

# **FACULTY OF EDUCATION**

## **Bachelor of Education (B. Ed.) Programme:**

### **I.CURRICULUM VISION:**

Enrichment of the new generation teachers in the field of Education to take care of the students with values and life skills to fine tune themselves to be professionally competent, adaptable and socially committed to meet the challenges of tomorrow and to become the transmitters, inspirers and promoters of children's eternal quest for knowledge.

#### **The Vision Highlights:**

- Facing the challenges of Education in the modern world.
- Development of Teacher Competence, Sensitivity and Teacher Motivation.
- Laying importance on professional preparation.
- Making conformity with the values enshrined in the constitution.
- Making teachers to be technologically competent.
- Knowing of ICT enabled curriculum and e-learning.
- Realizing the importance of inclusive education and gender issues.
- Imbibing Yoga, Health and Physical Education for future life styles.
- Knowing about the 'nature' and measures for environmental sustainability.
- Nurturing children's creativity and aesthetic sensibilities.
- Realizing the importance of evidence based performance assessment.
- Experiencing life skill training.

### **II. GENERAL OBJECTIVES:**

The B.Ed. programme aims to develop teachers/Educators for the children .The B.Ed. programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to the children. After completing the B.Ed. programme the student-teachers will:

1. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
2. Develop conceptual understanding of education provisions and skills for working with children .
3. Enhance knowledge and skills for professional development.
4. Uphold the value system based on the cultural, social, political and moral bases of Indian society.
5. Identify and solve the prevalent major social and environmental issues / challenges and equip the classroom learner to face those challenges.
6. Develop teacher competence, sensitivity and teacher motivation.
7. Get ready for professional preparation.
8. Become technologically competent and realize the importance of ICT and e-learning. Apply the theoretical and practical information to get a holistic understanding about

the importance of nurturing positive attitudes, skills and healthy behavior for living in the present and future.

9. Imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition.
10. Focus on communicative English which will help the student teachers to communicate well in diverse settings and groups.
11. Conceptualize different formal and informal evidence based performance assessment strategies and develop ability to evaluate the continuous intellectual, social and physical development of the learners.
12. Enhance drama and art education to nurture children's creativity and aesthetic sensibilities.
13. Enhance the critical thinking skills through strategies that encourage precise.
14. Approach to inquiry, collaboration and active participation in the classrooms.
15. Acquire the right attitude with qualitative commitment using multiple levels of tools and techniques.

### **III. NOMENCLATURE:**

Nomenclature of B. Ed. course will be as per UGC Notification of 2009 and 2014 and the new nomenclature will be B.Ed. and it will be of two years duration.

### **IV. GENERAL FRAMEWORK OF THE COURSE:**

The course is planned on the Choice Based Credit System (CBCS). *According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.*

The Course structure has three sets of courses:

1. Core courses in every semester
2. Elective course which can be chosen from pool of papers in order to:
  - (a) Support the discipline of study
  - (b) Provide an expanded scope
  - (c) Exposure to some other discipline/domain
  - (d) Nurturing student proficiency/skills
3. Elective courses are value-based

### **V. PROGRAMME STRUCTURE:**

1. B.Ed. Degree shall be awarded to candidates on successful completion of a four semester programme of study.
2. B.Ed. Programme will have courses of 56 credits distributed in four semesters, as given below:

## VI. COURSE STRUCTURE OF THE PROGRAMME

<b>SEMESTER – I</b>			
<b>Course Category</b>	<b>Credits</b>	<b>No.of Courses</b>	<b>Total Credits</b>
Theory Core Courses	4	2	08
Theory Pedagogy Courses	2	2	04
Theory Minor Courses	2	1	02
<b>TOTAL</b>		<b>05</b>	<b>14</b>
<b>SEMESTER – II</b>			
Theory Core Courses	4	1	04
Theory Minor Courses	2	3	06
Practical Courses	4	1	04
<b>TOTAL</b>		<b>05</b>	<b>14</b>
<b>SEMESTER – III</b>			
Electives Courses	2	2	04
Practical Courses	10	1	10
<b>TOTAL</b>		<b>03</b>	<b>14</b>
<b>SEMESTER – IV</b>			
Core Courses	4	1	04
Minor Courses	2	5	10
<b>TOTAL</b>		<b>06</b>	<b>14</b>
<b>GRAND TOTAL</b>		<b>19</b>	<b>56</b>

## SEMESTER-WISE DETAILS OF COURSES /CREDITS:

<b>SEMESTER – I</b>					
<b>Course Code</b>	<b>Course title</b>	<b>Credits</b>	<b>Weightage /Marks</b>		
			<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>BED-101</b>	Childhood and Growing Up	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>BED -102</b>	Learning and Teaching	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>BED -103</b>	<b>Pedagogy of Teaching (Any One)</b>	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>BED -103A</b>	Method of Teaching Hindi				
<b>BED -103B</b>	Method of Teaching English				
<b>BED -103C</b>	Method of Teaching Sanskrit				
<b>BED -103D</b>	Method of Teaching Physical Science				
<b>BED -103E</b>	Method of Teaching Commerce				
<b>BED -104</b>	<b>Pedagogy of Teaching (Any One)</b>	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>BED -104A</b>	Method of Teaching SST (Social Studies)				
<b>BED -104B</b>	Method of Teaching History				
<b>BED -104C</b>	Method of Teaching Civics				
<b>BED -104D</b>	Method of Teaching Geography				
<b>BED -104E</b>	Method of Teaching Economics				
<b>BED -104F</b>	Method of Teaching Biological Science				
<b>BED -104G</b>	Method of Teaching Mathematics				
<b>BED -104H</b>	Method of Teaching Home science				
<b>BED -104I</b>	Method of Teaching Arts				
<b>BED -104J</b>	Method of Teaching Music				
<b>BED -105</b>	Understanding Disciplines and Subjects	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
	<b>Total</b>	<b>14</b>	<b>70</b>	<b>280</b>	<b>350</b>
<b>SEMESTER – II</b>					
<b>BED -201</b>	Contemporary India and Education	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>BED -202</b>	Language across the Curriculum	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>BED -203</b>	Yoga Education	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>BED -204</b>	Reading and Reflecting on Text (EPC)	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>BED -205</b>	School Internship	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Total</b>	<b>14</b>	<b>70</b>	<b>280</b>	<b>350</b>
<b>SEMESTER – III</b>					
<b>BED -301</b>	<b>Elective Paper (Any One)</b>	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>BED -301A</b>	Vocational Education				
<b>BED -301B</b>	Health and Physical Education				

<b>BED -301C</b>	Peace Education				
<b>BED -301D</b>	Guidance and Counselling				
<b>BED -301E</b>	Environmental Education				
<b>BED -301F</b>	School Administration				
<b>BED -302</b>	Critical Understanding of ICT (EPC)	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>BED -303</b>	School Internship	<b>10</b>	<b>125</b>	<b>125</b>	<b>250</b>
	<b>Total</b>	<b>14</b>	<b>145</b>	<b>205</b>	<b>350</b>
	<b>SEMESTER – IV</b>				
<b>BED -401</b>	Knowledge and Curriculum	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>BED -402</b>	Assessment For Learning	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>BED -403</b>	Gender, School and Society	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>BED -404</b>	Creating an Inclusive School	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>BED -405</b>	Drama and Art in Education(EPC)	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>BED -406</b>	Understanding the Self (EPC)	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
	<b>Total</b>	<b>14</b>	<b>70</b>	<b>280</b>	<b>350</b>
	<b>Grand Total</b>	<b>56</b>	<b>355</b>	<b>1045</b>	<b>1400</b>

**Note:Micro Teaching will be conduct as internal activity with concerning pedagogy papers in semester-I.**

#### **VIII. SCHEME OF ASSESSMENT:**

Each theory/ practical/ seminar/ field work/project course shall be of 100 or 50 marks. For evaluation, the overall structure of the distribution of marks in a theory based course shall be such that 20 marks or 10 marks are allotted to various assessments during the semester, while 80 marks or 40 marks shall be allotted for the end semester examinations. External & Internal to be in the ratio of 80:20 or 40:10 in theory and 50:50 in Practical Courses.

##### **1. Theory Course:**

Following scheme of examination shall be applicable for **theory courses**:

##### **A. Sessionals:**

- The assessment (sessionals) in theory courses will comprise of assignment/Project/ Presentation/class test/ semester reports and regularity in each of the courses offered by them.
- Such class tests, semester reports and/or assignments/ practicum in each paper shall carry 20 or 10 marks. Regularity in these activities will also be taken into account during award of marks.
- At least Two semester report(s) and/or assignment(s)/class tests (total 20 or 10 marks) shall be submitted by the students to the teachers concerned, by a date fixed by the Head & Dean of the Faculty of Education. After evaluation of the semester report(s) and/or assignment(s), the teacher concerned shall submit the result to the Head & Dean of the Faculty of Education who shall forward the same to the Controller of Examinations.
- Where candidate fails to take examination in any one or more papers or having taken the examination, has but failed to secure the minimum pass marks in any one or more papers or in the aggregate, his marks in the class tests, semester reports and/or assignments will be carried forward to the subsequent examination.

## **B. End Semester Examination and evaluation (for 80 marks):**

### **1.Theory Course:**

- i. The question papers shall be set and the answer-scripts shall be evaluated by the teachers of the concerned courses through Central Evaluation system. If there is more than one teacher teaching the course, the question paper shall ordinarily be set and evaluated by a teacher of the group, appointed by the Board of Examiners.
- ii. Once evaluated answer books are submitted to the Controller of Examination there will be no reevaluation/re-totaling thereafter.

### **2. Practical Course:**

- a) Evaluation of activities shall be based on the regularity/attendance of the candidate and his/her performance. Evaluation of the performance shall be done by the Supervisor In-charge and/or the Teachers involved in practice teaching / practical/Internship
- b) Evaluation of Students performance shall be done by one external and one internal examiner as decided by the Vice Chancellor. The marks given by all the examiners shall be averaged to calculate the performance of the student in the said component.
- c) The supervisor in-charge and teachers at concerned practice teaching/Internship centre will also award internal marks.

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as in different education settings. A suggestive framework is given below:

1. Observations and Lessons should be on Upper Primary and Secondary level of classes.
2. Practical are focused on school subject teaching. Every student is expected to opt for and teach any two school subject as offered by the Institution/ University.
3. The examinations of B.Ed programme in the Faculty of Education shall be conducted in four semesters ordinarily in November/April or on such dates as may be fixed by the Controller of the Examination.
4. The academic performance of a candidate shall be evaluated in respect of the courses of study prescribed for each semester through the examinations held for respective semesters.

**3. The credit system:** The credits specified for B.Ed. programme describe the weightages of various courses of the programme. The number of credits along with grade points that the student has satisfactorily completed measures the performance of the student. Satisfactory progress of a student is subject to his/ her maintaining a minimum Cumulative Grade Point Average (CGPA), as well as minimum grades in different courses of the programme. A certain number of credits as specified in these Ordinances must be earned by the student to qualify for the degree.

## **IX. DURATION OF THE COURSE:**

The duration of the Course is two academic years, with 2 semesters in each year which can be completed in a maximum of three years from the date of admission to the programme. Each

semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course: Year 1- 16-18 weeks for two semesters + 2 weeks in summer Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

#### **X. WORKING DAYS & ATTENDANCE:**

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission . The minimum attendance of Student-Teachers shall have to be 80% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the Vice Chancellor on genuine grounds).

#### **XI. ELIGIBILITY FOR ADMISSION:**

B.A. / B.Sc. / B.Com. or an equivalent degree at graduate level depending on the requirements of being the school subject for pedagogical courses and for the particular course with minimum 50% in the qualifying degree examination.

#### **XII. ADMISSION:**

Admission Procedure: as per University norms.

#### **XIII. AWARD OF DEGREE:**

The University will award degree in Bachelor of Education.

#### **XIV. PRACTICING SCHOOLS:**

School – Own School / MoU with Schools, preferably up to senior secondary school level recognised by State Government and permission to carry out Practical.

#### **XV.Engagement with the Field and School Experience:**

The B.Ed. curriculum shall provide for sustained interaction with the child, school and community in varied settings for establishing close connections between different curricular areas and making teacher-trainee understand her/his role and function.

In the first year (First two semesters), there shall be work on the field amounting to a **minimum of 4 weeks**, spread over several days throughout the semester/ year. This will include minimum of one week of school engagement and three weeks of other practical work/engagements. In the second year (Third and Fourth semesters), there shall be a minimum of 16 weeks of engagement with the field of which minimum of 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments as per the courses and school internship in the field, under the broad curricular areas of Practical.

##### **a) Tasks and Assignments that run through all the courses:**

These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, forums for professional development of in-service school teachers, dialoguing with the School Management Committee, parents and the community. The community based engagement may also be related to the pedagogical subjects and/or concerns and challenges.

**b) School Internship/Attachment:**

While First year prepares grounds for going to education settings and interacting and working with children ; the second year would offer intensive engagement with the school in the form of School Internship. During the Internship, student-teachers shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, parents, community members, other support personnel and children . Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning. School Internship be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary.

Internship in schools is to be done for a minimum duration of 15 weeks. This should include observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns’ lessons by faculty besides other settings.

It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, to understand the dynamics of teaching at elementary and secondary levels, this period can be divided into two blocks; this will also be impacted by the type of schools being available.

Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans but should aim for meaningful and holistic engagement with learners and the school. Internship will involve spending maximum time in school for practice teaching performing all tasks of a teacher and also being teacher for the school subjects opted as part of pedagogical courses.

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**JAGADGURU RAMBHADRACHARYA HANDICAPPED UNIVERSITY**

**Bachelor of Education (B.Ed.)**

**SEMESTER-I**

**Course Content**

**(Revised syllabus effective session 2015-2016)**

**DEPARTMENT OF EDUCATION**

**FACULTY OF EDUCATION**

# CHILDHOOD AND GROWING UP

**Course Code: BED-101**

**Credit-04**

**Contact Hours-60**

**Marks-100(80+20)**

## **COURSE OBJECTIVES: To enable student teachers to:**

- Understand the psychology of growth and development.
- Acquire knowledge and understanding of adolescent's learners.
- Understanding of concept related to mental health, hygiene & motivation.
- Understand the concepts of intelligence and personality and cognitive process.
- Understanding the issues of development of learners in different genders, castes and poverty etc.

## **COURSE CONTENT:**

### **Unit-I: Psychology of Growth and Development**

- Meaning, nature and scope of Educational Psychology.
- Concept of growth and development.
- Characteristics of human development as physical, cognitive, emotional and moral development with special reference to childhood and adolescence.

### **Unit-II: Intelligence and Personality:**

- Concept and theories of intelligence and its measurement.
- Concept and theories of personality and its measurement.
- Concept of Emotional intelligence and its dimensions.

### **Unit-III: Cognitive Process:**

- Concepts of sensation, perception, attention, concept formation and problem solving.
- Thinking – types. Convergent thinking, divergent thinking, creative thinking (steps).
- developing creative thinking in learners, Metacognition.
- Memory – Information processing –Atkinson-shriff model of information processing.
- Strategies for improving effective memorization.

### **Unit-IV: Diversity in Learner's background and creativity:**

- Effect of family and community on learners.
- Growing up as girl child.
- Growing up in a Dalit Household.
- Creativity:its meaning and nature and education for creative students.

### **Unit-V: Mental Health,Hygiene and Motivation:**

- Mental health & Hygiene: Meaning, Concept and Factors affecting mental Health & Hygiene.
- Development of Good mental Health, characteristics of mentally healthy teacher.
- Personal and environmental hygiene, Family and school health/prevention of accident,
- Health information, disease prevention and health information.
- Motivation – meaning and techniques of enhancing learner's motivation.

**ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES: (Any One)**

- Case study specially focussed on family and community attitudes of a child with special need .
- Case study with specially focussed on family and community attitudes of a child growing up in a Dalit household .
- Case study with specially focussed on family and community attitudes of a child growing up girl child in a general family.
- Administration of one standardized Intelligence test.
- Administration of one standardized personality test.

