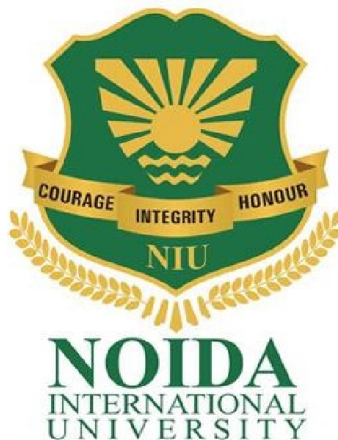# NOIDA INTERNATIONAL UNIVERSITY

SCHOOL OF EDUCATION

COURSE CURRICULUM

FOR

BACHELOR OF EDUCATION

(2 Year Course)

W.E.F Session 2015 onwards

Course Curriculum

FOR BACHELOR OF EDUCATION (B.ED) COURSE
(Effective from Academic session 2015)

Introduction- Bachelor of Education [B.Ed.] Program is an undergraduate professional degree that prepares students to work as teachers in schools. Duration of this program is 2 years with a total of 4 semesters. The B.Ed. degree is necessary for teaching at the secondary and higher secondary divisions. The B.Ed. syllabus is framed to meet the psychological temperament of the students and also focus on various educational methods of teaching. The curriculum has been organized in three broad categories, namely (i) Perspectives in Education (ii) Curriculum and Pedagogic Studies and (iii) Engagement with the Field.

(i) Perspectives in Education

Perspectives in Education includes the courses - the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, learning and teaching, gender in the context of school and society, creating an inclusive school, and health yoga and physical education.

(ii) Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic studies includes aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

(iii) Engagement with the Field/Practicum

The B.Ed. Programme provides sustained engagement with the Self, the Child, the Community and the School at different levels and by establishing close connections between different curricular areas. These curricular areas serve as an important link between the above two broad curricular areas through its following three components: (a) Tasks and Assignments that run through all the courses (b) School Internship (c) Courses on Enhancing Professional Capacities.

Programme Educational Objectives (PEO)

PEO1- Ability to develop the understanding and competencies for effective teaching learning process at the secondary stage.

PEO2- Ability to understand the psychological and sociological aspects of the child's development and also understand her/his behavior under different conditions.

PEO3- Ability to empower with pedagogic principles for implementing them in schools.

PEO4- Ability to realize that teaching is a noble profession.

PEO5- Ability to empower with knowledge, skills and values of love, compassion, integrity, service etc. to be competent, committed and creative for the development of a more just social order in an atmosphere of intellectual verve and moral integrity.

PEO6 - Ability to acquaint with communication technology and its application in teaching and learning in 21st century.

PEO7 - Ability to leverage the innate talent through academic and co-curricular activities.

PEO8 - Ability to empower with rational thinking and scientific attitude.

Programme Specific Outcome (PSO)

PSO1- Understand the reflective, analytical skills and critical issues of education.

PSO2- The knowledge and ability to apply build skills and abilities of communication, reflection, art, aesthetics, and self-expression.

PSO3- Demonstrate the ability to integrate the exhibit contemporary knowledge in education and will be competent to work in private and government institutions.

PSO4- Understanding role of every individual, authorities, stakeholder in the process of design conceptual implementation and ability to lead the team from different discipline utilizing knowledge of the diverse forms and the dimensions of professional practice.

Credit System-Credit requirement for award of B.Ed.:

- Every semester shall offer a minimum of 18 **credits** and a maximum of 22 **credits**.
- All courses of study put together would engage the students for a **minimum of 20 periods** or hours of study a week and a **maximum of 28 periods** or hours a week.

Under the Choice based credit system, which is a student or learner centric system, the courses of study in the Bachelor of Education Degree course shall be as under:

(1) **Professional Core (PC) Course:** A course, which should compulsorily be studied by a candidate as acore requirement is termed as a Core course.

(2) **Elective Course:** Generally a course which can be chosen from a pool of courses and are of two types:
   (i) **Professional Elective (PE)** which may be very specific or Specialized or Advanced or Supportive to the discipline or subject of study or which provides an extended scope.
   (ii) **Open Elective (OE)** which enables an exposure to some other discipline or subject or domain ornurtures the candidate's proficiency or skill

(3) **Employability Enhancement Courses (EEC)** which may be of two kinds: Employability Enhancement Compulsory Courses (EECC) and Skill Enhancement Courses (SEC)

The Weightage in terms of Credits for each of the above in the prescribed curriculum of the school shall be as follows:

S. No.	Credit Breakups	Percentage
1	Professional Core Courses	85%
2	Elective Courses	15%

While calculating credits the following guidelines shall be adopted, namely:

(i) 1 lecture period or hour shall have 1 credit;

(ii) 1 lab/workshop or seminar periods or hours shall have 1 credit and

(iii) For Practical training total number of credits shall be specified for one semester only.

Credit distribution in each semester (80 credits to 4 semesters)

Semester	Credits
Semester-I	22
Semester-II	22
Semester-III	18
Semester-IV	18

Course coding system

Every course coded by alphanumeric structure has 3 sequential orders (SQs):

SQ2- Name of Program

SQ3- No. of year

SQ4- No. of course in that particular semesterExample: for **BED101,**

• Course code for 1 course in First Year of both semesters of B.Ed. course program is **BED101**

(Where –1 represents no. of year, –01 represent the one course)

Scheme of Studies
Bachelor of Education

Scheme of Studies and Examination

B. Ed

First Semester

Duration of Semester   :   18 Weeks
Periods per week   :   24 Periods
Duration of each period   :   50 minutes

S. No.	Course Code	Course Names	L	Prc.	Periods Per Week	Credits	Exam Duration	Teaching Methodology
1.	BED101	Childhood and Growing Up	4	-	4	4	2	Lecture cum Discussion Method
2.	BED102	Philosophical & Sociological Foundation of Education	4	-	4	4	2	Lecture cum Discussion Method
3.	BED103	Language Across the Curriculum	2	-	2	2	2	Lecture cum Discussion Method
4.	BED104	Understanding Discipline and Subjects	2	-	2	2	2	Lecture cum Discussion Method
5.	BED105	School Organization and Management	2	-	2	2	2	Lecture cum Discussion Method
6.	BED110	Teaching of Physical Science(E)	4	-	4	4	2	Lecture cum Demonstration and Presentation
7.	BED111	Teaching of Commerce(E)	4	-	4	4	2	Lecture cum Demonstration and Presentation
8.	BED112	Teaching of Social Science(E)	4	-	4	4	2	Lecture cum Demonstration and Presentation
9	BED120	Understanding the Self	1	1*	3	2	External Viva	Workshop , Brain Storming and Report Writing
10.	BED121	Preliminary School Engagement-I	1	1*	3	2	External Viva	Observation, Diary Work and Report Writing
		Total	**20**	**02**	**24**	**22**		

(E)- Elective (Any One)
*1 Practical= 2 Periods= 1 Lecture

Scheme of Studies and Examination

B. Ed

SECOND SEMESTER

Duration of Semester   :   18 weeks
Periods per week   :   26 Periods
Duration of each Period   :   50 minutes

Sr. no.	Course Code	Course Names	L	Prc	Periods Per Week	Credits	Exam Duration	Teaching Methodology
1.	BED106	Learning and Teaching	4	-	4	4	2	Lecture cum Discussion Method
2.	BED107	Knowledge & Curriculum Perspectives in Education Part I	2	-	2	2	2	Lecture cum Discussion Method
3.	BED108	Assessment of Learning	4	-	4	4	2	Lecture cum Discussion Method
4.	BED109	Teacher As a Counselor	2	-	2	2	2	Lecture cum Discussion Method
5.	BED122	Drama and Art in Education	1	1*	3	2	External Viva	Workshop , Brain Storming and Report Writing
6.	BED123	Understanding of ICT	1	1*	3	2	External Viva	Workshop , Brain Storming and Report Writing
7.	BED124	Preliminary School Engagement-II	-	2*	4	2	External Viva	Observation , Brain Storming and Report Writing
8.	BED113	Teaching of Mathematics (E)	4	-	4	4	2	Lecture cum Discussion Method and Presentation
9	BED114	Teaching of Biological Science(E)	4	-	4	4	2	Lecture cum Discussion Method and Presentation
10.	BED115	Teaching of Home Science(E)	4	-	4	4	2	Lecture cum Discussion Method and Presentation
11.	BED116	Teaching of English(E)	4	-	4	4	2	Lecture cum Discussion Method and Presentation
12.	BED117	Teaching of Hindi(E)	4	-	4	4	2	Lecture cum Discussion Method and Presentation
13.	BED118	Teaching of Sanskrit(E)	4	-	4	4	2	Lecture cum Discussion Method and Presentation
14.	BED119	Teaching of Computer Science(E)	4	-	4	4	2	Lecture cum Discussion Method and Presentation
		Total	**18**	**4**	**26**	**22**		

(E)- Elective (Any One)
*1 Practical= 2 Periods= 1 Lecture

Scheme of Studies and Examination

B. Ed

THIRD SEMESTER

Duration of Semester   :   18 weeks
Periods per week   :   28 Periods
Duration of each Period   :   50 minutes

S. No.	Course Code	Course Name	L	Prc	Periods Per Week	Credits	Exam Duration	Teaching Methodology
1.	BED211	Internship-I	4	5*	14	9	External viva	Lecture, Demonstration, Practice and School Observation
2.	BED212	Internship-II	4	5*	14	9	External viva	Lecture, Demonstration, Practice and School Observation
		Total	**8**	**10**	**28**	**18**		

*1 Practical= 2 Periods= 1 Lecture

Scheme of Studies and Examination

B. Ed

FOURTH SEMESTER

Duration of Semester   :   18 weeks
Periods per week   :   20 Periods
Duration of each Period   :   50 minutes

Sr. no.	Course Code	Course Names	L	Prc	Periods Per Week	Credits	Exam Duration	Teaching Methodology
1.	BED201	Gender School and Society	4	-	4	4	2	Lecture cum Discussion Method
2.	BED202	Knowledge and Curriculum Perspective in Education Part-II	2	-	2	2	2	Lecture cum Discussion Method
3.	BED203	Creating and Inclusive School	4	-	4	4	2	Lecture cum Discussion Method
4.	BED204	Guidance and Counseling (E)	4	-	4	4	2	Lecture cum Discussion Method
5.	BED205	Value Education(E)	4	-	4	4	2	Lecture cum Discussion Method
6.	BED206	Health and Physical Education(E)	4	-	4	4	2	Lecture cum Discussion Method
7.	BED207	Adult and Population Education(E)	4	-	4	4	2	Lecture cum Discussion Method
8.	BED208	Environment Education(E)	4	-	4	4	2	Lecture cum Discussion Method
9	BED209	School Leadership(E)	4	-	4	4	2	Lecture cum Discussion Method
10.	BED210	Life Skills Education(E)	4	-	4	4	2	Lecture cum Discussion Method
11.	BED213	Reflection on School Experience	1	1*	3	2	External Viva	Workshop , Brain Storming and Report Writing
12.	BED214	Reading and Reflecting on Texts	1	1*	3	2	External Viva	Workshop , Brain Storming and Report Writing
		Total	**16**	**2**	**20**	**18**		

(E)- Elective (Any One)
*1 Practical= 2 Periods= 1 Lecture

Course Title: Childhood and Growing Up   **Credits: 4**

Course Code: BED101   **MM: 100**

Total Credits Hours: 4

Course Objectives:

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

Course Content:

Unit-I

Growth and Development

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

Unit-II:

Childhood and Development

- Physical- Motor Development
- Growth and Maturation
- Development of Gross and Fine Motor Skills
- Role of Parents and Teachers in providing opportunities of Physical – Motor Development e.g. play
- Social and Emotional Development :
- Basic understanding of Emotions (How differential Gender Socialization is seen happening in the Indian context?)
- Development of Emotions : Functions of Emotions
- Meaning of Gender roles, influences on Gender roles, Gender Stereotypes experienced in Home, School , Neighborhood (Including playground)

Unit- III

Socialization Agencies and the Child

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

Unit-IV

Childhood: Issues and Concerns.

