, परीक्षण प्रश्नों के प्रकार एवं उनकी रचना प्रक्रिया

- संप्राप्ति परीक्षण प्रतिवेदन, छात्रों के भाषा अधिगम में सामान्य त्रुटियों के कारण, निदान एवं उपचार।

व्यावहारिक पक्ष(कोई दो)

- कल्पना प्रधान, भावप्रधान एवं विचारात्मक लेखन के लिए मौलिक विषयों की सूची का निर्माण
- उच्चारण/ वर्तनी के सामान्य दोषों का संकलन और उसके लिए उपचारात्मक अभ्यासों की रचना
- शब्द भंडार वृद्धि के लिए पाठ्य पुस्तकों से प्रत्यय, उपसर्ग, संधि , समास युक्त शब्दों का चयन कर उन्हें सूचीबद्ध करना
- पाठ्य पुस्तकों में निर्धारित कविताओं के समान भाव वाली रचनाओं का संकलन
- पाठ्यपुस्तक में निर्धारित पाठों में से किसी एक का चयन कर उसपर परियोजना निर्माण

संदर्भ सूची :

- कौशिक, जयनारायण(1987), हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़
- गुप्ता, मनोरमा (1984), भाषा अधिगम, केंद्रीय हिन्दी संस्थान, आगरा
- तिवारी, पुरुषोत्तम(1992), हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी
- तिवारी, भोलानाथ(1990), हिन्दी भाषा शिक्षण, लिपि प्रकाशन, दिल्ली
- पाण्डेय, रामशकल(1993), हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा
- प्रसाद, केशव (1976), हिन्दी शिक्षण, धनपत राय एंड संस, दिल्ली
- बाछोतिया हीरलाल (2011), हिन्दी शिक्षण: संकल्पना और प्रयोग, किताबघर प्रकाशन, दिल्ली
- नागोरी, शर्मा एवं शर्मा(1976) हिन्दी भाषा एवं साहित्य शिक्षण, राजस्थान प्रकाशन
- भाई योगेन्द्रजीत (1961), हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा
- लहरी, रजनीकान्त (1975), हिन्दी शिक्षण, राम प्रसाद एंड संस , आगरा

Bachelor of Education

- वर्मा, ब्रजेश्वर (1969), भाषा शिक्षण और भाषा विज्ञान, केंद्रीय हिन्दी संस्थान, आगरा
- सिंह, निरंजन कुमार (1981) माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
- सुरेशकुमार (2001), शैलीविज्ञान, वाणी प्रकाशन, नई दिल्ली

Course Title: Teaching of English

Credits: 4

Course Code: BED117

M.M:100

Objectives of the course:

- To understand the need and importance of English language .
- To develop proficiency in the language.
- To be familiar with the psycholinguistics and sociolinguistics aspects of language.
- To enable the students to use technology to enrich language teaching.
- To be aware of the pedagogical practices required for teaching English on second language.
- To facilitate the effective use of learning resources.
- To encourage continuous professional development.
- To develop an appreciation of the role of English in both academics and life.

Course Content

Unit - I: Fundamentals of Language

- Nature and Scope of Language
- Psycholinguistic and Sociolinguistic perspectives of language
- Role of Language in Life: Intellectual, Emotional, Social and Cultural Development
- Language Acquisition vs. Language Learning
- Multilingualism as resource to Second Language Teaching-Learning
- Language across Curriculum
- Principles and Maxims of Language Teaching

Unit - II: Language Development Skills and Learning Resources

- Listening: Concept, types, Significance and Activities to develop Listening and its evaluation
- Speaking: Concept, Significance and activities to develop speaking and its evaluation
- Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading) and its evaluation.

Bachelor of Education

- Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal)
- Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopaedia, Thesaurus)
- Learning resources: Computer Assisted Language Learning(CALL), Library, Language Laboratory e-resources.

Unit - III: English Language Pedagogy

- Micro Teaching Skills
- Approaches/Methods to English Language Teaching: Direct Method, Structural Approach, Communicative Approach, Constructivist Approach
- Planning a Lesson, Instructional Objectives and Specifications for:
 - Prose:** Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)
 - Poetry:** Methods (Recitation, Song-action), Techniques of Appreciation
 - Grammar:** Types (Functional, Formal), Methods (Inductive, Deductive)

Unit - IV: Professional Growth and Learner Evaluation

- Action research: Concept and Identification of problems faced by the teachers in the classroom.
- Critical Appraisal of an English text book.
- Professional Competencies of a teacher.
- Comprehensive and Continuous Evaluation and its use in English class.
- Different Elicitation Techniques used in English; cloze, diagnostic and achievement test.
- Remedial Teaching, Contrastive analysis; Error analysis

Practical Assignments/Field Engagement

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Preparation of an Achievement Test in English.
- Critical study of any one English Text-book .
- Organisation of inter-class contests in English
- Identifying and Evaluating ICT resources suitable for teaching English.

Suggested Readings:

- Amritavatli, R, (1999): Language as a Dynamic Text: Essays on Language, Cognition and Communication. CIEFL Akshara series. Hyderabad: Allied Publishers
- Choudhary, N.R, (2002) :English Language Teaching, Himalaya Publish House, Mumbai
- Dave, Pratima S, (2002): Communicative Approach to the Teaching of

Bachelor of Education

- English as A Second Language, Himalaya Publishing House, Mumbai
- Davis, Paul and Mario Rinvoluceri, (1988): Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers
 - Grillett, M (1983): Developing Reading Comprehension, London, CUP.
 - Halbe Malati, (2005) :Methodology of English Teaching , Himalaya Publishing House,
 - Parrot, M (1993),Tasks for the Classroom Teacher, London, Pergamon
 - Prabhu, N.S. (1987): Second Language Pedagogy. Oxford University Press, NY.
 - Sahni Geeta(2006),Suggested Methodology of Teaching English .
 - Sunwani, V.K, (2005), The English Language and Indian Culture.
 - Thomson & Wyatt HG(2000),Teaching of English in India, University of London.
 - Valdmen., (1987) Trends in Language Teaching, New York, London Mac Graw Hill.

Course Title: Teaching of Sanskrit

Credits: 4

Course Code: BED119

M.M:100

Objectives of the course:

- To enable student-teachers to attain efficiency and effectiveness in teaching and learning Sanskrit Language.
- To understand the role of Sanskrit in India and its place in the school curriculum.
- To be committed, inspired and interested in teaching Sanskrit.
- To facilitate the effective use of learning resources.
- To develop strategies in order to meet the learning difficulties in teaching Sanskrit.
- To identify and be sensitive to the proficiency, interests and needs of learners.
- To encourage continuous professional development.

Course content:

Unit - I: Fundamental of Language

- Nature, Evolution and Development of Sanskrit language.
- Importance and objectives of teaching Sanskrit.
- Aims and Objectives of teaching Sanskrit as Language at the Secondary Level
- Interaction of Sanskrit Language with other Indian Languages and its Structural, Lexical and Semantic relationship. Place of Sanskrit in the school curriculum.
- Textbook: Selection of text books, reference books .
- Critical Appraisal of a Sanskrit text book.

Unit - II: Development of Skills

- Recitation, silent Reading, Oral Expression and Special Language teaching skills.
- Audio Visual Aids: Meaning, Classification,
- Importance and uses in Teaching Sanskrit.
- Unit planning in Sanskrit language

Unit: III Learning Resources and Professional Growth

- Computer Assisted Language Learning (CALL), Library,
- Professional Competencies of the teacher.
- Use of Multi Media in teaching of Sanskrit
- Micro-teaching skills in teaching Sanskrit
- Lesson Planning for Prose, Poetry, Grammar, and Composition
- Different Approaches of Lesson Planning

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Unit-IV: Evaluation

- Difference between Measurement, Assessment and Evaluation,
- Criterion Referenced Testing and Norm Referenced Testing
- Types of Test Items and development of Achievement test
- Significance of Comprehensive and Continuous Evaluation
- Diagnostic and Remedial Teaching
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignment/Field engagement:

- Critical study of any one Sanskrit textbook prescribed for secondary level.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Preparation of an Achievement Test in Sanskrit.
- Develop two games for teaching any Sanskrit Topic.
- Identifying and Evaluating ICT resources suitable for teaching Sanskrit.

