

SYLLABI OF B.Ed. (2 Years) **(Regular Mode)**

Session 2018-19 Onwards



DEPARTMENT OF EDUCATION
IGNTU, AMARKANTAK (MP)

Rules and Regulations of B.Ed. (2 Years) Programme

IGNTU, Amarkantak (MP)

w.e.f. the Academic Year 2018-19

All the rules and regulations, herein after, specified should be read as a whole for the purpose of interpretation.

I. Admission

A candidate for admission to two year (4 – semesters) B.Ed. Programme has to qualify at the Entrance Test conducted by the IGNTU, for the concerned academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules and regulations in force in respect of the statutory reservation of seats under various categories of candidates.

II. Curriculum Transaction

Curriculum includes theory, engagement and practicum. Engagement includes seminars, discussions, assignments, case studies, field experience, etc. This curriculum also provides an enriched experience to prepare teachers with professionalism through microteaching, & reflective teaching at the institutional level and 20 weeks (120 days) of internship in the school.

III. Working Hours / Instructional Hours

- a) The B.Ed. programme shall be of a duration of two academic years consisting of four semesters programme.
- b) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- c) The Department shall work for a minimum of thirty six hours in a week.
- d) The minimum attendance of student teachers shall have to be 85% for all course work and practicum, and 95% for school internship.
- e) The timings of the University shall be from
 - i. Forenoon Session: 10.00 a.m. to 1.00 p.m.
 - ii. Afternoon Session: 2.00 p.m. to 5.30. p.m.
- f) Infrastructure, Instructional facilities and Faculty shall be implemented as per NCTE norms, 2014.

IV. Selection of Methods of Teaching

- i. Every candidate is expected to select two methods of teaching under B.Ed. Programme. The method-I shall be based on the subject the candidate has studied in Degree (eligibility) course and also to appear in that subject in the entrance examination.
- ii. Method-II also shall be based on the subject that the candidate studied in Degree (eligibility) course and will be allotted by the Department where the candidate is seeking admission. In case of BCA & BBA candidates, the selection of methodology subject shall be based on their Intermediate (10+2 level) study as per IGNTU norms. In case of English Method-I, selection of second method shall be based on the subject pursued at the Intermediate level. In case of Engineering Graduates, Mathematics and Physical Science are offered as Methodology subjects.

Note:

- i. No candidate is allowed to select two language methods.
- ii. Candidate may select one Language and one Non-language method of teaching or she / he may select any two Non-language methods under the course.

V. Structure of B.Ed. Programme

The structure of B.Ed. programme is given under three heads Theory, Practicum and Internship. Each category also given with duration, weightage and credits.

STRUCTURE OF B. Ed. PROGRAMME**Semester I**

Course No	Course Name	Credit	Hours	Marks
B.Ed. 101	Psychology of Child & Development	4 (3+1)	48+32	70+30
B.Ed. 102	Contemporary Indian Education	4 (3+1)	48+32	70+30
B.Ed. 103	Assessment for Learning	4 (3+1)	48+32	70+30
B.Ed. 104	ICT in Education	4 (3+1)	48+32	70+30
EPC-105	Reading & Reflecting on Text	2 (1+1)	16+32	35+15
EPC-106	Understanding the Self	2 (1+1)	16+32	35+15
	Total	20	416	500

Semester II

Course No	Course Name	Credit	Hours	Marks
B.Ed. 201	Teaching & Learning	4 (3+1)	48+32	70+30
B.Ed. 202	School Administration, Leadership & Action Research	4 (3+1)	48+32	70+30
B.Ed. 203	Pedagogy I (Phy.Sci./Soc.Science)	4 (3+1)	48+32	70+30

B.Ed.-204	Pedagogy II (Bio.Sci./Maths/Hindi/English)	4 (3+1)	48+32	70+30
EPC-205	Understanding Discipline and Subjects	2 (1+1)	16+32	35+15
EPC-206	Drama and Art in Education	2 (1+1)	16+32	35+15
EPC-207	Teaching Skills and School Observation	2(1+1)	16+32	35+15
	Total	22	464	550

Semester III

Course No	Course Name	Credit	Duration	Marks
B.Ed- 301	School Internship	20	16 Weeks	500
EPC-302	Creating an Inclusive School	02	32 Hrs	50
	Total	22		550

Semester IV

Course No	Course Name	Credit	Hours	Marks
B.Ed. 401	Knowledge and Curriculum	4 (3+1)	48+32	70+30
B.Ed. 402	Gender, School & Society	4 (3+1)	48+32	70+30
B.Ed. 403	Health, Yoga and Physical Education	4 (3+1)	48+32	70+30
B.Ed. 404	Environmental Education	4 (3+1)	48+32	70+30
EPC- 405	Language Across the Curriculum	2 (1+1)	16+32	35+15
EPC- 406	Community Engagement & Social Responsibility	2 (1+1)	16+32	35+15
	Total	20	416	500
	Grand Total (Sem- I + II + III + IV)	84		2100

SEMISTER – I

YEAR	I	BED 101: PSYCHOLOGY OF CHILD AND DEVELOPMENT	CREDIT	4(3+1)
SEMESTER	I		HOURS	48+32
			Marks	100(70+30)
OBJECTIVES:		Student teachers will be able J To understand the process of growth and development and factors influencing them. J To understand the dynamics of human development in order to facilitate student trainees’ and their students’ personal growth. J To explain and understand the intellectual, social and emotional changes that occurs during different development stage. J To develop the potential for perspective building located in the India socio cultural context. To analyse the implications of understanding human development for teachers.		
COURSE CONTENT / SYLLABUS				
UNIT-I	LEARNER AS A DEVELOPING INDIVIDUAL			9 hrs.
	J Concept, meaning and Scope of Educational Psychology. J Issues and basic principles of Human Development. J Concept of Human Development Index (HDI) J Developmental Influences: Development as a resultant of Interaction between Individual potential (Innate, acquired) and external environment (physical, ecological, economic and technological). Nature and Nurture, continuity and discontinuity issues and maturation.			
UNIT-II	GROWTH AND DEVELOPMENT			12hrs.
	J Concept and Meaning of Growth and Development. J Differences between growth and development J Dimensions of Individual Development: physical, cognitive, language, affective, social and moral, their Interrelationship for teachers (relevant ideas of Piaget, Erikson and Kohlberg) J Stages of Development-Processes of growth and development across various stages from infancy to post adolescence. J Importance of studying ‘Growth and Development’ for a teacher			
UNIT-III	SIGNIFICANCE OF DEVELOPMENT, LEARNING AND COGNITION			10hrs.
	J The scope and contribution of Development and learning. J Meaning of cognition and its role in learning. J Cognitive Process-sensation, perception, attention, memory, concept formation and problem solving in learning. J Socio-cultural Factors influencing cognition and learning. J Facilitating holistic development (for self and society).			
UNIT-IV	ADOLESCENCE: ISSUES AND CONCERN			10 hrs.
	J Characteristics, need and importance of the study of adolescence. J Realistic and Contextual frames of growing up in adolescence. J Issues and Concern: Problems of adjustment, Understanding of emotional disturbance and risk behaviour, Identity crises, Parent child conflict, Juvenile Delinquency, Health awareness-personal hygiene, nutrition, disease, prevention and control.			

	) Adolescence education: Role of parent, teacher and school.	
UNIT-V	STAGES OF CHILD DEVELOPMENT: IMPLICATIONS FOR TEACHERS	7 hrs.
	) Need of understanding child development in the classroom.) Problem resulting from lack of understanding of Human Development. Promoting development of all children in the classroom (Positive classroom environment, social and emotional wellbeing of all children; addressing diversity and equalities)	
MODE OF TRANSACTION: Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
PRACTICUM 1.Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. 2.List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour. 3.Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers. 4.Development of Question Box activities (can be carried out by student trainees during practice teaching). (i)To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents. (ii)To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.) 5.Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same. 6.Observe some successful individuals and list down the behavioural characteristics which impress you. 7.Take interview of five low achievers and five high achievers and find out their ways of learning.		
REFERENCES 1. Bhatia, H. R. (1973). <i>Elements of Educational Psychology, 5th edition</i> , Orient Longman. 2. Bigge, M. L. (1982). <i>Learning Theories for Teachers, (4th edition)</i> . New York, Harper and Row Publishers, P.P. 89-90. 3. Bolles, R. C. (1975): <i>Learning Theory</i> . New York, Holt, Rinehart and Winston, P.P. 18-19. 4. Chauhan, S.S. (1978): <i>Advanced Educational Psychology</i> , Vikas Publishing house Pvt. Ltd., New Delhi. 5. Dandapani, S. (2001), <i>A textbook of Advanced Educational Psychology</i> . New Delhi: Anmol Publications. 6. Dunn, R. (1983). Can students identify their own Learning Styles? <i>Educational Leadership</i> ,40, P.P. 60-62. 7. Dash, M. (1988). <i>Educational Psychology</i> . Delhi: Deep and Deep Publication. 8. Duric, L. (1975). <i>Performance of Pupils in the Process of Instruction</i> . Bratislava, SPN, P.P. 54-90. 9. Duric, L. (1990). <i>Educational Sciences: Essentials of Educational Psychology</i> . International Bureau of Education, UNESCO, New Delhi, Sterling Publishers, P. 81. 10. Fontana, D. (1995). <i>Psychology for Teachers (3rd edition)</i> . The British Psychological Society, London: McMillan in association with BPS Books. 11. Kundu C.L. and Tutoo D.N. (1993) : <i>Educational Psychology</i> , Sterling Publishers Pvt. Ltd. 12. Lindgren, H. C. (1967). <i>Educational Psychology in Classroom (3rd edition)</i> . New York: John Wiley and sons. 13. Mangal, S. K. (1984). <i>Psychological Foundations of Education</i> . Ludhiana: Prakash Publishers 14. Mohan J. and Vasudeva P. N. (1993). Learning Theories and Teaching, In Mohan Jitendra (ed.) <i>Educational Psychology</i> , New Delhi, Wiley Eastern Limited, P. 146. 15. Oza, D. J. and Ronak, R. P. (2011). <i>Management of behavioral problems of children with mental retardation</i> . Germany:VDM publication. 16. Papalia D. E., and Sally, W. O. (1978). <i>Human Development</i> . McGraw Hill Publishing Company 17. Phens, J. M., and Evans, E. D. (1973). <i>Development and Classroom Learning : An Introduction to Educational Psychology</i> . New York: Holt Rinehart and Winston Inc.		

YEAR	I	BED 102: CONTEMPORARY INDIAN EDUCATION	CREDIT	4(3+1)
SEMESTER	I		HOURS	48+32
			Marks	100 (70+30)
OBJECTIVES:	Student teachers will be able			
	) To understand the concept and aims of Education.			
	) To develop understanding about the social realities of Indian society and its impact on education			
	) To learn the concepts of social Change and social transformation in relation to education			
	) To know the different values enshrined in the constitution of India and its impact on education			
	) To identify the contemporary issues in education and its educational implications			
	) To understand the historical developments in policy framework related to education			
COURSE CONTENT / SYLLABUS				
UNIT-I	CONCEPT AND AIMS OF EDUCATION			9 hrs.
	) Meaning of Education) Agencies of Education- Formal, non-formal and informal) Aims of Education in Contemporary Indian society) Determinants of Aims of Education			
UNIT-II	SOCIAL REALITIES OF INDIAN SOCIETY AND EDUCATION			10 hrs.
	) Rich Cultural Heritage - Diversity in Indian Society; Inequality and Marginalization(Women, Dalit, Tribal)) Schemes in terms of Caste, Religion, Language, Region and their demands on Education) Social Stratification: Concept, Forms and Bases of Social Stratification) Impact of Social Stratification on Education.			
UNIT-III	EDUCATION, SOCIAL CHANGE AND SOCIAL TRANSFORMATION			9 hrs.
	) Social change- Meaning ,Concept, Factors, Process and role of education in the process of social change) Social Transformation and its determinants) Contribution of Indian thinkers on socialization) Equalization of Educational Opportunities – SC/ ST, OBC, Women, Handicapped and religious minorities			
UNIT-IV	INDIAN THINKERS AND THEIR CONTRIBUTION TO EDUCATION			10 hrs.
	) Swami Vivekananda) Gijubhai) Shree Aurobindo) Rabindranath Tagore) Gopabandhu Sas			
UNIT-V	ISSUES AND POLICY FRAMEWORK FOR PUBLIC EDUCATION IN INDIA			10 hrs.
	Constitutional provisions of Education, Value Education) Globalization and Privatization in Education			

