



# **BANARAS HINDU UNIVERSITY**

## **ORDINANCES GOVERNING**

### **Bachelor of Education (B.Ed.) Programme & Syllabus**

*(Effective from Academic Session 2019-2020)*

*Offered by*

**FACULTY OF EDUCATION**

**Ordinances governing Bachelor of Education (B.Ed.) Degree Programme  
(Effective from Academic Session 2019-20)**

Under the powers conferred by Section 4A of the Banaras Hindu University Act 1915, as amended and under the provision of Section 18 of this Act, the University hereby institutes the **four semester programme of the Bachelor of Education (B.Ed.) Degree** and makes the following ordinances governing admission, courses of study, examination and other matters relating to B.Ed. Degree under the Faculty of Education, Banaras Hindu University.

**B.Ed. Degree Programme**

**1. Structure**

- i. B.Ed. degree shall be awarded to candidates on successful completion of a Four Semester programme of study spread over two years and including courses of **68 credits**.
- ii. The four semesters program will include 20 theory courses of a total of 56 credits and an internship program of 12 credits.
- iii. The theory courses are as under:

**A. Perspectives in Education**

S.No.	Name of the Paper	Marks	Credits	Semester
1.	Contemporary India and Education	(100)	4	I
2.	Psychology of Learner and Development	(100)	4	I
3.	Indian Perspective of Education	(50)	2	I
4.	Learning and Teaching	(100)	4	II
5.	Understanding the School and Classroom Management	(50)	2	II
6.	Knowledge and Curriculum	(100)	4	IV
7.	Concerns and Issues In Indian Education	(100)	4	IV
8.	Inclusion, Education and School	(50)	2	IV
<b>Total</b>		<b>650</b>	<b>26</b>	

**B. Curriculum and Pedagogic Studies**

S.No.	Name of the Paper	Marks	Credits	Semester
1.	Assessment for Learning	(100)	4	I
2.	Discipline & Subject (1-4 any one out of four)	(50)	2	I
3.	Language across the Curriculum	(50)	2	II
4.	Pedagogy of School Subject – I*	(100)	4	II
5.	Pedagogy of School Subject – II*	(100)	4	II
6.	Optional papers **	(50)	2	IV
<b>Total</b>		<b>450</b>	<b>18</b>	

\*Details of the Teaching subjects given below under semester-wise break-up of courses

**\*\*Optional papers**

S.No.	Name of Optional Paper
1.	School Administration and Management
2.	Health Education
3.	Gender, School and Society
4.	Educational and Vocational Guidance
5.	Music Education

**C. Enhancing Professional Competency**

S.No.	Name of the Paper	Marks	Credits	Semester
1.	Reading and Reflecting on Texts	(50)	2	I
2.	Music, Drama and other Creative and Co-scholastic activities in School	(50)	2	I
3.	Games, Sports and Yoga in Schools	(50)	2	II
4.	Understanding and Application of ICT	(50)	2	II
5.	Community based Engagements - Organizing PTA, WWC, Work Experience, Scout Guide, First aid, Excursion	(50)	2	IV
6.	Understanding and Reflections on the Self	(50)	2	IV
<b>Total</b>		<b>300</b>	<b>12</b>	

iv. The semester wise break-up of the courses are as follows:

**SEMESTER - I**

	Paper Code	Name of paper	Marks	Credits	Number of hours Theory+Activity	Number of hours per week
SEMESTER I	BEDPE- 101	Contemporary India and Education: Concerns and Issues	(100)	4	48+32	6
	BEDPE - 102	Psychology of Learner and Development	(100)	4	48+32	6
	BEDPE - 103	Indian Perspectives of Education	(50)	2	24+16	3
	BEDCPS- 104	Assessment for Learning	(100)	4	48+32	6
	BEDCPS -105A	Discipline and Subjects: Mathematics	(50)	2	24+16	3
	BEDCPS -105B	Discipline and Subjects: Sciences	(50)	2	24+16	3
	BEDCPS -105C	Discipline and Subjects: Social Sciences	(50)	2	24+16	3
	BEDCPS -105D	Discipline and Subjects: Languages	(50)	2	24+16	3
	BEDEPC-106	Reading and Reflecting on Texts	(50)	2	24+16	3
	BEDEPC -107	Music, Drama and other Creative and Co-scholastic activities in School	(50)	2	24+16	3
	<b>Total</b>		<b>500</b>	<b>20</b>	<b>400</b>	<b>30</b>
	INTERNSHIP	2 WEEK				36 hrs

**SEMESTER - II**

	Type of paper	Name of paper	Marks	Credits	Number of hours Theory +Activity	Number of hours (1 hour) per week
SEMESTER II	BEDPE- 201	Learning and Teaching	(100)	4	48+32	6
	BEDPE - 202	Understanding the School and Classroom Management	(50)	2	24+16	3
	BEDCPS-203	Language across the Curriculum	(50)	2	24+16	3
	A combination of two of the following to be selected as Pedagogy of a School Subject-I and Pedagogy of a School Subject-II (From 204 to 214):					
	BEDCPS - 204	Teaching of Mathematics	(100)	4	48+32	6
	BEDCPS - 205	Teaching of Physical Sciences	(100)	4	48+32	6
	BEDCPS - 206	Teaching of Life Sciences	(100)	4	48+32	6
	BEDCPS - 207	Teaching of Social Sciences : History	(100)	4	48+32	6
	BEDCPS - 208	Teaching of Social Sciences: Geography	(100)	4	48+32	6
	BEDCPS - 209	Teaching of Social Sciences: Civics	(100)	4	48+32	6

	BEDCPS -210	Teaching of Social Sciences: Economics	(100)	4	48+32	6
	BEDCPS -211	Teaching of English	(100)	4	48+32	6
	BEDCPS -212	Hindi Bhasha Shikshan	(100)	4	48+32	6
	BEDCPS -213	Sanskrit Bhasha Shikshan	(100)	4	48+32	6
	BEDCPS -214	Teaching of Home Science	(100)	4	48+32	6
	BEDEPC-215	Understanding and Application of ICT	(50)	2	24+16	3
	BEDEPC -216	Games ,Sports and Yoga in Schools	(50)	2	24+16	3
	<b>Total</b>		<b>500</b>	<b>20</b>	<b>400</b>	<b>30+6(lib)</b>
	INTERNSHIP	2 WEEK				36hrs

### **SEMESTER - III**

#### **School Internship**

INTERNSHIP	1-week Microteaching + 1 week orientation workshop + 16 WEEKS School Internship Program (SIP)	300 marks	12 credits	36 hrs/week
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### **SEMESTER - IV**

	Type of paper	Name of paper	Marks	Credits	Number of hours Theory+Activity	Number of hours per week
<b>SEMESTER IV</b>	BEDPE - 401	Knowledge and Curriculum	(100)	4	48+32	6
	BEDPE - 402	Environment, Peace, Health and Values for Quality Life	(100)	4	48+32	6
	BEDPE - 403	Inclusion, Education and School	(50)	2	24+16	3
	Any one of the following Elective Paper (From 404 to 409):					
	BEDCPS- 404	School Administration and Management	(50)	2	24+16	3
	BEDCPS - 405	Health Education	(50)	2	24+16	3
	BEDCPS - 406	Gender, School and Society	(50)	2	24+16	3
	BEDCPS - 407	Educational and Vocational Guidance	(50)	2	24+16	3
	BEDCPS - 408	Music Education	(50)	2	24+16	3
	BEDEPC- 409	Understanding and Reflections on the Self	(50)	2	24+16	3
	BEDEPC - 410	Community based Engagements - Organizing PTA, WWC, Work Experience, Scout Guide, First aid, Excursion	(50)	2	24+16	3+ additional time/weeks for running the programs

**NOTE:**

- a) Based on the eligibility possessed by the students admitted to the I-Semester, an admitted student shall have to offer any two Core Elective Pedagogy courses from amongst the courses listed from B.Ed.CPS-204 to B.Ed.CPS-214.
- b) During the IV-Semester, a student shall offer only one Elective Theory course from amongst the courses listed from B.Ed.CPS-404 to B.Ed.CPS-408. The allotment of elective shall be done strictly on the basis of merit. Number of students in each specialization to be divided equally among the available optional courses in the particular session.
- c) Except for the provision of limited choice available during the four semesters, as aforesaid, a student admitted to the B.Ed. programme shall be required to earn 68 credits as detailed above.

**2. Eligibility Requirements**

A candidate shall be eligible for appearing in the Under-graduate Entrance Test (U.E.T.) for admission to B.Ed. I-Semester, if he/she has passed the following:

- (a) Candidate with at least 50% (fifty percent) marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Mathematics/Social Sciences/Humanities, Bachelor's Degree in Engineering or Technology with specialization in Science and Mathematics with 55% marks.
- (b) A candidate must have studied at least one School Subject\* at the graduation or post graduation as a main subject.

*\*The School subjects are: Hindi, Sanskrit, English, Science (Physics and/or Chemistry), Biology (Zoology and/or Botany), Mathematics, Economics, History (or AIHC & Arch.), Geography, Political Science (for Civics), Home science, Statistics.*

**3. Admission Procedure**

- i. Admission in B.Ed. I-Semester programme of study shall be made on merit in the UET.
- ii. The Faculty shall have an Admission Committee for B.Ed. admission, constituted under the provisions of Ordinances and consisting of the Dean or his nominee, two senior-most members of the teaching staff and SC and ST representative of the Faculty. Admission shall be made in accordance with these ordinances and the rules made thereunder.
- iii. Admission cannot, however, be claimed by any candidate as a matter of right. The admission or re-admission of a candidate shall be entirely at the discretion of the Admission Committee which may refuse to admit any student without assigning any reason there for.
- iv. On his/her selection for admission to the B.Ed. I-Semester programme, the candidate shall, within the time fixed by the Dean, deposit the fees prescribed for the programme. If the candidate fails to deposit fees within the stipulated time, his/her selection shall automatically stand cancelled. Such a candidate shall not be admitted to the concerned programme unless a fresh order of selection and extension of date for payment of fees is issued.

**4. Admission of Foreign Nationals**

Applications of foreign nationals nominated by the Government of India under scholarship schemes and self-financing Foreign Nationals shall be entertained for the aforesaid programme. They shall not be subject to the Entrance Test provided they have passed the equivalent qualifying examination and satisfy the minimum eligibility requirements with relaxation in maximum age for admission.

Reservation to the extent of 15% of the quota of Programme in a subject, on supernumerary basis, for Foreign Nationals shall be made for admission to the aforementioned Programme available in the Faculty provided the applications are routed through the office of International Students Advisor, BHU.

The International Students Advisor shall get examined the eligibility etc. of each applicant and shall issue the eligibility letter to the concerned foreign national, if found eligible. Further details of the process etc. shall be available from the office of the International Students Advisor, BHU, Varanasi, India.

**5. Reservation/Weightages**

- i. 15% Seats shall be reserved for Scheduled Caste, 7.5% for Scheduled Tribe and 27% for Other Backward Class candidates. Admission against these seats shall be made provided the candidate has passed the qualifying examination and appeared in the Entrance Test. The vacant seats reserved for SC/ST/OBC candidates, if any, shall be filled as per Rules.

**Appearance in the Undergraduate Entrance Test is mandatory for admission.**

- ii. Supernumerary seats as per university policy shall be reserved for the sons/ daughters of permanent employees (including those on probation) of the University currently in service or

were in service during the academic session immediately preceding the one (session) for which the Entrance Test is held, provided the candidate fulfils the minimum eligibility requirements and appears in the UET.

BHU employees' sons/daughter's category applicants shall be required to submit the certificate of the employee ward only in the prescribed format duly signed and issued by the Dy. Registrar (Administration) if called for admission.

- iii. The Faculty may admit students under the supernumerary paid seat quota as per the norms fixed by the University from time to time and laid in the Information Bulletin for the concerned year of admission.
- iv. 3% seats, on horizontal reservation basis, shall be reserved for PC (Physically Challenged) candidates (visually impaired 1% + hearing impaired 1% + orthopedically handicapped 1%) provided they fulfill the minimum eligibility requirements and appear in the UET. Such candidates shall have to submit a PC certificate issued by the District CMO at the time of submitting the application. Candidates who claim for PC category shall be considered under this category on an approval from the University Medical Board only at the time of admission.
- v. Admission under sports quota shall be done as per the University rules contained in the Information Bulletin of the concerned admission year.

## 6. Attendance

- (a) A student is required to have full, i.e., 100%, attendance and condonation up to 30% can be considered for specific cogent reasons. Out of this 30%, only 10% condonation will be permitted without taking any application from the student. Rest 20% condonation may be given by the Dean. Further, a student shall be deemed to have minimum percentage of attendance only if, apart from the above, he/she has attended at least 50% of the classes in each subject also. The cogent reasons for condonation are given below.
  - Participation in NCC/NSC/NSS Camps duly supported by certificate.
  - Participation in University or College Team Games or Interstate or Inter-University tournaments, duly supported by certificate from the Secretary of the University Sports Board or President of the College Athletic Association concerned.
  - Participation in Educational Excursions, which form a part of teaching in any subject conducted on working days duly certified by the Dean.
  - University Deputation for Youth Festival duly certified by the Dean.
  - Critical Illness viz. (i) Poly trauma/ spinal Injuries, (ii) Visceral/deep malignancies, (iii) Head Injury, (iv) Pott's spin with neurological deficits (v) Myopathies (vi) Cardio myopathies with severe systolic LV dysfunction (EF<30%) (vii) AIDS (viii) Disseminated tuberculosis/CNS Tuberculosis (ix) Disability with impaired mobility. (x) End stage renal disease (xi) Chronic hepatic failure and (xii) any other condition requiring long term hospitalization, as approved by Academic Council vide ACR No. 46 dated 07.03.2011, duly certified by the Medical Board constituted by the Director, Institute of Medical Science of its coverage.

While considering the medical certificate of the students claiming condonation on aforesaid grounds, the Medical Board of the University has observed that most of the medical certificate submitted by the students are not in accordance to the provisions laid down by the M.C.I. viz., Name of the degree of the treating doctor, Medical registration number from respective medical council details of the diagnosis/protocol of the medical treatment and period of treatment which hampers the process of medical examination by the Medical Board of the University.

- Prolonged illness duly certified by the Medical Officer or the Superintendent, S.S. Hospital, Banaras Hindu University or any other Registered Medical Practitioner, provided such certificate is submitted to the Dean, Faculty of Education in time.

**No relaxation beyond 30% shall be considered in any case.**

- (b) The attendance of a newly admitted candidate shall be counted from the date of his/her admission, or date of beginning of classes which ever is later, while in the case of promoted candidates, attendance shall be counted from the date on which respective class begins. However in case of promotion after declaration of results of supplementary examination (if any), the attendance will be counted from the date of admission in the respective case.
- (c) There shall be an Attendance Monitoring Committee in the Faculty under the Chairmanship of the Dean.

## 7. Scheme of B.Ed. Programme

The details corresponding to schemes of courses in different subjects are given under respective subjects in B.Ed. syllabus as annexed herewith.

## 8. Scale of Tuition and other fees

All regular candidates of B.Ed. shall pay the following fees (in Rs.) per academic year to be realized at the time of admission and beginning of the third semester:

<b><u>Admission Fee</u></b>		<b><u>Hostel Fee</u></b>	
Tuition Fee	150.00	Hostel Rent	160.00
Faculty Dev. Fund	1500.00	Fan Fee	100.00
Lab Fee & Dev Fund	100.00	Hostel Dev. Maintenance Fund	2000.00
Acad. Assessment	200.00	Mess Caution Money	800.00
Library Fee & Dev. Fund	50.00	Fan Caution Money	1000.00
Computer & Internet Fac.	100.00	Hostel Amt. Fee	50.00
Student Health Welfare	200.00	<b>Total</b>	<b>4110.00</b>
Extra Curr. Activ. Fund	170.00		
Brdr's/Dlgcy Union Fee	10.00		
Student Welfare Fund	350.00		
Admission Fee	50.00		
Enrolment	100.00		
Id.Card & Pass Book	26.00		
Alumni Activ. Fund	50.00		
Placement	100.00		
Libr. Caution Money	300.00		
Campus Utiliti Fee	250.00		
Degree Charges	100.00		
<b>Total</b>	<b>3806</b>		

**Note:** The above fees may be revised by the Academic Council from time to time.

## 9. System of Examination

- Each theory course of 4 credits shall be of 100 marks (70 marks end semester theory examination and 30 marks internal assessment, by the teacher/s teaching the paper, as specified in the syllabus of the particular paper).
- The theory course of 2 credits shall be of 50 marks (35 marks end semester theory examination and 15 marks internal assessment, by the teacher/s teaching the paper, as specified in the syllabus of the particular paper).

### 9.1 Theory Course:

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

#### A. Sessionals:

- The assessment (sessionals) in theory courses will comprise of class test(s) and semester reports/assignments and regularity in each of the courses offered by them.
- Such class tests, semester reports and/or assignments/ practicum in each paper shall carry 30 marks. Regularity in these activities will also be taken into account during award of marks. At least two class tests of 10 marks each shall be held and their average marks will be counted.
- At least two semester report(s) and/or assignment(s) of 20 marks, as distributed by the teacher shall be submitted by the students to the teachers concerned, by a date fixed by the Head & Dean of the Faculty of Education. After evaluation of the semester report(s) and/or assignment(s), the teacher concerned shall submit the result to the Head & Dean of the Faculty of Education who shall forward the same to the Controller of Examinations.
- The marks obtained in semester report(s) and/or assignment(s) will be displayed on the notice board.
- Where candidate fails to take examination in any one or more papers or having taken the examination, has but failed to secure the minimum pass marks in any one or more papers or in

the aggregate, his marks in the class tests, semester reports and/or assignments will be carried forward to the subsequent examination.

## B. End Semester Examination and evaluation:

- (i) The question papers shall be set and the answer-scripts shall be evaluated by the teachers of the concerned courses. If there is more than one teacher teaching the course, the question paper shall ordinarily be set and evaluated by a teacher of the group, appointed by the Board of Examiners.
- (ii) The End Semester examination answer-scripts shall be shown to the students after evaluation by the concerned teachers within 7 days of the last examination for the semester. Thereafter, within a week, all the answer books along with the statement of marks shall be sent to the Office of the Controller of Examinations for declaration of the results.
- (iii) In case of any objection by a student in the evaluation, the same shall be looked after by a panel of two senior faculty members, to be nominated by the Dean, whose decision shall be final.
- (iv) The end semester examinations of B.Ed. programme in the Faculty of Education shall be conducted in four semesters ordinarily in December/May or on such dates as may be fixed by the Dean.
- (v) The academic performance of a candidate shall be evaluated in respect of the courses of study prescribed for each semester through the examinations held for respective semesters
- (vi) **Once evaluated answer books are submitted to the Controller of Examination there will be no re-evaluation/re-totaling thereafter.**

### 9.2. School Internship programme

- i. The internship programme shall be of 12 credits carrying 300 marks.
- ii. The respective weightage of the various components are indicated against their names:

S.No.	Components	Weightages in Marks out of 300
1.	Pre-Internship Engagement in Schools	50
2.	Engagement during the School Internship Programme	150
3.	Comprehensive Students Teaching in Schools	100
<b>Note:</b> a) Evaluation of activities at Sl.No.1 shall be based on the regularity/attendance of the candidate and his/her performance as assessed on the basis of the records submitted at point 8 under section on Semester III. Evaluation of the performance shall be done by the Mentor Teacher Educator who shall be the Supervisor In-charge of the Teacher Intern. b) Evaluation of Students performance at the activity at Sl.No.2 above shall be based upon the regularity, performance and submission of records of activities during the entire 16 weeks of internship as required at point 8B under section on Semester III. Out of the 150 marks, the Mentor Teacher Educator/Supervior Incharge of the School shall award marks out of 100 marks and the Mentor School Teacher shall award marks out of 50 marks. The total of both marks shall be the marks obtained by the intern out of 150 marks. c) The examination of activity at Sl.No 3 shall be done by two external and one internal examiner as decided by the Board of Examiners. The three examiners shall collectively submit the marks.		

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

#### (A) Assignment of credits:

**Credits of a course shall be assigned in the following manner:**

- a) For all theory (Lecture) courses, one credit shall be assigned for **one-hour lecture per week** in a semester.
- b) Credits shall be in whole numbers.

#### B) The Performance of a candidate in a semester or upto a semester shall be measured by SGPA and CGPA, details of which are given below:



*SGPA :* Semester Grade Point Average.  
*CGPA :* Cumulative Grade Point Average.

**Calculation of Semester Grade Point Average (SGPA) and  
Cumulative Grade Point Average (CGPA):**

$$(i). \text{ SGPA} = \frac{\sum_{i=1}^n C_i \cdot P_i}{\sum_{i=1}^n C_i}$$

where,  
 $C_i$  = Number of credits assigned for the  $i^{\text{th}}$  course of a semester for which SGPA is to be calculated.  
 $P_i$  = Grade point earned in the  $i^{\text{th}}$  course.  
 $i = 1, \dots, n$ , represent the number of courses in which a student is registered in the concerned semester.

$$(ii). \text{ CGPA} = \frac{\sum_{j=1}^m C_j \cdot P_j}{\sum_{j=1}^m C_j}$$

Where:

$C_j$  = Number of credits assigned for the  $j^{\text{th}}$  course, up to the semester for which CGPA is to be calculated.

$P_j$  = Grade point earned in  $j^{\text{th}}$  course.

$j = 1, \dots, m$ ; represent the number of courses in which a student was registered up to the semester for which CGPA is to be calculated.

## 11. Script and Duration of Examinations

- (i) Except when otherwise directed by the Ordinances or by the examiner in the examination paper, every candidate shall answer question in Hindi or English language in the examination in all the subjects.
- (ii) Each individual paper of 4 credits shall be of three hour duration and each individual paper of two credits will be of one and a half hour duration.
- (iii) The practicals, if any, shall be of three hour duration.

## 12. Evaluation Pattern:

### (a) Point Scale for Grading

#### Award of Grades Based on Absolute Marks

Marks Range (Out of 100)	Grade	Grade Point
90 - 100	S	10
80 - 89	A	9
70 - 79	B	8
60 - 69	C	7
50 - 59	D	6
40 - 49	E	5
Passed with Grace	P	4
00 - 39	F	0
Non-appearance in examination (Incomplete)	I	-
Compulsory /Audit Course	Z	-

### **Explanation:**

Latter grades **S, A, B, C, D, E and P** in a course mean that the candidate has passed that course.

**The F grade** denotes poor performance, i.e., failing in the course. A student has to appear at subsequent examination(s), if provided under the ordinances in all courses in which he/she obtains "F" grade, until a passing grade is obtained.

**The I Grade:** The "I" Grade is awarded, when a student does not appear in the examination of course/courses. This shall be treated as "F" Grade.

**The Z Grade:** The "Z" Grade is awarded, when a student successfully attends the Compulsory/Audit course with minimum attendance requirement of 80%.

**b. Grace Rule:** Tabulators shall award grace marks as per the following guidelines:

- (1). A student who fails in not more than 3 theory courses by total marks of not more than  $\frac{1}{2}$  the number of total theory courses of the semester (any fraction is rounded off to the next higher number), shall be awarded grade "P" (in place of grade "F") of Grade Point 4 in the concerned courses.
- (2). Grace mark will not be awarded for making up shortfall in minimum SGPA/CGPA or improving the grade.

**(c) Measurement of the student's performance in the programme:**

The performance of a student in a semester or upto a semester will be measured by SGPA (Semester Grade Point Average) and CGPA (Cumulative Grade Point Average), respectively, which will be calculated as given below:

$$(i) \quad SGPA = \frac{\sum_{i=1}^n C_i \cdot P_i}{\sum_{i=1}^n C_i}$$

where,  $C_i$  = Number of credits assigned for the  $i^{th}$  course of a semester for which SGPA is to be calculated.

$P_i$  = Grade point earned in the  $i^{th}$  course.

$i = 1, \dots, n$ , represent the number of courses in which a student is registered in the concerned semester.

$$(ii) \quad CGPA = \frac{\sum_{j=1}^m C_j \cdot P_j}{\sum_{j=1}^m C_j}$$

where,  $C_j$  = Number of credits assigned for the  $j^{th}$  course of a semester for which SGPA is to be calculated.

$P_j$  = Grade point earned in the  $j^{th}$  course.

$j = 1, \dots, m$ , represent the number of courses in which a student is registered from the first semester to the semester for which CGPA is to be calculated.

**Notes:** *Audit courses shall not be evaluated and also not accounted for SGPA/CGPA calculation. However, the prescribed minimum attendance in these courses shall be necessary.*

**13. Promotion Rules and Supplementary Examination:**

There shall be no supplementary examination for 1<sup>st</sup> and 2<sup>nd</sup> semesters. However, there shall be a provision of supplementary examination for 3<sup>rd</sup> & 4<sup>th</sup> semesters after declaration of the result of 4<sup>th</sup> Semester. Students failing in courses of 3<sup>rd</sup> & 4<sup>th</sup> semesters may appear in supplementary examination(s) or subsequent main examination(s).

**(A) First Semester Course & Examination:**

The candidates who have taken admission in B.Ed. programme First Semester in a session can be put in the following two categories on the basis of their attendance in the Semester:

I. (i) those who have put in the required minimum percentage of attendance for appearing in the First Semester Examination and filled up the examination form in time for appearing at the First Semester Examination; and

(ii) those who did not put in the required minimum percentage of attendance for appearing at the First Semester Examination or did not fill up examination form in time for appearing at the First Semester Examination.

Candidates under Category I (i) are eligible for appearing at the examination of First Semester, while candidates under Category. I (ii) are not allowed to appear at the examination of the Semester. However, category I (ii) candidates are allowed to reappear at the Undergraduate Entrance Test (UET) of subsequent year(s) for seeking admission afresh. This implies that no readmission is permissible to those who do not put in the required percentage of attendance for taking the examination or did not submit the examination form in time.

II. After appearing at the Examination of the First Semester the candidates can be put in the following categories in the context of declaration of the results of the First Semester Examination:

(i) Passed, i.e., those who have passed in all courses of the examination of the Semester.

(ii) Promoted, i.e., those who have not passed in all the courses of the Semester. Minimum passing grade shall be Grade 'E' for each course. However, candidates with grade 'P' in a course shall also be considered as passed in that course.

(iii) Promotion to Second Semester: All students who have put in the minimum percentage of attendance in Semester I and filled up the examination form in time shall be promoted to the Semester II.

#### **(B) Second Semester Course & Examination:**

As in the 1st Semester, in the 2nd and subsequent Semesters, all the candidates who have put in the minimum percentage of attendance for appearing at the Examination and have filled in the examination form in time for appearing at the End Semester Examination shall be allowed to appear at the respective examinations. However, students who have not put in the minimum percentage of attendance or did not fill up the examination form in time in a Semester shall be allowed to take re-admission in that Semester (except in the First Semester where re-admission is not permitted).

#### **(C) Declaration of results after II Semester (based on the results of 1st & 2nd Semester Examinations):**

After declaration of results of the 1st & 2nd Semesters, a candidate can be put in the following two categories:

**(i) Passed:** A candidate who has passed in examinations of all the courses of 1st and 2nd Semesters.

**(ii) Promoted:** A student, who does not pass in all the courses of either 1st or 2nd semester or both, shall be promoted to the 3rd semester if he/she has obtained at least 4.0 CGPA. All such students shall have the option to clear the courses, in which they had failed, in the subsequent available examination(s) of the concerned semester as ex-students.

**(iii) Failed:** A candidate who has failed in one or more courses or failed to appear at any of the examinations of 1st and 2nd Semesters taken together, and he/she has obtained less than 4.0 CGPA shall be treated as failed.

#### **(D) Promotion to 3rd Semester:**

**(i)** A candidate who comes under the category 'Passed or Promoted' is eligible to be promoted to third Semester if otherwise eligible.

**(ii)** Failed candidates shall not be promoted to the 3rd Semester. However, they shall be promoted to the third semester when they become eligible to come under the category of either 'Passed' or 'Promoted' as explained above after passing the Failed papers in the subsequent available examinations as ex-students.

#### **(E) Promotion to 4th Semester:**

All students who have put in the minimum percentage of attendance in 3rd Semester and filled in the examination form in time shall be promoted to 4th Semester.

#### **(F) Declaration of Results after IV Semester (based on results of I, II, III, IV, Semester Examinations):**

After declaration of results of 3rd and 4th Semesters, a candidate can be put in the following two categories:

**(i) Passed:** A candidate who has passed in all the courses (including Project/ Elective/ Field study) of I, II, III, IV, Semesters and obtained at least CGPA of 5.0.

**(ii) Failed:** All those students who have not "Passed" shall be categorized as "Failed". Such failed students may clear their failed courses in subsequent examinations as ex-students. There shall be a provision of supplementary examinations for IV Semester after declaration of results of IV Semester. Students failing in courses of IV may appear in the supplementary examination or subsequent main examination(s).

A student who has failed in a course shall get two more chances to clear this course subject to the maximum duration for passing the course. Further, each candidate shall have to clear all the courses within the maximum period of 4 years from the date of his/her latest admission.

**14. Further Clarifications:**

(a) A student has to clear the whole B.Ed. programme in NOT MORE THAN FOUR YEARS from the latest admission to the First Semester of the programme. Even after that if a student fails, he/she shall have to leave the programme.

(b) A student who is promoted to a higher semester or readmitted to a semester due to shortage of attendance shall be required to study the same syllabus as being taught in that year.