- Social Issues: Counseling of Children for coping with stress in the following conditions:
- Separation of Parents
- Loss of Parents in Armed Conflict etc.
- Survivors of Child Abuse
- Health Concerns:
- Child Abuse: Issues and Problems and Awareness about Rights of the Child. Child Obesity: Causes and Remedies, Prevention through sports activities and yoga
- Equity Issues and Inclusion: Inclusion of the Differently Able Street Children and other marginalized groups in the context of India : Problems and strategies to achieve EFA (SSA, RMSA in particular)
- Schemes and programmes of GOI for Gender Equity and Equality in Education
- Protection of Child Rights: Role and Contribution of UNICEF , WHO , National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGO

Practical Assignments/Field Engagement: (Any one)

- Student's teachers to collate about ten newspaper articles that involve issues of parenting and childhood analyze these and hold discussions.

- Hands-on Experience of Studying Children and varying contexts in Childhood by undertaking a detailed Case Study of a child.

- The students can identify any child to understand 5-14 year old children in diverse contexts and use case profile method to study her.

- The teacher educator could organize the class in such a manner that different students' profile children from varied socio-economic backgrounds. This would allow for a wide range of data which could be subsequently analyzed in groups. The task could be

helpful in understanding and supporting developmental and educational needs of the marginalized learner; first- generation learners, street children and slum children; children with specialneeds.

Suggested Readings:

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

Assessment Method: Continuous Internal Assessment = 25%

Final Examination= 75%

Class Assignment : 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

Course Title: Philosophical and Sociological Foundations of Education

Credits: 4

Course Code: BED 102   **MM: 100**

Total Credits Hours: 4

Course Objectives:

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

Course Content:

Unit I:

Education: Meaning and Function

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

Unit II:

Thoughts of Thinkers on Education and its Practice

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

Unit III:

Education and Socio-Cultural Context

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

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

Unit IV:

Issues and Concerns in Education

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

Practical Assignments/ Field Engagement: (Any one)

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

Suggested Readings:

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

- Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, NewDelhi.
- Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.
- Mani R S (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society New Delhi.
- Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication.

Assessment Method: Continuous Internal Assessment = 25%

Final Examination= 75%

Class Assignment : 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

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

Course Code: BED103   **MM: 100**

Total Credits Hours: 2

Course Objectives:

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

Course Content:

Unit I:

Language and Communication

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

Unit II:

Acquisition of Language skills

- Acquisition of the Four Language Skills
- Listening Skills: Developing Pronunciation by Phonic Drills, Developing Vocabulary by listening to the usage of new words in different contexts and meaning making.
- Reading and Writing
- Relationship between Reading and Writing.
- Oral and silent Reading of Expository Texts: Strategic; Comprehension; Pre-Reading and Post Reading activities.
- Characteristics of a Good Handwriting; Developing the skill of writing effective compositions: Creative Writing, Letter Writing: Formal, Informal(emphasis on the letters which the teachers write in schools)
- Developing Effective Presentations by integration of the four language skills effectively Principles and Procedure

Unit-III:

Development of Language

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

Unit-IV:

Language and Curriculum Transaction

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

Practical Assignments/Field Engagement: (Any one)

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

Suggested Readings:

- Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). *Second language acquisition.* New Delhi:Sage Publications.
- Agnihotri, R.K. (1999). Bachchon ki bhashaa seekhne ki kshamata, bhag 1 or 2.*ShakshikSandarbh.* Bhopal: Eklavya (p.p??).
- Agnihotri, R.K. (2007). *Hindi: An essential grammar.* London: Routledge
- Agnihotri, R.K. (2007). *Towards a pedagogical paradigm rooted in multiliguality.*International Mulilingual Research Journal, Vol.(2) 1-10
- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). *Bhasha, bhubhashita orhindi: Ekanth samvaad,* New Delhi: Shilalekh
- Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New

York:Primary English Teaching Association Cornell University.

- *Krashen, S. (1982).* Principles and practice in second language acquisition. *Pergamon Press Inc*
- Kumar, K. (2000). *Childs language and the teacher.* New Delhi: National BookTrust.
- Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early ChildhoodYears.
- Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) Handbook of Research on the Education of Young Children, New York: Macmillan. 137-150.
- NCERT (2005). National Curriculum Framework (NCF). New Delhi:NCERT.
- Reading Development Cell, NCERT (2008). *Reading for meaning.* New Delhi: NCERT.
- Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? Language Arts. 57(4).
- Yule, G. (2006). *The study of language.* Delhi: Cambridge UniversityPress.

Assessment Method: Continuous Internal Assessment = 25%

Final Examination= 75%

Class Assignment : 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

Course Title: Understanding Discipline and Subjects   **Credits: 2**

Course Code: BED104   **MM: 100**

Total Credits Hours: 2

Course Objectives

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

Course Content:

Unit I:

Knowledge and Methods of Enquiry

- Disciplinary Knowledge :Nature and Scope,
- Interdisciplinary Knowledge: Nature ,Scope and Need
- Knowledge as Construction of Experience; Case examples from School Subjects
- Knowledge as distinct from Information; Case examples from School Subjects
- Methods of Inquiry, Scientific Thinking, Social Scientific Thinking, Mathematical Thinking ,Critical Thinking
- Language, Social Relations, Power, Identity and Thinking (Relationship and Interface with Knowledge).

Unit II:

Learner and their Contexts

- Interface between Knowledge, Subjects ,Curriculum, Textbooks, Linguistic background of learners
- Alternative Frameworks of Children's Thinking
- Child and Adult Misconceptions: Meaning, Scope in a Classroom, Processes to be used to Dispel Misconceptions.
- Everyday Concepts and Situated Cognition
- Pedagogical Perspective and Concerns of Inclusive Education in Schools

Unit III:

Pedagogic Practice and the Process of Learning

- Critical Examination of Terminology and Notions associated with Child-centered Education
- Critical understanding of standardized pedagogic methods: concept-formation; enquiry-based learning; project-based learning etc.
- Interrogating disciplinary practices and Creating non-threatening learning environments: Relevance, Scope and Process

Unit IV:

Critical Study of ICTs and Developing Capacities

- Critical examination of the role of ICT in Effective Curriculum Transaction and Evaluation
- Capacity development of teachers and Students in the use of ICTs
- ICT - based teaching-learning approaches in schools
- Role of Open and Distance Learning in Catering to Diversity in Learners and Learning Styles.

Practical Assignments/Field Engagement (Records to be Maintained) (Anyone)

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

Suggested Readings:

- Batra, P. (Ed.) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage.
- Bruner, J. (1996). In The Culture of Education. Cambridge: Harvard University Press, Folk Pedagogy, 44-65.
- Dewey, J. (1897). My Pedagogic Creed. School Journal, Vol. 54.
- Driver, R. (1981). Pupils' Alternative Frameworks in Science. European Journal of Science Education. 3(1), 93-101.
- Holt, J. (1990). Learning All the Time. New York: Addison-Wesley Publishing Co.

Assessment Method: Continuous Internal Assessment = 25%
Final Examination = 75%
Class Assignment : 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: School Organisation and Management   **Credits: 2**

Course Code: BED105   **M.M.-100**

Total Credits Hours: 2

Course Objectives:

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

Course Content:

Unit I:
Administration of Schools

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

Unit II:
School as an Organisation

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

Unit III:
Dynamics of Supervision

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

Unit IV:

Elements of School Management

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

Practical Assignments/Field Engagement: (Any one)

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

Suggested Readings:

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

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Teaching of Physical Science   **Credits: 4**

Course Code: BED110   **MM: 100**

Total Credits Hours: 4

Course Objectives:

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

Course Content:

Unit-I:

Nature and Scope of Physics

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

Unit-II

Planning, Designing and Transaction

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

Unit-III:

Physics Curriculum: Effective Transaction and Evaluation

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

Unit IV:

Professional Development of a Physics Teacher

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

Practical Assignments /Field Engagement (Records to be maintained) (Any one)

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

Suggested Readings:

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

Assessment Method: Continuous Internal Assessment= 25%

Final Examination= 75%

Class Assignment: 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

Course Title: Teaching of Commerce   **Credits-4**

Course Code: BED111   **M.M.100**

Total Credits Hours: 4

Course Objectives:

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

Course Content:
Unit - I:

Introductory Framework

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

Unit - II:

Objectives and Planning for Business Education

- Nature of general & specific objectives, behavioral objectives, techniques of writing objectives
- Unit Planning and Lesson Planning. Micro Teaching.

Unit-III:

Pedagogy of Business Studies

- Lecture Method
- Discussion Method

- Group work & collaborative learning
- Project Method
- Problem Solving method
- Teaching through Games
- ICT as a Resource in Teaching-Learning
- Case Studies
- Development of Higher Order Thinking Skills (through following activities) Collaborative group activities, Problem-solving activities and Questioning for development of critical thinking. Co-curricular activities
- Business Studies based co-scholastic activities and their utility, linkage of school and outside organizations for strengthening knowledge about business Instructional Media
- Meaning, Types of Instructional Media, scope of using Instructional Multi Media for the teaching of Business Studies.
- Textbook: Features of a good textbook, Selection of text books, reference books and professional journals for business studies.(Educational tours to any business Organisation)
- Use of web quest, blogs and social media for teaching-learning Business studies.

