LINGAYA'S UNIVERSITY

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SCHEME & SYLLABUS

ACADEMIC SESSION 2017-18

SCHEME FOR BACHELOROF EDUCATION

B. ED			Semester			I
SN	**Course Code**	**Course Name**	**Periods**			**Credits**
			L	**T**	**P**	
1	BED-110	Childhood And Growing Up	4	0	0	4
2	BED-111	Philosophical Foundations Of Education	4	0	0	4
3	BED-112	Language Across The Curriculum	2	0	0	2
4	BED-113	Understanding Discipline And Subjects	2	0	0	2
5	BED-200	Critical Understanding Of ICT	4	0	0	4
6	BED-114	School Organization And Management	2	0	0	2
7	PD 191A	Hobby club	0	0	0	0
PRACTICAL						
1	BED-155	Understanding The Self	0	0	4	2
2	BED-199	Drama And Art In Education	0	0	4	2
3	BED-157	PSE (Preliminary School Engagement)	0	0	4	2
		Total	18	0	12	24

SCHEME FOR BACHELOR OF EDUCATION

B. ED			Semester			II
SN	Course Code	Course Name	Periods			Credits
			L	T	P	
1	BED-115	Learning and Teaching	4	0	0	4
2	BED-120	Historical and sociological foundations of education	4	0	0	4
3	BED-117	Assessment for learning	4	0	0	4
4		Pedagogy (Any Two)	0	0	0	0
5	BED-121	Teaching of Hindi	4	0	0	4
6	BED-122	Teaching of English	4	0	0	4
7	BED-123	Teaching of Math's	4	0	0	4
8	BED-128	Teaching of Commerce	4	0	0	4
9	BED-129	Teaching of Life Science	4	0	0	4
10	BED-126	Teaching of Home Science	4	0	0	4
11	BED-134	Teaching of Sanskrit	4	0	0	4
12	BED-136	Teaching of Business Studies	4	0	0	4
13	BED-124	Teaching of Social Science	4	0	0	4
14	BED-125	Teaching of Integrated Science	4	0	0	4
15	BED-127	Teaching of Accountancy	4	0	0	4
16	BED-130	Teaching of Economics	4	0	0	4
17	BED-133	Teaching of Computer Science	4	0	0	4
PRACTICAL						
1	BED-231	Reading and reflecting on text	0	0	4	2
2	BED-160	PSE (Preliminary School Engagement) -II	0	0	4	2
		Total	64	0	8	68

SCHEME FOR BACHELOR OF EDUCATION

B. ED			Semester			III
SN	Course Code	Course Name	Periods			Credits
			L	T	P	
1	BED - 201	Internship – I	9	0	0	9
2	BED - 202	Internship - II	9	0	0	9
		Total	18	0	0	18

B. ED			Semester			IV
SN	Course Code	Course Name	Periods			Credits
			L	T	P	
1	BED-203	Gender school and Society	4	0	0	4
2	BED-204	Knowledge and curriculum - II	2	0	0	2
3	BED-205	Creating and Inclusive School	4	0	0	4
4	PD-293A	Inter personal skills	2	0	0	2
5		Elective Course*(any one)	4	0	0	4
6	BED-216	Guidance &Counseling	4	0	0	4
7	BED-217	Value Education	4	0	0	4
8	BED-218	Peace Education	4	0	0	4
9	BED-219	Environmental Education	4	0	0	4
PRACTICAL						

1	BED-230	Reflection on School Experience	0	0	4	2
	BED-231	Reading & Reflecting on Text	0	0	4	2
		Total	32	0	8	36

SYLLABUS FOR BACHELOR OF EDUCATION

Semester-I

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

1.   Writing a reflective journal on observation of regular class room teaching with respectto 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 theinfrastructural facilities, namely Library, Laboratories, Playground, Canteen, Sportsfacilities, Seminar Halls, Auditorium etc. which are available in the school.

3.   The Student- teacher shall also undertake the field activities pertaining to the practical's during this period.

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 observation, teacher observations and observation 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 discussion with peers and faculties on different aspect of the teaching experience accompanied by the presentations post the internship in schools.

SCHOOL INTERNSHIP PART –I

School internship I shall include the undertaking of the following task and the assessment shall be based on a viva voce External examination which shall be held in the university.

SCHOOL INTERNSHIP PART –I M.M: (200 Marks)

10 Credits

S.No.	Components	Marks	
1	Simulated Teaching (2 in each)	10	10
2	Discussion Lessons (2 Lessons in each pedagogy course)		
	Total 4 Discussion Lessons (10x4)	20	20
3	50 Lesson Plans (in each pedagogy course) (25x2)	25	25
4	Achievement Test Report (ATR) (In one subject)	10	10
5	Two Lessons Delivered in each pedagogy course through the use of Multimedia (5x4=20)	10	10
6	Text Book Review	10	10
7	Use of Teaching Learning Material in Classroom Discourse (including teaching aids and reference material)	10	10
8	Peer Group observation	5	5
	Total	100	100

SCHOOL INTERNSHIP PART –II

M.M: (200 Marks)

10 Credits

The School Internship Part-II shall entail the assessment of the final lesson plan at the culmination of the internship wherein the student teacher will be observes by external and internal examiners while they teach in the schools. This assessment shall be done for both the pedagogies of teaching subjects opted by the students-teacher and each shall carry 100 marks.

SYLLABUS OF B.Ed.

SEMESTER I

Course Title: Childhood and Growing Up   Credits:4

Course Code: BED110 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 Culturalcontexts at the core of the exploration of childhood.

To develop an understanding of the different aspects of a Child with diverse abilities inthe Social, Cultural and Political context of India

To acquaint them with respect to the role of different agencies in the healthydevelopment of children.

Course Content:

Unit-I :Growth and Development

Meaning of Growth and Development

Stage of Growth and development with special emphasis on the Development stages ofChildhood and Adolescence

Principles of Development

Theories of Growth and Development (with reference to the influence of childhoodexperiences 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

(c)   Role of Parents and Teachers in providing opportunities of Physical – MotorDevelopment eg.play

Social and Emotional Development :

(a)   Basic understanding of Emotions (How differential Gender Socialisation is seenhappening in the Indian context?)

(b)   Development of Emotions : Functions of Emotions

(c)   Meaning of Gender roles, influences on Gender roles, Gender Stereotypesexperienced in Home, School, Neighbourhood (Including playground)

Unit- III: Socialisation Agencies and the Child

The 21 century child and childhood in the context of Poverty, Globalisation and Adultculture.

Childhood – similarities and Diversities within the stage and the factors leading to theconstruction 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 andbullying 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 followingconditions:

(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

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 (any one):

Student's teachers to collate about ten newspaper articles that involve issues of parenting and childhood analyze 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 helpfulin understanding and supporting developmental and educational needs of themarginalized 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.RandomHouse 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,DevelopmentalPsychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A BriefHistory 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: McGrawHill Higher Education. Chapter 1: The Study of Human Development, Chapter 2:Theory and Research, Chapter 4: Physical Development During the First ThreeYears, Chapter 7: Physical Development in Early Childhood, Chapter 9: PhysicalDevelopment in Middle Childhood.

Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development:Theory, Research and Applications in India.Sage publications.

MESTER I

Course Title: Philosophical Foundations of Education   Credits: 4

 MM100

Course Code BED 111 Objectives of the Course:

To gain an understanding of the concept, meaning and aims of education and theinter-relation of education and philosophy.

To reflect upon the thoughts of Indian and Western thinkers on education andexplore the implications of the concepts involved in educational practices.

To promote reflective thinking among students.

To build up their capacity to be able to formulate their response to the concerns in education

Course Content:

Unit I: Education and Philosophy: Meaning and Functions

Concept, Meaning and Aims of Education Philosophy and its relation to Education

Education as a liberal discipline and its Interdisciplinary nature

Basic concepts in philosophy of education: Teaching, Training, Learning, Inquiry, Indoctrination w.r.t. child

Unit II: Methodological Options in Education

Assumptions about human nature

Various Schools of Thoughts in Philosophy of Education and their relevance ineducation: Idealism, Realism, Naturalism, Pragmatism, Existentialism

Nature and place of Dialogue, Activity, Discovery in the process of education

Unit III: Epistemological Basis of Education

Meaning of Knowledge, Reason, Belief

Sources of Knowledge: Empirical knowledge, Rational Knowledge, Authenticationof Knowledge, Experience, Values and Ideals

Relationship of School, Education, Knowledge, Subjects Constructivism, Scientific Methods, Reflective Judgements

Unit IV: Analytical study of major thinkers on education and their practice

Relevance of educational thoughts of Indian and Western thinkers to the presentEducation system. To deliberate upon Aims and Functions of Education, Pedagogy,Pedagogical practices in the classroom, Teacher-Student Relationship and EssentialValues and Qualities needed in a Teacher to prepare a child for life}

Indian Thinkers :M.K.Gandhi, Rabindranath Tagore, JidduKrishnamurti,B.R.Ambedkar

Western Thinkers: Plato, J.J.Rousseau, John Dewey, Paulo Freire

 Practical Assignments/ Field Engagement:

Reflecting on the Readings on any two thinkers on Education and Maintaining a diary ofthe same after discussions and brainstorming on key ideas on Education and theircontemporary relevance.

Suggested Readings:

Brubacher, J.S. [1969] McGraw Hill Book Co. Modern Philosophies of Education Carr, David. [2003] Making Sense of Education; RoutledgeFalmer

Cenkener, William:[1976] Manohar Publishers Hindu Personality in Education Dewey, John [1966] Democracy and Education ; New York, Macmillan

Israel, Scheffler [1966] Philosophy and Education; Allyn Bacon Inc. 2nd ed.

Kneller, George F. [1971] : Introduction to the Philosophy of Education ; John Wileyand Sons,

Inc.

Krishnamurti, J.; [1953] Education and the Significance of Life. ; KrishnamurtiFoundationIndia.

Mani, R.S. [1964] ; Educational ideals of Gandhi and Tagore.

O'Connor,D.J. [1973] An Introduction to Philosophy of Education. Universal BookStall. Ozmon, Howard A. and Craver, Samuel M.:[1976] Philosophical Foundations ofEducation

2nd ed. Charles, Merrill Publishing Co.

Peters, R.S. The concept of Education series Part 2 and 3 Edited by R.F. Dearden,P.H. Hirst and R.S. Peters ;Routledge and Kegan Paul, London and Boston.

Schofield, Harry; [1982] The Philosophy of Education—An Introduction; Unwin Education Books, London

Siegel, Harvey [2009] The Oxford Handbook of Philosophy of Education.; Oxford University Press.

Seetharamu, A.S.;[1989] Philosophies of Education. Ashish Publishing House. Snook, I.A. [1967] Indoctrination and Education; Routledge and Kegan Paul'

SEMESTER I

Course Title: Language Across the Curriculum   **Credits:2**

Course Code:BED 112 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, DevelopingVocabulary by listening to the usage of new words in different contexts andmeaning 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.

Characteristics of a Good Handwriting; Developing the skill of writingeffective 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 languageskills effectively:Principles and Procedure

Emergent Literacy: Meaning and Implications

Unit-III Development of Language

Human and Animal Communication

Perspectives in Language Development (with reference to how childrenacquire language at early age): Skinner, Bandura and Walters andNativist Chomskian Perspective.

Relationship of Language and Society: Identity, Power andDiscrimination

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 onclassroom dynamics**

c)   **Qualities and Competences of a Teacher to cater to amultilingual classroom.**

Practical Assignments/Field Engagement (any one):

The students to be actively engaged in drill and practice exercises with respect tohoning their proficiency in Speaking, Reading and Writing in English and Hindiwith the support of assistive devices in the Language Laboratory under theguidance of Faculty Mentors.

Participation in two Extempore Presentations, one Debate,one Paragraphwriting and One Application Writing. (To be the basis of Evaluation afterexhaustive sessions to improve Communication Skills.)

Students to maintain a record of observation on the communication ofchildren(both verbal and non-verbal) within the peer group and with teachersand 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).Bachchonkibhashaaseekhnekikshamata,   bhag   1 or2.ShakshikSandarbh. Bhopal: Eklavya (p.p??).

Agnihotri, R.K. (2007).Hindi: An essential grammar. London: Routledge

Agnihotri, R.K. (2007).Towards a pedagogical paradigm rooted inmultiliguality.InternationalMulilingual Research Journal, Vol.(2) 1-10

Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000).Bhasha, bhubhashita orhindi: Ekanthsamvaad, 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 BookTrust. Mason, J. M. and Sinha, S. (1992).Emerging Literacy in the Early ChildhoodYears.

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? LanguageArts.57(4). Yule, G. (2006).The study of language. Delhi: Cambridge University Press.

SEMESTER I

Course Title: Understanding Discipline and Subjects Credits:2

Course Code: BED113 MM:100

Objectives of the Course

To interrogate existing terminology, constructs and notions of pedagogic practice, suchas child-centered learning, discovery learning, activity-based learning, intelligence (IQ)etc.

To engage student-teachers with epistemological questions of subject matter and howthey 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 Interfacewith Knowledge).

Unit II: Learner and their Contexts

Interface between Knowledge, Subjects,Curriculum, Textbooks, Linguistic backgroundof learners

Alternative Frameworks of Children's Thinking

Child and Adult Misconceptions:Meaning,Scope in a Classroom,Processes to be usedto 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-centeredEducation

Critical understanding of standardised pedagogic methods: concept-formation; enquirybased learning; project-based learning etc

Interrogating disciplinary practices and Creating non-threatening learning environments: Relevance, Scope and Process

Unit IV: Critical Study of ICTs and Developing Capacities

Critical examination of the role of ICT in Effective Curriculum Transaction andEvaluation

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 (Any one: 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 knowledgeand 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 andChallenges.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 ofScience Education.3(1), 93-101.