**15. Ranking to the candidates:**

Ranking shall be given to only those candidates who pass all the courses of the programme in one attempt. Notwithstanding any provision in the ordinances to the contrary, the following category of examinee is also eligible for ranking: The student who, having been duly admitted to a regular examination of the course, was unable to take that examination in full or in part due to some disruption of examination, and took the next following examination of that course and passed the course. The marks obtained by him/her at the examination shall be considered as the basis for the University Ranking, Scholarships and other distinctions. In order to get the benefit of this provision, the student should claim that he/she is eligible for this benefit and get a decision in writing after proving his/her eligibility there for.

**16. Re-admission to the Programme/Semester :**

A student who does not put in at least the minimum percentage of attendance required in the 1st semester shall not be promoted to the higher semesters. However, such students can take fresh admission in the programme after appearing in the UET and being eligible for admission in the course on the basis of result of the UET. All such students of higher, i.e., 2nd, 3rd, 4th semesters who have not put in the required minimum percentage of attendance or not filled in the examination form in time shall have the option to be re-admitted in the concerned semester available in the subsequent year. No student who has been promoted to the 2nd or higher semester and continues to be a student shall be allowed to reappear in the UET for taking fresh admission in the programme.

**17. Break in the Course:**

Any student taking admission in B.Ed. Degree programme of the Faculty of Education shall not be allowed to pursue any other full time programme/ course in the Faculty or elsewhere in the entire period of the programme meaning thereby that if a student leaves the programme after passing some of the semesters/ courses and takes up a full-time programme/ course elsewhere, then he/she shall not be allowed to continue the programme further in the Faculty.

**18. Definition:**

1. A 'Regular Student' is one who has pursued a regular course of study and obtained prescribed attendance mentioned in the ordinances and is eligible to appear in the examination.

2. 'Ex-student' means one who has studied in the Faculty for at least one semester preceding the date of the examination and has filled up the examination form but failed or has failed to appear in the examination, though otherwise eligible. Note: Academic calendar for the odd and even semesters shall be notified by the University at the beginning of the academic session.

**19. Declaration of Result:**

1. A candidate who has passed in all the papers/ courses of I, II, III and IV Semesters of the 2-year B.Ed. programme taken together shall be declared as '**Passed**'. Such passed candidates may be awarded with the division according to the following criteria:

- |       |                                 |                                     |
|-------|---------------------------------|-------------------------------------|
| (i)   | First Division with distinction | : CGPA 8.5 and above                |
| (ii)  | First Division                  | : CGPA 6.5 and above, but below 8.5 |
| (iii) | Second Division                 | : CGPA 5.0 and above, but below 6.5 |

**Note:** The SGPA and CGPA shall be computed upto 2 places of decimals (truncated at the second place). The conversion formula for converting CGPA to the corresponding Percentage of Marks will be as follow:

$$X = 10 Y - 4.5$$

where, X = Percentage of Marks  
Y = CGPA

**20. Admit Card (for End Semester Examination):**

A candidate may not be admitted into examination room unless he/she produces his/her admit card to the officer conducting the examination or satisfies such officer that it shall be subsequently produced.

The Controller of Examinations may, if satisfied that an examinee's admit card has been lost or destroyed, grant duplicate admit card on payment of a further fee of Rs. 10/-

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## **Annexure- I**



# **BANARAS HINDU UNIVERSITY**

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

### **Syllabus**

*(Effective from Academic Session 2019-2020)*

*Offered by*

**FACULTY OF EDUCATION**

**BEDPE-101**  
**CONTEMPORARY INDIA AND EDUCATION: CONCERNS AND ISSUES**

**Credits: 4****Hours: (48 Theory + 32 Activity)****Marks: 100 (70+30)****Aim**

This course will enable student-teachers to engage with studies on Indian polity, society, education and policy frameworks for public education in contemporary India and enable them to shape their perspective to act as an effective teacher.

**COURSE OBJECTIVES:**

After going through this course prospective teachers will be able to:

1. Understand the socio-political-educational movements related to making of contemporary Indian society.
2. Be able to observe and critically analyze the diversity in the Indian society and reflect on the utility of contemporary educational policies and programs highlighting the impediments in achievement of constitutional values.
3. Identify the major crisis in elementary and secondary education particularly stratification of education and ponder over necessary social and political interventions to meet those challenges
4. Be able to develop vision and practice of education in light of constitutional aspirations of the Indian society and shape one's attitude and skills as a teacher for future course of action in school and society.

**COURSE CONTENT:****UNIT I: Understanding the Contemporary Indian Society (Hours: 12 Theory + 8 Activity)**

- Contemporary Indian Society, its three phases: tradition, modernity and post-modernity.
- Social change- Concept, Education and role of the teacher in social change.
- Nationalist critique of colonial education ( reference of Macaulay Minutes and issues of westernization of Education) and attempts of reforms by Indians (Swadeshi attempts/ alternate attempts)

**UNIT II: Indian Constitution, Diversity and Inclusion (Hours: 12 Theory + 8 Activity)**

- Preamble of Constitution and corresponding values: Democracy, Secularism, Socialism. Education for national and emotional integration.
- Citizenship Education: Qualities of a good citizen, Cognitive, affective and skill inputs for quality citizenship education. Education for fundamental rights and duties.
- Understanding diversity in Indian society- education of marginalized groups like women, scheduled castes, scheduled tribes.

**UNIT III: Policy Frameworks for Public Education in India (Hours: 12 Theory +8 Activity)**

- Overview of Mudaliar commission
- Kothari Commission- Summary of recommendations and their implementation
- National Policy on Education 1986 and its review-1992
- Concerns in National Curriculum Framework 2005

**UNIT IV: Crisis and Challenges of School Education (Hours: 12 Theory + 8 Activity)**

- Universalization of Elementary Education
- Equalization of educational opportunity
- Samagra Shiksha Abhiyan
- Right to Education Act-2009
- Rashtriya Madhyamik Shiksha Abhiyaan.

**MODE OF TRANSACTION:**

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children and schools.

## INTERNAL ASSESSMENT

**Marks: 30 (10+20)**

The assessment will be based on the tests and assignments:

- **Tests:** Average of two unit tests of 10 marks each. **(Marks: 10)**
  - **Assignments:** Any **two** for which marks will be assigned on the basis of participation, regularity and reflective journal preparation by pupil teachers. **(Marks: 20)**
1. Observation of diversity in a social locality, match it with diversity in the class and work out a plan for awareness for national-emotional integration for your class to develop awareness, attitudes, skills and participatory values, execute it in the class and report the details.
  2. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in form of a report.
  3. Sharing of student experiences (in groups) related to Indian constitutional values, help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
  4. Analyses of current data related to UEE or RMSA and prepare a critical report in light of provisions of RTE Act 2009 or RMSA as applicable.

## SUGGESTED READINGS:

1. Anand, C.L., et. al.(1984). *Teacher and Education in Emerging Indian Society*. New Delhi: NCERT.
2. Connel, W. F., Debus R.L., & Niblelt, W.R.( 1967). *Readings in Foundation of Education*. London: Routledge and Keegan Paul.
3. Dev, A., Dev, T. A., & Das, S. (1996). *Human Rights a Source Book*, New Delhi, NCERT, Pp. 233.
4. Dubey, S.C. (1994). *Indian Society*. New Delhi: NBT, Pp. 147.
5. Ghosh, S. C. (1995). *The History of Education in Modern India (1757- 1986)*. New Delhi: Orient Longman Ltd., Pp. 204.
6. GOI. (1953). *Report of the Secondary Education Commission - Mudaliar Commission Report* October 1952- June 1953, Ministry of Education, New Delhi: Government of India.
7. Gore, M. S. (1982). *Education and Modernization in India*. Jaipur: Rawat Publications, Pp. 190.
8. Joshi, Shushma (2012). *Bharat Mai Shiksha Pranali ka Vikas* Ewam Samsyaein, Sharda Pustak Bhawan, Allahabad (Second Edition).
9. Kabir, H. (1982). *Education in New India*. London: George Allen an Unwin, Pp 235.
10. Menon, M.B., & Sasikumar, K.G. (2000). *School System (Block 1)*. New Delhi: IGNOU, Pp. 81.
11. Mohanty, J. (1994). *Indian Education in the Emerging Society*. New Delhi: Sterling Publishers Pvt. Ltd, Pp. 262.
12. Naik, J. P., Nurullah, S. (1974). *A Student's History of Education in India, (1800-1973)*. New Delhi: Orient Longman Ltd., Pp. 495.
13. Nayar, P. R., Dave, P.N., & Arora, K. (1983). *The Teacher and Education in Emerging Indian Society*. New Delhi: Orient Longman Ltd. Pp. 495.
14. NCERT. (1970). *Education and National Development (Report of the Education Commission 1964-66)*, New Delhi: NCERT.
15. Rama Jois, M. (1998). *Human Rights and Indian Values*, New Delhi: N.C.T.E. Pp. 80.
16. Rama Jois, M. (1998). *Human Rights and Indian Values*, New Delhi: N.C.T.E. Pp 80.
17. RMSA ,Government of India, New Delhi
18. Sampurnanand.(2006). *Yoga darshan , Uttar Pradesh Hindi Samsthan , Lucknow*, Pp.266.
19. Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) *Source Book on Environmental Education for elementary Teacher Educators*, New Delhi: NIEPA, Pp 278.
20. Shivpuri, V. (2009). *Value Education*, Varanasi.
21. Shukla, R.P. (2005). *Value Education and Human Rights*, New Delhi: Samp & Sons.
22. Tripathi, A.N.(2009). *Human Values*, New Age International (P) Limited Publishers, New Delhi, Pp.327.
23. Uppal, S. (Ed.). (2014). *Basics in Education Textbook for B.Ed. Course*, New Delhi: N.C.E.R.T. Pp. 269.
24. Varghese, A. (2000) *Education for the Third Millennium*, Indore: Satprachar Press, Pp 251.



**BEDPE-102**  
**PSYCHOLOGY OF LEARNER AND DEVELOPMENT**

**Credits: 4**

**Hours: (48 Theory+32 Activity)**

**Marks: 100 (70+30)**

**Aim**

This paper is related to the changes in physical and psychological domains that occur in infants, children, adolescents and adults. It also focuses on how biological inheritance and particular experiences influence psychological characteristics such as intelligence, morality, interests and social relationships.

**COURSE OBJECTIVES:**

1. To develop an understanding of Educational psychology in western and Indian context.
2. To enable the student-teachers to understand the concepts and principles of growth and development.
3. To orient student-teachers to the importance of nature-nurture controversy.
4. To develop an understanding of various stages and theories of human development.
5. To enable the student-teachers to understand the nature, crises and various issues related to adolescents.
6. To develop an understanding of the various theories of intelligence and the role of teacher in fostering creativity.
7. To develop an understanding of the concept of personality in Indian Context.
8. To develop an understanding of the mental health, hygiene and defence mechanisms.
9. To develop an understanding of the role of teacher in promoting mental health of students.

**COURSE CONTENT:**

**Marks: 70**

**UNIT -I: Educational Psychology: An Overview**

**(Hours: 10 Theory +6 Activity)**

- Concept of Educational Psychology, Scope of Educational psychology.
- Methods of Educational psychology- Observation, Interview, Sociometry, Case study

**UNIT-II: Understanding human development**

**(Hours: 18 Theory + 10Activity)**

- Concept & Principles of Growth and development.
- Developmental Influences: Physical, Socio—cultural factors, Ecological factors, Economic Factors
- Physical, Cognitive, Emotional, language and Moral development, their interrelationship and implication for teachers (with reference to Piaget, Erickson, Chomsky and Kohlberg), Critical analysis of theories in context to different socio-economic and cultural dimensions

**UNIT -III: Intelligence & Creativity**

**(Hours: 10 Theory + 8 Activity)**

- Nature of Intelligence.
- Theories of Intelligence – Two Factor theory (Spearman), Multifactor Theory (Guilford and Gardener )
- Creativity – Meaning, Process, Identification of creative learner & role of teacher in fostering creativity.

**UNIT -IV: Personality**

**(Hours: 10 Theory + 8Activity)**

- Concept of personality- Type and Trait theory, Assessment of Personality (Projective Technique).
- Adjustment: Concept, Process and Diffence mechanisms.
- Conflict: Meaning and Type of conflicts.
- Mental Health: Concept, importance, role of teacher.

**MODE OF TRANSACTION:**

Lectures, psychology practical, observation and interaction with children from diverse socioeconomic background, discussion of child lived experience.

**INTERNAL ASSESSMENT-**

**Marks: 30 (10+20)**

- **Tests: Average of two unit tests of 10 marks each.** (Marks: 10)
- **Assignments:** Any two Psychology Practical of 10 marks each - (Marks 20)
  - Intelligence test
  - Personality test
  - Creativity test
  - Case Study of a Secondary School student.

**SUGGESTED READINGS:**

1. Mangal, SK (2008), *Advanced Educational Psychology*, Prentice – Hall of India, Private limited, New Delhi.
2. Mangal, S.K. (2008), *Shiksha Manovigyan*, Prentice – Hall of India, Private limited, New Delhi.

- Mathur S.S. (2005)*Shiksha Manovigyan*, Agarwal Publication, New Delhi.
- Santrock, John W(2007)*Educational Psychology*, 2<sup>nd</sup> edition, TATA McGraw-Hill Publishing Company Limited, New Delhi.
- Santrock, John W(2005),*Psychology :Essentials, Updated Second edition*, TATA McGraw-Hill Publishing Company Limited, New Delhi.
- Hurlock, E. B.(1956),*Child Development*, 4th edition, McGraw Hill Book Company, New York.
- Hurlock, E B. (1955), *Adolescent Development*, McGraw Hill Book Company, New York.
- Singh, A.K (2011), *Shiksha Manovigyan*, Bharti Bhawan, New Delhi.
- Ciccarelli, S K. Meyer, Glen E. Meyer (2012), *Psychology*, South Asian Edition, Pearson Education in South Asia.
- Chauhan S. S (1988), *Advanced Educational Psychology*, Vikas Publishers, Delhi.
- Pandey, K. P, (1988), *Advanced Educational Psychology*, Second Edition, Vishwavidyalaya Prakashan, Varanasi.
- Gupta S. P (2004), *Uchchatar Shiksha Manovigyan*, 2<sup>nd</sup> edition, arada, Pustak Bhawan , Allahabad.
- Berk, Laura F, *Development through Life span*(3<sup>rd</sup> Edition), Pearson Education.
- Charles G. Morris, (1993), *Understanding Psychology*, Second edition, Prentice Hall of India Private Limited, New Delhi.

## **BEDPE -103** **INDIAN PERSPECTIVES OF EDUCATION**

**Credits: 2**

**Hours: (24 Theory +16 Activity)**

**Marks: 50 (35+15)**

### **Aim**

This course shall mainly introduce the vision and practice of education from the perspective of Indian philosophical, social and cultural traditions and educators. However, it will also introduce with educational perspectives of some other thinkers who have influenced Indian society owing to diffusion of other philosophical, social and cultural traditions in India from other parts of the world.

### **COURSE OBJECTIVES:**

To engage the prospective teachers to read and acquaint themselves with the meaning of terms like Vidya, Avidya, Shiksha, Education, Ilm and Talim etc. and to facilitate them to understand them through reflections on these terms.

- To facilitate prospective teachers to engage themselves in peer groups for sharing of their real life reflective experiences regarding social living and facilitate them to conceptualize the meaning of terms like philosophical, social and cultural traditions in Indian context.
- To orient and engage prospective teachers to read and understand the vision of some great educators and categorically reflect on vision/aim, process of education and the contemporary relevance in their own words.

### **COURSE CONTENTS**

**Marks: 35**

#### **UNIT I: Concept of Education**

**(Hours: 8 Theory + 4 Activity)**

- Understanding meaning, nature and place of education in life: Brief introduction about the terms like Vidya, Avidya, Shiksha, Ilm, Talim and Education from Upanishadic, Buddhist, Islamic and Western literature.
- Reflections on Indian heritage: Role of philosophical, social and cultural traditions and shaping of human values through various agencies of education, Convocation message in Taittiriya Upanishad.

#### **UNIT II: Visionaries and their perception of Life and Education (Hours: 16 Theory + 12 Activity)**

- Reflections on vision formulation and achieving it in real life: Deliberations on aims, process and educational institutions developed on thoughts of following thinkers and practitioners:
- Dr. Annie Besant (focus on schools developed by her in India, also on theosophical thought and Jiddu Krishnamurthy), Mahamana Malaviya (focus on realizing vision of Banaras Hindu University), Gurudev Rabindra Nath Tagore (focus on Shanti Niketan).
- Mahatma Gandhi (focus on Basic Education), Swami Vivekananda (focus on Navya Vedant and Man Making Education), Sri Aurobindo Ghosh (focus on Integral Education, Auroville).

### **MODE OF TRANSACTION:**

The course content transaction will include the following:

- organized lectures using variety of media

- Small group discussion, panel interactions, small theme based seminars, group discussions, cooperative teaching and team teaching, engagement of in reading of primary or secondary sources of literature (Original texts, reference books etc.) related to different aspects of life and education of Great Educators, case studies, short term project work etc.
- to critically examine their experiences to carve out their world and life view and further analyze them from philosophical point of view to reshape their perspective. They will engage prospective teachers in development of comparative educational charts related to vision, aims, process, institution etc. They will also lead reading based interactions and critical reflections related to process and significance of entry/admission rituals, convocation system etc.

#### INTERNAL ASSESSMENT

**Marks: 15 (05+10)**

The assessment will be based on the tests and assignments:

- **Test: Average of two unit tests of 05 marks each.** **Marks:05**
- **Assignments:** Any **two** for which marks will be assigned on the basis of participation, regularity and reflective journal preparation by pupil teachers. **(Marks: 10)**

1. Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms etc.
2. Institutional visits in small groups in coordination to institutions related to different thinker/s and preparation of a report followed by individual/group presentation.
3. Sharing of student experiences (in groups) related to readings on great thinkers help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
4. Identification and reporting of Indian perspective related to educational aims, student-teacher characteristics, methods, evaluation procedure, convocation etc. based on critical study of life and thoughts of thinkers.

#### SUGGESTED READINGS:

1. Mohanty, J. (1994) *Indian Education in the Emerging Society*, New Delhi: Sterling Publishers Pvt. Ltd. Pp 262.
2. Altekar, A. S.(1992) *Education in Ancient India*, Varanasi: Manohar Prakashan, Pp347.
3. Mookerji, R. K. (1947) *Ancient Indian Education (Brahmanical and Buddhist)*, London: Mac Milan and Co. Ltd. Pp 655.
4. Agnihotri, R. (1994) *Adhunik Bhartiya Shiksha Samasyaye Aur Samadhan*, Jaipur: Rajasthan Hindi Granth Academy, Pp 396.
5. Rusk, R. R. (Scotland, J. Revised) (1979) *Doctrines of the Great Educators*, Delhi, Dublin, New York: The Mac Milan Press Ltd., Pp 310.
6. Foure E. and others.(1973). *Learning to be* UNESCO, Delhi, Sterling Publishers, 1973.
7. NCERT (1970). *Education and National Development-* Report of the Education Commission (1964-66), New Delhi: NCERT.
8. Saiyidain. K.G. (1966). *The Humanist Tradition in Indian Education Thought*, New Delhi: Aria Publishing House, Pp 237.
9. Anand, C.L., et. al.(1984). *Teacher and Education in Emerging Indian Society*, New Delhi: NCERT.
10. Rama Jois, M. (1998) *Human Rights and Indian Values*, New Delhi: N.C.T.E. Pp. 80.
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12. Radhakrishnan, S. (2004) *Uddeshyapurna Jeevan*, New Delhi, Hind Pocket Books., P.110.
13. Radhakrishnan, S. (2004) *Bhartiya Sanskriti Kuchh Vichar*, New Delhi, Hind Pocket Books., P.116.
14. Radhakrishnan, S. (2004) *Hamari Virasat*, New Delhi, Hind Pocket Books., P.98.
15. Radhakrishnan, S. (2004) *Upnishado Ka Sandesh*, New Delhi, Hind Pocket Books., P.160.
16. *Upanishads* (nine major), Gorakhpur: Gita Press
17. Negi, W.D.(2003). *Dhammapad* ,The corporate body of Buddha educational foundation, Taipei, Taiwan, Pp.589.
18. Vazhayil, J.(2001). *Reflections on the philosophy of education*, NCERT, New Delhi, Pp.76.
19. Mishra, U.(2003). *Bhartiya darshan*, Uttar Pradesh Hindi Samsthan, Lucknow, Pp.504

**BEDPE -104**  
**ASSESSMENT FOR LEARNING**

**Credits: 4**

**Hours: 48Theory +32Activity    Marks: 100 (70+30)**

**COURSE OBJECTIVES:**

The student teacher will be able to

1. Get acquainted with basic concepts and practices of assessment and evaluation in teaching learning.
2. Explain the requirement of assessment of learning and need of recording the assessment.
3. Examine different dimensions of learning and related assessment procedures, tools and techniques.
4. Develop different tools and task to assess learners performance.
5. Analyze the issues and concerns of evaluation practices in schools.
6. Enhance technology based assessment practices to have quick and global results.

**COURSE CONTENT:**

**Marks: 70**

**UNIT-I: Perspective in Assessment and Evaluation**

**Hours: 08 + 6**

- Meaning, Principles and Purpose of Assessment.
- Relationship and Differences between the concepts of Measurement, Assessment and Evaluation.
- Continuous and comprehensive evaluation: concept and need
- Forms of assessment based on
  1. Purpose (prognostic, formative, diagnostic and summative),
  2. Attribute measured (achievement, aptitude etc.),
  3. Mode of responses (oral and written),
  4. Nature of interpretation (norm referenced, criterion referenced)

**UNIT- II: Tools and Techniques of Assessment for Learning**

**Hours: 12 + 8**

- General principles of test construction, Construction of table of specifications and writing different type of test items- various forms of objective type, short answer type, essay type and interpretive exercises.
- Construction of Teacher Made Test , Standardized test and Diagnostic Test
- Portfolio Assessment
- Performance Assessment
- Assessment of co-scholastic outcomes

**UNIT-III: Feedback and Reporting.**

**Hours: 08 +04**

- Learning Outcome: Concept and Meaning
- Feedback: Meaning, Types and Process
- Role of Feedback in Improving Learning, and Learners' Development
- Use of Feedback for teachers' self-improvement
- Using feedback for reporting to different stakeholders – parents and administrators

**UNIT-IV: Issues, Concerns and Trends in Evaluation**

**Hours: 08+4**

- Contemporary Assessment and Practices.
- Board examinations and Entrance tests, State and National Achievement Surveys
- Issues in Assessment: Objectivity Vs Subjectivity: Marking Vs Grading
- Evaluation Policies: Non-detention policy, Continuous Internal Assessment,
- Question Bank and Open Text Book Examination
- Online Examination

**UNIT-V: Statistics in Education**

**Hours: 12+10**

- Data, Scores and Scales of measurement
- Meaning, nature and scope of educational statistics, Frequency distribution, tabulation and graphical representation of data (Histogram, Frequency Polygon, Ogives, Pie-Diagram)
- Measures of central tendency- computation and uses of mean, median and mode
- Measures of Variability: Range, Quartile Deviation, Mean, Median, Mode and Standard Deviation
- Standardized Scores: Z score, T score, Stanine , Percentile and Percentile Rank
- Normal Probability Curve- Concept, Characteristics (Skweness and Kurtosis) and Application

- Correlation

### MODE OF TRANSACTION:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, observation of actual situations/ simulating situations, etc. Training through Computer Lab for Unit-V.

### INTERNAL ASSESSMENT:

**Marks: 30 (10+20)**

- **Tests: Average of two unit tests of 10 marks each.** (Marks: 10)
- **Assignment:** Any two of the following of 7 marks each: (Marks: 14)
  1. Fieldwork to go through various ways of record keeping procedures and assessment tools used in schools and present the report.
  2. Construction of an achievement test in any school subject at secondary level
  3. Analyse the existing evaluation practices in schools
  4. Construction of diagnostic tests on any school subject
- **Practical** (Marks:06)  
To compute different statistics for hypothetical data using MS Excel.

### SUGGESTED READINGS:

1. Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
2. Ebel, R.L and Frisbie (1979). *Educational Achievement*. Singapore: Pearson Education.
3. Gronlund, N.E and Linn R.L.(2003). *Measurement and Assessment in Teaching*, Singapore: Pearson Education.
4. Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
5. Reynolds, C.R, Livingston, R.B and Willson Victor(2005). *Measurement and Assessment in Education*, New York: Pearson
6. Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
7. Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
8. Natrajan V. and Kulshreshta S.P. (1983). *Assessing non-Scholastic Aspects-Learners Behaviour*. New Delhi: Association of Indian Universities.19
9. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
10. Norris N.(1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
11. Singh H.S.(1974). *Modern Educational Testing*. New Delhi: Sterling Publication
12. Stanley, J.C and K.D Hopkins(1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
13. Thorndike, Robert, L and Hagen, Elizabeth, (1955). *Measurement and Evaluation in Psychology and Education*. New York: John Wiley and Sons. Inc

## **BEDCPS-105A** **DISCIPLINE AND SUBJECTS: MATHEMATICS**

**Credits: 2**

**Hours: 24 Theory +16 Activity**

**Marks: 50 (35+15)**

### COURSE OBJECTIVES:

At the end of the course, the pupil teacher will be able to:

- Understand the concept, nature and scope of disciplines & subjects.
- Appreciate the various perspectives that have their bearing on the emergence and evolution of Mathematics as a discipline.
- Understand the inter-link between Mathematics as a discipline and as a school Subject.
- Understand the nature of Mathematics as a school subject and the sources for their change.

### UNIT-I: Understanding discipline

**Hours: 12 + 8**

- Disciplines : meaning, nature and characteristics

- Forms of disciplines: Basic and Applied; Interdisciplinary and Transdisciplinary
- Perspectives of Discipline: Philosophical, Social and Pedagogical

## UNIT-II Subject and Discipline

**Hours: 12+8**

- Subject: Concept, nature, Types and Significance
- Relationship between discipline and subject
- History of Maths as a school subject: Genesis and Changing Paradigm
- Correlation between mathematics and other school Subjects
- Sources of Change in Mathematics as a Subject

### MODE OF TRANSACTION:

Lecture, Power Point Presentation, Discussion & Seminar Method

### INTERNAL ASSESSMENT:

**Marks: 15 (5+10)**

- **Test: Average of two unit tests of 05 marks each. Marks:05**
- **Assignment: Any two of the following: Marks:10**

- Preparing the report on historical evolution of Mathematics as a Discipline.
- Analyze the Secondary School Curriculum of any board for organizing Mathematics as a school subject.
- A paper on influences that initiated contemporary change in mathematics as a school subject.
- Power point presentation on any topic from syllabus.

### SUGGESTED READINGS:

1. Besselaar, P.V.D. & Heimeriks, G. (2001), "Disciplinary, Multidisciplinary, Interdisciplinary- Concepts and Indicators, Social Science Informatics program, University of Amsterdam, pp- 1-4.
2. Charles, C. (2010). The Historical Development of Sociology: Sociological Traditions. Historical Development and Theoretical Approaches in Sociology, Vol.1.
3. Guy, J. & Small, I. (2010), "The Nature of Disciplinary Knowledge", Cambridge University Press, pp-1-3
4. Krishnan, A. (2009), "What are academic disciplines ?", University of Southampton, ESRC National Center for Research Methods, pp-7-31.
5. Miller, M. & Mansilla, V.B. (2004), "Thinking Across Perspectives and Disciplines", Harvard University, Cambridge, pp- 1-3.
6. Paleeri, S. (2015). Evolution and Emerging Trends in Academic Discipline. NS Training College, Ottapalam: Kerala.
7. NCERT (2005). New Curriculum Framework (2005). New Delhi: National Council of Educational Research and Training.
8. NCERT (2006). Arts, Music, Dance and Theatre – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
9. NCERT (2006). Curriculum Syllabus and Textbooks – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
10. NCERT (2006). Heritage Craft – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
11. NCERT (2006). Systemic Reforms for Curriculum Change – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
12. NCERT (2006). Teaching of Mathematics – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
13. NCERT (2007). Work Education – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
14. NCTE (2009). National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers. New Delhi: National Council for Teacher Education.
15. NCTE (2014). Teacher Education Regulations 2014, Norms and Standards, and New Curriculum Frameworks. New Delhi: National Council for Teacher Education.
16. Shulman, L. S. (1986). Those who understand: knowledge growth in teaching. Educational researcher, 15(2), 4–14.
17. Shulman, L. S. (1987). Knowledge and teaching: foundations of the new reform. Harvard Educational Review, 57(1), 1–22.
18. Stengel, B. S. (2010). Academic Discipline and School Subject: Contestable Curricular Concepts. Journal of Curriculum Studies, 29 (5).
19. Basics in Education. [www.ncert.nic.in/pdf\\_files/basic\\_in\\_education.pdf](http://www.ncert.nic.in/pdf_files/basic_in_education.pdf)



**BEDCPS-105B**  
**DISCIPLINE AND SUBJECTS: SCIENCE**

**Credits: 2**

**Hours: 24 Theory+16 Activity**

**Marks: 50 (35+15)**

**COURSE OBJECTIVES:**

At the end of the course, the pupil teacher will be able to:

- Understand the concept, nature and scope of disciplines & subjects.
- Appreciate the various perspectives that have their bearing on the emergence and evolution of science as a discipline.
- Understand the inter-links between Science as a disciplines and as a school Subject.
- Understand the nature of Science as a school subjects and the sources for their change.