**SUGGESTED READINGS:**

- Gage, N.L. & D.C. Berliner Educational Psychology, McNally College Publishing Co., Chicago.
- Gronlund, N.E. Educational Measurement & Evaluation, Prentice Hall, INC, N.J.
- Gronlund, N.E. Constructing Achievement Tests, Prentice Hall, N.J.
- Lefrancois, G.R. Psychological and Human Learning Kangors Report. Book/Cole Publishing Co. Monterey, California.
- Lovel, K. An Introduction to Human Development, Scott, Foresman And Co. London.
- Lortan, J.W. & B.L. Walley Introduction to Early Childhood Education D.Van Nor stand Co. New York.
- Morse, W.C. & G.M. Wingo Psychological & Teaching (3rd ed.) P.B. Tarporewal Sons & Co. Pvt. Ltd. Bombay.
- Mortuza, V.R. Appling Norm- And Criterion Referenced Measurement in Education, Allyn And Bacon, Inc. London.
- Oven, Steven et. Al. Educational Psychology: An Introduction. Little, Brown & Co. Boston.
- Pandey, B.B. & Singh, Rajesh MAPAN, MULYANKAN AVAM PRARAMBHIC SANKHYAKI.
- Patel, R.N. Educational Psychology Himalayan Publishing House, Mumbai.
- Tripathi, S.N. Cognitive Development,
- Yelon, Stephen, L. Etal A Teachers World- Psychological, In the Classroom McGraw Hill Kogakusha Ltd, Tokyo.

## **LEARNING AND TEACHING**

**Course Code:BED-102    Credit-04    Contact Hours-60**

**Marks-100(80+20)**

**COURSE OBJECTIVES:**

To enable student teachers to :

- Understand the process of learning and different approaches to the teaching learning process.
- Understand different perspectives of schools of psychology on learning.
- Get acquainted with the individual differences among and within the individual.
- Identify and cater to the educational needs of various types of children.
- Understand the characteristics of children with special needs.
- Provide appropriate learning in accordance with their need.

## **COURSE CONTENT:**

### **Unit 1 – Introduction of learning process:**

- Process of Learning.
- Principles and laws of learning.
- Factors affecting learning.
- Nature of the learner.
- Learning styles.
- Transfer of learning.

### **Unit 2 – Theories of Learning:**

- Behaviourism – theories of Thorndike, Skinner and Pavlov.
- Constructivism – Social constructivism (Vygotsky) and Cognitive constructivism (Piaget and Bruner) – Constructivist methods of teaching and learning.
- Social cognitive learning – Bandura.
- Cognitive theory -Insight learning,Gestalt theory.
- Gagne’s hierarchy of learning.

### **Unit 3 - Differences among learners:**

- Areas of Individual differences.
- General provisions for fostering individual differences in the classroom.
- Exceptional learners – concept and types( a) Gifted, (b) Underachiever, (c) Slow learner, (d) Learning disabled, (e) Mentally challenged, (f) physically disabled, (g) Socially & Culturally disadvantaged, (h) Delinquency.

### **Unit 4 – Principles and methods of Teaching:**

- Meaning and Characteristics of teaching.
- Teaching as process,Levels of teaching-Memory,Understanding and Reflective,Stages of teaching-pro- active,interactive and post active phases of teaching.
- Maxims of teaching.
- Teaching models-concept and classification and detailed description of teaching models of Asubel,Bruner and Suchmann.

### **Unit-5- Trends of Class room interaction and teaching styles:**

- Concept of class room,Classroom Dynamics - classroom behaviour in school settings – class control and management.
- Group cohesion and group Communication.
- Class room interaction analysis with special reference to Flander. Teaching in collaborative and cooperative mode.
- General introduction of teaching skills.
- Role of a teacher as a counsellor and facilitator.
- Professional growth and development of a teacher.

### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :(Any one)**

- Prepare a report on the learning difficulties faced by students in the school Classrooms.
- Presentation of any two teaching skills in peer class room situation with lesson plan.
- Identification of a exceptional student and prepare a case study report regarding his/her learning situation.
- Counselling of at least two secondary class students in context of their educational problem.

### **SUGGESTED READINGS:**

- Anand, SP (1998), ABCs of Guidance in Education; (III rd Edition), Bhuvanewar: Unique Publication.
- Anderson, R.C. Faust, G.W. (1973), **Educational Psychology**, London: N.Y. London Harper.
- Asha, Bhatnagar (1999), Guidance and Counselling : Theoretical Perspective, Vol. 1, New Delhi:Vikas Publishing House.
- Baker, B. Stanley (1992), School Counselling for the Twenty First Century, New York,Macmillan Publishing Company.
- Ball, Bem (1984), Career Counselling Practice, London: Palmer Press.
- Bernard Harold, Psychology of learning and teaching McGraw Hill, New York.
- Bernard, H.W. and Fullyness, D.F. (1977), Principles of Guidance, New York.
- Chauhan , S.S. (1982), Principles of Guidance, New Delhi: Vikas Publishing House.
- Clyde Nrramore, M. (1981), Counselling Youth, Michegan, Grand Rapids.
- Cornes, L.S. and Hacheery, H. (1987), The Professional Counsellor, New Jersey: Prentice Hall.
- Crawe, L.D and Craw A. (1966), Introduction to Guidance , New York:American BookCompany.
- Crowell, Binet , ME (1963), Guidance and Counselling in Group, New York: Mac Graw Hills.
- Currie, Joe (1981), The Barefoot Counsellor, Bangalore, Asian Trading Coporation.
- Koshy, John S. (2004), Guidance and Counselling Dominant publishers and Distributors, NewDelhi.
- Krumboltz, John D, Thoresen, Carl E. (1976), Counselling Methods, New York, Holt, Rinehart and Winston.
- Nayak A.K. (2004), Guidance and Counselling, APH publishing corporation, New Delhi.
- Prasantham, B. J. (1978), Indian Case Studies in Therapeutic Counselling, Vellore, Counselling Centre.
- Ramesh Chaturvedi (2007), Guidance and Counselling Techniques – Crescent Publishing corporation, New Delhi.
- Rao, Narayana S. (2002), Counselling and Guidance Second Edition – Tata Mc Graw Hill Publishing Company.

- Sharma, Sitaram (2005), Guidance and Counselling. An Introduction, Shri Sai prining graphers, New Delhi.
- Tiwari, Deepak (2008), Methods of Teaching Psychology. New Delhi, Crescent Publishing Company.
- Vaidya, N. (1991), Jean Piaget with love and understanding. New Delhi, Oxford and IBW Publishing Ltd.
- Vygotsky, L. S. (1986), Mind in society: The development of higher psychological processes. Cambridge, Mass: Harvard University Press.

## **PEDAGOGY OF TEACHING ( GROUP -I)**

**Course Code-103**

### **METHOD OF TEACHING HINDI**

**Course Code: BED-103 A      Credit-02      Contact Hours-30      Marks-50(40+10)**

#### **COURSE OBJECTIVES:**

To enable the student-teacher understand about:

- The nature, characteristics and significance of Hindi language.
- The aims and objectives of teaching Hindi as a mother language.
- The various approaches for planning for successful Hindi teaching.
- Approaches for teaching different aspect of Hindi language.
- Aids and other similar available material that could be used for teaching Hindi language.
- The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Hindi language.

#### **COURSE CONTENT:**

##### **Unit I- Nature, Scope and Aims:**

- Language its meaning and functions.
- General principles of language learning with special reference to Hindi.
- Development of Hindi language in India.
- Special features of Hindi language and its universal significance the cultural, practical, literary and linguistic.
- The place of Hindi in school curriculum with special reference to U.P. Board Courses.
- Aims and objectives of teaching Hindi language in Indian Society .

##### **Unit II- Lesson Planning and Methods of Teaching:**

- Meaning and importance of lesson-planning steps of the lesson plan- B.S. Bloom's model.
- Skills of teaching: Core skills and planning micro-lessons for their development.
- Translation method for teaching Hindi, Its advantages and limitations.
- Direct method for teaching Hindi, its main principles and techniques.
- Comparison between translation method and Direct method.

### **Unit III- Specific Instructional Strategies:**

- Teaching of Prose- Story, Drama, Essay and Novel. Major steps in the planning of a prose lesson.
- Teaching of poetry- Objectives of poetry lessons. Importance for recitation, Major steps in a poetry plan.
- Teaching of Grammar: Place of grammar in the teaching of Hindi, Inductive and Deductive methods and their relative merits.
- Teaching of Reading: Attributes of good reading. Types of reading- Scanning, Skimming,
- Intensive reading, Extensive reading, Silent reading, reading loud, Various methods of reading- The phonic method. Alphabetical method, word method and sentence method.
- Teaching of vocabulary- It's ways and means, oral work, drilling vocabulary building, making sentence.
- Teaching of writing and composition: Letter writing, Essay writing and Precis writing.

### **Unit- IV- Aids to teaching:**

- Meaning and importance of Teaching Aids.
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids : Audio- visual Aids- Radio, Tape recorder, Television, Video, Overhead projector, Gramophone and Linguaphone.
- Computer Assisted Language learning.
- Language laboratory and it's importance in the teaching of Hindi language.
- Salient features of a good text-book in Hindi, Hindi library and the class-room.

### **Unit- V- Evaluation Techniques:**

- Concept and types of evaluation.
- Characteristics of a good test.
- Construction of achievement test in Hindi with Essay type, short answer type and objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.
- Qualities of a Hindi-Teacher-an evaluative approach.

### **संदर्भ—ग्रंथ सूची:**

1. शुक्ल, भगवती प्रसाद (1974). हिन्दी उच्चारण और वर्तनी, नई दिल्ली: आर्य बुक डिपो
2. सुखिया, के.के. (1976). हिन्दी ध्वनियाँ और उनका शिक्षण, इलाहाबाद: रामनारायण लाल। तिवारी, भोलानाथ तथा भाटिया, कैलाश चन्द (1980). हिन्दी शिक्षण, दिल्ली: लिपि प्रकाशन

# METHOD OF TEACHING ENGLISH

Course Code: BED-103 B Credit-02 Contact Hours-30

Marks-50(40+10)

## COURSE OBJECTIVES

**Pupil-teachers would be able to:**

- explain the concept of English and its elements.
- define linguistic skills and process of development among pupils.
- conduct pedagogical analysis and develop teaching skills.
- explain the concept of evaluation and methods of evaluating the performance of students.
- critically explain various teaching methods.
- demonstrate language competencies.

## COURSE CONTENTS

### UNIT-I

- Language and distinctive features of English.
- Meaning, importance and functions of language.
- Linguistic Principles, and Aims and objectives of teaching English.
- Pedagogical analysis- Objectives and Lesson Planning.
- Teaching of prose and Teaching of poetry.
- Teaching of composition and Teaching of grammar.

### UNIT-II

- Learner centered approaches and Methods of Teaching.
- Difference between 'Approach' and 'Method'.
- Direct Method, Bi-lingual method, Communicative Approach, and Constructive Approach(co-operative Learning).
- Teaching of the Prose, Poetry, Grammar, and Composition.
- Instructional Material: Concept, Components, Importance and their effective use.Types of Instructional Material and language laboratory.

### UNIT-III

- Developing Language Skills- Listening and Speaking.
- Features of English Pronunciation, elementary knowledge of English sounds.
- Stress, Rhythm, Juncture, intonation, patterns and their implications.
- Developing Language Skills – Reading and Writing.
- Teaching mechanism of Reading and writing .
- Teaching reading and writing to beginner.
- Teaching reading with comprehension.

### UNIT-IV

- Co-curricular activities related to English: Usefulness of language games, quiz, debates, group-discussions and other co-curricular activities in the teaching and learning of English.
- Remedial and Enrichment content: Meaning and significance of remedial teaching. Common errors in English and their removal through remedial teaching.

## UNIT-V

- Evaluation Procedure
- Evaluation- Comprehensive and continuous, Objective-type and Essay-Type Questions.

## SUGGESTED READINGS

- Crown, G. (1977), Listening to Spoken English. London: Longman.
- Christopherson, P. (1972), Second Language learning, New Delhi: Penguin.
- Chaturvedi, M. G. (1973). A Contrastive Study of Hindi-English Phonology, New Delhi: National Publishing.
- Dodson, C. J. (1972), Language Teaching & the Bilingual Method, Pitman Publishing.
- Frisby, A. W. (1970), Teaching English: Notes and Comments in Teaching English Overseas, London: E.L.B.S.
- Girad, B. (1972), Linguistics and foreign Language Teaching, London: Longman.
- Hayes, B. L. (ed.) (1991), Effective strategies for teaching reading, London: Allyn & Bacon.
- Sachdev M.S. (2007), Teaching of English, Patiala: Twenty First Century Publications.
- Wilkins, D. A. (1983), Linguistics in English Teaching. London: Edward Arnold ELBS Edition.

## METHOD OF TEACHING SANSKRIT

**Course Code:BED-103 C    Credit-02    Contact Hours-30    Marks-50(40+10)**

## COURSE OBJECTIVE :

To enable Students- teacher to understand about:

- The nature and characteristics of Sanskrit language and its importance.
- Planning for successful Sanskrit teaching.
- Different methods and techniques for teaching Sanskrit.
- Audio-visual aids for teaching Sanskrit.
- Evaluation for teaching of Sanskrit.

## COURSE CONTENTS:

### Unit I

- Sanskrit : its phonology, morphology and syntax and importance of Sanskrit in Indian society.
- The position of Sanskrit in the school curriculum : its literacy, cultural and linguistic value, its relations with modern Indian language.
- Aims and objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioral terms.

### Unit II

- Need, bases and principles of curriculum construction.
- Precaution in developing curriculum of Sanskrit.
- Evaluation of present secondary school curriculum of Sanskrit and Suggestions for improvement.

### **Unit III**

- Teaching Methods : Pathshala method, Bhandarkar Method, Textbook Method, Direct method and the Elective method.
- Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods.
- Text book of Sanskrit- Characteristics and Evaluation procedure of text book.

### **Unit IV**

- Teaching aids of Sanskrit, Qualities of a good Sanskrit teacher.
- Lesson plans for teaching of prose, poetry, grammar.
- Composition, translation, drama, rapid reading and spelling in Sanskrit.

### **Unit V**

- Evaluation in teaching of Sanskrit and its need.
- Formative and Summative Evaluation.
- Comprehensive and continuous Evaluation in Sanskrit.
- Preparation of achievement test.

## **METHOD OF TEACHING PHYSICAL SCIENCE**

**Course Code: BED-103 D    Credit-02    Contact Hours-30    Marks 50(40+10)**

### **COURSE OBJECTIVES:**

- The student-teacher will be able to: Understand and specify the Instructional and Behavioural objectives.
- Acquire knowledge and skills necessary for curriculum construction in Physical Sciences
- Prepare unit plan, lesson plan and micro plan based on Physical Sciences.
- Practice necessary skills, methods and strategies of Physical Sciences.
- Prepare and use different types of teaching aids in Physical Sciences.
- Organize non-formal activities like Science club, Science quiz, Science fair on the theme based on Physical Sciences.
- Develop Physical Science laboratory.
- Apply different tools and techniques of evaluation in Physical Sciences.

### **COURSE CONTENT:**

#### **Unit- I- Aims and objectives of teaching Physical Science:**

- Meaning and Nature of Physical Sciences.
- History of Physical Science Teaching in India.
- Place of Physical Sciences in present secondary school curriculum with special reference to U.P. BOARD.
- Aims and objectives of Teaching Physical Sciences, Instructional and Behavioural objectives with reference to Bloom Taxonomy of educational objectives.
- Scientific attitude and scientific methods as related to Physical Science Teaching.

**Unit- II- Physical Science Curriculum:**

- Meaning and definition of Curriculum.
- Principles of Curriculum construction.
- Limitations of existing Physical Science curriculum at secondary school level.
- Curriculum accessories and support material: Textbooks, Journals, Hand book, work books, encyclopedia.