Holt, J. (1990).Learning All the Time.New York: Addison-Wesley Publishing Co.

SEMESTER I

Course :Critical Understanding of ICT   Credits:4

Course Code : BED 200   MM:100

Objectives of the course

To equip student – teachers in the effective use of ICT tools, software applications anddigital resources.

To familiarise them with the understanding and skills of integration of ICT in teachinglearning, 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 andsupportive 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

ICT – based teaching-learning approaches in schools

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.

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, Discussionforums and Mailing lists

Virtual Communities: Educational Applications

(b)   ICT for Educational Administration and Management

Role of information management, process and tools in EducationalAdministration 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 using MS Excel. 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 hardwareand 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, audiovisuals, animations and simulations

Creating a e portfolio based on the above practicals and engaging in peer evaluation ofthe 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 technologyintegration. Appalachian Technology in Education Consortium and the Universityof Memphis, Memphis, TN.

Mayer, R.E. (2002). Cognitive Theory and the Design of Multimedia Instruction: AnExample of the Two - Way Street between Cognition and Instruction.NewDirections for Teaching and Learning.Number 89. 55-71..

Morrison, G.R., Lowther, D.L. &Demeulle L. (1999).Integrating ComputerTechnology into the Classroom. United States of America: Merrill (Prentice Hall)

Moursund, D. (2005).Introduction to Information and Communication Technologyin Education.Retrieved from website of University of Oregon: www.uoregon.edu

National Policy on ICT in School Education. (2010). New Delhi: Department ofSchool 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 OpenUniversity, Delhi: http://www.ignou.ac.in

SEMESTER I

Course Title: School Organization and Management Credits: 2 Course Code: BED114
      MM:100

Objectives of the Course:

To enable the student-teachers to understand the meaning, nature, scope, functions andprinciples 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 maintainedby 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-TeachingStaff 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 TeacherAssociations(MTAs),Parent Teacher Associations(PTAs) in School Development

Democratic Decision Making:Concept and Procedure with respect to functioning of aSchool

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 Relevancein 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(Any one):

The students to be thoroughly acquainted with the nuances of different types ofregisters/records a teacher maintains in a school: Attendance Registers, MarksRegisters, Cumulative Records of CCE(Continuous Comprehensive Evaluation) inparticular.(Also to include the role of ICT as an Assistive Technology in the same)

meeting of student –teachers with the Head of the School and other Supervisory cadreto be arranged to make them understand the expectations of a school from them and theresponsibilities they may shoulder apart from regular classroom teaching.

The students to be given hands on experience in the construction of the Time Tableusing ICT of a School by the Faculty Mentors keeping in mind all principles of TimeTable 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: AnIntroduction, 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. DhanpatRai 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 establishpeace and harmony

To develop the capacity to facilitate personal growth and social skills in their ownstudents

To enable student-teachers to recall and reflect on their own educational journeys andbecome 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 maywrite:

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 afaculty mentor, who will read through it and offer brief comments, suggestions, orfurther 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 learningso 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 offinding answers to what that experience meant to me? How did I feel going throughexperience?

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 (andslow 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 aschool context

Workshop 3: Mindfulness in the classroom

Suggested workshop themes

Sitting quietly and inviting mindfulness by focusing and concentrating energies on asingle 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 asparticipation in games

Exploring hierarchies and role-taking in group situations 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 'roleplays'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/VeerSarvarkar/ SaadatHasanManto/Begum Akhtar/HabibTanvir /Narayan Guru/Meerabai/AkkaMahadevi/ Jnaneswar/ Basava/TeejanBai

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 then, 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.

SEMESTER I

PRACTICAL

Course Title: Drama and Art in Education   Credits:2

Course Code: BED199 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 ofSchool Education.

Difference between Education in Arts and Arts in Education

Identification of different performing Art forms and artists; Dance, Music and MusicalInstruments, 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 ofslides, 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 schoolswith 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.

Practical Engagement

Workshops:

Two workshops of half a day each, of one week duration for working with artists/artisans tolearn basics of Arts and Crafts and understand its pedagogical significance. The Arts formslearnt during the course should be relevant to the student-teachers in their profession.

Activities, such as drawing, posters and painting, rangoli, clay modelling, pottery, mixedcollage, woodcraft, theatre, puppetry, dance, music, etc. region specific should be givenmore importance

for making arts learner-centered. The focus of the workshops should be onhow 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 beencouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Localcraft bazaars, etc. Artists and artisans may be invited for demonstrations and interactionsfrom the community. Student-teachers should be encouraged to maintain their diary on artinteractions to enhance their knowledge and awareness in this area. Student-teachers maycan also be motivated to interpret art works/events etc. to enhance their aestheticsensibility.

Resource Centre for Arts and Crafts should house materials, including books, CDs, audioand 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 continuousmotivation. Application of Arts and Aesthetics in day-to-day life, in the institute and in thecommunity are some of the practical aspects, which needs to be taken care too. Studentteachersmustorganise and participate in the celebrations of festivals, functions, specialdays, 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 practicalcourse.

The e portfolio will include the video clips, photographs and reference material of thefield visits and documentation of the activities undertaken in workshops while thestudent –teachers engages in the same including their reflection on the experience.

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 respectto 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 theinfrastructural facilities, namely Library, Laboratories, Playground, Canteen, Sportsfacilities, Seminar Halls, Auditorium etc which are available in the school.

3.   The Student teacher shall also undertake the field activities pertaining to the practicalsduring this period.

SEMESTER II

Course Title: Learning and Teaching Credits:4

Course Code: BED-115 MM:100

Objectives of the Course:

•   To create awareness in student-teachers with respect to the range of cognitive capacitiesand affective processes in human learners.

•   To acquaint student-teachers with the different contexts of learning and situate schoolsas a special environment for learning.

•   To enable them to reflect on their own implicit understanding of the nature and kinds oflearning.

•   To develop an understanding of different theoretical perspectives of learning with afocus on cognitive views of learning.