**UNIT-I: Understanding discipline**

**Hours: 12 + 8**

- Discipline : meaning, nature and characteristics
- Forms of disciplines: Basic and Applied; Interdisciplinary and Transdisciplinary
- Perspectives of Discipline: Philosophical, Social and Pedagogical

**UNIT-II Subject and Discipline**

**Hours: 12+8**

- Subject: Concept, nature, Types and Significance
- Relationship between discipline and subject
- History of Science as a school subject: Genesis and Changing Paradigm
- Correlation between Science and other school Subjects
- Organization of Science as a school subjects: Sources and Influences
- Sources of Change in Science as a Subject

**MODE OF TRANSACTION:**

Lecture, Power Point Presentation, Discussion & Seminar Method

**INTERNAL ASSESSMENT:**

**Marks: 15 (5+10)**

- **Test: Average of two unit tests of 05 marks each.**

**Marks:05**

- **Assignment:** Any **two** of the following: **Marks:10**

- Preparing the report on historical evolution of Science as a Discipline.
- Analyze the Secondary School Curriculum of any board for organizing Science as a school subject.
- A paper on influences that initiated contemporary change in Science as a school subject.
- Power point presentation on any topic from syllabus.

**SUGGESTED READINGS:**

1. Besselaar, P.V.D. & Heimeriks, G. (2001), "Disciplinary, Multidisciplinary, Interdisciplinary- Concepts and Indicators, Social Science Informatics program, University of Amsterdam, pp- 1-4.
2. Guy, J. & Small, I. (2010), "The Nature of Disciplinary Knowledge", Cambridge University Press, pp-1-3
3. Krishnan, A. (2009), "What are academic disciplines ?", University of Southampton, ESRC National Center for Research Methods, pp-7-31.
4. Miller. M. & Mansilla, V.B. (2004), "Thinking Across Perspectives and Disciplines", Harvard University, Cambridge, pp- 1-3.
5. Paleeri, S. (2015). Evolution and Emerging Trends in Academic Discipline. NSS Training College, Ottapalam: Kerala.
6. NCERT(2005). New Curriculum Framework (2005). New Delhi: National Council of Educational Research and Training.
7. NCERT (2006). Arts, Music, Dance and Theatre – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
8. NCERT (2006). Curriculum Syllabus and Textbooks – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.

9. NCERT (2006). Heritage Craft – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
10. NCERT (2006). Systemic Reforms for Curriculum Change – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
11. NCERT (2006). Teaching of Science – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
12. NCERT (2007). Work Education – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
13. NCTE (2009). National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers. New Delhi: National Council for Teacher Education.
14. NCTE (2014). Teacher Education Regulations 2014, Norms and Standards, and New Curriculum Frameworks. New Delhi: National Council for Teacher Education.
15. Shulman, L. S. (1986). Those who understand: knowledge growth in teaching. Educational researcher, 15(2), 4–14.
16. Shulman, L. S. (1987). Knowledge and teaching: foundations of the new reform. Harvard Educational Review, 57(1), 1–22.
17. Stengel, B. S. (2010). Academic Discipline and School Subject: Contestable Curricular Concepts. Journal of Curriculum Studies, 29 (5).
18. Basics in Education. [www.ncert.nic.in/pdf\\_files/basic\\_in\\_education.pdf](http://www.ncert.nic.in/pdf_files/basic_in_education.pdf)

## **BEDCPS-105C**

### **DISCIPLINE AND SUBJECTS: SOCIAL STUDIES**

**Credits: 2**

**Hours: 24 Theory+16 Activity**

**Marks: 50 (35+15)**

#### **COURSE OBJECTIVES:**

At the end of the course, the pupil teacher will be able to:

- Understand the concept, nature and scope of disciplines & subjects.
- Appreciate the various perspectives that have their bearing on the emergence and evolution of Social Studies as a discipline.
- Understand the inter-link between Social Sciences as a discipline and as a school Subject.
- Understand the nature of Social Sciences as a school subjects and the sources for their change.

#### **UNIT-I: Understanding discipline**

**Hours: 12 + 8**

- Discipline : Meaning, nature and characteristics
- Forms of disciplines: Basic and Applied; Interdisciplinary and Transdisciplinary
- Perspectives of Discipline: Philosophical, Social and Pedagogical

#### **UNIT-II Subject and Discipline**

**Hours: 12+8**

- Subject: Concept, nature, Types and Significance.
- Relationship between Social Sciences as a discipline and as a subject.
- History of Social Sciences as a school subject: Genesis and Changing Paradigm.
- Correlation between Social Sciences and other school Subjects
- Sources of Change in Social science as a Subject.
- .

#### **MODE OF TRANSACTION:**

Lecture, Power Point Presentation, Discussion & Seminar Method

#### **INTERNAL ASSESSMENT:**

**Marks: 15 (5+10)**

- **Test: Average of two unit tests of 05 marks each.**

**Marks:05**

- **Assignment: Any two of the following:**

**Marks:10**



- Preparing the report on historical evolution of Social Sciences as a Discipline.
- Analyze the Secondary School Curriculum of any board for organizing Social Sciences as a school subject.
- A paper on influences that initiated contemporary change in Social Sciences as a school subject.
- Power point presentation on any topic from the syllabus

#### **SUGGESTED READINGS:**

1. Besselaar, P.V.D. & Heimeriks, G. (2001), "Disciplinary, Multidisciplinary, Interdisciplinary- Concepts and Indicators, Social Science Informatics program, University of Amsterdam, pp- 1-4.
2. Guy, J. & Small, I. (2010), "The Nature of Disciplinary Knowledge", Cambridge University Press, pp-1-3.
3. Krishnan, A. (2009), "What are academic disciplines ?", University of Southampton, ESRC National Center for Research Methods, pp-7-31.
4. Miller, M. & Mansilla, V.B. (2004), "Thinking Across Perspectives and Disciplines", Harvard University, Cambridge, pp- 1-3.
5. Paleeri, S. (2015). Evolution and Emerging Trends in Academic Discipline. NSS Training College, Ottapalam: Kerala.
6. NCERT(2005). New Curriculum Framework (2005). New Delhi: National Council of Educational Research and Training.
7. NCERT (2006). Arts, Music, Dance and Theatre – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
8. NCERT (2006). Curriculum Syllabus and Textbooks – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
9. NCERT (2006). Heritage Craft – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
10. NCERT (2006). Systemic Reforms for Curriculum Change – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
11. NCERT (2006). Teaching of Social Sciences – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
12. NCERT (2007). Work Education – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
13. NCTE (2009). National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers. New Delhi: National Council for Teacher Education.
14. NCTE (2014). Teacher Education Regulations 2014, Norms and Standards, and New Curriculum Frameworks. New Delhi: National Council for Teacher Education.
15. Shulman, L. S. (1986). Those who understand: knowledge growth in teaching. Educational researcher, 15(2), 4–14.
16. Shulman, L. S. (1987). Knowledge and teaching: foundations of the new reform. Harvard Educational Review, 57(1), 1–22.
17. Stengel, B. S. (2010). Academic Discipline and School Subject: Contestable Curricular Concepts. Journal of Curriculum Studies, 29 (5).
18. Basics in Education. [www.ncert.nic.in/pdf\\_files/basic\\_in\\_education.pdf](http://www.ncert.nic.in/pdf_files/basic_in_education.pdf)

### **BEDCPS-105D** **DISCIPLINE AND SUBJECTS: LANGUAGES**

**Credits: 2**

**Hours: 24 Theory+16 Activity**

**Marks: 50 (35+15)**

#### **COURSE OBJECTIVES:**

At the end of the course, the pupil teacher will be able to:

- Understand the concept, nature and scope of disciplines & subjects.
- Appreciate the various perspectives that have their bearing on the emergence and evolution of Languages as a discipline.
- Understand the inter-link between Languages as a disciplines and as a school Subject.
- Understand the nature of Languages as a school subjects and the sources for their change.

#### **UNIT-I: Understanding discipline**

**Hours: 12 + 8**

- Discipline : Meaning, nature and characteristics
- Forms of disciplines: Basic and Applied; Interdisciplinary and Transdisciplinary
- Perspectives of Discipline: Philosophical, Social and Pedagogical

**UNIT-II Subject and Discipline****Hours: 12+8**

- Subject: Concept, nature, Types and Significance.
- Relationship between Languages as a discipline and as a subject.
- History of Languages as a school subject: Genesis and Changing Paradigm.
- Correlation between Languages and other school Subjects.
- Sources of Change in Languages as a Subject.

**MODE OF TRANSACTION:**

Lecture, Power Point Presentation, Discussion &amp; Seminar Method

**INTERNAL ASSESSMENT:****Marks: 15 (5+10)**

- **Test: Average of two unit tests of 05 marks each.**

**Marks:05**

- **Assignment: Any two of the following: Marks:10**

- Preparing the report on historical evolution of Languages as a Discipline.
- Analyze the Secondary School Curriculum of any board for organizing Languages as a school subject.
- A paper on influences that initiated contemporary change in Languages as a school subject.
- Power point presentation on any topic from the syllabus.

**SUGGESTED READINGS:**

1. Besselaar, P.V.D. & Heimeriks, G. (2001), "Disciplinary, Multidisciplinary, Interdisciplinary- Concepts and Indicators, Social Science Informatics program, University of Amsterdam, pp- 1-4.
2. Guy, J. & Small, I. (2010), "The Nature of Disciplinary Knowledge", Cambridge University Press, pp-1-3.
3. Krishnan, A. (2009), "What are academic disciplines ?", University of Southampton, ESRC National Center for Research Methods, pp-7-31.
4. Miller, M. & Mansilla, V.B. (2004), "Thinking Across Perspectives and Disciplines", Harvard University, Cambridge, pp- 1-3.
5. Paleeri, S. (2015). Evolution and Emerging Trends in Academic Discipline. NSS Training College, Ottapalam: Kerala.
6. NCERT(2005).New Curriculum Framework (2005).New Delhi: National Council of Educational Research and Training.
7. NCERT (2006). Arts, Music, Dance and Theatre – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
8. NCERT (2006). Curriculum Syllabus and Textbooks – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
9. NCERT (2006). Heritage Craft – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
10. NCERT (2006). Systemic Reforms for Curriculum Change – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
11. NCERT (2006). Teaching of Languages – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
12. NCERT (2007).Work Education – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
13. NCTE (2009). National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers. New Delhi: National Council for Teacher Education.
14. NCTE (2014). Teacher Education Regulations 2014, Norms and Standards, and New Curriculum Frameworks. New Delhi: National Council for Teacher Education.
15. Shulman, L. S. (1986). Those who understand: knowledge growth in teaching. Educational researcher, 15(2), 4–14.
16. Shulman, L. S. (1987). Knowledge and teaching: foundations of the new reform. Harvard Educational Review, 57(1), 1–22.
17. Stengel, B. S. (2010). Academic Discipline and School Subject: Contestable Curricular Concepts. Journal of Curriculum Studies, 29 (5).
18. Basics in Education. [www.ncert.nic.in/pdf\\_files/basic\\_in\\_education.pdf](http://www.ncert.nic.in/pdf_files/basic_in_education.pdf)

**BEDEPC-106****READING AND REFLECTIONS ON TEXTS****Credits: 2****Hours: 64****Marks: 50 (35+15)**

**About the Course:**

This course will serve as a foundation to enable B.Ed. students to read and respond variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. The course will enable prospective teachers to reflect on selected readings through identification of its purpose, addressing its relevance for self, society, nation and globe at large. The learners would also come out with their concrete reflections of texts in different forms like annotations, critical appreciation, poster, collage, oral presentation, debate, panel discussion, charts, reflective writing etc.

**COURSE OBJECTIVES:**

- To develop the ability of making meaning from the selected text(s)
- To encourage thoughtful and balanced assessment of readings and form opinions about ideas presented in the text.
- To develop understanding of the texts by making connections between self observations, experiences, and opinions and critically reflecting through thoughtful and persistent inquiry.
- Enabling learners to demonstrate understanding, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.
- To offer an opportunity to recognize – and perhaps break down – learners assumptions which may be challenged by the text(s).
- To develop the ability of reflective writings in different forms.

**COURSE OUTLINE:**

**Students will be asked to visit library and select text (any one) of following nature like:**

**Hours: 16**

- Biographies/autobiographies of great personalities of different fields
- A literary creation (novel/drama/poem/essay etc.) of national and international repute
- Renowned books on sociological, philosophical, psychological issues and on current socio-political scenario of education
- Self authored books of renowned social, educational and political thinkers

**Based on their readings students will be asked to: Assess the Text(s):**

- What is the main point? How is it developed? Identify the purpose, impact and/or theoretical framework of the text.
- What ideas stood out to me? Why? Were they new or in opposition to existing scholarship?
- How the text related understanding of my life, my society and context?
- How it broadened my thinking and expanded my mental horizons?

**Students will be asked to Select text (any one) of contemporary society of different forms like:**

**Hours: 16**

- Collection of news paper cuttings focusing selected social, educational, political and economical issues
- Collection of articles from any renowned periodical (Outlook/India Today/Economic and Political Weekly/Business Today/Journals of Education/Organiser – weekly etc.) focusing selected social, educational, political and economical issues
- Watching CNN, BBC documentaries on issues of current and historical socio-political scenario and develop a text based on its presentation.
- Based on their readings students will be asked to:

**Make Connections:**

- How does this text help me to better understand this topic or explore this field of study/discipline?
- How does this text reinforce my existing ideas or assumptions? How does this text challenge my existing ideas or assumptions?
- How is/was the social, educational, political and economical scenario making its critical analysis.

**Read, reflect and think critically about the text you selected:**

- Write a personal response that shows you have spent time reading and reflecting.
- Summarise the main ideas in a single short paragraph. Ask yourself 'What is the meaning for me?'
- Identify aspects you agree and disagree with. Explain why.
- Find literature that critiques the text. Explain how.

**Students will be performing the tasks mentioned above by giving different reflections in forms of:**

- Making an oral presentation
- Organising a debate, discussion based on their reading
- Preparation of a poster
- Making a collage
- Displaying appropriate texts/graphic on bulletin board
- Addressing morning assembly during their internship in schools
- Making a power point presentation on selected topic
- Submission of written articles/assignments
- Writing maintaining reflective journals

#### Evaluation:

Students will be evaluated based on the concrete reflections s/he has provided; proper record file of their reflections will be submitted which will be the criteria of their evaluation. Reflections of different forms will be stressed and it will not merely be limited to submission of written assignment.

#### SUGGESTED READINGS:

The list of books here are only exemplars students may explore and read the text of their choice possessing reasonable literary worth.

1. Carnegie, D. - *How to Win Friends and Influence People*.
2. Chakravarty, Uma (2007). *Pandita Ramabai- A life and a time. Critical quest*: New Delhi
3. Coelho, Paulo - *The alchemist*
4. Ilaiah, K. (2012). *Why I am not a Hindu – A shudra critique of hindutva philosophy, culture and political economy*. Samya: Kolkata
5. My experiments with the truth – *Autobiography of Mahatma Gandhi*
6. The Little Prince – *Antain de Saint – Exupery*
7. Abraham Lincoln's Letter To His Son's Teacher...
8. *Novels of Munshi Premchand*
9. Ramchandra Guha - *India after Gandhi*
10. Skand Gupta – *The history of Banaras Hindu University*
11. The Beautiful Tree: A Personal Journey Into How The World's Poorest People Are Educating Themselves Hardcover – by James Tooley
12. Tolstoy, Leo – *The death of Evan Illich*
13. Woolf, V. (1945). *A room of ones own*. Penguin Books: London
14. उभरते भारत की तस्वीर - नंदन नीलकेणी
15. एप्पल, एम. और बिन, जे. ए. (2007). लोकतान्त्रिक विद्यालय कक्षा से सीखे सबक. (अनुवाद) स्वयंप्रकाश भोपाल: एकलव्य प्रकाशन
16. वर्जोनिया वूल्फ (2011). अपना एक कमरा (अनुवाद). माइकेल मोजेज़। वाणी प्रकाशन : न्यू दिल्ली
17. संस्कृतिके चार अध्याय - रामधारी सिंह दिनकर
18. दिवा स्वप्न - गिजु भाई
19. Cultural Heritage – Dr. S. Radhakrishnan
20. Periodicals Like – Outlook, India Today, Economic and Political Weekly, Business Today, Journals of Education, Organiser – weekly

### BEDEPC -107

### MUSIC, DRAMA AND OTHER CREATIVE CO-SCHOLASTIC ACTIVITIES

Credits: 2

Hours: (10 Theory + 44 Activities)

Marks: 50 (25+25)

#### Background:

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the curriculum encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through drama in education (John, Yogin and Chawla 2007) which helps learners to extend their awareness through multiple perspectives to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences.

The course on drama and art in education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine art aim to develop aesthetic sensibilities in students-teachers and learn the use of art in teaching learning. (Prasad,1998).

### **COURSE OBJECTIVES:**

**After undergoing this course, the students will:-**

- Be oriented towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.
- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, Debate.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.
- Understand the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

### **COURSE CONTENT:**

**Marks: 25**

#### **UNIT-I:**

**Hours: 05**

- Introduction: Meaning, Objectives and Significance of Music, Drama and other Creative, Co-scholastic Activities for an Individual.
- Importance of Music in Life, Types and Styles of Indian Music.
- Voice training, ear-training, correct posture of singing.
- Role of Drama as a form of self-expression.

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

**Hours: 04**

- Introduction of Fine Arts, Its Types.
- Introduction of Dance (Indian Classical and Folk).
- Identifying interests of students through auditions, Dance-Step test and acting ability test.

#### **UNIT-III:**

**Hours: 01**

- Introduction of Literary Activities
- Its types & styles

### **Activities**

**Hours: 44**

#### **1. Musical Activities:**

- Solo singing (Indian &western)
- Group singing (Indian &western)

#### **2. Fine Arts:**

- Sketching
- On the spot painting
- Photography
- Rangoli
- Mehendi
- Poster making

#### **3. Dance:**

- Solo Dance (Indian dance forms)
- Group Dance (folk and tribal dances)
- Creative Dance
- Choreography

#### **4. Literary Activities:(Hindi/ English and Sanskrit)**

- Essay writing
- Poetry
- Elocution
- Turn Coats
- Debate
- Quiz

#### **5. Theatre:**

- One Act Play
- Expressions

- Mime
- Mimicry
- Skit

**Note:** Students are expected to choose **two** from the above mentioned **5** groups of activities.

### Transactional strategies

The entire course will be transacted in **workshop mode**.

**10** hours will be devoted to sessions for conceptual orientation through discussion and demonstration.

**44** hours will be devoted to Practice Sessions based on the performance and aptitude of the students.

### Evaluation:

Students will be evaluated on the basis of

- |  |                                    |
|--|------------------------------------|
| • Planning and execution of at least two from the 5 groups of activities.  | <b>Marks (25+25)</b>               |
| • Report writing: Write a report to describe the two activities you have chosen in not less than <b>1000</b> words with photographs of the activity. | <b>25 Marks</b><br><b>25 Marks</b> |

### SUGGESTED READINGS:

1. *Sangeet Bodh* by Dr. S. S. Awasthi
2. *Teaching of Music* by GauriKuppaswami and M. Hariharan
3. *SangeetVisharad* by Vasant, HathrasPrakashan
4. *Emotion, Brain, Immunity and Health* by M. Clynes and J. Panksepp, Editors-Plenum, New York, 1980
5. *Supporting Children's Creativity through Music Dance, Drama, and Art* Edited by Fleur Griffiths, 2010
6. *Co-Curricular Activities: A Pathway to Careers* by Ferguson Publishing Company, 2001
7. *Dance Dialects of India* by Ragini Devi, MotilalBanarasidass Publishers, 1972
8. *The Natyashastra* by Bharata Muni and Sriranga, MunshiramManoharlal Publishers, 1999
9. *Panchlight* by Phanishwarnath Renu, Orient Black Swan
10. *The Best of Premchandra: A Collection of 50 Best Short Stories*, Cosmo Publication, 1997.
11. *Vision and Art, The Biology of seeing*, By Margaret S. Livingstone, David Hubel Published May 7<sup>th</sup> 2002
12. *History of art* by H.W.Janson, Anthony F. Janson Published 1962, Reprint 1997
13. <https://vimeo.com/channels/debatevideos>
14. <https://www.youtube.com/watch?v=ElGQckgw0Ws>
15. <https://www.youtube.com/watch?v=kDEutPvKOfI>

## **SEMESTER-II**

### **BEDPE - 201 LEARNING AND TEACHING**

**Credits: 4**

**Hours: (48 Theory + 32 Activity)**

**Marks: 100 (70+30)**

### **COURSE OBJECTIVES:**

After going through this paper the students will be able to

- Understand the psychological and socio-cultural dimensions of individual differences.
- Know and understand the individual differences based on range of cognitive abilities.
- Explain the concept of learning and factors influencing learning
- Understand the theories of learning of Skinner, Piaget and Vygotsky in relation to their educational implications.
- Evaluate teaching as a complex activity and its types, Maxims, Strategies, Methods, Techniques and Skills.
- Develop an understanding of the modalities of Teaching and Instruction.
- Critically analyse teaching as a profession and role of teacher.

### **COURSE CONTENT:**

**Marks: 70**

#### **UNIT-I: Individual differences among the Learners**

**(Hours: 10 Theory + 8 Activity)**

- Concept of Intra and Inter Individual Differences, Areas of Individual Differences and its implications for teaching.
- Dimension of differences in psychological attributes (interest, aptitude creativity, personality and values) and their relevance for teachers.

- Differences in learners based on predominant Learning Styles, socio-cultural contexts, impact of home language of learner, language of instruction and their implications for teaching.
- Understanding differences based on a range of cognitive abilities – learning difficulties, slow learner, intellectual deficiency, and intellectual giftedness from the teachers perspective.

## **UNIT-II: Understanding Learning**

**(Hours: (6 Theory + 4 Activity))**

- Concept of Learning, Types of Learning (Gagne).
- Socio- Cultural Factors influencing Learning.
- Theories of Human Learning: Behaviourist (Skinner), Cognitivist (Piaget), Social constructivist (Vygotsky) and their educational implications.

## **UNIT-III: Teaching: Concept and Methods**

**(Hours: 16Theory +10Activity)**

- Teaching: Meaning, Definition, Types, Levels, Phases and Maxims.
- Teaching Strategies
- Teaching Model: Basic Teaching Model; Concept Attainment Model; Advance Organizer Model
- Teaching and other Communication Behaviour: Conditioning, training, Instruction, Indoctrination

## **UNIT-IV: Modalities of Teaching**

**(Hours: (8Theory +6Activity))**

- Teacher Controlled Instruction: Lecture –Cum –Demonstration
- Learner Controlled Instruction: Project Method, Self-Regulated Learning
- Innovative Modalities: Brain-Storming; Assignment Method; Blended Teaching and Learning; Co-operative Learning , Peer Learning

## **Unit V: Professional Development and Action Research (Hours: 8 Theory +4 Activity)**

- Professional Development of Teacher
- Action Research: Meaning definition and Scope
- Action Research: Process and Steps of Action Research
- Tools and Techniques of Action Research

## **MODE OF TRANSACTION:**

Lectures, Interactive sessions, Discussions, Multimedia presentations showing images of learning and teaching, Seminars,

## **INTERNAL ASSESSMENT:**

**Marks: 30 (10+20)**

The assessment will be based on the tests and assignments:

- **Tests Average of two unit tests of 10 marks each. (Marks: 10)**
- **Assignments: Any two, one from each of the following groups- (Marks: 20)**

### **Group A:**

- Recall your experiences as a learner and identify and analyse socio-cultural factors that affected your learning.
- Observing diverse learners and listing various learning styles
- Write on some experience of your school life where as a group or a team you achieved something together.

### **Group B:**

- Recall a teacher from your school/college days who has influenced you a lot and write a report on his/her Professional and Personal qualities.
- Recall an effective teacher and an ineffective teacher from your school/college days. Compare them on the basis of their Communication styles.
- Recall a pleasant and an unpleasant experience from your school days when a teacher asked you a question and describe the following
  - In what way did the teacher ask the questions?
  - How did s/he respond to your answer?
  - What do you learn as a teacher from those experiences?

## **SUGGESTED READINGS:**

1. Dececco, JP, *Educational Technology* , New York, HRW
2. Pandey, K. P., *Modern Concepts of Teaching Behaviour*, Vishwavidyalaya Prakashan, Varanasi.
3. Mangal , S K: *Essentials of Educational Psychology*, Prentice – Hall of India.
4. Mangal , S. K., Mangal U.,: *Essentials of Educational Technology*, Prentice – Hall of India.
5. Mangal ,S K: *Shiksha Manovigyan* , Prentice – Hall of India.
6. Mathur S.S.: *Shiksha Manovigyan*, Agarwal Publication, New Delhi.
7. Santrock, John W: *Adolescence(11<sup>th</sup> Edition)* TATA McGraw-Hill



8. Santrock, John W: *Educational Psychology : Classroom Update: Preparing for PRAXIS and Practice*, TATA McGraw-Hill
9. Hurlock, E.B.: *Child Development*, McGraw-Hill, Book Company, Inc, New York.
10. Skinner, Charles E., *Educational Psychology*, 4<sup>th</sup> Edition, Prentice Hall of India Pvt Ltd., New Delhi.
11. Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter
12. Psychology for teaching, Chapter 5: *Thinking and remembering*, Chapter 8 Intelligence and creativity.
13. Sharma, R. A., *Technology of Teaching*, Meerut, International
14. Sampath, K. et al, *Educational Technology*, New Delhi.
15. Holt, J. (1967). *How Children Learn*. London: Penguin.
16. Piaget J. (1997). *Development and Learning*. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
17. Vygotsky, L. S. (1997). *Interaction between Learning and Development in Gauvian, M. and M. Cole. (eds.) Readings on the Development of Children*. New York: W. H. Freeman.
18. Wood, D. (1988). *How Children Think and Learn*. Oxford: Blackwell.
19. Sharma, N. (2003). *Understanding adolescence*. NBT India.
20. Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 4–14.
21. Vygotsky, L. (1997). Interaction between learning and development. In M. Gauvain & M. Cole (Eds.), *Readings on the development of children*. New York: WH Freeman & Company.
22. Phillips, D.C. (1995). The good, the bad, and the ugly: The many faces of constructivism. *Educational Researcher*, 5–12.
23. Ryan, Cooper and Tauer (2013) *Teaching for Student Learning: Becoming a Master Teacher*. 2<sup>nd</sup> Edition. Wadsworth Cengage Learning
24. Joyce, Weil & Calhoun (2014). *Models of Teaching*. 9<sup>th</sup> Edition. Pearson Education.
25. Carr, W. and S. Kemmis (1986). *Becoming Critical: Education, Knowledge and Action Research*. Geelong: Deakin University Press.
26. Greenwood, D. J. and M. Levin (1998). *Introduction To Action Research: Social Research For Social Change*.
27. Thousand Oaks, CA: Sage. Patton, M. Q. (1982). *Practical Evaluation*. Newbury Park, CA: Sage.
28. Creswell, J.W. (2004). *Educational Research*. NJ: Merrill Prentice Hall Reimer, K.M., & Bruce, B. (1994).
29. *Building Teacher-Researcher Collaboration: Dilemmas and strategies*, *Educational Action Research*, Volume 2, No. 2 available online at <http://dx.doi.org/10.1080/0965079940020206> Rai, A.K., & Vishwakarma, S. (2012).
30. *UchhaShikshameinKriyatmakanusandhanavamShikshakonkaVyavsayikVikas*. In (Ed.) Quality Teacher Education in India, New Delhi: Bharti Pub.
31. Newton, P., & Burgess, D. (2008). *Exploring Types of Educational Action Research: Implications for Research Validity*, *International Journal of Qualitative Methods*. available online at <http://creativecommons.org/licenses/by/2.0>
32. Rai, A.K. (2010). *Collaboration between school based teachers and university based researchers: Establishing the relevance of educational research*, *Educational Quest*, Volume 3 (1).

## BEDPE - 202

### UNDERSTANDING THE SCHOOL AND CLASSROOM MANAGEMENT

**Credits: 2 Hours: (24 Theory + 16 Activity)**

**Marks: 50 (35+15)**

#### COURSE OBJECTIVES:

After going through this course prospective teachers will be able to:

- Understand school as a society and role of collective and shared responsibilities in its betterment.
- Understand the paradigm shift in School Based Management.
- Understand the impact of teacher leadership.
- Develop an awareness and understanding of Standard official procedures for disaster management.
- Develop an understanding of the concept and theories of classroom management and discipline.
- Develop the ability to adopt effective classroom managerial skills and strategies
- Develop the competency to use and apply different disciplinary models.
- Develop the ability to propose methods to enhance students' sense of belongingness and responsibility towards their behaviour and learning
- Build productive relationships with students and parents.

#### COURSE CONTENT:

Marks: 50(35+15)

#### UNIT-I: School Administration



- Concept of school (school as a complex system; school as a community); Essential Requirements and Norms and Bylaws for affiliations.
- School infrastructure: Physical Dimensions; Appearance of the school building and its classrooms; School size and ratio of students to teachers; school calendar and school timetable; School premise and Playground; Library/laboratory; Sanitary/ Drinking water/cafeteria; Transport and other facilities; Special Education support room
- Order and organization of classrooms in the school; Availability of resources;
- School Based Management:

#### **UNIT-II: School Climate:**

- Social & Academic Dimensions: Creating a healthy and positive school climate
- Characteristics of Efficient teachers; Impact of teacher leadership
- School wide management rules: Equitable and fair treatment of students, teachers, staff and guardians
- School Safety: An overview of school safety & responsibilities of school staff. Threats and hazards in educational institutions.
- Crisis Management in emergencies: Emergency alert systems and Standard Official Procedures (SOP) for various emergencies, linking with local public safety officials.
- Access control and biometric systems: Policies, Rules, Regulations and precautions to be observed by Schools.
- Use of CCTV installation and round the clock monitoring for safety.