	<ul style="list-style-type: none">) Education in Post-Independent India – Significant recommendations of Commissions and Committees) National Policy on Education – 1986, 1992) Universalization of Elementary Education – Sarva Shiksha Abhiyan) RTE ACT 2009, RMSA, RUSA 	
MODE OF TRANSACTION: Lectures, discussions, assignments, films on educational thinkers		
<p style="text-align: center;">PRACTICUM</p> <ol style="list-style-type: none"> 1. Study the impact of Right to Education Act on schools 2. Critical Analysis of Different Committees and Commissions on Education 3. Study of Educational Process in Private Schools 4. Planning and Implementation of Activities – <ul style="list-style-type: none">) Eco-Club,) instructional material to inculcate values,) field visit to vocational institutes to make reports,) awareness development about population explosion in rural / slum areas,) creating awareness among SC/ST students about various schemes and scholarships available to them,) survey of schools to see the implementation of various incentives of government to equalize educational opportunities) Preparing a presentation on rich cultural heritage of India 		
<p>REFERENCES</p> <ol style="list-style-type: none"> 1. Bhatia, K. & Bhatia, B. (1983). <i>The philosophical and Sociological foundation of Education</i>. New Delhi: Doaba House. 2. Bhattacharya, S. (2006). <i>Sociological Foundation Of Education</i>: Atlantic Publishers. New Delhi 3. Dhankar, N. (2010). <i>Education In Emerging Indian Society</i>. New Delhi: APH Publishing Corporation. 4. Dhiman, O. P. (1973). <i>Principles and Techniques of Education</i>. Ludhiana: Sharda Brothers. 5. Fagerling, I., and Saha, L. J.O. (1989). <i>Education and National Development (2nd Ed.)</i>. England: Pergamon Press. 6. Kakkar, S. B. (1995). <i>Changing Perspectives in Education</i>. New Delhi: Vikas Publishing House Pvt. Ltd. 7. Mehta D. D. (2009). <i>Education in Emerging Indian Education, Indian Education</i>. Ludhiyana: Tondan Publications, Books Market. 8. Mehta, D. D. (2009). <i>Education in Emerging Indian Education, Indian Education</i>. Ludhiyana: Tondan Publications, Books Market. 9. Murthy, S. K. (2009). <i>Philosophical and Sociological Foundation of Education</i>. Ludhiyana: Tondan Publication, Books Market. 10. Murthy, S. K. (2009). <i>Philosophical and Sociological Foundation of Education</i>. Ludhiyana: Tondan Publication, Books Market. 11. Narulla, S. & Naik, J. P. (1964). <i>Student History of Education in India</i>. Mc Millian & Co., of India Pvt. Ltd. 12. National Policy and Education. (1986). <i>MHRD</i>. New Delhi: Govt. of India. 13. Pathak, K. R. (2007). <i>Education in the Emerging India</i>. New Delhi: Atlantic Publishers. 		

YEAR	I	B.Ed. 103: ASSESSMENT FOR LEARNING	CREDIT	4 (3+1)
SEMESTER	I		HOURS	48+32
			Marks	100(70+30)
OBJECTIVES:		After going through this course, students will be able to – J Get basic knowledge of assessment for learning J Know the process of evaluation and it uses J Write educational objectives J Know different techniques of evaluation, tools of evaluation and their uses. J Know different characteristics of instruments of evaluation. J Know different types of teacher made tests and will construct them J Compute simple statistics to assess the learning		
COURSE CONTENT/SYLLABUS				
UNIT-I	EDUCATIONAL TESTING, MEASUREMENT AND EVALUATION			
	J Meaning of Testing , Measurement and Evaluation in Education J Steps of evaluation process J Characteristics of the evaluation –Comprehensive and continuous J Formative and summative evaluation J Norm reference and criterion reference tests J Uses of Evaluation J Educational Objectives, Learning outcomes as behavioural changes J Relationship between educational objectives, learning experiences and evaluation J Writing educational objectives-different kinds like knowledge understanding, application, skill, affect attributes, behaviour terms and level of performance.			10 hrs.
UNIT-II	CHARACTERISTICS OF INSTRUMENTS OF EVALUATION			
	J Validity-different methods of finding validity J Reliability –different methods of finding reliability J Objectivity J Interdependence of validity, reliability and objectivity J Usability J Norms			10 hrs.
UNIT-III	MAJOR TOOLS OF EVALUATION AND THEIR USES			9 hrs.
	J Paper pencil tests, Oral tests, and performance tests J Achievement tests: standardized and teacher made tests J Diagnostics test J Intelligence tests and aptitude test J Rating scale, Check list, Anecdotal Records J Socio-metric techniques J Interview, Questionnaire and Inventory			
UNIT-IV	TEACHER MADE ACHIEVEMENT TESTS			9 hrs.
	J Essay and Objective type tests			

	<ul style="list-style-type: none">) Improving essay type questions) Different types of objective tests, their characteristics, advantages and disadvantage) Relating test items and specific behavioural objectives) Preparation of blue print) Characteristics of a good test 	
UNIT-V	ELEMENTARY STATISTICAL IN EDUCATIONAL EVALUATION <ul style="list-style-type: none">) Raw Scores) Frequency distribution) Graphical representations of grouped data) Measures of central tendency) Fundamentals idea of standard Scores) Correlation: Rank Difference Method 	10 hrs
MODE OF TRANSACTION: Group discussion, Lecture-cum-discussion, pair and share, group work, panel discussion, assignments, school visits and sharing if experience		
PRACTICUM <ol style="list-style-type: none"> 1. Writing educational objectives, learning experience and corresponding evaluation techniques , General and specific objectives 2. Framing measurable and non-measurable learning outcomes 3. Determining the objectivity given an answer key 4. Determining the objectivity of a tool 5. Finding out the content validity of the given question paper 6. Designing Rating Scale, Questionnaire, Interview Schedule in a given a topic 7. Framing different types of questions 8. Preparation of Blue Print and a question paper. 9. Prepare graphs and use statistics for analysis of test result 		
REFERENCE <ul style="list-style-type: none">) Ebel, RL and Fresbie, DA (2009) Essentials of Educational Measurement New Dellhi: PHI Learning Pvt. Ltd.) Garrett, H.E. (2008) Statistics in Psychology and Education Delhi: Surjeet Publication) Gupta, S.K. (1994) Applied statistics for Education Mittal Publication) Mehta S.J. and Shah I.K (1982) Educational Evaluation. Ahmedabad: Anand Prakashan (Gujarati)) Rani, P (2004) Educational Measurement and Evaluation New Delhi Discovery Publication) Rawat , D.S (1970). Measurement, Evaluation and Statistic in Education, New Delhi, New Raj Book Depot.) Reynolds, CR, Livingston, R.B and Willson, V. 2011) Measurement and Assessment in Education New Delhi : PHI Learning PVT. LTD) Ten Brink, T.D. (1974) Evaluation- A practical Guide for Teacher New York : MC Graw Hill Book Co.) Thorndike R.M (2010) Measurement and Evaluation in Psychology and Education New Delhi) PHI Learning PVT. LTD 		

YEAR	I	B.Ed.- 104: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION	CREDIT	4(3+1)
SEMESTER	I		HOURS	48+32
			Marks	100 (70+30)
OBJECTIVES:		At the end of the Course student teachers will be able to: 1. understand the concept and uses of computer in education. 2. acquire the skills of maintaining computer system for using Micro soft office and Antivirus management 3. acquire knowledge about information and communication technology with its educational aims, principles, need and importance. 4. develop skills in creating teaching and learning resources based on ICT. 5. elucidate the application of ICT for teaching learning process using the application software for creating documents, database, presentation and other media applications. 6. appreciate the role of ICT in improving the professional competencies of a teacher and facilitate the process of teaching and learning in the classroom. 7. develop various skills to use computer technology for sharing of information and ideas through the blogs and chatting groups. 8. enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and a support to teachers.		
COURSE CONTENT / SYLLABUS				
UNIT-I	Applications of ICT in Education			10 hours.
	J Concept, Need and Importance of Information and Communication Technology in education. J Introduction to Computers – Characteristics, Hardware, Software, Input, Output and Storage Devices. Viruses and its Management, Legal and Ethical issues - Copyright, Hacking. J Paradigm shift in Education ; ICT content with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure and Educational management. J Uses of ICT in Education. Challenges and Barriers in integrating Information and Communication Technology in school education			
UNIT-II	Creation of digital resources			9 hours
	J Creation of teaching / learning resources -using Microsoft word, Excel, spreadsheet data base, creating and opening the documents, saving and sharing the documents. J Text: formatting text, inserting tables, charts and picture. J Page layout, printing and presenting slide show/power point presentation.			
UNIT-III	Integrating ICT with pedagogical practices and educational resources			10 hours
	J Concept, Need and Importance of Internet in Education. J Features of Web 1.0, Web 2.0 and Web 3.0 technologies, J Search Engines - Concept and uses in Education, Sciences and social sciences Student safety on Internet (Net – safety). J Facilities available for Communication - e-mail, chat, online			

	<p>conferencing, (Audio-video), Blog, wiki. Internet- forum, News-Groups.</p> <p>) E-Learning, Web based learning and MOOC's (Massive Open Online Courses), Co-operative and Collaborative Learning, Project based Learning, Blended Learning and Flipped Classroom.</p>	
UNIT-IV	<p>New Trends in ICT</p> <p>Concept, elements, advantages and limitations of :</p> <p>) Virtual Classroom</p> <p>) Smart Class rooms</p> <p>) Mobile Learning</p> <p>) Concept of Cloud Computing.</p>	9 hours
UNIT-V	<p>ICT in Educational Administration</p> <p>) ICT Infrastructure- automated and ICT managed school process.</p> <p>) Learning Management System</p> <p>) Human Resource System- timetabling and resource allocation- student's record keeping system and finance system.</p>	10 hours
MODE OF TRANSACTION: Lectures, discussions, assignments, films on educational thinkers		
<p>Practicum - Any Two of the Following:</p> <ol style="list-style-type: none"> 1. Create a Power point presentation / poster/ brochure/flyer on any topic of the Two year BED Syllabus/ any topic of School subject and submit in the form of CD and Handouts. 2. Visit any two educational websites and write a critical assessment report about it in MS Word. 3. Prepare your Bio-Data in MS-Word 4. Visit any tribal school and prepare the time-table, student's record and attendance record in MS-Excel. 5. Develop digital video resources (using Camtasia software) and upload to YouTube for educational purpose. <p>Mode of Assessment</p> <p>Written test, Task and assignment</p>		
<p>References:</p> <ol style="list-style-type: none"> 1. Aggarwal J.C. (1995). <i>Essential Educational Technology Learning Innovations</i>, New Delhi: Vikas Publications. 2. Arulswamy S., Sivakumar P. (2012). <i>Application of ICT in Education</i>, Hyderabad: Neelkamal Publication. 3. Carl Simmons, Hawkins Claire (2009). <i>Teaching ICT</i>, Sage Publications India Pvt. Ltd. 4. Chetan Srivastava (2003). <i>Fundamentals of Information Technology</i> 2nd Edition, New Delhi: Kalyani Publishers. 5. Denis, Kim, Sen and Morin (2000). <i>Information Technology – The Breaking Wave</i>, New Delhi: Tata McGraw – Hill Publishing Co. Ltd. 6. Hemlata Talsera et.al. (2005). <i>Web Based Learning</i>, New Delhi: Authors Press. 7. Intel Teach to the Future - Version 10.1 8. Mahesh Verma (2006). <i>Technology in Digital Education</i>, New Delhi: Murari Lal & Sons. 9. Manoj Dash, (2010). <i>ICT in Teacher Development</i>, Hyderabad: Neelkamal Publication. 10. R.C. Mishra (2005). <i>Teaching of Information Technology</i>, New Delhi: APH Publishing corporation. 11. Merrill, P.F. et al (1985). <i>Computers in Education 2nd Edition</i>, New York: Allyn & Bacon. 12. Peter Norton's (2000). <i>Introduction to Computers</i>, New Delhi: Tata McGraw Hill Publications. 13. Roblyer, M.D. (2006). <i>Integrating Educational Technology into Teaching</i>, New Jersey: Pearson Prentice-Hall Inc. 14. Sampath L, et al (1998). <i>Introduction to Educational Technology 4th Edition</i>, New Delhi: Sterling Publishers Pvt. Ltd. 15. Santoshi Vallikkad (2009). <i>Information and Communication Technology for Teacher Education</i>, New Delhi: Kanishka Publications. 16. Schwatz & Schlitz (2000). <i>Office 2000</i>, New Delhi: BPB Publications.. 17. Shukla, Satish S. (2005). <i>Basics of Information Technology for Teacher Trainees</i>, Ahmedabad: Varishan Prakashan. 		

