Syllabus of Bachelor of Education Programme (B.Ed.)

(Two Years)

and

Scheme of Examination

(Session 2017-18 onwards)
# Bachelor of Education

**Guru Gobind Singh Indraprastha University**  
Sector-16 C, Dwarka, New Delhi

## Semester-I

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Credits</th>
<th>Max Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>THEORY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Childhood and Growing up</td>
<td>BED 101</td>
<td>4 Credits</td>
<td>100</td>
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<tr>
<td>2.</td>
<td>Philosophical Foundations of Education</td>
<td>BED 103</td>
<td>4 Credits</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Language Across the Curriculum</td>
<td>BED 105</td>
<td>2 Credits</td>
<td>100</td>
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<tr>
<td>4.</td>
<td>Understanding Discipline and Subjects</td>
<td>BED 107</td>
<td>2 Credits</td>
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<tr>
<td>5.</td>
<td>Critical Understanding of ICT</td>
<td>BED 109</td>
<td>4 Credits</td>
<td>100</td>
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<tr>
<td>6.</td>
<td>School Organisation and Management</td>
<td>BED 111</td>
<td>2 Credits</td>
<td>100</td>
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<tr>
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<td><strong>PRACTICAL</strong></td>
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<tr>
<td>7.</td>
<td>Understanding the Self</td>
<td>BED 155</td>
<td>2 Credits</td>
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<td>8.</td>
<td>Drama and Art in Education</td>
<td>BED 157</td>
<td>2 Credits</td>
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<tr>
<td>9.</td>
<td>PSE (Preliminary School Engagement)</td>
<td>BED 159</td>
<td>2 Credits</td>
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</table>

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

1. Writing a reflective journal on observation of regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers.

2. Reflection on roles and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library, Laboratories, Playground, Canteen, Sports facilities, Seminar Halls, Auditorium etc which are available in the school.

3. The Student-teacher shall also undertake the field activities pertaining to the practicals during this period.
Bachelor of Education

Semester-II

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Course Title</th>
<th>Course Code</th>
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<tr>
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<td><strong>THEORY</strong></td>
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</tr>
<tr>
<td>1.</td>
<td>Learning and Teaching</td>
<td>BED 102</td>
<td>4</td>
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<tr>
<td>2.</td>
<td>Historical and Sociological Foundations of Education</td>
<td>BED 104</td>
<td>4</td>
<td>100</td>
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<tr>
<td>3.</td>
<td>Assessment of Learning</td>
<td>BED 106</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Pedagogy of School Subject-(I)</td>
<td>BED116-150</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>Pedagogy of School Subject-(II)</td>
<td>BED116-150</td>
<td>4</td>
<td>100</td>
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<tr>
<td></td>
<td><strong>PRACTICAL</strong></td>
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</tr>
<tr>
<td>6</td>
<td>Reading and Reflecting on Texts</td>
<td>BED 152</td>
<td>2</td>
<td>100</td>
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<tr>
<td>7</td>
<td>PSE- II</td>
<td>BED 154</td>
<td>2</td>
<td>100</td>
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</tbody>
</table>

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

**Preliminary School Engagement PSE-2 (2weeks)**

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

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Max Marks</th>
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<tr>
<td>PRACTICAL</td>
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<td></td>
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<tr>
<td>1</td>
<td>BED251 &amp; BED253</td>
<td>Internship Part-I</td>
<td>5x2 = 10 credits</td>
<td>100</td>
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<td></td>
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<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>BED255 &amp; BED257</td>
<td>Internship Part-II</td>
<td>5x2 = 10 credits</td>
<td>100</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
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<tr>
<td></td>
<td>Total</td>
<td></td>
<td>20 credits</td>
<td>400</td>
</tr>
</tbody>
</table>

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

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

School Internship Part I shall include the undertaking of the following tasks and the assessment shall be based on a Viva Voce External Examination which shall be held in the college premises.

School Internship Part I (BED251 & BED253)

MM: (200Marks)

10 Credits

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

School Internship Part II (BED255 & BED257)

10 Credits

M.M. 200

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

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Credits</th>
<th>Max Marks</th>
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<tbody>
<tr>
<td></td>
<td><strong>THEORY</strong></td>
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<tr>
<td>1</td>
<td>Gender, School and Society</td>
<td>BED210</td>
<td>4 Credits</td>
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<tr>
<td>2</td>
<td>Knowledge and Curriculum: Perspectives in Education</td>
<td>BED212</td>
<td>4 Credits</td>
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<tr>
<td>3</td>
<td>Guidance &amp; Counselling</td>
<td>BED214</td>
<td>4 Credits</td>
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<tr>
<td>4</td>
<td>Environmental Education</td>
<td>BED216</td>
<td>4 Credits</td>
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<tr>
<td>5</td>
<td>Creating an Inclusive School</td>
<td>BED218</td>
<td>2 Credits</td>
<td>100</td>
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<tr>
<td>6</td>
<td>Optional course <em>(any one)</em></td>
<td></td>
<td>4 Credits</td>
<td>100</td>
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<tr>
<td>1.</td>
<td>Value Education</td>
<td>BED220</td>
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<tr>
<td>2.</td>
<td>Health &amp; Physical Education</td>
<td>BED222</td>
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<td>3.</td>
<td>Adult &amp; Population Education</td>
<td>BED224</td>
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<td>4.</td>
<td>Peace Education</td>
<td>BED226</td>
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<td>5.</td>
<td>Work Education</td>
<td>BED228</td>
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<td>6.</td>
<td>Education of the Marginalised Groups</td>
<td>BED230</td>
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<td>7.</td>
<td>Life Skills Education</td>
<td>BED232</td>
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<td>8.</td>
<td>School Leadership</td>
<td>BED234</td>
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<td><strong>PRACTICAL</strong></td>
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<tr>
<td>7</td>
<td>Reflection on School Experience</td>
<td>BED252</td>
<td>2 Credits</td>
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</table>
In a practical one credit is equivalent to two hours of teaching.

<table>
<thead>
<tr>
<th>PEDAGOGY OF SCHOOL SUBJECT</th>
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<tbody>
<tr>
<td>Teaching of Hindi</td>
<td>BED116</td>
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<tr>
<td>Teaching of Sanskrit</td>
<td>BED118</td>
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<tr>
<td>Teaching of English</td>
<td>BED120</td>
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<tr>
<td>Teaching of Punjabi</td>
<td>BED122</td>
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<tr>
<td>Teaching of Urdu</td>
<td>BED124</td>
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<td>Teaching of Mathematics</td>
<td>BED126</td>
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<tr>
<td>Teaching of Social Sciences</td>
<td>BED128</td>
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<td>Teaching of Home Science</td>
<td>BED130</td>
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<tr>
<td>Teaching of Accountancy</td>
<td>BED132</td>
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<tr>
<td>Teaching of Business Studies</td>
<td>BED134</td>
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<tr>
<td>Teaching of Political Science</td>
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<tr>
<td>Teaching of Economics</td>
<td>BED138</td>
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<td>Teaching of Geography</td>
<td>BED140</td>
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<td>Teaching of History</td>
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<tr>
<td>Teaching of Integrated Science</td>
<td>BED144</td>
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<tr>
<td>Teaching of Physics</td>
<td>BED146</td>
</tr>
<tr>
<td>Teaching of Chemistry</td>
<td>BED148</td>
</tr>
<tr>
<td>Teaching of Biology</td>
<td>BED150</td>
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TWO YEAR B.Ed COURSE AT A GLANCE

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
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<td>Courses</td>
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<td>Marks</td>
<td>900</td>
<td>700</td>
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<td>700</td>
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Scheme of Examination

a) The Two year B.Ed. Programme is of 92 credits and the student will have to earn 88 credits.

b) In a Four credit course, Three credits are assigned for theory and one credit for practical assignments or field work.

c) In a two Credit course, one credit is assigned for theory and one credit for practical assignments or field work.

d) In a theory course, one credit is equivalent to one hour of teaching.

e) In the practical course, one credit is equivalent to two hours of engagement in teaching and learning.

f) For theory courses, breakup of marks is given under:

(i) 100 marks-
    75 Theory Exam
    15 Practical Assignments / Field Engagement
    10 Minor.

g) For a Practical course, the ratio of External and Internal marks is 60:40.

h) For passing in any course, minimum 50% marks are required to be secured.

i) The timetable for the B.Ed. Programme should be prepared in a manner to ensure that it contains at least Thirty Six working hours per week.