#### **UNIT-III: Understanding Classroom Management, Classroom Discipline and Models.**

- Classroom Management: Meaning, Need and Importance
- Misbehavior: Meaning and Sources
- Classroom Discipline Models: Foundational Models (Group Management Model; Instructional Management Model; Congruent Communication Model) Application Models (Assertive Discipline Model; Non-coercive Discipline Model; Discipline with Dignity.

#### **UNIT-IV: Translating Theory to Practice**

- Teacher Readiness: Prior Preparations for the first day, first week and entire year.
- Establishing expectations, rules, procedures and related consequences.
- Managing transitions- Being proactive
- Motivating students- differentiating between encouragement and praise.
- Understanding student diversity: Involving colleagues and involving parents & guardians
- Maintenance of anecdotal records
- Dealing with disruptions- preparedness, watchfulness and mindfulness
- Addressing behavior problems- Bullying, ganging, ragging and Harassment (mental, sexual etc.)
- Dealing with challenging students- the isolates, the vengeful, the rowdies and the bullies
- Establishing a cooperative and responsible classroom

#### **MODE OF TRANSACTION:**

The paper will be transacted through lectures and group discussions. Students will be directed to read and discuss supplied material and suggested readings.

#### **INTERNAL ASSESSMENT: Marks: 15 (05+06+04)**

- Tests: Average of two tests based on the two sections (**Marks: 05**)
- Assignments: (**Marks: 06**)

Any two for which marks will be assigned on the basis of participation, regularity and reflective journal preparation by pupil teachers (minimum 10 pages each).

1. How would you proceed for establishing a good school affiliated to CBSE. What are the essential features?  
**Or**

A Reflective Journal on the school climate of any school of your choice.

2. Write a critical essay of describing why our schools are still unsafe and how should we ensure the safety of students. Or A survey report on school disasters in Indian schools reporting from 1990 till date.
3. Based on Cases about Classroom Management and disruptive behavior that you have experienced develop a classroom management plan of your own with the following headings.
4. Action research on any managerial/administrative or problems related to physical, social and academic school climate
5. Classroom Observation report with the following structure- a. Background and description (Introduce the class/ classes and the teacher/ teachers); b. Design (Discuss the strategy used by the teacher). c. Provide the theoretical background of the strategy. d. Describe the specific incident involving the strategy (Why did the teacher use the strategy? Which other strategy could she/ he have used? How would it have changed the

outcome of the situation?) and e. Conclusion (How will your learning from this experience impact your teaching? What are the recommendations you would give to this person for improvement?)

*NB: \* This is a professional document therefore no graffiti, no colorful decorations and no pictures. Use standard 12 font size and Times New Roman font or 14 font size for Kruti dev-10 font in Hindi, or submit neatly hand written assignments.*

*\*\* Each assignment must have a Proper cover page, Pagination, Index, Preface, Acknowledgement and Bibliography not included in the recommended 10 page length.*

- **Attendance, preparation and participation (Marks: 04)**

The demeanor (positive attitudes in interaction with teachers, peers), appearance (appropriatedressing and turn out), initiative, responsibility, regularity, enthusiasm and communication of pupilteachers will be observed and evaluated for grading in this category.

### **SUGGESTED READINGS:**

1. Advisory/ Guidelines under Section 35(1) of the Right of Children to Free and Compulsory Education (RTE (Act), 2009 for elimination of Corporal Punishment in schools: reg. available at [http://cbseaff.nic.in/cbse\\_admin\\_aff/writereaddata/2015-16Circular/Circular/ CIRCULAR26.pdf](http://cbseaff.nic.in/cbse_admin_aff/writereaddata/2015-16Circular/Circular/ CIRCULAR26.pdf)
  2. CBSE circular for Protection of Children from Sexual Offences Act, 2012 (32 Of 2012) available at [http://cbseaff.nic.in/cbse\\_admin\\_aff/writereaddata/2015-16Circular/Circular/cir06\\_2013.pdf](http://cbseaff.nic.in/cbse_admin_aff/writereaddata/2015-16Circular/Circular/cir06_2013.pdf)
  3. Emergency Procedures Checklist For Schools <http://www.utah.gov/beready/school/documents/SCHOOLEmergencyChecklist.pdf>
  4. Fire Safety Circular CBSE available at [http://cbseaff.nic.in/cbse\\_admin\\_aff/writereaddata/2015-16Circular/Circular/cir\\_school\\_trans\\_2012.pdf](http://cbseaff.nic.in/cbse_admin_aff/writereaddata/2015-16Circular/Circular/cir_school_trans_2012.pdf)
  5. Lou Kas, A. (2007) NAESP : What is school Climate? Leadership Compass. Vol. 5, No. 1, Fall 2007 available at [https://www.naesp.org/resources/2/Leadership\\_Compass/2007/LC2007v5n1a4.pdf](https://www.naesp.org/resources/2/Leadership_Compass/2007/LC2007v5n1a4.pdf)
- Books

1. Bluestein, J. - Managing 21st Century Classrooms: How do I avoid ineffective classroom management practices? (ASCD Arias) (2014)
2. C.M. Charles- Building Classroom Discipline. Addison Wesley Longman Inc.(1999)
3. Cangelosi, James S.- Classroom Management Strategies: Gaining and Maintaining Students' Cooperation, 6th Edition. Hoboken, NJ: John Wiley & Sons, Inc. (2008)
4. Caroline Bentley Davies- How to be an Amazing teacher. Crown House publishing Ltd. (2011)
5. Cummings, C. -Winning Strategies for Classroom Management ASCD Publications. (2000)
6. Cunningham, G.,- Teacher's Companion: Practical Wisdom for Succeeding in the Classroom. ASCD Publications. (2009)
7. Daniel Muijs and David Reynolds: Effective Teaching. Sage (2011)
8. Edmund T. Emmer, Edward J. Sabornie (2014). Handbook of Classroom Management. Routledge.
9. Hary. K. Wong & Rosemary. T. Wong (2001). *The First days at School: How to be an effective teacher*. Hary K. Wong Publications, ( 2001)
10. Lee Canter & Marlene Canter- Assertive Discipline: A take charge approach for today's educator, Canter And Associates Inc. (1983)
11. Marzano, R. J., Gaddy, B. B., Foseid, M. C., Foseid, M. P., Marzano J. S. - A Handbook for Classroom Management That Works. ASCD Publications. (2005)
12. Marzano, R. J. - What works in schools: Translating Research into Action. ASCD Publications (2003)
13. Paul. R. Burden- Classroom Management: Creating a Successful Learning community John Wiley & Sons Inc (2003)
14. Richard L. Curwin & Allen N. Mendler (1988) Discipline with Dignity. ASCD Publications
15. Smith, Rick (2004) - Conscious Classroom Management: Unlocking the Secrets of Great Teaching. Conscious Teaching Publications.

## **BEDCPS - 203**

### **LANGUAGE ACROSS THE CURRICULUM**

**Credits: 2**

**Hours: (16+32)**

**Marks: 50 (35+15)**

**Aim:**

This course attempts to sensitize pupil teachers towards the linguistic diversity in the classroom and to prepare them to direct it to the advantage of the learner in achieving the ability to stimulate thought, to think critically and to communicate effectively with fluency, clarity and sensitivity.

### **COURSE OBJECTIVES:**

After undergoing this course the students will be able to:-

1. To understand the language background of students as first or second language users of the language used in teaching the subject.
2. To understand the nature of classroom discourse and to know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
3. To develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
4. To develop competence in analysing current school practices and their impact on learning and to come up with appropriate alternatives to the current practices.
5. To create sensitivity to the language diversity that exists in the classrooms.
6. To give opportunities of Writing in specific content areas.
7. To be familiar with theoretical issues of multilingual classrooms.
8. To develop the theoretical understanding of the:
  - Concepts and power dynamics of the 'standard' language as the school language vs home language or 'dialects';
  - Deficit theory
  - Oral language in the classroom and using discussion as a tool for learning;
  - The nature of questioning in the classroom – types of questions and teacher control.
  - The nature of reading comprehension in the content areas (informational reading).

### **COURSE CONTENT:**

**Marks: 35**

#### **UNIT-I: Overview**

**Hours: 05**

- Overview of the 'LAC' movement: The Bullocks Report 1975 "Language for Life".
- Developing theoretical concepts of
  1. Issues in Multilingual Classrooms.
  2. Power dynamics of the 'standard' language as the school language vs home language or 'dialects';
  3. Deficit theory (Eller, 1989).

#### **UNIT- II: LAC in the Indian Context**

**Hours: 04**

- Language as a determinant of Access.
- Language proficiency and students' attitude towards Learning and Schooling/dropouts.
- Language/oral proficiency and critical thinking .

#### **UNIT-III: Strategies for Multilingual Classrooms**

**Hours: 07**

- Role Plays and Discussions as tools for learning.
- Sensitizing, Reflecting and Facilitating.
- Understanding the learner and his/her language background.
- Creating sensitivity to the language diversity.
- Using oral & written language in the classroom for optimal learning.

### **MODE OF TRANSACTION:**

This paper is to be transacted in such a way so as to give ample opportunities of listening, speaking, reading and writing to students.

The transactional strategies will consist of 16 Lectures interspersed with 16 tutorial sittings each of 2 hour duration each, wherein the students will interact with the teachers on the theoretical components covered and the reading material supplied or suggested. They will be involved in Discussions, Seminar presentations, Debates to encourage oral proficiency among them.

Practice will involve written assignments with Content Analysis, reflections and Case studies based on different themes.

### **INTERNAL ASSESSMENT:**

**Marks: 15 (05+10)**

The assessment will be based on the tests and assignments:

- **Tests:** Average of Two Tests of 05 marks each. **Marks: 05**
- **Assignments:** The students will be evaluated on the basis of their participation in tutorials, discussions and quality of assignments turned in. **Marks: 10**

## SUGGESTED READINGS:

1. Sinha, S. (2000). *Acquiring literacy in schools*. Seminar, 38–42. Retrievable from [http://eledu.net/rrcusrn\\_data/Acquiring%20literacy%20in%20schools.pdf](http://eledu.net/rrcusrn_data/Acquiring%20literacy%20in%20schools.pdf)
2. MacSwan, J., & Rolstad, K. (2010). *The role of language in theories of academic failure for linguistic Minorities*, pp. 173–195. In J. Petrovic (ed.) *International Perspectives on Bilingual Education: Policy, Practice, and Controversy*. Charlotte, NC: Information Age Publishing. Retrievable from <http://www.terpconnect.umd.edu/~rolstad/MacSwan%20&%20Rolstad%202010.pdf>
3. Israel, M. & Dorcas, Z.(2013). *Educational implications of the deficit/deprivation hypothesis in L2 situations: A case of Zimbabwe* Vol. 4(6), pp. 283–287, In *International Journal of English and Literature* retrievable from <http://www.academicjournals.org/article/article1379690515-Israel%20and%20Dorcas.pdf>
4. Vasanta, D.(2011) (Re)searching *Multilingualism in India: A Critical Review of Concepts*. *Multilingualism in India*JISHA 25 (2), 71–81 retrievable from [http://ishaindia.org.in/vol25\\_2\\_7articles/JISHA2011%2025\(2\)%20Article%201.pdf](http://ishaindia.org.in/vol25_2_7articles/JISHA2011%2025(2)%20Article%201.pdf)
5. Agnihotri. R.K. (2014): *Multilinguality, Education and Harmony*, *International Journal of Multilingualism*. DOI: 10.1080/14790718.2014.921181 pages 364–379 retrievable from
6. Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa* (pp. 3–7). Heinemann Educational Books. Retrievable from [http://www.eklavya.in/pdfs/Sandarbh/Sandarbh\\_85/01-05\\_MultilingualismRamakant%20Agnihotri.pdf](http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_85/01-05_MultilingualismRamakant%20Agnihotri.pdf)
7. Eller, R.G. (1989). Johnny can't talk, either: *The perpetuation of the deficit theory in classrooms*. *The Reading Teacher*, 670–674.
8. Thwaite, A., & Rivalland, J. (2009). *How can analysis of classroom talk help teachers reflect on their practices?* *Australian Journal of Language and Literacy*, 32(1), 38.
9. Brown, Z.A., Hammond, O.W. & Onikama, D.L.(1997) *Language Use at Home and School: A Synthesis of Research for Pacific Educators*. Research Series. Retrievable from <http://www.gpo.gov/fdsys/pkg/ERIC-ED465284/pdf/ERIC-ED465284.pdf>
10. Fillion, B.,(1979) *Language Across The Curriculum: Examining The Place Of Language In Our Schools*.McGill Journal of Education.Vol 14, No. 001. retrievable from <http://mje.mcgill.ca/article/viewFile/7253/5192>
11. Wang, H.,2011,An Exploration on Designing College English Listening Class. *Journal of Language Teaching and Research*, Vol. 2, No. 2, pp. 359–363, March 2011.Academy Publishers. Retrievable from <http://www.academypublisher.com/jltr/vol02/no02/jltr0202.pdf>
12. Koosha,B., Ketabi,S.& Kassaian,Z., 2011, *The Effects of Self-esteem, Age and Gender on the Speaking Skills of Intermediate University EFL Learners* *Theory and Practice in Language Studies*, Vol. 1, No. 10, pp. 1328–1337, October 2011. Academy Publisher. Retrievable from [http://ojs.academy\\_publisher.com/index.php/tpls/article/view/011013281337](http://ojs.academy_publisher.com/index.php/tpls/article/view/011013281337)

## PEDAGOGY COURSES ( BEDCPS-204-214)

### BEDCPS – 204 TEACHING OF MATHEMATICS

**Credits: 4**

**Hours: (48+32)**

**Marks: 100 (70+30)**

#### COURSE OBJECTIVES:

At the end of the course, the pupil teacher will be able to:

- Understand the concepts and principles of mathematics and select appropriate methods of teaching to teach mathematics
- Understand the importance, purpose and basic element of planning /lesson planning
- Develop and design appropriate (innovative and indigenous) teaching aids, remedial and enriched programs.
- Understand and Practice the application of core teaching skills
- Understand the application of appropriate evaluation techniques in mathematics.

#### COURSE CONTENT:

**Marks: 70**

#### UNIT-I: Pedagogy of Mathematics Teaching

**Hours: 10+6**

B.Ed. Curriculum/FOE/2019

(RAC/Mtg/AC-Next/Fy-Education/24.12.18/2865 dt.17.05.2019)

- Concepts of Approaches, Methods, Strategies, skills and technique.
- Approaches:
  1. Inducto-deductive approach
  2. Analytico-synthetic approach
- Methods: Inductive, Deductive, Analytic, Synthetic, Problem Solving, Project Method and other modern methods with focus on constructivism.
- Strategies: Oral work, written work, drill work, home assignment, self study, supervised study etc.

## **UNIT-II: Mathematics teaching skills and their acquisition:**

**Hours 10+8**

- Teaching skill and their use in Mathematics teaching
- Appropriate use of the following core skills in the Mathematics lesson
  - Writing Instructional Objectives
  - Set Induction
  - Explaining
  - Questioning
  - Black Board Writing
  - Reinforcement
  - Stimulus Variation
  - Probing questions/Response Management
  - Illustrating with examples
  - Silence and Non- verbal cues
  - Recognizing attending Behaviour
  - Achieving Closure

## **UNIT-III: Curriculum Transaction**

**Hours: 10+6**

- Teaching of mathematical concepts and principles.
- Preparation of unit plans and lesson plans.
- 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 (Congruent and Similar triangles)
  - Teaching of Trigonometry (t-ratios, Heights and Distances)
  - Teaching of Statistics (Measures of Central Tendency)
  - Teaching of Mensuration (Surface areas and volumes of solid figures)

## **UNIT-IV: Teaching Aids in Mathematics,**

**Hours: 08+6**

- Concept of Audio-Visual aids (Edgar Dale's Cone of Experiences)
- Using day to day objects like coins, clocks, rulers, cards, dices, cans etc.
- Using computers, mathematical games, puzzles, abacus.
- Mathematics laboratories and mathematics club.
- Developing remedial teaching materials to overcome specific problems
- Developing enriched programs and materials for gifted and backward students in mathematics.

## **UNIT-V: Assessment of learner**

**Hours: 06+4**

- Purpose of mathematics evaluation. Assessment based Evaluation in Mathematics
- Test types and Construction: speed test, power test and diagnostic test in mathematics their construction and uses.
- Characteristics of a good mathematics test
- Development and standardization of achievement test in mathematics.
- Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)

## **UNIT-VI: Organization Of Mathematics Teaching ICT Based**

**Hours: 04+2**

- Development of Power point based Lesson plan on different approaches.
- Development of instructional materials ICT Based: Programming in Mathematics (linear, branching and methetics Programming).

## **MODE OF TRANSACTION:**

Lecture, Power Point Presentation, Discussion, Demonstration & Seminar Method

## **INTERNAL ASSESSMENT:**

**Marks: 30 (10+20)**

- **Test: Average of two unit tests of 10 marks each.** **Marks:10**
- **Assignment: Any two of the following:** **Marks:20**
  - Preparation of Teaching aids.
  - Prepare a report on mathematical recreational games like puzzles, riddles, magic square etc. and demonstrate that how can you use this game for teaching of mathematics.
  - Preparation of a Lesson Plan
  - Construction of diagnostic test
  - Construction of achievement test

#### **SUGGESTED READINGS:**

1. Richard Courant & Herbert Robbins (1941). *What is Mathematics*, Fai Lawn: Oxford University press.
2. Recharad Copelard (1975). *How Children Learn Maths: Teaching Implications of Piaget's Research*, Macmillan: New York.
3. Fraser Cillam (1971). *The Principle of Objective Testing in Mathematics*.
4. Shultz. *The Teaching of Mathematics*.
5. Dharambir & Agrawal, V.N. *The Teaching of Mathematics in India*.
6. Sidhu, Kulbir Singh. *The Teaching of Mathematics*, Delhi: Sterling Publishers Private Limited.
7. Butler and Wren. *The teaching of Secondary Mathematics*, New York: McGraw Hill Book Company.
8. XXXIII Yearbook (1970). *The Teaching of Secondary School Mathematics*, Washington: NCTM.
9. *National curriculum framework for teacher education* (2000). New Delhi: NCERT.
10. *National curriculum framework* (2005). New Delhi: NCERT.
11. *National curriculum framework for teacher education* (2009). New Delhi: NCERT.
12. Agarwal, S.M. *Teaching of Modern Mathematics*, Delhi: Dhanpat Rai and Sons.
13. Ediger, Marlow (2004). *Teaching Math Successfully*, Discovery Publication.
14. Tyagi, S.K. (2004). *Teaching of Arithmetic*, Commonwealth Publications.
15. Davis David, R. (1960). *Teaching of Mathematics*, Addison Wesley Publications.
16. James, Anice (2005). *Teaching of Mathematics*, Neel Kamal Publication.
17. Kapur, S.K. (2005). *Learn and Teach Vedic Mathematics*, Lotus Publication.
18. Kulshreshtha, S.P. *Teaching of Mathematics*, Meerut: R. Lal and Sons.
19. Prabhakaran, K.S. *Concept attainment model of Mathematics teaching*, Discovery Publications.

## **BEDCPS – 205** **TEACHING OF PHYSICAL SCIENCE**

**Credits: 4**

**Hours: (48+32)**

**Marks: 100 (70+30)**

#### **COURSE OBJECTIVES:**

At the end of the course, the pupil teacher will be able to:

1. Understand the structure and nature of science as a discipline.
2. Understand the aims and curriculum framework of physical science teaching at secondary level.
3. Understand the importance, purpose and basic element of unit planning /lesson planning
4. Develop and design appropriate (innovative and indigenous) teaching aids, remedial and enriched programs.
5. Understand and Practice the application of core teaching skills
6. Understand the application of appropriate evaluation techniques in Physical Science.

#### **COURSE CONTENT:**

**Marks: 70**

##### **UNIT I: Nature of Science**

**Hours: 8 +4**

- Structure of Science: Concepts, laws, Theories, Hypothesis, Principles and Models
- Nature of Science: Tentative nature of Science, Objectivity and Subjectivity in Science, Creativity in Science; Product vs. Process View of Science.
- Scientific Method: Concept and Contemporary views
- Science, Society and Technology: The interrelationships

##### **UNIT-II: Aims of Teaching and Curriculum for Physical Science**

**Hours: 10 +4**

- Aims of Teaching Science at School Level: Perspectives of Curriculum Frameworks and Education Commissions.
- Process Skills: Types and Importance
- Problem Solving Skills: Meaning and Importance
- Scientific Attitude and Scientific Temperament: Meaning, Significance and Implications
- Physical Science Curriculum: Meaning, History and Shift

- NCFs: Role in Curriculum Shift and Improvement

### UNIT III: Pedagogy of Physical Science

**Hours: 14 + 12**

- Approaches to teach Physical Science: Inducto-deductive approach: Constructivist approach; Inquiry Approach
- Strategies: Analogy Strategy; Concept Mapping; Cognitive Conflict; Collaborative Learning; Project Method, Home assignment, Self study.
- Unit Plan and Lesson Plan: Meaning, Characteristics, Formats and Importance
- Concept of Audio-Visual aids (Edgar Dale's Cone of Experiences)
- Resources for Teaching and Learning: Community Resources; Improvised Apparatus; Science Laboratory; Science Kits, Science Exhibition, Science Clubs
- Enrichment Materials for gifted and backward students in Physical Science.
- Text books as resource: Qualities and Analysis
- Integrating ICT in Physical Science Teaching

### UNIT-V: Teaching skills and their acquisition:

**Hours: 10 +8**

- Teaching skill and their use in Physical Science teaching
- Appropriate use of the following core skills in the Physical Science lesson
  - Writing Instructional Objectives
  - Set Induction
  - Explaining
  - Black Board Writing
  - Probing questions/Response Management
  - Illustrating with examples
  - Silence and Non- verbal cues
  - Achieving Closure

### UNIT-VI: Assessment of Learning

**Hours: 06 + 4**

- Purpose of Physical Science evaluation. Assessment based Evaluation in Physical Science-
- Schoalstic and Co-scholastic Asessment in Physical Science
- Characteristics of a good Physical Science test
- Assessments of Science Process Skills
- Concept of PSA (Problem Solving ability) and its assessment.
- Authentic Assessment in Physical Science Classrooms

### MODE OF TRANSACTION:

Lecture, Power Point Presentation, Discussion, Demonstration & Seminar Method

### INTERNAL ASSESSMENT:

**Marks: 30 (10+20)**

- **Tests**Average of two unit tests of 10 marks each. **(Marks: 10)**
- **Assignment:** Any **two** of the following: **Marks: 20**
  1. Construction of a UNIT PLAN .
  2. Students will visit the school and identify various components in science laboratory and other related activities.
  3. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.
  4. Construction of diagnostic test.
  5. Critical Review of different strategies for teaching learning of science.

### SUGGESTED READINGS:

1. Agarkar, S. C. (2005). *An Introductory Course on School Science Education*. Mumbai: HBCSE, TIFR.
2. Bhat, B.D. and Sharma, S.R. (1993). *Methods of Science Teaching*. New Delhi: Kanishka Publishing House.
3. Das, R.C. (2009). *Science Teaching in Schools*. Sterling, New Delhi
4. Gary D. Borich (2012). *Effective teaching methods*. Noida: Dorling Kindersley India Pvt. Ltd.
5. Gupta, S. K. (1985). *Teaching of physical science in secondary schools*, New Delhi
6. Kalra, R. M. (1976). *Innovations in Science Teaching*. Bombay: Oxford Publishing
7. Mangal, S.K. (1997), *Teaching of Science*, Arya Book Depot.
8. Nanda V.K. (1997). *Science Education Today*. New Delhi: Anmol Publication Pvt. Ltd.



9. Rawat, D.S. (1981): *Teaching of Science*. Agra: Vinod Pustak Mandir,.
10. Sharma, R.C. (2002), *Science Teaching*, Dhanpat Rai Publication.
11. Sonders, H.N. (1971), *Science Teaching in Senior Secondary Schools*, Oxford & IBH Publishing Company.
12. UNESCO. (1964). *UNESCO source Book for Science Teaching*. Paris: UNESCO.
13. Vaidya, (1999). *Science Teaching for 21st Century*, Deep & Deep Publications
14. Venkataiah, S. (2002): *Teaching of Science*. Anmol Publisher Pvt. Ltd., New Delhi

#### REFERENCE BOOKS

15. Tobin, K.: *The practice of Constructivism in Science Education*, Lawrence Erlbaum Associates, NJ, 1993.
16. Tony L., Matt C., Bernie K. and Judith T., 2010. *Teaching Science*. Sage Publication India Pvt .Ltd.

### **BEDCPS – 206** **TEACHING OF LIFE SCIENCE**

**Credits: 4**

**Hours: (48+32)**

**Marks: 100 (70+30)**

#### COURSE OBJECTIVES:

At the end of the course, the pupil teacher will be able to:

Student teacher will be able to:

- Understand the concepts and principles of Biological Science and select appropriate methods of teaching to teach Biological Science.
- Understand the importance, purpose and basic element of planning /lesson planning
- Develop and design appropriate (innovative and indigenous) teaching aids, remedial and enriched programs.
- Understand and Practice the application of core teaching skills
- Understand the application of appropriate evaluation techniques in Biological Science
- Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives.

#### COURSE CONTENT:

**Marks: 70**

##### UNIT-I: Pedagogy of Life Science Teaching

**Hours: 10 +8**

- Pedagogical Analysis of content: Identification of basic units, themes, concepts/learning point, generalizations and issues/problems(class XI and XII content)
- Concepts of Approaches, Methods, Strategies, skills and technique.
- Approaches:
  1. Active learning and cooperative learning approach
  2. Constructivist approach
- Methods: Inductive, Deductive, lecture cum demonstration, Problem Solving, Project Method and other modern methods with focus on constructivism.
- Strategies: Inquiry learning, guided discovery, inductive-deductive method, co-operative and collaborative learning, Peer tutoring. Giving examples accompanied by a reason, comparing and contrasting, giving counter examples, (Non-examples) problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations oral work, written work, drill work, home assignment, self study, supervised study.
- Importance of experiments in biological Science, Integration of theories and experiments in science, Collaborative learning strategies, Peer learning strategies

##### UNIT-II Teaching skills and their acquisition:

**Hours: 10+8**

- Teaching skill and their use in Life Science Teaching
- Training in Teaching skills
  1. Strategies
  2. Microteaching: concept, process and significance Teaching skills
    - Writing Instructional Objectives
    - Set Induction
    - Explaining



- Questioning
- Black Board Writing
- Reinforcement
- Stimulus Variation
- Probing questions/Response Management
- Illustrating with examples
- Silence and Non- verbal cues
- Recognizing attending Behavior
- Achieving Closure

### **UNIT-III: Curriculum Transaction**

**Hours: 10+2**

- Teaching of mathematical concepts and principles.
- Preparation of unit plans and lesson plans based on various teaching Models.
- Concept mapping of themes related to biology
- Selecting appropriate instructional strategies related to various topics included in secondary classes of the CBSE in the following areas:
  - Teaching of Botany
  - Teaching of Zoology
  - Misconceptions in biological sciences and their remedies

### **UNIT-IV: Aids to Teaching Biological Sciences**

**Hours: 08+6**

- Concept of Audio-Visual aids (Edgar Dale's Cone of Experiences)
- Types of teaching aids-Specimens, Charts, Ppts
- Biology Museum, Science Club, Field Trips, Exhibitions, Aquarium, Herbarium, Vivarium.
- Improvised Teaching Aids-developing slides, making low cost equipments.
- Developing remedial teaching materials to overcome specific problems
- Developing enriched programs and materials for gifted and backward students in Life Science.

### **UNIT-V: Assessment of Learner**

**Hours: 06+4**

- Purpose of evaluation in biological sciences
- Evaluating specified outcomes – modern assumptions. Developing instruments for measuring specialized behavioral outcomes.
- Test types and Construction: speed test, power test and diagnostic test in Life Science: their construction and uses.
- Characteristics of a good Life science test
- Development and standardization of achievement test in Life Science.
- CCE, its procedure, assessment formats (FA, SA) and practices for Life Science learning in schools.
- CCE based reporting (scholastic and co-scholastic: Development of profile and portfolio of a learner) and role of the Life Science teacher in developing linkages amongst child, school, Life Science curriculum and community. Concept of PSA (Problem solving ability) and OTBA (open text based assessment)

### **Unit VI: Application of ICT for Life Science learning**

**Hours: 04+4**

- Smart Class: Concept. Features and software for Life Science for secondary level learners
- Development of instructional materials: CAI, e-resources.

### **MODE OF TRANSACTION:**

Lecture, Power Point Presentation, Discussion, Demonstration & Seminar Method

### **INTERNAL ASSESSMENT:**

**Marks: 30 (10+20)**

- **Tests:** Best of two unit tests. **(Marks: 10)**
- **Assignment:** Any **two** of the following: **Marks:20**
  1. Preparation of Teaching aids
  2. Using Virtual setting for dissections
  3. Developing profile of a famous life science noble laureate
  4. Setting up experiments
  5. Explore the possibilities of developing scientific attitude and skills through observation of classroom learning of biology.
  6. Observe the classroom for strategies of teaching biological sciences.
  7. Observe the classroom and make a report on professional competencies of biology teacher.