Suggested Readings:

- Apte, D. G. and Dongre, P. K.: Teaching of Sanskrit in Secondary School, Acharya Book Depot, Baroda, 1980.
- Bokil, V. P. and Parasnik, N. K.: A New Approach to Sanskrit, Loka Sangraha Press, Poona.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
- Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
- Panday, R. S. : Sanskrit Shikshan, Vinod Pustak Mandir, Agra, 2000.
- Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, 1991.
- Safaya, R. N.: Sanskrit Shikshan Vidhi, Harayana Sahitya Academy, Chandigarh.
- Shastri and Shastri: Sanskrit Shikshan, Rajsthan Prakashan, Jaipur.
- Singh, S. D. and Sharma, Shashkikala: Sanskrit Shikshan, Radha Prakashan Mandi, Agra, 1999.

Course Title: Teaching of Punjabi

Credits - 4

Course Code: BED121

MM:100

Objectives of the course:

- To develop in the student –teachers interest for Teaching and Learning Punjabi.
- To develop strategies in order to meet the learning difficulties in teaching Punjabi as a mother tongue/first/second language at school.
- To think strategies to direct the creative abilities of the students at the school level.
- To identify and be sensitive to the proficiency, interests and needs of learners.
- To practice learner centred methods and techniques in the classroom.

Course Content:

Unit - I: Fundamentals of Language

- **Language:** Nature, origin and development of language.
- **Mother Tongue:** Importance, objectives and Principles for teaching Mother Tongue.
- **Punjabi:** Origin and development of Punjabi Language.
- **Script:** Origin and development of Gurmukhi as a script.
- **Punjabi as Mother Tongue:** Contribution and role of Mother Tongue on life and education of a child.
- **Punjabi as a first/second language:** Rationale and objectives.special problems of teaching Punjabi in different school contexts at different stages .
- Present position of Punjabi in the Indian school curriculum.
- Preparation of language kit for teaching skill.

Unit - II: Language Acquisition

- **Listening:** Concept, Significance and activities to develop listening skills in Punjabi.
- **Speaking:** Concept, Significance and activities to develop speaking skills in Punjabi. Correct pronunciation and correction for appropriate pronunciation.
- **Reading:** Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading).
- **Writing:** Types of Composition (Guided, Free and Creative), original writing to improve the creative skill on poetry, fiction, part of autobiography, Travelogue. Evaluating Compositions, Letter Writing (Formal, Informal)
- **Supplementary Skills:** Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopaedia, Thesaurus)

Unit - III: Aspects of Language Teaching and Learning Resources

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- Micro Teaching, Unit Planning and Lesson Planning
- Instructional Objectives, Specifications and Teaching aids for:
 - Prose:** Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)
 - Poetry:** Methods (Recitation, Song-action), Techniques of Appreciation
 - Grammar:** Types (Functional, Formal), Methods (Inductive, Deductive)
- **Learning Resources:** Computer Assisted Language Learning (CALL), Library, Language Laboratory. Audio Visual Aids

Unit - IV: Professional Growth and Evaluation

- Qualities of a Punjabi Teacher (Linguistic Pedagogical ,Psychological ,literary, Professional Growth and leadership in the field)
- Critical Appraisal of a Punjabi text book.
- Types of Test Items and development of Achievement test in Punjabi.
- Meaning and significance of Comprehensive and Continuous Evaluation in Punjabi.
- Diagnostic and Remedial Teaching.
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Collection and preparation of appropriate reading material in Punjabi for effective and interesting reading by school children.
- Critical study of any one text book or literary book (such as poetry, novel, short stories).
- Identifying and Evaluating ICT resources suitable for teaching Punjabi.

Suggested Readings:

- Dhiman, H.S. (2009). Punjabi Boli, Bhasha Atte Gurbani. Patiala: Gagan Prakashan
- Gurrey, P. – Teaching of Mother Tongue in secondary schools
- Jass, J.S. and Kaur, J. (2010). Maatra Bhasha Di Shikiya Vidhi. Jalandhar: New Book Company. Joshi, S.S. - Punjabi
- Kang, A.S. (1999). Aatharvi Sadi Da Chornva Punjabi Sahitya. New Delhi: National Book Trust.
- Kaur, Dhanwant – Punjabi Bhasha Da Adhyapan. Patiala: Punjabi University.
- Nandra, I.S. and Ssafaya, R.K. (2010). Aadhunik Punjabi Adhyapan. Ludhian: Vinod Publications
- Singh, P.P. (1996). Punjabi Bhasha Da Sarota Te Bantar. Patiala: Punjabi University

Course Title: Teaching of Urdu

Credits - 4

Course Code: BED123

MM:100

Objectives of the course

- To make the student-teachers aware of nature, function and scope of language.
- To explain the concept of Urdu and its elements
- To define linguistic skills and development of these skills among students
- To conduct pedagogical analysis of lessons in Urdu and develop teaching skills.
- To explain the concept of evaluation and methods of evaluating the performance of students.
- To critically examine the use of various methods for teaching Urdu.

Course Content:

Unit-1 Nature of Urdu Language, Aims and Objectives and Principles of Teaching

- The nature and importance of language – its origin and development
- Origin and development of Punjabi language and its script
- Role of mother tongue in the education of a child
- Aims & objectives of teaching of Urdu
- General Principles of teaching of Urdu
- Elements of Urdu Language –its phonetic structure, morphological structure and syntactic structure.

Unit II: Approaches and Methods of Teaching Urdu

- Difference between ‘Approach’ and ‘Method’.
- Direct Method, Bi-lingual method, Translation Method, Play way Method
- Communicative Approach, Constructive Approach and Co-operative Learning
- Reading: Reading Process, oral and silent reading, intensive and extensive reading, reading interests and reading habits.
- Writing composition, objectives and methodology and correction of composition.

Unit-III Pedagogical Analysis

- Micro Teaching, Unit Planning and Lesson planning
- Listing behavioural objectives.
- Poetry: Objectives and Methodology, Lesson planning.
- Prose: Objectives and Methodology, Lesson planning.
- Grammar: Objectives and approaches, Lesson planning.

Unit- IV : Evaluation and Instructional Material

- Evaluation and continuous evaluation in Urdu.
- Development of test items: Essay, short answer and objective types.
- Diagnostic testing and remedial measures.
- Preparation of achievement test.
- Teaching Aids in language teaching
- Computer Assisted Instruction (CAI)
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field Engagement

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Language games in group
- Construction and administration of Achievement test.
- Identifying and Evaluating ICT resources suitable for teaching Urdu

Suggested Readings:

- Ansari Akhtar(1970) Ghazal Aur Ghazal ki Taleem, New Delhi. Taraqqi-e-Urdu Board. .
- Ansari Akhtar(1950) Studies in Language and Language Teaching, Aligarh, Friends Book House.
- Faramo. Saleem(1953) Urdu Zaban Aur Uski Taleem, Lahore, Pakistan Book Store.
- Gray, C.W(1965) Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London, Longmans.
- Husain, Aijaz (1975) Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar.
- Husain, Sajid (1993) Urdu Aur Uske Tadreesi Tariqe, Karachi, Rabbar Publishers.
- Khan, R.H (1974) Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board
- Ryburn, W.M (1950) Suggestions for the Teaching of Mother Tongue in India, London, Oxford University Press.
- Saiyidain, K.G(1921) Usool-e-Allahabad, Hindustan Academy
- Srivastava, R.P (1979) Teaching of Reading, Delhi Bahari Publishers.
- Fatehpuri, Farman (1985) Tadrees-e-Urdu, Karachi, Maktaba Jamia
- Moinuddin (1988) Urdu Zaban Ki Tadrees, New Delhi Taraqqi Urdu Bureau.

Course Title: Teaching of Mathematics

Credits - 4

Course Code: BED125

MM: 100

Objectives of the course:

- To understand the nature of Mathematics.
- To understand the historical developments leading to concepts in modern Mathematics.
- To understand the learning theories and their applications in Mathematics Education.
- To improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
- To understand the preparation and use of diagnostics test and organize remedial teaching.
- To apply appropriate evaluation techniques in Mathematics.

Course Content:

Unit-I: Introduction to Mathematics

- Introduction to mathematics education
- Nature of mathematics (axioms, postulates, patterns and language of Mathematics), Need and importance of Mathematics at secondary stage.
- Developing objectives of teaching mathematics in behavioral terms
- Correlation of Mathematics with other subjects.
- **Historical developments in Mathematics**
 - Historical development of Notations and Number systems
 - Contributions of Indian Mathematicians (Ramanujan, Aryabhata, Bhaskaracharya, Shakuntala Devi).
 - Vedic Mathematics.

Unit-II : Place of Mathematics in secondary school curriculum

- Critical evaluation of the curriculum in use in Mathematics at the secondary stage according to NCF.
- Qualities of a good Mathematics textbook and its evaluation (Content analysis).
- Professional competencies of a Mathematics teacher.