Total No. of Credits offered in all four semesters - 92

The student will require to earn 88 credits for the award of the degree. The student will not have the option to drop any course covered in the scheme of the examination he/she will be required to register all the courses listed in the scheme of the examination of the programme.
SEMESTER I
SEMESTER I

Course Title: Childhood and Growing Up Credits: 4
Course Code: BED101 MM: 100

Objectives of the Course:

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

Course Content:

Unit-I: Growth and Development

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

Unit-II: Childhood and Development

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

Unit-III: Socialisation Agencies and the Child

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

Unit-IV: Childhood: Issues and Concerns.

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

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

Suggested Readings:

SEMESTER I

Course Title: Philosophical Foundations of Education

Credits: 4
MM100

Course Code  B.ED. 103

Objectives of the Course :

• To gain an understanding of the concept, meaning and aims of education and the inter-relation of education and philosophy.
• To reflect upon the thoughts of Indian and Western thinkers on education and explore the implications of the concepts involved in educational practices.
• To promote reflective thinking among students.
• To build up their capacity to be able to formulate their response to the concerns in education

Course Content:

Unit I: Education and Philosophy : Meaning and Functions

• Concept , Meaning and Aims of Education
• Philosophy and its relation to Education
• Education as a liberal discipline and its Interdisciplinary nature
• Basic concepts in philosophy of education: Teaching, Training, Learning, Inquiry, Indoctrination w.r.t. child

Unit II: Methodological Options in Education

• Assumptions about human nature
• Various Schools of Thoughts in Philosophy of Education and their relevance in education : Idealism, Realism, Naturalism, Pragmatism, Existentialism
• Nature and place of Dialogue, Activity, Discovery in the process of education

Unit III: Epistemological Basis of Education

• Meaning of Knowledge, Reason, Belief
• Sources of Knowledge: Empirical knowledge, Rational Knowledge, Authentication of Knowledge, Experience , Values and Ideals
• Relationship of School, Education, Knowledge , Subjects
• Constructivism, Scientific Methods, Reflective Judgements

Unit IV: Analytical study of major thinkers on education and their practice
• Relevance of educational thoughts of Indian and Western thinkers to the present Education system. To deliberate upon Aims 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 Thinkers: M.K.Gandhi, Rabindranath Tagore, Jiddu Krishnamurti, B.R.Ambedkar
• Western Thinkers: Plato, J.J.Rousseau, John Dewey, Paulo Freire

Practical Assignments/ Field Engagement:
• Reflecting on the Readings on any two thinkers on Education and Maintaining a diary of the same after discussions and brainstorming on key ideas on Education and their contemporary relevance.

Suggested Readings:
• Carr, David. [2003] Making Sense of Education; Routledge Falmer
• Israel, Scheffler [1966] Philosophy and Education; Allyn Bacon Inc. 2nd ed.
• Kneller, George F. [1971] : Introduction to the Philosophy of Education ; John Wiley and Sons, Inc.
• Krishnamurti, J. ; [1953] Education and the Significance of Life. ; Krishnamurti Foundation India.
• Mani, R.S. [1964] ; Educational ideals of Gandhi and Tagore.
• Peters , R.S. The concept of Education series Part 2 and 3 Edited by R.F. Dearden, P.H. Hirst and R.S. Peters ; Routledge and Kegan Paul , London and Boston.
• Snook, I.A. [1967] Indoctrination and Education; Routledge and Kegan Paul’
SEMESTER I

Course Title: Language Across the Curriculum

Course Code: Code: BED 105

Objectives of the Course:

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

Course Content:

Unit I Language and Communication

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

Unit II Acquisition of Language skills

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

Unit-III  Development of Language

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

Unit-IV  Language and Curriculum Transaction

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

Practical Assignments/Field Engagement (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.
and to find the patterns with respect to the themes of conversations Formally-Informal Communication and the challenges they face in Communicating.

**Suggested Readings:**

SEMESTER I

Course Title: Understanding Discipline and Subjects                  Credits:2
Course Code: BED107                                               MM:100

Objectives of the Course

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

Course Content:

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

Unit II: Learner and their Contexts
- Interface between Knowledge, Subjects, Curriculum, Textbooks, Linguistic background of learners
- Alternative Frameworks of Children’s Thinking
- Child and Adult Misconceptions: Meaning, Scope in a Classroom, Processes to be used to Dispel Misconceptions.
- Everyday Concepts and Situated Cognition
- Pedagogical Perspective and Concerns of Inclusive Education in Schools
Unit III: Pedagogic Practice and the Process of Learning

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

Unit IV: Critical Study of ICTs and Developing Capacities

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

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

- Critical readings of specific texts to develop conceptual clarity
- Analysis of school text books to construct and discuss nature and types of 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:

SEMESTER I

Course : Critical Understanding of ICT Credits: 4
Course Code : BED 109 MM: 100

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

Course Content:

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

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

(a) ICT for Supporting Teaching-Learning and Inclusive Education
• Exploration of ICT resources for Teaching – Learning, Appropriate ICT Infusion in developing of a lesson plan on a given topic using ICT resources.
• Critiquing and Curation of ICT resources: Need, Relevance, Validity, Appropriateness and Use
• ICT – based teaching-learning approaches in schools
• Educational Applications of ICT using appropriate hardware and software: Hardware:(CD/DVD, Projectors, Interactive boards etc.
  Software:(Single and multiple media, animations and simulations.
• Gaming Environments for Education – Range and Scope.
• Infusing games into Teaching – Learning and Creating appropriate Classroom environments, Evaluating Games and Gaming Environments
• Role of ICT in fostering the Creation of an Inclusive School and Classroom Environment
• Assistive Technologies and Devices to foster Inclusion
• Computing in Indian Languages to foster Inclusion

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

Unit-III: ICT for Evaluation, Documentation and Communication

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

(b) Documentation and Communication
• Documenting and Communicating events and processes using ICT: Tools and Techniques
• Digital Story Telling and Storyboarding
• Publishing on the Web: Possibilities and Scope; Evaluating Choices

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

(a) Building Communities and Collectives:
• Online Communities and Collectivising: Participating, Analysing Interaction and Evaluating Social Networking Forums.
• Sharing thoughts and Ideas: Blogs, Social networking Websites, Discussion forums and Mailing lists
• Virtual Communities: Educational Applications
(b) ICT for Educational Administration and Management

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

Practicals (Entailing Hands on Experience Individually)

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

Suggested Readings:

SEMESTER I

Course Title: School Organisation and Management

Course Code: BED111

Objectives of the Course:

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

Course Content:

Unit I: Administration of Schools

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

Unit II: School as an Organisation

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

Unit III Dynamics of Supervision

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

Unit IV: Elements of School Management

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

Practical Assignments/Field Engagement (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 supervisory cadre to be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching.
• The students to be given hands-on experience in the construction of the Time Table using ICT of a School by the Faculty Mentors keeping in mind all principles of Time Table preparation.

Suggested Readings:
• Safaya, R.N. and Shaida, B.D. (2000) : School Administration and Organization. Dhanpat Rai and Sons, Delhi
• Agarwal, J.C. (2006): School Administration, Arya Book Depot, Delhi,
SEMESTER I
PRACTICALS

Course Title: Understanding the Self
Course Code: BED155

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

Course Content:

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

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

Workshop 1: A significant event or experience in life
Suggested workshop themes
- Representing key events and experiences – as timeline, mind-map, pictorial poster, digital story using audio visual tools of Media.
- Sharing and assimilating a range of experiences on the event / experience in the form of finding answers to what that experience meant to me? How did I feel going through experience?