8. Preparation of instructional material for a unit for providing maximum possible sensory experiences
9. Lesson Planning
10. Action Research
11. Construction of diagnostic test
12. Construction of achievement test

#### **SUGGESTED READINGS:**

1. Agrwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
2. Das R. C.: *Science Teaching in Schools*, New Delhi: Sterling Publishers Pvt. Ltd., 1905.
3. Edward, Chand Fisher R. L.: *Teaching elementary school science*, Gangasaran and sons.
4. Bhatt. Puran Chand: *Science process skills in teaching and learning*, New Delhi: Commonwealth publication,
5. Mangal S. K.: *Teaching of science*, New Delhi: Arya Book Depot, 1992.
6. Rawat M. S.: *Biology teaching*, Agra: Sahitya Prakashan, 1996.
7. Sharma R. C.: *Modern Science Teaching*, Delhi: Dhanpat Rai and Sons, 1995.
8. Sood J. K.: *Science Teaching*, Agra: Vinod Pustak Mandir, 2003.
9. Vaidya N.: *Science teaching for the 21<sup>st</sup> century*, New Delhi: Deep and Deep Publications.
10. Ravi Kumar S.K.: *Teaching of Biology*, Jaipur: Mangal Deep Publications.
11. Siddiqui Najma N. and Siddiqui M.: *Teaching of Science Today and Tomorrow*, Delhi: Doaba House.
12. Nanda V.K.: *Science Education Today*, New Delhi: Anmol Publications Pvt. Ltd.
13. Yadav Seema and Singh A.K.: *Teaching of Life Science*, New Delhi: Dominant Publications.
14. Sharma B.M. and Sharma A.S.: *Encyclopedia of Education in 21<sup>st</sup> Century Science – Education, Volume – 8*, New Delhi: Commonwealth Publication.
15. Yadav K. : *Teaching of Life Science*, New Delhi: Anmol Publications.
16. Saundars, H.N. (1967). *The Teaching of General Science in Tropical Secondary School*. London: Oxford University Press

### **BEDCPS – 207**

#### **TEACHING OF SOCIAL SCIENCE: HISTORY**

**Credits: 4**

**Hours: (48+32)**

**Marks: 100 (70+30)**

#### **COURSE OBJECTIVES:**

After undergoing this course, the student teacher will be able to:-

1. Gain insight in the meaning, nature, scope and objectives of History and outline the objectives of teaching history at the secondary level.
2. Debate issues related to the curriculum of history at the secondary level.
3. Do curriculum planning and select learning material in history appropriate to different classes at this level.
4. Relate history with other school subjects and utilize this understanding for teaching history.
5. Differentiate among various methods of teaching history and utilize this understanding in lesson planning for effective teaching.
6. Describe various devices for teaching history and adopt them for teaching.
7. Describe, design and select instructional materials essential for effective teaching of history. Organize History room, library and museum.
8. Describe the importance of time and chronology in history and utilize the principles and techniques of teaching chronology in teaching history.
9. Effectively handle the teaching of controversial issues in history.
10. Effectively utilize computer's power of animation and graphics, power-point presentation and multi-media presentation for teaching history.
11. Prepare lesson plans by integrating the above for effective teaching of various topics of history.
12. Construct appropriate assessment tools and report cards for evaluating social science learning, (CCE based social science learning)

#### **Course Content**

##### **UNIT -I: Pedagogy of Teaching History: Methods and Techniques**

**Hours: 10**

Need for right methods, meaning of teaching method: story telling method, patch method, Source method, text-book method, biographical method, lecture method, conversational or discussion method, assignment method, project method, supervised study, and socialized recitation method. Their advantages and limitations.

Techniques frequently used in teaching of history, such as: Questioning, narration, illustration, drill, dramatization, assignment, seminar, panel discussion, conference and workshop etc.; their uses and applications.

Importance of chronology in history, dimensions of chronology in history, varied time concepts, making pupils chronology conscious, and guidelines for teaching chronology.

#### **UNIT-II: History teaching skills and their acquisition:**

**Hours: 10**

- Teaching skill and their use in History teaching
- Appropriate use of the following core skills in the History lesson
  - Writing Instructional Objectives
  - Set Induction
  - Explaining
  - Questioning
  - Black Board Writing
  - Reinforcement
  - Stimulus Variation
  - Probing questions/Response Management
  - Illustrating with examples
  - Silence and Non- verbal cues
  - Recognizing attending Behavior
  - Achieving Closure

#### **UNIT -III: Curriculum Transaction**

**Hours: 10**

- Teaching of History: concepts and principles.
- Defining a lesson plan, need for lesson planning, Principles of lesson planning, Steps in lesson planning, different format of lesson plan and writing a lesson plan.
- Preparation of unit plans and lesson plans.
- Selecting appropriate instructional strategies related to various topics of History included in secondary classes of the CBSE.

#### **UNIT- IV: Teaching Materials and Sources**

**Hours: 08**

- The history room; its importance; its equipment, furniture and arrangement; history library resource, qualities of good history textbooks, reference books, atlases and maps; the history museum, the collection and upkeep of history sources in it.
- Importance of teaching aids in teaching history, defining teaching aids, types of teaching aids, some important teaching aids for history.
- Use of computers for generating multi-media presentations for teaching history, preparation of power point presentations and slides for projection through computers.

#### **UNIT- V: Evaluation in History**

**Hours: 06**

- Purpose of evaluation in History
- Evaluating specified outcomes – modern assumptions. Developing instruments for measuring specialized behavioral outcomes.
- Characteristics of a good History test and various types of test items
- Development and standardization of achievement test in History.
- Assessment formats (FA, SA) and practices for History learning in schools.
- Scholastic and co-scholastic Assessment: Development of profile and portfolio of a learner.
- Concept of PSA (Problem solving ability), VBQ (value based question) and OTBA (open text based assessment)

#### **UNIT- VI: Application of ICT to History Teaching**

**Hours: 04**

- Development of Power point based Lesson plan on different approaches
- Development of instructional materials ICT Based in History

#### **MODE OF TRANSACTION:**

Lecture, Power Point Presentation, Discussion, Demonstration & Seminar Method

#### **INTERNAL ASSESSMENT:**

**Marks: 30**

**(10+20)**

- **Tests: Average of two unit tests of 10 marks each.**
- **Assignment: Any two of the following:**

**(Marks: 10)**

**(Marks:20)**

1. Construction of a teacher made test on History: Preparation of blue print on prescribed text and development of test items in conformity with blue print.
2. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.
3. Identification of problems and conduct action research.
4. Other assigned by concerned teachers

#### **SUGGESTED READINGS:**

1. Ballard, M.Ed.: *New Movements in the study and Teaching of History*, London; Temple Smith, 1970.
2. Burston, W.H.: *Handbook for History Teachers; and Green, C.W.* London, Methuen & Co., 1962
3. Elton, G.R.: *The Practice of History*. London : Methuen, 1967.
4. Ghate, V.D.: *The Teaching of History*. Oxford University Press, 1962.
5. Johnson, H.: *Teaching of History*. New York: Macmillan 1962.
6. Steele, Ian.: *Developments in History Teaching* London: Open Books, 1976
7. Vajeshwari, R.: *A Handbook for History Teacher*. Bombay; Allied Publishers 1973

### **BEDCPS – 208** **TEACHING OF SOCIAL SCIENCE: GEOGRAPHY**

**Credits: 4**

**Hours: (48+32)**

**Marks: 100 (70+30)**

#### **COURSE OBJECTIVES:**

Student teachers will be able to understand following content and context in the light of discipline based pedagogy in social sciences-

1. Understand the concepts and principles of Geography and select appropriate methods of teaching to teach Geography
2. Understand the importance, purpose and basic element of planning /lesson planning
3. Develop and design appropriate (innovative and indigenous) teaching aids, remedial and enriched programs and make use of traditional and modern instructional materials in classroom teaching
4. Understand and Practice the application of core teaching skills and classroom transactional strategies
5. Understand the application of appropriate evaluation techniques in Geography.

#### **COURSE CONTENT:**

**Marks: 35**

#### **UNIT-I: Pedagogy of Teaching Geographical concepts**

**Hours: 10**

- Basic concept and its teaching in Geography —location, place, direction, grid system, scale etc,
- Concept of region- formation and change,
- Concept of population movement and cultural landscape,
- Human-environment interactive relationship and resource development through various human activities,
- Environmental adjustment: Adaptation and possibilism,
- Various human economic activities and ability development –case studies related with various types of economic activities,

#### **UNIT-II: Geography teaching skills and their acquisition:**

**Hours: 10**

- Teaching skill and their use in Geography teaching
- Appropriate use of the following core skills in the Geography lesson
  - Writing Instructional Objectives
  - Set Induction
  - Explaining
  - Questioning
  - Black Board Writing
  - Reinforcement
  - Stimulus Variation
  - Probing questions/Response Management
  - Illustrating with examples

- Silence and Non- verbal cues
- Recognizing attending Behavior
- Achieving Closure
- Skill Enhancement in Geography
  - Physical and social features and phenomena-observation skill,
  - Collection, analysis and interpretation of Geographical information/data,
  - Use and application of acquired Geographical knowledge and skills,
  - Observation and recording of environmental degradation in any local area,
  - Disaster management skills

### **UNIT- III: Curriculum Transaction**

**Hours: 10**

- Teaching of Geography: concepts and principles.
- Defining a lesson plan, need for lesson planning, Principles of lesson planning, Steps in lesson planning, different format of lesson plan and writing a lesson plan.
- Preparation of unit plans and lesson plans.
- Selecting appropriate instructional strategies related to various topics of Geography included in secondary classes of the CBSE.
- Collaborative strategies; simulation and role playing; problem solving and decision making,
- Interactive learning, experiential learning, investigative field visits, use of technological instructional materials, textbooks, atlas,

### **UNIT-IV: Teaching Materials and Sources**

**Hours: 08**

- The geography room; its importance; its equipment, furniture and arrangement; Geography library resource, qualities of good Geography textbooks, reference books, atlases and maps; the collection and upkeep of Geography sources in it.
- Importance of teaching aids in teaching Geography, defining teaching aids, types of teaching aids, some important teaching aids for Geography.

### **UNIT-V Evaluation in Geography**

**Hours: 06**

- Purpose of evaluation in Geography
- Evaluating specified outcomes – modern assumptions. Developing instruments for measuring specialized behavioral outcomes.
- Characteristics of a good Geography test and various types of test items
- Development and standardization of achievement test in Geography.
- CCE, its procedure, assessment formats (FA, SA) and practices for Geography learning in schools.
- CCE based reporting (scholastic and co-scholastic: Development of profile and portfolio of a learner) and role of the Geography teacher in developing linkages amongst child, school, Geography curriculum and community. Concept of PSA (Problem solving ability), VBQ (value based question) and OTBA (open text based assessment)

### **UNIT-VI: Application of ICT to Geography Teaching**

**Hours: 04**

- Development of Power point based Lesson plan on different approaches
- Development of instructional materials ICT Based in Geography

### **MODE OF TRANSACTION:**

Lecture, Power Point Presentation, Discussion, Demonstration & Seminar Method

### **INTERNAL ASSESSMENT:**

**Marks: 30 (10+20)**

- **Tests: Average of two unit tests of 10 marks each.** (Marks: 10)
- **Assignment:** Any two of the following: **Marks:20**
  1. Construction of a teacher made test on Geography: Preparation of blue print on prescribed text and development of test items in conformity with blue print.
  2. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.
  3. Identification of problems and conduct action research.
  4. Case studies of primary, secondary and/or tertiary economic activities,
  5. Field visits and study of environmental degradation,
  6. Collection, analysis and interpretation of Geographical data,
  7. Making instructional plans for teaching of Geographical concepts,

**BEDCPS – 209**  
**TEACHING OF SOCIAL SCIENCE: CIVICS**

**Credits: 4**

**Hours: (48+32)**

**Marks: 100 (70+30)**

**COURSE OBJECTIVES:**

This course would attempt:

1. To develop broad understanding of principles and knowledge used in Civics Education.
2. To help students to know various approaches and methods of teaching Civics.
3. To enhance capacities for effective lesson planning in Civics.
4. To acquaint students with approaches and tools for evaluation in Civics.

**Course Content:**

**Marks: 50(35+15)**

**UNIT –I: Civics as a School Subject**

**Hours: 08**

Importance of Civics as a school subject, Civics as a component of Social Studies Difference between aims and objectives; General aims of teaching Civics; Writing Objectives of teaching Civics in behavioral terms.

**UNIT- II: Nature and Scope of Teaching Civics**

**Hours: 06**

Nature of civics, value of civics teaching, scope of civics teaching, place of civics in national education system, essential elements in education of civics.

**UNIT-III: Curriculum of Civics**

**Hours: 08**

Meaning of curriculum; Fundamental principles of curriculum construction; Existing content of Civics textbook at secondary level and its critical analysis; Importance and types of correlation; correlation of Civics with other subjects of Social Studies, Science and Literature.

**UNIT –IV: Methods of teaching Civics**

**Hours: 10**

Meaning of teaching method and teaching technique; Difference between these two concepts; various methods of teaching Civics; Lecture method, source method, socialized recitation method, project methods, their application, advantages and limitations.

**UNIT- V: Teaching Aids and Lesson planning**

**Hours: 06**

Meaning and importance of Teaching Aids; Types of teaching aids; Some important teaching aids for teaching Civics; their preparation and selection; Definition need and principles of lesson plan, steps of lesson planning; Writing a lesson plan.

**UNIT- VI: The Civics Teacher:**

**Hours: 06**

- Qualities of the civics teacher, importance of the civics teacher, duties of civics teacher, successful teacher, suggestions for improvement of a civics teacher
- Teaching skill and their use in Civics teaching
- Appropriate use of the following core skills in the Civics lesson
  - Writing Instructional Objectives
  - Set Induction
  - Explaining
  - Questioning
  - Black Board Writing
  - Reinforcement
  - Stimulus Variation
  - Probing questions/Response Management
  - Illustrating with examples
  - Silence and Non- verbal cues
  - Recognizing attending Behavior
  - Achieving Closure

**UNIT-VII: Evaluation in Civics:****Hours: 04**

Types of evaluation; formative and summative, and tools of evaluation in Civics.

**MODE OF TRANSACTION:**

Lecture, Power Point Presentation, Discussion, Demonstration & Seminar Method

**INTERNAL ASSESSMENT:****Marks: 30 (10+20)**

- **Tests: Average of two unit tests of 10 marks each.** (Marks: 10)
- **Assignment: Any two** Marks:20

**SUGGESTED READINGS:**

1. Gurusharan Das Tyagi, *Nagrik Shashtra Shikshan*, Agra: Vinod Pustak Mandir
2. Husain, N. and Postlethwait (1985), *International Encyclopedia in Education and Research*, Pergamon Press.

**BEDCPS – 210**  
**TEACHING OF SOCIAL SCIENCE: ECONOMICS**

**Credits: 4****Hours: (48+32)****Marks: 100 (70+30)****COURSE OBJECTIVES:**

- To aware the students with Aims and Objectives of Teaching of Economics.
- To develop the Economic Citizenship among the students.
- To enable the students to understand the importance Teaching of Economics in schools for National Development.
- To acquaint the students with concept and principles of curriculum.To acquaint the students with need and importance of correlation of Economics with other school subjects.
- To enable the students to understand the need and importance of Economics Teacher.
- To acquaint the students with role and qualities of Economics Teacher.
- To aware the students with social and economic problems of the country and prepare a Reports on these issues.

**UNIT-I: -Aims and Objectives of Teaching of Economics:****Hours: 12**

- Aims and objectives of teaching of Economics.
- Importance of teaching of Economics as school subject.
- Significance of Economics Teaching in Present Scenario.
- Role of Teaching of Economics in Development of Economic Citizenship

**UNIT-II:-Curriculum and Correlation of Economics:****Hours: 08**

- Concept of Curriculum.
- Principles of Curriculum Construction.
- Correlation of Economics with Geography, History, Civics, Mathematics, Statistics, Commerce,
- Physical Science and Agricultural Science

**UNIT-III:-Economics Teacher and Teaching:****Hours: 08**

- Role and Qualities of Economics teacher.
- Teaching skill and their use in Economics teaching
  - Appropriate use of the following core skills in the Economics lesson: Writing Instructional objectives; Set Induction; Explaining; Questioning; Black Board Writing; Reinforcement; Stimulus Variation; Probing questions/Response Management; Illustrating with examples; Silence and Non- verbal cues; Recognizing attending Behavior; Achieving Closure
- Importance of Current Economic Awareness.
- Knowledge of Current Economic problems.
- Role of Economics Teacher in National Developments.

**UNIT-IV: Teaching Methods of Economics:****Hours: 12**

- Descriptive method
- Project Method
- Social Discussion Method
- Inductive and Deductive Method

**UNIT-V: Evaluation in Economics Teaching:**

**Hours: 08**

- Meaning , Concept and Importance of Evaluation
- Principle of Evaluation
- Steps of Evaluation
- Techniques of Evaluation

**MODE OF TRANSACTION:**

Lecture, Power Point Presentation, Discussion, Demonstration & Seminar Method

**INTERNAL ASSESSMENT:**

**Marks: 30 (10+20)**

- **Tests: Average of two unit tests of 10 marks each.** (Marks: 10)
- **Assignment: Any.two** Marks:20

**SUGGESTED READINGS:**

1. Aggarwal J.C: *Teaching Of Economics, A Practical Approach* Vinod Pustak Mandir. Agra-2
2. Bhatia & Bhatia 1994 *"The Principles & Methods of Teaching"* Doaba house, Delhi – 110006.
3. Dhillon S; Chopra K. : *Teaching Of Economics*.
4. Gupta R.P. *" Teaching Methods"* Vinod Pustak Mandir, Agra-2
5. Joyce, B. & Weil, M: *Models of Teaching*. Prentice Hall Inc., New Jersey, 1979.
6. Kanwar, B.S.: *Teaching of Economics*. Ludhiana: Educational Publishers, 1970.
7. Knoph, J.H.: *the Teaching of Elementary Economics*. New York: Holt Rinehart and Winston, 1965.
8. Mustafa M, 2005, *" Teaching of Economics New Trends and Challenges"* Deep & Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
9. N.R. Saxena : *Teaching of Economics*, R Lall Book Depot, Meerut.
10. Natarajan S. 1993, *"Introduction to Economics of education"*, sterling publications Private Limited.
11. Oliver, J.M.: *The Principles of Teaching Economics*. New Delhi: Heinmann Educational Books Ltd., 1975.
12. Pal, H.R and Pal, R.: *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi, 2006.
13. Pal, H.R.: *Methodologies of Teaching & Training in Higher Education*. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
14. Prof. Rai B.C. (1991 ) *" Techniques of Teaching"* Prakashan Kendra Luckhnow-7
15. Sansanwal, D.N. & Singh, P.: *Models of Teaching*. Society for Educational Research & Development, Baroda, 1991.
16. Sansanwal, D.N.: *Jerk Technology. Journal of Indian Education*, Vol. XXVI, No. 1, 2000, pp 17 – 22.
17. Sharma Kadambari: *Teaching of Economics*.
18. Siddiqui M.H.: *Teaching of economics*, APH Publications Corporation.
19. Sindhu H.S.: *Teaching of economics*, Tandon Publications, Books Market, and Ludhiana-141008.
20. Yadav Amita, 1999, *"Teaching of Economics"* Anmol Publications Pvt. Ltd., New Delhi.
21. Saxena Mishra Mahonty (2004) *"Teaching of Economics"* Surya publication, Meerut.
22. Saxena Mishra Mahonty (2004) *"Teaching of Social Studies"* Surya publication, Suryapublication, Meerut.
23. Tyagi, G.D.: *Arthshastra Shikshan*. Agra: Vinod Pustak Mandir, 1981.
24. Weil, M & Joyce, B.: *Information Processing Models of Teaching*. Prentice Hall Inc., New Jersey, 1979.

**BEDCPS – 211**  
**TEACHING OF ENGLISH**

**Credits: 4**

**Hours : (48 +32)**

**Marks:100(70+30)**

**Course Objectives:**

The pupil teacher would be able to:

- Understand the importance of teaching English in India
- Justify the place of English language in school curriculum.



- Understand the aims and objectives of teaching English language at Secondary and higher secondary stage.
- Understand and make use of principles of English language teaching.
- Be familiar with different methods and approaches of teaching English
- Understand the importance and concept of various skills of English language.
- Select appropriate teaching strategy for teaching various skills of English language.
- Understand and appreciate various qualities of an ideal English teacher and text book of English language.
- Design effective evaluation strategy for evaluating various language competencies of English language

#### **Course Content :**

#### **UNIT-I: General Consideration**

**Hours: 06**

- Place of English in the School Curriculum in India
- Problems of teaching English in India
- Principles of English Language Learning and Teaching
- Objectives of Teaching English as a Second Language at secondary and higher secondary level

#### **UNIT-II: Methods and Approaches in teaching English**

**Hours:08**

- Methods of teaching English-
  - Translation Method
  - Direct Method
  - Bilingual Method
  - Dr. West's New method
  - The Substitution Method
- Approaches of teaching English- -
  - Structural Approach
  - Situational Approach

#### **UNIT-III: Development of Language Skills (I)**

**Hours: 12**

Importance and development of following language skills:

- Listening skills
  - Importance of listening skills
  - Concept and techniques of listening skill
  - Teaching of listening skill
- Speaking skill
  - Importance of Speaking skills
  - Concept and techniques of Speaking skill
  - Teaching of Speaking skill
- Reading skill
  - Importance of Reading skills
  - Types of Reading- Loud, Silent, Intensive, Extensive, Supplementary
  - Techniques of Reading- skimming and scanning
  - Methods of Reading- Alphabet, Phonic, Phonetic, Syllable, Word, Phrase, Sentence, Story
  - Teaching of Reading skill
- Writing skill
  - Importance of Writing skills
  - Stages in teaching mechanics of writing
  - Process of Writing
  - Teaching of Writing skill

Importance and interdependence of language skills

#### **UNIT-IV: Development of Language Skills (II)**

**Hours: 06**

- Teaching English pronunciation
  - Aims of teaching pronunciation
  - Methods of teaching pronunciation
  - Causes of defective pronunciation
  - Measures to improve pronunciation
- Teaching English Vocabulary
  - Active and Passive Vocabulary
  - Function and content words
  - Selection, gradation, presentation and practice of new words

- Teaching of Composition: Guided and free composition

#### UNIT-V: Lesson planning in English teaching

Hours: 08

Development of a Lesson Plan for teaching English

- Teaching Prose: Planning of teaching learning on different methods of teaching English
- Teaching Poetry: Planning of teaching learning on different methods of teaching English
- Teaching Grammar: Planning of teaching learning on different methods of teaching English

#### UNIT-VI: Essentials of English Teaching

Hours: 04

- Professional competence of English Teacher in light of modern multilingual society
- Traditional and innovative teaching learning materials in English teaching (Edgar Dale's Cone of Experiences)
- Teaching skill and their use in Economics teaching  
Appropriate use of the following core skills in the Economics lesson: Writing Instructional objectives; Set Induction; Explaining; Questioning; Black Board Writing; Reinforcement; Stimulus Variation; Probing questions/Response Management; Illustrating with examples; Silence and Non- verbal cues; Recognizing attending Behavior; Achieving Closure
- Characteristics of a good text book of English
- Language Laboratory

#### UNIT-VII: Evaluation of Language Skills:

Hours: 04

- Purpose of Language evaluation.
- Characteristics of a good language test
- Construction of test items for evaluating students' acquisition of listening, speaking, reading and writing skills in English
- Evaluation of language skills in English teaching based on CCE

#### Course Transactional Strategy:

A broad base and flexible transactional strategy is expected for the course. Apart from lecture method discussion, preparation of term papers and seminar presentation could be used depending upon the nature of the content. Use of multimedia devices may also be done to present the Structure, Composition and Teaching strategy of English Teaching.

#### MODE OF TRANSACTION:

Lecture, Power Point Presentation, Discussion, Demonstration & Seminar Method

#### INTERNAL ASSESSMENT:

Marks: 30 (10+20)

- **Tests: Average of two unit tests of 10 marks each.** (Marks: 10)
- **Assignment:** Any **two** of the following: **Marks:20**
  - Development of model lesson plans for prose and poetry on different methods of teaching language
  - Development of appropriate teaching learning materials for teaching different contents of English language
  - Preparation and practicing of lesson plans for prose, poetry, grammar
  - Collection of theme based essays, poems, plays, source materials
  - Preparation, administration and evaluation of a unit test
  - Assignments and their presentation on prescribed topics
  - Constructing objective based test items of different types
  - Maintenance of school diary
  - Preparation and maintenance of bulletin board

#### SUGGESTED READINGS:

1. Bechhold, H. F. and Behling: *The Science of Language and the Art of Teaching*, Charles Scribners Sons, New York.
2. Allen & Campbell: *Teaching English as a second language*, TMH Edition. New Delhi : Tata McGraw Hill Publishing Company.
3. Baruah, T.C.: *The English Teacher's Handbook*. New Delhi: Sterling Publishers Pvt. Ltd.
4. Billows, F. L.: *The Techniques of Language Teaching*, London Longman.
5. Bista, A.R.: *Teaching of English*. Agra: Vinod Pustak Mandir
6. Bright, J.A.: *Teaching English as Second Language*. London: Long Man Group.
7. Catarby, E. V.: *Teaching English as a Foreign Language in School Curriculum India*, New Delhi, NCERT.
8. Chaudhary, N.R.: *Teaching English in Indian Schools*. New Delhi: H.. Publishing Corporation.

9. Doughty, Peter: *Language 'English' and the Curriculum*. Schools Counselling Programme in Linguistic and English Teaching.
10. Jain, R.K.: *Essentials of English Teaching*. Agra: Vinod Pustak Mandir, Agra.
11. Kela, John: *Teaching English*. London: Methuen & Company.
12. Kohli, A.L.: *Teaching English*. New Delhi: Dhanpat Rai and Sons.
13. Morris, I.: *The Art of Teaching English as a Living Language*. London: The English Book Society and McMillan Co. Ltd.
14. NCERT: *Reading in Language and Language Teaching Book I*, Publication div. NCERT, New Delhi.
15. Newton and Handley: *A Guide to Teaching Poetry*. London: University of London Press.
16. Pandey, K.P. *Teaching of English in India*, Varanasi: Vishwavidyalaya Prakashan, Varanasi.