YEAR	I	EPC -105: READING AND REFLECTING ON	CREDIT	2(1+1)
SEMESTER	I	TEXT	HOURS	16+32
			Marks	50(35+15)
OBJECTIVES:		) To enable the students to read and response to a variety of text in different ways) To develop Meta cognitive awareness.) To develop interest in reading.) To develop reading and writing competencies among students.) To enable the students to understand the process of Critical Reading.		
COURSE CONTENT / SYLLABUS				
UNIT-I	Reading as a Language Skill.			5 hours
	) Reading-Meaning and Process) Reading a variety of texts such as Descriptive, Narrative, Conversations, News Reports, Biographical sketches, Policy Documents, Plays, Stories, Letters , Screenplays ,riddles.) Scaffolding: Concept and activities) Acquisition of Reading Skills			
UNIT-II	Reflecting in Reading			5 hours
	) Meaning, types and methods of Reflecting on text) Stages of Reflection in reading tasks-Pre Reading, While Reading and Post Reading.) Benefits of Reflecting on developing teaching philosophy			
UNIT-III	Developing Writing Skills.			6 hours
	) Concept and importance of reflective writing.) Writing different types of texts- Narrative text, Expository, Autobiographical Narratives, Field Notes, and Ethnographies.) Editing and summarizing the written text and recognizing errors as a part of learning process.			
MODE OF TRANSACTION: Lectures, discussions, assignments, films on educational thinkers				
Practicals) Read a book, a journal article or a chapter andwrite personal responses and summarize.) Preparing a Vocabulary book (50 words) with Meanings and Usage.) Researching and writing articles on topics of local interest (working to produce a local interest magazine)) Conduct debates/discussions on educational policies and documents on them.) Preparation of an assignment with various types of letters-Formal and Informal; Applications, corrigendum, Advertisements, Notices ,Essay etc.				
Suggested Reading:) Anderson R.C.(1984).Role of the Readers’s Schema in Comprehension,learning and				

Memory. Psychology Press.

-) Butler, A and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University
-) California Yule, G. (2006). The Study of Language. Delhi: Cambridge University Press.
-) Reading Development Cell, NCERT (2008). Reading for Meaning. New Delhi: NCERT.

YEAR	I	EPC-106 UNDERSTANDING THE SELF	CREDIT	2(1+1)
SEMESTER	I		HOURS	16+32
			Marks	50 (35+15)
OBJECTIVES:	The course will enable the student teachers to - <ul style="list-style-type: none">➤ Gain an understanding of the central concepts in defining self‘ and identity‘➤ Reflect critically on factors that shape the understanding of self‘➤ Build an understanding about themselves, i.e. the development of self as a person as well as a teacher➤ Reflect on one’s experiences, aspirations and efforts towards becoming a humane individual and teacher➤ Develop effective communication skills including the ability to listen, observe etc.➤ Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one’s surroundings.➤ Appreciate the critical role of teachers in promoting self” and students ‘well-being.			
COURSE CONTENT / SYLLABUS				
UNIT-I	Conceptual understanding of Self			5 hours
	<ul style="list-style-type: none">▪ Meaning, Concept and Importance of self.▪ Philosophical and Cultural perspectives of self.▪ Factors affecting self-concept, process of self-concept.▪ Impact of positive and negative self- concept, trust building, child hood experiences			
UNIT-II	Development of Professional Self and Ethics			5 hours
	<ul style="list-style-type: none">) Capacity building, team building, sharing responsibilities, skills of personal growth, holistic and integrated personality of self, social action.) Socio-cultural, historical and political inspirations in shaping the teaching profession.) Building an understanding about values and professional ethics as a teacher			
UNIT-III	Self-esteem and self – efficacy			6 hours
	<ul style="list-style-type: none">) Concept of self-esteem, Maslow theory of self, Carl Rogers’s theory of self, types of self-esteem, improving self-esteem.) Self – efficacy: importance, types and development.) Self-expression of one’s own aspirations, dreams, concerns and struggles in becoming a teacher.			
Mode of Transaction: The course will be transacted in workshop mode through individual and group experiential activities such as				

-) Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
-) Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
-) Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential
-) Development of reflective journals/diaries by the student teachers.
-) Introduction of Yoga, meditation as one of the important component to enhance student-teachers understanding of body and mind.

Practicum

- Developing self-awareness as a teacher (individual/group activity)
- Exploring the known and unknown self in relation to what one and others know about one self and what others do not know (individual activity)
- Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations)
- Reflections on critical moments in the lives of peers (small group activity)
- Exploring ones strengths, weaknesses, opportunities and threats (SWOT analysis)
- Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)
- Group activities involving community participation
- Practising selected asanas, pranayam, meditation and yogic kriyas as prescribed in class VI to X syllabus of Health and Physical Education, NCERT.

Suggested Readings

-) Bhatt, H. The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teachereng. Pdf
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-) Dalal, A.S. (ed) (2001). A Greater Psychology: An Introduction to the Psychological thoughts of Sri Aurobindo. Pondicherry, Sri Aurobindo Ashram.
-) Delors, J. (1996). Learning the Treasure within Twenty First Century Education. UNESCO Education Commission Report.
-) Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced study in Education-M. S. University of Baroda.
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-) Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
-) Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, Harper Collins.
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B.Ed. SEMESTER-II

YEAR	I	B.Ed. 201 : TEACHING & LEARNING	CREDIT	3+1 =4
SEMESTER	II		HOURS	48+32
			Marks	100(70+30)
OBJECTIVES:		Student teacher will be able to: Understand the variables in the teaching –learning process. Explain major approaches of learning Plan instructional process and apply the basic teaching model. Incorporate teaching models Use various skills and competencies in class teaching and management Appreciate the role of a teacher as leader, organizer, manager and teacher Bridge the gaps between teaching style and learning styles. Explain and use the role of motivation in school performances		
COURSE CONTENT / SYLLABUS				
UNIT-I	UNDERSTANDING THE LEARNER AND THE TEACHING – LEARNING PROCESS			10 Hrs.
	Characteristics and needs of the learners Dimensions of differences in learner-physical, cognitive, affective, psychomotor, socio-culture Matching the Teaching Style with the Learning Styles Challenging Learners and Evolving Teachers Delineating of Instructional Objectives-cognitive, Affective, Psychomotor Skills of Teaching and Learning Maxims of Teaching			
UNIT-II	APPROACHES TO TEACHING			10 Hrs.
	Nature of Teaching Stages and Levels of Teaching Various Approaches to Teaching such as: Behaviourist, Cognitivist, Constructivist. Model of Teaching: Information Processing, Personal Development & Social Development			
UNIT-III	LEARNING			8 Hrs.
	) Meaning, Concept, nature, Process & factors affecting Learning, Gagne’s Hierarchy of Learning) Theoretical Bases of Learning and its Implications: Behaviourist Theories: Skinner and Hull, Social Constructivist Approach: Bhandura, Constructivism Approach and Humanistic Approach			
Unit-IV	CREATIVITY, INTELLIGENCE AND ATTITUDE			10 Hrs.
	) Creativity: Concept and definition of creativity nature, process, identification, fostering creativity in school.) Intelligence: The concept of IQ, EQ, and SQ. Types of Intelligence, theories of intelligence Two factor theory, Multifactor theory (PMI) and Guilford’s structure of intellect.) Attitude - Concept , nature, characteristics, formation of attitudes , factors influencing attitudes			

UNIT-V	MOTIVATION AND PERONALITY	10 Hrs.
	) Motivation: Meaning, Nature & Types, Principle & Techniques of Enhancing Learner’s Motivation	
	) Content and process theories of motivation and their implications for class room teaching	
	) Techniques of motivating children during class room teaching transactions	
	) Meaning, definition and determinants of personality	
	) Types and assessment of personality	
MODE OF TRANSACTION: Group discussion, Lecture-cum-discussion, pair and share, group work, panel discussion, assignments, school visits and sharing if experience		
PRACTICUM		
Writing instructional objectives in behavioural terms		
Recording and Feedback of a lesson		
Study of the Teaching Styles of a Teacher		
Study of the Learning Styles of the Learners		
Presentation of Innovative Teaching		
Effective Teaching Scenario building		
SUGGESTED READINGS:		
B.K .Passi (1974) Microteaching in teacher education Centre of Advance Study in Education		
Benjamin S. Bloom ...et al. (1964) Taxonomy of educational objectives Longman Group		
Bruce Joyce (1985) Models of teaching (2 nd ed) Prentice Hall		
Chauhan, S.S (1978): Advanced Educational Psychology, Vikas Publishing house Pvt. Ltd. New Delhi.		
Encyclopedia of Modern Methods of Teaching and Learning (Vol.1-5)		
Gavriel Salomon (1981) Communication and education Sage		
Karthikeyan.C. (2004) A text book on instructional technology RBSA		
Mangal S.K (1984) Psychological Foundations of Education Ludhiana: Prakash Publishers		
Nayak A.K (2002) Classroom teaching A.P.H		
Ohles, J.F. (1970) Introduction to Teaching New York : Random House, INC		
Siddiqui, Mujibul Hasan (2005) Techniques of classroom teaching A.P.H		
Skinner E.C .(1984) Educational Psychology -4 th Edition New Delhi : Prentice Hall of India Pvt. Ltd.		
Snowman & Baihler (2006). Psychology Applied to teaching. Boston: Houghton Mifflin Company		
Stephens L.M. & Evans, E.D. (1973) Development and Classroom Learning: An Introduction to Educational Psychology		
New York : Holt, Rinehart and Winston, Inc		
Tanner, L.N & Lindgren H.C (1971) Classroom Teaching and Learning New York, Holt, Rinehart and Winston, Inc		

YEAR	I	B.Ed. 202 : SCHOOL MANAGEMENT, LEADERSHIP AND ACTION RESEARCH	CREDIT	3+1
SEMESTER	II		HOURS	48+32
			Marks	100(70+30)
OBJECTIVES:	Student teacher will be able to: <div><div>]</div>To enable the students acquire an understanding of concepts, principles and theories of school Management.</div> <div><div>]</div>To develop the skill of using material resources for school management.</div> <div><div>]</div>To understand the concept and application of TQM in education.</div> <div><div>]</div>To enhance the knowledge and skill of students in conducting school activities</div> <div><div>]</div>To enable students acquire an understanding of concepts, principles and functions of Leadership, organizational culture and Organizational climate.</div> <div><div>]</div>To develop a personal paradigm of educational leadership styles and educational team building to meet emerging challenges in education.</div> <div><div>]</div>To understand and implement the concept of action research and participatory action</div>			
COURSE CONTENT / SYLLABUS				
UNIT-I	SCHOOL MANAGEMENT <div>1.1 Management: Concept, Roles, skills and functions of management.</div> <div>1.2 TQM: Meaning and Principles. Educational Management- purpose, needs and importance in the context of educational management.</div> <div>1.3 School Management Concept, principles, purpose and process of school management.</div> <div>1.4 Classroom organization – Meaning and purpose Classroom arrangement different types of seating, technology integration – smart board, projector, and multimedia.</div>			08 hrs.
UNIT-II	MATERIAL RESOURCES AND SCHOOL ACTIVITIES FOR SCHOOL MANAGEMENT <div>School Plant, Infrastructural facilities, Preparation of School Budget, sources of Income and Expenditure of school.</div> <div>2.2 School Complex- Meaning, Purpose and Function -Maintenance of School records - Purpose and Types of School Records.</div> <div>2.3 Co-Curricular activities -Meaning, importance and types of Co. curricular activities - Principles of organizing Co. curricular Activities.</div> <div>2.4 Role of Head master and school management</div>			12 hrs.
UNIT-III	FUNDAMENTALS OF LEADERSHIP <div>3.1 Leadership – Meaning- Functions of Leadership- Leadership style.</div> <div>3.2 Organizational Culture-Concept and definition-Creating an Organizational Culture and managing an Organizational Culture-Dimensions of Organizational Culture.</div> <div>3.3Organizational climate-Meaning-Definition-Dimensions of Organizational climate</div>			10 hrs.
Unit-IV	LEADERSHIP IN EDUCATION			10

	4.1 Leadership in educational management– Meaning, definitions and functions of 4.2 Role of teacher in school management and school administration. 4.3 Education Team Building- Concept of teamwork-characteristics of high performing teams, obstacles to effective teamwork, overcoming obstacles to effective team work. 4.4 Team process facilitation-assessing teamwork style. Mentoring- Process, types and implications for Educational leaders.	hrs.
UNIT-V	ACTION RESEARCH	08 hrs.
	5.1 Action research- Meaning, Nature and Scope, Types of Action Research 5.2 Steps involved in Action research-Importance of Action research. 5.3 Participatory Action Research (PAR) - key concepts of PAR-Importance of PAR. 5.4 Teacher as researcher, Action research for effective teaching.	
MODE OF TRANSACTION:		
PRACTICUM ACTIVITIES/PRACTICUM <ol style="list-style-type: none"> 1. Visit to Schools for practical experience on organizing Co-curricular activities and submit a detailed report. 2. Observe the classrooms in different types of schools & write a report on the classroom arrangement with different resources. 3. Explore & enlist various physical and academic resources essential for an ideal functioning of a school. 4. Visit any smart classroom & write a report on it. 5. Conduct a small survey to analyze different types of leaderships in school 6. Observe any one school complex and write about the resources sharing done and write a brief report about it. <p>Select an organization of your choice, study its organizational culture and write a brief report.</p> <ol style="list-style-type: none"> 1. Conduct an action research and submit the report. 2. Conduct an participatory action research and submit the report. 		
SUGGESTED READINGS:		
) Banerjee A.K(2005) The Art of Leadership; McGraw Hill Publications) Brent, D.,&Burnham, W. (2003). <i>Handbook of Educational Leadership and Management</i> . Pearson Education.) Brown, L., &Tandon, R. (1983). Ideology and political economy in inquiry: Action research and participatory research. <i>Journal of Applied Behavioral Science</i> , 19(3), 277-294.) Chaube, S.P. (2008). <i>A Historical Review of Development of Modern Indian Education</i> . Hyderabad: Neelkamal Publishers.) Cornwall, A., & Jewkes, R. (1995). What is participatory research? <i>Social Science Medicine</i> , 41, (12), 1667-1676.) Dimmock, C.,& Allan, W. (2005). <i>Educational Leadership: Culture and Diversity</i> London: Sage.		