Unit-III: Instructional strategies and methods of teaching mathematics

- Inductive, deductive approach.
- Analytic and synthetic approach.
- Heuristic and project approach.

Bachelor of Education

- Problem solving method.
- Constructivist approach.
- Activity method and cooperative learning.
- Organization of teaching strategies in Mathematics
- Different models of lesson planning.
- Micro Teaching, Unit Planning and Lesson planning
- Selecting appropriate instructional strategies related to various topics included in secondary classes of the CBSE in the following areas:
 - Teaching of Arithmetic (Commercial Maths)
 - Teaching of Algebra (Polynomials, algebraic identities, Linear equations, Quadratic equations)
 - Teaching of Geometry (Lines, Angles, Congruent Triangles and Similar triangles)
 - Teaching of Mensuration (Surface areas and volumes of solid figures)
 - Teaching of Statistics (Measures of central tendency - graphical representation)
- Mathematics clubs Development and use of Mathematics club in school.
- Organising various activities - Mathematics fairs, quiz, Olympiad, talent search examination.

Unit-IV: Technology Integration and Evaluation

- **Technology Integration:** Planning with the integrating Technology for inquiry (NTeQ) model for Mathematics at secondary school level.
- Diagnostics test and remedial teaching in Mathematics
- Continuous and Comprehensive evaluation
- Achievement Test. Need and importance of class tests.
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:

- Critical analysis of current Mathematics syllabus for a particular level
- Construction and administration of achievement test in Mathematics.
- Organizing a co-curricular activity in School.
- Identifying and Evaluating ICT resources suitable for teaching Mathematics.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Bachelor of Education

Suggested Readings:

- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
- Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
- Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
- Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.
- Gupta H.N. and Shankaran V (Ed.), (1984); Content cum Methodology of Teaching Mathematics, NCERT New Delhi.
- Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
- James Anice (2005); Teaching of Mathematics, Neelkamal Publication.
- Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.
- Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
- Kulshreshtha, A.K. (2012) Teaching of Mathematics, R. Lal and Sons. Meerut, U.P.
- Tyagi, S.K.(2004); Teaching of Arithmetic; Commonwealth Publications.

Bachelor of Education

Course Title: Teaching of Social Sciences

Credits : 4

Course Code: BED127

MM: 100

Objectives of the course:

- To develop understanding about the basic differences between Social Studies and Social Sciences.
- To understand the need for teaching Social Sciences as an integrated discipline
- To develop the ability to justify the relevance of social Sciences in terms of Contemporary events.
- To gain knowledge about the different approaches associated with the discipline
- To develop certain professional skills useful for classroom teaching.
- To develop notion of Democracy, National integration etc.

Course Content:

Unit - I: Learning and Teaching Social Science

- Nature and Scope of Social Science
- Difference between Social Science and Social Studies
- Aims and objectives of teaching Social Sciences
- Social Science curriculum at School level - correlation with other subjects.
- Critical appraisal of a Social Science Text book.
- Democratic values and National objectives, Citizenship.
- Importance of Democratic inclusive class room for Social Science teaching.

Unit - II: Methods and Strategies

- Approaches / Methods of Teaching Social Sciences
- Difference between Approaches, strategies and methods
- Types of Approaches – Inductive, deductive, constructivist, multidisciplinary & integrated approach in Social Sciences.
- Transactional Strategies
- Methods – Story telling, Problem Solving, Project Method, Observational Method, Assignment Method, Discussion method.
- Grouping students for learning , Cooperative learning, Role play and simulation
- Micro Teaching, Unit Planning and Lesson Planning.
- Social Science Laboratory - organization and management
- Organization and planning of Co-curricular Activities in Social Science – Field Trip/Excursion / Bulletin Board in Social Science
- Dealing with controversial Issues in Social Science. Current events

Unit - III: Integration of Technology and its Applications

- Developing Concept and Generalizations
- Concept formation and classification
- Concept Mapping in Social Science
- Instructional strategies for concept learning
- Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Social Sciences at secondary school level, e-technologies.
- Instructional Aids: - Preparation, improvisation and effective use - Chart, Models, Scrap Books, Media (Print Non-print and Electronic Media), Maps, Globe.
- Social Science Teacher: Teaching skills, teacher as a reflective practitioner

Unit IV: Evaluating Student learning

- Evaluation: Concept, importance and Types of Evaluation.
- Concept of Comprehensive and Continuous Evaluation
- Type of Test items and development of Achievement test in social sciences.
- Diagnostic testing and remedial measures.
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:

- Project report on any topic of social Science.
- Critical analysis of Social science syllabus at any particular level.
- Developing an achievement test and its administration.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Identifying and Evaluating ICT resources suitable for teaching Social Science.

Suggested Readings:

- Aggarwal, J.C. (1982), Teaching of Social Studies, New Delhi: Vikas Pub..
- Kochhar, S.K. (1983), Teaching of Social Studies, New Delhi: Sterling Publications,.
- Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
- Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Pub.,
- Michaels U. John(1992), Social Studies for Children
- Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
- Preston, Ralph C(1955)., Handbook of Social Studies, Rhinehart and Company,.
- Shaida, B.D(1962)., Teaching of Social Studies, Jalandhar: Panjab Kitab Ghar,

Bachelor of Education

- Teaching Social Studies in High School, Wesley Edgar Bruce
- UNESCO (1981), Handbook for teaching of Social Studies.
- Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co.
- Zevin Jack (2000) – Social Studies for the Twenty first Century

Course Title: Teaching of Home Science

Credits - 4

Course Code: BED129

MM: 100

Objectives of the course:

- To familiarize student-teachers with the meaning and scope of Home Science and Objectives of Teaching Home Science at Higher Secondary Level.
- To sensitise them to understand the importance of Teaching Home Science in Schools.
- To enable them to know and apply various techniques and approaches of Teaching of Home Science at Higher Secondary level.
- To plan instructions effectively for Teaching of Home Science in Schools.
- To develop the skills to evaluate student performance effectively with reliable and valid tools.

Course Content:

Unit – I : Meaning and Scope of Home Science

- The modern meaning of Home Science and its place in Secondary School
- Objectives of Teaching Home Science at Senior Secondary Level.
- Status of Home Science
- Scope of Home Science in School Curriculum
- Principles of curriculum planning and development of Home Science Syllabus
- Characteristics of a good Home Science text book.
- Correlation of Home Science with other subjects and School activities
- SUPW related to Home Science

Unit - II: Planning and Designing for Effective Instruction in Home Science

- Planning for instructional process – need, advantages and strategies
- Micro Teaching, Unit Planning and Lesson planning.
- Illustrations of Teaching Learning Process in Home Science
- Teaching of Human Development
- Teaching of Foods and Nutrition
- Teaching of Textiles and Clothing

Bachelor of Education

- Teaching Community Resource Management and Extension
- Audio visual aids in teaching of Home Science
- Use and Management of Home Science Laboratory

Unit - III: Approaches and Methods of Teaching Home Science

- Discussion method
- Demonstration method ,
- Laboratory work
- Project method
- Problem solving method ,
- Field trips
- ICT as a resource for Teaching-Learning
- Market survey
- Use of community resources
- Exhibition and displays .

Unit - IV: Evaluation in Home Science

- Evaluation and assessment
- Techniques for assessment in theory and practical
- Monitoring learner's Progress . Preparation of Achievement Test.
- Diagnostic and remedial measures in Home Science
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments /Field Engagement

- Identifying and Evaluating ICT resources suitable for teaching Home Science.
- Planning and Organization of Home Science Laboratory
- Co-curricular activities in Home Science
- Preparation of Achievement Test Report.
- Develop a Multi-Media lesson using appropriate ICT resources and transact the same before peers in a simulated teaching exercise.

Suggested Readings:

- Bloom, Benjamin, (Ed.) and others (1965) *Taxonomy of Educational Objectives: The Classification of Educational Goals*, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
- Broudy, Harry S. and Palmer, John R. (1966) *Examples of Teaching Method*, Chicago, Second Printing, Chicago, Rand McNally & Co.
- Chandra A. (1995) *Fundamentals of Teaching Home Science*, ND: Sterling publishers.
- Dale Edgar (1962), *Audio Visual Methods in Teaching*, revised edition, Hold, Rivehart

Bachelor of Education

and Winston, New York.