## BEDCPS - 212 हिन्दी भाषा शिक्षण

क्रेडिट: 4

घण्टे (48+32) अंक: 100 (70+30)

उद्देश्य:

- हिन्दी शिक्षण के लक्ष्य तथा उद्देश्यों का ज्ञान कराना।
- कक्षा के विभिन्न स्तरों पर गद्य, पद्य, व्याकरण, रचना शिक्षण के उद्देश्य एवं विधियों से परिचित कराना।
- हिन्दी की पाठ योजना के उपागमों एवं शिक्षण को प्रभावशाली बनाने हेतु श्रव्य-दृश्य उपकरणों की जानकारी देना।
- हिन्दी भाषा का अन्य विद्यालयी विषयों से सह-सम्बन्ध स्पष्ट करना।
- हिन्दी भाषा में मूल्यांकन से परिचित कराना।
- हिन्दी में विभिन्न कौशलों के महत्व एवं शिक्षण से अवगत कराना।

इकाई 1: हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य

06 घण्टे

- भारत में स्कूल के पाठ्यक्रम में हिन्दी भाषा शिक्षण का महत्व एवं स्थान।
- माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य।
- ब्लूम वर्गीकरण के अनुसार शैक्षिक उद्देश्यों का व्यवहारपरक लेखन।
- भारत में हिन्दी शिक्षण की समस्याएं।
- हिन्दी भाषा सीखने और सिखाने के सिद्धांत।

इकाई 2: हिन्दी शिक्षण की विधियाँ (विभिन्न स्तर पर)

08 घण्टे

- भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ: व्याकरण अनुवाद प्रणाली, ढाँचागत/संरचनात्मक प्रणाली एवं संप्रेषणात्मक प्रणाली आदि।
- गद्य शिक्षण विधियाँ (व्याख्या, अर्थबोध, पाठ्य पुस्तक)।
- पद्य शिक्षण विधियाँ (गीत, अभिनय, व्याख्या, प्रनोत्तर)।
- व्याकरण शिक्षण विधियाँ (पाठ्य पुस्तक, सूत्र प्रणाली, आगमन, निगमन)।
- रचना शिक्षण विधियाँ (खेलविधि, चित्रपूर्ति, रिक्तस्थान, प्रबोधन, प्रनोत्तर)।

इकाई 3: हिन्दी शिक्षण में पाठ योजना

10 घण्टे

- पाठ योजना-अर्थ, महत्व एवं विशेषताएँ।
- पाठ योजना के विभिन्न उपागम (हरबर्ट एवं ब्लूम)।
- गद्य, पद्य, व्याकरण की पाठ योजना के सोपान।
- एक उत्तम पाठ योजना का निर्माण।
- विद्यालयी विषयों (इतिहास, भूगोल, नागरिक शास्त्र, गणित, अंग्रेजी, संस्कृत) का हिन्दी भाषा से सहसम्बन्ध।

इकाई 4: हिन्दी के सारभूत पक्ष

06

घण्टे

- विभिन्न श्रव्य-दृश्य उपकरण एवं इनका प्रयोग।

- उत्तम पाठ्य पुस्तक—अर्थ, विनिषेधताएँ।
- हिन्दी शिक्षक की विनिषेधताएँ।
- भाषा प्रयोगशाला।

#### इकाई 5: हिन्दी शिक्षण में विभिन्न भाषायी कौशल घण्टे

12

- भाषा कौशल: अर्थ, महत्व और प्रकार।
- श्रवण कौशल: अर्थ, महत्व एवं शिक्षण।
- बोलने का कौशल: अर्थ, महत्व एवं शिक्षण।
- पढ़ने का कौशल: अर्थ, महत्व एवं शिक्षण।
- पठन के प्रकार: मुखर — मौन पठन, गहन— विस्तृत/द्रुत एवं आलोचनात्मक पठन।
- पढ़ने के कौशल विकास में सृजनात्मक सहित्य, (कहानी, कविता आदि) सहायक थिसॉरस, शब्दकोश और इन्साइक्लोपिडिया का उपयोग महत्व।
- लेखन कौशल: अर्थ एवं महत्व।
- लेखन शिक्षण के चरण, लेखन की प्रक्रिया सृजनात्मक लेखन, औपचारिक एवं अनौपचारिक लेखन।
- हिन्दी उच्चारण शिक्षण
- शिक्षण उच्चारण का उद्देश्य, शिक्षण उच्चारण के तरीके, दोषपूर्ण उच्चारण के कारण, उच्चारण में सुधार के उपाय

#### इकाई 6: भाषायी कौशलों का मूल्यांकन 06घण्टे

- हिन्दी शिक्षण में मूल्यांकन: अर्थ एवं महत्व।
- परीक्षण के प्रकार: मौखिक, वस्तुनिष्ठ, लघुउत्तरीय, निबन्धात्मक।
- श्रवण, मौखिक अभिव्यक्ति, पठन एवं लेखन कौशल के मूल्यांकन हेतु पदों का निर्माण।
- हिन्दी शिक्षण में सतत एवं व्यापक मूल्यांकन।

कार्य सम्पादन प्रणाली: व्याख्यान एवं समूह वार्तालाप।

आन्तरिक मूल्यांकन:

32 घण्टे

परीक्षण— दस(10) अंक के दो परीक्षण तथा औसत मान्य

अंक 30 (10+20)

प्रायोगिक कार्य—निम्न में से कोई 2 प्रत्येक 10 अंक का

- विभिन्न मुद्दों पर सामग्री एकत्र करना (समाचार पत्र से)
- आदर्श पाठ योजना का निर्माण (गद्य, पद्य, व्याकरण)।
- हिन्दी पाठ्य पुस्तक का विनिषेध करना।
- वस्तुनिष्ठ आधारित विभिन्न प्रकार के परीक्षण पदों का निर्माण।
- उपयुक्त शिक्षण सहायक सामग्री का निर्माण।
- अपनी मन पसंद कविताओं का मूल्यांकन तथा उन पर एक लेख तैयार करना।

सहायक पुस्तकें

1. रामशकल पाण्डेय(2009)—हिन्दी शिक्षण, अग्रवाल पब्लिकेशन, आगरा-2
2. रमन बिहारी लाल(2013)—हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
3. शर्मा, डॉ0 मार्तण्ड(2008) हिन्दी शिक्षण, शारदा पुस्तक भवन, इलाहाबाद।
4. सुषमा जोशी (नवीनतम संस्करण)—हिन्दी भाषा शिक्षण, आलोक प्रकाशन, लखनऊ
5. सावित्री सिंह—हिन्दी शिक्षण, इण्टरनेशनल पब्लिशिंग हाउस, मेरठ
6. भाई योगेन्द्रजीत—हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा
7. निरंजन कुमार सिंह—माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थानी हिन्दी ग्रन्थ अकादमी ए जयपुर
8. तिवारी उदय नारायण, हिन्दी भाषा का उद्गम एवं विकास, भारती भण्डार, लीडर प्रेस इलाहाबाद।
9. भगवत दत्त. भाषा का इतिहास आत्मा राम एण्ड सन्स दिल्ली-6।
10. रघुनाथ सफाया—हिन्दी शिक्षण विधि, हरियाणा साहित्य अकादमी, चण्डीगढ़।
11. Chandra Sekhar, A New Approach to language teaching, to linguistic circle of Delhi,(1965).
12. Bhattacharya Indrajit.(1998): An approach to Communication Skills. New Delhi:Dhanapathi Rao & Co.
13. Brooks, N. (1964). Language and Language learning theory and practice (2nded). New York: Harcourt Brace.
14. Brown, H. (1980). Principles of Language and Teaching. N.J: Prentice Hall Regents.
15. Bhai YogendraJeeth. (1986). SikshaMemAudunikPravrithiyam. Agra: VinodPustakMahal.

**BEDCPS - 213**  
**संस्कृत भाषा शिक्षण**

क्रेडिट: 4

घण्टे (48+32)

अंक: 100 (70+30)

उद्देश्य:

- संस्कृत शिक्षण के लक्ष्य तथा उद्देश्यों का ज्ञान कराना।
- कक्षा के विभिन्न स्तरों पर गद्य, पद्य, व्याकरण रचना शिक्षण के उद्देश्य एवं विधियों से परिचित कराना।
- संस्कृत की पाठ योजना के उपागमों एवं शिक्षण को प्रभावशाली बनाने हेतु श्रव्य-दृश्य उपकरणों की जानकारी देना।
- संस्कृत भाषा का अन्य विद्यालयी विषयों से सह-सम्बन्ध स्पष्ट करना।
- संस्कृत भाषा में मूल्यांकन से परिचित कराना।
- संस्कृत में विभिन्न कौशलों के महत्व एवं शिक्षण से अवगत कराना।

**इकाई 1: संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य**

06 घण्टे

- भारत में स्कूल के पाठ्यक्रम में संस्कृत भाषा शिक्षण का महत्व एवं स्थान।
- माध्यमिक स्तर पर संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य।
- ब्लूम वर्गीकरण के अनुसार शैक्षिक उद्देश्यों का व्यवहारपरक लेखन।
- भारत में संस्कृत शिक्षण की समस्याएं।
- संस्कृत भाषा सीखने और सिखाने के सिद्धांत।

**इकाई 2: संस्कृत शिक्षण की विधियाँ (विभिन्न स्तर पर)**

10

घण्टे

- भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ— व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, ढाँचागत/संरचनात्मक प्रणाली, प्राकृतिक प्रणाली।
- गद्य शिक्षण विधियाँ (व्याख्या, अर्थबोध, पाठ्य पुस्तक)।
- पद्य शिक्षण विधियाँ (गीत, अभिनय, व्याख्या, प्रश्नोत्तर)।
- व्याकरण शिक्षण विधियाँ (पाठ्य पुस्तक, सूत्र प्रणाली, आगमन, निगमन)।
- रचना शिक्षण विधियाँ (खेलविधि, चित्रपूर्ति, रिक्तस्थान, प्रबोधन, प्रश्नोत्तर)।

**इकाई 3: संस्कृत शिक्षण में पाठ योजना**

06

घण्टे

- पाठ योजना—अर्थ, महत्व एवं विशेषताएँ।
- पाठ योजना के विभिन्न उपागम (हरबर्ट एवं ब्लूम)।
- गद्य, पद्य, व्याकरण की पाठ योजना के सोपान।
- एक उत्तम पाठ योजना का निर्माण।
- विद्यालयी विषयों (इतिहास, भूगोल, नागरिक शास्त्र, गणित, अंग्रेजी, हिन्दी) का संस्कृत भाषा से सहसम्बन्ध।

**इकाई 4: संस्कृत के सारभूत पक्ष**

06

घण्टे

- विभिन्न श्रव्य-दृश्य उपकरण एवं इनका प्रयोग।
- उत्तम पाठ्य पुस्तक—अर्थ, विशेषताएँ।
- संस्कृत शिक्षक की विशेषताएँ।
- भाषा प्रयोगशाला।

**इकाई 5: संस्कृत शिक्षण में विभिन्न भाषायी कौशल**

12 घण्टे

- भाषा कौशल: अर्थ, महत्व और प्रकार।
- श्रवण कौशल: अर्थ, महत्व एवं शिक्षण।
- बोलने का कौशल: अर्थ, महत्व एवं शिक्षण।
- पढ़ने का कौशल: अर्थ एवं महत्व।
- पठन के प्रकार—मुखर— मौन पठन, गहन — विस्तृत/द्रुत एवं आलोचनात्मक पठन,
- पढ़ने के कौशल विकास में सृजनात्मक सहित्य, (कहानी, कविता आदि) सहायक थिसॉरस, शब्दकोश और इन्साइक्लोपिडिया का उपयोग महत्व
- लेखन कौशल: अर्थ, महत्व एवं चरण, लेखन की प्रक्रिया, सृजनात्मक लेखन, औपचारिक एवं अनौपचारिक लेखन।
- संस्कृत उच्चारण शिक्षण
- शिक्षण उच्चारण का उद्देश्य, शिक्षण उच्चारण के तरीके, दोषपूर्ण उच्चारण के कारण, उच्चारण में सुधार के उपाय

#### इकाई 6: भाषायी कौशलों का मूल्यांकन 08घण्टे

- संस्कृत शिक्षण में मूल्यांकन: अर्थ एवं महत्व।
- परीक्षण के प्रकार: मौखिक, वस्तुनिष्ठ, लघुउत्तरीय, निबन्धात्मक।
- श्रवण, मौखिक अभिव्यक्ति, पठन एवं लेखन कौशल के मूल्यांकन हेतु पदों का निर्माण।
- संस्कृत शिक्षण में सतत् एवं व्यापक मूल्यांकन।

कार्य सम्पादन प्रणाली: व्याख्यान एवं समूह वार्तालाप।

आन्तरिक मूल्यांकन:

परीक्षण- दस(10) अंक के दो परीक्षण तथा औसत मान्य

अंक 30 (10+20)

प्रायोगिक कार्य—निम्न में से कोई 2 प्रत्येक 10 अंक का

- विभिन्न मुद्दों पर सामग्री एकत्र करना (समाचार पत्र से)
- आदर्श पाठ योजना का निर्माण (गद्य, पद्य, व्याकरण)।
- संस्कृत पाठ्य पुस्तक का विलेषण करना।
- वस्तुनिष्ठ आधारित विभिन्न प्रकार के परीक्षण पदों का निर्माण।
- उपयुक्त शिक्षण सहायक सामग्री का निर्माण।
- अपनी मन पसंद कविताओं का मूल्यांकन तथा उन पर एक लेख तैयार करना।

सहायकपुस्तकें

1. रामशकल पाण्डेय (2010)—संस्कृत शिक्षण, अग्रवाल पब्लिकेशन, आगरा-2
2. गोयल, डॉ० प्रीतिप्रभा (1987), संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर।
3. रघुनाथ सफाया—संस्कृत शिक्षण विधि, हरियाणा साहित्य अकादमी, चण्डीगढ़
4. रमेशचन्द्र शास्त्री—संस्कृत शिक्षण
5. प्रभा शंकर मिश्र—संस्कृत शिक्षण
6. पाणिनी, पाणिनीय शिक्षा, चौखम्बा संस्कृत सिरीज, विद्या भवन, वाराणसी (1976)।
- 7- Apte, D.G. and Dongre, P.K., Teaching of Sanskrit in secondary school, Acharya Book Depot, Baroda(1960).
- 8- V.P. Bokil and N.R. Paarasnis : A New Approach to Sanskrit (V.G. Kelkar, Poona)
- 9- Raghunath Safaya : The teaching of Sanskrit
- 10- Pt. Sitaram Chaturvedi : Sanskrit kiShiksha
- 11- Micaael Weak : The teaching of Sanskrit
- 12- D.G. Apte : The Teaching of Sanskrit A.B. Keith : Classical Sanskrit Grammar
- 13- M.R. Kale : Higher Sanskrit Grammar
- 14- Jahangirdar : Introduction to Comparative Philology
- 15- P.C. Chakravarti : Philosophy of Sanskrit Grammar.

**BEDCPS - 214**  
**TEACHING OF HOME SCIENCE**

Credits 4

Hours 60

Marks 100(70+30)

Course Objectives

- Develop broad understanding of principles and knowledge used in Home Science Teaching.
- Explain the Scope and Importance of Home Science as a school subject.
- Specify the Aims and objectives of Teaching Home Science at secondary stage.
- Develop the understanding of Ideal curriculum in Home Science.
- Know various approaches, methods and Teaching Aids in Home Science Teaching.
- Prepare Effective lesson plan in Home Science.
- Explain various tools used in evaluation in Home Science.

### Theory

**Marks: 70**

### Course Content:

#### UNIT-I: Home Science as school subject

**Hours: 08**

Meaning, Scope, Importance of Home Science as school subject. Aims and objectives.

#### UNIT-II: Methods of Teaching Home Science.

**Hours: 12**

Teaching Skills, Teaching methods and Teaching techniques. Various methods of teaching Home Science – Lecture, lecture – cum – demonstration, laboratory, Project and Heuristic : their applications, advantages and limitations

#### UNIT-III: Aids to teaching of Home Science.

**Hours: 10**

Meaning and Importance of Teaching Aids, Types of Teaching Aids, Home Science laboratory, equipments used in Home Science laboratory, use of library.

#### UNIT-IV: Transaction of Contents and Curriculum.

**Hours:12**

Curriculum – Meaning, Fundamental Principles and approaches in Curriculum Planning in Home Science, Ideal curriculum in Home Science. Correlation of Home Science with other school subjects. Unit Plan and lesson plan. Principles of lesson planning. Steps of writing a lesson plan.

#### UNIT-V: Evaluation in Home Science

**Hours:06**

Qualities of good evaluation, Test types and their construction.

### Practicum

**Marks 30(10+20)**

1. **Tests: Average of two unit tests of 10marks each.**

**(Marks: 10)**

2. **Assignment: 4 Assignments of 5 marks each**

**(Marks: 20)**

### SUGGESTED READINGS:

1. Chandra, Arvinda; *Introcutioin to Home Science*, Metropolitan Book Co., New Delhi; 1978;
2. Mann, Mohinder K.; *Home Management for Indian*; Kalyani Publishers, Delhi, 1976.
3. Das, R.R. & Ray, Binita; *Teaching of Home Science*; Sterling Publishers, New Delhi; 1979.
4. Devadas, Rajammal P.; *Teaching of Home Science in Secondary Schools*; All India Council for Secondary Education, New Delhi, 1958.
5. Devadas, R.P.; *Textbook of Home Science*; Ministry of Food, Govt. of India, 1968.
6. Adams, John; *The New Teaching*, Hodder and Stoughton, 1930
7. Ambron, Sveann Robinson; *Child Development*, Holt Rinehart Winston, Second Edition, 1978

## **BEDEPC – 215 UNDERSTANDING AND APPLICATION OF ICT**

**Credits: 2**

**Hours: (16Theory + 32Activity)**

**Marks: 50 (25+25)**

### COURSE OBJECTIVES:

To enable the prospective teachers to:

- Develop an understanding of the concept of Computer and its components.
- Develop an understanding of the concept of ICT and its components
- Use ICT in the classrooms in line with educational aims and principles.
- Explore ICTs along three broad strands; teaching- learning, administrative and academic support systems thereby integrate technology tools for teaching learning, material development, developing collaborative networks for sharing and learning.
- Understand the evolution and impact of ICTs on society and in the education system.
- Understand the advantages and dangers of the internet, the new 'virtual world'.
- Access available resources, review resources created by peers, collaborate to create their own digital teaching-learning resources.

In order to fulfil these objectives the pupil teachers will be engaged in 16 hours of perspective building through lectures and discussions on the following main areas. In addition, they will be given hands on experiences of working with computers so as to develop the ability to make use of ICT in their teaching learning and evaluation activities when in the profession.

**COURSE CONTENT:**

**Marks: 25**

**UNIT-I: Perceptive computer**

**Hours: 8**

- Computer fundamentals: meaning, components and types of computers, Components of Computer System,
- Central Processing Unit (CPU), Input and Output Devices,
- Computer Memory, Concepts of Hardware and Software;
- Number system
- Functions of an operating system and application software.
- New trends in ICT: Smart classroom, EDUSAT, on-line resources in learning

**UNIT-II: Introduction to ICT and Uses in Education**

**Hours: 8**

- ICT: concept, characteristics and importance Types of ICTs commonly used in education.
- Role of information technology in teaching-learning process
- Challenges of integrating ICT in school education.
- Smart classes.
- E-learning and blended learning.

**ICT practice in the laboratory**

**Hours: 32**

Session	Theme	Duration & Assignment
1.	MS Word (2007 and above) exploring the basic features and shortcuts keys	<b>4 hours</b> Describe the essential features of MS Word
2.	MS Word (2007 and above) mail merge	<b>2 hours</b> Describe how you proceeded to use mail merge to send letters to parents of students in your school.
3.	MS PowerPoint (2007 and above) exploring the basic features and shortcut keys	<b>4 hours</b> Describe the essential features of MS power point.
4.	MS PowerPoint (2007 and above) creating a presentation using Slide master	<b>2 hours</b> Develop a 10 slide presentation using slide master with your initial as logo on the top right corner.
5.	MS PowerPoint (2007 and above) Adding animations, transitions, motion paths and hyperlinks	<b>4 hours</b> Develop a 10 slide power point ensuring that at least two are interconnected with hyperlinks and incorporate.
6.	MS Excel (2007 and above) creating reports, attendance records, fee records, using simple formulae	<b>4 hours</b> Create a spread sheet to represent a mock register and using formulae prepare an attendance record, fee record and progress report for a class of 20-25 students.
7.	MS Excel (2007 and above) sorting, filtering and using conditional formulae, drawing charts and graphics	<b>4 hours</b> Using the data in the excel spread sheet practice sorting, filtering and using conditional formulae, and create different views of the same data. Prepare graphical representations



		of the data.
8.	Survey of educational sites based in India	<b>4 hours</b> Give a brief report on the Educational sites you visited/visit frequently and describe how they are helpful to you.
9.	Working together on google docs, google sheets and google slides, airdroid and Whatsapp on web	<b>4 hours</b> Collaborate on with your partner and create a new / work on an existing document, presentation and spread sheet in which both can edit. Write a detailed report of the procedure

#### MODE OF TRANSACTION-

Lecture, Discussion, Demonstration

#### INTERNAL ASSESSMENT:

**Marks: 25**

The assessment will be based on the Viva and assignments:

#### ● Assignment + Viva

**Marks: 15+10**

The students will submit all 09 assignments mentioned above in proper format and in time in the subsequent laboratory session for each theme.

#### SUGGESTED READINGS:

1. Brooks-Young, 2010. *Teaching with the Tools Kids Really Use: Learning with Web and Mobile Technologies*. Published by Corwin, A Sage Company.
2. Oppenheimer, 2004 *The Flickering Mind: Saving Education from the False Promise of Technology*. Published by Random House.
3. Bauerlein, 2009. *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (Or, Don't Trust Anyone Under 30)*. Published by Penguin Group.
4. Benkler, Y. (2006). *The wealth of networks: How social production transforms markets and freedom*. Yale University Press.
5. MHRD. (2012). *National policy on information and communication technology (ICT) in school education*. MHRD, Government of India.
6. Sinha, P.K.: *Computer fundamental*
7. Rajaraman, V.: *Fundamental of Computers*. Prentice Hall of India, 2003.
8. Brow, J.W., Lewis, R.B.: *Audio-Visual Instructional Technology Annual for Independent Study*, McGraw Hill Book Col. Inc., New York, 1977
9. Comer, D.E.: *The Internet Book: Everything You Need To Know About Networking And How The Internet Works*. 4<sup>th</sup> Edi. Prentice Hall of India, 2009.
10. Atkinson, C: *Beyond Bullet Points: Using Microsoft Office PowerPoint 2007 to Create Presentations That Inform, Motivate and Inspire*. Prentice Hall of India, 2008.
11. Ballew, J. and Slack, S.E.: *Break through! Windows Vista: Find Your Favourite Features and Discover the Possibilities*. Prentice Hall of India, 2007.
12. *Microsoft computer Dictionary* 5<sup>th</sup> Edi. Prentice Hall of India, 2009.

#### SUGGESTED LIST OF WEBSITES:

1. [www.sakshat.ac.in](http://www.sakshat.ac.in) NMEICT: Mission Document, MHRD, available at <http://www.sakshat.ac.in/Document/Missiondocument.pdf>
2. <http://www.unescobkk.org/education/ict/ict-in-education-projects/training-ofteachers/training-modules/>

**BEDEPC – 216**

### PHYSICAL EDUCATION, SPORTS AND YOGA IN SCHOOLS

**Credits: 2**

**Hours(16Theory+32Activity)**

**Marks: 50 (35+15)**

#### COURSE OBJECTIVES:

After undergoing this course, the student teacher will be able to:

1. Tell the basic concepts of Physical Education, Sports, Games and Yoga.

2. Organize the various games and sports activities.
3. Prepare different playing grounds and courts.
4. Tell the rules, technique and skills of sports.
5. Follow the benefits of exercise, physical fitness and health related physical fitness.
6. Perform different Asanas and Pranayama

#### UNIT-I: Physical Education

Hours: 08+16

- Meaning , Aim , objectives and scope of Physical Education
- Concept of physical fitness
- Importance of warm up and cooling down exercises
- Health related physical fitness
- Callisthenic/Aerobic exercises
- Type of formations
- Recreational/lead up activities
- Layout of different grounds and courts
- Preparation of Fixtures
- Intramurals and Extramurals competitions
- Organization of sports and games

#### UNIT-II: Sports/Games (Any two: Volley ball, Kho-Kho, Kabaddi, Badminton Foot Ball, Cricket, Hand Ball, Basket ball)

Hours: 08+16

- Rules
- Skills/Technique
- Equipments

#### Yogic Asanas/Pranayama/Concentrations:

Asanas (Technique and Benefits)

Pranayama (Technique and Benefits)

#### Concentration /Meditation:

- Various Techniques of Meditation: Om chanting, Tratak etc.
- YogNidra
- Suryanamaskar

#### MODE OF TRANSACTION:

The entire course will be transacted through lecture and demonstration methods and through practice sessions.

#### SUGGESTED READINGS:

1. A.K. Uppal and GP. Gautam (2004). *Physical Education and Health*, Friends Publisher, New Delhi
2. Ajmer Singh (2003). *Essential of Physical Education*, Ludhiana: Kalyani Publishers
3. Barrow and Mcgee, *A Practical approach to measurement in physical education*, Lea and Febiger.
4. *Encyclopaedia of Yoga (No. 410)* - Dr. Ramkumar Rai Chowkhamba Sanskrit Sansthan P.O. No: 1008, Varanasi
5. Kamlesh and Sangral, *Methods in Physical Education*, Tandon Publication Ludhiana
6. Swami SatyanandSaraswati, Surya Namaskar, *Yoga Publication Trust*, Mungerm Bihar, India
7. Wuest and Bucher (1992). *Foundation of Physical Education and Sports*, 11th Edition, B.I. Publication Pvt. Ltd, New Delhi
8. *Yoga explained* - Bengal Lancer (No. 435) Chowkhamba Sanskrit SansthanP.O.No: 1008, Varanasi

## SEMESTER-III

PREINTERNSHIP (ORIENTATION CUM WORKSHOP)	2 Weeks	300 marks	12 credits	36 hrs/week
INTERNSHIP	16 WEEKS July – December			

#### 1. AIM

The main aim of School Internship is the development of a broad repertoire of Perspectives, Professional capacities, Teacher dispositions, sensibilities and skills among the Teacher Interns (TI) to cater to diverse needs of learners in schools through a prolonged engagement of teacher interns with school as a regular teacher and participation in all the school activities.

## 2. INTERNSHIP GOALS

The achievement of above aim of SIP will be done through the under mentioned goals, objectives and competencies:

***Goal 1: TI will develop competence and professional identity as a reflective teacher.***

### OBJECTIVES:

1. Interns will demonstrate knowledge of the laws and regulations related to the professional practice of teaching, including any that specifically relates to State, Boards and NCTE.
2. Interns will interact professionally with their peers, supervisors (Mentor Teachers and Educators), Administrators, school students and all other individuals encountered daily during the course of internship and will demonstrate professional maturity through their behaviour, appearance and attitude.
3. Interns will engage in an ongoing exploration of their professional interests, strengths, and weaknesses.
4. Interns will demonstrate professional responsibility with 'self- classroom- school' management, proper documentation & reporting, timely submissions-correction-signature and time management.
5. Interns will become reflective practitioners through critical thinking about their own assumptions, the professional context and the problem that arises therein.

### COMPETENCIES EXPECTED:

1. Interns will apply knowledge of perspectives, curriculum, pedagogy and enhanced professional capacity to their teaching practice in schools.
2. Interns will be able to demonstrate their teaching skills in day to day classroom practices.
3. Interns will be able to critically analyse their own theories in relation to their specific professional context and reflectively overcome the discrepancies thus engaging themselves in ongoing professional development.
4. Interns will conduct themselves in accordance with ethical principles of Banaras Hindu University and the practising school.
5. Interns will identify complex ethical situations that challenge professional values and seek guidance for addressing these situations from mentors at appropriate venue.
6. Interns will demonstrate awareness of the impact teachers' behaviour has on school children, staff members, the public, and the profession.

***Goal 2: Interns will inculcate and demonstrate necessary skills (communicative-administrative-managerial) in different roles to excel as a professional teacher.***

### OBJECTIVES:

1. Interns will demonstrate the ability to communicate as a teacher, administrator and manager of various activities in and outside the classroom as well as the ability to communicate with the self.
2. Interns will demonstrate knowledge of one's own limitations as a teacher, administrator and manager of various activities including acknowledgment of and inexperience with certain types of children, colleagues, situations and practical areas of weakness in understanding of theory and their applications.
3. Interns will effectively assess holistic aspects of students and record them thorough documentation. They will demonstrate the ability to effectively handle individual student and follow-up with individual crisis situations utilizing consultation and collaboration through professional knowledge of self and their mentors.
4. Interns will demonstrate involvement in all school processes through preparedness, punctuality, evidence of thoughtfulness, openness to feedback and exploration of issues, ability to articulate own position on a given issue, and willingness to share his or her own work in form of presentation of hand written reports/recordings/videotapes, case reports etc.
5. Interns will demonstrate a professional ability to refer individual, group or school issues for acknowledgement, reporting, discussion or solution to administrators, parents, community members or appropriate authorities as and when needed.

### COMPETENCIES EXPECTED:

1. Interns will participate in all regularly scheduled activities of the school.
2. Interns will become familiar with all sorts of formal and informal activities in and outside classroom in the school campus.
3. Interns will better understand the beliefs, attitudes, and behaviour of diverse individuals (students) in the class and learn to observe, identify and report them for feedback and holistic growth of child to appropriate professional and community members.
4. Interns will identify their own weaknesses in dealing with students and themselves; hence will handle oneself in a more appropriate professional manner.
5. Interns will be able to communicate effectively with their own self and reflect the same in form of journal writing.
6. Interns will learn to communicate effectively using variety of media (ICT etc.) in and outside the classroom to work professionally as a successful teacher excelling as communicator-administrator-manager.

***Goal 3: Interns will develop skills and competencies for working diversities (individual, cultural, gender, special ability, etc.) in school and community hence learn to operate successfully and develop an inclusive setting.***

#### **OBJECTIVES:**

1. Interns will demonstrate the ability to examine their own attitudes, assumptions, behaviours, and values in working with individuals with various types of diversity issues.
2. Interns will demonstrate the ability to provide services sensitive to individuals with various types of diversity issues.
3. Interns will demonstrate the ability and readiness to seek consultation with mentors/experts for dealing with individuals having various types of diversity issues prior to further engaging in teaching- learning.

#### **COMPETENCIES EXPECTED:**

1. Interns will explore personal biases, stereotypes and cultural assumptions as they affect their professional practice as a School Teacher.
2. Interns will provide, culturally- relevant and competent services for holistic growth, to students from diverse populations attending the schools.
3. Interns will become more aware of how culture influences their world- view, life- view and professional practice as a School Teacher.

***Goal 4: Interns will demonstrate ability to outreach and liaison through collaboration with the school community and off-school campus community, interdisciplinary colleagues/ experts and Teacher Education Institutions. They will also ensure sharing of continuous and comprehensive assessment based performance of learners in Parent-Teacher Meetings for sustained growth of the learner.***

#### **OBJECTIVES:**

1. Interns will demonstrate the ability to participate in community activities, collaborate with the Health Centre, Sports Centre, Student Affairs professionals, school staff, other school teachers, parents, University Departments, Teacher Education Departments, administrative units in and outside school (Boards, railways, roadways, NCC, etc.).
2. Interns will demonstrate competence in facilitation and presentation skills using appropriate technology and with proper documentation for ensuring efficient liaisoning.
3. Interns will actively participate in Continuous and Comprehensive Evaluation (CCE) and PTA meetings in the school.

#### **COMPETENCIES EXPECTED:**

1. Interns will be knowledgeable about consultation and liaison relationships in general and with particular regard to a school community.
2. Interns will develop ability to participate in various extension activities and administrative works related to welfare of individual students and community.
3. Interns will become efficient in CCE based assessment procedures, reporting and PTA meeting conduction in schools.

#### **3. DURATION:**

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, the community and the school at different levels, and by establishing close connections between different curricular areas.