-) Fals-Borda, O. (1991). Some basic ingredients. In O. Fals-Borda & M.A. Rahman (Eds.), *Action and knowledge: Breaking the monopoly with participatory action research* (pp. 3-12). New York: Apex Press.
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-) Koontz H and Donnel C; *Principles of Management*; MC Graw Hill BookCo, New York, 1972.
-) Mohanty, J. (2005). *Educational Management, Supervision, School Organisation*. Hyderabad.
-) Murthy, S. K. (1995). *Essentials of School Organization and Administration*. New Delhi: Tandon Publishers.
-) Pandey, S. R. (2007). *Administration & Management of Education*. New Delhi: Himalaya Publishing House.
-) Rahman, M.A. (1991). The theoretical standpoint of PAR. In O. Fals-Borda & M.A. Rahman (Eds.), *Action and knowledge: Breaking the monopoly with participatory action research* (pp. 13-23). New York: Apex Press.
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-) Terry, & Franklin. (1997). *Principles of Management*. (8th ed.). AITB Publishers & Distributors.
-) Udai, V. (2004). *Modern School Organisation*. New Delhi: Anmol Publications Pvt. Ltd.
-) Verma, R. (2005). *Educational Administration*. New Delhi: Anmol Publications.
-) Weber, C.A., & Weber, M. E. (1955). *Fundamentals of Educational Leadership*. MC Graw –HILL.
-) Whyte, W., Greenwood, D., & Lazes, P. (1989). Participatory action research: Through practice to science in social research. *American Behavioral Scientist*, 32(5), 513-551.
-) Yadav, S. (2005). *School Management and Pedagogies of Education*. Anmol Publications Pvt. Ltd.

YEAR	I	B.Ed. 203 PEDAGOGY-I : TEACHING OF PHYSICAL SCIENCE	CREDIT	4(3+1)
SEMESTER	II		HOURS	48+32
			Marks	100(70+30)
OBJECTIVES:		) The pupil teacher will be able to-) know the nature, principles and knowledge of science and its interdisciplinary nature with other subjects.) understand the importance of teaching science in schools.) develop their essential skills for effective teaching of science at school level.) develop and translate theoretical perspectives into pedagogical practices.) use various approaches and methods of teaching science at school level.) organize and maintain physical science laboratory.) organize the content into plan of action and practice the micro and macro teaching skill.) develop instructional designs such as unit plans and lesson plans for teaching of science.) prepare tools for evaluation of learning outcomes in science.		
COURSE CONTENT / SYLLABUS				
UNIT-I	CONCEPT, NATURE AND IMPORTANCE			9 hrs.
	Meaning and Nature Of Science as a Discipline: Process and Products of Science. Interdisciplinary approach of Physical science with other subjects Importance of science in society and school curriculum. Interlinking of science, society and technology. Values of learning physical science.			
UNIT-II	SCIENCE EDUCATION IN INDIA			10 hrs.
	Historical development of Science Education in India. Recommendations of different commissions and committees on science teaching with specific reference to school level instruction. Path breaking discoveries and landmark development in science. Major projects and curriculum revision/development in physical science at global levels. Major agencies for the development of physical science in India. Programs and schemes for the development of science in India.			
UNIT-III	PEDAGOGICAL UNDERSTANDING			9 hrs.
	Instructional objectives of teaching physical science at secondary school level. Writing objectives in behavioural terms based on Bloom, Krathwohl, Simpson, et al – Revised Bloom’s Taxonomy and Higher Order Thinking Skills Concept of Pedagogical Content Knowledge (PCK) and its implications in teaching of science. Paradigm shift in teaching of physical science. Competencies for Teaching of Physical Sciences			
UNIT-IV	Strategies for Teaching Physical Science			10 hrs.
	Methods - Lecture, Demonstration, Inductive, Deductive, Integrated,			

	<p>Project, Laboratory, Problem Solving and Constructivist approach, Cooperative learning, Heuristic</p> <p>Innovative methods: Role Play, Team-Teaching. Brain storming and Models of teaching.</p> <p>Excursion, Science Museums, Science Club, Science Fair, Science Projects</p> <p>Teaching aids in science teaching- meaning, types, significance, qualities of a good teaching aid.</p> <p>Self-improvised apparatus and teaching aids, steps for effective use of audio-visual aids.</p>	
UNIT-V	PLANNING AND EVALUATION	10 hrs.
	<p>Procedures for development and protocols relating to :</p> <p>Science laboratory: Organization and structure of science laboratory, administration, maintenance and safety measures in the lab and first aid kit, Science library: need & importance along with different activities of library. Excursion, Science Museums, Science Club, Science Fair, Science Projects</p> <p>Planning- a) Unit planning, b) Lesson planning</p> <p>Evaluation- a) Concept and process of evaluation, b) Preparation of Scholastic Achievement Test (SAT)</p>	
MODE OF TRANSACTION : Lecture, Lecture cum Discussion, Project Work, Demonstration of Audio-Visual Aid, Action Research, Visits, Presentation		
PRACTICUM- (Any three of the following)		
<p>Preparation of Lesson/Unit Plan by different methods of teaching.</p> <p>Preparation of at least two working models/ laboratory based projects.</p> <p>Visit to Regional Science City/ Planetarium/IITR/CSIR and Writing Report.</p> <p>Preparation of multimedia presentation on any content related topic.</p> <p>Preparation of objective based objective type test items for senior/ secondary level instructions.</p>		

YEAR	I	B.Ed. 203: PEDAGOGY-I TEACHING OF SOCIAL SCIENCES	CREDIT	4 (3+1)
SEMESTER	II		HOURS	48+32
			Marks	100(70+30)
OBJECTIVES:		After going through this course, students will be able to – J understand the foundation of teaching Social Science. J acquaint with different strategies for teaching Social Science at secondary and higher secondary level. J to provide familiarization with Resources for teaching/learning Social science J to develop an understanding of methods and approaches of teaching Social Science . J to enable students to organize co-curricular activities through the Social Science Club. J prepare achievement test in Social Science at secondary and higher secondary level. J prepare lesson plans in Social Science for instructional purposes. J conduct pedagogical analysis of content for teaching in the classroom. J acquire competence in preparing tools of evaluation Social Science learning. J acquire skills of analyzing text book in Social Science. J		
COURSE CONTENT/SYLLABUS				
UNIT-I		Nature & Scope of Teaching of Social Science		
		J Meaning, Nature and Scope of Social Sciences as a school subject. J Aims and Objectives of teaching Social Sciences at School level. J Values of Teaching Social Sciences J Taxonomy and behavioral Objectives in Social Sciences. J Relationship of Social Science with other subjects and within the subject		
UNIT-II		Contents and its pedagogical analysis		
		J Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market J Meaning, importance and Steps of Pedagogical Analysis. J Pedagogical Analysis on the following topics: Z Constitution of India Z Physical features of India Z Indain Freedom Movement Z Population		

	<p style="text-align: center;">Z Democracy in the contemporary world</p> <p> J Disaster Management</p>	
UNIT-III	<p>Lesson planning</p> <p> J Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation</p>	9 hrs.
UNIT-IV	<p>Teaching learning resources and process</p> <p> J Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum- logical, concentric, spiral, chronological.</p> <p> J Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.)</p> <p> J Skills of teaching Social Studies: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation</p>	<p>9 hrs.</p> <p>10 hrs</p>
UNIT-V	<p>Approaches and Evaluation in Teaching</p> <p> J Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, Concept Mapping and Story Telling. Concept Attainment, Inquiry Training Model.</p> <p> J Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions)</p> <p> J Meaning, Importance and Types of Evaluation in Social Sciences.</p> <p> J New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System.</p> <p> J Construction of Achievement Test – Concept and Steps.</p>	
<p>MODE OF TRANSACTION: Group discussion, Lecture-cum-discussion, pair and share, group work, panel discussion, assignments, school visits and sharing of experience</p>		
<p>PRACTICUM</p> <p>Any three of the following:</p> <ol style="list-style-type: none"> Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science. Make an Observation of a place of historical interest/monument nearer to your residence and prepare a report on it/ Prepare a List of Places of Cultural/Historical// Geographical/Economic/ political/scientific interest of your locality Conduct a quiz competition in the class on a day of national importance/Prepare questions for a 		

- quiz programme/Prepare an action plan for social science club
- iv. Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library/Prepare a Text book Material for a Particular Topic.
 - v. Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age/prepare a plan based on any one Model of Teaching.
 - vi. Prepare a sample of Different Types of Test items on different objectives/ Select a concept in Social Science prepare a diagnostic test
 - vii. Prepare a sample Content analysis /Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6th or 10th

REFERENCE

Agarwal, J.C. (1993). *Teaching of Social Studies- A Practical Approach, Second Revised Edition*, Vikas Publishing House.

Batra, P.(ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, New Delhi, Sage

Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harman Publishing House

Eklavya (1994) *Samajik Adhyayan Shikshan: Ek Prayog*, Hoshangabad: Eklavya.

George, A. and Madan, A.(2009) *Teaching Social Science in Schools*, NCERT's New Textbook, New Delhi: Sage

Gupta Rainu (2013) *Teaching of Social Science*, New Delhi, Doaba Publications.

Gupta Rainu (2012) *Samajik Vigyan Shikshan*, New Delhi :Doaba Publications.

Khan, S. U. (1998). *History Teaching-Problems: Prospective and Prospect*, New Delhi: Heera Publications

Kochhar, S.K.(1998).*Teaching of Social Studies*, New Delhi: Sterling Publishers Pvt, Ltd New Delhi.

NCERT (2006). *Position Paper National Focus Group on Teaching of Social Sciences*, New Delhi: NCERT

NCERT Social Science Textbooks for classes VI-X, New Delhi: NCERT.

YEAR	I	B.Ed. 204 PEDAGOGY-II	CREDIT	4(3+1)
SEMESTER	II	TEACHING OF ENGLISH	HOURS	48+32
			MARKS	100(70+30)
OBJECTIVES:	Student teacher will be able to: J Describe the nature of English language. J Formulate instructional objectives for English language in terms of behavioural outcomes. J Select and organize learning experiences according to content and level of students. J Use basic language skills as a tool of comprehension J Design appropriate teaching – learning strategy suited to particular content. J Use ICT and various teaching aids in teaching of English. J Construct achievement tests and diagnostic test for measuring learning outcomes in English language at school level. J Use innovative practices.			
COURSE CONTENT / SYLLABUS				
UNIT-I	ENGLISH LANGUAGE IN EDUCATIONAL CONTEXT			8 hrs.
	Place of English Language in India English as First Language, Second Language, Third Language English as an International Language Aims and objectives of teaching of English at Junior and Secondary level			
UNIT-II	ENGLISH LANGUAGE PEDAGOGY			12 hrs.
	Specific features of English language in terms of Phonology, Morphology, Syntax and Semantics: A brief course in phonetics with the help of language laboratory to be conducted on the basis of available resource pool. Receptive (Listening and Reading) and Productive (Speaking and writing) Skills : Importance and functions Methods and Approaches of teaching English : Grammar-cum-translation Method, Audio-Lingual and Cognitive Code Method English teachers role with reference to Pronunciation, Active and Passive Vocabulary, Spellings: Function and content words			
UNIT-III	AUDIO VISUAL AIDS			9 hrs.
	Use of ICT in teaching-learning process of English with computer-aided methods like-Power Point, Multimedia, Software etc. Importance of instructional material and their effective use: Chalk board, Record-Player, Flannel board, Radio, Pictures, Television, Picture cut-out, Film and filmstrips, Charts, Overhead Projector, Tape-recorder. Characteristics of a good text book			
UNIT-IV	PLANNING PROCEDURE			10 hrs.
	Teaching of Prose, Poetry, Novel, Drama, Story, Biography, and Essay General and Specific Objectives in behavioural terms Lesson plan development for teaching of Prose, Poetry, Grammar and Composition			
UNIT-V	EVALUATION			9 hrs.
	Testing Language skills: Listening ,Speaking, Reading, Writing Testing Language components: Pronunciation, Vocabulary, Grammar Achievement tests, diagnostic testing and remedial teaching in English			

	Action research for improvement of skills in English	
MODE OF TRANSACTION : Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation		
PRACTICAL WORK		
Attempt any three of the following -		
<ul style="list-style-type: none">] Preparation of various teaching aids based on the course content at secondary level.] Developing linguistic profiles of learners (Case study)] Word Formation, Phonetic Transcription, Text book analysis, Book review] Critical analysis of a poem, essay, prose passages] Construction of various types of test items.] Construction of achievement and diagnostic tests.] Conducting of Action Research on selected problems.] Development and use of Language laboratory. 		
BOOKS RECOMMENDED:		
<ul style="list-style-type: none">] Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.] Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.] Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.] Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.] Bhandari and others : <i>Teaching of English</i> – Longmans] Brence : <i>The Teaching of English Abroad, Part I, II, III</i>] Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.] Bryne, D. (1988). Teaching Writing Skills, Longman, England.] Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques, Macmillan Publication, New Delhi.] Kunwar, N. (2015). 'Right writing' in Indian clasroom: learning to be artificial. Language and language teaching. Vol 4, No. 1, Issue 7.] Menon, T.K.N. and Patel, M.S. : <i>The teaching of English as a Foreign Language</i> : Acharya Book Depot, Baroda] O'Conner, J.D.: <i>Better English – Pronunciation</i>] Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and Language Teaching, 1:1. 22- 26.] Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.] Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.] Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English, Neelkamal Publications, Hyderabad.] Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication. 		