- Das,R.R. & Ray B. (1989) *Teaching of Home Science*, ND: Sterling Publishers.
- Devdas R.P.(1976). *Teaching Home Science*, AI Council for Teaching Science.
- Hall & Paolucci (1968), *Teaching Home Economics*, NY: Wiley Eastern P. Ltd.

Course Title: Teaching of Accountancy

Credits - 4

Course Code: BED131

MM: 100

Objectives of the course:

- To student-teachers will develop the understanding of the nature of Accountancy As a subject at Senior Secondary Stage.
- To undersatand the rationale of including Accountancy in the school curriculum,
- To make use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- To equip them with the essential qualities of an ideal Accounting teacher,
- To familiarize them with the techniques of evaluation in Accountancy.
- To develop in them the awareness about curricular innovations in Accountancy.

Course Content:

Unit - I: Introductory framework and Objectives

- **Nature and Need of Accounting:** Nature, need and objectives of Accounting, rationale of its inclusion in the school curriculum. Development of Accounting as a 'Profession'. Skills required by Contemporary Accounting Professionals.
- **Development of Accounting Curriculum:** Comparative analysis of the present accounting syllabus of CBSE & ICSE. Critical appraisal of CBSE/ICSE accounting syllabus.
- **Integration of Accountancy** with Business studies, Mathematics & Economics.

Unit - II: Planning and Objectives:

- Micro Teaching, Unit planning and Lesson Planning: Planning lessons for Theoretical aspects, Practical/numerical sessions and Projects.
- **Objectives of Teaching Accounting:** General and specific objectives of teaching Accounting. Domains of writing specific objectives. Techniques of writing objectives.

Unit - III: Learning Resources, Methods & Techniques

- Learning Resources
- Workbooks and Practice sets
- Use of software and hardware for the teaching of Accountancy, including the use of computers

Methods and Techniques of Teaching Accounting

- Lecture cum Discussion method
- Question –answer technique
- Problem solving method ,Games method,Project method
- Case study
- Computer Assisted Instruction

New Pedagogic ideas in Accountancy

- Team Teaching, Co-operative learning, Peer learning, Blended learning, collaborative learning.
- **Co-Curricular Activities:** Different types of co-scholastic activities for strengthening the learning of Accounting. Quizzes and other group activities.

Unit - IV: Professional Requirements and Evaluation

- **Accounting Teacher:** Qualities of an ideal Accounting teacher, Avenues available for professional growth
- **Text Book:** Critical appraisal of an Accounting text book. Journals (Conceptual, Professional and from Industry) in relation to Accounting.
- **Professional Accounting Software:** Working knowledge about the prevalent accounting (business record maintaining) software [Tally, Busy, etc.]. Use of spread sheets in Accounting.
- **Evaluation in Accounting:** Evaluating assignments, project work and giving feedback. Types of test items in accounting. Open book examination. Remedial Teaching. Practicing good quality of questions-objective, short answer. Continuous and Comprehensive evaluation.
- Development of Achievement Test in Accountancy. Types of Test Items.
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:

- Identifying and Evaluating ICT resources suitable for teaching Accountancy.
- Prepare a workbook of any three Accountancy topics.
- Take up a project on any unit of +2 accounting and write a model report thereon.
- Maintenance and use of practice set
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Bachelor of Education

Suggested Readings:

- Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi: Arya Book Depot.
- Bhatia. S.K. (1996). Methods of Teaching Accounting. Publication No. 16. CIE. Delhi.
- Binnion. John E. (1956). When you use a Book-Keeping Practice Set. Journal of Business Education. Vol. 32 Oct. pp. 30-33
- Boynton. Laewis.D. (1955). Methods of Teaching Book-Keeping. Cincinnati; South Western Publishing Co.
- Forkher Handen L., R.M. Swanson and R. J. Thompson (1960) The Teaching of Book-Keeping South Western Publishing.
- Maheswari, S.B. (1969) Teachers' Guide in Book-Keeping & Accountancy, Monograph. NCERT Regional College of Education, Ajmer.
- Ments, M. (1960). Simulations, Games and Role Play. Handbook of Education Ideas and Practices, London: Routledge.
- Musselman, Vernon A and J.M. Hanna (1960). .Teaching Book-Keeping and Accounting. New York. McGraw Hill Book Co.
- Sapre, P.M. (1968), Trends in Teaching Book-Keeping and Accountancy, Regional College of Education, Mysore.
- Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from: http://delhi.gov.in/wps/wcm/connect/doiit_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/
- Verma, D.P.S.(2000); Commerce Education in Rajput, J.S. (Ed.) Encyclopaedia of Indian Education, Vol. I; NCERT.

Bachelor of Education

Course Title: Teaching of Business Studies

Credits : 4

Course Code:BED133

MM:100

Objectives of the course:

- To develop in the student-teachers an awareness why business studies is taught at +2 level.
- To develop an analytical ability to appraise the existing CBSE curriculum of Business Studies meant for +2 students, and its comparison with other school boards
- To familiarize with the nature of business studies being taught at the school level
- To be conversant with the different methods of teaching meant for teaching +2 students,
- To instil the competence of organizing co-curricular activities for enriching the subject matter of business studies,
- To develop the tools and techniques of evaluation for appraising and enhancing students knowledge in Business Studies,
- To develop awareness of curricular innovations in Business Studies.

Course Content:

Unit - I: Introductory Framework

- **Business Studies:** Nature & Need and objectives of Business Studies, its scope and rationale of its introduction at senior school level, recent advancements in Business Studies. Evolution of education for business.
- **Curriculum of Business Studies:** Concept of curriculum and syllabus. Comparative analysis of the present syllabus of CBSE with ICSE. Critical appraisal of present syllabus developed by CBSE/ICSE.
- **Integration of Business Studies with other subjects:** Concept, objectives and Importance of Integration. Integration of Business Studies with other subjects – Accountancy, Economics, Social Science and English language.

Unit - II: Objectives and Planning for Business Education

- Nature of general & specific objectives, behavioural objectives, techniques of writing objectives
- Micro Teaching.

Bachelor of Education

- Unit Planning and Lesson Planning.

Unit–III: Pedagogy of Business Studies

- Lecture Method
- Discussion Method
- Group work & collaborative learning
- Project Method
- Problem Solving method
- Teaching through Games
- ICT as a Resource in Teaching-Learning
- Case Studies
- Development of Higher Order Thinking Skills (through following activities)
Collaborative group activities, Problem-solving activities and Questioning for development of critical thinking.

Co-curricular activities

- Business Studies based co-scholastic activities and their utility, linkage of school and outside organizations for strengthening knowledge about business.

Instructional Media

- Meaning, Types of Instructional Media, scope of using Instructional Multi Media for the teaching of Business Studies.
- Textbook: Features of a good textbook, Selection of text books, reference books and professional journals for business studies.(Educational tours to any business organisation)
- Use of web quest, blogs and social media for teaching-learning Business studies.

Unit - IV: Technology Integration and Evaluation

- **Technology integration:** NTeQ model for Business Studies at senior school level, Blended learning
- **Evaluation:** Concepts of Evaluation, Measurement & Tests. Types of Evaluation.
- Use of portfolio
- Development of Achievement test in Business Studies. Types of test items.
- Evaluation of Assignments and Project work. Remedial Teaching.
- Continuous and Comprehensive Evaluation in Business Studies.
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Bachelor of Education

Practical Assignments/Field engagement:

- Develop a game for teaching some Business Studies topic (explain step by step, the process of developing this game, giving its rules of participation)
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Identifying and Evaluating ICT resources suitable for teaching Business Studies
- Organise a co-curricular activity for strengthening the knowledge of any topic taught recently in the class.

Suggested Readings:

- Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi: Arya Book Depot.
- Bhatia, S.K. (1979), Teaching of Principles of Commerce and Accountancy, CIE Publication, Delhi.
- Calfrey C. Alhon(1988), Managing the Learning Process in Business Education, Colonial Press USA
- Musselman Vernon A. and Musselman Donald Lee. (1975). Methods in Teaching Basic Business Subjects, 3rd ed Dannirl III. The Interstate Printers and Publishers
- Nolan, C.A. (1968), Principles and Problems of Business Education, Cincinnati, South Western Publishing Company
- Schrag & Poland (1987). A System for Teaching Business Education. McGraw Hill Book Company. New York.
- Siddique, M. Akhtar and Khan, R. S. (1995). Handbook for Business Studies Teachers, Jamia Millia Islamia, New Delhi.
- Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from: http://delhi.gov.in/wps/wcm/connect/doiit_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/
- Tonne, Herbert & Lovis C. Nancy. (1995). Principles of Business education. McGraw Hill, New York
- Verma, D.P.S.; Commerce Education in Rajput, J.S. (Ed.)(2000) Encyclopaedia of Indian Education, Vol. I; NCERT; .
- Wadhwa, Toolika(2008); Commerce Education at Senior- Secondary Level: Some Reflections: in MERI Journal of Education; New Delhi; Vol. III; No. II..