**Unit- III- Instructional Strategies in Physical Science:**

- Unit planning and lesson planning.
- Micro planning for the development of core teaching skills.
- Methods of teaching: Lecture, demonstration, Lecture- demonstration, Heuristic, Project, Programmed Instruction, Team teaching.

**Unit- IV- Teaching aids and activities in Physical Science:**

- Teaching aids in Physical Science- Audio, visual, audio-visual, two and three dimensional, still and motion.
- Physical Science Laboratory.
- Use of community resources in teaching Physical Science, Recent developments in science education with special reference to the physical science.
- Non-formal approaches in Physical science teaching- science club, field trips, science fair, science quizzes.

**Unit- V- Evaluation in Physical Science Teaching:**

- Concept and purpose of Evaluation.
- Types of evaluation- Formative-Summative, External- Internal, Criterion - referenced- Norm referenced.
- Tools of evaluation.
  - (i)Qualities of a good Evaluating Tool.
  - (ii)Essay and objectives type tests.
  - (iii)Teacher made and Standardized test.
  - (iv)Planning and construction of Achievement Test.
  - (v)Grading system and question bank.

**SUGGESTED READINGS:**

- Das, R.C., Science Teaching in Schools, Sterling Publishers, New Delhi.
- Dass, Passi and Singh; Effectiveness of Micro-teaching in Training of Teachers, NCERT, New Delhi.
- Gupta, S.K., Teaching Physical Sciences in Secondary School, Sterling Publishers, New Delhi.
- Mangal, S.K., Teaching of Physical and Life Science, Arya Book Depot, Delhi.
- NCERT; Teaching of Science in Secondary Schools.
- Sharma, R.C., Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
- Siddiqui & Siddiqui; Teaching of Science: Today and Tomorrow, Doaba house, Delhi.
- Vaidya, N; The Impact of Science Teaching, Oxford & IBH Publishing Company.

# METHOD OF TEACHING COMMERCE

Course Code: BED-103 E Credit-02 Contact Hours-30

Marks-50(40+10)

## COURSE OBJECTIVES

To Enable The Student-Teacher :

- Acquire the knowledge of current higher secondary syllabus of Commerce understands the aims and the objectives of teaching of Commerce.
- Understands the nature of Commerce.
- Define the specific objectives of teaching Commerce in terms of learning outcomes.
- Understands the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.
- Understands the place of Commerce in higher secondary syllabus.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develop attitudes to be a competent and committed Commerce teacher.

## COURSE CONTENTS:

### Unit- I- Nature and need of Commerce:

- Meaning, Nature, Need and Scope of Commerce Education.
- Justification for including commerce as an optional subject at school level (+2 stage).

### Unit- II- Curriculum of Commerce:

- Concepts of Curriculum and syllabus.
- Principles of curriculum construction in commerce.
- A critical appraisal of present commerce syllabi.

### Unit- III- Objectives of Teaching Commerce:

- Nature of general and specific objectives, behavioral objectives.
- Technique of writing objectives- Instructional and behavioral.

### Unit- IV- Methodology of Techniques of imparting Commerce Education:

- Lecture Method.
- Question-Answer Technique.
- Discussion Method.
- Project Method.
- Problem Solving.
- Games Method.

### Unit- V- Instructional Material- Teaching Aids in Commerce:

- Meaning, importance and use of teaching aids in teaching of Commerce.
- Criteria for selection of Instructional material and equipment.
- Different audio visual equipment and material used in Commerce Education.
- Use of Textbook as teaching Aids.
- Use of Softwares and Hardwares in teaching of Commerce.
- Practical work in Commerce.

### Unit- VI- Co-curricular Activities :

- Co-curricular activities and its types.
- Co-curricular activities for strengthening Commerce Education.

### Unit- VII- Commerce Teacher:

- Qualities of an Ideal Commerce Teacher.
- avenues available for professional growth.

**Unit- VIII- Planning:**

- Planning Year's work in Commerce.
- Planning Lessons for daily classroom teaching.

**Unit- IX- Evaluation:**

- Concepts of Evaluation.
- Measurement and test.
- Types of tests.
- Developing different types of tests in Commerce including Diagnostic Test.
- Remedial Teaching.
- Preparing an Achievement Test.
- Types of test items.

**SUGGESTED READING:**

- Aggarwal, J.C., Teaching of Commerce: A Practical Approach.
- Karthik, G.S., Teaching of Commerce.
- Kumar Mahesh; Modern Teaching of Commerce.
- Singh, Y.K.; Teaching of Commerce.
- Venkateswarlu, K.; Methods Teaching Commerce.

**PEDAGOGY OF TEACHING (GROUP –II)****Course Code-104****METHOD OF TEACHING SOCIAL STUDIES****Course Code: BED-104 A****Credit-02 Contact Hours-30****Marks50(40+10)****COURSE OBJECTIVES:**

To enable the student teacher to:

- Appreciate the need for learning Social Studies.
- Develop the knowledge about the basic principles governing the construction of social science curriculum.
- Develop the classroom skills needed for teaching of social studies using modern methodology.
- Acquire the ability to plan for instruction.
- Develop the ability to organize co-curricular activities and utilize community resources for promoting social studies learning.
- Acquire the ability to develop instructional support materials.

**COURSE CONTENTS****Unit I.**

- The need for teaching social science in school. Concept of social studies.
- Objectives of teaching social studies at secondary and higher secondary levels. Discipline - oriented teaching of social studies and social reconstruction approach.
- Principles of designing social studies curriculum with weight-age to be given for each component of subject studies areas, approaches to organizing social studies curriculum in terms of correlation, integration, unit and chronological approaches.

## **Unit II**

- Meaning and importance of instructional strategies for teaching social studies in term of specific methods like lecture, lecture - cum discussion, project and source method, socialized recitation and supervised studies.
- Lesson Planning - specification to clarify planning wise lesson, unit and year plans, micro-teaching lesson plans for developing the skills of introduction, explanation, black board writing, questioning, stimulus variation and providing illustration with relevant examples.

## **Unit III**

- Audio-visual aids - need, types and its uses in Social Studies teaching.
- Qualities of a good social study teacher.

## **Unit IV**

- Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and follow-up the field trip for learning the under lying importance of the subject.
- Team teaching.
- Organization of social studies club.
- Organization of thought provoking programmes like Quizzes, word searches etc.

## **Unit V**

- Purpose of evaluation in social Studies, formative & summative evaluations and their features.
- Diagnostic test and remedial teaching. Objective and essay type examinations.
- Comprehensive and continuous Evaluation in Social Science.
- Preparation of achievement test..

## **SUGGESTED READINGS:**

- Sharma, R.A. 'Teaching of social studies' - R.Lal. Book Depot, Meerut.
- Saxena, Mishra & Mohanti, 'Teaching of Social Science' R.Lall. Book Depot. Meerut
- Sahu, Surendra Kumar, 'Teaching of social science'.
- Wesley, E.b. Teaching Social studies in high school.
- Bining & Bining, 'Teaching social studies in secondary school'

# **METHOD OF TEACHING HISTORY**

**Course Code: BED-104 B**

**Credit-02 Contact Hours-30**

**Marks-50(40+10)**

## **COURSE OBJECTIVES:**

To enable the student-teacher to:

- appreciate the need and importance of Teaching History.
- realize the aims and objectives of Teaching History.
- develop understanding about the basic principles governing the History Curriculum.
- acquire the ability to develop instructional support materials.
- acquire competence to plan instruction.
- acquire ability to use audiovisual aids in the teaching of History.
- develop the ability to organize resource centres and co-curricular activities.
- understand the role of evaluation in the teaching of History.

## **COURSE CONTENT:**

### **Unit- I- Nature, Importance and Aims of Teaching History:**

- A Nature and Importance
  - (i) Definitions concept and constituents of History.
  - (ii) Correlation of the different aspect of History with other subjects like Geography, civics, Economics, science and Technology.
  - (iii) Importance of Teaching History.
  - (iv) Development of History as a school subject.
  - (v) Place of History in present secondary school curriculum with special reference to U.P. Board.
- **Aims and objectives:**
  - (i) General aims of Teaching History.
  - (ii) Objectives of Teaching History- Instructional and Behavioral and their relationship with curriculum.
  - (iii) Blooms Taxonomy of Educational objective.
  - (iv) Merits and limitations of Bloom's Taxonomy.

### **Unit- II- History Curriculum:**

- Principal of curriculum construction.
- History curriculum based on national and state policies.
- Selection and organization of Historical materials :
  - (a) General Principles
  - (b) Specific principles- Cultural Epoch, Bibliographical, Chronological, Topical, Integrational,
- Concentric, Spiral and Unit approaches.
- Qualities of a good History text- books.
- Need of Hand book for teachers and work book for learners.

### **Unit- III- Instructional Planning and Instructional strategies:**

- Planning for effective instruction in History.
  - (c) Unit Planning (b) Lesson Planning.
- Skills of Teaching : Core Teaching skills and planning of micro-teaching lesson for developing the skills.
- Methods of Teaching History- Story Telling Method, Lecture Method, Discussion Method.
- Source Method, Project and Problem Solving Method. Team Teaching and Dramatization.
- Teaching controversial topics in History.

### **Unit- IV- Aids and Activities in History Teaching:**

- Audio-visual aids, their chief characteristics and principles of proper utilization. Use of computer in History Teaching.
- Organizing Co-curricular activities- History clubs, study circles, Field trips, Debate and Quiz competition.
- Organizing Resource Centres : History Library and History Museum.

## **Unit- V- Evaluation**

- Concept of Evaluation and Purpose of Evaluation.
- Types of Evaluation : Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations.
- Tools of Evaluation.
- Qualities of a good evaluating tool.
- Essay and objective type tests- their merits and limitation. Construction of Achievement Test in History.

### **SUGGESTED READINGS:**

- Aggarwal J.C. : Teaching of History.
- Bhatnagar, C.R., Bhusan and Khanna- Preparation and Evaluation of Text Books in Social Studies.
- Bining and Bining : Social Studies in Secondary School.
- Blank : Foundation of History Teaching.
- Johnson : Teaching of History.
- Khalilur Rob : Tadrees- E- Tareekh- NCPUL.
- Kochhar, S : Teaching of History.
- Yajnik, K. : The Teaching of Social studies in India.

## **METHOD OF TEACHING CIVICS**

**Course Code:BED-104 C**

**Credit-02 Contact Hours-30**

**Marks-50(40+10)**

### **COURSE OBJECTIVES:**

Enable the student- teacher :

- To acquire Competence in the content prescribed for secondary and senior secondary schools.
- To acquire Competence in various strategies, methods, techniques and skills of teaching Civics at secondary level.
- To acquire competence in relation of appropriate strategy 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 Civics.
- To develop competence in designing effective instructional strategies to teach Civics.

### **COURSE CONTENT:**

#### **Unit- I- Nature, Scope and Aims of teaching Civics:**

- Concept, Meaning and definitions of Civics.
- Nature, Scope and Importance of Civics teaching at secondary level.
- Integration of Civics with other school subject.
- General Aims of teaching Civics at secondary level.
- Instructional and behavioral objectives of Civics teaching at secondary level.

**Unit- II- Principles of curriculum construction:**

- Place of Civics in secondary school curriculum with special reference to U.P. BOARD.
- Developmental trends in Civics teaching at secondary level.
- Approaches to organize Civics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Defects in the present Civics curriculum at secondary level.
- Text books in Civics- Importance and qualities.

**Unit- III- Instructional planning and Instructional Strategies:**

- Unit planning, lesson planning of micro lessons for the developments of core skills of teaching.
- Method of Teaching
  - a. Expository Based : Lecture, debate, discussion, story telling method.
  - b. Discovery Based : Experimental/inquiry/problem solving.
  - c. Activity Based : Simulation/gamming, survey method, source method, case study, project method.
- Individualized Instruction : Computer assisted instruction, modular, mastery learning, Dalton Plan.
- Others : Unit Method & assignments.

**Unit- IV- Teaching Aids and Co-curricular Activities in Civics Teaching:**

- Importance of teaching Aids, different types of teaching aids and their effective use in teaching of Civics.
- Role of Co-curricular activities in Civics teaching.
- Debate, Seminar, conference, panel discussion and symposium.

**Unit- V- Evaluation in Civics:**

- Nature of educational evaluation, its need, role in educational process. Nature of educational evaluation, its need, role in educational process.
- Evaluation procedure for appraising learner's performance, uses of evaluation.
- Behavioral approach to testing instructional objectives in Civics.
- Planning & Preparation of unit test. Nature of educational evaluation, its need, role in educational process and achievement test.
- Open book examination, evaluating project work, question bank, Remedial Teaching.
- Qualities of good Civics teacher- an evaluative approach.

**SUGGESTED READINGS :**

- Aggarwal, J.C. Teaching of political services and civics, vikas publishing house pvt. ltd. New Delhi (1983).
- Khanna, S.D. Sexena, V.R. Lamba, T.P. and Murthy V. Teaching of civics. Boaba publishing house, New Delhi (1982).
- Yadav, Nirmal, Teaching of civics and political science, Anmol publication pvt ltd., New Delhi (1994).
- Rai, B.C. Method Teaching of civics, Prakashan Kendra, Lucknow (1990).
- Taneja, V.R., Fundamentals of Teaching Social Sciences, Mohindra capital publishers, Chandigarh (1970).

# METHOD OF TEACHING GEOGRAPHY

**Course Code: BED-104 D**

**Credit-02**

**Contact Hours-30**

**Martks-50(40+10)**

## **COURSE OBJECTIVES:**

To enable the student teachers :

- Appreciate the need for learning Geography.
- Appreciate the nature and importance of Geography in School curriculum.
- To help them realize the values of learning Geography.
- Develop the principles governing the construction of Geography curriculum.
- Acquire the class room skills needed for teaching Geography using modern methodology.
- Acquire the competence to plan instruction.
- Develop the ability to organize activities in community for the judicious use of resources and conservation of the environment.
- Acquire the ability to develop instructional support material.
- Develop skills of relating daily problems with Geography and finding solutions.

## **COURSE CONTENT:**

### **Unit- I- Nature, Scope and Aims of teaching Geography:**

- Nature, Scope, importance of Geography- Geography as a science and art, place of Geography in the school curriculum.
- Values of Teaching Geography- Moral, aesthetic, Utilitarian, practical, intellectual, vocational.
- Correlation, its meaning and usefulness.
- Objectives of teaching Geography at the secondary school level in the context of Bihar.
- Writing instructional objectives in behavioral terms and their importance. Classifying them into categories of knowledge, understanding, application, skills etc.

### **Unit- II- Planning, Methods & Approaches of Teaching Geography:**

- Preparing the program of work for the year.
- Micro teaching.
- Lesson planning- meaning, importance, format, characteristics of a good lesson plan.
- Planning of practical work in Geography.
- Excursion method, project method, survey method, observation method, laboratory method, comparative method, picture method.
- Inductive- deductive approach, descriptive approach, regional approach, environmental approach, teacher-Centred, learner- centred, activity centred, systematic approach.

### **Unit- III- Geography curriculum:**

- Critical study of existing Geography curriculum in Sec. School.
- Recommendations made by NPE (1986) regarding Geography curriculum.
- Overview of the recent curriculum developments in Social Studies with special reference to Geography.

- Various methods to organize Geography curriculum.

#### **Unit- IV- Teaching Aids and Co-curricular Activities:**

- Geography teacher- requirements, qualities of Geography teacher.
- Geography text book- characteristics of a good Geography textbook.
- Teaching aids.
- Mass media, Geography room, lab, Geography museum- importance, designing, equipping, maintaining.
- Importance and organization of fields trips, visits, excursion.
- Geography based hobby, clubs, etc.

#### **Unit- V- Evaluation in Geography:**

- Purpose and importance of evaluation in Geography.
- Formative and summative evaluation.
- Unit test-meaning, importance.
- Well balanced question paper in Geography.