YEAR	I	B.Ed. 204 PEDAGOGY-II	CREDIT	4(3+1)
SEMESTER	II	हिन्दी शिक्षण	HOURS	48+32
			MARKS	100(70+30)
पाठ्यक्रम के उद्देश्य :				
<ul style="list-style-type: none"> । शिक्षा में भाषा के महत्व को रेखांकित कर सकेंगे । हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे। । कक्षा के विभिन्न स्तरों पर गद्य, पद्य, व्याकरण, रचना शिक्षण के स्वरूप से परिचित कराना। । हिन्दी भाषा का अन्य विद्यालयी विषयों से सह-सम्बन्ध स्पष्ट करना। । छात्रों के वास्तविक जीवन से सम्बन्धित करके ज्ञान प्राप्त कराना। । हिन्दी शिक्षण की प्रमुख पद्धतियों की जानकारी देना। । भाषायी कौशलों की जानकारी देना और उनके प्रयोग से परिचित कराना। 				
COURSE CONTENT / SYLLABUS				
इकाई-1	हिन्दी शिक्षण –प्रकृति, महत्व एवं उद्देश्य			11 hrs.
	<ul style="list-style-type: none"> । भाषा का अर्थ, महत्व एवं प्रकार । भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन । हिन्दी की व्याकरणिक व्यवस्था—ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार । राष्ट्रीय एकता के विकास में हिन्दी की भूमिका । माध्यमिक एवं उच्चतर माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य। 			
इकाई-2	हिन्दी शिक्षण के कौशल एवं विधियाँ			11 hrs.
	<ul style="list-style-type: none"> । हिन्दी शिक्षण के उद्देश्य : ज्ञानात्मक, कौशलात्मक, सौन्दर्यानुभूति परक एवं सृजनात्मक । मूलभूत भाषा कौशल—श्रवण,वाचन,पठन और लेखन का परिचय । गद्य शिक्षण के उद्देश्य एवं विधियाँ । पद्य शिक्षण के उद्देश्य एवं विधियाँ । व्याकरण शिक्षण के उद्देश्य एवं विधियाँ । रचना शिक्षण (मौखिक एवं लिखित) के उद्देश्य एवं विधियाँ 			
इकाई-3	हिन्दी शिक्षण में पाठ योजना			11 hrs.
	<ul style="list-style-type: none"> । पाठ योजना का अर्थ, महत्व एवं विशेषताएँ। । पाठ योजना एवं अन्विति योजना—निर्माण। । गद्य, पद्य, व्याकरण की पाठ योजना के सोपान। । एक उत्तम पाठ योजना का निर्माण। । पाठ योजना के चरण एवं उनका क्रियान्वयन । वार्षिक योजना और इकाई योजना । भाषा एवं साहित्य की विभिन्न विधाओं के माध्यम से सृजनात्मकता एवं जीवन कौशलों का विकास 			
इकाई-4	साधन एवं सामग्री			9hrs.
	<ul style="list-style-type: none"> । पाठ्य सहगामी क्रियाओं का स्वरूप, प्रकार एवं भाषाभिव्यक्ति में उनका महत्व। । शिक्षण उपकरणों का सन्दर्भ, महत्व व लाभ। 			

	) हिन्दी शिक्षा में नवाचारी शिक्षण एवं संसाधन की आवश्यकता) भाषा प्रयोगशाला।	
इकाई-5	हिन्दी में मूल्यांकन) हिन्दी शिक्षण व मूल्यांकन की नवीन प्रविधियाँ, निदानात्मक एवं उपचारात्मक शिक्षण।) शैक्षणिक उद्देश्यों का ब्लूम के वर्गीकरण के अनुसार व्यवहारपरक उद्देश्य।) हिन्दी शिक्षण में सतत् एवं व्यापक मूल्यांकन	8 hrs.
कार्य सम्पादन प्रणाली : व्याख्यान, पी0पी0टी0 एवं समूह वार्तालाप प्रायोगिक कार्य (कोई तीन)) विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।) हिन्दी विषय के विद्यार्थियों का एक उपलब्धि परीक्षण का निर्माण करना।) हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं उनके उपयोग की तुलनात्मक समीक्षा।) आदर्श पाठ योजना का निर्माण (गद्य, पद्य व्याकरण)) अपनी मन पसन्द कविताओं का मूल्यांकन तथा उन पर एक लेख तैयार करना। नोट : उर्पयुक्त किये गये प्रायोगिक कार्य का प्रतिवेदन (रिपोर्ट) जमा करना अनिवार्य हैं		

सन्दर्भ ग्रन्थ सूची :

-) रामशकल पाण्डेय-हिन्दी शिक्षण अग्रवाल पब्लिकेशन्स आगरा-2
-) डा. श्रुतिकान्त पाण्डेय,-हिन्दी शिक्षण अभिनव आयाम, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, 2010
-) उमा मंगल, -हिन्दी शिक्षण, आर्य बुक डिपों करोल बाग, नई दिल्ली, 2005
-) शिखा चतुर्वेदी-हिन्दी शिक्षण, आर. लाल बुक डिपो मेरठ
-) रमन बिहारी लाल-हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
-) शर्मा, डॉ० मार्तण्ड,-हिन्दी शिक्षण, शारदा पुस्तक भवन, इलाहाबाद।
-) सुषमा जोशी नवीनतम् संस्करण- हिन्दी भाषा शिक्षण, आलोक प्रकाशन, लखनऊ।
-) सावित्री सिंह-हिन्दी शिक्षण, इण्टरनेशनल पब्लिशिंग हाउस, मेरठ।
-) भाई योगेन्द्रजीत- हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
-) निरंजन कुमार सिंह- माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थानी हिन्दी ग्रन्थ अकादमी ए जयपुर।
-) तिवारी उदय नारायण, हिन्दी भाषा का उद्गम एवं विकास, भारती भण्डार, लीडर प्रेस इलाहाबाद।
-) भगवत दत्त, भाषा का इतिहास आत्मा राम एण्ड सन्स दिल्ली-6।
-) रघुनाथ सफाया- हिन्दी शिक्षण विधि, हरियाणा साहित्य अकादमी, चण्डीगढ़।
-) अज्ञेय, सच्चिदानन्द हीरानन्द वात्स्यायन 2010, वत्सल निधि प्रकाशन माला : संवित्ति, सस्ता साहित्य मण्डल प्रकाशन, नई दिल्ली।
-) कुमार, कृष्ण 2004, बच्चे की भाषा और अध्यापक, राष्ट्रीय पुस्तक न्यास, नई दिल्ली कौशिक, जयनारायण 1987, हिन्दी शिक्षण, हरियाणा, साहित्य अकादमी, चण्डीगढ़।
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YEAR	I	EDU-204: PEDAGOGY-II TEACHING OF MATHEMATICS	CREDIT	4(3+1)
SEMESTER	II		HOURS	48+32
			MARKS	100(70+30)
OBJECTIVES:	After completion of the course the student teacher will be able to 1. Develop insight into the meaning, nature, scope and objectives of mathematics education. 2. Appreciate the role of mathematics in day to day life. 3. Understand history, development of mathematics and the contributions of Indian mathematicians to mathematics. 4. Understand aims and objectives of different branches of mathematics. 5. Identify the role of branches of mathematics and their implications on the society. 6. Understand and practice various methods and approaches of teaching mathematics. 7. Understand the selection, preparation and uses of learning resources. 8. Prepare lesson plan of mathematics teaching. 9. Participate and organize the different co-curricular activities in mathematics. 10. Understand the professional competencies, commitments and expectations of mathematics teacher.			
COURSE CONTENT / SYLLABUS				
UNIT-I	MEANING, NATURE, AND SCOPE OF MATHEMATICS			9 hrs.
	1.1 Meaning, Nature, and Scope of Mathematics; History of Mathematics with special emphasis on teaching of mathematics. 1.2 Contributions of Indian Mathematicians: (a) Aryabhatta (b) Brahmagupta (c) Bhaskaracharya (d) Srinivasan Ramanujan. 1.3 Contributions of Western Mathematicians: (a) Euclid (b) Pythagoras (c) Rene Descarte 1.4 Correlation of Mathematics with other school subjects and with other branches of Mathematics			
UNIT-II	AIMS AND OBJECTIVES OF TEACHING MATHEMATICS			(10 hrs.)
	2.1 Aims, Values, and General Objectives of teaching mathematics. 2.2 Specific Objectives and teaching points of various content areas in different branches of secondary school mathematics. 2.3 Recommendations of various Educational Committees and Commissions as regards to Aims and Objectives of Teaching Mathematics. 2.4 Linking Blooms Taxonomy with Academic Standards.			

UNIT-III	APPROACHES, METHODS AND TECHNIQUES OF TEACHING MATHEMATICS	9 hrs.
	3.1 Approaches of Teaching Mathematics: Classroom approach, Problem-solving approach, Laboratory approach, Computer based approach (CAI, Programmed Learning) 3.2 Methods of Teaching Mathematics: Inductive and Deductive; Analytic and Synthetic; Laboratory, Heuristic, Project Method and Activity Based Teaching. 3.3 Techniques of teaching Mathematics: Drill and Practice, Oral work and Written work, Play-way Technique, Assignment and Homework 3.4 Methodological issues and variation in area of Mathematics (Algebra, Arithmetic, Geometry, Trigonometry, Probability and Statistics)	
UNIT-IV	PLANNING FOR TEACHING–LEARNING MATHEMATICS	10 hrs.
	4.1 Planning of Instruction: Year Plan, Unit plan, Period plan based on Blooms Taxonomy and academic standards. 4.2 Lesson Planning: Meaning, Steps, Importance and format of Lesson Plan. 4.3 Planning for Effective Instruction: Characteristics of good Instructional Programme, Formation of objectives, Selection of content or Learning material, Designing learning experiences, Preparation of Unit or Lesson Plan 4.4 Technology Integrated Lesson-Planning and teaching through usage of digital technology.	
UNIT-V	Assessment and Evaluation	10 hrs.
	1.1 Measurement-Meaning and concept; Evaluation- Need, Concept, Steps and characteristics of Evaluation. 5.2 Approaches of Evaluation: Formative, Summative, Diagnostic and Remedial, 5.3 Test-Standard Test and Teacher made Test; Achievement test in mathematic- Arithmetic, Algebra, and Geometry; Preparation of test items–Precautions to be taken while preparing test items in different branches of mathematics. 5.4 Concept of CCE and measurement of different behavioral changes like interest, attitude, and aptitude in learning mathematics.	
MODE OF TRANSACTION: Lecture, Lecture cum Discussion, Project Work, Demonstration of Audio-Visual Aid, Action Research, Visit, Group Work and its presentation. PRACTICUM: 1. Preparation and Presentation of Lesson Plan on any one topic from Mathematics Text books of 9-12 classes. 2. Each student has to collect and present history and contributions of one Indian or		

Western mathematician.