Unit - IV:

Technology Integration and Evaluation

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

Practical Assignments/Field engagement: (Any one)

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

Suggested Readings:

- Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi: Arya Book Depot.
- Bhatia, S.K. (1979), Teaching of Principles of Commerce and Accountancy, CIE Publication, Delhi.
- Schrag & Poland (1987). A System for Teaching Business Education. McGraw Hill Book Company. New York.
- Siddique, M. Akhtar and Khan, R. S. (1995). Handbook for Business Studies Teachers, Jamia Millia Islamia, New Delhi.
- Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from: http://delhi. gov. in/wp s/wcm/connect/doit_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/ Commerce/
- Tonne, Herbhert & Lovis C. Nancy. (1995). Principles of Business education. McGraw Hill, New York
- Verma, D.P.S.; Commerce Education in Rajput, J.S. (Ed.)(2000) Encyclopedia of Indian Education, Vol. I; NCERT.
- Wadhwa, Toolika (2008); Commerce Education at Senior- Secondary Level: Some Reflections: in MERI Journal of Education; New Delhi; Vol. III; No. II

Assessment Method: Continuous Internal Assessment= 25%

Final Examination= 75%

Class Assignment: 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

Course Title: Teaching of Social Science   **Credits-4**

Course Code: BED112   **M.M: 100**

Total Credits Hours: 4

Course Objectives:

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

Course Content:

Unit - I:

Learning and Teaching Social Science

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

Unit - II:
Methods and Strategies

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

Unit - III:

Integration of Technology and its Applications

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

Unit IV:
Evaluating Student learning

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

Practical Assignments/Field engagement: (Any one)

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

Suggested Readings:

- Aggarwal, J.C. (1982), Teaching of Social Studies, New Delhi: Vikas Pub..
- Kochhar, S.K. (1983), Teaching of Social Studies, New Delhi: Sterling Publications,.
- Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
- Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Pub.,
- Michaels U. John(1992), Social Studies for Children
- Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
- Preston, Ralph C(1955)., Handbook of Social Studies, Rhinehart and Company,.
- Shaida, B.D(1962)., Teaching of Social Studies, Jalandhar: Panjab Kitab Ghar,
- Teaching Social Studies in High School, Wesley Edgar Bruce
- UNESCO (1981), Handbook for teaching of Social Studies.
- Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co. Zevin Jack (2000) - Social Studies for the Twenty first Century

Assessment Method: Continuous Internal Assessment= 25%

Final Examination= 75%

Class Assignment: 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

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PRACTICALS

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Course Code: BED120   **Credits: 2**

Course Title: Understanding the Self   **MM: 100**

Total Credit Hours: 2

Course Objectives:

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

Course Content:

Unit I:
Journal Writing

Each student-teacher will be asked to maintain a regular Journal, in which he/she may write:

- Short reflective accounts of significant life experiences
- Observations of life situations that evoke questions and responses
- Questions on education, learning and teaching that he/she is facing
- The Journal should be periodically shared (once may be undertaken in a week) via faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

Unit II:
Writing Tasks

- Writing an 'Educational autobiography' with respect to their experience as a learner till now
- Writing a reflective statement of aspirations and expectations, based on one's learning so far in the course (after 4 months in the course)

Unit III:
Workshop 1:
A significant event or experience in life Suggested workshop themes

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

Workshop 2:

Learning to Observe (and to Listen)

Suggested workshop themes:

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

Workshop 3: Mindfulness in the classroom

Suggested workshop themes

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

Unit IV

Workshop 4: Understanding working in groups

Suggested workshop themes

- Exploring structural situations that promote competition or cooperation such as participation in games
- Exploring hierarchies and role-taking in group situations
- Exploring Gender Stereotypes in groups
- Facilitation of group working - everyone has a part to play
- Exercises for learning to work in groups (Modes of Transaction would include 'role-plays ' and 'enactments ' followed by discussion)

Workshop 5: Viewing and analyzing film

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

Workshop 6:

- Celebration of an iconic cultural figure (any three) (e.g. Kabir/Tagore/ Veer Sarvarkar/ Saadat Hasan Manto/Begum Akhtar/Habib Tanvir /Narayan Guru/Meerabai/Akka Mahadevi/ Jnaneswar/ Basava/Teejan Bai
- Suggested workshop themes
- Authentic performance by a practitioner who is continuing the Legacy
- Participation in learning and celebrating (in appropriate media) Documentary Film
- Discussion of cultural world-view and contemporary relevance of the Icon
- Writing based on the above

Seminar 1: Glimpses of different childhoods in India

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

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

- Student -Teachers to develop then, own digital stories on the theme of: Journey towards understanding self-integrating text, graphics and audio-visuals.
- The activities undertaken to be documented in the form of an e portfolio for external evaluation.

Assessment Method: Continuous Internal Assessment= 40%
Final Examination= 60%
Class Assignment: 20%
Mid Term: 20%
End Term: 60%
Exam Duration: N.A.
Maximum Marks: 100

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

Course Code: BED121   **Credits: 2**

Total Credits Hours: 2   **MM: 100**

Course Objectives:

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

Assessment Method: Continuous Internal Assessment= 40%

Final Examination= 60%

Class Assignment: 20%

Mid Term: 20%

End Term: 60%

Exam Duration: N.A.

Maximum Marks: 100

SEMESTER II

Course Title: Learning and Teaching   **Credits: 4**

Course Code: BED106   **MM: 100**

Total Credits Hours: 4

Course Objectives:

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

Course Content:
Unit I: Development and Learning

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

Unit II:
Cognition and Learning

- Approaches to Learning:
- Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist. Theories of Learning (Concepts, Principles and applicability is different learning situations): -Thorndike, Pavlov, Skinner, Kohler, Guthrie-Piaget, Rogers, Bandura Vygotsky. Distinction between learning as 'Construction of Knowledge' and 'Learning

as Transmission and Reception of Knowledge'
- Meaning of 'Cognition' and its role in learning.
- Socio-Cultural factors influencing Cognition and Learning
- Understanding processes that facilitate 'Construction of Knowledge':
  1-Experiential Learning and Reflection
  2-Social Mediation
  3-Negotiability
  4-Situated Learning and Cognitive Apprenticeship
  5-Meta-cognition
- Role of a teacher in a teaching-learning context:
  1-Transmitter of knowledge
  2-Model
  3-Facilitator
  4-Negotiator
  5-Learner

Unit-III:
Intelligence and Motivation

Defining Intelligence (Definitions given by different Psychologists)
- Nature of Intelligence and the role of Heredity and Environment
- Theories of Intelligence
- Spearman's Two Factor theory
- Guilford's Factor Analytical Theory Cattell and Horn's Theory of Intelligence
- Sternberg's Information Processing Theory Howard Gardner's
- Theory of Multiple Intelligence
- Assessment of Intelligence
- Individual Tests - Verbal Test Group Tests Verbal/Non Verbal
- Use, Misuse and Abuse of Intelligence Testing
- Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, 11-Role of a teacher in motivating students: Need andStrategies.

Unit IV:
Personality and Adjustment

Meaning and Nature of Personality
- Theories of Personality
- Type Approach - Hippcrates, Kretschmer, Sheldon, Jung Trait Approach - Allport, Cattell Type cum Trait Approach - Eysenck
- Psychoanalytic Approach - Freud, Adler
- Humanistic Approach - Maslow, Roger
- Learning Approach - Bandura and Walters
- Meaning and nature of Adjustment -(in the context of teaching and learning)
- Adjustment as Achievement and Process and Areas of Adjustment
- Methods of Adjustment - Direct methods/Indirect methods

- Characteristics of a Well Adjusted Person

Workshops

The student-teacher does observation of children at play and maintains diaries to acquaint themselves with the different strategies of children employ in Learning and Cognition - 2 hours each across 4 observations; observations can be carried out in the schools. The students could identify different games that children play; Individual and Group behaviour in play; friendships and social relationships. (The analysis could include the following aspects: Motor Skills, Language used during Play, Group Structure and Interactions, arriving at rules and following them, Gender Behaviours, Patterns of Negotiation and Resolving Conflict, Folk Songs and Games, Popular Culture).

- The above field engagement is to be followed by post-assignment discussion during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.

- Student-teachers shall conduct Individual and Group Intelligence Testing through appropriate culture fair Tests chosen by Faculty Mentors and prepare ane-portfolio of the entire project.

Reference Books/ Text Books

- Bettelheim, B. (1987). The Importance of Play. *The Atlantic Monthly,* March.
- Bodrova, E. and Deborath J. Leong (1996). *Tools of the Mind.* New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development.
- Chapter 10: Play as a leading activity.
- Bodrova, E. and Leong, D. (1996). *Tools of the Mind.* New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: TheZone of Proximal Development.
- Cox M. (2005). *The Pictorial World of the Child.* New York: Cambridge University Press.
- Crain, W. (1992). *Theories of Development: Concepts and Applications.* (3rd Edition).New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development,Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12:Erikson and the Eight Stages of Life.
- Elkind, D. (1976). *Child Development and Education.* Oxford UniversityPress.
- Erikson, Eric, H. (1972). *Play and Development.* New York: W.W. Norton.
- Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences.* London: Paladin Books.
- Garvey, C. (1990). *Play.* Cambridge: Harvard University Press.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review,* 47 (4), 481-517.
- Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook.* New York: Taylor & Francis. Chapter 7: The beginningsof Language
- Development, Chapter 10: Social Development in Pre-school Years, Chapter14: Social

Development in the School Years.

- Hergerhahn, B.R.(1976).An Introduction to Theories of Learning, Englewood Cliffs ,NJ:Prentice Hall.
- Holt, J. (1967). *How Children Learn.* London: Penguin.
- Lefrancois, G. (1991). *Psychology for Teaching.* Wadsworth Publishing Co.Chapter
- 1: Psychology for teaching, Chapter 5:Thinking and remembering, Chapter 8 :Intelligence and creativity.
- Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning.* Noida: Harper Collins. Chapter 2: Learning,22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222253.
- Mangal, S.K(1997)Advanced Educational Psychology; New Delhi :Prentice Hall of India
- Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children.* New York: W. H. Freeman.

Assessment Method: Continuous Internal Assessment= 25%

Final Examination= 75%

Class Assignment: 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

Course Title: Knowledge and Curriculum Perspectives in Education Part I

Course Code: BED107   **Credits: 2**

Total Credits Hours: 2   **MM: 100**

Course Objective:

To enable student teacher appreciate the relationship between Schooling, Education and Knowledge as given by different Indian and Westernthinkers.