#### **SUGGESTED READINGS:**

- Bernard, H.C., Principles and Practice of Geography teaching.
- Dubey, S.K.; Advanced Geography teaching, Book Enclave, Jaipur.
- Digumarti B.R. & Basha S.A., Methods of Teaching Geography, Discovery Publishing House, N. Delhi.
- Hussain Majid, Ed. Methodology of Geography.
- Negi Vishal, New Methods of Teaching Geography, Cybertech Publications New Delhi.
- Parsad ; Methods of Teaching Geography, ABD Publishers, Jaipur.
- Rao, M.S. Teaching of Geography.
- Rai, B.C., Teaching of Geography, Prakashan Kendra, Lucknow.
- Siddiqui; Teaching of Geography, ABD Publishers, Jaipur.
- Zaidi, S.M.; Modern Teaching of Geography, Anmol Publication, N. Delhi.

## **METHODS OF TEACHING ECONOMICS**

**Course Code:BED-104 E**

**Credit-02 Contact Hours-30**

**Marks-50(40+10)**

#### **COURSE OBJECTIVES:**

Enable the student-teacher to:

- To acquire Competence in the content prescribed by BSEB, C.B.S.E., secondary and senior secondary schools.
- To acquire Competence in various strategies, methods, techniques and skills of teaching Economics at secondary level.
- To acquire competence in relating of appropriate strategy 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 and techniques & evaluation.

## **COURSE CONTENT:**

### **Unit- I- Nature, Scope and Aims of teaching Economics:**

- Concept, Meaning and definition of Economics.
- Nature, Scope and Importance of Economics teaching at secondary level.
- Integration of Economics with other school subject.
- General Aims of teaching Economics at secondary level.
- Instructional and behavioral objective of Economics teaching at secondary level.

### **Unit- II- Principles of curriculum construction:**

- Place of Economics in secondary school curriculum with special reference to U.P. Board.
- Developmental trends in Economics teaching at secondary level.
- Approaches to organize Economics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Defects in the present Economics curriculum at secondary level.
- Text books in Economics- Importance and qualities.

### **Unit- III- Instructional planning and Instructional Strategies:**

- Unit planning, lesson planning and development of micro lessons for the developments of core skills of teaching.
- Method of Teaching
  - (i) Expository Based : Lecture, debate, discussion, story telling method.
  - (ii) Discovery Based : Experimental/inquiry/problem solving.
  - (iii) Activity Based : Simulation/gamming, survey method, source method, case study, project method.
  - (iv) Individualized : Computer assisted instruction, modular, mastery learning, Dalton Plan.
  - (v) Instruction Based others : Unit Method.
  - (vi) Others : Principles of giving assignments, types of assignments, techniques of framing assignment.

### **Unit- IV- Teaching Aids and Co-curricular Activities in Economics Teaching:**

- Importance of teaching Aids, different types of teaching aids and their effective use in teaching of economics.
- Role of Co-curricular activities in economics teaching.
- Organizing Co-curricular activities in economics teaching-Debate, Seminar, conference, panel discussion and symposium.

### **Unit- V- Evaluation in Economics:**

- Nature of educational evaluation, its need, role in educational process.
- Evaluation procedure for appraising learner's performance, uses of evaluation.
- Behavioral approach to testing instructional objectives in Economics.
- Planning & Preparation of unit test and achievement test.
- Open book examination, evaluating project work, question bank.

- Remedial Teaching.
- Qualities of good Economics teacher- an evaluative approach.

#### **SUGGESTED READINGS:**

- Arora P.N. (1985) Evaluation in Economics.
- Arora P.N. and Shrie, J.P. (1986) open book examination question in economics, New Delhi, NCERT.
- Chakravarty, S. (1987) Teaching of Economics in India, Bombay, Himalya, Publishing.
- Hicks, J.R. (1960) The social framework.
- An Introduction to economics, London : Oxford University Press.
- Kanwar, B.S. (1973) Teaching of economics, Ludhiana, prakash Brothers.
- Khan, R.S. Teaching Economics (in Hindi), Kota Open University, BE-13.
- NECRT (1974) Teaching Units in Economics for High and Higher Secondary Stage, New Delhi.
- Oliver, J.M. (1977), The Principle of teaching Economics within the curriculum, London, Routledge & Kegan Paul.
- Siddiqui M.H. (1993), 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 Mandir.

## **METHODS OF TEACHING BIOLOGICAL SCIENCE**

**Course Code:BED-104 F      Credit-02      Contact Hours-30      Marks-50(40+10)**

#### **COURSE OBJECTIVES:**

The student teachers will be able to :

- Realize the importance of Biological science teaching.
- Understand the aims and objectives of teaching Biological sciences.
- Acquire knowledge and skills necessary for the construction of Biological science curriculum.
- Adopt proper transactional strategies.
- Prepare and use different types of teaching aids in Biological sciences.
- Organize co-curricular activities in Biological science teaching.
- Develop Biological science laboratory and Biological science Museum.
- Apply different tools and techniques of evaluation in Biological sciences.

#### **COURSE CONTENT:**

##### **Unit- I- Nature, Significance and Aims:**

- Nature and scope of Biological sciences.
- History of Biological science teaching in India.
- Place of Biological sciences in the present secondary school curriculum with special reference to U.P. Board.
- Aims and objectives of Teaching Biological sciences- Instructional and behavioral objectives with reference to Bloom's Taxonomy of educational objectives.
- Scientific attitude and scientific method as the major objectives of Biological science teaching.

**Unit- II- Biological Science Curriculum:**

- Meaning and definitions of curriculum.
- Principles of curriculum construction.
- Defects in the existing Biological science curriculum at secondary level.
- Curriculum accessories and support materials- Text books, Hand books, Work book, Journals and Encyclopedias.

**Unit- III- Transactional strategies in Biological Science Teaching:**

- Unit Planning and Lesson-planning.
- Core teaching skills and planning of micro lessons for their development.
- Methods of teaching- Lecture Method, Demonstration method, Lecture-cum-Demonstration method, Heuristic method, Project method, Programmed Instruction and Team Teaching.

**Unit- IV- Aids and Activities in Biological Science Teaching:**

- Teaching aids in Biological science teaching- Audio, Visual and Audio-visual.
- Use of community resources in the teaching of Biological sciences.
- Recent developments in the science teaching with special reference to the Biological sciences.
- Organizing co-curricular activities in Biological Sciences : Science club, Field trips, Science fair, Science Quiz etc.
- Organizing Biological science Resource centres - Biological science laboratory, and Biological science Museum.
- Setting and maintaining an Aquarium, Vivarium and Botanical garden.

**Unit- V- Evaluation in Biology:**

- Concept and purpose of evaluation.
- Types of evaluation- Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm- referenced evaluation.
- Tools of evaluation.
- Qualities of a good evaluating tool.
- Essay and objective type tests- their merits and limitations, Measures of their improvement.
- Construction of Achievement test in Biological Science and the process of Standardization
- Question bank in Biology, Grading system.

**SUGGESTED READINGS :**

- Anderson, O. Roger : Teaching Modern Idea of Biology, Teachers College Press, New York, 1972.
- Green, T.L. : Teaching of Biology in Tropical Secondary School, Oxford University Press, London, 1965.

- Mangal, S.K. : Teaching of Physical and Life Sciences, Arya Book Depot, Delhi, 1995.
- Miller, David F. & Blaydes, G.W. Methods and Materials for Teaching the Biological Sciences. McGraw- Hill Book Co, Inc., New York, 1962.
- NCERT : Teaching of Science in Secondary Schools, 1982.
- Sharma, R.C. : Modern Science Teaching, Dhanpat Rai & Sons, Delhi- 1995.
- Siddiqui, N.N. & Siddiqui, M.N. Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1994.
- Sood, J.K. : Teaching of Life Sciences, Kohli Publishers, Chandigarh, 1987.

## **METHODS OF TEACHING MATHEMATICS**

**Course Code:BED-104 G      Credit-02      Contact Hours-30      Marks-50(40+10)**

### **COURSE OBJECTIVES:**

On the completion of the course the student-teacher will be able to:

- Understand and appreciate the uses and significance of mathematics in daily life.
- Understand and specify the Instructional and Behavioural objectives.
- Acquire knowledge and skills necessary for construction of curriculum of mathematics teaching.
- Prepare unit plan, lesson plan and micro plan.
- Practice necessary skills, methods and strategies.
- Prepare and use different types of teaching aids.
- Organize activities like mathematics quiz, mathematics club, etc.
- Apply different tools and techniques of evaluation.

### **COURSE CONTENT:**

#### **Unit- I- Aims and objectives of Mathematics Teaching:**

- Meaning and Nature of Mathematics.
- History of Mathematics.
- Place of Mathematics in School curriculum.
- Objectives of teaching mathematics in terms of Instruction and Behaviour.

#### **Unit- II- Mathematics curriculum and Test book:**

- Meaning and definition of curriculum.
- Bases of curriculum construction.
- Principle of curriculum construction.
- Defects in the existing secondary school mathematics curriculum.
- Text books in mathematics.

#### **Unit- III- Planning and Methods of Mathematics Teaching:**

- Unit plan and Lesson plan.
- Micro planning.

- Methods of teaching- Inductive-deductive, Analytic- Synthetic, Heuristic, Laboratory, Project, Lecture, Demonstration, Programmed Instruction, Team teaching.

#### **Unit- IV- Teaching aids and Activities in Mathematics:**

- Teaching aids in Mathematics- Audio, Visual, Audio-Visual, Still, Motion, Two dimensional, Three dimensional.
- Preparing low cost improvised teaching aids.
- Using mathematics as a game for recreation -Quiz, Fair, Club, Puzzles, Riddles, magic squares.
- Diagnostic and Enrichment Programs in mathematics.
- Backwardness in mathematics.

#### **Unit- V- Evaluation in Mathematics:**

- Meaning and purpose of evaluation.
- Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm referenced Tools of evaluation.
- Qualities of a good measuring tool.
- Essay & objective type tests, Teacher made and Standardized test.
  - i. Planning and construction of an achievement test.
  - ii. Qualities of mathematics Teacher- an evaluative approach.

#### **SUGGESTED READINGS**

- Aggarwal, S.M., Teaching of Modern Mathematics, Dhanpat Rai & Sons, Delhi.
- Chaddha & Aggarwal; The teaching of Mathematics, Dhanpat Rai and Sons, Delhi.
- Jain, Ganit Shikshan, Rajasthan Hindi Grantha Akadmi, Jaipur.
- Jangira& Singh ; Core Teaching skills: Micro-teaching Approach, NCERT, New Delhi.
- Mangal, S.K., A Text book on Teaching of Mathematics, Prakash brothers, Ludhiana.
- NCERT; Content- cum-methodology of Teaching Mathematics, New Delhi.
- Rawat & Aggarwal; Ganit Shikshan, Vinod Pustak Mandir, Agra.
- Sidhu, K.S., The teaching of Mathematics, Sterling Publishers, New Delhi.

# METHOD OF TEACHING HOME SCIENCE

**Course Code:BED-104 H**

**Credit-02**

**Contact Hours-30**

**Marks-50(40+10)**

## **COURSE OBJECTIVES:**

Student - teacher will be able to :

- Develop understanding of the principles and procedures used in Home Science education.
- Develop essential skills for practicing Home science education.
- Develop the skills necessary for preparing the supplementary accessories.
- Acquire the complete plan for instruction.
- resources for curricular activities and community -Develop the ability to organise Home Science Teaching Related activities.
- .Acquire the ability to develop instructional support materials.

## **COURSE CONTENT:**

### **Unit-I Understanding about Home Science :**

- Home Science: Concept and its various components .
- Nature and scope of Home science at secondary and higher secondary level.
- Study of local, national and international programmes relating to Health, Nutrition, Child Care, Housing, Consumer problems.
- Socially Useful Productive Work related to Home Science.

### **Unit-II Teaching aids and lesson plans:**

- Main objectives of preparing curriculum of Home Science.
- Aims of teaching Home Science at secondary level students.
- A critical appraisal of the existing syllabus in Home Science ,suggestion for improvement .
- Correlation of Home Science with other school subject.

### **Unit-III: Methods and skills of Home science Teaching:**

- General principles and methods of teaching Home Science - project method,
- discussion method, demonstration, practical, individual work.
- Micro-teaching:skills of explanation, questioning, illustration, stimulus - variation and black board writing.

### **Unit –IV Curriculum and Teaching Aids:**

- Development and designing of curriculum.
- Teaching aids - classification, importance and uses.
- Concept of lesson plan, preparation of lesson plan.
- Criteria of Good text book.
- Planning of space and equipment of Home Science laboratory.

### **Unit-V Evaluation in Home Science:**

- Evaluation in Home Science - Meaning and importance.
- Comprehensive and continuous evaluation (CCE) in Home Science.
- Evaluation devices - Written, oral, observation, practical work, assignment.
- Preparation of achievement test.

**SUGGESTED READINGS:**

- R.R. Kumari -New home for new india.
- David Winter –craft -Modern home.
- Grelham publishing house –The complete home book (vol I).
- Grelham publishing house –The complete home book (vol II).
- Robinson Oxford -science of the home (part I, II,&III).
- Most &Summer Longmans–House hold management.
- The teaching of domestic science.
- Deolkar Durga -Science for teaching of house science subject in school.

## **METHOD OF TEACHING ART**

**Course code-BED104I****Contact Hours-30****Credit-02****Marks-50(40+10)****Course Objectives:**

Student teacher will be able to:

- Develop creativity and sense of appreciation of art and interest in teaching of art.
- Develop aesthetic values.
- Develop depth understanding about the principles, concept, elements of art.
- Be familiar with different methods and techniques of painting.

**UNIT–I Aims and Objectives of teaching Art:**

- Various concepts and principles of Indian and Western Art (Origin and Development of Art), Six links of Indian Art, Elements of Art: Line, Form, colour, texture, tone.
- Place of Art in life and Educational scenario.
- Various principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective.
- Aims and objectives of teaching Art.

**UNIT–II Curriculum strategies :**

- Correlation of Art with other school subjects .
- Principles of curriculum constructions at different levels.
- Art room and its development.
- Field trips and excursions, importance of art exhibitions and competitions among children.

**UNIT-III Methods of Teaching:**

- Methods of teaching Arts ,Teaching skills.
- Free Expression, Representation, Designing and clay modeling at various stage.
- representing module and imagination .
- Lesson Planning.

**UNIT-IV Teaching Aids and accessories:**

- Teaching aids;concept and utility of Art Teaching.
- Audio –Visual aids and their use in teaching of Arts.
- Text –books , criteria of good text book in Arts , A critical appraisal of present text – books in Art ,suggestion for Improvement.

### **UNIT-V Evaluation in Arts teaching:**

- Evaluation : its nature and kinds.
- Test and Examination, various methods of construction of tests in Arts teaching.
- Various methods adopting for evaluation at secondary school stage in teaching of arts.
- Formative and Summative evaluation.
- Practical and skill based test in Arts teaching.

### **Suggested Readings:**

- Arya Jaidev, *Kala Ka Adhyapan*, Luxmi Publication, Meerut.
- Bharti Chetna, *Teaching of Fine Arts*, Kalyani Publishers, Ludhiana.
- Chawla, S.S., *Teaching of Art*. Publication Bureau, Panjabi University, Patiala.
- Dhawan, *Appreciation and Fundamentals and History of Art*, Tip Top Trading company Ludhiana.
- Jaswani, K.K., *Art in Education*, Atma Ram and sons, Delhi.
- Jaswani, K.K., *Teaching and Appreciation of Art in Schools*, Atma Ram and sons Delhi.
- Prasad Janardan, *Art Education*, Kanishka Publisher, New Delhi.
- Walia J.S, *Kalaa Ke Sidhant*, Paul Publisher, Jalandhar.

## **METHOD OF TEACHING MUSIC**

**Course Code: BED-104 J    Credit-02    Contact Hours-30    Marks-50(40+10)**

### **COURSE OBJECTIVES:**

To enable the student teacher to-

- Understand the importance of music.
- Get adequate knowledge about curriculum with different stages.
- Teach general principles of Music.
- Get acquainted with practical skill.
- Use audio-video aids in music.

### **UNIT-I Nature and scope of Music:**

- Meaning, Nature and scope of music.
- The need for teaching the subjects under music (vocal, instrumental, dance etc) in school.
- Different forms of music- Indian (Hindustani & Karnataka) and Western.