Workshop 2: Learning to Observe (and to Listen)
Suggested workshop themes
- Observation of nature; observation of people around you; observation of (and listening to) situations around you.
- Exercises in observation and listening to uncover one’s judgments and interpretations (and slow these down, to allow for richer perceptions) (one to one communication, one to many)
- Multiple views on a variety of situations: classroom situations, and human situations in a school context

Workshop 3: Mindfulness in the classroom
Suggested workshop themes
- Sitting quietly and inviting mindfulness by focusing and concentrating energies on a single task (Meditation and Yoga may be used for the purpose)
- Individual breathing exercises and self-awareness of body and mind
- Exploring group exercises for mindfulness
- Mindfulness through the day, in classrooms, in stressful contexts
- Mindfulness and Emotional Well-being
- Mindfulness and Decision-Making
- Mindfulness in Cognitive Learning

Unit IV

Workshop 4: Understanding working in groups
Suggested workshop themes
- Exploring structural situations that promote competition or cooperation such as participation in games
- Exploring hierarchies and role-taking in group situations
- Exploring Gender Stereotypes in groups
- Facilitation of group working – everyone has a part to play
• Exercises for learning to work in groups (*Modes of Transaction would include ‘role-plays’ and ‘enactments’ followed by discussions*)

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

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

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

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

**Seminar 1: Glimpses of different childhoods in India**

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

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

SEMESTER I

PRACTICAL

Course Title: Drama and Art in Education

Credits: 2

Course Code: BED157

MM: 100

Objectives of the Course:

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

Course Content:

Unit I: Visual Arts and Crafts

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

Unit II: Performing Arts: Dance, Music, Theatre and Puppetry

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

Unit III: Appreciation of Arts

- Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education.
- Difference between Education in Arts and Arts in Education
• 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.

Practical Engagement

Workshops:

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

Approach for Teaching–learning Process in Institutions:
• Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers may 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 are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.
• Students to be assessed externally based on the e portfolio they submit to their faculty mentors individually, documenting all the activities they undertake in this practical course.

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

Course Title: Preliminary School Engagement (PSE-1) (Two Weeks)  Credits: 2
Course Code: BED159  M.M:100

1. Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers

2. Reflection on roles and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library, Laboratories, Playground, Canteen, Sports facilities, Seminar Halls, Auditorium etc which are available in the school.

3. The Student teacher shall also undertake the field activities pertaining to the practicals during this period.
SEMESTER II
SEMESTER II

Course Title: Learning and Teaching
Course Code: BED102

Objectives of the Course:

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

Course Content:

Unit I: Development and Learning
- Learning and Teaching – Nature, Relevance and Relationship.
- Nature and Nurture, Growth and Maturation.
- Relationship between Development and Learning
- Developmental Influences: Development as a resultant of interactions between individual and the external environment (physical, Socio-cultural, Economic, Ecological and Technological)

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

Unit-III Intelligence and Motivation

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

Unit – IV Personality and Adjustment

• Meaning and Nature of Personality
• Theories of Personality
  (a) Type Approach – Hippocrates, Kretschmer, Sheldon, Jung
  (b) Trait Approach – Cattell
  (c) Type cum Trait Approach – Eysenck
  (d) Psychoanalytic Approach – Adler
• Meaning and nature of Adjustment –(in the context of teaching and learning)
• Methods of Adjustment – Direct methods/Indirect methods
• Characteristics of a Well Adjusted Person

Practical Assignments / Field Engagements(Any one):

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

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

Suggested Readings:


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

SEMESTER II

Course Title: Historical & Sociological Foundations of Education  Credits:4

Course Code: BED104  MM:100

Objectives

- To enable student teachers to understand the importance of policies & programs during pre & post independence era.
- Comprehend the system of Indian education.
- Analyze the forces affecting the education system.
- Critically examine the issues and concerns of education in the socio-cultural context in India.
- Sensitize with the cause & effects of social evils
- Inculcation of sensitivity & values in education.
- Develop vision for future of Indian education.

Course Content:

Unit-I: Historical development of Indian Education

- Pre-Independence Development in Indian education
  - Pre-British Period (Vedic, Buddhist, Muslim)
  - Prominent Characteristics of Education in India During Colonial Period ( special reference to Anglicist- Oriental Controversy, Downward Filteration Theory & Basic Education)
- Post- Independence Developments in Indian Education
  - Constitutional provisions Of Education
  - Kothari Commission(1964-66)
  - NPE 86 & POA 92
  - Yashpal Committee
  - Knowledge Commission
  - RTE 2009

Unit-II: Contemporary development of Indian Education

- System Of Indian Education
  - UEE
  - USE (RMSA)
  - Higher Education (RUSA)
- Issues of Indian Education
• Vocationalisation of Education (Skill Development)
• Decentralization of Educational Administration (Administrative Hierarchy)
• Autonomy & Accountability in Higher Education
• Student Unrest (Special reference to Lingdoh Committee Report)

• Agencies Of Indian Education
  • UGC
  • NCERT
  • NCTE
  • NAAC
  • CBSE
  • RCI(Rehabilitation Council of India)

Unit-III: Education & Socio-Cultural Context

• Relationship between Society & Education
• Social Process: Socialisation, Social Stratification, Social Change, Social mobility
• Education as an instrument of social change, Influence of education on Society, Family & their practices.
• Education & Culture: Analysis of the concepts of Cultural Lag, Cultural Conflict, cultural Pluralism, Ambivalence, Cultural Tolerance, Acculturation & Enculturation
• Socio-Cultural influences on the aims & organization of education (in context of sanskritisation, Industrialisation & Modernisation)

Unit-IV: Social Issues in Education

• Values in Education: Causes of Value Degeneration. Methods & Techniques of value inculcation (Classroom Context)
• Role of Education in reproducing dominance & challenges of Marginalization with reference to Class, Caste, Gender & Religion.
• Sensitization towards Social Evils (Inequality and Social Exclusion on basis of Class, Caste, Gender & Religion).
• Teacher & Society: A Critical Appraisal of the status of a Teacher in Indian Society.

Practical Assignments / Field Engagements

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


- New Education Policy, MHRD: New Delhi.


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

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


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


- Govt. of India (1952) Report of the Secondary Education Commission, New Delhi

- Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi


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


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


- India.

SEMESTER II

Course Title : Assessment of Learning  
Course Code: BED106

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

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

Unit III Statistical Methods and Interpretation of scores  
- Need & Importance of Statistics in Evaluation  
- Graphical Representation  
  - Histogram, Frequency Polygon, Pi Charts,  
- Measures of Central Tendency: Mean, Median, Mode. (Meaning, Characteristics, use only)  
- Measures of Variability: (Meaning, Characteristics, Use only) Range, Quartile deviation, Standard deviation  
- Normal Probability Curve: Properties and Uses. (Skewness and Kurtosis (Meaning & Reasons)
• Coefficient of Correlation-Spearman's Rank Rule Method
• Percentile & Percentile rank (Meaning & Uses)

Unit IV New Trends in Evaluation (Need and Use)
• Question bank
• Grading system
• Online Examination
• Open Book Examination
• Credit System
• Exam on Demand (meaning & uses only)

Practical Assignments/Field Engagement (Any one):

• Develop a Power Point Presentation on the current practices of Assessment and Evaluation at the Upper Primary Stage
• Analyse the question papers of the subject of your choice (Previous-3 Years)
• Classes X and XII (any board) in the light of new approach of assessment
• Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning using ICT as a tool
• Analyse answers given by the learners for one particular question
• Select any ten questions from the Class VI textbook of the subject of your choice which lend scope to the creativity of the learners
• Study the key points of the 1st Term assessment of any student of Class VI
• Devise a strategy to incorporate the suggestions given in the 1st 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.
• Gunter, Mary Alice et.al (2007)., Instruction: A Model’s Approach- Fifth Edition; Pearson Education Inc.; Boston.
• Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.
SEMESTER II

PRACTICAL

Paper: Reading and Reflecting on Texts

Paper Code: BED152

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):


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

- A New Education for a New India (CD ROM) (By Gnostic Centre/NCTE)
- Had-Anhad: Journeys with Ram and Kabir by Shabnam Virmani
- 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

**Note:**

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

Course Title: Preliminary School Engagement PSE-2 (2 weeks)  Credits: 2
Course Code: BED 156  MM: 100

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

2. Writing a reflective journal on the problems faced by teachers in assessment through the scheme of Continuous and Comprehensive Evaluation by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.