- To examine the different sources of knowledge and their kinds
- To familiarize students with the process of Constructions of Knowledge
- To critically analyze the role of Education in reproducing Dominance andChallenging Marginalization with reference to Class, Caste, Gender and Religion**.**

Course Content:

Unit -I:

Knowledge, Education and Schooling

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

Unit-II:

Child's Construction of Knowledge

Sources of Knowledge: Empirical knowledge Vs Revealed knowledge

- Different kinds of knowledge:
- Disciplinary knowledge: Concepts and Alternative Concepts
- Course content knowledge: Criteria of Selection and Concerns
- Indigenous knowledge Vs. Global knowledge
- Scientific knowledge Vs. Religious knowledge
- Process of Construction of Knowledge as given by Jean Piaget, Jerome Bruner and Lev Vygotsky
- Concepts of Belief, Information, Knowledge and Understanding
- Processes and Criteria to be kept in mind for Curriculum Construction

Unit-III:

History, Politics and Education

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

Unit- IV

Knowledge and Power: Sociological Perspective

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

Workshops

- To engage the learners in critically analyzing issues related to Curriculum in the field through the following screenings and based on the same a diary to be maintained to record their reflections post the six screenings(Group Discussions to be held in the presence of Faculty Mentors):
- CDs/DVDs to be Screened for the Student-teachers:
  CIET/NCERT CD ROM Four Educational Riddles by Krishna Kumar
- Debrata Roy DVD The Poet & The Mahatma
- Krishnamurthy Foundation India DVD The Brain is Always Recording
- NCERT CD ROM Battle For School by Shanta Sinha
- NCERT CD ROM Globalization and Education
- Sri Aurobindo Ashram Trust DVD India and Her Future

Reference Books/ Text Books

- Badheka, G (2001). *Baal Shikshan aur Shikshak.* Bikaner: Vaagdevi Prakashan.
- Chanana, Karuna (2008). Bharat main Prathmik Shiksha main Langik Asamnata: Manavadhikar Paripekshya in Sureshchandra Shukla and Krishna Kumar (Eds.)
- Dewey, John. (2009). *School aur Samaj.* Delhi: Aakar. Chapter 2: School aurBachche ka Jeevan (Also available in English Dewey (2007, 1899) *The School and Society*Cosimo: New York).
- Dewey, John. (1952). *The School and the Child,* New York: The Macmillan Company, (Also available in Hindi *School aur Bachche* Translation: RRCEE)

- Kumar (Eds.) (1985). *Sociological Perspectives in Education: A Reader.* Delhi: Chanakya Publications.
- Kumar, Krishna (1988). *What is Worth Teaching.* New Delhi: Orient Longman. Chapter 1: What is Worth Teaching? Chapter 2: Origins of the Textbook Culture, Chapter 9: Listening to Gandhi (Also Available in Hindi *Shaekshik Gyan aur Varchasav.* New Delhi: Granthshilpi.)
- Krishnamurti, J. (2006). *Krishnamurti on Education.* Part I: Talks to Students: Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussionwith Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.
- Palmer, Joy A. et. al (2001). Jean- Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori *Fifty Major Thinkers on Education From Confucious to Dewey*, USA: Routledge.

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Assessment of Learning   **Credits: 4**

Course Code: BE108   **MM: 100**

Total Credits Hours: 4

Course Objective:

- To become cognizant of key concepts such as measurement & evaluation, assessment, test examination, formative & summative evaluation etc.
- To be exposed to different kinds of assessment that aid student learning.
- To have an idea of new trends in evaluation.
- To learn the different characteristics of standardize test- Reliability , Validity, Norms etc.
- To relate and use statistics in educational settings.

Unit- I

Concept of Evaluation

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

Unit - II

Tools and Techniques of Evaluation

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

Unit- III

Statistical Methods and Interpretation of scores

- Need & Importance of Statistics in Evaluation

- A- Graphical Representation
- B- Histogram, Frequency Polygon, Pi Charts
- C- Measures of Central Tendency:- Mean, Median, Mode. (Meaning, Characteristics, use only)
- D- Measures of Variability:(Meaning, Characteristics, Use only) Range, Quartile deviation, Standard deviation
- E- Normal Probability Curve:-Properties and Uses. (Skewness and Kurtosis, Meaning & Reasons)
- F- Coefficient of Correlation-Spearman's Rank Rule Method
- G- Percentile & Percentile rank (Meaning & Uses)

Unit IV

New Trends in Evaluation (Need and Use)

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

Practical Assignments/Field Engagement: (Any one)

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

Suggested Readings:

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

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Teacher as a Counselor   **Credit: 2**

Course Code: BED109   **MM: 100**

Total Credits Hours: 2

Course Objectives:

- To sensitize the student-teachers with the need and relevance of Guidance and Counselling
- To develop an understanding of the process of Guidance and Counselling
- To analyze the role of the teacher in the provision of Guidance andCounselling

Course Content:

Unit I:

Concept and Need of Guidance and Counseling

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

Unit II:

Counseling: Concept and Types

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

Unit III:

Coping with Stress: Emotions and Skills

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

Unit IV:

Issues and Concerns in Schools

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

Practical Assignments /Field Engagement: (Any one)

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

Suggested Readings:

- Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling,Jalandhar: Doaba House.
- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup andSons.
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
- Gibson, R.L. and Mitchell(2008). Introduction to counseling and Guidance.New Delhi: PHI Learning Pvt. Ltd.
- Joneja G. K. (1997); Occupational information in Guidance, NCERTpublication
- Kochhar S.K. (1999) Guidance and counseling in colleges and universities
- Nayak A.K. (2004); Guidance and Counseling
- Oberoi S.C (2000); Educational, Vocational Guidance and Counseling
- Rao S. N. (1991) Counseling and Guidance.
- Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.
- Sharma R A Fundamentals of Guidance and Counseling
- Sharma, R. N. (2004); Guidance and Counseling
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling,New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.

- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Drama and Art in Education   **Credits: 2**

Course Code: BED122   **MM: 100**

Total Credits Hours: 2

Objectives of the Course:

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

Course Content:

Unit I:

Visual Arts and Crafts

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

Unit II:

Performing Arts: Dance, Music, Theatre and Puppetry

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

Unit III:

Appreciation of Arts

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

Unit IV:

Engagement in Analysis and Activities:

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

Practical Engagement Workshops:

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

Approach for Teaching—learning Process in Institutions:

- Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers may can also be motivated to interpret art works/events etc. to enhance their aesthetic sensibility.

- Resource Centre for Arts and Crafts should house materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals which must be displayed for the purpose of reference and continuous motivation. Application of Arts and Aesthetics in day-to-day life, in the institute and in the community is some of the practical aspects, which needs to be taken care too. Student- teachers must organize and participate in the celebrations of festivals, functions, special days, etc.

- Students to be assessed externally based on the e portfolio they submit to their faculty mentors individually, documenting all the activities they undertake in this practical course.

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

Assessment Method: Continuous Internal Assessment= 40%

Final Examination= 60%

Class Assignment: 20%

Mid Term: 20%

End Term: 60%

Exam Duration: N.A.

Maximum Marks: 100

Course Title: Understanding of ICT   Credits: 2

Course Code: BED123   MM: 100

Total Credits Hours: 2

Objectives of the Course:

- Preparing teachers to use technology in classrooms 2- Have a basic familiarity with computers
- Understand and appreciate ICT as an effective learning tool for learners
- Understand ICT as enormous functional support to teachers.

Course Content:

A workshop on ICT for 10-15 days may be organized. Student teachers are expected to learn the following:

- Use of radio and audio media in script writing, story telling

- Use of T.V and Video in education

- Use of newspapers in education

- Functional knowledge of operating computers-word processing, power point, Excel etc.

- Effective Browsing of internet for selection of relevant information

- Relevant material

- Competencies in developing software

- Developing PPT for classroom use

- Use of available software or CDs

Assessment Method: Continuous Internal Assessment= 40%

Final Examination= 60%

Class Assignment: 20%

Mid Term: 20%

End Term: 60%

Exam Duration: N.A.

Maximum Marks: 100

Course Title: Preliminary School Engagement PSE II (2 Weeks)   Credits: 2

Course Code: BED124   **MM: 100**

Total Credits Hours: 2

Objectives of the Course:

Organization of Co-curricular activities by pupil teachers by assisting and participating in the organization of the same and recording experiences of the same in a reflective journal.

- Writing a reflective journal on the problems faced by teachers in assessmentthrough the scheme of Continuous and Comprehensive Evaluation by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.
- The student teacher shall also undertake the field activities pertaining to the practical during this period.

Assessment Method: Continuous Internal Assessment= 40%

Final Examination= 60%
Class Assignment: 20%
Mid Term: 20%
End Term: 60%
Exam Duration: N.A.
Maximum Marks: 100

Course Title: Teaching of Mathematics **Credits: 4**

Course Code: BED113 **M.M.100**

Total Credits Hours: 4

Objectives of the Course:

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

Course Content:

Unit-I:

Introduction to Mathematics

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

Unit-II:

Place of Mathematics in secondary school curriculum

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

Unit-III:

Instructional strategies and methods of teaching mathematics

- Inductive, deductive approach .Analytic and synthetic approach .Heuristic and project approach .Problem solving method .Constructivist approach .Activity method and cooperative learning.
- Organization of teaching strategies in Mathematics
- Different models of lesson planning.
- Micro Teaching, Unit Planning and Lesson planning
- Selecting appropriate instructional strategies related to various topics included in secondary classes of the CBSE in the following areas:

  (a) Teaching of Arithmetic (Commercial Math)
  (b) Teaching of Algebra (Polynomials, algebraic identities, Linear equations, Quadratic equations)
  (c) Teaching of Geometry (Lines, Angles, Congruent Triangles and Similar Triangles)
  (d) Teaching of Mensuration (Surface areas and volumes of solid figures)
  (e) Teaching of Statistics (Measures of central tendency - graphicalrepresentation)
  (f) Mathematics clubs Development and use of Mathematics club in school.
  (g) Organizing various activities-Mathematics fairs, quiz, Olympiad, talent search examination

Unit-IV:

Technology Integration and Evaluation

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

Practical Assignments/Field engagement: (Any one)

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

Suggested Readings:

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

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Teaching of Biological Science   **Credits: 4**

Course Code: BED114   **MM: 100**

Total Credits Hours: 4

Objectives of the Course:

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

Course Content:

Unit-I:

Biology in the School Curriculum

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

Unit-II:

Planning Designing and Transaction of Biology Curriculum

Micro Teaching

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

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

Unit-III:

Assessment in Biology

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

Unit-IV:

Professional Development of a Biology Teacher

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

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

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

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

Suggested Readings:

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

Assessment Method:
Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Teaching of Home Science   **Credits: 4**

Course Code: BED115   **MM: 100**

Total Credits Hours: 4

Objectives of the Course:

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

Course Content:

Unit - I:

Meaning and Scope of Home Science

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

Unit - II:

Planning and Designing for Effective Instruction in Home Science

- Planning for instructional process - need, advantages and strategies
- Micro Teaching, Unit Planning and Lesson planning.
- Illustrations of Teaching Learning Process in Home Science
- Teaching of Human Development
- Teaching of Foods and Nutrition
- Teaching of Textiles and Clothing
- Teaching Community Resource Management and Extension
- Audio visual aids in teaching of Home Science
- Use and Management of Home Science Laboratory

Unit - III:

Approaches and Methods of Teaching Home Science

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

Unit - IV:

Evaluation in Home Science

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

Practical Assignments /Field Engagement (Any One)

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

Suggested Readings:

- Bloom, Benjamin, (Ed.) and others (1965) *Taxonomy of Educational Objectives: The Classification of Educational Goals,* Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
- Broudy, Harry S. and Palmer, John R. (1966) *Examples of Teaching Method,* Chicago, Second Printing, Chicago, Rand McNally & Co.
- Chandra A. (1995) *Fundamentals of Teaching Home Science,* ND: Sterlingpublishers.
- Dale Edgar (1962), *Audio Visual Methods in Teaching,* revised edition, Hold, Rivehart and Winston, New York.
- Das, R.R. & Ray B. (1989) *Teaching of Home Science,* ND: Sterling Publishers.
- Devdas R.P. (1976). *Teaching Home Science,* AI Council for Teaching Science.