### **UNIT-II Curriculum:**

- The importance of music and its place in the curriculum of Primary, Junior High School and Secondary Education levels.
- Correlation of music with other school subjects.

### **UNIT-III Methods of teaching:**

- Instructional strategies and methods.

- Strategies for teaching music in terms of specific methods like lecture, lecture cum discussion, demonstration, practice, heuristic, dramatization, project, workshop, seminar etc.

#### **UNIT-IV Objectives and teaching skills:**

- Objectives of teaching music- specifications to clarify planning viz- Unit & lesson plans.
- Micro teaching lesson plans for developing the skills in teaching.
- General principles of teaching Rags, Tals, Melodic grace devices Tune and Rhythm perception.

#### **UNIT -V Teaching aids and Evaluation:**

- Audio Visual Aids and their use in teaching music.
- Text Books- Criteria of a good text book in music, a critical appraisal of the present text books in music, suggestions for improvement.
- Music Room- Its equipment and organization.
- Different types of tests, their construction and administration. Test in practical skill in music.

#### **SUGGESTED READINGS:**

- The Teaching of Music by Prof. P. Suambarmoorthy.
- A critique of Hindustani Music and Music Education by S. S. Awasthi.
- Sangeet Bodh by Dr. S. S. Awasthi.
- Teaching of music by Gauri Kuppaswamy & M. Hariharan.
- Sangeet Visharad by Vasant, Hathras Prakashan.
- Hamare Sangeetaga by Prakash Narayan.

## **UNDERSTANDING DISCIPLINES AND SUBJECTS**

**Course Code:BED-105**

**Credit-02**

**Contact Hours-30**

**Martks-50(40+10)**

#### **COURSE OBJECTIVES:**

- to know the meaning, nature, and role of various subjects.
- to obtain knowledge regarding various professional subjects.
- to obtain the knowledge regarding various teaching approaches.
- to know the information regarding the correlations among various subjects.
- to get the information regarding the co-relation among various subjects.
- to get the information regarding the relation among syllabus & curriculum.
- to know need and inclusion of production base subject in school syllabus.
- to know the remedies of the problems & remedies of teaching – learning process for school subjects.
- to know the steps to make teaching interesting of school subject..
- to familiarize with all the subjects taught in the school.

**Unit I: Disciplinary knowledge in School curriculum:**

- Nature, Role, Principle of Disciplinary knowledge.
- Role of Disciplinary knowledge in school curriculum.
- Integrated curriculum.
- Disciplinary Vs. Integrated curriculum.

**Unit II: Pedagogic material and practice:**

- Types of Content and Approach.
- Pedagogic material.
- Designing curriculum and syllabus.

**Unit III: Socio-cultural perspective of disciplinary knowledge:**

- Definition and Meaning of Socio-Cultural Perspectives.
- Social history of inclusion and exclusion of subject areas and its impact on discipline.
- Social and cultural dimensions.
- Issues of social reconstructions, justice and Equality.

**Unit IV: Content analysis and management:**

- Content: types and nature.
- Selection of the content and content analysis.
- Strategies to frame the content according to the need of learner.
- Method of Preparing a textbook according to content:various view points.

**Unit-V: Interdisciplinary Approaches and dissemination of knowledge:**

- Tendencies of various school subjects as interdisciplinary nature.
- Correlational approach of various school subjects.
- Methods and techniques to dissemination of knowledge to a learner according to interdisciplinary medium.
- Creative activities used in interdisciplinary medium.

**ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :(Any one)**

- Analyze a content according to a 40 minutes teaching session related to a school subject.
- Prepare a creative activity report after organizing with a content of a school subject in secondary school.
- Review a syllabus of a school subject in context of content management.
- Study of the attitudes of student and teacher regarding subjects being taught at school level.

**SUGGESTED READINGS:**

- Studying school subject ,A guide by Ivo & F. Goodson.
- Curriculum & Instruction, E.S. 331 - IGNOU ,study book.
- PATHYACHARYA TATHA ANUDESH ,ES 331, IGNOU Study book.
- Curriculum & instruction, IGNOU Study book.
- School Subjects and academic disciplines, A. wood, & K. Wier (Eds).

**JAGADGURU RAMBHADRACHARYA HANDICAPPED UNIVERSITY**

**Bachelor of Education (B.Ed.)**

**SEMESTER-II**

**Course Content**

**(Revised syllabus effective session 2015-2016)**

# CONTEMPORARY INDIA AND EDUCATION

Course Code:BED-201

Credit-04

Contact Hours-60

Marks-100(80+20)

## COURSE OBJECTIVES:

### To enable student teacher to:

- Understand the process of education related to its various dimensions.
- Basic knowledge of Indian constitution and articles related to education.
- Understand the contribution of various major committees and commissions on education set up from time to time.
- Appreciate the development of Indian education in the post-independence era.
- Understand the critical issues of contemporary system of education in India.
- Understand the nature of Indian society and educational diversity related to it.

## COURSE CONTENT:

### Unit I– Education: Concept and various aspects:

- Concept of Education – Meaning and Nature.
- Types of Education-formal,informal and non-formal.
- Aims , Functions of Education in Individual, Social,National, and Global perspectives.
- Agencies of Education: School, Family, Community and Media.
- Education as Investment – Human Resource Development.
- Interdisciplinary approach in education – Emphasizing on correlation with different disciplines.

### Unit II Indian Constitution and Education:

- Indian Constitution – Preamble and characteristics.
- Fundamental Rights - Duties of citizen.
- Directive principles.
- Constitutional values;freedom,justice,equality and fraternity.
- Constitutional provisions enshrined in Indian constitution and education in concurrent list.
- Right to Education and its implications.

### Unit III– Salient Features and Issues of Indian Society :

- Multiculturalism and Multilingualism.
- Unity in diversity.
- Inequality and marginalization.
- Universalisation and Democratisation of Education.
- Impact of Liberalisation, Privatisation and Globalisation on Indian Society.
- Processes of social changes, social stratification and social mobility in context of emerging Indian society.
- Role of Education in eradication of Social evils.

#### **Unit IV – Various Education commissions in contemporary India:**

- Radhakrishnan Commission (1948-1949).
- Mudaliyar commission (1952-1953).
- Kothari Commission (1964-1966).
- National Policy on Education (1986) ,Programme of Action (1992).
- NationalCurriculumFramework–(NCF) 2005.
- National Curriculum Framework for Teacher Education (NCFTE) 2009.
- Yashpal committee report.

#### **Unit V – Initiatives in Indian Education :**

- District Primary Education Programme (DPEP).
- Sarva Shiksha Abhiyan (SSA).
- National knowledge commission.
- Rashtriya Madhyamic Shiksha Abhiyan (RMSA).
- Rashtriya Uchathar Shiksha Abhiyan (RUSA).
- Role of various organisations/Agencies in Education - UGC, NCTE, NCERT, SCERT, RCI, NAAC, DIET, UNICEF, UNESCO.

#### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :(Any one)**

- Field study of implementation of RMSA in a neighborhood secondary school and preparation of report.
- Field study of a DIET in perspective of its departments & functioning.
- Field study of implementation of SSA in a neighborhood primary school and preparation of report.
- Prepare a documentary/short film/presentation for combating any of the social evils in our society and use it to educate the PTA members .

#### **BOOKS RECOMMENDED:**

- Aggarwal J. C. (1998). *Theory and principles of education, Philosophical and Sociological bases of education*, New Delhi: Vikas Publishing House.
- Brown, Francis J. (1947). *Educational Sociology*. New York: Prentice Hall.
- Brubacher John S. (1962) *Modern philosophies of Education*. New Delhi: Tata McGraw-Hill publishing Co. Pvt. Ltd.
- Dewey John (1900). *The School and Society*. Chicago: The university of Chicago Press.
- Humayun Kabir (1959). *Education in new India*, London: George Allen & Unwin Ltd.
- Jacob Mani (2002). *Resource Book for Value Education*. New Delhi: Institute of Value Education.
- Jagannath Mohanty (1995). *Adult and non-formal education*, New Delhi: Deep and Deep Publications.
- James S. Ross. (1952). *Ground works of educational theory* - George G. Harrap & Co. Ltd.

- John. S. Brubacher (1969). *Modern Philosophies of education* New Delhi: Tata Mc. Graw, Hill Publishing Co.
- Kalam Abdul, A.P.J. (1998). *India 2020 – A Vision for the New Millennium*, Penguin Books India Ltd.
- Nath Prem (1979). *The Bases of Education. A Philosophical and Sociological Approach*. New Delhi: S. Chand & Company Ltd.
- NCTE (1998). *Gandhi on Education*, New Delhi.
- NCTE (2000) *Human Rights and Indian Values*, New Delhi.
- Ozmon Howard A & Craver Samuel M. (1986). *Philosophical foundations of Education*. Columbus: Merrill publishing Company.
- Payne, E. George (1928). *Principles of Educational Sociology An Outline*. New York.

## **LANGUAGE ACROSS THE CURRICULUM**

**Course Code: BED-202      Credit-02      Contact Hours-30      Marks-50(40+10)**

### **COURSE OBJECTIVES:**

- .To know the meaning, concept and need of language.
- To know the difference between the language and dialect.
- To understand the alphabet screen with reference to place of articulation and pronunciation and reference of vowels.
- To know the different forms of language.
- To develop oral and written expression.

### **COURSE CONTENT:**

#### **UNIT-1 – Language Across the Curriculum: Conceptual Analysis:**

- Language Across the Curriculum (LAC): Concept.
- Origins of the LAC concept.
- Language and Thinking.
- Meaning of Language: various forms, systems and properties; Difference between ‘acquiring’ language and ‘learning’ language.

#### **Unit-II Language and Society:**

- Rule governed system: Meaning, Concept and use in language.
- Relationship of language and society: Identification, power and discrimination.
- Nature of multilingualism: Managing multilingualism in classroom.
- Constitutional status of languages: Hindi, English, Regional languages.
- Language policy in Education.

#### **Unit- III Language development:**

- Theories of language development and its implementation in teaching, psychological basis of language.
- Social stimulation: gestures, emotional facial expression, posture and movements articulate speech, physiognomy of language development in different ages.

- Speech defects: - lisping, slurring, stuttering and stammering and role of teacher in its resolution.
- Physical, Environmental, Social and Psychological barriers to language learning.

#### **Unit-IV: Language acquisition:**

- Understanding alphabets of school medium language & its logical & simple classification.
- Language acquisition and cognitive development, Learning languages with fun.
- Culture acquisition through language.

#### **Unit-V: LSWR (Listening, Speaking, Reading, Writing) as basic skills for languages:**

- The development of reading & writing skills of secondary students through activities.
- Nature of expository texts Vs narrative texts, transactional Vs reflective texts.
- Effective ways of speaking for Effective Listening: Pronunciation, Enunciation, pause, intonation, articulation, Pitch Raising & Dropping.
- Importance of 3 V's (Vocal, Visual & Verbal) in language communication.
- Textbooks: reading strategies for children –note making, summarizing; reading and writing connection, Process writing: Analyse children's writing to understand their conception: writing with a sense of purpose, writing to learn and understand.

#### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :(Any one):**

- Diagnose speech defects of secondary level student and make a remedial strategy.
- Prepare a list of atleast 10 proverbs of HINDI OR ENGLISH Language and interpret their cultural significance.
- Narrate your First experience of First Day for internship programme.
- Collect a literary style poem of any language and critically analyse it.

#### **SUGGESTED READINGS:**

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.
- Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basic readers and Content texts. Psychology Press.
- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reading Teacher, 670-674.
- Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI Mathematics. Journal of children's Mathematical Behavior, 1(2), 7-26.
- Grellet, f. (1981). Developing reading skills: A practical Guide to reading comprehension exercises. Cambridge University Press.
- Ladson-Billings. G. (1995). Toward a Theory of Culturally Relevant Pedagogy. American Educational research journal. 32(3), 465-491.
- NCERT. (2006d) Position Paper National Focus Group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.

- Sankhla, Arjun Singh, (2013) Hindi Bhasha Shikshan aur Praveenta, Arihant Shiksha Prakashan Jaipur.
- Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Taks help teachers reflect on their practices? Australian Journal of Language and Literacy, the 32(1) 38.

## **YOGA EDUCATION**

**Course Code:BED-203**

**Credit-02    Contact Hours-30**

**Marks-50(40+10)**

### **COURSE OBJECTIVES:-**

#### **To enable the student teachers to:**

- To understand the main concepts of Yoga and its various dimensions.
- To introduce various profounders and their principles regarding Yoga.
- Give the knowledge of various forms of Yoga.
- Understand the sustainable development by Yoga.

### **COURSE CONTENTS:**

#### **UNIT-I: Yoga Education: History and Introduction:**

- Meaning and Concept of Yoga.
- Scope and Types of Yoga.
- Importance of Yoga Education in life.
- Historical Perspective of Yoga.
- Essentials of Yoga Education.

#### **UNIT-II: Profounders and Principles of Yoga :**

- Maharshi Patanjali.
- Shankaracharya.
- Guru Matsyasyendra nath.
- Bharthari.
- Fundamental Principles of Yoga Philosophy.
- Yoga Psychology.
- Contribution of Various Schools of Philosophy in the context of Education.

#### **UNIT-III: Various Aspects of Yoga and Sustainable development:**

- Astanga Yoga of Patanjali.
- Jana Yoga.
- Bhakti Yoga.
- Karma Yoga of Bhagavad-Gita.
- Yoga as way to be healthy and integrated living.
- Yoga as a way to Socio-moral upliftment of Human Being.
- Yoga as way to spiritual and enlightenment.

#### **UNIT-IV: Forms of Yoga:**

- Yamas.
- Niyamas.
- Asanas.
- Pranayam.
- Pratyahara.
- Dharanas and its methods.
- Dhyanas(meditation) and its Kinds.

- Samadhi and its Various types.

#### **UNIT-V: Metaphysical basis of Yoga:**

- Concept of Purusha ( Preconsciousness) and Prakriti as basic components of cosmic reality.
- Concept of Budhi(Mohat) and Alankar(The Ego) as basic components of prakriti of individual.
- Nature of Knowledge and Knowledge getting process- The Pramanas.

#### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :(Any one)**

1. Participation and performance based evaluation in certain yoga activities conducted by the department.
2. Organize a seminar on Yoga and Education.
3. Prepare a assignment on various Yoga activities given by teacher educator.

#### **SUGGESTED READINGS:**

- Duggal, Satyapad : Teaching Yoga (The Yoga Institute, Santacruz, Bombay, 1985)
- Swami Satyananda : Yoga Education For Children Saraswati (Bihar Schools of Yoga, Munger, 1990)
- Gawande, E.N. : Value Oriented Education (Sarup & Sons, New Delhi - 110002)
- Nagendra, H.R. and Nagarathna R : New Perspectives in Stress Management (V.K.Yogas, Bangalore,1988)
- Udupa, K.N. : Stress and its Management by Yoga (Motilal Banarsidass, Delhi)
- Swami Satyananda : Yoga Education For Children Saraswati (Bihar Schools of Yoga, Munger, 1990)
- Gawande, E.N. : Value Oriented Education (Sarup & Sons, New Delhi – 110002).
- Ghorote, M.L. : Yoga Applied to Physical Education Lonavala; Kaivalyadhama.
- Dr R Nagarathna and Dr H R Nagendra : Integrated Approach of Yoga Therapy for Positive Health, Swami Vivekananda Yoga Prakashana, Bangalore, 2003.

## **ENHANCING PROFESSIONAL CAPACITIES (EPC-1)**

### **Reading and Reflecting on Texts**

**Course Code: BED-204**

**Credit-02**

**Contact Hours-30**

**Marks-50(40+10)**

#### **Course Objectives:**

- To develop the reading capacity.

- To develop the creative ability, logical ability, analytical power, thinking skill and reading skill.
- To develop the methods and approaches about reading.
- To know the measurement and evaluation of reading.
- To understand the co-relation among different subjects.
- To know the diagnostic and remedial of reading.