Course Title: Teaching of Political Science

Credits - 4

Course Code: BED135

MM: 100

Objectives of the course:

- To enrich the knowledge of pupil teachers along with promoting reflective thinking and skill of expression.
- To inculcate social concern for the down trodden section of the society.
- To foster the understanding and appreciation of the diversity of Indian society along with its unity component.
- To facilitate a comprehensive understanding of development, learning and uniqueness of the growing child in diverse, socio cultural and political context.
- To develop the potential for perspective building located in the Indian socio political culture through practicum tasks, academic discourse and classroom discussions.
- To develop and inculcate rational and scientific outlook.
- To prepare for responsible citizenship and to inculcate democratic values.
- To understand the pedagogic challenges of teaching political science.

Course Content:

Unit-I: Introduction to Teaching of Political Science

- Nature, scope of Political Science, its needs & significance.
- Role of Political Science teaching in School Education.
- Political Science curriculum at school level- correlation with other subjects.
- Correlation of Political Science with other subjects.
- Indigenous and critical pedagogy in Political science.
- Aims and Objectives of teaching Political science, in a Democratic, Secular, Republic. ,Identifying and stating objectives in terms of content and behavior outcomes in learning.

Unit-II: Instructional Methods and Skills

- Approaches/Methods of teaching Political Science
- Teaching Aids and Co-Curricular Activities in Political Science
- Bulletin board , Visits and field studies
- Use of ICT and Electronic Media
- Political Science teacher as a reflective practitioner
- Maintaining the Ecology of the classroom.
- Mass media and scrapbook approaches to teaching current events

Unit-III: Pedagogical Analysis of Political Science

- Preparation of Unit planning and Lesson Planning.
- Classroom interactions, Heuristic, Discussion, Problem Solving, Role play, Lecture and Question-Answer.
- Text book: Features of a good textbook and its evaluation
- Different Approaches towards class room teaching and programmed learning

Unit-IV: Evaluation in Political Science

- Comprehensive and continuous evaluation
- Norm reference and criterion reference tests
- Evaluation devices – written, open book examination, oral, observation, record.
- Achievement Test in Political Science.
- Diagnostic and Remedial Teaching
- Formative and Summative Evaluation
- Continuous and comprehensive Evaluation
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:

- Preparation of Achievement Test Report.
- Development and organization of co-curricular activities.
- Identifying and Evaluating ICT resources suitable for teaching Political Science.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Suggested Readings:

- Aggarwal, N. N., et. al. (1978), *Principles of Political Science*, 6th Edition. New Delhi: Ram Chand & Co.
- Ambrose, A. and Mial, A. (1968), *Children's Social Learning*, New York: Association for supervision and Curriculum Development.
- Apter, David, E. (1978), *Introduction to Political Analysis*, New Delhi: Prentice Hall of India.
- Bining, A.C. (1952), *Teaching of Social Studies in Sec. School*, New York: McGraw Hill.
- Burner, Jerome, S. (1971), *Towards a Theory of Instruction*, Cambridge: Harvard University Press.
- Dhaniya Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harmen Publishing House.

Bachelor of Education

- Kochhar, S. K. (1963), *The Teaching of Social Studies*, Delhi: University Publishers.
- Wesley, F. B. (1950), *Teaching social Studies in High School*, Boston: D.C., Heath & Co.
- Buch, M. B. (1969), *Improving Instruction in Civics*, New Delhi: NCERT.
- Fenton, Edwin (1967), *The New Social Studies*, New York: Holt Rinehart & Winston, Inc.
- Finer, (1953), *Teaching Techniques in Social Studies*, New York: Bank Street Publication.
- Gleeson Denis & Whitty Geoff (1976), *Developments in Social Studies Teaching*, London: Open Book.
- Nicholson & Write, *Social Studies for Future Citizen*, George Harrap.
- Verma, S. P. (1975), *Modern Political Theory*, New Delhi: Vikas Publishing House.

Course Title: Teaching of Economics

Credits :4

Course Code: BED137

MM: 100

Objectives of the course:

- To familiarize the student-teachers with various strategies, methods, techniques and skills of teaching Economics at the senior secondary level.
- To develop competence in use of appropriate strategy in relation to the content to be taught.
- To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.
- To promote reflection on issues pertaining to teaching of Economics.
- To develop competence in designing effective instructional strategies to teach Economics.
- To develop ability to design, develop; and use various tools & techniques of evaluation.
- To develop awareness about syllabus prescribed by different State Boards.
- To develop awareness about recent advancements in teaching of Economics.

Course Content:

Unit- I: Introduction to teaching of Economics

Nature of Economics as a Discipline: Study of economic thought as reflected in economic theories, major turning points, classical Economics and its linkages Keynesian and contemporary models and their relevance. Economics study as a social reality and its linkage with social economics.

Economics as a part of social science programme in Indian schools.

- The perspectives presented by NCF's (1975,1986,2000,2005)
- The Curricular linkages with regard to contemporary issues in social science
- Economics for the beginners: when to teach and what to teach?
- Aims and objectives of teaching Economics at secondary and senior secondary school level. Instructional objectives of teaching Economics.
- Integration of Economics with other school subjects
- Comparative analysis of prescribed syllabus of CBSE & ICSE.

Unit- II: Methods & Skills of teaching Economics

- Lecture, Discussion, Debate, Inquiry, Problem solving, Survey, Project method as discovery modes of transaction and Problem solving routes to learning.
- Framing meaningful and developmental Assignments for an effective teaching learning

Bachelor of Education

process.

- Small group and whole group activities. Class and outside class learning strategies.
- Recent advancements in teaching of Economics – Team teaching, Co-operative learning, Computers in teaching of Economics.
- Developing Critical thinking, Creative thinking and Problem solving.
- Challenges of an teaching Economics. Role of Economics teacher in teaching of Social Science and in current affairs.
- Use of ICT in Economics. Designing resource plans for effective transaction.

Unit-III: Instructional Media & Co-curricular Activities

- Instructional Media: Concept, Importance and types of instructional media and their use in teaching of economics.
- Co-Curricular Activities: Type, role and significance of co-curricular activities in teaching of Economics
- Text Book: Features of a good text book. Criteria for evaluation of economics textbook
- Micro Teaching, Unit Planning and Lesson Planning

Unit - IV: Evaluation in Learning outcomes

- Evaluation: - Nature of educational evaluation, its need, role in education process. Methods of Assessment: Formative, Summative, Diagnostic.
- Preparation of test items and portfolios in Economics.
- Evaluation procedure for appraising learners' performance.
- Planning & preparation of achievement test in Economics.
- Informal assessment techniques. Observation recording. Performance assessment-preparation of performance standards. Evaluation of group projects and skills.
- Diagnostic and Remedial teaching,
- Continuous and Comprehensive evaluation (CCE)
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:

- Critical study of any one Economics book.
- Preparation of achievement test report
- Development and organization of co-curricular activities
- Identifying and Evaluating ICT resources suitable for teaching Economics
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Suggested Readings:

Bachelor of Education

- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi, NCERT.
- Assistant Masters Association (1974), The Teaching of Secondary School Examinations, London Cambridge University Press.
- Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences, IASE, Deptt. of Education, Delhi University.
- Bawa, M. S. (ed.) (1995), Tendering of Economics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels, IASE, Deptt. of Education, Delhi University.
- Bawa, M. S. (ed.) (1996), Evaluation in Economics, IASE, Deptt. of Education, Delhi University.
- Chakravorty, S. (1987), Teaching of Economics in India, Bombay, Himalaya Publishing.
- Hicks, J.R. (1960), The Social Framework- An introduction to Economics, London: Oxford University Press.
- Hodgkinson, Steve, Whitehead and David J. (ed) (1986), Economics Education: Research and Development Issues, London, New York: Longman.
- Kanwar, B.S. (1973), Teaching of Economics, Ludhiana; Prakash Brothers.
- Khan, R.S., Teaching Economics (In Hindi), Kota Open University, BE-13.
- Lee, N. (ed) (1975), Teaching Economics, London: Heinemann Educational Books, Prentice Hall.
- NCERT (1974), Teaching Units in Economics for High and Higher secondary Stage, New Delhi.
- Oliver, J. M. (1977), The principles of Teaching Economics within the curriculum, London Routledge & Kegan Paul.
- Sachs, I, (ed.) (1971), Main trends in Economics Project and Role Playing Economics, London, Macmillan.
- Siddiqi, M.H. (1998) Teaching of Economics: New Delhi; Ashish Publishing House.
- Srivastava, H.S. (1976), Unit Tests in Economics, New Delhi, NCERT.
- Tyagi, S.D. (1973), Teaching of Economics (In Hindi), Agra: Vinod Pustak Bhandar.
- Whitehead, D. J. (ed.) (1974), Curriculum Development in Economics, London, Heinemann Education Books.