- Hall & Paolucci (1968), *Teaching Home Economics,* NY: Wiley Eastern P. Ltd.

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Teaching of English   **Credits: 4**

Course Code: BED116   **MM: 100**

Total Credits Hours: 4

Objectives of the Course:

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

Course Content

Unit - I:

Fundamentals of Language

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

Unit - II:

Language Development Skills and Learning Resources

- Listening: Concept, types, Significance and Activities to develop Listening and its evaluation
- Speaking: Concept, Significance and activities to develop speaking and its evaluation
- Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word reading) and its evaluation
- Writing: Types of Composition (Guided, Free and Creative), EvaluatingCompositions, Letter Writing (Formal, Informal)
- Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopedia, Thesaurus)
- Learning resources: Computer Assisted Language Learning(CALL),Library, Language

Laboratory e-resources

.

Unit – III

English Language Pedagogy

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

Unit - IV:

Professional Growth and Learner Evaluation

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

Practical Assignments/Field Engagement (Any one)

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

Suggested Readings:
- Amritavatli, R, (1999): Language as a Dynamic Text: Essays on Language,Cognition and Communication. CIEFL Akshara series. Hyderabad: AIllied Publishers
- Choudhary, N.R, (2002) :English Language Teaching, Himalaya Publish House, Mumbai
- Dave, Pratima S, (2002): Communicative Approach to the Teaching of
- English as A Second Language, Himalaya Publishing House, Mumbai.
- Davis, Paul and Mario Rinvolucri, (1988): Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers

- Grillett, M (1983): Developing Reading Comprehension, London, CUP.
- Halbe Malati, (2005) :Methodology of English Teaching , Himalaya PublishingHouse,
- Parrot, M (1993),Tasks for the Classroom Teacher, London, Pergamon
- Prabhu, N.S. (1987): Second Language Pedagogy. Oxford University Press, NY.
- Sahni Geeta(2006),Suggested Methodology of Teaching English .
- Sunwani, V.K, (2005), The English Language and Indian Culture.
- Thomson & Wyatt HG(2000),Teaching of English in India, University of London.
- Valdmen., (1987) Trends in Language Teaching, New York, London Mac GrawHill.

Assessment Method: Continuous Internal Assessment= 25%

Final Examination= 75%

Class Assignment: 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

Course Title: हिंदी शिक्षण   **Credits: 4**

Course Code: BED117   **MM: 100**

Total Credits Hours: 4

Objectives of the Course:

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

इकाई १:

हिंदी भाषा शिक्षण सैद्धांतिक परिपेक्ष्य

- भाषा अर्थ ,महत्व ,प्रकार्य
- विद्यालय पाठ्यचर्या में हिंदी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियां
- प्रथम भाषा, अन्य भाषा, संपर्क भाषा एवं राजभाषा के रूप में हिंदी, प्रथम भाषा एवं अन्य भाषा के रूप में हिंदी शिक्षण उद्देश्यों में अंतर
- हिंदी भाषा के तत्व, हिंदी शिक्षक के लिए इन तत्वों के ज्ञान की उपयोगिता, भाषा के तत्वों का शिक्षण

इकाई २:

भाषा कौशल एवं व्याकरण शिक्षण

- पठन कौशल- तात्पर्य, महत्व, उद्देश्य, पठन की विशेषताएं , सस्वर तथा मौन पठन, गहन अध्ययनिष्ठ पठन तथा व्यापक पठन-पठन कौशल विकास तक क्रियाएं, पठन दोष कारण तथा निराकरण
- लेखन कौशल- तात्पर्य, महत्व ,उद्देश्य ,लिखित अभिव्यक्ति के विविध रूप ,निर्देशित लेखन, स्वतंत्र लेखन, सृजनात्मक लेखन, लिखित अभिव्यक्ति के विविध रूपों का शिक्षण लेखन ,कौशल विकासक क्रिया है लिखित कार्य का मूल्यांकन संशोधन कार्य
- भाषा शिक्षण में व्याकरण का स्थान, महत्व एवं उपयोगिता, उद्देश्य, शिक्षण विधियां, व्यवहारिक व्याकरण

इकाई 3:

साहित्य शिक्षण

- कविता शिक्षण- महत्व ,उद्देश्य, कविता शिक्षण के पक्ष, कविता के रसास्वादन के विधियां, मूल्यांकन
- गद्य शिक्षण- निबंध एवं निबंधित तर विधाएं, महत्व ,उद्देश्य, विद्यागत अंतर एवं उनके अनुसार शिक्षण विधियों का प्रयोग, गहन अध्ययन इष्ट एवं विस्तृत अध्ययन पाठों की शिक्षण विधि में अंतर मूल्यांकन

- रचना शिक्षण- महत्व, उद्देश्य ,रचना के विविध रूपों का शिक्षण मूल्यांकन

इकाई 4:

हिंदी शिक्षण सहायक साधन सामग्री एवं मूल्यांकन

- पाठ्य पुस्तकों एवं पूरक पुस्तकों का महत्व विशेषताएं निर्माण एवं मूल्यांकन

- शैक्षिक उपकरणों का महत्व एवं उपयोगिता उपकरणों के विविध रूप एवं उनका प्रसंगानुरुप प्रयोग हिंदी भाषा शिक्षण में सूचना प्रौद्योगिकी की भूमिका तथा उसका यथावसर प्रयोग

- पाठ्य सहगामी क्रियाओं के प्रकार एवं भाषा शिक्षण अधिगम में उनका योगदान क्रियाओं का आयोजन मूल्यांकन

- मूल्यांकन की आधुनिक संकल्पना परीक्षा परीक्षण एवं मूल्यांकन में अंतर, हिंदी शिक्षण में मूल्यांकन का महत्व ,उद्देश्यनिष्ठ मूल्यांकन की आवश्यकता, सतत एवं व्यापक मूल्यांकन परीक्षण प्रश्नों के प्रकार एवं उनकी रचना प्रक्रिया

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

व्यवहारिक पक्ष कोई दो

- कल्पना प्रधान, भाव प्रधान एवं विचारात्मक लेखन के लिए मौलिक विषयों की सूची का निर्माण

- उच्चारण वर्तनी के सामान्य दोषों का संकलन और उसके लिए उपचारात्मक अभ्यासो की रचना

- शब्द भंडार वृद्धि के लिए पाठ्य पुस्तकों से प्रत्यय, उपसर्ग, संधि, समास युक्त शब्दों का चयन कर उन्हें सूचीबद्ध करना

- पाठ्य पुस्तकों में निर्धारित कविताओं के समान भाव वाली रचनाओं का संकलन

- पाठ्य पुस्तक में निर्धारित पाठकों में से किसी एक का चयन कर उस पर परियोजना निर्माण

संदर्भ सूची

- कौशिक जयनारायण, 1987, हिंदी शिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़

- गुप्ता, मनोरमा ,1984, भाषा अधिगम, केंद्रीय हिंदी संस्थान, आगरा

- तिवारी, पुरुषोत्तम, 1992, हिंदी शिक्षण, राजस्थान, हिंदी ग्रंथ अकादमी

- तिवारी, भोलेनाथ, 1990, हिंदी भाषा शिक्षण, लिपि प्रकाशन, दिल्ली

- पांडे, रामशकल, 1993, हिंदी शिक्षण, विनोद पुस्तक मंदिर, आगरा

- प्रसाद, केशव 1976, हिंदी शिक्षण, धनपत राय एंड संस, दिल्ली

- बात होती या हीरालाल, 2011, हिंदी शिक्षण संकल्पना और प्रयोग, किताब घर प्रकाशन, दिल्ली

- नागौरी शर्मा एवं शर्मा, 1976, हिंदी भाषा एवं साहित्य शिक्षण, राजस्थान प्रकाशन

- भाई योगेंद्र जी, 1961, हिंदी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा

- लहरी, रजनीकांत, 1975, हिंदी शिक्षण राम प्रसाद एंड संस, आगरा

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Teaching of Sanskrit   **Credits: 4**
Course Code: BED118   **MM: 100**
Total Credits Hours: 4

Objectives of the Course:

- To develop strategies in order to meet the learning difficulties in teaching Sanskrit.
- To identify and be sensitive to the proficiency, interests and needs of learners.
- To encourage continuous professional development.

Course content:

Unit – I:

Fundamental of Language

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

Unit – II:
Development of Skills

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

Unit: III:

Learning Resources and Professional Growth

- Computer Assisted Language Learning (CALL), Library,
- Professional Competencies of the teacher.

- Use of Multi Media in teaching of Sanskrit
- Micro-teaching skills in teaching Sanskrit
- Lesson Planning for Prose, Poetry, Grammar, and Composition
- Different Approaches of Lesson Planning

Unit-IV:
Evaluation

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

Practical Assignment/Field engagement(Any one)

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

Suggested Readings:

- Apte, D. G. and Dongre, P. K.: Teaching of Sanskrit in Secondary School, Acharya Book Depot, Baroda, 1980.
- Bokil, V. P. and Parasnik, N. K.: A New Approach to Sanskrit, Loka Sangraha Press, Poona.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Pal, H.R and Pal, R.: Curriculum - Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
- Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
- Panday, R. S. : Sanskrit Shikshan, Vinod Pustak Mandir, Agra, 2000.
- Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, 1991.
- Safaya, R. N.: Sanskrit Shikshan Vidhi, Harayana Sahitya Academy, Chandigarh. Shastri and Shastri: Sanskrit Shikshan, Rajsthan Prakashan, Jaipur.
- Singh, S. D. and Sharma, Shaskhikala: Sanskrit Shikshan, Radha Prakashan Mandi, Agra, 19

Assessment Method: Continuous Internal Assessment= 25%

Final Examination= 75%

Class Assignment: 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

Course Title: Teaching of Computer Science   **Credits: 4**

Course Code: BED119   **MM: 100**

Total Credits Hours: 4

Objectives of the course:

- Pupil Teacher will be able to explain the importance of computer science in school curriculum, define the aims and objectives of teaching computer science; explain bloom's taxonomy of educational objectives.