**Unit I: Literacy: Some Reflections:**

- Literacy and Present University scholars: Status and issues.
- Role of Literacy in Education, professional and Social development
- Literacy, Thinking and Self expression and esteem.
- Literacy of Second Language: Need and Strategies

**Unit II: Skill development of Reading Comprehension:**

- Application Responses to Text: Personal, Creative and Critical.
- Meta Cognitive Awareness of Reading and Strategies Applied for formation of Meaning.
- Developing Good Reading Habits and Skills in secondary Level Students: Activities and Strategies.
- Basic Understanding of Reading Comprehension with special reference of Children with Disabilities.

**Unit III: Skill Development in Responding to Text:**

- Text Comprehension Indicators : Retelling, Summarizing, Answering, Predicting, Commenting and Discussing.
- Practicing Responding to Text (Using Indicators) for Recreational and interesting Reading.
- Material (Narrations) and School Textbooks (Description).
- Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- Practicing Web Search, Rapid Reading and Comprehensive Reading.

**Unit IV: Reflecting Upon Writing as a Process and Product:**

- Understanding writing as a Process: Content (Intent, Audience and Organization).
- Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling).
- Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing).
- Practicing Self Editing and Peer Editing of Sample Texts.
- Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness.

**Unit V: Practicing Independent Writing:**

- practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories.
- Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking.
- Practicing Converting Written Information into Graphical Representation.
- Practicing Filling up Surveys, Forms, Feedback Responses, Checklists.
- Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self.

**ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :(Any one)**

- Have a peer editing of independently written essays and discuss your reflections upon this experience.
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience.

- Develop a short journal of graphical representation of 3 newspaper articles on school education .
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills.

#### **Suggested Readings:**

- Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and Bacon: Boston.
- Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York.
- McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersey.
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several.
- Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallangher.K. (2004). *Deeper Reading: Comprehending Challenging Texts*.
- Stenhouse Publishers.
- Heller, R. (1998). Communicate clearly. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. *High Beam*.
- May, F. B. (1998). Reading as communication. Merrill: New Jersey.
- Miller. D. (2002). *Reading With Meaning: Teaching Comprehension*.

## **SCHOOL INTERNSHIP**

**Course Code: BED-205**

**Credit-04**

**Contact duration-04 Weeks**

**Marks-100**

#### **Course objectives and activities:**

In II Semester student-teacher will be engaged actively in real school situation. The activities will be furnished in neighbourhood schools of secondary level. The activities will comprises one week duration initial phase of observing by self a regular classroom with a regular teacher and followed by peer observations, and faculty observations of practice lessons.

#### **OBSERVATION (ONE WEEK BEFORE INTERNSHIP)**

- Activities of School- Teaching and Non-Teaching (eg. Librarian, time keeper, etc).
- Various Functions of teacher in the school.
- Various Functions of Principal (Administrator) in the school.
- Bio-geo-socio-cultural Analysis of the school.
- Submission of a comprehensive report of the observation by the observer to the concerned subject teacher.

#### **Internship and practice of teaching (03 WEEKS )**

- Attendance of Student (Maintaining Register).
- Leave Application.
- Preparation of different Notices.
- Preparation of Teachers' Diary - Syllabus Division.
- One criticism Plan Teaching in each teaching subject.

**JAGADGURU RAMBHADRACHARYA HANDICAPPED UNIVERSITY**

**Bachelor of Education (B.Ed.)**

**SEMESTER-III**

**Course Content**

**(Revised syllabus effective session 2015-2016)**

## **Elective Papers (Any one) Course Code-BED-301**

### **Vocational Education**

**Course Code: BED-301A**

**Credit-02**

**Contact Hours-30**

**Marks-50(40+10)**

#### **Course objectives:**

After completing the course the student teacher will enable to:

- Understand the meaning and concept of Vocational education.
- Understand the various aims and objectives of work education.
- Understand the development of work education.
- Gain the comprehensive idea of curriculum of vocational education in secondary school.
- The evaluation techniques in vocational education.

#### **Unit- I Vocational Education: Introduction:**

- Vocational education : Meaning and concept.
- Nature of work.
- Scope or areas viz. Socially useful productive work.
- Occupational exploration and innovative practices.

#### **Unit-II Aims and Objective:**

- Aims and objectives of teaching work education as a subject of general education.
- Behavioral changes expected out of the program of work education, development of attitude.
- Acquisition of skills and gaining of knowledge.

#### **Unit- III Work Education;Its development:**

- Basic of work education : historical, philosophical , psychological, sociological and economic.
- Development of the concept of work education in general education suitable for India as envisaged by the education commission 1964-66.
- Concept of socially useful productive work (SUPW) as designed by I.V. Patel committee.

#### **Unit-IV Curriculum and Transactional strategies:**

- Relationship with other subjects in the school curriculum.
- Place of work education in the school curriculum.
- Different methods of teaching work education : project method. Discussion method.
- Demonstrations methods, works – study method, exposure and observation method.
- Qualities and functions of a good teacher or work education – his interaction with the teachers of the other subjects for developing work projects in their respective subjects.

### **Unit-V Evaluation in Work Education:**

- Evaluation in work education : design of work education and work book, practical work and attainment.
- Developing certain tools, e.g. rating scale, check list. Teacher's record.
- Observation schedule, quality and quality of the product, etc.

### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :(Any one)**

- Preparation of Project work report in a school subject activity.
- Preparation a community work report with school students.
- Prepare a school activity schedule of work education for your teaching class related with current session.
- Design a work education book for your teaching class student.

## **Health and Physical Education**

**Course Code: BED-301B**

**Credit-02**

**Contact Hours-30**

**Marks-50(40+10)**

### **Course objectives:**

After completing the course the student –teachers will be able:

- To introduce with the concept of wholistic 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 acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.

### **Course Contents:**

#### **Unit -I Health and Health Programmes:**

- Introduction, Definition and Meaning of health.
- Dimensions of health.
- Determinants of health.
- Importance of balanced diet.
- School health programme and role of teacher in development of health.

#### **Unit- II Physical Education:**

- Introduction, Definition and Meaning of physical education.
- Objectives of physical education.
- Scope of physical education & allied areas in Physical Education.
- Need and importance of physical education in different levels of school.

#### **Unit- III Physical Fitness:**

- Definition, Meaning, Types and factors of physical fitness.
- Factors affecting physical fitness.

- Benefits of Physical Fitness.
- Importance of physical activities at school level.
- Assessment of physical fitness.

#### **Unit-IV Concept of Hygiene and First aid:**

- Personal and environmental hygiene: Meaning and importance.
- Care of skin, mouth, nails, clothing, and bathing etc., brief account of housing, water supply, sewage and proper disposal, Development of personal and environmental hygiene.
- Concept of first aids, importance of knowledge of first aids for the school teacher, first aids for various situations.
- First aid box and its importance in school.

#### **Unit-V Agencies and Schemes for promoting Health Education**

- NMEP (National Malaria Eradication Programme), DDCP (Diarrhea Diseases Control Programme), National TB Control Programme.
- STD Control Programme, NFPP (National family Planning Programme), Polio and Leprosy Control Programme.
- International Health Agencies: WHO, UNICEF, UNDP.

#### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :( Any one)**

- Preparation of first aid box and using first aid to the students in various cases.
- Learning about the type of bandages and how to use them.
- Processing of cleaning and storage of safe drinking water.
- Preparing a balance diet chart and physical activities for a student studying from class VI to XII.

#### **Suggested Readings:**

- Park, J.E. and Park, K. "Text Book of Preventive and Social Medicine", 2002
- Uppal A.K., Physical Fitness, Friends publication India, 1992
- Singh Ajmer "Essentials of Physical Education". Ludhiana: Kalyani Publishers.
- Gala. D.R. and Gala. Dhiran "From fat to fit".
- Kaul. H. Kumar "Yoga for Health" New Delhi: New Light Publishers.
- Bucher, C.A. (1964) Foundations of physical education, saint louice, C.V. Mousy and Company.
- Thomas.J.P. (1964) physical education lessons. Madras Gnanodaya Publishers.

## Peace Education

Course Code:BED-301C

Credit-02 Contact Hours-30

Marks-50(40+10)

**Course objectives:** After completing the course the student –teachers will be able:

- To understand the concept of peace and peace education.
- To understand the various thoughts of philosophers about peace.
- To understand the various types of conflicts and their impact on human being.
- To strengthening the self for self harmony.
- To understand the role of educational curriculum for maintaining the peace.

**Course Contents:**

### **Unit -I Concept of Peace and Education for Peace:**

- Peace contexts; underlying assumptions, processes and imperatives.
- Peace values vis-à-vis constitutional values: Importance of the attitudes beliefs and values of peace viz., compassion, cooperation, love, etc. freedom, respect for difference, and ecological resources that ensure peace in society.
- Approaches to peace education.

### **Unit-II Foundations of Peace Education:**

- Highlights of various philosophies of peace, Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhail Badheka, The Dalai lama.
- Initiatives at National and International levels.

### **Unit- III: Understanding Conflicts, Underlying Personal-social Processes:**

- Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organizational, interstate and global.
- Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., Water, forests, energy, etc.

### **Unit- IV: Empowerment of Self through Critical Self Reflection:**

- Awareness of the influence of social milieu on self.
- Understanding adequate self as a product of positive experience of caring, warmth and appreciation in the family, school, neighbourhood, etc. which promote healthy discipline, shunning violence.
- Nurturing capabilities for critical self reflection: transcending past negative experiences, and developing skills of communication; listening to others Sharing feelings, descriptive non-judgemental feedback, empathising, trusting.

### **Unit -V: Orienting Education for Peace Building:**

- Critical reflection on the curricular processes.
- Awareness of opportunities inherent in curriculum for introducing

- (i) Healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights / human rights, and ameliorative approach to discipline rather than punitive.
- (ii) Symbols, activates and other structures in the school that reflect a multi-cultural ambience; and
- (iii) Experiences of different cultural identities, issues, challenges, conflicts in the or country and global levels with regard to resources, opportunities of poverty, level, political issues etc.

#### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :(Any one)**

- Prepare a activity plan for secondary class students to develop the understanding for peace.
- Organize a school activity for secondary class students and prepare a report for it.
- Organize a community based activity on peace education and prepare a report.
- Prepare a article based assignment on role of education for maintaining the peace.

#### **Suggested Readings:**

1. Dr.Kirupa Charles and Arul selvi, Peace and Value Education, Neelkamal Publications Pvt Ltd,2011.
2. Vanaja and Vijiya Bharathi, Value Oriented Education, Initiatives at the Teacher Education Level, New Delhi, Neelkamal Publications Pvt Ltd, 2011.
3. Babu Muthuja .,Usharani, R & Arun, R.K. (2009) Peace and Value Education, New Delhi :Centrum Press.
4. Lakshmi Narayanan & U ma Maheswari, Value Education, Chennai, Nlnilam Publications,2009

## **Guidance and Councelling**

**Course Code:BED-301D    Credit-02    Contact Hours-30**

**Marks-50(40+10)**

**Course objectives:** After completing the course the student –teachers will be able:

- To help in understanding the meaning and importance of guidance and counseling.
- To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
- To develop the ability to identify gifted children who need enrichment and to channelize their unique potentialities in a positive way through proper guidance.
- To develop the ability to identify exceptional children who need special care and help and to make such provisions for them.
- To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.
- To understand the qualities of an ideal counselor.
- To help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life, through proper counselling.
- To develop interest in one's own personal and professional growth.

## **COURSE CONTENTS:**

### **UNIT- I Guidance; Meaning and Nature:**

- The concept of Guidance
  - a. Meaning, nature & scope of guidance.
  - b. Philosophical, psychological and sociological bases of guidance.
  - c. Need and importance of educational guidance services in schools.
- Vocational Guidance
  - d. Purpose and functions of vocational guidance.
  - e. Relationship between educational and vocational guidance.
  - f. Relationship between vocational guidance and work education.
  - g. Job analysis and occupational information services.

### **UNIT -II- Education Guidance:**

- Basic data necessary for educational guidance – pupils abilities, aptitudes, interests and attitudes, educational attainments and personality traits.
- Construction, administration and interpretations of
  - (i)cumulative record cards.
  - (ii)individual inventories.

### **UNIT- III- The concept of Counselling:**

- Meaning, nature and scope of counselling.
- Different type of counselling.
- Various steps and techniques of counselling.
- Necessary qualities (personal and professional) of a good counselor. Role of the counselor in secondary schools. Relationship between guidance, counseling and teaching.
- Diagnostic and remedial measures : Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children.

### **UNIT -IV- Teacher as Counselor:**

- Problems related with various aspects physical, mental, social, emotional, etc. (general description)
- Common behaviour problems of children and adolescents - aggression and hostility, attention seeking, lying, stealing, sex problems, shyness and withdrawal, learning disability, examination anxiety, alcoholism and drug abuse, juvenile delinquency, cybercrimes, truancy.
- Role of teacher in dealing with the heterogeneous class - Identifying probable causes and suggesting remedial measures for behaviour problems.

### **Unit -V: Tests in Guidance and Councelling:**

- Use of Tests in Guidance and Counseling: Intelligence Test, Creativity Tests, Achievement Tests, Aptitude Tests; Interest Inventories, Personality Measures.
- Administering, Scoring, Interpretation and Analysis of Test Scores and Communication of Test Result as relevant in context of Guidance Programme.

### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :(Any one)**

- Prepare your own plan to organise guidance bureau in schools and also its activities.
- Visit to a guidance or counselling centre and write a report.
- Conduct a peer counselling and submit the report.

- Visit to an Intermediate School for guidance of any five students of VI-X and prepare a report.

### **Suggested Readings:**

- Anand, S. P.(1998). ABCs of Guidance in Education: (IIIrd Edition Bhubaneswar: New Delhi: Unique Publication.
- Asha, B. (1999). Guidance and Counselling: Theoretical Perspective, Vol.1, New Delhi: Vikas Publishing House.
- Bakha, S. (2004). Management and Evaluation of Counselling. Oxford. Oxford University Press. ISBN 978 019 5732177.
- Baker, B. S.(1992). School Counselling for the 21st Century. New York. Mcmillan Publishing Company.
- Ball, B. (1984). Career Counselling Practice. London: Palmer Press.
- Barkhe, B.G. and Mukhopadhyay, B. (1989). Guidance and Counselling: A Manual. New Delhi: Sterling Publishers.
- Bernard, H.W. and Fullyness, D.F.(1997) Principles of Guidance, New York.
- Chauhan, S. S. (1982). Principles of Guidance. New Delhi: Vikas Publishing House.
- Corners, L.S. and Hacheery, M.(1987). The Professional Counsellor. New Jersey: Prentice Hall Cliffs Englewood.
- Crow, L.D. and Crow A.(1966). Introduction to Guidance. New York: Mc Graw Hills.
- Crowell, B.M.E.(1963). Guidance and Counselling in Group. New York: Mc Graw Hills.
- Clyde, N. M. (1981). Counselling Youth. Michigan: Grand Rapids.
- Currie, J.(1981). The Barefoot Counsellor. Bangalore: Asian Trading Company.
- Mbiti, M. D.(1974). Foundations of School Administration and Counselling. Oxford: Oxford University Press. ISBN 978 019 5733693.
- Mutie, E.K. et al. (1999). Guidance and Counselling. Oxford: Oxford University Press. ISBN 978 019 5729160.
- Narayana Rao. (2002). Counselling and Guidance. II Edition. New Delhi: Tata Mc Graw Hill Publishing Company.
- Nayak, A. K. (2004). Guidance and Counselling. New Delhi: APH Publishing Company.
- Njenga, F. (2010). What is wrong with this child? Oxford: Oxford University Press. ISBN 978 019 5736441.
- Prasantham, B. J.(1978). Indian Case Studies in Therapeutic Counselling. Vellore: Counselling Centre.
- Rao, N.S. (2004). Guidance and Counselling. New Delhi: Discovery Publishing House.
- Sharma, R. N. And Sharma R.(2004). Guidance and Counselling in India. New Delhi: Atlanta Publishers.