The duration of the entire Internship Program is spread across the three semesters as follows:

Year/Semester	Duration	Description
Year 1/Semester I	One Week	<p><b>Execution:</b> TI will go for observation to develop a holistic view of school and classroom situation. Every educational aspect within school campus as well as within classroom will be observed and documented by the intern as an attaché to a regular teacher.</p> <p><b>Submissions:</b></p> <ul style="list-style-type: none"> <li>TIs will prepare a report on their observation of different aspects of school such as infrastructure, curriculum, formal assessment strategy and social relationships.</li> <li>TIs will prepare a report on their observation of <b>classroom dynamics, maintainance of discipline in classrooms, formal and informal</b> assessment of students' behavior</li> <li>TIs will submit a 'School Record-Activity Details' giving details about the different activities carried out in the school.</li> </ul> <p><b>Supervision</b> Regular Teachers and Prospective Teacher Educators,</p>
Year 1/Semester II	One-Week	<p><b>Execution:</b> TIs will teach 12 lessons (6 from each pedagogical subject opted by the intern). Two lessons will be taught each day.</p> <p><b>Submission:</b> Twelve lesson plans duly signed by mentor school teacher and mentor teacher educator. 06 Observation record of at least two different subject teachers on their teaching styles, classroom management and asesment strategies.</p> <p><b>Superviion:</b> Regular Teachers, Prospective Teacher Educators, Mentor Teacher Educators</p>
Year2/Semester III	2 Week Pre-Internship Workshop	<p><b>Execution:</b> TIs will be oriented towards the different activities during the Internship Course. TIs will be provided opportunity to understand and prepare achievement tests, diagnostic tests, unit plans, remedial plans, enrichment materials etc needed during their workshop.</p>
Year 2/Semester III	15 Weeks School Internship Program	Intensive Internship (Details of Program given below )
do	1 Week	<p><b>Execution:</b> Reporting back in Teacher Education Department with <b><u>Internship Completion Letter (ICL)</u></b> signed by Principal, MTE and MST and <b><u>duly completed observation reports and record files</u></b> signed by Mentors.</p> <p><b>Supervision:</b> CGI will prepare Internship Completion Report and Issue Certificate (in proforma developed by Institution)</p>
Mid December onwards till university reopens after winter vacation.	<b>SEMESTER BREAK</b>	<b>SEMESTER BREAK</b>

#### 4. TRAINING EXPERIENCE DURING SCHOOL INTERNSHIP PROGRAM (SIP)

##### 4.1 Expectations/Rules:

Below are given the rules to be followed while implementing the SIP and the expectations from the interns while they are engaged with field experiences during the SIP:

- i. Interns will be provided a **School Internship Program Diary (SIPD)** which will have all details of SIP.
- ii. On every working day interns will get direction by a Mentor School Teacher (MST) during school hours.
- iii. During sixteen weeks SIP the interns will receive 2 hours of weekly individual supervision/ group supervision by Mentor Teacher Educator/s. Supervision will focus primarily on an intern's teaching competency and related strengths and weaknesses, conduct in the class and teacher ethics.
- iv. Supervisor/Mentor Teacher Educators may be rotated during mid-semester so that interns will have an opportunity to experience different supervisory styles.
- v. The primary supervisor/mentor will be responsible for ensuring that intern is getting a comprehensive experience in holistic terms of theory and practice in school and classroom (inside and outside).
- vi. The primary supervisor/mentor will monitor all written and verbal communications regarding all aspects and will co-sign progress notes and reports. The primary supervisor will also monitor the intern's adherence to internship guidelines and procedures of Banaras Hindu University, Faculty of Education and Internship schools. Additionally, the primary supervisor/mentor will be responsible for evaluating the intern's performance during internship and providing feedback to the intern.
- vii. Interns will practice in accordance with professional ethics for school teachers given in SIPD.
- viii. It is the responsibility of the intern to keep his/her supervisor/mentor apprised of all issues during internship. In the event that a supervisor/mentor is unavailable (leave etc.), the intern should inform/consult with another professional staff member who has taken the responsibility during that period.

## 4.2 SIP Related Experiences/Activities

- 4.2.1 **School Daily Routine Schedule:** Interns will participate in all regularly scheduled activities of the school and develop a daily routine schedule. The daily routine schedule include such entries as name of activity; the way it is carried out in the school; the way the intern participated in the activity and a critical reflection over the ways to further improve the same. This report includes such activities like PTA, Assessment/Examination/ Co-curricular Activities, Games and Sports, Morning Assembly etc.
- 4.2.2 **Lesson Plans:** Ensure planning, documentation and teaching (with feedback schedules) of at least 80 (eighty) lessons (40 for teaching subject-I and 40 for Teaching Subject-II) applying knowledge of perspectives, curriculum, pedagogy and enhanced professional capacity. It will include 5 unit test plans and five remedial lesson plans in each teaching subject. Thus in each teaching subject the TI shall undertake 30 teaching lessons, five unit test plans and five remedial lessons. Every sixth lesson should be followed by one unit test and one remedial lesson.
- 4.2.3 **Miniature Lesson Plans:** Beside 80 documented lessons interns will teach as per instructions from Mentor School Teacher (MST). TI will develop miniature lesson plans for every such lessons and is to be signed by MST everyday and MTE every week.
- 4.2.4 **ICT USE:** Take initiative to use ICT in the execution of their professional activities in which ever form it is available to them and prepare a report of the same. Creation of online learning community is advocated for sharing of experiences and learning therefrom during the SIP. ICT report should include a report of any such initiative taken by the interns.
- 4.2.5 **Assessment Practices:** Interns will observe the assessment practices of teachers (formal as well as informal) and use their own understanding of the same during their teaching activity. Intern will present a report of
  - Assessment practices they have observed and applied during internship.
  - Anecdotal record and report card for all students of one class (Assuming roles of a class teacher for the class of his/her MST).
- 4.2.6 **Action Research:** Interns will identify a professional problem specific to their school context and carry out an action research as a reflective way to professionally develop themselves. A report of the plan, execution and conclusion of the research is to be submitted.
- 4.2.7 **Diversity and Inclusion Record for School:** Interns will develop an understanding of the student diversity and its influence on educational processes. They will prepare a report on
  - Health Status Record Sheet for a class.**
  - Student Profile**

#### 4.2.8 Reflective Journal:

Interns will write a reflective journal preferably on a daily basis. Reflective Journaling will involve the interns write-ups of their day to day professional experiences in the school and in the classroom during SIP and a critical reflection over the experiences to identify their potential influence in shaping the interns' professional identity.

The inputs in such reflective journals will include

- Reflections of the complex ethical situations that challenge professional values and practices of the intern and the way they overcame those situations.
- Reflections over one's own weaknesses in dealing with students and their own selves and how they learned to overcome these weaknesses to respond in a more appropriate professional manner. Such reflections will exhibit interns endeavour to professionally enhance they Self.
- Reflections over the interns learning progression on a day to day basis and related to different aspects of their profession.
- Reflections over their personal biases as they experienced from day to day in the school, d how they overcome the same
- Reflections over the influence of school culture and students cultural background in shaping their ideas about life, world and education.
- Any other such situations or events that have shaped the interns professional competency and identity.

#### 4.2.9 Collaboration report:

Interns will present a critical paper on the existing status of various types of collaboration in the school and their own role in creating/improving/further developing collaborations such as

Collaboration among the school staff, other school teachers,

Collaboration with the parents

Collaboration among the administrative and other units in the school (Office, NCC, Canteen etc.)

Collaboration with units outside the school (School Boards, railways, roadways, etc.)

Collaborate with the University Departments, Teacher Education Departments.

Collaboration with the Sports Centre

*(Develop brief description of nature of collaboration with different units in school- focussed on school administration hierarchy flow chart, budgeting, institutional plan and modern requirements]*

#### 4.2.10 Formal Communication Report

Interns are expected to learn formal communication in written form during their internship program. Interns has to submit a copy of all such formal letters communicated by them during the SIP

#### 4.2.11 Attendance Record:

The details of records of attendance for all 20 weeks (1+1+2+16) will be maintained by Mentors and countersigned by CGI (**Attendance Record of TI**)

### 5 SIP AUTHORITIES AND KEY- TERMS

The effectiveness of SIP depends on the authorities and their professional touch related to SIP. Therefore for effective implementation of SIP following authorities/key terms will be in use.

**5.1 Internship Director (ID):** The Head and Dean Faculty of Education, B.H.U. or his/her nominee shall be the Internship Director. In case of Colleges affiliated to B.H.U. also the same rule will prevail. However, for co-ordination the Head of the B.Ed. department in affiliated colleges shall act as Internship Director.

**5.2 Core Group of Internship (CGI):** It will consist of a group of Six Teacher Educators of which there shall be at least four experts, one each in pedagogy for Maths, Science, Social-studies and Languages respectively. Besides, there will be one senior teacher educator (preferably Professor) and one Teacher Educator (Associate Professor/ assistant Professor). All six members will be nominated by the Head and Dean, Faculty of Education, B.H.U. One of them will be the convener. For smooth conduction, facilitation and official liasoning the CGI should be provided Secretarial assistance through one office assistance and a peon. The CGI will also be responsible for allotment of Mentors

and attaching five interns with each Mentor. Similarly the attachment of MPTE will be ensured by CGI. Thus CGI will work out modality for ensuring successful organization of “engagement with school” in coordination with ID.

**5.3 School Principal:** Principal/s of the school/s chosen for SIP.

**5.4 Mentors:** There will be following three categories of mentors (Number of TI allotted to each mentor should be preferably five only ):

- **Mentor School Teacher (MST):** School teacher assigned the responsibility of mentoring.
- **Mentor Teacher Educator (MTE):** School teacher assigned the responsibility of mentoring. (At least five MPTE will be attached to each MTE for smooth mentoring. Five TI will be allotted to each MTE)
- **Mentor Prospective Teacher Educator (MPTE):** M.Ed. Students and Research Scholars will be MPTE.

**5.5 Teacher Intern (TI) or Pupil Teacher:** The B.Ed. student admitted in the Teacher Education Institution and issued permission letter for internship by the CGI in consultation with the ID.

## 6. Some Other Important notes for SIP:

- Student-teachers will be actively engaged in teaching at two levels, namely, (i). Upper Primary and (ii) Secondary.
- Systematic Supervisory support and feedback will be provided from faculty.
- **It will be mandatory for the pupil teacher to complete two weeks of school engagement in Semester I,II and two weeks of orientation-cum-workshop in the beginning of Semester III to get School Internship Permission Letter(SIPL) issued.**
- SIP should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns’ lessons by faculty.
- For each intern, SIP should be conducted preferably in one school for the entire 15/16 weeks. [However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block.]
- Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period.
- Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school.
- The community based engagement may also include oral history projects with a particular community of artisans as part of the course on ‘Contemporary India and Education’ or ‘Pedagogy of Social Science/History’. Likewise, the pedagogy course on science may include environment based projects to address concerns of a particular village/city or a community.
- The TIs will identify a problem related to their professional practice or professional context and plan, and execute an action research to solve the problem. This will enrich reflective practices in the TI.
- The MTE will officially inform the CGI regarding details of status of completion of all requirements in coordination with School Principal and MST. MTE will submit ‘Teacher Intern School Internship Program Evaluation Sheet(TSIPES)’ to CGI.
- **MTE will issue SIP Completion Letter (SIPCL) for the TI. This letter will be also signed by MST and countersigned by the Principal of the school.**
- The **SIP Completion Certificate** will be finally issued by CGI and ID.

## 7. Evaluation of SIP

The weightage of internal assessment for Engagement with the Field shall be 100 %. Marks distribution for SIP shall be as follows based on submission of documents given in annexure 1.2:

Sl. No.	Evaluation Area	Weightage (Percentage)
1.	<b>Lesson Plans (4.2.1)</b>	10
2.	<b>Miniature Lesson Plans (4.2.2)</b>	30
3.	<b>Reflective Journal (4.2.3)</b>	10
4.	<b>Action Research (4.2.4)</b>	05



5	School Daily Routine Schedule (4.2.5)	10
6	Assessment Practices(4.2.6)	10
7	Diversity and Inclusion Record for School (4.2.7)	05
8	ICT USE (4.2.8)	10
9	Collaboration report(4.2.9)	05
10	Formal Communication Report (4.2.10)	05
Internal Evaluation By Mentors And Final Grades By CGI In Consultation With ID		100
<i>Attendance based regularity will be given due place in every component. Leave will be permissible as per school norm and sanction by CGI through proper channel only. Hundred percent attendance will be Mandatory (barring sanctioned leave).</i>		

## 8 List of Documents for PES and SIP

### 8A. PES Documents

The following documents are to be submitted after 1+1 week PES to get the PES completion certificate:

1. Semester I
  - i. Attendance Record for PES in Semester I.
  - ii. School Observation Record
  - iii. Classroom Observation Record
  - iv. School Activity Record
2. Semester II
  - i. Attendance Record for PES Semester II.
  - ii. Lesson Plans observed and signed byt MST.
  - iii. Peer Observation Record.
  - iv. Classroom Observation Record for Teachers teaching Style, management of classroom and assessment of learning.
3. Semester III
  - i. Attendance record for PES (1+1) for Microteaching and Orientation Workshop.
  - ii. Microteaching File (Microlesson Plans and Observation Sheets)

### 8B. SIP Documents

List of documents to be prepared and submitted by TI at the end of SIP

1. Attendance Record Sheet signed by the MST, MTE and countersigned by CGI.
2. Lesson Plans signed by the mentors for Activity 4.2.1
3. Miniature Lesson Plans signed by mentors for Actiity 4.2.2
4. Reflective Journal for Activity 4.2.3/SIP Diary
5. Action Research Report for Activity 4.2.4
6. A detailed Report of Activities 4.2.5 to 4.2.10.

### 9. List of Activities in Teacher Education Department related to SIP: Pre- SIP and Follow-up

1. Orientation Program regarding 'Engagement in Schools'- to be organized in the beginning of the first semester for all students and Teacher Educators.
2. Microteacing by pupil teachers to be done in Semester III under supervision of MTE prior to prolonged engagement with schools in Semester III.
3. Orientation workshop of one week duration prior to prolonged engagement with schools in Semester III for the Teacher Interns.
4. **School Internship Closing Ceremony (in every school)—Acting Mentors and TIs in School.**

### 10. List of Abbreviations

The following terms have been used as abbreviations in the SIP document:

CGI: Core Group of Internship	SMC: School Management Committee
MTE: Mentor Teacher Educator	SIPPL: School Internship Program Permission Letter
MST: Mentor School Teacher	SIPD: School Internship Program Diary
ID: Internship Director	SIPCL: School Internship Program Completion Letter
PES: Pre-internship Engagement in Schools	SICC: School Internship Completion Certificate
	TI: Teacher Intern/Pupil Teacher
PESCL: Pre-internship Engagement in Schools Completion Letter	TISIPES: Teacher Intern School Internship Program Evaluation Sheet
PTA: Parents Teachers' Association	SIP: School Internship Program

## SEMESTER-IV

**BEDPE – 401**

### KNOWLEDGE AND CURRICULUM

**Credits: 4**

**Hours: (48Theory +32 Activity)**

**Marks: 100 (70+30)**

#### COURSE OBJECTIVES:

After going through this paper the students will be able to

1. Develop an understanding of the concept of knowledge, its construction and the process of knowing
2. Differentiate between Information, Knowledge, Belief and Truth
3. Know and relate the various facets of knowledge and the relationship between knowledge, discipline and subject.
4. Develop an understanding of the concept & need of curriculum, its determinants and principles of construction, development and evaluation of curriculum.
5. Understand the Concept and Need of Curriculum Frameworks as well as differentiating curriculum framework, curriculum and syllabus.
6. Critically examine the role of school and teacher in transacting the curriculum.

#### COURSE CONTENT:

**Marks: 70**

##### UNIT-I: Knowledge and knowing

**Hours: (10 Theory + 7Activity)**

- Epistemological considerations
- Knowing Process: Different ways of knowing: Activity, Discovery, Dialogue
- Difference between Information Knowledge, Belief and Truth.
- Facets of Knowledge: Concrete- abstract, theoretical- practical, tacit –explicit,
- Relationship between knowledge, discipline and subject.
- Need of trans-disciplinary knowledge

##### UNIT-II: Curriculum

**Hours: (10 Theory + 7Activity)**

- Concept and need of curriculum
- Determinants of curriculum construction

1. National priorities and ideology;
  2. Social-political-cultural-geographical-economic diversity;
  3. International contexts.
  4. Learner characteristics
- Principles of curriculum construction
  - Curriculum, syllabus and the notion of textbook

### UNIT-III: Curriculum development and Evaluation

Hours: (14 Theory + 9 Activity)

- Approaches to curriculum development:
  1. Subject centered approach
  2. Learner centered approach
  3. Social Problems approach
- Process and Steps of Curriculum development
- Curriculum Evaluation

### UNIT-IV: Curriculum Frameworks

Hours: (14 Theory + 09 Activity)

- Concept and Need of Curriculum Framework
- Differentiating curriculum framework and curriculum.
- Facets of curriculum: Core curriculum (NPE 1986 and other policy documents)—significance in Indian context
- Salient features and implications of NCF 2005 and onwards,
- Construction of curriculum vis-a-vis teachers' role and support in 'transacting curriculum'-
- Curriculum and Critical Pedagogy

### MODE OF TRANSACTION:

Both the individual and group learning/transactional strategies will be adopted. Besides, the lectures, discussions, demonstration methods; attempts will be made to provide hands on in developing and demonstrating the materials. Students' seminars on select themes especially the current issues in curriculum development could be organized.

### INTERNAL ASSESSMENT:

Marks: 30 (10+20)

The assessment will be based on the tests and assignments:

- **Tests: Average** of two unit tests of 10 marks each. (Marks: 10)
- **Assignments:** Any **two** from the following- (Marks: 20)
  1. Read and discuss the process of making of National Curriculum Framework 2005. Write a report.
  2. Read the curriculum making approach given in 'लोकतान्त्रिकविद्यालय- कक्षासेसीखेसबक' by Apple, M. and discuss in the class. Write a report.
  3. Write an essay on 'Construction of curriculum vis-a-vis teachers' role and support in 'transacting curriculum'.

### SUGGESTED READINGS:

1. एप्पल, एम. डब्लू. औरबीन, जे. ए. (2007). लोकतान्त्रिकविद्यालय- कक्षासेसीखेसबकअनु. स्वयंप्रकाश. एकलव्यप्रकाशन : भोपाल
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**ENVIRONMENT, PEACE, HEALTH AND VALUES FOR QUALITY LIFE****Credits: 4****Hours: (48Theory +32 Activity)****Marks: 100 (70+30)****Aim**

The purpose of this interdisciplinary theme for prospective teachers is to enrich their understanding about the natural and social surroundings, health, quality life and the values related to them. It will also enable them to analyze the relationship underlying them and restructure their perspective to support health, happiness and harmony inside and outside.

**COURSE OBJECTIVES:**

This course will enable pupil teachers to:

1. Acquire basic knowledge and conceptual understanding of interdisciplinary theme on environment, peace, health, quality life and values.
2. Understand man- nature relation, life-support system, health- happiness- harmony, oneness of life, harmony with social and natural environment.
3. Reflect on world around them, analyze the relationships underlying that and enrich life.
4. Understand structures and perspective to notice continuity of life and values which underpin them.
5. Enrich capacity to introspect as a means to develop self/self-awareness;
6. Establish peace as a necessary condition for reforming education.

**COURSE CONTENTS****UNIT-I: Understanding of Environment and Life (Hours: 12 Theory+8 Activity)**

- Concept of Environment (Western and Indian), Components and Scope, dimensions and multidisciplinary nature.
- Quality of environment (pollution-hazards-crisis) and conservation practices (individual and collective) for sustenance of life.
- Environmental Education –Global and Indian initiatives, pedagogy.

**UNIT-II: Understanding Peace (Hours: 12 Theory+8 Activity)**

- Concept and concerns-Knowing, choosing and levels of peace,
- Harmony with nature and people, conflict dealing skills; and
- Pedagogy for peace and peace culture in schools (perspective-proactive attitude and values, multidisciplinary approach -subjects and textbooks, teaching strategies).

**UNIT-III: Human Health: Concept and Concerns (Hours: 12 Theory+8 Activity)**

- Concept of human health and hygiene - modern, reflections in Yoga,
- Basic health information and services: Obtaining/recording, interpreting, understanding and using them to be healthy, .
- Understanding preventive physical and mental health measures : proper diet, nutrition, exercise, reducing risk and stress (personal , family and school level);
- Understanding public health and safety issues and role of teachers, parents and school authorities.

**Unit IV: Quality Life: Concept, Concerns and Values (Hours: 12 Theory+8 Activity)**

- Concept of quality life.
- Exploring place of environment, peace and health for quality life.
- Understanding and Identifying values for quality life (holistic), reflections on their current state in society.
- Choosing/ Acquiring Values for improvement of self, school, society and nature.

**MODE OF TRANSACTION:**

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, projects, panel interactions, cooperative teaching and team teaching, field activities.

- Observation of nature, classroom, family, variety of individuals etc. and writing reflective journals.

#### INTERNAL ASSESSMENT:

**Marks: 30 (10+20)**

The assessment will be based on the tests and assignments:

- **Tests: Average** of two unit tests. **(Marks: 10)**
- **Assignments:** Any **two** for which marks will be assigned on the basis of participation, regularity and reflective journal preparation by pupil teachers – **(Marks 20)**
  1. Working with plants in gardens, development of health datasheet of school students, visit to peace centre, environment institute, hospital/health centre, yoga centre etc. for observation of activities over there and develop awareness, attitudes, skills and participatory values.
  2. Sharing of student experiences related to environment, peace, conflicts, health issues, life and its quality by pupil teachers and help them to conceptualize these terms and identify the values related to them.

#### SUGGESTED READINGS:

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**BEDPE - 403**  
**INCLUSION, EDUCATION AND SCHOOL**

**Credits: 2**

**Hours: (25Theory + 14Activity)**

**Marks: 50 (35+15)**

**Aim-**

This course will highlight that inclusion involves the conviction that all children can learn and grow. Pupil teachers will be able to appreciate and respond positively to diversities and see individual differences not as problems, but as opportunities for enriching learning.

**COURSE OBJECTIVES:**

**After completing this course, the student teachers will be able to...**

1. Know diversities with reference to culture, language, gender and abilities in class and develop conviction that all children can learn and grow.
2. Treat each student as an individual and respect each student for what he or she is.
3. Get acquainted with philosophy of inclusion and understand the need of inclusion.
4. Learn about issues of inclusion in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.
5. Develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, gender parity, equity and equality.
6. Explore the complex relationship of gender and education and understand how gender relates to education (in terms of access, curriculum and pedagogy).
7. Develop qualities of an inclusive teacher and organize an ideal inclusive classroom.
8. Respond to the changing needs of learner by using various teaching strategies.

**COURSE CONTENT:**

**Marks: 35**

**UNIT-I: Addressing Diversities and Inclusion**

**Hours: (10 Theory + 4 Activity)**

- Understanding diversities (Basis of Exclusion) with reference to culture, language, abilities, gender, social and economic marginalization etc.
- Philosophy of Inclusion.
- Need of Inclusion.
- Benefits of Inclusion.
- Barriers of Inclusion with reference to disabilities, gender and other disadvantages Social Inclusion: Concept, Removing the obstacles to social inclusion

**UNIT-II: Diverse Groups and Their Education**

**Hours: (7 Theory + 4 Activity)**

- Gender, Gender bias, Gender stereotyping, Gender parity, Subject choices
- Schooling of Girls, Boys and Transgender
- Issues of equity, inequalities and resistances (issues of access, retention and exclusion in relation to caste, tribe, religion and region, disability, gender, language).
- Major Government initiatives and Policies related to inclusion of diverse groups.

**UNIT-III: Inclusive School, Teacher and Teaching Strategies**

**Hours: (8 Theory +6 Activity)**

- Creating an ideal Inclusive School
- Infrastructural facilities for an Inclusive School
- Qualities of an Inclusive Teacher
- Inclusive Instruction Strategies at school level: Remedial Help, Team Teaching,
- Co-Teaching, Students Assistance Teams, Buddy system, Parents Involvement, Social Learning, and Multisensory Teaching.

**MODE OF TRANSACTION:**

Lectures, observation and interaction with children from diverse background, visit to special/inclusive schools, case study.

**INTERNAL ASSESSMENT:**

**Marks: 15**

**(10+05)**

- **Test: Average** of Two Unit Tests of 05 marks each.

**Marks:05**

● **Practicum and assignments -**

Any two from the following-

**Marks:**

**10**

1. Visit to an Inclusive School and preparation of report. Identifying diversities and basis of exclusion in their class and ways to handle it.
2. Enlisting the obstacles to inclusion and suggestions to remove it.
3. Writing a reflective paper on learning of gender roles in family and in school
4. Writing a reflective paper on equity and equality in terms of educational opportunities available to girls, boys and transgender in terms of their social class, caste, religion, ethnicity, disability, and region.
5. Writing a critical paper on an analysis of educational policies/dominant narratives for instrumentalist approach to gender and education with special reference to India

**SUGGESTED READINGS:**

1. Advani, Lal. and Chadha, Anupriya( 2003). *You and Your Special Child*, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
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6. Kundu C.L., (2000). Editor in Chief, *Status of Disability in India*, RCI, New Delhi.
7. Mangal, S.K., (2009). *Educating Exceptional Children: An Introduction to Special Education*, Prentice Hall of India private Limited, New Delhi.
8. Narayan J, *Educating Children with Learning Problems in Regular Schools*, Secunderabad, NIMH.
9. Panda, K.C.,(1997)*Education of Exceptional Children*, New Delhi, Vikas Publishing House Pvt. Ltd
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11. Peter Mittler(2000)*Working towards Inclusive Education*, David Fulton Publishers.
12. Sharma, Kaushal and Mahapatra (2007). *Emerging Trends in Inclusive Education*, Delhi, IVY Pub.
13. Yesseldyke, E James, Bob A., *Special Education, A Practical Approach for Teachers*, Kanishka Publishers, Distributors, New Delhi.
14. भट्टाचार्य, नंदिनी (2010). आईनेमेंअक्स: प्राथमिकविद्यालयोंमेंलैंगिक (जेंडर) समाजीकरण. (अनु.)रविकांततोशनीवाल,शिक्षाविमर्श, वर्ष12 /अंक2-3/मार्च-जून, 2010 (संयुक्तांक).
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19. Kathleen, Weiler. (1988). *Women Teaching for Change: Gender, Class, and Power*. New York: Bergin Garvey.
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23. NCERT (2006). 3.2 *Position paper, National Focus Group on Gender Issues in Education*. New Delhi: NCERT.
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**BEDCPS - 404**

**SCHOOL ADMINISTRATION AND MANAGEMENT**

**Credits 2  
(30+15)**

**Hours: 32**

**Marks 50**

**COURSE OBJECTIVES:**

1. To enable the students to understand meaning, nature, scope, functions and principles of Educational Administration.



2. To develop an understanding of the role of various agencies in educational Administration in India.
3. To develop an understanding among the students about various components of school management.
4. To acquaint the students with different designs of school building.
5. To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
6. To orient students with the concept of supervision and finance in the field of education.
7. To acquaint the students with specific issues of school management.

**COURSE CONTENT:**

**Marks: 30**

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

**Hours: 06**

- Meaning, definitions, scope and functions of educational administration
- Authoritarian and democratic educational administration

**UNIT-II: Educational Administration in India**

**Hours: 07**

- Educational Administration in India: Characteristics and Guiding principles
- Role of following agencies in the educational administration in India:
  - Central Government,
  - State Government,
  - Local Bodies and Private Agencies

**UNIT-III: School as an Organisation**

**Hours: 07**

- School building: design and components
- School Personnel: Leadership role and professional skills of headmaster, teacher, office staff
- The School – its functions and relationship with the society

**UNIT-IV: Elements of School Management**

**Hours: 08**

- Timetable : principles and techniques of time table preparation
- School discipline : concept and approaches
- School finance; sources of income and items of expenditure
- Educational Supervision : concept, need, functions and scope

**INTERNAL ASSESSMENT:**

**Marks: 15 (05+10)**

- **Test: Average** of Two Unit Tests of 05 marks each. **Marks:05**
- **Assignment** any **two** of the following: **Marks: 10**
  1. A comparative case study of a Government and Private school to identify their Management practices and strengths
  2. Visit to any school for observing its administrative units and their functioning systems.
  3. A case study of any school with specific reference to its peculiar management practices
  4. A case study of any school established to achieve specific goals/ideology.
  5. Interview of any school principal/teachers on administrative principles and their observance in school and related problems
  6. Analysis of contemporary policy/schemes/frameworks on the administrative reforms suggested and visualized.

**SUGGESTED READINGS:**

1. Adolph and Turner Harold, E. *Supervision for change & Innovation*. Houghton Mifflin Company.
2. Agarwal, J.C. *School Administration*. Delhi: Arya Book Depot.
3. Bhatnagar and Verma. *Educational Supervision*. Meerut: International Pub. House.
4. Kimbrough, S.Ralph, Michall & Nunnery. *Educational Administration*. New York: Mc Millan Company.
5. Kimprough, R.B. and Nuunery, M.Y. :*Educaitonal Administration* : An Introduction. N.Y.: MacMillan Publishing Co. Inc.
6. Maleya, K.C. *Shiksha Prashaasan and Paryaveshana*. Bhopal: Madhya Pradesh Granth Academy.
7. Mehta, D. *Shaikshik Prabandhan*. New Delhi: PHI Learning Pvt. Ltd.
8. Mukerji, S.N. *Administration of Educational Planning and Finance*. Baroda: Acharya Book Depot.
9. Newman and Summer. *The process of Management: Concept, Behaviour and Practice*. New Delhi: Prentice Hall of India Pvt. Ltd.
10. Owens, Robert G.: *Organizational Behaviour in Schools*. N.J.: Prentice Hall Inc., Englewood Cliffs.
11. Robin Stepher P. *Organizational Behaviour*. Prentice Hall Pub. Pvt. Ltd.
12. Safaya, R.N. and Shida, B.D. *School Administration and Organization*. Delhi: Dhuapat Rai and Sons.