- Importance Aims and Objectives: Importance of computer science in school Curriculum, general aims and objectives of teaching computer science, Bloom's taxonomy of educational objectives, formulation of special objectives in behavioural terms

Course Content:

- Contents and pedagogical Analysis: Computer System,operating system,networking;MS Window,MS Office,Information ,communication technology & computers: pedagogical analysis

- Instructional Planning:Unit planning.lesson planning,development and utilization of instructional material, development of computer assisted instructional material, utilization of TV(Video Films),OHP computer.

- Designing and managing Computer Laboratory: Importance of computer laboratory,layout of computer laboratory, managing a computer laboratory

- Methods of Teaching-Lecture, demonstrative Method, Inductive Deductive Method,Problem solving method,project method

- Micro Teaching Skills: Skill of introducing the lesson, skill of questioning, skill of illustration with examples, skill of explaining ,skill of stimulus variations.

- Evaluation: Concept, need and important type of evaluation, summative evaluation, attributes of good achievement test types of test used in computer science.

Practical Aspect (Any one)

- Identifying and evaluating ICT Resources suitable for teaching computerscience

- Develop a multimedia lesson using appropriate ICT resources and transact thesame before peers in a simulated teaching exercise.

Suggested Reading

- Sinha.P.K. Computer Fundamentals, BPB Publications,New Delhi 1990

- Saxena.S. A first course in computers,Vikas Publications, New Delhi 1998

- Goel.H.K. Comuter Shiksha, Surya Publications, Meerut, 2007

Assessment Method: Continuous Internal Assessment= 25%

Final Examination= 75%

Class Assignment: 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

Course-Internship-I   **Credits-9**

Course Code – BED211   **Marks-100**

Total Credits Hours: 9

Rationale and Aim

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

Objectives of the Course:

- To observe children and the teaching learning process in a systematic manner.

- To learn to relate to and communicate with children.

- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills

- To evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used.

- To develop a repertoire of resources which can be used by the intern later in his/her teaching - textbooks, children's literature, activities and games, planning excursions

- To reflect critically on practice by visiting a learning center.

School Experience Details during Internship:

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

The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self-development and professionalization of teaching practice.

The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the first and second year as specified.

The activities undertaken during the internship period will be presented in e-Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activitiesundertaken.

The entries of Reflective Journals will be analytical answering 'what' is new and different from their previous understandings, 'why' certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and 'how' these observations might lead to a criticism and change in their practice. The students will be assessed on the basis of entries made in E-Portfolios & Reflective Journals.

Assessment Method: Continuous Internal Assessment= 40%

Final Examination= 60%

Class Assignment: 20%

Mid Term: 20%

End Term: 60%

Exam Duration: N.A.

Maximum Marks: 100

Course-Internship-II   **Credits-9**

Course Code – BED212   **Marks-100**

Total Credits Hours: 9

Rationale and Aim

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

Objectives of the Course:

- To observe children and the teaching learning process in a systematic manner.

- To learn to relate to and communicate with children.

- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills

- To evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used.

- To develop a repertoire of resources which can be used by the intern later in his/her teaching - textbooks, children's literature, activities and games, planning excursions

- To reflect critically on practice by visiting a learning center.

School Experience Details during Internship:

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

The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self-development and professionalization of teaching practice.

The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the first and second year as specified.

The activities undertaken during the internship period will be presented in e-Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activitiesundertaken.

The entries of Reflective Journals will be analytical answering 'what' is new and different from their previous understandings, 'why' certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and 'how' these observations might lead to a criticism and change in their practice. The students will be assessed on the basis of entries made in E-Portfolios & Reflective Journals.

Assessment Method: Continuous Internal Assessment= 40%
Final Examination= 60%
Class Assignment: 20%
Mid Term: 20%
End Term: 60%
Exam Duration: N.A.
Maximum Marks: 100

Course Title: Gender, School and Society   **Credits-4**

Course Code: BED201   **MM:100**

Total Credits Hours: 4

Course Objectives

- To develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education.

- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.

- To reflect on different theories of Gender and Education and relate it to power relations.

- To analyse the institutions involved in Socialisation processes and see how socialisation practices impact power relations and identity formation

Course Content:
Unit I:
Gender Issues: Key Concept

- Gender, Sex, Sexuality

- Patriarchy, Masculinity and Feminism

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

Unit II:

Gender Studies: Paradigm Shift

- Paradigm shift from Women's studies to Gender studies
- Historical backdrop: Some landmarks from social reform movements
- Theories on Gender and Education and their application in the Indian context
- Socialisation theory
- Gender difference
- Structural theory

- Deconstructive theory
- Power Control in Patriarchal, Patrilineal, Matriarchal and MatrilinealSocieties: Assessing affect on Education of Boys and Girls

Unit III:

Gender, Power And Education

- Gender Identities and Socialisation Practices in: Family, other formal and informal organisation.
- Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion).
- Collection of folklores reflecting socialisation processes.
- Changing Perspectives with Legal Provisions: Right to Inheritance etc

Unit IV:

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

Practical Assignments /Field Engagement (Anyone)

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

Suggested Readings:

- Ambasht, et al (1971).Developmental Needs of Tribal People,NCERT
- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human

Development: Theory, Research and Applications in India. Sage: NewDelhi.

- Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: *Prevention and Remediation.* Grune & Stratton: New York.
- Geetha, V . (2007). *Gender.* Stree: Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after*,* National University of Educational Planning and Administration: New Delhi
- Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female
- Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust.

Assessment Method: Continuous Internal Assessment= 25%

Final Examination= 75%

Class Assignment: 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

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

Course Code: BED202   **MM:100**

Total Credits Hours: 2

Objectives of the Course:

- To enable student teachers to understand the meaning of the term Curriculum
- To sensitize them towards the conceptual linkages and distinctions betweenEducational aims, Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy.
- To explore the role of School as an organization and its culture along with theteacher in operational sing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
- To familiarize student-teachers with the recommendation of NCF 2005 an NCFTE 2009 pertaining to Curriculum and Schooling.

Course Content:

Unit – I

Curriculum and Related concepts

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

Unit - II

Curriculum Determinants and Considerations

Broad determinants of Curriculum Construction(at the National and State Level):
- Child and his/her interests and developmental contexts.
- Diversity: Social-cultural-Geographical-Economic-Political.
- Socio-Political Aspirations including Ideologies and vision for Education.
- National Priorities
- System of Governance and Power Relations
- International Contexts

- Considerations in Curriculum Development
- Relevance with respect to the educational objectives of the concernedlevel.
- Socio-cultural context of students
- Learner Characteristics
- Teachers Experiences and Concerns
- Critical Issues: Environmental Concerns, gender Differences,
- Inclusiveness, Social Sensitivity and Value Inculcation through Curriculum.

Unit III:
Curriculum Planning and Transaction (At School Level)

Different Approaches to Curriculum Development, Subject Centred

- Behaviourist
- Learner Centred
- Constructivist
- Competency Based (including „ Minimum Levels of Learning")
- Environmental
- Integrated
- Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler,Hild Taba and Philip Jackson
- Curriculum Transaction : Role of a teacher in knowledge Construction through Dialogue, Challenge and Feedback as a Critical Pedagogue.

Unit-IV School:
The Site of Curriculum Engagement

- Role of School Philosophy, Administration (and organization) in creating acontext for transacting the curriculum effectively.
- Role of Infrastructural support in Teaching and Learning: Classroom seating Arrangement, Library, Laboratory, Playground, Canteen etc.
- School Culture and Organisational ethos as the context for Teachers" Work.
- Construction of Curriculum Vis-a-vis Teacher 's Role and Support is 'Developing Curriculum', ' Transacting Curriculum' and 'Researching Curriculum': Realities and expectations.
- Teacher as a Critical Pedagogue: Qualities and Competencies Needed to Practice Critical Pedagogy to foster the Creation of an Enriched Teaching-Learning Space and Challenges to be Overcome .
- Role of external agencies in providing curriculum and pedagogic supports toteachers within schools-Local, National and Regional

Practical Assignments/Field Engagement:(Anyone)
- Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode i.e engagement in critical pedagogy while discussing important documents such as Kothari Commission, NCF 2005 and NCFTE2009 etc.

- Teachers should incorporate seminars, discussions, movie appraisals, group work, field works, projects and the close reading of articles, policies, documents from key practitioners in the area of Curriculum Studies in Education.

- Visits to Apex organisations such as NCERT,CBSE,NIOS,SCERT,CIET in Education to examine their role in Curriculum Planning Development implementation and Evaluation

Suggested Readings:

- Apple, Michael W. (1979). Ideology and Curriculum; Routledge and K. Paul.
- Arends, Richard I.; Learning to Teach- Fifth Edition; McGraw Hill Higher Education; New York.
- Bawa, M.S. & Nagpal, B.M. eds (2010); Developing Teaching Competencies; Viva Books.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group;London.
- Connelly, F. Michael (Editor) (2008); The Sage Handbook of Curriculum and Instruction; Sage Publications India Pvt. Ltd.; New Delhi.
- Gunter, Mary Alice et.al(2000).; Instruction: A Model"s Approach- Fifth Edition; Pearson Education Inc.; Boston.
- Instructional Technology: A Systematic Approach to Education(1986), Frederick
- G. Knirk, Kent L. Gustafson, Holt, Rinehart and Winston, Inc.
- Instructional Technology: Foundations(1987), Robert Mills Gagne, Lawrence Erlbaum Associates.
- Kelly, A.V.; (2006) The Curriculum: Theory and Practice- Fifth Edition; Sage Publications; London.
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.
- McNeil, John D.(2003); Curriculum: The Teacher"s Initiative; Third Edition; Merril Prentice Hall; Ohio.
- Moore, Kenneth D.(2005); Effective Instructional Strategies: From Theory to Practice; Sage Publications India Pvt. Ltd.; New Delhi.
- Muijs, Daniel and Reynolds, David(2005) Effective Teaching: Evidence and practice- Second Edition; Sage Publication; London.
- Mukunda, Kamala V. (2009) What Did You Ask At School Today: A Handbook of Child Learning; Harper Collins Publishers; NOIDA.
- National Curriculum Framework for School Education (2005); NCERT; New Delhi;
- Ornstein, Allan C. and Hunkins, Francis P. (1993). Curriculum: Foundations, Principles and Issues; Allan and Bacon; Boston.

Assessment Method: Continuous Internal Assessment= 25%

Final Examination= 75%

Class Assignment: 10%

Mid Term: 15%

End Term: 75%

Exam Duration: 2 Hrs.

Maximum Marks: 100

Course Title: Creating an Inclusive School   **Credits: 4**

Course Code: BED203   **MM: 10**0

Total Credits Hours: 4

Objectives of the Course

- To familiarize student- teachers with the concept of Inclusive Education andappreciate its Philosophy in the context of Education for All.

- To identify and address the diverse needs of all learners.

- To acquaint with the trends and issues in Inclusive Education

- To develop capacity of student- teachers for creating an inclusive School

- To appreciate various inclusive practices to promote Inclusion in theclassroom

Course Content:

Unit-I:

Inclusive Education

- Forms of Inclusion and Exclusion in Indian education (Marginalised sectionsofSociety: On account of Gender, Caste, Socio-Economic status and language, Disability.