# Environmental Education

**Course Code: BED-301E    Credit-02    Contact Hours-30**

**Marks-50(40+10)**

## **Course objectives:**

After completing the course the student –teachers will be enable to :

- Understand the concept of environmental education
- Develop a sense of awareness about the causes and effects of environmental pollution.
- Understand the role of responsibility with respect to conservation of environment, biodiversity and sustainable development.
- Understand and realize the role of environmental education in school.
- Know the various effective measures to conserve the environment for sustainable development.
- Develop programmes to help students realize the importance of healthy environment and foster in them the habit of living in harmony with nature.

## **COURSE CONTENT:**

### **Unit- I- Need of Environment Education:**

- Meaning of environment and environmental education.
- Nature and scope of environmental education.
- Meaning of pollution and the different types of environmental pollution.

### **Unit- II- Status and problems of Environment Education:**

- The causes and effects of environmental pollution.
- Meaning of Green House Effect and its causes and effect.
- Global and local environmental pollution and its remedies.
- Depletion of ozone layer, acid rain, rise of sea level- environmental threat and their implication.

### **Unit- III- Environmental Awareness:**

- Role of education in creating environmental awareness.
- Program for school children to bring about the awareness of threat due to environmental pollution and to bring about an attitude change.

### **Unit- IV- Environmental Harmony:**

- Biodiversity: Conservation of genetic diversity.
- Learning to live in harmony with nature.
- Role of Education to maintain the environmental Harmony.

### **Unit- V- Conservation and Sustainable Development:**

- Meaning of Conservation and Sustainable development.
- Understanding our role in conservation and promoting sustainable development.

- Role of school to use effective measures in conservation of environment and sustainable development (at the primary, secondary and high school level).

#### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :(Any one)**

- Prepare an E - Document on an environmental problem in your locality and suggest possible remedial measures.
- Read and Reflect on any one Environmental Education Article in an online textbook and find out to what extent it satisfy the National and Global requirements.
- Prepare any five eco friendly products and evaluate how it helps you in developing environmental accountability.

#### **SUGGESTED READINGS:**

- Habitat Management for Conservation Series: Techniques in Ecology and Conservation Series *Malcolm Ausden*.
- Forest Ecology and Conservation Series : Techniques in Ecology and Conservation Series *Adrian C Newton*.
- Management Planning for Nature Conservation A Theoretical Basis & Practical Guide Edited by Mike Alexander.
- Sustaining Life How Human Depends on Biodiversity Edited by Eric Chivian and *Aaron Bernstein*.
- Global Warming : A Very Short Introduction Series : Very Short Introduction Series *Mark Maslin*.
- Global Environment Outlook (Geo) Series 4 Environment for Development. UNEP United Nations Environment Program India.
- Saving Planet Earth What is Destroying the Earth and What you can do to help *Tony Juniper*.

## **School Administration**

**Course Code: BED-301F    Credit-02    Contact Hours-30    Marks-50(40+10)**

#### **Course objectives:**

After completing the course the student –teachers will be able to:

- Understand how school education is administered and managed in India at various levels
- Understand the concept of "school as an organization" .
- Know what various roles and responsibilities of a school principal are.
- Know what school leadership means and what makes it effective and successful.
- Understand the Concept of Supervision and adhering concepts.

#### **COURSE CONTENT:**

##### **UNIT-I Concept of Educational Administration:**

- Meaning and Concept of Educational Administration.
- Elements of Educational administration.

- Difference between Administration and Management.
- Principles of Educational management.
- Nature and scope of Educational Administration.

#### **UNIT-II Leadership behavior :**

- Meaning and Definition of Educational Leadership, Types of Leadership, Leadership Styles.
- Role of Educational Administrator-Role of Principal as a Educational Administrator, Role of Teacher in Educational Administration.

#### **UNIT-III Educational administration at various levels:**

- Constitutional Provisions related to Education, Concurrent List.
- Educational Administration at various Levels -a)Central Level b)State Level c)District Level d)Local Bodies.

#### **UNIT-IV School environment and activities:**

- School Building-Types and Characteristics.
- Concept of Discipline and measures for removing problems arising due to indiscipline.
- School time table, Co-Curricular Activities.
- Parent-Teacher Association, School Records-Meaning, Types and their maintenance.

#### **UNIT-V Educational Supervision:**

- Educational Supervision-meaning and definition.
- Difference Between Supervision and Inspection.
- Characteristics Of Educational Supervision.
- Organization and Role of various Educational Agencies-UGC, NCTE, NCERT, SCERT, RCI and DIET.

#### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :( Any one)**

- Observing how a school is run and writing a report within the framework of planning and supervision.
- Each student will observe and prepare a status survey report on current supervisory practices of local one school.
- Every student will study a leadership behavior of a school principal.

#### **SUGGESTED READINGS:**

- Azad, J.L. (2008). Financing and Management of Higher Education in India, New Delhi: Gyan Publishing House.
- Amitai Etzioni (1964). Modern Organizations Englewood Cliffs, Prentice-Hall, N.J.
- Daniel E. Griffiths(1959).Administrative Theory, New York: Appleton.
- R.P. Bhatnagar; and Vidya Agarwal (2001) Educational Administration, Meerut: Surya Publication, R. Lall Book Depot. *Hindi Version of the above book by Dr. Vidya Agarwal (Same publisher R. Lall & Co.)*
- R.B. Kimbrough; and M.Y. Nunnery (1976). Educational Administration, New York: McMillan Publishing Co.

# **ENHANCING PROFESSIONAL CAPACITIES (EPC-2)**

## **CRITICAL UNDERSTANDING OF ICT**

**Course Code: BED-302**

**Credit-02**

**Contact Hours-30**

**Marks-50(40+10)**

### **Course Objectives:**

After completing the course the student –teachers will be enable to:

- Understand the meaning, nature and scope of ICT in Education.
- Understand the changes occurring due to implication of ICT in Education.
- Gain the knowledge about the application of ICT in enrichment of curriculum.
- Understand ICT supported teaching learning strategies .
- Get acquainted with e-learning & development in ICT.

### **COURSE CONTENT:**

#### **Unit- I ICT: An Introduction:**

- Information & Communication Technology.
- Concept and meaning.
- Models of Communication.
- Concept of tele-communication.
- Satellite-communication.
- Systems approach to Education.

#### **Unit-II Introduction of Computers:**

- Input and output device.
- CPU, Memory, and storage units of computers.
- System and Application Software.
- Uses and applications of computer.
- LAN, MAN, WAN.
- E-school.
- E-learning.
- Multimedia.

#### **Unit-III : Education Technology:**

- Educational Technology.
- Meaning and Concept.
- Scope & Significance.
- Instructional System.
- Development of instructional System, Personalized instructional System.
- Programmed Learning, Simulation and Brain-Storming.

#### **Unit-IV:On line Education**

- Online educational resources: Concept, features and application, techniques like E-mail, teleconferencing, Social networking and online libraries.
- ICT in the classroom ( hardware and software).

### **Unit-V: ICT and educational innovations**

- Computer Assisted Learning (CAL), Project Based Learning (PBL), Collaborative Learning, Web based Learning(WBL), Learning through ICT Modeling, Virtual classroom and Role of EDUSAT.
- Blended Learning: meaning, nature and Type of blended- learning, e-content and e-books.

### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES :(Any one)**

- Prepare a power point presentation and present a topic related to your pedagogic subject.
- Critical review of TV or Radio programme of NCERT, NIOS, IGNOU, UGC at etc.
- Use of audio/visual instructional programme and preparation of its report.
- Develop a e – content related to your pedagogic subject.

### **SUGGESTED READINGS:**

- Assessment and Evaluations - P.G. Pnag.
- Information and communication - Kishore, Chavan.
- Information Technology - Dyne, Nandkishore.
- ABC to internet- Crumlish Christian.
- ICT strategies for school - Mohenty Laxman.
- NCF 2005.
- NCFTE 2009.
- NCERT position Paper on Educational Technology.
- National policies on ICT in School Education.
- UNESCO- ICT Competencies for teacher.

## **School internship**

**Course Code: BED-302 Credit-10    Contact duration-16weeks    Marks 250(125+125)**

### **Course objectives and activities:**

School Internship would be a part of the broad curricular area of 'Engagement with field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher responsibilities and skills. It comprises the following activities.

- Regular classroom teaching delivery.
- Criticism lessons two in selected subject .
- Involvement in school activities.
- Interaction with school teacher's community members and children.
- Writing Reflective Journals.
- Final discussion two plans.
- Preparation of a case study report.
- Action research report.

**School activities:-**

- Organisation of cultural activities.
- Organisation of literary activities.
- Organisation of games.
- Framing of Time-Table.
- Attending and organizing morning assembly.
- Maintain of school records.
- Maintain of library & labs.
- Gardening.
- Organizing Science Club & Echo Club.
- Voluntary services.
- Mass awareness of social evils and taboos.

**JAGADGURU RAMBHADRACHARYA HANDICAPPED UNIVERSITY**

**Bachelor of Education (B.Ed. )**

**SEMESTER-IV**

**Course Content**

**(Revised syllabus effective session 2015-2016)**

# KNOWLEDGE AND CURRICULUM

**Course Code: BED-401**

**Credit-04 Contact Hours-60**

**Marks-100(80+20)**

## **COURSE OBJECTIVES:**

To enable student teacher to understand the :

- Basic ideas about knowledge and philosophy of education.
- Comprehensive illustration to Paedocentric Education.
- Interrelationship between education and society.
- The role of education in the era of industrialization and democracy.
- The characteristics of good curriculum.

## **COURSE CONTENT:**

### **Unit-I: Concept of knowledge and Philosophical Basis of Education:**

- Philosophy of education-concept, scope and need.
- Conceptual analysis of the distinction between Knowledge and Skill, Teaching and Learning, Knowledge and Information, Reason and Belief.
- Education to focus on learning to know, learning to do, learning to be and learning to live together.
- Major Western philosophies of Education (Idealism, Naturalism and Pragmatism) with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline.
- Major Indian philosophies of Education (Nyaya, Sankhya and Yoga) with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline .

### **Unit-II- Paedocentric Education :**

- Concept of Paedocentric education.
- Activity centered education – John Dewey.
- Discovery learning – Plato.
- Dialogue - Paulo Friere and Martin Buber.
- Basic Education – Gandhi.

### **Unit-III: Sociological Basis of Education:**

- Sociology and Education.
- Meaning of Society, Culture and Modernity.
- Social and national values: Equality, Equity, Individual opportunity and Social justice and Dignity – Contributions of Ambedker.
- Nationalism, Universalism and Secularism and their relationship with education – Contributions of Tagore and Krishnamurti.

### **UNIT-IV: Principles related curriculum:**

- Curriculum - Meaning and scope- Thrust areas of Curriculum for Schools Education.
- Value Education – Aims and strategies - Hidden curriculum.
- Principles of curriculum construction.
- Teacher's role in curriculum construction.
- Curriculum and discipline.

#### **UNIT-V: Education in the era of industrialization and democracy:**

- Education as a tool of modernization and democratic citizenship.
- Education for national and international understanding.
- Concepts of nationalism, universalism and secularism and their interrelationship with education with special reference of Rabindra Nath Tagore and J. Krishnamurti.
- Role of education in promoting emotional integration and secularism.
- Impact of industrialization on aims and curriculum restructuring of education.

#### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES : (Any One)**

- Critical evaluation of text book in any one of the schools in the locality.
- Compare any two western schools of philosophy of education.
- Construct the curriculum for any one school subject of your choice.
- Explore the democratic values being practiced in classroom and school life.

#### **SUGGESTED READINGS**

- Brubacher J.S. : Modern Philosophies of Education, Mc-Graw Hill, New York, 1939.
- Butler, J.D. : The Four Philosophies and their Practice in Education. Harper & Row Publishers, New York, 1968.
- Dewey, John : Reconstruction in Philosophy, University of London Press, London, 1921.
- Dewey, John : Democracy and Education.
- Lal, Raman Bihari : *SHIKSHA KE DARSHNIK AUR SAMAJ SHASTRIY SIDDHANT*, Rastogi Publication, Meerut, 1993.
- Mathur, S.S. : *SHIKSHA – SIDDHANT*, Vinod Pustak Mandir Agra.
- Morris, Van Cleve : Modern Movements in Educational Philosophy.
- Oad, L.K. : *SHIKSHA KE DARSHNIK PRISHTHBHUMI*, Rajsthan Hindi Granth Academy, Jaipur, 1979.
- Pandey, R.S. : *SHIKSHA KE DARSHANIK AVAM SAMAJ SHASTRIYA PRISHTHBHUMI*, Vinod Pustak Mandir, Agra, 1995.
- Singh, Satya Deo : *SHIKSH SIDDHANT AVAM DARSHAN*, Vishwa Vidyalay Prakashan, Varanasi.
- Tripathi, L.J. : Being and Becoming; Vashundhara Prakashan Gorakhpur, 2003.
- Sharma, R.A. : *PATHYKRAM VIKAS*, Loyal Book Depot, Meerut.
- Currie, Joe (1981), The Barefoot Counsellor, Bangalore, Asian Trading Corporation.
- Koshy, John S. (2004), Guidance and Counselling Dominant publishers and Distributors, New Delhi
- Krumboltz, John D, Thoresen, Carl E. (1976), Counselling Methods, New York, Holt, Rinehart and Winston.
- Nayak A.K. (2004), Guidance and Counselling, APH publishing corporation, New Delhi.
- Prasantham, B. J. (1978), Indian Case Studies in Therapeutic Counselling, Vellore, Counselling Centre.
- Ramesh Chaturvedi (2007) Guidance and Counselling Techniques – Crescent Publishing corporation, New Delhi.

- Rao, Narayana S., (2002), Counselling and Guidance Second Edition – Tata Mc Graw Hill Publishing Company.
- Sharma, Sitaram (2005), Guidance and Counselling. An Introduction, Shri Saipringing graphers, New Delhi.
- Tiwari, Deepak (2008), Methods of Teaching Psychology. New Delhi, Crescent Publishing Company.
- Vaidya, N. (1991), Jean Piaget with love and understanding. New Delhi: Oxford and IBW Publishing Ltd.
- Vygotsky, L. S. (1986), Mind in society: The development of higher psychological processes, Cambridge, Mass: Harvard University Press.

## **ASSESSMENT FOR LEARNING**

**Course Code: BED-402      Credit-02      Contact Hours-30      Marks-50(40+10)**

### **COURSE OBJECTIVES:**

On completion of the course, the prospective teachers would be able to:

- familiarize with the latest trends in evaluation.
- get a perspective on scope of assessment and evaluation.
- develop appropriate assessment instruments for students.
- appreciate the role of teacher as a researcher.
- develop competencies to evaluate learning.
- apply the essentials of statistics in process of evaluation.

### **COURSE CONTENT:**

#### **UNIT-I: Assessment and Evaluation:**

- Conceptual overview of Assessment and Evaluation in different paradigms.
- Concept of measurement, testing and evaluation.
- Scales of measurement: nominal, ordinal, interval, and ratio scales.
- Qualities of a test, types of test with special reference to norms reference test and criterion reference test.
- General steps of Test Construction.
  - (i) Item analysis.
  - (ii) Procedures and item selection in a test.
  - (iii) Types of Evaluation with special reference to formative and summative evaluation.
  - (iv) Difference between Essay & Objective type and teacher made and standardized test.

#### **Unit- II- Measures of Central Tendency and Variability:**

- Educational statistics measures of central tendency from grouped and ungrouped data.
- Measures of variability- range, quartile deviation, standard deviation.

**Unit- III- NPC and Correlation:**

- Interpreting measurement: normal probability curve, skewness and kurtosis.
- Percentiles and percentile ranks.
- Standard scores.
- Co-efficient of correlation by Spearman's method and its Interpretation.
- Interpreting co-efficient of correlation.

**Unit- IV- Psychological Testing:**

- Tools for measuring intelligence, creativity, aptitude, interest and personality of a learner.
- Non testing techniques for assessment: Observation, Rating scale, sociometry, interview.
- Achievement test: construction of standardized achievement test .