3. Preparation of T.L.M. for any one topic from classes 9-12 mathematics.
4. Preparation of power point presentation (PPT) for any one topic from a different branch of mathematics.
5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)

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YEAR	I	B.Ed. 204 PEDAGOGY – II	CREDIT	4(3+1)
SEMESTER	II	TEACHING OF BIOLOGY SCIENCE	HOURS	48+32
			Marks	100(70+30)
OBJECTIVES:	The pupil teacher will be able to- J Develop broad understanding of principles and knowledge used in biology science. J Acquire essential skills for practicing biological science. J Translate theoretical perspectives into pedagogical practices. J Use various approaches and methods of teaching life science. J Formulate instructional designs and lesson plans of biological science. J Prepare objective congruent tools for evaluation in biological science			
COURSE CONTENT / SYLLABUS				
UNIT-I	CONCEPT, NATURE AND IMPORTANCE J Meaning, Nature and scope of biological science; History of biological science, Important discoveries and inventions in the area of Biology . J Significance of inquiry, observation and experiments in biological science, its interdisciplinary linkages and societal concerns. J Value development: Intellectual, Utilitarian, Aesthetic, Disciplinary, Scientific Attitude, Vocational			9 hrs.
UNIT-II	AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE J Aims and objectives of biological science J Acquiring skills to understand processes of studying biology e.g. observation, exploration, experiments etc. Generalization of observations and validation of Knowledge. J Bloom’s taxonomy of educational objectives. Writing objectives in behavioural terms. J Objectives of biology teaching at secondary school level in the light of National Curriculum Framework (NCF-2005)			10 hrs.
UNIT-III	SCHOOL SUBJECT CONTENTS: BIOLOGICAL SCIENCE a) Animal Cell and plant cell b) levels of organization c) cell division d) Photosynthesis e) Human Respiratory system f) Human Digestive system			9hrs.
UNIT-IV	TEACHING-LEARNING RESOURCES J Methods - Lecture, Demonstration, Inductive, Deductive, Integrated, Heuristic, project, Laboratory, Problem Solving and constructivist J Techniques – Team-Teaching, Computer Assistance Learning (CAL) J Biology museum, biology club, field trips, aquarium, herbarium and vivarium exhibition J Use of ICT in teaching-learning process of biological sciences with computer-aided methods like-Power Point, Multimedia, Simulation, Software, Webinars.			10 hrs.
UNIT-V	PLANNING AND EVALUATION			10 hrs.

	Development of instructional designs with reference to the following:) Planning- a) Unit planning, b) Lesson planning) Evaluation- a) Concept and process of evaluation, b) Preparation of Scholastic Achievement Test (SAT)	
MODE OF TRANSACTION : Lecture, Lecture cum Discussion, Project Work, Demonstration of Audio-Visual Aid, Action Research, Visits, Presentation		
PRACTICUM- (Any three of the following)) Preparation of instructional designs in the form of Lesson/Unit Plan by different methods of teaching.) Preparation of two working models.) Visit to botanical and zoological garden and Writing Report.) Preparation of multimedia presentation on any content related topic.) Preparation of the objective based objective type test items in biology at school level.		

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YEAR	I	B.Ed 205: UNDERSTANDING DISCIPLINES AND SUBJECTS	CREDIT	2(1+1)
SEMESTER	II		HOURS	16+32
			Marks	50 (35+15)
OBJECTIVES:		After the transaction of the course, student teachers will be able to: <ul style="list-style-type: none">Analyse and evaluate changes in the perspectives in school curriculum, text books and syllabus on socio-cultural basis.Compare and evaluate the perspective of NCERT on the required changes in knowledge base in school subjects- Mathematics, science, languages and social science.		
COURSE CONTENT / SYLLABUS				
UNIT-I	Socio-cultural perspectives of disciplines and school subjects (theory of school content)			6 hrs.
	) Evolution of socio –cultural perspectives in school level knowledge base;)) Social history of school contents)) Emergence of school subjects and disciplines from social, political and intellectual contexts;)) History of emergence of methods of methods of teaching;)) NCERT Position paper on change in curriculum, syllabus and textbooks.			
UNIT-II	Changes in theory of content in school education after independence in India			5 hrs.
	) Needed changes in discipline –oriented school textbooks;)) Steps needed to redesign text books for school education a) Focus on drawing upon the experiences of children; b) Focus on the diverse community background of students; c) Focus on natural curiosities of students Focus on learner –centred methods of teaching-constructivist approach.			
UNIT-	Paradigm shift in teaching and future trends			5 hrs.

III	<ul style="list-style-type: none">) Paradigm shift in teaching of social science in schools) Paradigm shift in teaching of science in schools) Paradigm shift in teaching of Mathematics in schools) Paradigm shift in teaching of Indian languages in schools) Application of paradigm shift in present and future scenario. 	
MODE OF TRANSACTION Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation		
Practicum: <ul style="list-style-type: none"> ➤ Visiting nearby local schools and teach school subjects ➤ Review of NCERT books 		
Suggested Readings: NCERT(2006). Position paper national focus group on curriculum, syllabus and textbooks. New Delhi: author. Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf NCERT (2006). Position paper national focus group on teaching of social sciences. New Delhi: Author Retrieved on April 21, 2015 from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf NCERT(2006). Position paper national focus group on teaching of Indian languages. New Delhi: Author Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf NCERT (2006). Position paper national focus group on teaching of mathematics. New Delhi: Author Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf NCERT(2006). Position paper national focus group on teaching of science. New deli: Author. Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf		

YEAR	I	B.Ed. 206 (EPC) - DRAMA AND ART IN EDUCATION	CREDIT	2(1+1)
SEMESTER	II		HOURS	16+32
			Marks	50(35+15)
OBJECTIVES:		Student teacher will be able to: J Understand the use of ‘drama’ as pedagogy. J Use ‘role play’ technique in the teaching learning process. J Understand the importance of dramatic way of presentation. J Integrate singing method in teaching learning process. J Understand various ‘dance forms’ and their integration in educational practices. J Use art of drawing and painting in teaching learning process. J Develop creativity through different creative art forms. J Understand the efficacy of different art forms in education.		
COURSE CONTENT / SYLLABUS				
UNIT-I	FUNDAMENTALS OF DRAMA AND MUSIC (GAYAN AND VADAN)			5 hrs.
	J DRAMA J Drama and its different forms as a tool of learning J Use of Drama for Educational and social change (Street play, Dramatization of a lesson) J Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation J MUSIC J Sur, Taal and Laya (Sargam) J Vocal - Folk songs, Poems, Prayers J Composition of Songs, Poems, Prayers J Integration of <i>Gayan</i> and <i>Vadan</i> in Educational practices			
UNIT-II	THE ART OF DANCE			4 hrs.
	J Various Dance Forms - Bharat Natyam, Kathakali, Odishi, Folk dance : Garba, Bhavai, Bhangada, Bihu and various other dances J Integration of Dance in educational practices (Action songs, <i>NrityaNatika</i>)			
UNIT-III	DRAWING, PAINTING AND CREATIVE ARTS			7 hrs.
	J Colours, Strokes and Sketching- understanding of various means and perspectives J Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting J Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms J Model making - Clay modeling, Origami, Puppet making J Decorative Art - Rangoli, Ekebana, Wall painting (Mural) J Designing - Computer graphics, CD Cover, Book cover, Collage work			

	The use of different art forms in Education	
MODE OF TRANSACTION		
Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit, Group work and its Presentation		
PRACTICUM		
Any one of the following		
<ol style="list-style-type: none"> 1. Develop a script of any lesson in any subject of your choice to perform a Play / Drama. 2. Develop a script for the street play focusing on "Girl's education and Women empowerment". 3. Prepare a script of <i>Bhavai</i> based on some Socio-political issues. 4. Prepare a pictorial monograph on "Various folk dance of Gujarat". 5. Prepare a pictorial monograph on "Various Dance forms in India". 6. Prepare a calendar chart on "Various Musical Instruments in India". 7. Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language. 8. Prepare some useful, productive and decorative models out of the waste materials. 9. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning. 10. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it. 11. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it. 12. Develop a creative design based on your choice for CD Cover or Book cover. 13. Develop a design or picture based on collage work. 		

YEAR	I	EPC-207	CREDIT	2(1+1)
SEMESTER	II	TEACHING SKILLS AND SCHOOL OBSERVATION	HOURS	16+32
			Marks	50(35+15)
OBJECTIVES:		On completion of the course the students will be able to: <div><input type="checkbox"/> Understand and Practice the different teaching skills to be exhibited during teaching learning process</div> <div><input type="checkbox"/> Understand the know how, when and where to use those skills according to the classroom situation</div> <div><input type="checkbox"/> Understand the teacher’s core competencies require for the teachers</div> <div><input type="checkbox"/> Understand the dimensions teachers core competencies and how to develop those competencies during his/her professions</div>		
COURSE CONTENT / SYLLABUS				
UNIT-I	Teaching Skills			5 hrs.
	) Microteaching		
	) Concept and types of teaching skills required for teaching; Conventional and innovative (online teaching, smart class etc.)		
	) Need and importance of teaching skills at Secondary level		
	) Teaching skills for inclusive schools/settings		
UNIT-II	Core Competency			5 hrs.
	) Concept of competency; areas/dimensions of Core competencies for the teachers		
	) Relevance of core competencies		
	) Professional development and core competencies to meet the needs of different students in the present scenario		
UNIT-III	Perspectives of Teaching Skills and Core Competency			6hrs.
	) Critical analysis and suggestions/recommendations of commissions/ reports/ policies with special references to teaching		
	) Teaching skills required for children with special needs		
	) Teaching skill in 21 st century.		
	) Ethical perspectives in teaching		

Practicum

Preparation of micro teaching skills lesson plan at least seven in each subject

Demonstration and Observation of teaching skills

Observation of day to day activities (School observation): Students will observe following and prepare the reports during school observation

-) Observation of Existing School Time Table
-) Observation of Morning Prayer and Co-Curricular Activities Like Sports/ Cultural /NCC/ Scout and Guide/ Recreation/ NSS/Picnic and Study Tours/ Debates
-) Observation of School Library and Labs
-) Observation of School Building, Boundary, Play Field, Drinking Water Facility, Toilets and Wash Rooms

Suggested Modes of Transactions

Discussion
Debate
Seminar
Interactive
Reflective practices etc

References

-) Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
-) Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
-) Mangal S.K. (2000). Advanced Education Psychology. New Delhi: Prentice Hall of India (P) Ltd.
-) Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.
-) Manoj Dash, (2010). *ICT in Teacher Development*, Hyderabad: Neelkamal Publication.

**Indira Gandhi National Tribal University, Amarkantak
(M.P.)
B.Ed. 2 year Programme
Semester-III**

Distribution of Marks and Credits as well as Internal and External Assessment Details

Course No B.Ed- 301	Course Name	Total		Distributio n of Credits		Records	Internal/ External
		Marks	Credit s	T	P		
I	Pre-Internship: Pedagogy - I	25	1	-	1	25	
II	Pre-Internship: Pedagogy - II	25	1	-	1	25	
III	School Internship(Pedago gy Paper-1)	150	6	-	6	75	75 (Internal Examinat ion)
IV	School Internship(Pedago gy Paper-2)	150	6	-	6	75	75 (Internal Examinat ion)
V	School Experiences	50	2	-	2	50	
VI	Post-Internship: Pedagogy - I	50	2	-	2	25	25 (External Examinat ion)
VII	Post-Internship: Pedagogy - II	50	2	-	2	25	25 (External Examinat ion)
EPC-302	Creating an Inclusive School	50	2	1	1	--	35 (External and 15 Internal)
Total		550	22	1	21	300	250

Indira Gandhi National Tribal University, Amrakantak (MP)

**Department of Education
B. Ed. Two Year Programme**

SEMESTER-III

Note on School Internship

The whole of third semester comprising of 16 weeks will be devoted to internship related activities and one EPC- Creating an Inclusive School paper.

YEAR	II	EPC- 302 CREATING AN INCLUSIVE SCHOOL	CREDIT	2(1+1)
SEMESTER	III		HOURS	16+32
			Marks	50 (35+15)
OBJECTIVES:		Student teacher will be able to: On completion of this course the students will be able to J Understand concept, meaning and significance of inclusive education. J Distinguish the concepts of Special Education, Integrated Education and Inclusive Education. J Analyze critically the needs, problems, causes and educational provisions meant for CWDN. J Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education. J Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers, parents, peers and community J Preparation of teachers for inclusive schools, J Identify and utilize existing resources for promoting inclusive practice.		
COURSE CONTENT / SYLLABUS				
UNIT-I	INTRODUCTION TO INCLUSIVE EDUCATION			5 hrs.
	J Concept of Inclusive Education, Integrated Education and Special Education. J Need, Objectives & scope of Inclusive Education. J Factors responsible for successful inclusion in the mainstream – future vision J Definition of disability and inclusion in educational framework J Threats of psychological problems of disability J Historical perspectives of inclusive education for children with diverse needs.			
UNIT-II	TYPES OF CHILDREN WITH DIVERSE NEEDS (CWDN)			4 hrs.