3. The student teacher shall also undertake the field activities pertaining to the practicals during this period.
SEMESTER III
INTERNSHIP

Course Code: BED251, BED253, BED255 & BED257

Credits:20
M.M:400

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 teacher education institutions. The intern must function as a regular teacher and therefore be immersed in all aspects of the school but with the provision that the intern is enabled to be creative in her role as a practitioner. This can be accomplished by providing her the necessary physical space as well as pedagogical freedom to innovate. For this it is necessary to negotiate with the school focusing on the benefit that will accrue to the school by the proposed partnership model. The programme will be largely field-based so that the intern will get to experience the real problems that a practitioner has to deal with. To achieve the aim of the programme the intern will need to integrate her knowledge base, her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills she has developed in order for her to become a reflective practitioner.

Objectives of the Course:

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

School Experience Details during Internship I:

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

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

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

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

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

**School Internship Part I (BED251 & BED253)**

School Internship Part I shall include the undertaking of the following tasks and the assessment shall be based on a Viva Voce External Examination which shall be held in the college premises.

**MM: (200Marks)**

**10 Credits**

<table>
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<tr>
<th>S.No.</th>
<th>Components</th>
<th>Marks</th>
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<tbody>
<tr>
<td>1</td>
<td>Simulated Teaching (2 in each)</td>
<td>10</td>
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<tr>
<td>2</td>
<td>Discussion Lessons (2 Lessons in each pedagogy course)</td>
<td>20</td>
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<td></td>
<td>Total 4 Discussion Lessons (10x4)</td>
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<tr>
<td>3</td>
<td>50 Lesson Plans (in each pedagogy course) (25x2)</td>
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<td>4</td>
<td>Achievement Test Report (ATR) (In one subject)</td>
<td>10</td>
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<tr>
<td>5</td>
<td>Two Lessons to be Delivered in each pedagogy course through the use of Multimedia (5x4=20)</td>
<td>10</td>
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<tr>
<td>6</td>
<td>Text Book Review</td>
<td>10</td>
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<tr>
<td>7</td>
<td>Use of Teaching Learning Material in Classroom Discourse (including teaching aids and reference material)</td>
<td>10</td>
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<td></td>
<td>Peer Group observation</td>
<td>5</td>
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<td><strong>Total</strong></td>
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Guru Gobind Singh Indraprastha University  
Sector-16 C, Dwarka, New Delhi
School Internship Part II (BED255 & BED257)

10 Credits
M.M. 200

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

SEMESTER IV

Course Title: Gender, School and Society       Credits: 4

Course Code: BED210                               MM:100

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

Course Content:

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

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

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

Unit IV: Gender Issues in Curriculum

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

Practical Assignments/Field Engagement (Any one):

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

Suggested Readings:

- 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
SEMESTER IV

Course Title: Knowledge and Curriculum Perspectives in Education          Credits:4
Course Code: BED 212                                               MM: 100

Objectives of the Course:

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

Course Content:

Unit – I Knowledge, Curriculum and Schooling

• Curriculum: (a) Concept and principles,
  (b) Core Vs Hidden Curriculum,
  (c) Centralized Vs Decentralised
• Significance of Curriculum in School Education with reference to-
  (a) Curriculum Framework
  (b) Curriculum & Syllabus
  (c) Teaching & Instruction
• Interrelationship between curriculum, society and learner.
• NCF 2005: Recommendations for curriculum and schooling.
• NCFTE 2009: Impact on Teacher Education curriculum

Unit – II Construction of Knowledge

• Meaning and Nature of knowledge
• Information, knowledge, conception and perception
• Sources of knowledge: Empirical Vs Revealed knowledge
• Types of Knowledge: (a) Disciplinary Knowledge
  (b) Course content Knowledge
  (c) Indigenous Knowledge
  (d) Scientific Knowledge
• Relevance of Knowledge construction through dialogue
• Contestations to ‘Knowledge’-
  (a) Dominance
  (b) Marginalisation
  (c) Subversion
• Role of curriculum in challenging marginalization with reference to class, caste, gender and religion

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

• Broad determinants of Curriculum Construction-
  (a) Learner and his/her interest and developmental context
  (b) Diversity- socio- cultural- geographical- economic and political
  (c) National and international contexts
• Different Approaches to Curriculum Development-
  (a) Subject- centred
  (b) Learner centred
  (c) Constructivist
  (d) Competency based
  (e) Environmental
• Models of Curriculum Development by Ralph Tyler, Hilda Taba, Franklin Bobbit

Unit – IV School: The site of Curriculum Engagement

• Role of School Administration in creating a context for transacting the curriculum effectively
• Role of Infrastructural support in teaching and learning
• School culture and organizational ethos as the context for Teachers’ work
• Role of Teacher as a critical pedagogue in curriculum transaction
• Role of Apex bodies in providing curriculum and pedagogic supports to teachers within schools- NCERT, CBSE, NIOS, SCERT, and CIET.

Practical Assignments/Field Engagement:

• CDs/DVDs to be Screened for the Student-teachers and report to be prepared with respect to the issues touched upon in the form of an e-portfolio (Any two):
  1. CIET/NCERT CD ROM Four Educational Riddles by Krishna Kumar
  2. Debrata Roy DVD The Poet & The Mahatma
  3. Krishnamurthy Foundation India DVD The Brain is Always Recording
  4. NCERT CD ROM Battle For School by Shanta Sinha
  5. NCERT CD ROM Globalisation and Education
Suggested Readings:

- 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.
- Listening to Gandhi (Also Available in Hindi Shaekshik Gyan aur Varchasav. New Delhi: Granthshilpi.)
- Moore, Kenneth D. (2005); Effective Instructional Strategies: From Theory to Practice; Sage Publications India Pvt. Ltd.; New Delhi.
- National Curriculum Framework for School Education (2005); NCERT; New Delhi;

Objectives of the Course:

- To appreciate the nature, need, principles for guidance and counselling;
- To familiarize the responsibilities and moral obligation of teacher as a guide and counsellor;
- To develop capacity of applying the techniques and procedures of guidance and counselling;
- To facilitate career development of all the different types of students;
- To understand the facilities at governmental and non-governmental level; and ethical and legal guidelines for differently-abled, special needs, and deprived group students.

Course Content:

Unit-I: Understanding Guidance

- Guidance: Concept, aims, objectives, functions, principles and ethics
- Role of Guidance in human development and adjustment
- Need & Procedure for (Educational, Psychological and Social) guidance
- Group Guidance: Concept, Need, Significance and Principles
- Role of Teacher: in providing guidance and organization of guidance programs in schools.

Unit-II: Understanding Counselling

- Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment to Action)
- Counseling Services for Students: Face to Face and Online
- Counsellor: Qualifications and Qualities (including Skills for Listening, Questioning, Responding, Communicating)
- Differences between Guidance and Counselling
- Role of Teacher as a Counsellor

Unit-III: Major Concerns in Guidance and Counselling

- Emotions: Meaning, Emotional Intelligence, Managing Emotions, Role of Teacher
- Skills: Self Discovery, Decision Making, Problem Solving
Coping skills: Types, Integration
Dealing with Depression and Academic Stress
Guidance and Counselling Career Options available in India
Special Counseling: Population, Multi-Cultural Counselling
Values: Patience, Empathy, etc
Ethics: Professional Ethics and Code of Conduct of Teacher Counsellor

Unit-IV: Guiding Differently-abled Students
- Meaning, Types of Differently-abled (DA) Students
- Behavioral Problems of Children with Special Needs (CWSN) and of Deprived Groups (DG)
- Behavior Modification Techniques
- Career Development: Teacher’s role in dissemination of Occupational Information, Career Planning, Vocational Training and Placement Opportunities for CWSN, DG, DA students
- Persons with Disabilities Act 1995, Governmental and Non-governmental Facilities, Ethical and Legal Guidelines

Practical Assignments/Field Engagement (Any one):
- Group Guidance - One Career Talk
- Design a Questionnaire to collect information on Students’ Educational, Psychological or Social problems.
- Detailed study of the Guidance and Counselling Services available in a given School
- Prepare a list of the online Guidance and Counselling Services available for students and teachers in India.
- Enrichment Lectures, Seminars, Workshops, Demonstrations by Experts working as Guidance and Counsellors in Schools or Organizations working specially in the area of Adolescent Psychology.
- Self-Study and Reflective sessions: Field visits to explore the working of Guidance Institutions School Counsellors, Career Counsellors etc.