Course Title: Teaching of Geography

Credits - 4

Course Code: BED139

MM: 100

Objectives of the course:

- To equip the student-teachers to establish correlation between geographic Knowledge and cultural background.
- To develop geographic sense in them.
- To understand the inter relationships between different Subjects and Disciplines.
- To develop an understanding of the need for Teaching and Learning Geography.
- To make use of various methods of teaching Geography.
- To acquaint with the techniques of evaluation in Geography.

Course Content:

Unit-I : Meaning , nature and significance of Geography

- Meaning, nature and scope of Geography
- The place of Geography in secondary school curriculum
- Curriculum development in Geography
- Integration of Geography with other subjects
- Geography as a study of spatial differentiation, spatial relationship, spatial organization.

Unit-II: Objectives Based Teaching and Pedagogical Analysis

- Aims and objectives of teaching Geography.
- Types of objectives, Statement of objectives in behavioural terms.

Pedagogical analysis

- Identification of concepts from a unit/chapter
- Pedagogical analysis of a unit/chapter
- Listing behavioural outcomes. Unit Planning.
- Development of map reading skills

Curriculum planning in Geography

- Criteria used in the formulation of geography curriculum
- Guidelines for course construction
- Geography text book and its evaluation

Unit-III: Approaches and Instructional Media

- Learner centred and Activity Based Approach
- Conceptual learning in Geography
- Spatial conceptualization – use of cognitive/mental maps
- Perception and geography learning
- Approaches in Geography teaching: Expository approach, Story telling and regional

Bachelor of Education

method Discovery approach, Problem solving approach Project method .

- Individualized instruction

Transactional strategies

- Micro Teaching, Unit planning and Lesson planning
- Maintaining harmony of the classroom, individual difference, group and individual learning.
- Teaching aids and designing a geography laboratory

Co-curricular activities in Geography: Excursion/field trip, Bulletin board, Geography club/Room, Geography exhibition .Use of community resources

Unit - IV: Evaluation

- Comprehensive and continuous evaluation
- Developments of different types of test items.
- Diagnostic testing and remedial Teaching.
- Planning & preparation of achievement test.
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement:

- Prepare a brief report on the topography of a given area.
- Presentation of Geographic data through maps and diagrams.
- Identifying and Evaluating ICT resources suitable for teaching Geography
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Suggested Readings:

- Arora K. K. (1976), The Teaching of Geography, Jalandhar: Prakash Brothers.
- Broadman, David (1985), New Directions in Geography Education, London: Philadelphia, Fehur Press.
- Chorely R. J. (1970), Frontiers in Geography Teaching, London: Mathews and Co. Ltd.
- Dhamija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
- Graves N. G. (1982), New Source Book for Geography Teaching, London: Longman the UNESCO press.
- Hall David (1976), Geography and Geography Teacher, London: Unwin Education Books.
- Huckle J. (1983), Geographical Education Reflection and Action, London: Oxford University Press.
- Leong, Goh Chey (1976), Certificate of Human and Physical Geography, Singapore: Oxford University Press.

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- Morrey D.C. (1972), Basic Geography, London: Hien Manns Edu. Book Ltd.
- Mohd. Z.U. Alvi (1984), Tadrees Jugrafia, Taraqqi Urdu Board
- UNESCO, New Source Book for Teaching of Geography.
- Verma J.P. (1960), Bhugol Adhyhan, Agra: Vinod Pustak Mandir.
- Verma O. P. (1984), Geography Teaching, N. D: Sterling Publication Pub. Ltd.
- Walford Rex (1981), Signposts for Geography Teaching, London: Longman.

Course Title: Teaching of History

Credits – 4

Course Code: BED141

MM: 100

Objectives of the Course :

- To develop in the student-teachers efficiency and effectiveness in teaching and learning of History.
- To understand the importance of History and its place in school curriculum.
- To equip student-teachers with the techniques of evaluation in History.
- To develop the efficiency in using audio-visual aids, graph, timeline and resource material in History
- To practice learner centred methods and techniques in the classroom.
- To develop a sense of pride in our History and Culture.

Course Content:

Unit-I: Meaning, Nature and Significance of History

- Meaning, nature and scope of History
- The place of history in secondary school curriculum
- Curriculum development in History
- Integration of History with other subjects
- Importance of History in understanding the current problems of country and society.
- Local History. Modern Approaches in teaching of History.

Unit-II: Objectives Based Teaching and Pedagogical Analysis

- Aims and objectives of teaching with particular reference to Indian History.
- Types of objectives, Statement of objectives in behavioral terms.
- Micro Teaching, Unit planning and Lesson Planning.
- Listing behavioral outcomes

Unit-III: Approaches and Instructional Media

Learner centered and Activity Based Approach

- Teaching of History through monuments
- Discussion method ,Question answer method ,Source method ,Symposium
- Role play, Time Graph (Progressive, Regressive, Comparative).
- Local History as method of History.

Teaching Aids and Co-Curricular Activities in History

- Selection of Text books, Reference books, critical appraisal of a history text book
- Low cost Teaching aids
- Maps/Charts

Bachelor of Education

- Fields Trips, Radio, films, slides, projector and television, E-learning.
- PPT and History society(clubs)

Unit-IV: Evaluation in History

- Difference between Measurement, Assessment and Evaluation
- Continuous and Comprehensive Evaluation :Need and Use in History
- Evaluation devices: Written Tests, Open Book Examination, Verbal Tests, Observation Schedule, Anecdotal records.
- Action research: Concept and Identification of problems faced by the teachers in the classroom
- Planning & Preparation of an Achievement test.

Practical Assignment/Field engagement:

- Fields trip to History Museums, Historical monuments.
- Dramatisation of any Historical event.
- Analysis of life and character of a (any two of the following) Historical Figures: Shaheed Bhagat Singh, Rani Laxmi Bai, Sardar Vallabhbhai Patel, Sarojini Naidu, Jawaharlal Nehru.
- Identifying and Evaluating ICT resources suitable for teaching History
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Suggested Readings:

- Burton, W.H. (1972), *Principles of History Teaching*, London: Methuen.
- Chaudhary, K. P. (1975), *The Effective Teaching of History in India*, New Delhi: NCERT.
- Dhaniya Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi, Harman Publishing House.
- Dixit , U. and Bughela (1972), *Itihas shikshan*, Jaipur: Hindi Ganth Academy.
- Ghate, V. D. (1956), *Teaching of History (English & Hindi)*, Bombay: Oxford University Press.
- Gunning, Dennis (1978), *The Teaching of History*, London: Goom Helm Ltd.
- Jarvis, C. H., *Teaching of History*.
- Khan S.U. (1998), *History Teaching-Problems, Prospective and Prospect*, New Delhi: Heera.
- Kochar, S. K. (1972), *The Teaching of History*, Delhi: Sterling Publishers.
- Lewis, E.M. (1960), *Teaching History in Secondary Schools*, Delhi: Sterling Publishers.
- Mujeeb, M. (1960), *World History: Our Heritage*, Bombay: Asia Publishers
- Shaida, B. D. and Singh, S. (1973), *Teaching of History*, Jullundur: Dhanpat Rai & Sons.
- Tara Chand, *A History of Indian People*, Aligarh: P.C. Dwadesh & Co.
- Weech, S.K.I. (1951), *History of the World London: Odhas Press Ltd.*

Course Title :Teaching of Integrated Science

Credits:4

Course Code: BED143

MM:100

Objectives of the Course:

- To develop in student-teachers an understanding of the nature of integrated science and its interface with society.
- Appreciate the significance of integrated science at various levels of school curriculum.
- Acquire a conceptual understanding of the Pedagogy of Science.
- To Acquire and learn specific laboratory skills to conduct practical work in Science.
- Develop and use the techniques for evaluation of student's performance.
- To critically analyse the Curriculum and textbooks from the dimension of integration

Course Content:

Unit-I: Science in School Curriculum

- Nature of Science ,Scientific inquiry and Integrated Science
- General Science Vs Integrated Science: Basic Assumptions of Integrated Science
- Scope of Science and Rationale of Teaching Science as a Compulsory Subject upto class X.
- Development of Science in India: Landmarks and Contribution of Indian Scientists
- Correlation of Integrated Science with other Subjects.
- Aims & Objective of Teaching of Science with special reference to integrated Science.
- Integrated Science Curriculum at Secondary Level.
- Integrated Science Books: Qualities of good Integrated Science books, Effective use; Criteria for evaluation of integrated science textbook.
- Difficulties in developing an Integrated Science Textbook.