- Meaning of inclusive education, historical, development, Philosophical andsocial basis of Inclusive Education.

- Benefits of Inclusive Education to children without special needs.

- Addressing Inequality and Diversity in the India classroom: Pedagogical and curriculum concerns

Unit -II

Children with Special Needs

- Historical and contemporary perspectives to disability and inclusion

- Range of learning problems across various disabilities

- Types of Disabilities: Characteristics and Identification of the educationalneeds of these special focus groups

- Assessment of learning problems in children with various disabilities.

- Assistive devices, equipments and technologies for different disabilities.

- Adaptation and accommodation according to various disabilities

- Educational provision in laws on disability, policies and international instruments like UNCRPD

Unit-III

School's Preparedness for Inclusion

- School organisation and management : Ideology, infrastructures

- Reproducing gender in school for achieving gender equality: Curriculuminputs, Textbooks, Student - teacher interactions

- Provision of assistive devices, equipments and technological support to caterto different disabilities

- Support services available in the school to facilitate inclusion: Role and functions of the following personnel:
  Audiologist cum Speech Therapist, Physiotherapist, Occupational Therapist, Counsellor

Unit-IV

Inclusive Practices in the Classroom

- Making Learning more meaningful- Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative Learning strategies in the classroom, Peer tutoring , Social Learning , Buddy system, reflective teaching, Multisensory teaching

- Provisions pertaining to appearing in examination for facilitating differentlyabled students (As available in CBSE and ICSE)

- CCE and its implications to facilitate inclusion

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

- The students shall undertake field work to in understanding how structures in school create barriers for inclusionary practices

- The student-teachers shall explore spaces for inclusion in schools

- Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as Administrative functionaries, teachers, parents, community.

Suggested Readings:

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

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

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

PRACTICAL

Course Title: Reflection on School Experience   **Credits-2**

Course Code: BED213   **M.M. 100**

Total Credits Hours: 2

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

Reflection is also enhanced, however, when we ponder our learning with others. Reflection involves linking a current experience to previous learning (a process called scaffolding).

Reflection also involves drawing forth cognitive and emotional information from several sources: Visual, auditory, kinesthetic, and tactile. To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.

Valuing Reflection

The art of teaching is the art of assisting discovery—Mark Van Doren

Teachers who promote reflective classrooms ensure that students are fully engaged in the process of making meaning of their experiences. They organize Teaching-Learning so that students are the producers, not just the consumers, of knowledge. These teachers approach their role as that of "facilitator of meaning making by inculcating the habit of reflection in Students. In the role of facilitator, the teacher acts as an intermediary between the learner and learning, guiding each student to approach the learning activity in a strategic way. The teacher helps each student monitor his/her own individual progress, construct meaning from the content learned *and* from the process of learning it, and apply the learning to other contexts and settings. Learning becomes a continual process of *engaging* the mind that *transforms* the individual into a self-actualized human being. Unfortunately, educators don't often ask students to reflect on their learning. Thus, when students *are* asked to reflect on an assignment, they are caught in a dilemma: "What am I supposed to do? How do I 'reflect'? I've already completed this assignment! Why do I have to think about it anymore?"

In response to our questions, students who are inexperienced with reflection offer simple answers such as "This was an easy assignment!" or "I really enjoyed doing this assignment." If we want students to get in the habit of reflecting deeply on their work—and if we want them use Habits of Mind such as applying past knowledge to new situations, thinking about thinking (meta- cognition), and remaining open to continuous learning—we must teach them strategies to derive rich meaning from their experiences.

Setting the Tone for Reflection

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

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

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

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

Guiding Student Reflection

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

Course Content

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

Discussions

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

Interviews

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

Questioning

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

As you reflect on this semester's work, which of the Habits of Mind were you most

aware of in your own learning? What meta-cognitive strategies did you use to monitor your performance of the Habits of Mind? Which Habit of Mind will you focus on as you begin our next project? What insights have you gained as a result of employing these Habits of Mind?

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

Logs and Journals

Logs and journals are another tool for student reflection. Periodically ask students to

reread their journals, comparing what they knew at the beginning of a learning sequence

with what they know now. Ask them to select significant learning, envision how they

could apply these

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

Modeling Reflection

Students need to encounter reflective role models. Many teachers find such models in

novels in which the characters take a reflective stance as they consider their actions.

A variety of novels and films may be used to the design the element of reflection as

the way to tell a story. Teacher Educators while engaging the learners in reflection

exercises should make sure that the following three traits are inculcated while the

student-teachers are involved in Reflecting on their school experience:

Thinking

flexibility

Managing

Impulsivity.

Remaining open to continuous learning.

Assessment Method: Continuous Internal Assessment= 40%
Final Examination= 60%
Class Assignment: 20%
Mid Term: 20%
End Term: 60%
Exam Duration: N.A.
Maximum Marks: 100

Course Title: Reading and Reflecting on Texts   **Credits-2**

Course Code: BED 214   **M.M. 100**

Total Credits Hours: 2

Objectives of the Course:

- To enable student-teachers to read and respond to a variety of texts in different ways and also learn to think together and appreciate that depending on the text and the purposes of reading, responses may be personal or creative or critical or all of these together.

- To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.

- To enhance their capacities as readers and writers by becoming participants in the process of reading.

Course Content:

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

- Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. Harvard Educational Review 58(3), 280-298.

- Donovan, M. S. And Bransford, J. D. (Ed.) (2005). How students learn. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.

- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. Harvard Educational Review, 47 (4), 481-517

- llich, I. (1970). Deschooling Society, London, UK: Marion Boyars
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29.

- Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.

- Wood, D. (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. Anthropology and Education Quarterly, 31(4), 426-448.

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

- *A New Education for a New India* (CD ROM) (By Gnostic Centre/NCTE)
- *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmanihttp://www.kabirproj ect.org/
- *Teacher's Journey:* An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director- Deepak Verma,
- Azim Premji Foundation. For copies contact -madhumita@azimpremjifoundation.org
- *Where Knowledge is Free:* A documentary film about children branded by Casteand

excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 9111-41643981 http://www.dalitstudies.org.in.

Note:
*   Based on the discussions held on the reading of the above texts students in the practical time the student-teachers shall maintain a detailed account of their reflection on the readings in the light of their own experiences in the form a diary.

Assessment Method: Continuous Internal Assessment= 40%
Final Examination= 60%
Class Assignment: 20%
Mid Term: 20%
End Term: 60%
Exam Duration: N.A.
Maximum Marks: 100

Course Title: Guidance and Counseling   **Credits - 4**

Course Code: BED 204   **MM: 100**

Total Credits Hours: 4

Objectives of the Course:

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

Course Content:

Unit-I:

Understanding Guidance and counseling

- Guidance: Concept, aims, objectives, functions and principles.
- Role of guidance in growing up.

- Difference between guidance and counseling

- Ethical consideration while imparting these programs

- Technique and procedures of counseling

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

- Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools. Major issues.

Unit-II:

Approaches of Counselling

- Counselling: Meaning, Principles and approaches of counselling, Individual and Group Counselling.

- Process of counselling (Initial disclosure, In-depth Exploration &Commitment to Action) identification of problems.

- Qualities (including Skills for Listening, Questioning, Responding,Communicating) & Qualifications of a good / effective Counsellor

- Role of teacher as a Counsellor, Professional Ethics and Code of Conduct

- Different approaches to counseling

- Special counselling population, challenges of multi-cultural counseling

Unit-III:

Techniques and Procedures of Guidance

- Need and procedure of guidance in educational, psychological and socialdifficulties

- Assessment in guidance: Standardized (viz. Aptitude, attitude, interest, achievement, personality) and non-standardized tests (viz. questionnaire,observation, scale, anecdotal record, case study, and interviews) technique.

Unit-IV:

Occupational Information and Guiding Students with Special Needs

- Meaning, collection, types, classification and dissemination of occupationalinformation, Career development: Teacher's role in career planning.

- Vocational training and placement opportunities for CWSN.

- Behavior problems of students with special needs, viz. socio-emotional problems of children with disabilities and deprived groups such as SC, ST and girls, provision of facilities at governmental and non-governmental level and their utilization. Behavior modification techniques

- Ethical and legal guidelines

- Dealing with depression and academic stress (with regard to theiridentification and intervention)

Practical Assignments/Field Engagement(Any one)

- Group Guidance-One career Talk

- Design a checklist/Questionnaire to collect information on student'seducational, psychological or social problem.

- Preparation of scrap book for career counseling.

- Preparation of list of problem behaviors based on observation

Suggested Readings:

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

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

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Value Education **Credits: 4**

Course Code: BED205 **MM: 100**

Total Credits Hours: 4

Objectives of the Course:

- To enable student teachers to understand the need and importance ofvalue-education and education for Human Rights as a duty.

- To enable the student teachers to understand the nature of values, moralvalues, moral education as a duty based as they are on the golden rule ofreligious education and its related moral training

- To orient the student teachers with the basis of duty-conscious ethics and morality based on a rational understanding of moral personality developmentof oneself and the child.

- To enable them to understand the process of moral personality developmentvis-a-vis as a means of their cognitive and social development

- To orient the student teachers to draw lessons from principles of life andconverting them into moral learning towards moral education.

Course Content:

Unit-I:

Value Education in a Pluralistic World (Multi-Cultural, Multi-Religious & Multi Ethnic)

- Value Education Concept, Nature, Source & Perspectives (Rational,Philosophical, Socio-Cultural, Religious and Psychological)

- Fundamental Human values-Truth, Peace, Non-violence, Righteous Conduct.
- Connected Terminology: Realism, Accountability, Duty, Virtue, Dharma,Ethics, Religion, Morality, Values
- Typologies: Intrinsic and Extrinsic Values.
- Duty Approach to Ethics: Deontology, Justice as a Duty

- Learning through Examples:

  Indian Pluralism: Mutual Respect, Tolerance and Dialogue in Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.

- Greco-Roman and Chinese Cultural values: Open-Mindedness, Free thinking,Cooperation, etc.

- Secular Values: Facing Challenges Positively through examples ofSuper-Achievers (life history and quotes)

- Commonalities of all religious at Philosophical levels.

- Diversities of religion at politics of religion.

Unit-II:

Development of the Individual

- Personality Development and Character building education: through unilateral ethics

- Development of right attitude, aptitudes and interest: through higher thinking, contemplation and patience

- Yoga, meditation and self-control; introspection on one's strengths andweakness, wrong speech, habits and actions.