	<ul style="list-style-type: none">) Concept, classification, characteristics, causes, problems, identification, classroom management strategies and prevention for children with diverse needs) Learning disability) Mental Retardation) Visual Impairment and Hearing Impairment) Loco-motor Impairment 	
UNIT-III	LEGISLATIVE FRAMEWORKS AND PROGRAMMES <ul style="list-style-type: none">) National Policy on education 1986, 1992 regarding special Education) Rehabilitation Council of India Act (1992)) Persons with Disabilities Act (1995)) National Policy of Disabilities (2006)) Right of person with Disability Act (2016)) Educational Provisions & Programmes, Aids & Appliances for Special Need Children: Mentally Retarded, Hearing Impaired, Orthopedically Impaired, Visually Impaired) Institutes and Agencies imparting Rehabilitation) Role of parents, peers, teachers and society in rehabilitation of Special Need Children) Objectives and Functions of National Institutes and International Agencies in Rehabilitation 	7 hrs.
	<p style="text-align: center;">PRACTICUM</p> <ul style="list-style-type: none">) Preparation of a status report on education of any category of CWDN.) Report on a visit to school practicing inclusion and identifying learning disabled students. <p>References : Bartlett, L. D. and Weisentein, G. R. (2003). <i>Successful Inclusion for Educational Leaders</i>. New Jersey: Prentice Hall. Chaote, J. S. (1991). <i>Successful Mainstreaming</i>, Allyn and Bacon Choate, J. S. (1997). <i>Successful Inclusive Teaching</i>. Allyn and Bacon Daniels, H. (1999) .<i>Inclusive Education</i>. London: Kogan. Deiner, P. L. (1993). <i>Resource for Teaching Children with Diverse Abilities</i>, Florida: Harcourt Braceand Company Dessent, T. (1987). <i>Making Ordinary School Special</i>. Jessica Kingsley Pub. Gargiulo, R. M. <i>Special Education in Contemporary Society: An Introduction to Exceptionality</i>. Belmont: Wadsworth. Gartner, A. & Lipsky, D. D. (1997) <i>Inclusion and School Reform Transferring America's Classrooms</i>, Baltimore: P. H. Brookes Publishers. Giuliani, G. A. & Pierangelo, R. (2007) <i>Understanding, Developing and Writing IEPs</i> . Corwin press: Sage Publishers. Gore, M. C. (2004) .<i>Successful Inclusion Strategies for Secondary and Middle</i></p>	

	<p><i>School Teachers</i>, Corwin Press, Sage Publications.</p> <p>Hegarty, S. & Alur, M. (2002) <i>Education of Children with Special Needs: from Segregation to Inclusion</i>, Corwin Press. Sage Publishers</p> <p>Karant, P. & Rozario, J. ((2003). <i>Learning Disabilities in India</i>. Sage Publications.</p> <p>Karten, T. J. (2007). <i>More Inclusion Strategies that Work</i>. Corwin Press, Sage Publications.</p> <p>King Sears, M. (1994) <i>Curriculum Based Assessment in Special Education</i>. California, Singular Publications.</p> <p>Lewis, R. B. & Doorlag, D. (1995) <i>Teaching Special Students in the Mainstream</i>. 4th Ed. New Jersey, Pearson</p> <p>McCormick, Sandra. (1999) <i>Instructing Students who Have Literacy Problems</i>. 3rd Ed. New Jersey, Pearson</p> <p>Rayner, S. (2007). <i>Managing Special and Inclusive Education</i>, Sage Publications.</p> <p>Ryandak, D. L. & Alper, S. (1996) <i>Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting</i>. Boston, Allyn and Bacon</p> <p>Sedlak, R. A. & Schloss, P. C. (1986). <i>Instructional Methods for Students with Learning and Behaviour Problems</i>. Allyn and Bacon</p> <p>Stow L. & Selfe, L. (1989) <i>Understanding Children with Special Needs</i>. London Unwin Hyman.</p> <p>Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). <i>Exceptional Lives: Special Education in Today's Schools</i>. 2nd Ed. New Jersey Prentice Hall Inc.</p> <p>Vlachou D. A. (1997) <i>Struggles for Inclusive Education: An ethnographic study</i>. Philadelphia, OpenUnive</p> <p>Westwood P. (2006) <i>Commonsense Methods for Children with Special Educational Needs Strategies for the Regular Classroom</i>. 4th Edition, London RoutledgeFalmer Taylor & Francis Group.</p>	
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SEMESTER-IV

YEAR	II	BED 401: KNOWLEDGE AND CURRICULUM	CREDIT	4 (3+1)
SEMESTER	IV		HOURS	48+32
			Marks	100 (70+30)
OBJECTIVES:		1. To understand the nature of knowledge, and its process of construction 2. To examine the moral values of the student teachers 3. To understand the nature and importance of curriculum and its determinants 4. To understand the development and approaches of curriculum 5. To develop and apply a framework for studying curriculum documents		
COURSE CONTENT / SYLLABUS				
UNIT-I	Knowledge			10
	a. Epistemology, Knowledge-meaning, definitions; Differences between information, knowledge, belief and truth. Knowledge as human endeavor; curiosity, practice and dialogue; b. Knowledge construction, Process of Construction of Knowledge. Facets of knowledge. c. Views of Mahatma Gandhi, Rabindranath Tagore, Aurobindo and Jiddu Krishnamurthi on knowledge and education.			
UNIT-II	Moral Education			9
	a. Morality- meaning, importance; Morality in a multi-cultural, multi religious and democratic society; Moral Education-Meaning and objectives; Moral education and curriculum. b. Society, culture and modernity; Industrialization, democracy and ideas of individual autonomy and reason. c. Understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity, with special reference to Ambedkar.			
UNIT-III	Curriculum			9
	a. Curriculum-meaning, importance, scope, aims and objectives; concept of core curriculum, hidden curriculum, and spiral curriculum; b. Syllabus; text books; Role of teacher in curriculum, syllabus, and text books. c. Determinants of curriculum - socio political aspirations, cultural orientations, national priorities, system of governance and power relations, and International contexts.			
UNIT-IV	Curriculum Development and Evaluation			10
	a. Curriculum development in terms of Socio-cultural context of students, multi-cultural, multilingual aspects, learner characteristics, teachers experiences and concerns, and critical			

	<p>issues in the society.</p> <p>b. Approaches to Curriculum development - subject centered, environmentalist, behaviorist, competency based, learner centered, and constructivist.</p> <p>c. Process of curriculum evaluation and revision; feedback from learners, teachers, community, and administrators.</p>	
UNIT-V	Curriculum Frameworks	10
	<p>a. Curriculum frame work -meaning, importance, and its purpose</p> <p>b. Curriculum visualized at different levels – National level, State level, School level, Class level, and related issues.</p> <p>c. Curriculum frameworks of NCERT and SCERT; Curriculum frame work and its significance in school education.</p>	
MODE OF TRANSACTION: Lectures, discussions, assignments, films on educational thinkers		
Practicum		
<p>i. Conduct a collaborative knowledge construction class in a school and prepare a report on its basis. (Some exemplar themes: ‘let us find out about what kind of food we all eat and enjoy.’ Or ‘what is the nature of our family lives?’ or ‘what is the difference between a fly and an ant?’ or let us find out the rules for use of masculine and feminine gender in Hindi language.)</p> <p>ii. Comparative study of various curriculum documents.</p> <p>iii. Prepare a report comparing national curriculum framework, the text books and class room practices in the school in which the student teacher has been interned. To what extent does the class room practice carry out the curricular objectives or the objectives set out in the text books?</p> <p>iv. Critically analyses various samples of textbooks, children’s literature, and teachers’ handbooks etc., and how they revise</p>		
<ol style="list-style-type: none"> 1. Anthony Giddens(2006). Sociology (5th Edition) Cambridge (Chapter on Education) 2. Christopher Winch and John Gingell (2005). Philosophy and Education: A Critical Introduction. Routledge. 3. Christopher Winch, Philosophy and Education Policy, chapter 1&2. 4. John Dewey, Democracy and Education 5. Kohlberg, L.(1963). The development of children's orientations toward a moral order, Vita Humana. 6. Meighan, R. Hidden Curriculum, in Iram Siraj-Blatchford, A Sociology of Educating, 7. NCERT (2005). National Curriculum Framework-2005, (Chapter 2) 8. NCERT (2006). Position Paper, National Focus Group on Curriculum, Syllabus and Text books 9. NCERT (2007). Position Paper, National Focus Group on Work and Education 10. NCERT. Relevant sections of 1975, 1988, 2000 and 2005 curriculum documents of NCERT. 11. Noah Lemos (2007). An Introduction to the Theory of Knowledge. Cambridge. 12. Paul Hirst (1999). The Demands of Moral Education: Reason, Virtues and Practices. In Education in Morality, edited by J H Halstead and T H Mclaughlin. Routledge, 1999 13. Robin Barrow (2007). An Introduction to Moral Philosophy and Moral Education. Routledge. 14. Ryle, G. ‘Can Virtue Be Taught?’ in R. E. Dearden, P. Hirst and R. S.Peters (Eds) Education and the Development of Reason, London, Routledge. (1972) 15. Straughan, R. (1982). Can We Teach Children to Be Good?, London, Allen and Unwin. 		

YEAR	II	BED 402: GENDER, SCHOOL AND SOCIETY	CREDIT	4(3+1)
SEMESTER	IV		HOURS	48+32
			Marks	100 (70+30)
OBJECTIVES:		Course objectives: At the end of the course, the student-teachers will be able to: 1. understand the concept of gender roles in society 2. explain the gender identity and socialization process 3. identify gender roles in textbooks and curriculum 4. discuss safety of girls and women at school, home and workplace 5. understand the representation of gender in various mass media.		
COURSE CONTENT / SYLLABUS				
UNIT-I	Gender Roles in Society			10 hrs.
	) Gender: Concept and Perspectives)) Concept of sex, gender and transgender.)) Gender related concepts: patriarchy, feminism, equity and equality, sexuality.)) Emergence of gender-specific roles: sociological and psychological perspectives.)) Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity.			
UNIT-II	Gender Identity and Socialization Process			10hrs.
	) Gender identity and socialization practices in family, school and organization)) Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity)) Actual gender roles and responsibilities assigned in schools and classrooms)) Measurement of gender identity - discrimination of gender in classroom interactions, rituals and school/ routines)) Processes of disciplining techniques for boys and girls - Analysis of sex-roles stereotype.			
UNIT-III	Gender and School Curriculum			10hrs.

	<ul style="list-style-type: none">) Representation of gender roles in school textbooks and curricula) Role of schools in nurturing or challenging young people as masculine and feminine selves - Integration of gender roles in school and curriculum) Developing positive attitude towards opposite genders in schools - gender bias in education - Transgender: providing opportunities for education, employment and life skills) Developing school curriculum for gender equality.) Gender issues in diverse cultural constraints: Teacher's role 	
UNIT-IV	Violence on Safety of Girls and Women	10hrs.
	<ul style="list-style-type: none">) Safety of girls and women at school, home and workplace - Sexual abuse and violence) Role of education in preventing various aspects of violence.) Meaning and concept of body objectification - Combating female body objectification: Role of teachers and parents.) Constitutional law in protecting of rights of girls and women) Role of governmental and Non-governmental organization in protection of Girl and women. 	
UNIT-V	Mass Media and Gender	8 hrs.
	<ul style="list-style-type: none">) Gender roles in mass media – Gender stereotypes in mass media - gender identity roles) Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements) Gender equality and language use. 	
MODE OF TRANSACTION: Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
<div style="text-align: center;">PRACTICUM</div> <p>Tasks and Assignments:</p> <ol style="list-style-type: none"> 1. Prepare a report on different roles of adolescents (boys and girls) in the context of emerging society. 2. Prepare a report on child abuse/violation of girl's rights by collecting data from various media resources. <p>References:</p> <ol style="list-style-type: none"> 1. NCERT. (2006). Gender Issues in Education. New Delhi: Publications Division. 2. Kosut, Mary. (2012). Encyclopedia of gender in media. New Delhi: Sage Publications. 3. Carole Brugeiles & Sylvie Cromer. (2009). Promoting gender equality through textbooks. 		

Paris: UNESCO Publications Division.