Suggested Readings:
- Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
• Joneja G. K. (1997); Occupational Information in Guidance, NCERT publication
• Kochhar S.K. (1999) Guidance and counseling in colleges and universities
• Nayak A.K. (2004); Guidance and Counseling
• Oberoi S.C (2000); Educational, Vocational Guidance and Counseling
• Sharma R A Fundamentals of Guidance and Counseling
• Sharma, R. N. (2004); Guidance and Counseling
• Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
Course Title: Environmental Education

Course Code: BED216

Objectives of the Course:

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

Course Content:

Unit I: Nature and scope of environmental education

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

Unit II: Community Participation and Environment

• Community participation in natural resource management – water, forests, etc.
• Change in forest cover over time.
• Deforestation in the context of tribal life
• Sustainable land use management
• Traditional knowledge and biodiversity conservation
• Developmental projects, including Government initiatives and their impact on biodiversity
• conservation
• Issues involved in enforcement of environment legislations
• Role of media and ecotourism in creating environmental awareness
• Role of local bodies in environmental management
• Shifting cultivation and its impact on environment

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

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

Practical Assignments/Field Engagement(Any one):

• A study of major initiatives taken by NCERT regarding environmental education.
• Study of Development of slum area and their inhabitants in a nearby area/institute
• A critical study of school habitat in the context of drinking water, sanitation paper, energy, garbage management etc.
• Develop a road map for implementation of Environmental Education as suggested by 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:
• NCERT (2007/2013). *Looking Around Us*, EVS Textbooks (3-5), New Delhi: NCERT.
• 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.
• UNICEF (2008). *Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools*: UNICEF.
Course Title: Creating an Inclusive School  

Course Code: BED218  

Objectives of the Course:

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

Course Content:

Unit-I: Inclusive Education

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

Unit-II: Children with Special Needs

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

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

Unit-IV Inclusive Practices in the Classroom

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

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

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

Suggested Readings:

Blackurst & Berdine (1981), Introduction to Special Education
Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall
Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
Mangal, S. K., Education of Exceptional Children, PHI, New Delhi
National Policy on Education (1986, 1992), MHRD, GOI, Delhi
Reflection has many facets. For example, reflecting on work enhances its meaning. Reflecting on experiences encourages insight and complex learning. We foster our own growth when we control our learning, so some reflection is best done alone. Reflection is also enhanced, however, when we ponder our learning with others. Reflection involves linking a current experience to previous learning (a process called scaffolding). Reflection also involves drawing forth cognitive and emotional information from several sources: visual, auditory, kinaesthetic, and tactile. To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.

Valuing Reflection

The art of teaching is the art of assisting discovery.

—Mark Van Doren

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

In the role of facilitator, the teacher acts as an intermediary between the learner and learning, guiding each student to approach the learning activity in a strategic way. The teacher helps each student monitor his/her own individual progress, construct meaning from the content learned and from the process of learning it, and apply the learning to other contexts and settings. Learning becomes a continual process of engaging the mind that transforms the individual into a self actualized human being. Unfortunately, educators don't often ask students to reflect on their learning. Thus, when students are asked to reflect on an assignment, they are caught in a dilemma: "What am I supposed to do? How do I 'reflect'? I've already completed this assignment! Why do I have to think about it anymore?"

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

**Setting the Tone for Reflection**

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

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

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

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

**Guiding Student Reflection**

To be reflective means to mentally wander through where we have been and to try to make some sense out of it. Most classrooms are oriented more to the present and the future than to the past. Such an orientation means that students (and teachers) find it easier to discard what has happened and to move on without taking stock of the seemingly isolated experiences of the past.
Course Content:
Teachers use many strategies to guide students through a period of reflection. We offer several here: discussions, interviews, questioning, and logs and journals.

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

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

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

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

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

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

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

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

- **Logs and Journals**
  Logs and journals are another tool for student reflection. Periodically ask students to reread their journals, comparing what they knew at the beginning of a learning sequence with what they know now. Ask them to select significant learning, envision how they could apply these
learning to future situations, and commit to an action plan to consciously modify their behaviors.

• **Modelling Reflection**

Students need to encounter reflective role models. Many teachers find such models in novels in which the characters take a reflective stance as they consider their actions. A variety of novels and films may be used to 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 flexibly.*
• *Managing impulsivity.*
• *Remaining open to continuous learning.*
OPTIONAL COURSES (Semester-IV)
SEMESTER IV

Course Title: Value Education

Course Code: BED220

Objectives of the Course:

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

Course Content:

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

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

Unit-II: Development of the Individual

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

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

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

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

Impact of Modern Education and Media on Values:

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

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

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

- Education, Strategies for imparting Peace Education through imparting of duty-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-Response Mechanism
- Study of UDHR: Human Rights through Performing Duties

**Suggested Readings:**

- Khan, Wahiduddin. (2010) Family Life, Goodword Books, New Delhi,
- Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub.,
- Mascarenhas, M. & Justa, H.R.,( 1989), Value Education in Schools and Other Essays, Delhi Konark,
- S. Abid Hussain; The Indian Culture
- Source book of Human Rights - NCERT
Objectives of the Course:
- To acquaint pupil teachers with the concept of holistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To develop organisation skills in organising inter house tournaments and sports meet.
- To understand the need and relevance of Yoga and develop the skills in yogic practices.

Course Content:

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

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

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

Rules and Regulations and skills of any one of the Games/events: Hockey, Badminton, Volleyball, Basketball, Football, Tennis, Table Tennis, Kho-Kho, Track and Field Events.

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

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

Suggested Readings:
SEMESTER IV

Course Title: Adult and Population Education  
Credits - 4

Course Code: BED224  
MM:100

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

Course Contents:

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

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


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:

Bachelor of Education

SEMESTER-IV

Course Title: Peace Education Credits - 4

Course Code: BED226 MM: 100

Objectives of the Course:

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

Course Content:

Unit I Peace Education: Concept and Scope

• Meaning of Peace: Umbrella term of all positive values to build a positive personality
• Meaning, Nature and Concepts of Peace Education
• Aims and Objectives of Peace Education
• Status of peace education in the curriculum and its relevance in present global scenario
• Different sources of peace: Philosophical, Religious, Social, Secular and Psychological.
• Classification of Peace: Individual and social; positive and negative peace
• Method of Peace in Mind: Learning Positive Lessons from Negative Experiences
• Peace as a concomitant result of Human values.
Unit II Integrating Peace Education in the Present Curriculum
- Integrating Peace Education in Curriculum: Subject context, subject perspectives, Teaching Methods, Co-curricular activities, Staff development, classroom management, School Management
- Practical steps to build Culture of Peace in schools: Simulations Classroom Discussions, Book Clubs, Experience-Sharing Sessions
- Developing Attitude of Culture of Peace and Peace-Making: Mutual Respect, Tolerance, Patience, Seeking Spirit and Realistic, Objective Thinking through Accountability
- Educating for a Culture of Peace: Learning mutual respect, duty-consciousness, leadership skills through unilateral ethics, introspection and mutual learning through duty-consciousness.

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

Unit IV Global Issues and Peace Movements
- Human Rights as a Duty: Learning to give human rights to others.
- Challenge Not Deprivation: Problems of life are challenges not situations of deprivation
- Role of World Organizations in Promoting Peace Education: Case Study of UNESCO’s Culture of Peace Program in global scenarios and suggestions

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

Suggested Readings:
• Education for Human Values (2003), sathya sai instructional centre for Human Values: New Delhi.
• UNESCO. Learning the Way of Peace: Teacher's Guide.
• UNICEF. The State of the World's Children (reports of the last five years).
Online Resources:
- Peace in Minds of Men: http://www.learndev.org/dl/WarPeaceMinds.PDF
- UNESCO Culture of Peace:
- Conflict Management Techniques:
- Nonviolence in Education:
- Peacemaking in Schools:
  http://www.learningpeace.com/pages/LSP_PSchool.htm
Course Title: Work Education
Course Code: BED228

Objectives of the Course:

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

Course content:

Unit–1: Concept and Historical Perspectives:

- Meaning and Concept of Nai Talim/Basic Education and debates around it.
- Institutions of Teacher Training: Pre and Post independence based on Gandhian Philosophy, their objectives and curriculum and current status
- Concepts – Education and technical education – Need and importance. Human resources development – skilled manpower – productivity – Vocational Education – Meaning and Definition
- Work experience-concept – distinction between work experience and vocational education.
- Basic education – concept – merits – Criticism, need and importance, scheme of multipurpose schools.
- S.U.P.W. : Concept and Objectives

Unit – II Psychological basis of Integrating Work in Education:

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

Unit 3: Objectives, Methods and Evaluation for Work Education

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

Unit 4: Integrating Work Education with Curricular Subjects

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

Practical Assignments/Field Engagement (Any one):

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

Suggested Readings:

• Education commission (1964-66), Report of Government of India
• Kaul ML(1983) Gandhian Thoughts of Basic Education ; Relevance and Development Journal of Indian Education 8(5) p 11-16
• Position Paper National Focus Group On Work And Education, NCF 2005, NCERT
• Report National Policy on Education 1986 , Govt of India Government of India,
• M.K. Gandhi (1927) *The story of my experiments with truth*, Navjivan Trust
• Tarun Rashtriya, *Vocational Education*(2005), APH Publishing Corporation, New Delhi,

Online Resources:

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

Course Title: Education of the Marginalised Groups
Course Code: BED230

Credits: 4
M.M: 100

Objectives of the Course:

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

Unit I - Marginalization in Indian Context

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

Unit II - Educational Status of Marginalized Groups in India

• Foundation of composition of Indian Society and its multicultural multilingual nature
• Identification of Marginalized Groups- Scheduled Castes, Scheduled Tribes, OBCs, Primitive Groups, Religious and Linguistic Minorities, Women and Children, Economically Weaker Sections.
• Constitutional provisions against any kind of Discrimination, Government Programmes, Schemes and Voluntary efforts to curb Discrimination.
• Five year Plans and progress made towards education of marginalized groups in India- Inclusive growth and Development of all, Empowerment of marginalized communities in India.
• RTE Act 2009, RMSA and RUSA and Provisions of the 12th Five Year Plan for education of the marginalized groups.
Unit III  Important International Treatise and International Laws for Protection of Human Rights
- Human rights in India, role of organizations working for it
- India’s commitment at international level for protection of human rights
- India’s Constitutional and legal framework for protection of fundamental rights and human rights
- Constitutional rights of women, minorities and those on Schedules (SC, ST)
- SCP and TSP plans and their achievements
- States obligations for development of women, minorities, SCs, STs others-Plans and programmes

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

Practical Assignments/Field Engagement(Any one):
- The students shall be engaged with the community through projects wherein they would look at the implementation of different aspects of RTE especially the clause on EWS.
- The students would also be engaged in conducting a bridge course for students lagging behind in academics due to any reasons.

Suggested Readings:
SEMESTER-IV

Course Title: Life Skills Education
Course Code : BED232

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

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

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

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

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

Unit - IV: Core Life Skills (II)

Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.

Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching-learning process.

Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.

Practical Assignments/Field Engagement (Any one):

The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with respect to the dynamics of the same.

The Core Life Skills will also be demonstrated through role plays on diverse issues in the form of workshops.

The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.

Human animal interface: Case of study of a domestic/institutional animal/with human being.

Suggested Readings:

SEMMESTER IV

Course Title: School Leadership

Course Code : BED234

Objectives of the Course :

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

Course Content:

Unit I: Structures and Processes of the Indian Education System

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

Unit II: School Effectiveness and School Standards

• School effectiveness - meaning and its assessment.
• Understanding and developing standards in education
• Classroom management effective communication and motivational skills.
• Learner-centred educational and inclusive Education.

Unit III: School Leadership and Management

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

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

Practical Assignments/Field Engagement (Any one):
• The students shall be required to study the role of the supervisors and principals in a school.
• The students may look at the working of a school and prepare a school improvement plan.

Suggested Readings:

• Madan Mohan (2002). School without Walls Heinemann: New Delhi pp 24-40; 128-1
Pedagogical Courses
उद्देश्य:

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

इकाई 1 हिन्दी भाषा- शिक्षण: सैद्धांतिक परिप्रेक्ष्य

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

इकाई 2 भाषा कौशल एवं व्याकरण शिक्षण

- भाषा कौशलों से अभिप्राय, भाषा शिक्षण में उनका स्थान एवं महत्त्व
- सुनाने तथा बोलने के कौशल का शिक्षण – महत्त्व, उद्देश्य, प्रकार, शिक्षण विधियों, कौशल विकासक क्षेत्र, श्रवण एवं उच्चारण संबंधी सामान्य दौष, कारण एवं निराकरण
• पढ़न कौशल – तात्पर्य, महत्त्व, उद्देश्य, पठन की विशेषताएँ, सस्तर तथा मौन पठन, गहन अध्ययननिष्ठ पठन तथा व्यापक पठन, पठन कौशल विकास क्रियाएँ, पठन दोष- कारण तथा निराकरण
• लेखन कौशल – तात्पर्य, महत्त्व, उद्देश्य, लिखित अभिव्यक्ति के विविध रूप, निर्देशित लेखन, स्वतंत्र लेखन, सूचनात्मक लेखन, लिखित अभिव्यक्ति के विविध रूपों का शिक्षण, लेखन कौशल विकास क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य
• भाषा शिक्षण में व्याकरण का स्थान, महत्त्व एवं उपयोगिता, उद्देश्य, शिक्षण विधियाँ, व्यावहारिक व्याकरण

इकाई 3 साहित्य शिक्षण
• कविता शिक्षण – महत्त्व, उद्देश्य, कविता शिक्षण के पक्ष, कविता के रसास्वादन की विधियाँ, मूल्यांकन
• गद्य शिक्षण ( निबंध एवं निबंधेतर विधाएँ )- महत्त्व, उद्देश्य, विधागत अंतर एवं उनके अनुसार शिक्षण विधियाँ का प्रयोग,गहन अध्ययननिष्ठ एवं विस्तृत अध्ययननिष्ट पाठों की शिक्षण विधि में अंतर, मूल्यांकन
• रचना शिक्षण – महत्त्व, उद्देश्य, रचना के विविध रूपों का शिक्षण, मूल्यांकन

इकाई 4 हिंदी शिक्षण सहाय्य साधन सामग्री एवं मूल्यांकन
• पाठ्य-पुस्तकों एवं पूरक पुस्तकों का महत्त्व, विशेषताएँ, निर्माण तथा मूल्यांकन
• शैक्षिक उपकरणों का महत्त्व एवं उपयोगिता, उपकरणों के विविध रूप एवं उनका प्रसंगानुपूर्व प्रयोग , हिंदी भाषा शिक्षण में सूचना- प्रोद्योगिकी की भूमिका तथा उसका यथास्थाय प्रयोग
• पाठ्यमूलक सहाय्य 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 महत्त्व, उद्देश्यनिष्ठ मूल्यांकन की आवश्यकता, सतत एवं व्यापक मूल्यांकन, परीक्षण प्रश्नों के प्रकार एवं उनकी रचना प्रक्रिया
• संप्राप्ति परीक्षण प्रतिवेदन, छात्रों के भाषा अधिगम में सामान्य उत्तियों के कारण, निदान एवं उपचार।

व्यावहारिक पश्चात (कोई दो)

• कल्पना प्रधान, भावप्रधान एवं विचारात्मक लेखन के लिए मौलिक विषयों की सूची का निर्माण।
• उच्चारण/ वर्तनी के सामान्य दोषों का संकलन और उसके लिए उपचारात्मक अभ्यासों की रचना।
• शब्द भंडार वृद्धि के लिए पाठ्य पुस्तकों से प्रत्यय, उपसार्गों, संपदा, समास युक्त शब्दों का चयन कर उन्हें सूचीबद्ध करना।
• पाठ्य पुस्तक में निरंजित कविताओं के समान भाव वाली रचनाओं का संकलन।
• पाठ्यपुस्तक में निरंजित पाठें में से किसी एक का चयन कर उसपर 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, भोलानाथ (1990), हिंदी भाषा शिक्षण, लिपि प्रकाशन, दिल्ली।
• पाण्डेय, रामशंकर (1993), हिंदी शिक्षण, विनोद पुस्तक मंडल, आगरा।
• प्रसाद, केशव (1976), हिंदी शिक्षण, धनपत राय एंड संस, दिल्ली।
• बािहौतिया हीरालाल (2011), हिंदी शिक्षण: संकल्पना और प्रयोग, किताबघर प्रकाशन, दिल्ली।
• नागोरी, शमी एवं शर्मा (1976), हिंदी भाषा एवं साहित्य शिक्षण, राजस्थान प्रकाशन।
• भाई योगेन्द्रजीत (1961), हिंदी भाषा शिक्षण, विनोद पुस्तक मंडल, आगरा।
• तलहरी, रजनीकान्त (1975), हिंदी शिक्षण, राम प्रसाद एंड संस, आगरा।
• वर्मा, ब्रजेश्वर (1969), भाषा शिक्षण और भाषा विज्ञान, केंद्रीय हिन्दी संस्थान, आगरा
• सिंह, निरंजन कुमार (1981) माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
• सूरेश कुमार (2001), शैली विज्ञान, वाणी प्रकाशन, नई दिल्ली
Course Title: Teaching of Sanskrit