- Positive approach to life - in words and deeds: through positive thinking and positive living

- Self-discipline Leading to Duty-Consciousness: Politeness, Punctuality &Righteous Conduct

- The importance of Affective domain in Education in Compassion, Love and Kindness

Unit-III:

Response to Value Crisis and Impact of Modern Education & Media on Values

- Value Crisis: Values Crisis Concept, Conflicts as Challenge Vs. Hindrance

- Strategies of Response: Lawrence Kohlberg and Carol Gilligan

- Arnold Toynbee's Challenge-Response Mechanism: Case Study of the Life of Dr. Abdul Kalam

- Gandhian Formula: "Be the Change you wish to see in the world"

- Positive Response: "Seek to Change Yourself; Do Not Complain aboutOthers"

Impact of Modern Education and Media on Values:

- Role of a teacher in the preservation of tradition and culture

- Role of family, tradition & community in value development

- Build on the positive impact and navigate the negative impact of value crisisdue to impact of modern life.

- Impact of Science and Technology: Build on the Positive—reasoned thinking, knowledge explosion, technology, universalization of learning, modern education, etc.; Navigate the Negative—modern culture should not be randomly followed

- Effects of Printed Media and Television on Values: Build on the Positive—instant news, information and entertainment; Navigate the Negative—think and avoid negative influence through reasoned thinking
  - Effects of computer aided media on Values (Internet, e-mail, Chat etc.)

- Build on the Positive—knowledge explosion, information at the click of thebutton, interaction at our finger-tips, etc.; Navigate the Negative—avoid exposure to negative media, share personal information with care, accept friends requests after due deliberation, etc.

Unit- IV:

The ideal of Human Unity and Peace

- Human Rights, Rationale and Evolution, UDHR and its Articles(particularly1, 3, 7, 10, 18, 19)

- UDHR and Duties: Article 26, Receiving Rights subject to performing duties

- Human Rights Education: Meaning, Objectives, Strategies and Role ofEducation towards duty-consciousness

- National Human Rights Commission and its role

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

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

- Education, Strategies for imparting Peace Education through imparting ofduty- consciousness

Practical Assignments/Field Engagement (Any one)

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

Suggested Readings:

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

    Singh, Samporn(1979) Human Values, Jodhpur: Faith Pub.

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

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Health and Physical Education   **Credits: 4**

Course Code: BED206   **MM: 100**

Total Credits Hours: 4

Objectives of the Course:

- To acquaint pupil teachers with the concept of holistic health.

- To enable them to understand the various dimensions & determinants ofhealth.

- To acquaint them to school health program and its importance.

- To enable them to understand the need & importance of Physical Education.
- To develop organisation skills in organising inter house tournaments & sports meet.
- To understand the need and relevance of Yoga and develop the skills in yogic practices.

Course Content:

Unit-I:

Health, Hygiene and Wellness

- Concept of Mind and Healthy Mind, Relation of Healthy Mind and HealthyBody.

- Health: Concept, definition, dimensions and determinants.

- Health Education: Definition, aims and objectives.

- School Health Program: Health Services, Health Supervision and HealthInstruction.
- Hygiene Education: Definition, aims and objectives.

- Role of teacher in development of health and good hygienic habits.
- Health and Wellness.

Unit-II:

Areas of Concern for Health, Hygiene and Wellness

- Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.

- Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.

- Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.

- Recreation: Meaning, Significance and Recreational Programs in Schools.
- Wellness common Health Problems and Preventions: Accidents, EnvironmentalPollution, Overpopulation, Alcoholism, Smoking, Drug Abuse Sex Education and concerns for HIV/AIDS

Unit-III:

Physical Education and Integrated Personality
- Physical Education: Concept, definition, aims and objectives, Need, scope and Importance of Physical Education Programs at different school levels
- Organization and administration: planning, budgeting, fixture(Knock out and league)

- Athletic meet - Meaning, need and importance. Process to organize athletic meet atschool level

- Concept of integrated personality and its realization through physical education program.

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

Unit-IV:

Yoga and Physical Fitness

- Introduction, Meaning and mis-concepts about Yoga

- Types of Yoga, Ashtang Yoga of Patanjali (Eight stages of Yoga)

- Effects of asana on our body and relation of Psychology with Yoga

- Importances of Yogasanas, Pranayama and Shudhikriya

- Importance of Meditation in school

- Physical fitness: Meaning, importance. motor component of physical fitness (strength, flexibility, endurance, speed, Agility and neuro-muscularcoordination).
- Training methods of physical fitness.

Practical Assignments/Field Engagement(Any one)

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

- Organise a sports meet at school level.

- Participate in any two games and sports activities of your choice in

yourinstitution

- Perform Any three Yoga Asanas in supervision of your faculty mentor at anappropriate time of the day conducive for the same.

- Prepare a plan of activities for a three days out door camp.

- Prepare a league-cum-knockout fixture for teams(10-20) in number.

Suggested Readings:

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

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Adult and Population Education   **Credits: 4**

Course Code: BED207   **MM: 100**

Total Credits Hours: 4

Objectives of the Course:

- To enable the student teachers to develop an understanding of the meaning and concept of Adult Education.

- To impart knowledge to student teachers about the problems and difficultiescoming in the way of achieving full literacy in the country.

- To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation techniques of adult learning.

- To be aware of the population trends and spread of AIDS in the world.
- To understand that population becomes stable when there is little difference between birth and death rates.

- To develop among themselves a healthy, rational and scientific attitude towards the natural phenomena of birth and death.

Course Contents:

Unit - I:

Adult and Continuing Education

- Meaning, Concept and Scope of Adult and Continuing Education.

- Need and Importance of Adult Education for the development of an Individual for Social Change.

- Adult Education in Independent India: Objectives Target, efforts, achievements and causes for slow progress.
- National Literacy Mission - Aims, objectives and strategies

Unit - II:
Teaching - Learning process in Adults
- Androgogy- Nature and Scope. Basic difference between Pedagogy and Androgogy.
- Agencies and Organizations: Local, State and Central level, their problems.
- Adult Learner — Characteristics, problems and motivation
- Adult teaching — Different methods, Role of Mass media.

- Evaluation Techniques for Adult Learning.
- Adult Education, lifelong learning and continuing Education
- Adult Education and Continuing education
- Lifelong learning- A component of adult education
- Lifelong learning in IT age- Exploring ICT as a Tool

Unit III:

Population and AIDS Education

- Importance of Population Education - concept / meaning and objectives of population education - factors affecting population explosion - importance of

- Family Life Education, with reference to Affect of Population Growth on: Economic Development, Social Development, Educational Development, Environmental and Natural Resources, Health and Nutrition

- Symptoms of AIDS - causes, Prevention of AIDS - AIDS Education - meaning and objectives. Role of different agencies in promoting AIDS Awareness Education - [Local, National and International Agencies - 2 each]

Unit IV:

Integrated Population Education

- Role of Government and Non-Govt. Agencies concerning Population Education.

- Integration of Population Concept in different School Subjects

- Population Education through co-curricular activities.
- Role of the Teacher in Population Education Programs.

Practical Assignments/Field Engagement

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

  Progress in the field of literacy
  AIDS awareness

Suggested Readings:

- Aggarwal, S. N., India‟s Popu1ation Problems, New Delhi,Tata McGraw Hill, Pub. House, 1985.
- Ambasht, N.K.(2014)., Foundations of Adult Education in adult and lifelonglearning, Indian Adult Education Association, New Delhi.
- Ghosh, B.N. (1978) Population Theories and Demographic analysis, Meenakshi Prakashan, New Delhi
- Jacobson Wellard JU,(1979) Population Education; A knowledge base, NY,Teachers College Columbia University.
- Mohankumar,V.(2014), Adult and lifelong learning: Selected articles

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Environmental Education   **Credits - 4**

Course Code: BED208   **MM: 100**

Total Credits Hours: 4

Objectives of the Course:

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

Course Content:

Unit I:

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

Unit II:

Community Participation and Environment

- Community participation in natural resource management - water, forests, etc. Change in forest cover over time
- Deforestation in the context of tribal life
- Sustainable land use management

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

Unit III:
Environmental Issues and concerns

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

Unit IV:

Initiatives by various agencies for Environment Education

- Environmental conservation in the globalised world in the context of globalproblem
- Alternative sources of energy
- Impact of natural-disaster/man-made disaster on environment
- Biological control for sustainable agriculture
- Heat production and greenhouse gas emission
- Impact of industry/mining/transport on environment
- Sustainable use of forest produces.
- Governmental and non-government initiatives.

- Supreme Court order implementation of Environmental Education(EE)

Practical Assignments/Field Engagement(Anyone)

- Student-teachers shall be engaged in reflecting and examining the followingcritical themes; Seminar, presentations
- Study of major initiatives taken by NCERT regarding environmental education.

- Study of Development of slum area and their inhabitants in a nearby area/institute
- A critical study of school habitat in the context of drinking water, sanitationpaper, energy, garbage management etc.
- Develop a road map for implementation of Environmental Education assuggested by NCF 2005.
- Develop a list of investigatory environmental problems (stage specific) work on the problem in a group of 2-3. Prepare a report.

Suggested Readings:

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

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: School Leadership   **Credits: 4**

Course Code: BED209   **MM: 100**

Total Credits Hours: 4

Objectives of the Course :

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

Course Content:

Unit I:

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

Unit II:

School Effectiveness and School Standards
- School effectiveness -meaning and its assessment.
- Understanding and developing standards in education
- Classroom management effective communication and motivationalskills.
- Learner- centered educational and inclusive Education.

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

Unit IV:

Change Facilitation in Education

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

Practical Assignments/Field Engagement(Any one)

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

Suggested Readings:

- Batra, Sunil (2003). From School Inspection to School Support.
- Early, P. and D. Weindling (2004). A changing discourse: from management toleadership.
- Fullan, M. (1993)Making schools successful, synthesis of case studies of schools in Asian countries, ANTRIEP, NUEPA(2012).. Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6)
- Govinda, R. (2001). Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governanceat Local Levels, Held at UNESCO, Paris 27-28 February 2001.
- Madan Mohan (2002). School without Walls Heinemann: New Delhi pp 2440; 128-1

- Senge, P. (2000). The Industrial Age System of Education. In Schools that Learn,NB: London. pp 27-58.

Assessment Method: Continuous Internal Assessment= 25%
Final Examination= 75%
Class Assignment: 10%
Mid Term: 15%
End Term: 75%
Exam Duration: 2 Hrs.
Maximum Marks: 100

Course Title: Life Skills Education   **Credits: 4**

Course Code: BED210   **MM: 100**

Total Credits Hours: 4

Objectives of the Course:

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

Unit - I:

Introduction

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

Unit - II:

Process and Methods Enhancing the Life Skills

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

Unit - III:

Core Life Skills (I)

- Skills of Self-awareness and Empathy: Concept, Importance for Teachers in

particular, Integration with the teaching learning process, learning to live together with other living beings. acceptance of diversity in perspectives of different societies and cultures.

- Acceptance and importance of all living being as along ecological and psychological social structures.
- Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process.
- Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.

Unit - IV:

Core Life Skills (II)

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

Practical Assignments/Field Engagement (Any one)

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

Suggested Readings:

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

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Exam Duration: 2 Hrs.
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