Unit-II: Planning, Designing and Transaction

- Development of Unit plan, Lesson Plan, Concept Maps using variety of approaches.
- Teaching Learning process with a focus on:
- Inquiry Approach
- Problem Solving Approach

Bachelor of Education

- Project Method
- Constructivist Approach
- Peer Learning/Group Learning, Team Teaching
- Science Laboratory: Organization & Management.
- Instructional Aids(Teaching Learning Material): Preparation, Improvisation and Effective use.
- Planning and execution of Extended Experiences:- Excursions, Science Exhibition, Science Fair, Science Quizzes, Science Club

Unit-III: Assessment in Science

- Evaluation: Concept, Need and Importance, Scope
- Nature of Learning and Assessment: Analysis and Critique of present pattern of Examinations
- Techniques of Evaluation for Theory & Practical.
- Continuous Comprehensive Evaluation
- Diagnostic tests , remedial/enrichment measures & monitoring learner's progress.
- Achievement test-its construction & administration.
- Assessment through Creative Expression: Essays, Posters, Drama, Poetry, Riddles etc

Unit-IV: Professional Development of an Integrated Science Teacher

- Need for professional development at Individual level, Organizational level and Government level.
- Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia etc well as membership of Professional Organisations in Professional development of teachers.
- Field Visits to Institutions / Organisations such as Other Schools ,Museums, Parks, Research Organisations etc :Need and Relevance for Professional development
- Preparing the Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTeQ) in Science at secondary school level.
- Teacher as a Researcher :Need and Competencies
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments /Field Engagement(Records to be maintained)

- Identifying and conducting at least 10 experiments/demonstrations from classes 6-10 syllabus individually or in small groups
- Students to be engaged in the practice of proper handling of Laboratory apparatus and Equipments .
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Identifying and Evaluating ICT resources suitable for teaching Science from class 6-10.

Bachelor of Education

Suggested Readings:

- Chauhan. S.S (1985), Innovation in teaching-Learning Process, Delhi, Vikas Publishing House.
- Das. R.C (1985), Science Teaching in school, Sterling Publishers Pvt. Ltd., New Delhi.
- Dass R.C., Parsi.B.K & Singh, .L.C. (1975), Effective of Microteaching in Training of Teachers, NCERT, Delhi.
- Gupta, S.K. (1983), Technology of Science Education Vikas Publishing House Pvt. Ltd., New Delhi.
- Jangira. N.K & Ajit Singh (1982), Core Teaching Skills, The Micro-teaching Approach, New Delhi:NCERT.
- Mangal, S.K. (1995). Teaching of physical and life science, AVG Book Depot, Karol Bagh.
- Radha Mohan (2004), Innovative Science Teaching for Physical Science- Prentice Hall of India Pvt. Ltd., New Delhi.
- Siddiqui N.N. and Siddiqui M.N. (2000). Teaching of science today tomorrow, Doaba House, Nai Sarak, Delhi.
- Sood J.K (1987), Teaching of life science, Kohli Publishers Chandigarh.
- Vaidya N (1997), The ìmpact of Science Teaching Oxford & IBH Publication Co, New Delhi.

Course Title: Teaching of Physics

Credits:4

Course Code: BED145

MM:100

Objectives of the Course:

- To develop in student-teachers an understanding of the nature of Physics and its interface with society.
- Acquire a conceptual understanding of the Pedagogy of Physics.
- To Acquire and learn specific laboratory skills to conduct practical work in Physics.
- Develop and use the techniques for evaluation of student's performance.
- To critically analyse the Curriculum and textbooks from the dimension of development of Scientific Values.

Course Content:

Unit-I Nature and Scope of Physics

- Nature and scope of Physics in daily Life.
- Significance of teaching physics in secondary & senior secondary schools.
- Contribution of Physicists in the development of Science in India
- Aims & Objective of Teaching of Physics :General and Specific.
- Difficulties in developing of the content of the Physics Curriculum.
- Developing learning experiences/activities :Restructuring Content in Remedial and Enrichment Programmes pertaining to Physics.

Unit-II Planning ,Designing and Transaction

- Micro Teaching, Unit Planning and Lesson Planning
- Planning for Laboratory Demonstration/Experimentation
- Approaches and Methods of Teaching Physics
 - a)Concept Mapping approach - meaning of concept, concept formation with reference to preparation of concept maps
 - b)Process approach - teaching science as a process, scientific method, Problem solving method.
 - c)Cooperative learning approach.
 - d)Activity based approach - investigatory approach, project method, Laboratory method.
 - e)Constructivist Approach

Unit-III Physics Curriculum: Effective Transaction and Evaluation

- Characteristics of an effective Physics Curriculum.
- A critical study of present Physics curriculum at secondary/senior secondary school.
- Textbook in Physics - its need and use, evaluation of a textbook.
- Instructional Aids in Physics
- Use of audio-visual aids in teaching of Physics with special reference to new technologies like interactive TV, Computer Aided Instruction.
- Use of community resources and Preparing low cost teaching aids.
- Laboratory Demonstrations and Experiments: Organisation and Conduct in the Physics Laboratory
- Planning and Organization of co-curricular activities for physics.
- Evaluation of Learners' Progress
- Evaluation: Need ,Concept and Scope.
- Comprehensive & Continuous evaluation, need & importance of class tests.
- Achievement test-its construction, administration and item analysis.

Unit IV : Professional Development of a Physics Teacher

- Need for professional development at Individual level, Organizational level and Government level.
- Need and Relevance of Participation in Seminars ,Workshops ,Conferences, Symposia etc well as membership of Professional Organisations in Professional development of teachers.
- Field Visits to Institutions /Organisations such as Other Schools ,Museums, Parks, Research Organisations etc: Need and Relevance for Professional development
- Preparing the Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTeQ) in Science at secondary school level.
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments /Field Engagement(Records to be maintained)

- Identifying and conducting at least 10 experiments/demonstrations from the Physics syllabus individually or in small groups
- Students to be engaged in the practice of proper handling of Laboratory apparatus and Equipments in the Physics Laboratory.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in a simulated teaching exercise.
- Identifying and Evaluating ICT resources suitable for teaching of Physics.

Bachelor of Education

Suggested Readings:

- Anderson R.D. (1970), *Developing Children's Thinking Through Science*, New Delhi: Prentice Hall.
- Barbe, R.H.(1995), *Science in the Multicultural Class room*, Boston: Allyn & Bacon.
- Chauhan, S.S.(2000), *Innovation in Teaching Learning Process*, New Delhi: Vikas Publishing House Pvt. Ltd.
- Edigar M. and Rao D.B.(1996), *Science Curriculum*, New Delhi: Discovery Publishing House.
- Gupta N.K. (1997), *Research in Teaching of Science*, New Delhi: APH Publishing Corporation.
- Kochar, S.K.(1997), *Methods and Techniques of Teaching*, New Delhi: Sterling Publishers Pvt. Ltd.
- Maitre, K. (1991), *Teaching of Physics*, New Delhi: Discovery Publishing House.
- Mukalel, J.C. (1998), *Creative Approaches to Classroom Teaching*, New Delhi: Discovery Publishing House.
- Prakash, R. and Rath, T.N. (1996), *Emerging Trends in Teaching of Physics*, New Delhi: Kanisha Publishers.
- Rao, D.B.(1997), *Reflections on Scientific Attitudes*, New Delhi: Discovery Publishing House.
- Romay, W.D.(1968), *Inquiry Technique for Teaching of Science*, New Jersey: Prentice Hall.
- Sharma, R.C.(1981), *Modern Science Teaching*, Delhi: Dhanpat Rai and Sons.
- Thurber, W.A. and Collette, A.T.(1970), *Teaching Science in Today's Secondary Schools*, Boston: Allyn & Bacon Inc.
- Vanaja, M.(1999), *Inquiry Training Model*, New Delhi: Discovery Publishing House.
- Venkataiah, N. (1993), *Curricular Innovations for 2000 AD*, New Delhi: Ashish Publishing.