Credits: 4

Course Code: BED118

M.M:100

Objectives of the course:

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

Course content:

Unit - I: Fundamental of Language

- 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.
- 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:
Course Title: Teaching of English

Course Title: Teaching of English           Credits: 4
Course Code: BED120                 M.M:100

Objectives of the course:

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

Course Content

Unit - I: Fundamentals of Language

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

Unit - II: Language Development Skills and Learning Resources

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

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

Unit - IV: Professional Growth and Learner Evaluation
- Action research: Concept and Identification of problems faced by the teachers in the classroom.
- 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.
- Organisation of inter-class contests in English
- Identifying and Evaluating ICT resources suitable for teaching English.

Suggested Readings:
- Davis, Paul and Mario Rinvolucr, (1988): Dictation: New Methods, New
Possibilities. Cambridge Handbook for Language Teachers

- Parrot, M (1993),Tasks for the Classroom Teacher, London, Pergamon
- Sahni Geeta(2006),Suggested Methodology of Teaching English.
- Sunwani, V.K, (2005), The English Language and Indian Culture.
Course Title: Teaching of Punjabi

Course Code: BED122

Objectives of the course:

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

Course Content:

Unit - I: Fundamentals of Language

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

Unit - II: Language Acquisition

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

Unit - III: Aspects of Language Teaching and Learning Resources

- Micro Teaching, Unit Planning and Lesson Planning
- Instructional Objectives, Specifications and Teaching aids for:
Prose: Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)
Poetry: Methods (Recitation, Song-action), Techniques of Appreciation
Grammar: Types (Functional, Formal), Methods (Inductive, Deductive)

- **Learning Resources**: Computer Assisted Language Learning (CALL), Library, Language Laboratory, Audio Visual Aids

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

**Practical Assignments/Field engagement (Any one):**
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Collection and preparation of appropriate reading material in Punjabi for effective and interesting reading by school children.
- Identifying and Evaluating ICT resources suitable for teaching Punjabi.

**Suggested Readings:**
- Gurrey, P. – Teaching of Mother Tongue in secondary schools
Course Title: Teaching of Urdu  
Credits - 4

Course Code: BED124  
MM:100

Objectives of the course

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

Course Content:

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

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

Unit II: Approaches and Methods of Teaching Urdu

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

Unit-III Pedagogical Analysis

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

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

Practical Assignments/Field Engagement(Any one):

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

Suggested Readings:

- Khan, R.H (1974) Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board
- Saiyidain, K.G(1921) Usool-e-Allahabad, Hindustan Academy
Course Title: Teaching of Mathematics

Credit - 4

Course Code: BED126

MM: 100

Objectives of the course:

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

Course Content:

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

Unit-II : Place of Mathematics in secondary school curriculum
- Critical evaluation of the curriculum in use in Mathematics at the secondary 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:
  Teaching of Arithmetic (Commercial Maths)
  Teaching of Algebra (Polynomials, algebraic identities, Linear equations, Quadratic equations)
  Teaching of Geometry (Lines, Angles, Congruent Triangles and Similar triangles)
  Teaching of Mensuration (Surface areas and volumes of solid figures)
  Teaching of Statistics (Measures of central tendency - graphical representation)
• Mathematics clubs Development and use of Mathematics club in school.
• Organising various activities - Mathematics fairs, quiz, Olympiad, talent search examination.

Unit-IV: Technology Integration and Evaluation

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

Practical Assignments/Field engagement(Any one):

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

Suggested Readings:

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

Course Code: BED128

Objectives of the course:

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

Course Content:

Unit - I: Learning and Teaching Social Science

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

Unit - II: Methods and Strategies

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

- Developing Concept and Generalizations
- Concept formation and classification
- Concept Mapping in Social Science
- Instructional strategies for concept learning
- Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Social Sciences at secondary school level, e-technologies.

- Instructional Aids: - Preparation, improvisation and effective use - Chart, Models, 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.
- 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:

- Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
- Michaels U. John(1992), Social Studies for Children
- 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
- Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co.
- Zevin Jack (2000) – Social Studies for the Twenty first Century
Course Title: Teaching of Home Science

Course Code: BED130

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

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

Unit - II: Planning and Designing for Effective Instruction in Home Science
- Planning for instructional process – need, advantages and strategies
- Micro Teaching, Unit Planning and Lesson planning.
- Illustrations of Teaching Learning Process in Home Science
- Teaching of Human Development
- Teaching of Foods and Nutrition
- Teaching of Textiles and Clothing
- Teaching Community Resource Management and Extension
- Audio visual aids in teaching of Home Science
- Use and Management of Home Science Laboratory
Unit - III: Approaches and Methods of Teaching Home Science
- Discussion method
- Demonstration method
- Laboratory work
- Project method
- Problem solving method
- Field trips
- ICT as a resource for Teaching-Learning
- Market survey
- Use of community resources
- Exhibition and displays

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

Practical Assignments /Field Engagement(Any one):
- Identifying and Evaluating ICT resources suitable for teaching Home Science.
- Planning and Organization of Home Science Laboratory
- Organization of any two Co-curricular activities in Home Science
- Develop a Multi-Media lesson using appropriate ICT resources and transact the same before peers in a simulated teaching exercise.

Suggested Readings:
Course Title: Teaching of Accountancy

Course Code: BED132

Objectives of the course:

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

Course Content:

Unit - I: Introductory framework and Objectives

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

Unit - II: Planning and Objectives:

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

Unit - III: Learning Resources, Methods & Techniques

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

**Methods and Techniques of Teaching Accounting**

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

New Pedagogic ideas in Accountancy
• Team Teaching, Co-operative learning, Peer learning, Blended learning, collaborative learning.
• Co-Curricular Activities: Different types of co-scholastic activities for strengthening the learning of Accounting. Quizzess and other group activities.

Unit - IV: Professional Requirements and Evaluation
• Accounting Teacher: Qualities of an ideal Accounting teacher, Avenues available for professional growth
• Professional Accounting Software: Working knowledge about the prevalent accounting (business record maintaining) software [Tally, Busy, etc.]. Use of spread sheets in Accounting.
• Development of Achievement Test in Accountancy. Types of Test Items.
• Action research: Concept and Identification of problems faced by the teachers in the classroom

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

Suggested Readings:
• Forkher Handen L., R.M. Swanson and R. J. Thompson (1960) The Teaching of
Book-Keeping South Western Publishing.

- Verma, D.P.S.(2000); Commerce Education in Rajput, J.S. (Ed.) Encyclopaedia of Indian Education, Vol. I; NCERT.
Course Title: Teaching of Business Studies
Credits: 4

Course Code: BED134

Objectives of the course:

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

Course Content:

Unit - I: Introductory Framework

• Curriculum of Business Studies: Concept of curriculum and syllabus. Comparative analysis of the present syllabus of CBSE with ICSE. Critical appraisal of present syllabus developed by CBSE/ICSE.
• Integration of Business Studies with other subjects: Concept, objectives and Importance of Integration. Integration of Business Studies with other subjects – Accountancy, Economics, Social Science and English language.