**Unit- V- New trends in Evaluation and assessment:**

- Grading System, Question Bank.
- Continuous and Comprehensive evaluation.
- Peer Evaluation, Self assessment.
- Assignments, projects, portfolios, rubrics, student profile, Participatory assessment, peer assessment.
- Credit and semester system.
- Scholastic, co-scholastic, non-scholastic evaluation.
- Dynamics of feedback mechanism-making pedagogic decisions.

**ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES : (Any One)**

- Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards.
- Prepare a question bank of related to any teaching subject at secondary level.
- Prepare and conduct a peer assessment instrument.

**SUGGESTED READINGS :**

- Anastasi, A., Psychological Testing, Mac Millon, New York.
- Ashtana, B. & Agarwal , R., Manovigyan Aur Shiksha me mapan Abam Mulyankan, Vinod Pustak Mandir, Agra.
- Bhargav, Mahesh; Aadhunik Manovaigyanik Parikshan Abam Mapan, Bhargav House, Kachhari Ghat, Agra.
- Cronbach, L.J., Essentials of Psychological Testing, Harper & Row, New York.
- Ebel, Rabert. L. Measuring Educational Achievement, Prentice- Hall of India, New Delhi.
- Garrett, H.E., Elementary Statistics, Longmans, Green & Co, New York.
- Kapil, H.K., Sankhiyaki Ke Mool Tatva, Vinod Pustak Mandir, Agra.
- Mangal, S.K., Statistics in Psychology and Education, Prentice Hall of India, New Delhi.

- Singh, A.K., Tests, Measurements and Research Methods in Behavioral Science, Bharati Bhawan.
- Patna H.S.,SRIVASTVA ,Comprehensive Evaluation in School, NCERT, New Delhi.

## **Gender, School and Society**

**Course Code: BED-403    Credit-02    Contact Hours-30    Marks-50(40+10)**

### **COURSE OBJECTIVES:**

To develop basic understanding and familiarity with key concepts.

- understand the gradual paradigm shift from women's studies to gender Studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- understand how gender, power and sexuality relate to education .

### **COURSE CONTENT:**

#### **Unit-I- Gender Issues: Key Points:**

- Concepts and terms related to gender - sex, gender, sexuality, patriarchy, masculinity and feminism.
- Gender bias, gender stereotyping, and empowerment.
- Equity and equality in relation with caste, class, religion, culture, ethnicity.
- Role of family, caste, religion, culture and media in equipping the pupil and their respective gender roles in society.

#### **Unit-II -Gender Studies: Shifting Paradigm:**

- Paradigm shift from women's studies to gender studies.
- Status of women – Historical perspective - Social reform movements – Ethnicity disability, and marginalization of women in India – Highlights to Kerala context.
- Contemporary period: Recommendations of policy initiatives - commissions and committees, schemes, programmes and plans.

#### **Unit-III - Gender and Education:**

- Theories on Gender and Education - Socialisation theory, Gender difference, Structural theory and Deconstructive theory.
- Schooling of Girls: Inequalities and resistances in education of the girl child. Government initiatives for promoting education of girls.

#### **Unit-IV - Gender Issues in Curriculum**

- Gender, culture and institution: Interrelation of class, caste, religion and region.

- Curriculum and the gender issues.
- Gender and the hidden curriculum.
- Teacher as an agent of change.

#### **Unit-V -Gender Issues in Society:**

- Linkages and differences between reproductive rights and sexual rights.
- Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions.
- Agencies perpetuating violence: Family, school, work place and media (print and electronic).

#### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES : (Any One)**

- Prepare a report on any of the government initiatives for care and security of women in our society.
- Organise and prepare a report of a debate on Equity and Equality cutting across Gender.
- Conduct a news paper analysis on atrocities against women and girl children.

#### **SUGGESTED READINGS:**

- Aggarwal J. C. (1998). *Theory and principles of education, Philosophical and Sociological bases of education*, New Delhi: Vikas Publishing House.
- Aggarwal J.C. (1997). *School Organization and Administration Management*, New Delhi : Doaba House, Book Sellers and Publishers.
- Alka Kalra (1977). *Efficient School Management and Role of Principles*, APH Publishing Corporation, New Delhi.
- Anand C. L. & et al. (1983). *The teacher and education in the emerging Indian Society*, New Delhi: N.C.E.R.T.
- Anderson, R.J., Spiro and W.E. Montanague (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Banrs, J.A. (1996), *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.) Boston: Alynand, Becon.
- Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
- Bhatnagar, RP and Agarwal, V (1986). *Educational Administration and Management*, Loyal Book Depot, Meerut.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C.
- Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.
- Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
- Dash B.N. (2002). *Teacher and education in the emerging Indian society* (2 volume). Hyderabad: Neelkamal Publications.

- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia.
- Delors, Jacques, et al; (1996). *Learning: The Treasure within report of the international commission on education for 21st century*, UNESCO.
- Dewey John (1900). *The School and Society*. Chicago: The university of Chicago Press.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
- George Z. F. Bereday (1964). *Comparative method in education*. New Delhi: Oxford & IBH Publishing Co.
- Gore M.S. (1994). *Indian Education – Structure and Process*, New Delhi; Rawat publishers.
- Humayun Kabir (1959). *Education in new India* London: George Allen & Unwin Ltd.
- Jagnannath Mohanty (1998). *Modern trends in Indian education*. New Delhi: Deep and Deep Publications.
- James S. Ross. (1952). *Ground works of educational theory* - George G. Harrap & Co. Ltd.
- Kohli.V.K. (1987). *Indian Education and its problems*. Haryana: Vivek Publishers.
- Mary Joseph & Thomas, P.J (2010) *Philosophical and Sociological Bases of Education*.
- Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish.Slaterry, Patrick and Dana Rapp.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- Naik J. P. (1998). *The Education Commission and after*, New Delhi: Publishing Corporation.
- Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Allied Publications, Bombay.

# **Creating an Inclusive School**

**Course Code: BED-404**

**Credit-02 Contact Hours-30**

**Marks-50(40+10)**

## **COURSE OBJECTIVES:**

**Pupil-teachers would be able to:-**

- develop an understanding of the concept, principles and models of inclusive education in the context of education for all.
- identify and address diverse needs of all learners.
- familiarize with the trends and issues in inclusive education.
- develop an attitude to foster inclusive education.
- develop an understanding of the role of facilitators in inclusive education.

## **COURSE CONTENTS:**

### **UNIT-I Special Educational Needs (SEN) of learners in inclusive school:**

- Identification of diverse needs of SEN learners and Referrals.
- Disabilities in Children and their SEN: Hearing Impairment, Visual Impairment, Low Vision, Locomotor Impairment, Mental Retardation, Mental illness, Leprosy cured, Learning Disabilities and Multiple Disabilities.
- Barriers in Inclusive Education: Attitudinal, Social and Educational.

### **UNIT-II Planning and managing inclusive curriculum in schools:**

- School Readiness and School transition.
- Individualized Educational Plan (IEP): Development & Implementation.
- Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole class Teaching, Collaborative Teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning.
- Curricular and Instructional adaptations.

### **UNIT-III Development of inclusive education:**

- Concept and importance of inclusive education.
- Central Scheme of Inclusive Education of children with Disabilities at Secondary Scheme (IEDSS).
- Role of functionaries -head masters/principals, special teachers, class room teachers, parents and peers.
- Difference among segregation, integration and inclusion.
- Factors responsible for successful integration and inclusion.

### **UNIT- IV Educational Agencies and inclusive education**

- Role of Governmental and non-governmental agencies in general and special Education. Such as -NCERT, SCERT, RCI, NCTE.
- Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako

Millennium. Framework and its implications, National Policy for Person with Disabilities 2006.

- International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM.
- International and national legislation including UNCRPD.

### **Unit-V Assistive Technology**

- Assistive and adaptive technology Concept, Need and Scope.
- Assistive Technology Devices: Mobility impairment and wheelchairs.
- Mobility impairment and walkers, Personal emergency response systems.
- Accessibility software-Assistive technology for visual impairment.
- Augmentative and alternative communication-Assistive technology for cognition-Prosthesis.
- Assistive technology in sport.
- Assistive technology in education.
- Computer accessibility-Home automation.

### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES : (Any One)**

- Visit a school and prepare a report on the inclusive practices of that institution, identify the barriers and facilities to learning and participation.
- Visit a special school and prepare a report on educational strategies used.
- Design an Individualized Educational Plan for a special learner.
- Prepare a report on the causes and preventive measures of disabilities.

### **SUGGESTED READINGS:**

- Adrian A., John E. (1998). Educating children with Special needs, New Delhi: Prentice Hall.
- Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Publishing.
- Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall.
- Chaote J. S. (1991). Successful mainstreaming, New York: Allyn & Bacon.
- Daniels, H. (1999). Inclusive Education, London: Kogan.
- Deiner, P.L. (2000). Resource for Teaching children with diverse abilities, Florida: Harcourt Brace & Company.
- Dessent, T. (1987). Making ordinary school special, Jessica Kingsley Publishing.

# ENHANCING PROFESSIONAL CAPACITIES

## DRAMA AND ART IN EDUCATION

Course Code: BED-405    Credit-02    Contact Hours-30    Marks-50(40+10)

### COURSE OBJECTIVES:

- To familiar the concepts of art ,drama and music.
- To understand the performing activities as co –curricular activities.
- To Gain the basic knowledge of crafts and visual arts.
- To understand the importance of art and music in teching-learning process.
- To understand the application of drama, art and music for enhancing the student's creativity.

### Course Content:

#### Unit-I Drama as Performing art in education:

- Understanding the concept of Drama and its relevance for Education.
- Drama as a pedagogy.
- Organizing Drama: preparatory activities and resources, dramatic society.
- Forms of Drama: Solo, group.
- Playing Drama: Story, dialogue, characters, symbols, decoration of floor, lighting, creating different situations.
- Knowledge of Indian and regional drama traditions.
- Appreciating art of Drama in learners.

#### Unit-II Visual Arts and crafts:

- Understanding visual Arts and Crafts with their relevance for Education.
- Visual Arts and Crafts as pedagogy.
- Visual Arts and Crafts: different forms, basic resources and their use.
- Knowledge of Indian Craft Traditions and regional folk arts.
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts.
- Appreciating visual arts and crafts in learners.
- Review and assessment of visual arts and crafts.

#### Unit-III Art based Learning and Teacher's Role:

- Integrating Drama with School Curriculum.
- Integrating Arts and Crafts with School Curriculum.
- Visualizing School and Classroom as a space for art aided learning.
- Preparation of teacher for art aided learning: planning, performance.

#### Unit-IV Role of Art and music in Education:

- Concept of Art and music.
- Relationship between heart , hand and head.
- Implication for the role of art and music in education.
- Various types of music and its utility for a teacher.

### **Unit- V Children creativity by art ,music and drama:**

- Education involves reflection, introspection and action by art, music and drama.
- Drama and art in education: helps in understanding the self.
- Self expression for enhancing creativity by drama and art.

### **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES : (Any One)**

- Prepare a drama activity on any educational emerging issue with dialogue.
- Prepare a children creativity programme by fine art of any secondary class student.
- Visit to a art gallery and prepare a report in educational implication context.
- Prepare a programme for developing aesthetic values in any secondary class students by music or art or drama.

### **SUGGESTED READINGS:**

- Armstrong M (1980), The practice of Art and growth of understanding. in closely observed children: The diary of primary classroom Writers and readers.
- Devis J. S. (2008), Why your schools need the art. New york: Teachers college press.
- Heth cote D. & Bolton, G. (1994), Drama for learning : Dorothy heth cote mental of expert approach to education post mount henmon press.
- John B yogin c and chavala R(2007), Playing for real: using drama in classroom mac millan.
- Prasad, D., (1998), Art as basis of education National Book trust.

## **ENHANCING PROFESSIONAL CAPACITIES (EPC)**

### **UNDERSTANDING THE SELF**

**Course Code: BED-406    Credit-02    Contact Hours-30**

**Marks-50(40+10)**

### **COURSE OBJECTIVES:**

- Develop professional and personal self.
- Understand the importance of teacher professionalism.
- Make aware about the role of agencies and resources for professionalism.
- Acquire teaching competencies.
- Make the student-teachers understand the ethics and values of teachers.
- Understand the changing needs of the society.

### **Course Content:**

#### **Unit-I Understanding ‘Self’:**

- Situating ‘Self’ in society: understating of multiple identities such as gender, relational, cultural; understanding personal beliefs, stereotypes and prejudices resulting from these identities.
- The impact of one’s own socialization processes on the making of present ‘self’.
- Awareness of one’s own shifting identities as ‘student’, ‘adult’ and ‘student-teacher’.
- Reflections on one’s own aspirations and efforts in becoming a ‘teacher’ .

## **Unit-II Evolving identity as teacher**

- Evolving an identity as a teacher: progressive and open to re-construction.
- Developing own 'professional identity': Reflecting on own learning and action.
- Understanding own challenges and role as a teacher .
- Knowledge and practice of professional ethics.
- Teacher's autonomy : an integral part of its identity.
- Visualizing an enriching space for the development of teacher's identity .
- Developing as a Teacher: Role of Teacher Education Programmes .

## **Unit-III Multifarious Role of a teacher**

- Building a humane and caring society.
- Agent of social change.
- Teacher and Modernization.
- Science, Technology values and the new roles of the teachers.

## **Unit-IV Professional Development Of Teacher**

- Meaning-Significance.
- Continuous Professional Development-Need, Effects and Stages (Reflection, Identification of Needs, Learning Activity and Change in Practice).
- Teacher as a Reflective Practitioner.
- Ways and means of developing Professionalism.
- Agencies for Professional development of teachers.
- Professional Ethics of a Teacher –Obligation towards Students, Parents.
- Community and Society ,Profession and Colleagues.

## **Unit-V Special Issues and Concerns.**

- Challenges of learning and teaching.
- Child Protection and Child Rights.
- Social Media in the Classroom.
- Role of mother tongue in promoting nationalism and internationalism.
- Promoting of Culturally Inclusive Classroom Environment.

## **ASSIGNMENTS/ENGAGEMENT WITH FIELD ACTIVITIES : (Any One)**

- Formulate your own vision and mission as a teacher.
- Construct a tool for continuous self evaluation for understanding yourself a Teacher.
- Prepare a lesson plan which promote nationalism among secondary school students.

## **SUGGESTED READINGS:**

- Passi, B. K. (Ed) (1976).Becoming Better Teacher: A Micro Teaching Approach, Ahamadabad: Sahithya Mudranalaya.

- Fitchman & Silva (2003). *The Reflective Educators' Guide to Classroom Research*. California: Corwin Press, Inc.
- Crowder, N.A. (1959). *Action Research to Improve School Practices*. New York: Columbia University.
- Moody, M. (2010). Teaching Twitter and Beyond: Tip for Incorporating Social Media in Traditional Courses. *Journal of Magazine & New Media Research* 11(2): pp. 1-9.
- Banks, J. A. (1994) *Multiethnic Education: Theory and Practice*. Needham Heights, MA: Allyn & Bacon.
- Bromley, K. D. (1998). *Language art: Exploring connections*. Needham Heights, MA: Allyn & Bacon.
- Garcia, E. (1994). *Understanding and meeting the challenge of student cultural diversity*. Boston: Houghton Mifflin.
- Gollnick, D. M., & Chinn, P. C. (2001) *Multicultural Education in a Pluralistic Society*. New York: Prentice Hall.
- Westwood, M. J., Mak, A. S., Barker, M., & Ishiyama, I. (2000). Group procedures and applications for developing sociocultural competencies among immigrants. *International Journal for the Advancement of Counselling*, 22(4), 317-330.
- Wlodkowski, R. J., & Ginsberg, M. B. (1995). A framework for culturally responsive teaching, *Educational Leadership*, 53(1), 17-21.
- Woods, P. R., Barker, M. C., & Daly, A. (2004). *Teaching intercultural skills in the multicultural classroom*. Paper presented at the 4th Annual International Conference on Business, Honolulu, June 21-24.
- Teacher and Society' Report of the National Commission on Teachers.