• **To familiarize them with the concept and nature of Intelligence, Personality andAdjustment.**

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 betweenindividual and the external environment (physical, Socio-cultural, Economic, Ecologicaland Technological)**

• **Key Cognitive Processes: Perception, Attention, Memory, Language, Thinking,Problem Solving, Emotions and Motivation.**

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 learningsituations): - Thorndike, Pavlov, Skinner, Kohler, , 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

(b)   Group Tests : Verbal/Non Verbal

•   Use, Misuse and Abuse of Intelligence Testing

•   Motivation-Meaning and Need, Difference between Needs and Drives, Motives andIncentives, 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 – Hippcrates, Kretschmer, Sheldon, Jung

(b)   Trait Approach – Cattell

(c)   Type cum Trait Approach – Eysenck

(d)   Psychoanalytic Approach – Adler

•   Meaning and nature of Adjustment –(in the context of teaching and learning)

•   Methods of Adjustment – Direct methods/Indirect methods

•   Characteristics of a Well Adjusted Person

Practical Assignments / Field Engagements(Any one):

•   The student-teacher does observation of children at play and maintain diaries to aquaintthemselves 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. Thestudents could

 identify different games that children play; Individual and Groupbehaviour in play; friendships and social relationships. (The analysis could include the

following aspects: Motor Skills, Language used during Play, Group Structure andInteractions, arriving at rules and following them, Gender Behaviour, Patterns ofNegotiation and Resolving Conflict, Folk Songs and Games, Popular Culture). Theabove field engagement is to be followed by post-assignment discussions during contacthours to arrive at linkages between play social, emotional, cognitive, language andmotor development of children.

•   Student–teachers shall conduct Individual and Group Intelligence Testing throughappropriate culture fair Tests chosen by Faculty Mentors and prepare an e-portfolio ofthe entire project. Suggested Readings:

•   Bettelheim, B. (1987). The Importance of Play. The Atlantic Monthly, March.

•   Bodrova, E. and Deborath J. Leong (1996). Tools of the Mind. New Jersey: MerrillChapter 3: The Vygotskian Framework and other Theories of Child Development,Chapter 10: Play as a leading activity.

•   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 andHigher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theoriesof Development and Learning, Chapter 4: The Zone of Proximal Development.

- Cox M. (2005). The Pictorial World of the Child. New York: Cambridge UniversityPress.

- Crain, W. (1992). Theories of Development: Concepts and Applications. (3rdEdition).New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral andDevelopment,Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9:Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter12: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'shandbook. New York: Taylor & Francis. Chapter 7: The beginnings of LanguageDevelopment, 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. Chapter1:Psychology for teaching, Chapter 5: Thinking and remembering, Chapter8:Intelligence and creativity.

• Mukunda, Kamala, V. (2009). What Did You Ask in School Today? A Handbook onChild Learning. Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: MoralDevelopment, 117- 146; Chapter 10: Emotions, Learning and Emotional Health, 222-253.

• Mangal, S.K(1997)Advanced Educational Psychology; New Delhi :Prentice Hall ofIndia

• Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.)Readings on the Development of Children. New York: W. H. Freeman.

SEMESTER II

Course Title: Historical & Sociological Foundations of Education

Credits:4   Course Code: BED-120   MM:100 Objectives

• To enable student teachers to understand the importance of policies & programs during pre & post independence era.

• Comprehend the system of Indian education.

• Analyze the forces affecting the education system.

• Critically examine the issues and concerns of education in the socio-cultural context inIndia.

• Sensitize with the cause & effects of social evils

• Inculcation of sensitivity & values in education.

• Develop vision for future of Indian education.

Course Content:

Unit-I: Historical development of Indian Education

- **Pre-Independence Development in Indian education**

- **Pre-British Period (Vedic, Buddhist, Muslim)**

- **Prominent Characteristics of Education in India During Colonial Period (special reference to Anglicist- Oriental Controversy, Downward Filtration Theory &Basic Education)**

- **Post- Independence Developments in Indian Education**

- **Constitutional provisions Of Education**

- **Kothari Commission(1964-66)**

- **NPE 86 & POA 92**

- **Yashpal Committee**

- **Knowledge Commission**

- **RTE 2009**

Unit-II: Contemporary development of Indian Education

- **System Of Indian Education**

- **UEE**

- **USE (RMSA)**

- **Higher Education (RUSA)**

- **Issues of Indian Education**

- **Vocationalisation of Education (Skill Development)**

- **Decentralization of Educational Administration (Administrative Hierarchy)**

- **Autonomy & Accountability in Higher Education**

- **Student Unrest (Special reference to Lingdoh Committee Report)**

- **Agencies Of Indian Education**

- **UGC**

- **NCERT**

- **NCTE**

- **NAAC**

- **CBSE**

- **RCI (Rehabilitation Council of India)**

Unit-III: Education & Socio-Cultural Context

- **Relationship between Society & Education**

- **Social Process: Socialisation, Social Stratification, Social Change, Social mobility**

- **Education as an instrument of social Change, Influence of education on Society, Family& their practices.**

- **Education & Culture: Analysis of the concepts of Cultural Lag, Cultural Conflict,cultural Pluralism, Ambivalence, Cultural Tolerance, Acculturation & Enculturation**

- **Socio-Cultural influences on the aims & organization of education (in context of sanskritisation, Industralisation & Modernisation)**

Unit-IV: Social Issues in Education

- **Values in Education: Causes of Value Degeneration. Methods & Techniques of valueinculcation (Classroom Context)**

- **Democracy, Socialism & Secularism: Concept & Practices in Schools.**

- **Role of Education in reproducing dominance & challenges of Marginalization withreference to Class, Caste, Gender & Religion.**

- **Sensitization towards Social Evils (Inequality and Social Exclusion on basis of Class,Caste, Gender & Religion).**

- **Teacher & Society: A Critical Appraisal of the status of a Teacher in Indian Society.**

Practical Assignments / Field Engagements

- **The students will be engaged in community work wherein they would study the role of education in schools in reproducing dominance & challenges Marginalization with reference to Class, Caste, Gender & Religion and look at the prevailing in equality andsocial exclusion. They are expected to prepare a report on the same.**

Suggested Readings:

- **Anand, C L and et al (1993) Teacher and Education in the Emerging IndianSociety,NCERT, New Delhi.**

- **Aggarwal (2002) - Landmarks in the history of Modern Indian Education, VikasPublishing House Pvt. Ltd., New Delhi. - Aggarwal, J.C. (2002) – Development ofModern Indian education, Vikas Publishing House Pvt. Ltd., New Delhi.**

- **Biswa Ranjan Purkait (2001) - Milestones in Modern Indian Education, New CentralBook Agency, Calcutta –**

- **Chandra, B. (2005). Modern India. Newdelhi. NCERT**

- **Dash, M. (2000). Education in India: Problems and Perspectives. Newdelhi: Atlantic**

- Government of India (GoI) (1966). National Education Commission (1964-66),Ministry of Education: New Delhi. Government of India (GoI) (1986/92).

- New Education Policy, MHRD: New Delhi.

- Gore M.S. (1994). Indian Education – Structure and Process.Macmillon: Delhi.. NewDelhi: Rawat Pub.

- Humayun Kabir (1951). Education in New India. London: George Allen and UnwinLtd. Jagannath Mohanty (1998). Jayapalan,N.Modern Trends in Indian Education.Hyderabad: Neelkamal Publication. New Delhi: Deep and Deep

- Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the

- International Commission on Education for Twenty-first Century, UNESCO.