13. Simon, Herbert A. *Administrative Behaviour*. New York: McMillan Company.
14. Safaya R. N. and Shaيدا B.D. *School rashasan and Sangthan*. Delhi: Dhunpat Rai and Sons.
15. Waber, Clarence A. *Fundamentals of Educational Leadership*. New York: Exposition Press.

**BEDCPS – 405**  
**HEALTH EDUCATION**

**Credits: 2**

**Hours: 32**

**Marks: 50 (35+15)**

**COURSE OBJECTIVES:**

After undergoing this course the student will be able to: -

- Describe the need and importance of health Education for schools
- Identify issues related to poor health of students
- Take appropriate decisions and adopt measures for good health of students.
- Contribute actively in the prevention of infections and their related diseases.

**COURSE CONTENT:**

**35**

**Marks:**

**UNIT-I: Concept of Health Promotion**

**12**

**Hours:**

- Concept of Health Education and Prerequisite of Health.
- Personal hygiene and care of hair, eyes, ears, teeth, skin and clothing,
- Postures and utility of Yogic Exercises (Asans)
- Mental Health, Stress, Fatigue
- Life style modifications for disease risks such as obesity, exercise, tobacco,
- Alcohol, drug addiction, adolescence and sexual health, accident

**UNIT-II: Health Programmes**

**Hours: 08**

- Medical inspection of school and First Aid: dressing, splint, disasters like earthquake, fire fighting and burn, flood and drowning,
- Healthy environment – its role and necessity; safe drinking water and sanitation Nutrition and balanced diet, mid-day-meals in schools,

**UNIT-III: Health Problems**

**08**

**Hours:**

- Infection, carriers of infection; its prevention and control, disinfection, immunization.
- Brief introduction to Communicable/ vector born diseases, HIV/AIDS and sexually transmitted diseases
- Brief introduction to Non communicable diseases such as high blood pressure, diabetes, heart diseases, cancers
- National Health programs for prevention and controls including immunization and awareness

**MODE OF TRANSACTION:**

**INTERNAL ASSESSMENT:**  
**(05+10)**

**Marks: 15**

- **Test: Average** of Two Unit Tests of 05 marks each.
  - **Assignment: Two** Assignments of 5 marks each.
- Marks:10**

**Marks:05**

**SUGGESTED READINGS:**

1. *A Handbook of Preventive and Social Medicine* by Yash Pal Bedi, Atma Ram and Sons
2. *Text Book of Preventive and Social Medicine* by J.E. Park and K. Park
3. *Preventive and Social Medicine* by Dr. B.K. Mahajana, Jaypee Brothers, 85-A, Kamla Nagar, Delhi-7.
4. *Introduction to Social and Preventive Medicine* by J.S. Mathur; Oxford IBH Publishing Co., New Delhi.
5. *A Textbook of Preventive and Social Medicine* by Dr. S.C. Seal Messrs Allied Agency, 2, BidhanSarani, Calcutta-6.
6. *First Aid Emergency Rescue* by Lawrence W. Erven; Glencoe Press, London
7. *Children's Diseases* by Prof. V. Vlasov; Foreign Language Publishing House, Moscow
8. *Handbook of Health Education for Training Colleges* by Davies
9. *Human Nutrition* by Bengamin T. Burton Tata McGraw Hill Publishing Co. Ltd., New Delhi.
10. *School Hygiene for Training College* by G.P. Sherry

## **BEDCPS - 406**

### **GENDER, SCHOOL AND SOCIETY**

**Credits: 2**

**Hours: 32**

**Marks: 50 (15+35)**

#### **COURSE OBJECTIVES:**

This course will enable student teachers to

- Develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, gender parity, equity and equality.
- Learn about gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.
- The gender discrimination in the construction and dissemination of knowledge
- Gain a critical perspective on the ways in which education maintains and legitimates gender relations in society and
- To explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

#### **UNIT- I: Gender Issues: Key Concepts**

**Hours: 06**

- In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations.
  - Gender, Sex, Sexuality, Patriarchy, Masculinity, and Feminism/s: liberal, socialist, and radical
  - Gender bias, Gender stereotyping, Gender parity.
  - Gender hierarchy.

#### **UNIT-II: Learning of Gender Roles**

**Hours:**

**04**

- Meaning of socialization
- Learning of gender roles in cross-cultural perspectives
- Formation of Gender Identities and Socialization Practices in:
  - Family
  - Schools
  - Other formal and informal organization.

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

**Hours:**

**06**

- Schooling of Girls.
  - Issues of equity, inequalities and resistances (issues of access, retention and exclusion in relation to caste, tribe, religion and region, disability).
- Instrumentalist approach to women education- Application in the Indian Context Gender and Subject choices.

#### **UNIT- IV: Issues of Gender Inequality in Curriculum and School**

**Hours:**

**08**

- In the Structure of knowledge; Feminist critique of various school subjects
- In pedagogical practices
- In the development of curriculum and text books
- Gender and the hidden curriculum

#### **UNIT –V: Strategies for Change**

**Hours:**

**06**

- Women's movement
- Critical Media Literacy
- Teacher as an agent of change

#### **MODE OF TRANSACTION:**

- Teachers should incorporate discussions, projects, documentaries, movies and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be used
- Dialogue and discussions has to be the key for the transaction of this course
- Individual and group presentations of issues and concerns raised in assignments

#### INTERNAL ASSESSMENT:

Marks: 15

(05+10)

- **Test: Average** of Two Unit Tests of 05 marks each.
- **Assignment:** Assignment on any two of the following

Marks:05

Marks:10

1. Preparation of project on key concepts and relating it with the social context of the pupil teacher.
2. Analysis of textual and non-textual materials (films and television, advertisements, children's literature) from the perspective of gender bias and stereotype.
3. Analysis of print/video clippings on portrayal of masculinity and femininity.
4. Writing a reflective paper on learning of gender roles in family and in school
5. Project on analyzing the institution of the family with reference to sexual division of labour and resources.
6. Debates and discussions on violation of rights of girls and women and trans-genders.
7. Collection of folklores reflecting socialization processes and gender biases.
8. Organising debates on equity and equality in terms of educational opportunities available to girls and boys in terms of their social class, caste, religion, ethnicity, disability, and region.
9. Critical analysis of educational policies/dominant narratives for instrumentalist approach to women education with special reference to India.
10. Analysis of one textbook of any educational board (including private publishers) from the perspective of gender bias and stereotypes

#### SUGGESTED READINGS :

1. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved: the Girl Child in West Bengal*. Kolkata: Stree Publishers.
2. Batliwala, Srilatha.(1993). *Empowerment of Women in South Asia: Concepts and Practices*.
3. Bhasin, Kamla.(2000). *Understanding Gender*. New Delhi: Kali for Women.
4. Bhasin, Kamla.(2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
5. भसीन, कमला(2012).मर्द, मर्दानगीऔरमर्दवाद-कुछप्रश्नऔरविश्लेषण. (अनु.)वीणाशिवपुरी. नईदिल्ली: जागोरी.
6. Bhattacharjee, N. (1995). Through the Looking Glass: Gender Socialization in Primary School, in T.S. Saraswathi (ed.), *Culture Socialization and Human Development: Theory Research and Application in India*. New Delhi: Sage, pp 326-335.
7. भट्टाचार्य, नंदिनी (2010). आईनेमेंअक्स: प्राथमिकविद्यालयोंमेंलैंगिक (जेंडर) समाजीकरण. (अनु.)रविकांततोशनीवाल,शिक्षाविमर्श, वर्ष12/अंक2-3/मार्च-जून, 2010 (संयुक्तांक).
8. Bhog, Dipta. (2002). Gender and Curriculum, *Economic and Political Weekly*. Review of WS, April 27.
9. चक्रवर्ती, उमा (2011).जातिसमाजमेंपितृसत्ता. (अनु.)विजयकुमारझा. नईदिल्ली: ग्रन्थशिल्पी.
10. Chanana, Karuna(ed.). (1988). *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
11. Gould, S. J. (1981). *The Mismeasure of Man*. London: Penguin Books.
12. Govinda, R. (ed.). (2002). *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press.
13. Kathleen, Weiler. (1988). *Women Teaching for Change: Gender, Class, and Power*. New York: Bergin Garvey.
14. Kumar, K. (1986). Growing Up Male. *Seminar*, No. 318, February 1986.
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16. मेनन, एन., लोकनीता, जे., आर्यएस. (2001). नारीवादीराजनीतिसंघर्षऔरमुद्दे. दिल्लीविश्वविद्यालय.
17. NCERT (2006). 3.2 *Position paper, National Focus Group on Gender Issues in Education*. New Delhi: NCERT.
18. Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.

**BEDCPS - 407**  
**EDUCATIONAL AND VOCATIONAL GUIDANCE**

**Credits 2**

**Hours 32**

**Marks 50 (35+15)**

**COURSE OBJECTIVES**

The teacher trainee will be able to-

- To develop a basic understanding for the meaning and need of guidance and counseling and its relation to education.
- Understand the need of counseling and its relation to education.
- To give an understanding of basic types of guidance viz. educational and vocational
- Get an idea of psychological measurement in guidance and counseling and its utility.
- To develop an understanding to organize guidance program.

**Theory**

**Marks: 35**

**Unit-I: Concept and areas of Guidance**

**(12 Hours)**

- Meaning, scope and significance of Guidance
- Need of Guidance at secondary level
- Educational and Vocational Guidance- meaning, need and significance
- Essential guidance services: Orientation, Information, and Placement.
- Use of standardized and non-standardized tests: questionnaire, interview, anecdotal and cumulative records, case study.

**Unit II: Counseling Services**

**(13 Hours)**

- Meaning, need and steps of counseling
- Approaches of counseling: directive, non-directive, eclectic
- Role and responsibilities of a counselor
- Counselor- counselee relationship
- Ethics in counseling

**Unit III: Organization of Guidance and counseling program**

**(7 Hours)**

- Meaning, need, characteristics and component of comprehensive Guidance and counseling program
- Objectives of organizing guidance and counseling program at secondary stage
- Planning and organizing guidance and counseling sessions
  - Role of teachers in organizing the guidance and counseling program
  - Evaluation of guidance and counseling program

**Tests and Assignment**

**Marks: 15**

- **Test: Average** of Two Unit Tests of 05 marks each.
- **Assignment:** Two Assignments of 5 marks each.

**Marks:05**

**(10 Marks)**

**Reference Books:**

1. Aggarwal J.C, (2005). Career Information in Career Guidance Theory & Practice Doaba House, Delhi.
2. Aggarwal R. (2010) Elementary Guidance and counselling, Shipra Publication, New Delhi:
3. Aggarwal R.(2006) Educational Vocational Guidance and counselling, Shipra Publication, Delhi.
4. Chandra R. (2009). Career Information and Guidance &Counselling, Isha Books, Descr Delhi
5. Chandra R.(2007). Career information and Guidance and Counseling. Isha Books, Delhi
6. Chauhan S.S. (2007). Principle and Techniques of Guidance: Vikas Publishing House, New Delhi
7. David A. (2009) Guidance and counseling. Commonwealth Publisher. Delhi
8. Gibson .&M.Mitchell (2008). Introduction Counseling and Guidance, PHI Learning Pvt.Ltd. New Delhi.
9. Gibson R. L. & Marianne M. H.(2008)., Introduction to Counseling and Guidance.. Prentice Hall of India Ltd.: New Delhi.
10. Kinra A. (2008)Dorling Kindersley (India) Pvt. Ltd, Guidance and counseling, South Asia
11. Kochhar S K.(2006). Educational and vocational guidance in secondary education, Sterling Publications, Delhi'.

12. Koshy J. (2007) Guidance and counselling (Vol.IV) -. Dominant Pub & Distributors, New Delhi.
13. Kottler J A & Shepard D. S(2008)., Counseling Theories & Practices Cenage Learning: 1st Edition
14. Mathur S S : Fundamentals of Guidance & Counseling. Aggarwal Publication: Agra:2nd Edition
15. Naik D. (2007) Fundamentals of Guidance and counselling. Adhyayanpublishers New Delhi.
16. Pandey V.C. (2006) Educational Guidance & Counselling, IshaBooks, Delhi
17. Rao S N.(2006) Counselling and guidance. McGraw hill, Delhi' Rao S N & Hari H S.(2004) Guidance and counselling. Discovery Pub house, New Delhi.
18. Seligman L & Lourie W(2010)., Theories of Counseling and Psychotherapy Systems: strategies & Skills: New Delhi
19. Sharma S.(2007)., Career Guidance & Counseling Kanishka Publishers: New Delhi
20. Varky B G & Mukhopadhyay M.(2006). Guidance and Counselling: Sterling Publications: New Delhi
21. Welfel E R. & Lewis P.E(2008)., The Counseling Process Cenage Learning

## **BEDCPS - 408** **MUSIC EDUCATION**

**Credits: 2**  
**(35+15)**

**Hours: 32**

**Marks: 50**

### **COURSE OBJECTIVES:**

The student teacher will be able to-

1. Get acquainted with the meaning, basic concept and importance of music education.
2. Understand the need of music in individual and social life
3. Develop appreciation for music
4. Use music in stress management, personality development, Social harmony and environmental protection.

### **COURSE CONTENT:**

**Marks: 35**

#### **UNIT-I: Introduction**

**Hours: 06**

- Music- its meaning.
- Appreciation of music.
- Aims and objectives of music education.
- Music Education: Significance for Children.

#### **UNIT-II: Subject Matter of Music**

**Hours: 07**

- Concept of Nada
- Shruti
- Swar
- Tala
- That
- Raga
- Brief history of Indian music
- Therapeutic values of music

#### **UNIT-III: Music in School Curriculum**

**Hours: 07**

- Importance of music in school curriculum
- Music classroom equipments and other instructional material
- Voice training, Ear Training, Correct Posture of singing
- Folk Music (Brief Introduction).

#### **UNIT-IV: Aspects of Music**

**Hours: 06**

- Role of Music in Personality Development
- Role of Music in Stress Management
- Role of Music in Social harmony

- Contribution of Music in environmental protection

#### MODE OF TRANSACTION:

The entire course will be transacted in terms of providing conceptual orientation through lecturing, discussion, demonstrations, visit to musical centers, attending musical programs and report writing.

#### INTERNAL ASSESSMENT:

**Marks: 15**

**(05+10)**

- **Test: Average** of Two Unit Tests of 05 marks each. **Marks:05**
- **Assignment:** Any **Two** of the following- **Marks:10**
  1. Visit to any musical centre and report presentation
  2. Attending Musical programme and report presentation. (Classical music or Light music or folk music – *Any one* )
  3. Biography of eminent musicians
  4. Organizing cultural programmes

#### SUGGESTED READINGS:

1. *The Teaching of Music* by Prof. P. Suambarmoorthy
2. *A critique of Hindustani Music and Music Education* by S. S. Awasthi
3. *Sangeet Bodh* by Dr. S. S. Awasthi
4. *Teaching of music* by GauriKuppaswamy& M. Hariharan
5. *SangeetVisharad* by Vasant, HathrasPrakashan
6. *HamareSangeetagya* by Prakash Narayan
7. *Pranav Bharti* by Pt. OmkarNath Thakur
8. *The Scope of Music*, Oxford Univ. Press by Buck
9. *Voice Training* by Grew, Oxford Univ. Press
10. *Emotion, Brain, Immunity and Health* by M Clynes and J Panksepp, editors – Plenum, New York, 1980
11. *Music Therapy* by Edward Podolsky
12. *LokSangeetAnk* (HathrasPrakashan)

### BEDEPC - 409

### UNDERSTANDING AND REFLECTION ON THE SELF

**Credits: 2**  
**50**

**Hours: 64**

**Marks:**

#### COURSE OBJECTIVES:

1. To develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher
2. To develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth
3. To develop social relational sensitivity and
4. To develop effective communication skills, including the ability to listen and observe
5. To develop a holistic and integrated understanding of the human being and personality
6. To build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths
7. Inculcation of Self Reflection

#### COURSE OUTLINE:

- Developing a concept of 'self'
- Understanding oneself as others see them
- Understanding one's emotions:
  - Happiness
  - Anger
  - Disgust
- Earning to exercise self control and self restraint
- Inculcating strategies for tolerance and handling uncouth behaviour and condescending attitudes of people around us.
- Understanding One's strengths and Weaknesses
- Understanding one's Values and Priorities
- Analysing oneself, accepting oneself as one is.
- Being Wise, Being fair, Being sensitive, Overcoming peer pressure.



**MODE OF TRANSACTION:**

The course will be transacted in Workshop mode wherein there will be 16 sessions of two hours each followed by 15 assignments of total 32 hours duration which are to be completed and turned in during the next session. These sessions shall entail: small group discussions, group discussions, sharing of experiences (with a single partner, in a small group, or with the whole group), games, deliberating on case studies, Video shows and discussions thereafter, screening of films and subsequent discussions, sharing of thoughts, feelings, dilemmas and fears etc.

**Transaction shall require two hours per week on a single day (32 hours) with students divided in groups of not more than 25, under supervision of two to four teachers per group.**

Each session will involve

1. Orientation about the session and its theme & expectations from students.
2. Group formation (different groups are to be formed every time).
3. Activity/ discussion.
4. Assignment (collection of assignment of the previous session and explanation of assignment of the current session) and briefing about any particular aspect of the forthcoming session.

At the beginning of every session two students would be identified to write the summary of the class and present the summary in about five to ten minutes at the beginning of the next session.

Workshop sessions:

Session	Theme	Hours
1	<b>Ice breakers and Introductions of members.</b> ASSIGNMENT: write about any two people of the group who impressed you most/ touched you/ inspired you most (Max 150 words each)	4+2
2.	<b>Understanding Myself:</b> Understanding the concept of 'SELF' ASSIGNMENT: Describe your own understanding of what is 'Self'. Make a list of people that you are grateful to and why?	4+2
3	<b>MY PERSONALITY:</b> Partners Exercise: Each partner to be supplied with two sets of JOHARI WINDOW hand out: Discover your personality characteristic/ type: <ol style="list-style-type: none"> <li>1. The Open/Receptive</li> <li>2. The Blabber mouth</li> <li>3. The Pumper</li> <li>4. The Hermit</li> </ol> <b>ASSIGNMENT:</b> Describe your partner's personality	2+2
4	<b>ANGER:</b> <b>VIDEO SHOW</b> <b>Film: RIGHT HERE RIGHT NOW (Part I)</b> How do you identify with the characters of the film? <b>ASSIGNMENT:</b> <b>What situations/reasons anger/annoy me? What thoughts predominate my mind when in rage? How do I react?</b> <b>Activity:</b> Recall your experiences and identify the situations that made you angry. Make a list. <b>Is anger a sign of power or helplessness?</b> <b>Do I suppress or express my anger? Do I ever regret?</b> <b>How do I control my anger?</b>	4+2
5	<b>HAPPINESS</b>  <b>VIDEO SHOW</b> <b>Film: RIGHT HERE RIGHT NOW (Part II)</b> How do you identify with the characters of the film? <b>ASSIGNMENT:</b> <ol style="list-style-type: none"> <li>1. What makes you Happy?</li> <li>2. Recall your experiences and identify the situations that made you happy.</li> <li>3. Observe yourself throughout any one day and see what proportion of the day you felt happy. Are the causes of these states dependent on the outside factors or the Internal states? Evaluate any two instances of the day in details.</li> </ol>	4+2
6.	<b>MY PRIORITIES AND VALUES</b> In a small group discuss and answer the following: Activities: <ul style="list-style-type: none"> <li>• What meaning and importance do these have for you? Arrange them in order of importance and explain why?</li> </ul>	2+2

	<p>Success, Recognition, Fame, Happiness, Affluence.....</p> <ul style="list-style-type: none"> <li>What would you rather be beautiful/ rich/ wise/ fair/ compassionate? Explain why?</li> </ul> <p><b>ASSIGNMENT:</b> Write a brief reflective report on this experience.</p>	
7.	<p><b>STRENGTHS</b> Deliberate in a small group upon the question <b>What are my Strengths? What can I do to enhance them?</b> <b>ASSIGNMENT:</b> Write a paragraph: describing your strengths. How does it affect people around you?</p>	2+2
8	<p><b>WEAKNESS</b> Deliberate in a small group upon the question <b>What are my Weaknesses? What can I do to overcome them?</b> <b>What are my Fears/ anxieties? How can I overpower these?</b> <b>ASSIGNMENT:</b> Do people in your environment think differently about you or all think in the same way about you? Include opinions of your acquaintances and Family.</p>	2+2
9	<p><b>CONDESCENDING ATTITUDE</b> <b>Individual Activity:</b> Answer the question to yourself and discuss in a group: <b>Do you feel the need to boast? Why? Why not? Are you at peace with yourself?</b> <b>ASSIGNMENT:</b> Observe people around you? Listen to their conversations. How much of I, ME, MY MYSELF, statements do you hear? How do others respond to that? Write a brief report.</p>	2+2
10	<p><b>SELF CONTROL</b> <b>Individual Activity:</b> Write in points answers to the following: <b>What type of People / characteristics of people you detest most? How do you handle them outwardly? Inwardly?</b> <b>ASSIGNMENT:</b> Observe people around you? Analyse your own feelings. How did you exercise self control in handling them? Write a brief report.</p>	2+2
11	<p><b>SELF ANALYSIS</b> <b>Individual Activity:</b> Answer the question to yourself and discuss in a group: <b>Do I like myself? Should others like me? Why? Or Why not?</b> <b>ASSIGNMENT:</b> Write a brief report on yourself analysis.</p>	2+2
12.	<p><b>SELF CONFIDENCE &amp; PEER/SOCIAL PRESSURE</b> <b>Individual Activity:</b> Answer the question to yourself and discuss in a group: How do you rate your physical appearance? Is it a problem for you that you are not as handsome/ good looking/ Beautiful as you would have liked to be? Do you look at yourself based on others perception of you? Is material/money important in your self esteem? <b>ASSIGNMENT:</b> Identify your goals and desires. How far is your peer group responsible for these?</p>	2+2
13.	<p><b>SENSITIZATION:</b> Movie screening followed by discussion <b>“Ignore the Truth”</b> <b>“MAN” or “STORY OF STUFF”</b> <b>ASSIGNMENT:</b> Write a paragraph on each film and explain how these films sensitize you.</p>	2+2
14.	<b>FEEDBACK: How has this course helped you in self exploration?</b>	4

#### ASSESSMENT:

Students will be assessed and given marks out of 50. Students will be evaluated on the basis of their quality and genuineness of the assignments and regularity and participation in classroom activities/discussion. Each assignment must be turned in on the next scheduled session. The assignments not submitted in time will not be taken.

#### SUGGESTED READINGS:

- Berne, Eric. 1962, *Games People Play: The psychology of human relationships*, Carmel, California.
- Bly, Robert. W. *Time Management: Make Every Second Count*. Jaico Publishing House. India.
- Covey, Stephen. R. 1989, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal*
- Elgin, Suzette. Haden. 1997. *How to disagree without being disagreeable*. John Wiley & Sons, Inc. Professional, reference and Trade Group 605 Third Avenue, New York, N.Y. 10158-0012.
- Harris, Thomas. A. 1995, *I'm OK- You're OK*. Arrow Books, Cox & Wyman Ltd, Reading, Berkshire.
- Sharbuno, Jeanne. *52 Ways to Live Success*. Jaico Publishing House. India

7. **Sullivan, Debra. R. 2006**, *Learning to Lead: Effective Leadership Skills for Teachers of Young Children* (Redleaf Press Series) ISBN-10: 0131727907, 13: 9780131727908. Merrill Publishers.
8. Singh, S.K. (2008). *Becoming a Teacher*. Varanasi: AmritPrakashan

#### Videos

1. Jill Bolte Taylor 2008: **My stroke of insight**.
2. Available at [http://www.ted.com/playlists/219/10\\_talks\\_you\\_won\\_t\\_be\\_able\\_to](http://www.ted.com/playlists/219/10_talks_you_won_t_be_able_to)
3. Kelly McGonigal: **How to make stress your friend**.
4. Available at [http://www.ted.com/playlists/219/10\\_talks\\_you\\_won\\_t\\_be\\_able\\_to](http://www.ted.com/playlists/219/10_talks_you_won_t_be_able_to)

### BEDEPC – 410

## WORKING WITH COMMUNITY, WORK EXPERIENCE, EXCURSION, ORGANIZING PTA, SCOUT & GUIDE WITH FIRST AID

**Credit: 2**

**Hours: 64**

**Marks: 50**

#### COURSE OBJECTIVES:

- To sensitize the pupil teachers towards their connectedness and accountability to the society at large.
- To enable them to understand the importance of their profession (particularly in nation building by virtue of being custodians of the future).

#### 1. Scout & Guide with First Aid:

Marks: 10

5 days

#### OBJECTIVES:

- To help develop the students in local communities.
- To develop the students - emotionally, socially, mentally/intellectually, physically and spiritually so that they can make a positive contribution to their communities and the wider world.
- To incapacitate the TIs. to be able to keep calm and think of the best ways to handle emergencies arising in the classroom, playgrounds and in and outside the school premises before paramedical help arrives.
- To enable the students to save life, minimize injuries and hasten healing.

#### Transaction:

- Orientation about the Scout & Guide program.
- Experts to engage students in Scout & Guide activities.
- Orientation about the First-Aid program.
- Experts to engage students in First- Aid activities.
- Demonstration and practice of first aid for
  - Burns- acid/ fire
  - Poisoning/ insect bites/ snake bites
  - Wounds/ cuts/ bleeds/ fractures/dislocations
  - Asphyxiation/ asthma attack
  - Stroke/ heat stroke/
  - Hypoglycaemia
- Certification by competent authorities .

#### 2. Working with community: program

Marks: 10

3days

#### Objectives:

- To develop among the students partnership and co-operation within the community sector.
- To provide opportunity to students to do community work as a means of achieving social change that will contribute to the creation of a more just, sustainable and equal society.

- To engage the students in creating awareness among people about various problems in a community, in motivating people for betterment of humanity and eradication of social evils.

**Transaction:**

- Orientation about the program.
- Pupil teachers to adopt any one of the following
  - Slum area
  - Village
  - Orphanage
  - Old age home
  - Ganga Ghat
- The work will involve
  - Making people aware of cleanliness/ social evils/ health issues/ environment/ traffic rules/Pulse polio campaigns/ other Government Campaigns
  - Cleanliness drive/ literacy program/ service at old age homes and/or orphanages. Engaging people in vocational trades.
  - Preparation of extensive written report and video CD
  - Clearly depicting the impact of the work, with pictures/ data of before and after and during community work.
  - Feedback and autograph from beneficiaries
  - Own experience and personal impact on oneself.
- Marks will be based on contribution in community work and presentation of the report

**3.Excursion:**

**Marks- 10**

**1-3 Days**

**Objectives:**

- To develop an understanding among the students that learning is not limited to school, and that valuable and powerful learning takes place in the real world.
- To enable the students to learn through practical way and interacting with the resource persons & sharing with other students. To provide scope to the students to gather experiences by visiting the site, monuments, areas etc.

**Transaction:**

- **Day 1:** Orientation about the Excursion; Preparation for the excursion (Planning, budgeting and logistics engaging the students as well)
- **Day 2:** Visiting the places of Excursion
- **Day3:** Report presentation by group leaders at the culmination of the excursion and Evaluation based on Contribution in planning, organizing, undertaking responsibilities, conduct during the period.

**4.Parent Teacher Association:**

**Marks 10**

**1 day program**

**Objectives:**

- To be able to work jointly with the parents towards the welfare of the child.
- To be able to apply the information from parents in customising the handling of the children.
- To be able to advise parents about the children and their special abilities.
- To promote the co-operation of parents and teachers for improving the education facilities and programmes of school and education in general.
- To enable the students to maintain harmonious relationship between parents and teachers for betterment of the students.
- To facilitate such interaction whereby the parents/guardians on the one hand and the teachers/school authorities on the other hand can meet to discuss students individually or generally and cooperate with each other in the interest of the students' advancement for the purpose of complementing each other's efforts in the students' development.

**Transaction:**

- Orientation about the program.
- Each pupil teacher to take charge of any two school students.
  - Attend invited parents of the students and give extensive feedback about their wards and take suggestions from the parents for the students' progress.

- Prepare an extensive report about the two students.
- Marks will be based on the attendance and report.

### **5.Work Experience:**

**Marks- 10**

**3 Days**

#### **Objectives:**

To help the pupil teachers

- To identify different kinds of work, the sources of raw materials and understand the use of tools and equipment in the production of goods and services;
- To help develop skills needed for the selection, procurement, arrangement and use of tools and materials for different forms of productive work.
- To help the students to develop proper attitude and values in terms of respect for manual work and regard for manual workers.
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#### **Transaction:**

- Orientation about the program.
- Activities to be incorporated in the course will be decided by the committee for the course. Activity will be assigned to the students in group or individually depending upon the nature of the activity.A Report will be prepared by the student on the activity in which they participated and their overall learning from the activity.
- Marks will be based on observatio

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