Bachelor of Education

Course Title: Teaching of Chemistry

Credits:4

Course Code: BED 147

MM:100

Objectives of the Course:

- To enable the student-teachers to develop Chemistry as a discipline in Science
- To critically analyze the curriculum/evaluation practices of teaching of Chemistry in school to bring about changes in future to promote better pedagogy.
- To enable the students to use ICT for making teaching – learning more effective and joyful.
- To develop the abilities for planning and organizing chemistry laboratory.
- To evolve as reflective practitioners in Chemistry Education through innovative practices.

Course Content:

Unit-I Chemistry in School Curriculum

- Meaning, nature and scope of Chemistry as a discipline in Science.
- Significance of chemistry in daily life and its relevance to Social and Environmental Issues
- Major Landmarks and Contributions in the field of Chemistry.
- Aims and Objectives of Teaching Chemistry :
 - Relevance, meaning and need of Objective Based Teaching.
 - General and specific aims of teaching chemistry at senior secondary level.
 - Specific objectives in behavioural terms in chemistry.

Unit-II Instructional Planning

- Micro Teaching, Unit Planning and Lesson Planning
- Planning for Laboratory Demonstration/Experimentation
- Approaches and Methods of Teaching Chemistry(Illustrations of the use of these approaches methods taking examples from specific content in Chemistry)
 - a)Concept Mapping approach - meaning of concept, concept formation with reference to preparation of concept maps
 - b)Process approach - teaching science as a process, Problem solving method.
 - c)Cooperative learning approach.
 - d)Activity based approach - investigatory approach, project method, Laboratory method.
 - e)Constructivist approach

Unit-III Chemistry Curriculum: Effective Transaction and Evaluation

- Characteristics of an effective Chemistry curriculum.
- A critical study of present Chemistry curriculum at secondary/senior secondary school.
- Textbook in Chemistry - its need and use, evaluation of a textbook.
Instructional Aids in Chemistry
- Use of audio-visual aids in teaching of Chemistry with special reference to new technologies like interactive TV, Computer Aided Instruction.
- Use of community resources and Preparing low cost teaching aids.
- Laboratory Demonstrations and Experiments: Organisation and Conduct in the Chemistry Laboratory
- Planning and Organization of co-curricular activities in Chemistry Planning and execution of Extended Experiences:-
 - Excursions
 - Science Exhibition
 - Science Fair
 - Science Quizzes
 - Science Club

Evaluation of Learners' Progress

- Evaluation :Need ,Concept and Scope.
- Comprehensive & Continuous evaluation, need & importance of class tests.
- Achievement test-its construction, administration and item analysis.

Unit IV : Professional Development of a Chemistry Teacher

- Competencies associated with laboratory techniques.
- Maintenance of Chemistry Lab.: Safety, security and preventive measures.
- Need for professional development at Individual level, Organizational level and Government level.
- Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia etc well as membership of Professional Organisations in Professional development of teachers.
- Field Visits to Institutions /Organisations such as Other Schools ,Museums, Parks, Research Organisations etc: Need and Relevance for Professional development
- Preparing the Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTeQ) in Science at secondary school level.
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Bachelor of Education

Practical Assignments /Field Engagement(Records to be maintained)

- Identifying and conducting at least 10 experiments/demonstrations from the Chemistry syllabus individually or in small groups
- Develop a Multi-Media lesson using appropriate ICT resources and transact the same before peers in a simulated teaching exercise.
- Students to be engaged in the practice of proper handling of Laboratory Apparatus ,Chemicals and Equipments in the Chemistry Laboratory.
- Identifying and Evaluating ICT resources suitable for teaching of Chemistry

Suggested Readings:

- Mangal, S.K. (1997), Teaching of Science, Arya Book Depot.
- Newbury, N.F.(1965), The Teaching of Chemistry, 3rd Edition, London: Heinemann Education Books Ltd.
- Sharma, R.C. (2002), Science Teaching, Dhanpat Rai Publication.
- Saunders, H.N. (1971), Science Teaching in Senior Secondary Schools, Oxford & IBH Publishing Company.
- T.N. Ratho & Ravi Prakash (1996), Emerging Trends in Teaching of Chemistry, Kanishka Publishers.
- Waddington, D.J.(1984), Teaching of School Chemistry, UNESCO.
- Wellington, Jerry (1996), Secondary Science Contemporary Issues and Practical Approaches, Routledge London and New York.

Course Title :Teaching of Biology

Credits:4

Course Code: BED149

MM:100

Course Objectives:

- To develop in student-teachers an understanding of the nature of Biology and its interface with Society
- Acquire a conceptual understanding of the Pedagogy of Biology.
- To Acquire and learn specific laboratory skills to conduct practical work in Biology.
- Develop and use the techniques of CCE for assessment of student's performance.
- To evolve as a reflective practitioner through use of innovative practices in the teaching of Biology.

Course Content:

Unit-I: Biology in the School Curriculum

- Nature of Biological Science
- Meaning, nature and scope of Biology as a discipline in Science .
- Significance of Biology in daily life and its relevance to Social and Environmental Issues
- Major Landmarks and Contributions in the field of Biology.
- Aims and Objectives of Teaching of Biology :
 - Relevance, meaning and need of Objective Based Teaching.
 - General and specific aims of teaching Biology at senior secondary level.
 - General and Specific Objectives of teaching Biology at Senior Secondary level

Unit-II: Planning, Designing and Transaction of Biology Curriculum.

- Micro Teaching
- Development of Unit plan, Lesson Plan, Concept Maps using variety of approaches.
- Teaching Learning process with a focus on:
 - Inquiry Approach
 - Problem Solving Approach
 - Project Method
 - Constructivist Approach
- Peer Learning/Group Learning, Team Teaching
- Biology Laboratory: Design, Organization & Management.
- Teaching Learning Materials :Real Objects and Specimens, Visits to Botanical and Zoological Museums,
- Planning and execution of Extended Experiences:-
- Field Trips and Excursions

Bachelor of Education

- Science Exhibition
- Science Fair
- Science Quizzes
- Role of Biology in Teaching Integrated Science, EVS and Health Education

Unit-III: Assessment in Biology

- Evaluation: Concept and Importance
- Nature of Learning and Assessment :Analysis and Critique of present pattern of Examinations
- Design and analysis of Class-tasks and Home-tasks (With reference to inculcation of Thinking and Process Skills
- Techniques of Evaluation for Theory & Practical.
- Continuous Comprehensive Evaluation: Scope and Effective use in Biology Teaching-Learning
- Diagnostic tests , remedial/enrichment measures & monitoring learner's progress.
- Achievement test-its construction & administration.
- Assessment through Creative Expression :Essays, Posters, Drama, Poetry, Riddles etc

Unit-IV: Professional Development of a Biology Teacher

- Need for professional development at Individual level, Organizational level and Government level.
- Need and Relevance of Participation in Seminars, Workshops, Conferences ,Symposia etc well as membership of Professional Organisations in Professional development of teachers.
- Field Visits to Institutions /Organisations such as Other Schools ,Museums, Parks, Research Organisations etc :Need and Relevance for Professional development
- Preparing the Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTeQ) in Biology at Senior Secondary school level.
- Teacher as a Researcher :Need and Competencies.
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments /Field Engagement(Records to be maintained)

- Preparation of an Achievement Test Report and Blueprint
- Identifying and conducting at least 10 experiments/demonstrations the Biology syllabus individually or in small groups
- Students to be engaged in the practice of proper handling of Laboratory apparatus and Equipments .
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Bachelor of Education

- Identifying and Evaluating ICT resources suitable for teaching Biology at Senior Secondary Stage.

Suggested Readings:

- Bremmer, Jean (1967), Teaching Biology, London: MacMillan.
- Heller, R. (1967), New Trends in Biology Teaching, Paris : UNESCO
- Miller, David, F. (1963), Methods and Materials for Teaching the Biological Sciences, New York, McGraw Hill.
- NCERT (1969), Improving Instructions in Biology, New Delhi.
- Novak, J.D. (1970), The Improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
- Nunn, Gordon (1951), Handbook for Science Teachers in Secondary Modern Schools, London: John Murray.
- Thurber, Walter (1964), Teaching of Science in Toda's Secondary Schools, New Delhi: Prentice Hall.
- Vaidya, N. (1971), The Impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
- Voss, Burton F.A. and Bren, S.B., Biology as Inquiry: A Book of Teaching Methods.
- Waston, N.S. (1967), Teaching Science Creativity in Secondary School, London U.B. Saunders Company.