- Dewey, John. (1952). The School and the Child, New York: The Macmillan Company,

- (Also available in Hindi School aur Bachche Translation: RRCEE)

- 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

- Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, AravaliPrinters and Publishers.

- Mani R S (1964) Educational Ideas and Ideals of Gandhi and Tagore,

- Saraswathi T S (1999) Culture, Socialization and Human Development, SagePublication.

- •Kumar (Eds.) (1985). Sociological Perspectives in Education: A Reader. Delhi:Chanakya ublications.

- Kumar, Krishna (1988). What is Worth Teaching. New Delhi: Orient Longman.

- Listening to Gandhi (Also Available in Hindi Shaekshik Gyan aur Varchasav.NewDelhi: Granthshilpi.)

- • Krishnamurti, J. (2006). Krishnamurti on Education. Chennai: KrishnamurtiFoundation of

- India.

- Nurullah S. & Naik J.P. (1981)- Student history of Education in India, Macmillan,Bombay

- Lal & Palod (2008) Educational thoughts and Practices, Meerat: Vinay Rakheja MathurS.S. (1988). Sociological approach to Indian Education. Agra: Vinod Pushtak Manir.

- National Curriculum Framework for School Education (2005). NCERT NCTE (1998).Gandhi on Education. New Delhi.

- Taneja. V.R. (2003). Educational Thoughts and Practice. New Delhi: SterlingPublishers.

 SEMESTER II

Course Title :Assessment of Learning Credits:4 Course Code: BED-117

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 factorsaffecting them.**

- **Reliability and Validity of Tools**

- **Tools of evaluation: -**

Quantitative – Written, Oral and Practical (Types of Questions:Short, Long, MCQ covering all three domains of Learning-Cognitive, Affective and Psychomotor)

- **Qualitative – Observation, Introspection, Projection andSociometry**

- **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, useonly)

• 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(Any one):

• Develop a Power Point Presentation on the current practices of Assessment andEvaluation 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 aspectsof 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 whichlend 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 theprogress of the learner.

Suggested Readings:

• Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to TeachingPractice- 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 inTeaching; Pearson Education Inc.

Course Title: Teaching of English   Credits: 4 Course Code: BED-122

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.**

• **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 andachievement test.

•   Remedial Teaching, Contrastive analysis; Error analysis

Practical Assignments/Field Engagement(Any one):

•   Develop a Multi-Media lesson using appropriate ICT resources andtransacting the same before peers in simulated teaching exercise.

•   Preparation of an Achievement Test in English.

•   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: AIllied Publishers

•   Choudhary, N.R, (2002) :English Language Teaching, Himalaya Publish House, Mumbai

• Dave, Pratima S, (2002): Communicative Approach to the Teaching of English as A Second Language, Himalaya Publishing House, Mumbai

• Davis, Paul and Mario Rinvolucri, (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.

Course Title: Teaching of Mathematics   Credits – 4 Course Code: BED-123

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, Aryabhatta,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 stageaccording 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.**

•**Problem solving method.**

- **Constructivist approach.**

- **Activity method a nd 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**

insecondary 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(Any one):

- 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 thesame before peers in simulated teaching exercise.

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 TeachingMathematics, N CERT 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-WesleyPublishing 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.**

Course Title: Teaching of Accountancy   Credits – 4 Course Code: BED-127

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 understand 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 ofcomputers**

Methods and Techniques of Teaching Accounting

- **Lecture cum Discussion method**

- **Question –answer technique**

- Problem solving method ,Gamesmethod, 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 spreadsheets 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(Any one):

- **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.**

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 ofBook-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 Ideasand Practices, London: Routledge.

- Musselman, Vernon A and J.M. Hanna (1960). .Teaching Book-Keeping andAccounting. New York. McGraw Hill Book Co.

- Sapre, P.M. (1968), Trends in Teaching Book-Keeping and Accountancy, RegionalCollege of Education, Mysore.

- Support material for PGT (Commerce) (2011). New Delhi: State Council ofEducational Research and   Training.   Retrieved from:http://delhi.gov.in/wps/wcm/connect/doit_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/

- Verma, D.P.S.(2000); Commerce Education in Rajput, J.S. (Ed.) Encyclopaedia ofIndian Education, Vol. I; NCERT.

Course Title :Teaching of Life ScienceCredits:4   Course Code: BED-129

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**

- **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**

- **Science Exhibition**

- **Science Fair**

- **Science Quizzes**

- **Role of Biology in Teaching Integrated Science, EVS and HealthEducation**

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 , Symposiaetc 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)

• Identifying and conducting at least 5 experiments/demonstrations the Biology syllabus individually or in small groups

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 IBHPublication 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.

Course Title: Teaching of Home Science   Credits – 4 Course Code:BED-126

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 sensitize 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**

• **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(Any one):

- **Identifying and Evaluating ICT resources suitable for teaching Home Science.**

- **Planning and Organization of Home Science Laboratory**

- **Organization of any two Co-curricular activities in Home Science**

- **Develop a Multi-Media lesson using appropriate ICT resources and transact the same beforepeers in a simulated teaching exercise.**

Suggested Readings:

• Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: TheClassification of Educational Goals, Handbook 1: Cognitive Domain, New York, DavidMcKay 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, Rivehartand 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 Sanskrit   Credits: 4 Course Code: BED-134

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**

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(Any one):

- **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 SangrahaPress, 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 EducationalResearch & 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, Shaskhikala: Sanskrit Shikshan, Radha PrakashanMandi, Agra, 1999.

Course Title: Teaching of Business Studies Credits : 4 Course Code:BED-136

MM:100

Objectives of the course:

•   To develop in the student-teachers an awareness why business studies is taught at +2level.

•   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.

• 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 theclassroom

Practical Assignments/Field engagement(Any one):

- Develop a game for teaching some Business Studies topic (explain step by step, theprocess of developing this game, giving its rules of participation)

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the samebefore 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 taughtrecently 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, CIEPublication, Delhi.

- Calfrey C. Alhon(1988), Managing the Learning Process in Business Education,Colonal Press USA

- Musselman Vernon A. and Musselman Donald Lee. (1975). Methods in TeachingBasic 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 HillBook Company. New York.

- Siddique, M. Akhtar and Khan, R. S. (1995). Handbook for Business StudiesTeachers, Jamia Millia Islamia, New Delhi.

• Support material for PGT (Commerce) (2011). New Delhi: State Council ofEducational Research and Training. Retrieved from:

http://delhi.gov.in/wps/wcm/connect/doit_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/

• Tonne, Herbhert & 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 ofIndian Education, Vol. I; NCERT; .

• Wadhwa, Toolika(2008); Commerce Education at Senior- Secondary Level: SomeReflections: in MERI Journal of Education; New Delhi; Vol. III; No. II..

Course Title: Teaching of Social Sciences Credits : 4 Course Code: BED-124

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 and their use in lesson planning: 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, ScrapBooks, 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(Any one):

- **Project report on any topic of social Science.**

- **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,**

- **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.