Unit - II: Objectives and Planning for Business Education

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

Unit–III: Pedagogy of Business Studies

• Lecture Method
• Discussion Method
• Group work & collaborative learning
Bachelor of Education

- 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
- Organise a co-curricular activity for strengthening the knowledge of any topic taught
  recently in the class.
Suggested Readings:

Bachelor of Education

Course Title: Teaching of Political Science

Course Code: BED136

Objectives of the course:

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

Course Content:

Unit-I: Introduction to Teaching of Political Science

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

Unit-II: Instructional Methods and Skills

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

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

Unit-IV: Evaluation in Political Science

- Comprehensive and continuous evaluation
- Norm reference and criterion reference tests
- Achievement Test in Political Science.
- Diagnostic and Remedial Teaching
- Formative and Summative Evaluation
- Continuous and comprehensive Evaluation
- Action research: Concept and Identification of problems faced by the teachers in the classroom

Practical Assignments/Field engagement(Any one):

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

Suggested Readings:

Course Title: Teaching of Economics  
Credits :4

Course Code: BED138  
MM: 100

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

Course Content:

Unit- I: Introduction to teaching of Economics

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

Economics as a part of social science programme in Indian schools.
- The Curricular linkages with regard to contemporary issues in social science
- Economics for the beginners: when to teach and what to teach?
- Aims and objectives of teaching Economics at secondary and senior secondary school level. Instructional objectives of teaching Economics.
- Integration of Economics with other school subjects
- Comparative analysis of prescribed syllabus of CBSE & ICSE.

Unit- II: Methods & Skills of teaching Economics

- Lecture, Discussion, Debate, Inquiry, Problem solving, Survey, Project method as discovery modes of transaction and Problem solving routes to learning.
- Framing meaningful and developmental Assignments for an effective teaching learning process.
- Small group and whole group activities. Class and outside class learning strategies.
• Recent advancements in teaching of Economics – Team teaching, Co-operative learning, Computers in teaching of Economics.
• Developing Critical thinking, Creative thinking and Problem solving.
• Challenges of an teaching Economics. Role of Economics teacher in teaching of Social Science and in current affairs.
• Use of ICT in Economics. Designing resource plans for effective transaction.

Unit-III: Instructional Media & Co-curricular Activities

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

Unit - IV: Evaluation in Learning outcomes

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

Practical Assignments/Field engagement(Any one):

• Development and organization of co-curricular activities
• Identifying and Evaluating ICT resources suitable for teaching Economics
• Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

Suggested Readings:

• Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi, NCERT.
• Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences,


Kanwar, B.S. (1973), Teaching of Economics, Ludhiana; Prakash Brothers.

Khan, R.S., Teaching Economics (In Hindi), Kota Open University, BE-13.


Srivastava, H.S. (1976), Unit Tests in Economics, New Delhi, NCERT.


Course Title: Teaching of Geography

Credits - 4

Course Code: BED140

MM: 100

Objectives of the course:

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

Course Content:

Unit-I: Meaning, nature and significance of Geography

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

Unit-II: Objectives Based Teaching and Pedagogical Analysis

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

Pedagogical analysis

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

Curriculum planning in Geography

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

Unit-III: Approaches and Instructional Media

- Learner centred and Activity Based Approach
- Conceptual learning in Geography
- Spatial conceptualization – use of cognitive/mental maps
- Perception and geography learning
- Approaches in Geography teaching: Expository approach, Story telling and regional method, Discovery approach, Problem solving approach, Project method.
- Individualized instruction
Transactional strategies

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

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

Unit - IV: Evaluation

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

**Practical Assignments/Field engagement(Any one):**

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

**Suggested Readings:**

- Mohd. Z.U. Alvi (1984), Tadrees Jugrafia, Taraqqui Urdu Board
Course Title: Teaching of History Credits – 4

Course Code: BED142 MM: 100

Objectives of the Course:

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

Course Content:

Unit-I: Meaning, Nature and Significance of History

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

Unit-II: Objectives Based Teaching and Pedagogical Analysis

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

Unit-III: Approaches and Instructional Media

Learner centered and Activity Based Approach

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

Teaching Aids and Co-Curricular Activities in History

• Selection of Textbooks, Reference books, critical appraisal of a history text book
• Low cost Teaching aids
• Maps/Charts
• Fields Trips, Radio, films, slides, projector and television, E-learning.
Bachelor of Education

- PPT and History society (clubs)

Unit-IV: Evaluation in History
- Difference between Measurement, Assessment and Evaluation
- Continuous and Comprehensive Evaluation: Need and Use in History
- Action research: Concept and Identification of problems faced by the teachers in the classroom
- Planning & Preparation of an Achievement test.

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

Suggested Readings:
- Chaudhary, K. P. (1975), The Effective Teaching of History in India, New Delhi: NCERT.
- Jarvis, C. H., Teaching of History.
- Tara Chand, A History of Indian People, Aligarh: P.C. Dwadesh & Co.
Course Title: Teaching of Integrated Science

Course Code: BED144

Objectives of the Course:

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

Course Content:

Unit-I: Science in School Curriculum

- Nature of Science, Scientific inquiry and Integrated Science
- General Science Vs Integrated Science: Basic Assumptions of Integrated Science
- Scope of Science and Rationale of Teaching Science as a Compulsory Subject upto class X.
- Correlation of Integrated Science with other Subjects.
- Aims & Objective of Teaching of Science with special reference to integrated Science.
- Integrated Science Books: Qualities of good Integrated Science books, Effective use; Criteria for evaluation of integrated science textbook.

Unit-II: Planning, Designing and Transaction

- Development of Unit plan, Lesson Plan, Concept Maps using variety of approaches.
- Teaching Learning process with a focus on:
  - Inquiry Approach
  - Problem Solving Approach
  - Constructivist Approach
- Peer Learning/Group Learning, Team Teaching
- Science Laboratory: Organization & Management.
- Instructional Aids (Teaching Learning Material): Preparation, Improvisation and Effective use.
- Planning and execution of Extended Experiences:- Excursions, Science Exhibition, Science Fair, Science Quizzes, Science Club

Unit-III: Assessment in Science

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

Unit-IV: Professional Development of an Integrated Science Teacher

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

Practical Assignments /Field Engagement(Records to be maintained)

• Identifying and conducting at least 5 experiments/demonstrations from classes 6-10 syllabus individually or in small groups

Suggested Readings:

Course Title: Teaching of Physics  
Credits: 4

Course Code: BED146  
MM: 100

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

Course Content:

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

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

Unit-III Physics Curriculum: Effective Transaction and Evaluation
- Characteristics of an effective Physics Curriculum.
- A critical study of present Physics curriculum at secondary/senior secondary school.
- Textbook in Physics - its need and use, evaluation of a textbook.
- Instructional Aids in Physics
- Use of audio-visual aids in teaching of Physics with special reference to new
Bachelor of Education

technologies like interactive TV, Computer Aided Instruction.
• Use of community resources and Preparing low cost teaching aids.
• Laboratory Demonstrations and Experiments: Organisation and Conduct in the Physics Laboratory
• Planning and Organization of co-curricular activities for physics.
• Evaluation of Learners' Progress
• Evaluation: Need, Concept and Scope.
• Comprehensive & Continuous evaluation, need & importance of class tests.
• Achievement test-its construction, administration and item analysis.

Unit IV: Professional Development of a Physics Teacher

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

Practical Assignments /Field Engagement (Records to be maintained)

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

Suggested Readings:

• Romay, W.D. (1968), Inquiry Technique for Teaching of Science, New Jersey: Prentice Hall.
Course Title: Teaching of Chemistry

Course Code: BED 148

Objectives of the Course:

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

Course Content:

Unit-I Chemistry in School Curriculum

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

Unit-II Instructional Planning

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

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

Evaluation of Learners' Progress

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

Unit IV : Professional Development of a Chemistry Teacher

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


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

- Identifying and conducting at least 5 experiments/demonstrations from the Chemistry syllabus individually or in small groups

**Suggested Readings:**

- Waddington, D.J.(1984), Teaching of School Chemistry, UNESCO.
Course Title: Teaching of Biology  
 Credits: 4

Course Code: BED150  
 MM: 100

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

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

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

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

Unit-IV: Professional Development of a Biology Teacher

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

Practical Assignments /Field Engagement (Records to be maintained)

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

Suggested Readings:

- Miller, David, F. (1963), Methods and Materials for Teaching the Biological Sciences, New York, McGraw Hill.