Course Title :Teaching of Integrated Science Credits:4   Code: BED-125

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.

- Correlation of Integrated Science with other Subjects.

• **Aims & Objective of Teaching of Science with special reference tointegrated Science.**

• **Integrated Science Books: Qualities of good Integrated Science books, Effective use;Criteria for evaluation of 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**

• **Constructivist Approach**

• **Teaching Methods: Lecture Method, Lecture cum Demonstration, Laboratory Method,Project Method, Heuristic Method.**

• **Peer Learning/Group Learning, Team Teaching**

• **Science Laboratory: Organization & Management.**

• **Instructional Aids(Teaching Learning Material): Preparation, Improvisation and Effectiveuse.**

• **Planning and execution of Extended Experiences:- Excursions, Science Exhibition, ScienceFair, Science Quizzes, Science Club**

Unit-III: Assessment in Science

• **Evaluation: Concept, Need and Importance, Scope**

• **Techniques of Evaluation for Theory & Practical.**

•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, Symposiaetc well as membership of Professional Organisations in Professional development ofteachers.

• 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 Technologyf or 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 5 experiments/demonstrations from classes 6-10syllabus individually or in small groups

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 ofTeachers, 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, KarolBagh.

•   Radha Mohan (2004), Innovative Science Teaching for Physical Science- Prentice Hall ofIndia Pvt. Ltd., New Delhi.

•   Siddiqui N.N. and Siddiqui M.N. (2000). Teaching of science today tomorrow, DoabaHouse, Nai Sarak, Delhi.

•   Sood J.K (1987), Teaching of life science, Kohli Publishers Chandigarh.

•   Vaidya N (1997), The i\mpact of Science Teaching Oxford & IBH Publication Co, NewDelhi.

Course Title: Teaching of Economics Credits :4

Course Code: BED-130   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 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 theclassroom**

Practical Assignments/Field engagement(Any one):

• **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 samebefore peers in simulated teaching exercise.**

Suggested Readings:

• **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 SchoolExaminations, 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 andStrategies for Secondary and Senior Secondary levels, IASE, Deptt. of Education,Delhi University.

- Bawa, M. S. (ed.) (1996), Evaluation in Economics, IASE, Deptt. of Education, DelhiUniversity.

- Chakravorty, S. (1987), Teaching of Economics in India, Bombay, HimalayaPublishing.

- Hicks, J.R. (1960), The Social Framework- An introduction to Economics, London:Oxford University Press.

- Hodkinson, 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.

SEMESTER II PRACTICAL

Paper: Reading and Reflecting on Texts   Credits:2 Paper Code: BED-231

MM:100

Objectives of the Course:

• To enable student-teachers to read and respond to a variety of texts in different way sand 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 EducatingOther People Children. Harvard Educational Review 58(3), 280-298.

• Donovan, M. S. And Bransford, J. D. (Ed.) (2005). How students learn. WashingtonDC: 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

•llich, 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 ChildLearning.

Noida: Harper Collins. Chapter 4: Child Development, 79-96.

• Wood, D. (2000). Narrating Professional Development: Teacher"s stories as texts forimproving 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** Virmanihttp://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 atIndian 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.

Semester-II

Course Title: Preliminary School Engagement PSE-2 (2weeks)   Credits:2 Course Code: BED-160

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 thescheme 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: BED-201 & BED- 202   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.**

• **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 themwith regard to instruction, classroom management, PTAs, etc., are different / same and'how' these observations might lead to a criticism and change in their practice. Thestudents will be assessed on the basis of entries made in e-Portfolios and ReflectiveJournals.

SEMESTER IV

Course Title: Gender, School and Society Credits: 4 Course Code: BED-203

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 socialization practices impact power relations and identity formation

Course Content:

Unit I: Gender Issues: Key Concepts

• Gender, Sex, Sexuality

• Third Gender, Transgender

• 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 ofEducation

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 informalorganisation.**

- **Schooling of Girls: Inequalities and Resistances (issues of Access, Retention andExclusion).**

- **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 Processesand 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(Any one):

- **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 divisionof 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 aPrimary 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: Preventionand 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 Educationcommission 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 AsianHistories. 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 Credits:4 Course Code:

BED-238   **MM: 100**

Objectives of the Course:

•   To enable student teachers to understand the meaning of the term Knowledge and 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 its 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 andNCFTE2009 pertaining to Curriculum and Schooling.

Course Content:

Unit – I Knowledge, Curriculum and Schooling

- **Curriculum:**

(a) **Concept and principles,**

(b) **Core Vs Hidden Curriculum,**

(c) **Centralized Vs Decentralised**

- **Significance of Curriculum in School Education with reference to-**

(a) **Curriculum Framework**

(b) **Curriculum & Syllabus**

(c) **Teaching & Instruction**

- **Interrelationship between curriculum, society and learner.**

- **NCF 2005: Recommendations for curriculum and schooling.**

- **NCFTE 2009: Impact on Teacher Education curriculum**

Unit – II Construction of Knowledge

- **Meaning and Nature of knowledge**

- **Information, knowledge, conception and perception**

- **Sources of knowledge: Empirical Vs Revealed knowledge**

- **Types of Knowledge:**

(a) **Disciplinary Knowledge**

(b) **Course content Knowledge**

(c) **Indigenous Knowledge**

(d) **Scientific Knowledge**

• **Relevance of Knowledge construction through dialogue**

• **Contestations to 'Knowledge'-**

(a) **Dominance**

(b) **Marginalisation**

(c) **Subversion**

• **Role of curriculum in challenging marginalization with reference to class, caste, genderand religion**

Unit – III Curriculum Planning, Construction and Transaction (At School Level)

• **Broad determinants of Curriculum Construction-**

(a) **Learner and his/her interest and developmental context**

(b) **Diversity- socio- cultural- geographical- economic and political**

(c) **National and international contexts**

• **Different Approaches to Curriculum Development-**

(a) **Subject- centred**

(b) **Learner centred**

(c) **Constructivist**

(d)   Competency based

(e)   Environmental

•   **Models of Curriculum Development by Ralph Tyler, Hilda Taba, Franklin Bobbit**

Unit –IV School: The site of Curriculum Engagement

•   **Role of School Administration in creating a context for transacting the curriculumeffectively**

•   **Role of Infrastructural support in teaching and learning**

•   **School culture and organizational ethos as the context for Teachers' work**

•   **Role of Teacher as a critical pedagogue in curriculum transaction**

•   **Role of Apex bodies in providing curriculum and pedagogic supports to teachers withinschools- NCERT, CBSE, NIOS, SCERT, and CIET.**

Practical Assignments/Field Engagement:

•   **CDs/DVDs to be Screened for the Student-teachers and report to be prepared withrespect to the issues touched upon in the form of an e-portfolio (Any two):**

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.

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; VivaBooks.

• Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to TeachingPractice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.

• Connelly, F. Michael (Editor) (2008); The Sage Handbook of Curriculum andInstruction; 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 ErlbaumAssociates.

• Kelly, A.V.; (2006) The Curriculum: Theory and Practice- Fifth Edition; SagePublications; London

• 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. NewDelhi: Granthshilpi.)

- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.

- Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment inTeaching; Pearson Education Inc.

- McNeil, John D. (2003); Curriculum: The Teacher's Initiative; Third Edition; MerrilPrentice Hall; Ohio.

- 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 andpracticeSecond Edition; Sage Publication; London.

- Mukunda, Kamala V. (2009) What Did You Ask At School Today: A Handbook ofChild 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.

SEMESTER IV

Course Title: Creating an Inclusive School   Credits:2

Course Code :BED-205   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, equipment 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, lesion 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(Any one)-(Records to be maintained)

• The students shall undertake field work to in understanding 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.

• 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, HarcourtBrace & Company, Florida

• Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.

• Gargiulo, R. M. (1997). Special education in contemporary society: an introduction toexceptionality, Wadsworth, Belmont

• Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferringAmerica's classrooms, P. H. Brookes Pub. Baltimore.

• Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearingimpairment (RCI), Kanishka Pub. New Delhi

• Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPsCorwin press, sage Pub

• Hallahan & Kauffman (1978), Exceptional Children: Introduction to special EducationPrentice Hall

• Hegarthy, S. & Alur, M. (2002) Education of children with special needs: Fromsegregation 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 schoolteachers, 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, KanishkaPub. New Delhi

- National Policy on Education (1986, 1992), MHRD, GOI, Delhi

SEMESTER IV

Course Title: Guidance and Counselling   Credits - 4

Course Code: BED-216   MM: 100

Objectives of the Course:

- To appreciate the nature, need, principles for guidance and counselling;

- To familiarize the responsibilities and moral obligation of teacher as a guide and counsellor;

- To develop capacity of applying the techniques and procedures of guidance and counselling;

- To facilitate career development of all the different types of students;

- To understand the facilities at governmental and non-governmental level; and ethical and legal guidelines for differently-abled, special needs, and deprived group students.

Course Content:

Unit-I: Understanding Guidance

- Guidance: Concept, aims, objectives, functions, principles and ethics

- Role of Guidance in human development and adjustment

- Need & Procedure for (Educational, Psychological and Social) guidance

- **Group Guidance: Concept, Need, Significance and Principles**

- **Role of Teacher: in providing guidance and organization of guidance programs inschools.**

Unit-II: understanding Counselling

- **Counselling: Meaning, Principles, Approaches (Directive, Non-Directive, Eclectic),Types (Individual, Group)**

- **Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment toAction)**

- **Counseling Services for Students: Face to Face and Online**

- **Counsellor: Qualifications and Qualities (including Skills for Listening, Questioning,Responding, Communicating)**

- **Differences between Guidance and Counselling**

- **Role of Teacher as a Counsellor**

Unit-III: Major Concerns in Guidance and Counselling

- **Emotions: Meaning, Emotional Intelligence, Managing Emotions, Role of Teacher**

- **Skills: Self Discovery, Decision Making, Problem Solving**

- **Coping skills: Types, Integration**

- **Dealing with Depression and Academic Stress**

- **Guidance and Counselling Career Options available in India**

- **Special Counseling: Population, Multi-Cultural Counselling**

- Values: Patience, Empathy, etc

- Ethics: , Professional Ethics and Code of Conduct of Teacher Counsellor

Unit-IV: Guiding Differently-abled Students•

- Meaning, Types of Differently-abled (DA) Students

- Behavioral Problems of Children with Special Needs (CWSN) and of Deprived Groups (DG)

- Behavior Modification Techniques

- Career Development: Teacher's role in dissemination of Occupational Information, Career Planning. Vocational Training and Placement Opportunities for CWSN, DG,DA students

- Persons with Disabilities Act 1995, Governmental and Non-governmental Facilities, Ethical and Legal Guidelines

Practical Assignments/Field Engagement (Any one):

- Group Guidance - One Career Talk

- Design a Questionnaire to collect information on Students' Educational, Psychological or Social problems.

- Detailed study of the Guidance and Counselling Services available in a given School

- Prepare a list of the online Guidance and Counselling Services available for students and teachers in India.

- 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: Field visits to explore the working of Guidance Institutions School Counsellors, Career Counsellors etc.

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: VinodPublications.

• Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education andPsychology.

• Gibson, R.L. and Mitchell (2008). Introduction to counseling and Guidance. NewDelhi: PHI Learning Pvt.

• Goswami, M. (2016). Essentials of Guidance and Counselling, Lakshmi Publishersand Distributors.

Bachelor of Education

• Indira Gandhi National Open University, (2000). Guidance and Counselling (ES-363):Career Development.

• Indira GandhiNational Open University, (2000). Guidance and Counselling (ES- 363):Techniques and Procedures of Guidance.

• Indira GandhiNational Open University, (2000).Guidance and Counselling (ES- 363):Introduction to Guidance and Counselling.

• Joneja G. K. (1997); Occupational Information in Guidance, NCERT publication

- Kochhar S.K. (1999) Guidance and counseling in colleges and universities

- Minocha, M. (2008). Educational and Vocational Guidance, Arya Book Depot, NewDelhi.

- 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, NewDelhi: 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, NewDelhi: NCERT.

- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.

- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: BawaPublication.

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SEMESTER-IV

Course Title: Environmental Education   Credits:4

Course Code : BED-219   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 as sociated 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.**

- **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(Any one):

- A study of major initiatives taken by NCERT regarding environmental education.

- Study of Development of slum area and their inhabitants in a nearby area/institute

- 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 NCF2005.

- Develop a list of investigatory environmental problems (stage specific) work on theproblem in a group of 2-3. Prepare a report.

Suggested readings:

- Falmer Press CEE (1987). Joy of Learning: Handbook of Environmental Education Activities: CEE Bhrucha 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, NewDelhi: NCERT.

- Sarabhai V.K. et al. (2007). Tbilisi to Ahmadabad – The Journey of EnvironmentalEducation–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 theenvironment: 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 LevelTeachers: A Prototype Program: UNESCO, UNEP International EE Program.**

- **UNICEF (2008). Best Practice Guidelines for teaching Environmental Studies in**

- **Maldivian Primary Schools: UNICEF.**

SEMESTER IV

Course Title: Value Education **Credits 4**

Course Code: BED-217 **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, Cooperation, etc.**

• **Secular Values: Facing Challenges Positively through examples of Super-Achievers (lifehistory and quotes)**

• **Commonalities of all religious 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, 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. AbdulKalam**

• **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 toimpact 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 nfluence through reasoned thinking

• Effects of computer aided media on Values (Internet, e-mail, Chat etc.): : Build on thePositive— knowledge explosion, information at the click of the button, interaction at ourfinger-tips, etc.; Navigate the

Negative—avoid exposure to negative media, sharepersonal 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 Educationtowards duty- consciousness

• National Human Rights Commission and its role

- Role of the Indian Constitution: The Right of Children to Free and CompulsoryEducation Act, 2009 in context of human Rights and Human Duties Article 51A

- Peace Education: Meaning, objectives, Role of Education in promoting Peace based onunilateral ethics of 'in giving we receive'

- Education, Strategies for imparting Peace Education through imparting of dutyconsciousness

Practical Assignments/Field Engagement(Any one):

- 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: GianPub.,.

- 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 ofTeachers & 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

SEMESTER-IV

Course Title: Peace Education Credits - 4

Course Code: BED-218   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 Conflict through dialogue and discussion, cooperation; peace education in managingconflicts in family and student life**

• **Non-Violent Activism: Speech, Behaviour and Action with others based onnon-violence takes the justification of acting violently away from others; rol eof 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(Any one):

- **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 globalmovement.**

- **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. LallBooks 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 HumanValues: 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: PsychologicalCorporation.

• Ruhela, S.P. (1986) . Human Values and Education. New Delhi : Sterlingpublishing.

• 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 PublishingCorporation.

• 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 PublishingCorporation.

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/fa99ea234f4accb0ad

43040e1d60809cmuller_en.pdf

•   **Peacemaking in Schools: http://www.learningpeace.com/pages/LSP_PSchool.htm**

•   **Peace Education Resource: www.cpsglobal.org.**

SEMESTER IV

Course Title: Health and Physical Education Credits – 4

Course Code: BED-232   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.**

- **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**

- **Importance 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(Any one):

- **Prepare a Project Report on: Three types of Sports Ground.**

- **Organise a sports meet at school level.**

- **Partici pate 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, LudhianaPrakash Brothers.**

- **Kangane, Sopan & Sonawane, Sanjeev. (2007). Physical Education. Pune: Niralipublication.**

- **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: PersonalGraphics & 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: Friendspublisher.

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SEMESTER IV

Course Title: Adult and Population Education   Credits - 4

Course Code: BED-233   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 andobjectives. 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 Popu1ation 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, MeenakshiPrakashan, 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.

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SEMESTER IV

Course Title: Work Education Credits:4

Course Code : BED-234   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 Commission1964, 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 andvocational education.**

•   **Basic education – concept – merits – Criticism, need and importance, scheme of multipurpose schools.**

•   **S.U.P.W. : Concept and Objectives**

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 (Any one):

• 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

• Education commission (1964-66), Report of Government of India

• Kaul ML(1983) Gandhian Thoughts of Basic Education ; Relevance andDevelopment Journal of Indian Education 8(5) p 11-16

• Mahmood S (1996) Work Experience, Its Role in Educational Process in CoCurricular Activities edited by Farooqui SK and Ahmad I, New Delhi JamiaMillia Islamia, ND

• Position Paper National Focus Group On Work And Education, NCF 2005,NCERT

• Report National Policy on Education 1986 , Govt of India Government ofIndia,

• 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**

SEMESTER-IV

Course Title: Education of the Marginalised Groups   Credits:4

 Course Code : BED-235   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 Dscrimination, 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(Any one):

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

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

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: SagePublications.**

- **UNDP Bank, Human Development Report, New Delhi, 2003.**

SEMESTER-IV

Course Title: Life Skills Education Credits:4

Course Code : BED-236 MM:100

Objectives of the Course :

- **To familiarize student-teachers in the theoretical foundations of Life SkillsEducation**

- **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.**

- **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 (Any one):

•   **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/withhuman 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_educaion

- **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**

SEMESTER IV

Course Title: School Leadership Credits:4

Course Code : BED-237   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 ofschool effectiveness.**

- **To develop an understanding of school leadership and challenges tomanagement.**

- **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**

• **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(Any one):

- **The students shall be required to study the role of the supervisors and principals in a school.**

- **The students may look at the working of a school and prepare a school improvement plan.**

Suggested Readings:

- **Batra, Sunil (2003). From School Inspection to School Support. .**

•   Early, P. and D. Weindling (2004). A changing discourse: from managementto leadership.

•   Fullan, M. (1993)Making schools successful, synthesis of case studies ofschools in Asian countries, ANTRIEP, NUEPA(2012).. Why Teachers MustBecome Change Agents. In Educational Leadership, 50 (6)

•   Govinda, R. (2001). Capacity Building for Educational Governance at LocalLevels. Paper presented at the International Consultation on EducationalGovernance 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 thatLearn, NB: London. pp 27-58.

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SEMESTER IV PRACTICAL

Course Title :Reflection on School Experience Credits:2

Course Code:BED-230 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 eachstudent 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 intoa 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 studentsengaged in hands-on work; or teacher oriented, with students paying attention to a presentationor quietly working on individual tasks. Each of these teaching environments sets a tone and anexpectation. For example, when students work actively in groups, we ask them to use their "sixinch"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 otherlearners.

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 thanmove forward. They will take a break from what they have been doing, step away from theirwork, and ask themselves, "What have I (or we) learned from doing this activity?" Someteachers use music to

 signal the change in thinking. Others ask for silent thinking beforestudents write about a lesson, an assignment, or other classroom task.

In the reflective classroom, teachers invite students to make meaning from their experiencesovertly in written and oral form. They take the time to invite students to reflect on theirlearning, 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 tonew and novel situations. Students know they will not "fail" or make a

"mistake," as thoseterms are generally defined. Instead, reflective students know they can produce personal insightand learn from all their experiences.

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

Guiding Student Reflection

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

Course Content:

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

• Discussions

Sometimes, encouraging reflection is as simple as inviting students to think about theirthinking. Students realize meaning making is an important goal when reflection becomes thetopic of discussion. For example, conduct discussions about students' problem-solvingprocesses. Invite students to share their meta-cognition, reveal their intentions, detail theirstrategies for solving a problem, describe their mental maps for monitoring their problemsolvingprocess, and reflect on the strategy to determine its adequacy. During these kinds ofrich 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 theHabits of Mind related to empathy, flexibility, and persistence.

• Interviews

Interviews are another way to lead students to share reflections about their learning and theirgrowth in the Habits of Mind. A teacher can interview a student, or students can interviewclassmates. Set aside time at the end of a learning sequence—a lesson, a unit, a school day, or aschool 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 theselearning to future situations, and commit to an action plan to consciously modify theirbehaviors.

- **Modelling Reflection**

Students need to encounter reflective role models. Many teachers find such models in novels inwhich the characters take a reflective stance as they consider their actions. A variety of novelsand films may be used to the 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 thefollowing three traits are inculcated while the student-teachers are involved in Reflecting ontheir school experience:

- **Thinking flexibly.**

- **Managing impulsivity.**

- **Remaining open to continuous learning.**