4. Byerly, C. M. (2011). Global report on the status of women in the news media. Washington DC: International Women's Media Foundation.
 5. Fredrick Luic Aldama. (2005). Brown on brown: Chicapola representations of gender, sexuality, and ethnicity. University of Texas Press.
 6. Hurlock, Elizabeth.B.(1974) Personality development. New Delhi: McGraw Hill Education.
 7. Jayaraman, Chindai (2016). Understanding the schools. Chennai: Vinodh Publishers.
 8. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith. (2013). Discipline, moral regulations and schooling: A social history. New York: Routledge.
 9. Sharma.K.K & Punam Miglani. (2016). Gender, school and society. Patiala:Twenty first century publications.
 10. [www. academia. edu](http://www.academia.edu).
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YEAR	II	B.Ed. 403	CREDIT	4(3+1)
SEMESTER	IV	HEALTH, YOGA AND PHYSICAL EDUCATION	HOURS	48+32
			Marks	100 (70+30)

OBJECTIVES:	<p>The course will enable the student teachers to</p> <ul style="list-style-type: none">) Understand the concept of holistic health, its various dimensions and determinants) Develop positive attitude towards health physical education and yoga as individual;) Sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;) Create interest for the practice of yogasanas and meditations;) Understand various policies and programmes related to health, physical education and yoga.) Help them to understand the process of assessment of health and physical fitness) To be sensitive student teacher about emerging issues such as health & fitness, wellness, technology, environment.
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COURSE CONTENT / SYLLABUS

UNIT-I	Health Education	8 hrs.
	<ul style="list-style-type: none">) Meaning, Definition, Aims, Objectives and Importance of Health Education) Concept of health, importance, dimensions) Health needs of children and adolescents, including differently-abled children) Understanding of the body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones. 	
UNIT-II	Diseases, Food and Nutrition	9 hrs.
	<ul style="list-style-type: none">) Common health problems and diseases-its causes, prevention and cure Common health problems, diseases-Communicable and non-communicable diseases: its causes, prevention and cure. Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, Diabetes, Obesity. Measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.) Immunization and first aid- at Home, Road, Water, Fire accidents and Snake bite, Common sports injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation.) Nutrition & Malnutrition, Food and nutrition, food habits, timing of food, nutrients and their functions, seasonal foods and festivals, preservation of food value during cooking, indigenous and modern 	

	ways to persevere food, shift in food practices and its globalisation, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.	
UNIT-III	Yoga	9 hrs.
	<ul style="list-style-type: none">) Concept, need and importance of yoga, History of yoga) Physical activity guidelines for yoga teaching) Yogasanas- Standing, Sitting, Prone and Supine positions (5 Asanas each)) Kriyas and Pranayams, Meditation) Do's & Don't of yogic practices.) Role of yogasanas for prevention of common diseases) Impact of yoga on different body systems. 	
UNIT-IV	Physical Education	10 hrs.
	<ul style="list-style-type: none">) Concept, needs and importance of physical education) Role of institutions (school and family), health services, policies and major health and physical education-related programmes, blood banks, role of media.) Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.) Safety and security – disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment 	
UNIT-V	Games and Sports	12 hrs.
	<ul style="list-style-type: none">) Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities) Impact of Physical activities, games, sports on different body systems.) Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health.) Games and sports – athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health) Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sport-personship. 	

MODE OF TRANSACTION

Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation

PRACTICUM (Mandatory for all students)

-) Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game
-) Organization & Participation of games and sports tournaments
-) Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation.
-) Celebration of yoga day, yoga week.

Pedagogical Approach:

The following methods may be adopted:

-) Interactive discussions, group-work, sharing of experiences, organizing various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
-) Organising school health check-ups, referral, practical classes of first aid.
-) Projects and assignments for individual learners as well as for group work and their record of activities.
-) Guiding them in the organisation of games and sports and demonstration of yogic activities.

Suggested Readings:

-) Bette J., Logsdon & Others.1977. "Physical Education for Children: A Focus on the Teaching Process", Lea &Febiger, Philadelphia
-) Deborah A. Wuest, Charles A. Bucher. 2006. 15th edition. "Foundation of Physical Education Exercise Science and Sports", Tata McGraw Hill, Pvt. Ltd., New Delhi
-) Gharote M.L. 2004. Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonvala.
-) Jack H. Wilmore, David L. Costill, W. Larry Kenney.2011. 5th edition. "Physiology of Sports and Exercise", Human Kinetics Publication
-) John E. Nixon, Ann E. Jewett.1980. "An Introduction to Physical Education, Thomson Learning 9th edition, London.
-) M.M. Gore. 2007. "Anatomy and Physiology of Yogic Practices" MotilalBanarsiDass, New Delhi.
-) MDNIY. 2010. "Yoga Teachers Manual for School Teachers , New Delhi
-) Morarji Desai National Institute of Yoga, —Pranayama , New Delhi
-) Morarji Desai National Institute of Yoga, —Yogasana" , New Delhi
-) NCERT. 2013. Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on www.aeparc.org, www.ncert.nic.in)

YEAR	II	B.Ed. 404 ENVIRONMENTAL EDUCATION	CREDIT	4 (3+1)
SEMESTER	IV		HOURS	48+32
			Marks	100(70+30)
OBJECTIVES:		<ul style="list-style-type: none">) To acquire knowledge to student about the concept of Environment and Ecology.) To make awareness and create interest of student in Environmental Education.) To enable the student–teachers understand about Pollution and its control.) To develop a sense of responsibility towards about the Global Environmental problems.) To develop reasonable understanding to the need for Conservation of the resources.) To develop desirable attitude, values and respect for the Environment		
COURSE CONTENT / SYLLABUS				
UNIT-I	The Multidisciplinary Nature of Environmental Studies			10 Hrs
	<ul style="list-style-type: none">) Definition, scope and importance of environmental education) Need for public awareness) Renewable and Non-renewable Resources: Natural resources and associated problems in Recourses – Forest, Water, Food, Energy, Mineral, Land.			
UNIT-II	Ecosystems			10 Hrs
	<ul style="list-style-type: none">) Concept of an ecosystem; Structure and function of an ecosystem.) Producers, consumers and decomposers Energy flow in the ecosystem, Ecological succession.) Food chains, food webs and ecological pyramids.) Introduction, types, characteristic features, structure and function of Eco systems – Grass Land, Desert, forest, Aquatic.			
UNIT-III	Biodiversity and Its Conservation			10 Hrs
	<ul style="list-style-type: none">) Introduction, definition: genetic, species and ecosystem diversity.) Biodiversity at global, National and local levels and its values) Hot-spots of biodiversity.) Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.) Endangered and endemic species of India.) Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity			
UNIT-IV	Environmental Pollution			10 Hrs
	<ul style="list-style-type: none">) Definition, Causes, effects and control measures of (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g)			

	Nuclear hazards J Role of an individual in prevention of pollution. Pollution case studies. Disaster management: Floods, earthquake, cyclone and landslides.	
	Social Concerns and the Environment	
UNIT-V	J Environmental ethics: Issues and possible solutions. J Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies. J Air (Prevention and Control of Pollution) Act. J Water (Prevention and Control of Pollution) Act. J Forest Conservation Act.	8 Hrs
PRACTICUM		
J Visit to a local area to document environmental assets – river/ forest/ grassland/ hill/ Mountain. J Visit to a local polluted site – Urban/ Rural/ Industrial/ Agricultural. J Study of common plants, insects, birds. J Study of simple ecosystems – pond, river, hill slopes, etc.		
REFERENCES		
J Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner. J Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. J Clark R.S., Marine Pollution, Clarendon Press Oxford (TB) J Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, J Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. J Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R) J Heywood, V.H & Weston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p. J Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi J McKinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p. J Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB) J Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p J Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p. J Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut J Survey of the Environment, The Hindu (M) J Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB) XI J Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, New Delhi. J Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB) J Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA.		

Year	II	B.ED. 405	Credits	2(1 + 1)
Semester	IV	LANGUAGE ACROSS THE CURRICULUM	Hours	16 + 32
			Marks	50 (35 + 15)
Objectives	<div><div><div>J</div><div>To understand nature, function and role of language across the curriculum</div></div><div><div>J</div><div>Understand importance and use of first, second language and</div></div><div><div>J</div><div>Acquire the knowledge about communication, types, developing</div></div><div><div>▪</div><div>Know the concept of language.</div></div><div><div>▪</div><div>Learn about communicative approach.</div></div><div><div>▪</div><div>Understand the ways of integrating speaking with other skills.</div></div><div><div>▪</div><div>Understand the nature of classroom discourse and develop strategies for using oral language i.e. discussion, questioning etc.</div></div><div><div>J</div><div>Understand fundamental objectives of language teaching and activities for developing skills on LSRW</div></div><div><div>J</div><div>Familiarize with the barriers of LSRW skills and activities for the development skills</div></div><div><div>J</div><div>Understand and appreciate the various activities for developing language skills</div></div></div>			
Course Content/ Syllabus				
Unit- 1	Nature and Function of Language			
	<div>Language - meaning and concept -</div> <div>Functions of language:</div> <div><div><div>J</div><div>Communicative functions of language & its basic assumptions</div></div><div><div>J</div><div>Learning language and learning through language</div></div></div> <div>Development of Listening skill:</div> <div><div><div>J</div><div>Characteristics of good listening material,</div></div><div><div>J</div><div>Different kind of listening materials and activities.</div></div></div>			6 hrs
Unit -2				
	<div>Development of Listening skill:</div> <div><div><div>J</div><div>Characteristics of good listening material,</div></div></div>			

	<ul style="list-style-type: none">) Different kind of listening materials and activities. <p>Development of Speaking skill:</p> <ul style="list-style-type: none">) Need and objectives of developing speaking skills,) Techniques of learning speaking skills-conversational/oral skills,) Importance of group work in developing oral work and role of teacher. 	5 hrs
Unit- 3		
	<p>1. Development of Reading skill:</p> <ul style="list-style-type: none">) Meaning, need and importance of developing reading skill,) Reading mechanics and process of reading.) Stages of reading, types of reading, reading problems of learners. <p>6. Development of Writing skill:</p> <ul style="list-style-type: none">) Types of writing skill & writing scripts) Importance and need of developing writing skill,) Characteristics of good handwriting and techniques of improving handwriting. 	5 hrs

REFERENCES

- Pearson, J.C.et.al. (2011). Human communication (4th ed). New York.McGraw Hill Companies Inc.
- Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual Education for South Africa* (pp. 3-7), Heinemann Education Groups.
- Freedman, S.W. & Dyson, A.H. (2003). *Handbook of Research on Teaching English language Arts*. Lawreuel Erlbaum Associates Inclave, USA: New Jersey.
- Government of india. (1986). *National Policy on Education*. GOI.
- Grellet, F. (1981) *Developing Reading Skills: A practical guide to Reading Comprehension exercises*. Cambridge University Press.
- Floyd,K(2009). Interpersonal communication. New York.McGraw Hill Companies Inc.
- Fronklin, V. Rodman, R & Hymys, (2011) Introduction to language (9th ed). Cambridge.MITPress.
- Fasold,R & Connor- Linton,J. (2013). An introduction to language and linguistic. (6thed). Cambridge. Cambridge University press

YEAR	II	EPC-406	CREDIT	2(1+1)
SEMESTER	IV	COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY	HOURS	16+32
			Marks	50(35+15)
OBJECTIVES:		The course will enable the student teachers to - ➤ Gain an understanding of the central concepts in defining Community development. ➤ Reflect critically on factors that shape the community. ➤ Build an understanding about themselves, i.e. the development of community by a teacher ➤ Reflect on one’s experiences, aspirations and efforts towards becoming a humane individual and teacher with social responsibility. ➤ Develop effective communication skills including the ability to listen, observe etc. ➤ Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one’s surroundings. ➤ Appreciate the critical role of teachers in promoting wellbeing of the community.		
COURSE CONTENT / SYLLABUS				
UNIT-I	Community and it development			5 hrs.
	) Concept of community, importance of community. ▪ Factors affecting community. Poverty, Unemployment, Drug abuse etc. ▪ Community development – key elements, characteristics, process. ▪ Focus area – Economical, social, Educational, Environmental, cultural and civics. Modern Era of Development – Micro Finance Movement; Self –Help Group; Training of Rural Youth for Self-Employment (TRYSEM), Foreign Donors.			

UNIT-II	Asset Based Community Development (ABCD)	5 hrs.
	<ul style="list-style-type: none">▪ Concept of ABCD. Importance, need of ABCD in successful community Building.▪ Principles of ABCD- Organising principles, Developmental Tools.▪ Neighbourhood Need Map – its effects, Deriving assets to sustainability of community▪ Community Building paradigm – Individual assets, Local resources assets, Associations assets, differences between the new and old pattern of developments and mobilising the assets; Teachers as an Asset.	
UNIT-III	Rural Development and Social Responsibility	6 hrs.
	<ul style="list-style-type: none">▪ Stages of developments in India – Pre –independent and Post independent rural growth; projects and its outcome. Panjayat Raj Movement.▪ Tribal Developments - Conceptualization and definitions, Characteristics, Socio economic conditions; forest dwellers’ rights, tribal displacement, eviction, resettlement and rehabilitation; Major tribal development programmes -Tribal Area Development Programme; Hill Area Development Programmes [HADP]; Tribal Sub-Plans [TSP]. Role of voluntary organization in tribal development.▪ Social Responsibility of Teachers in upbringing the Rural Development.	
Mode of Transaction: The course will be transacted in workshop mode through individual and group experiential activities such as  Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one’s self and identity. Student-teachers to engage in varied forms of self-expression such as		

poetry, painting and creative movements, humour, aesthetic representations, etc.

☐☐ Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.

☐☐ Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential

☐☐ Development of reflective journals/diaries by the student teachers.

Practicum

- Developing self-awareness as a teacher (individual/ group activity)
- Exploring Rural Mass of Indian Tribal Community (individual activity)
- Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations)
- Reflections on critical moments in the lives of the rural people (small group activity)
- Dealing with the Rural strengths, weaknesses, opportunities and threats (SWOT analysis)
- Exhibiting the Tribal folklore (individual activity)
- Group activities involving community participation

Suggested Readings:

1. Desai V. (1988) Rural Development, Vol 1-4. Bombay, Himalaya Publishing House.
2. Mukherjee Amitava. (2004) *Participatory Rural Appraisal –Methods & Applications in Rural Planning*. New Delhi, Concept Publishing Company
3. Singh Katar. (2009) *Rural Development: Principles, Policies and Management*. New Delhi, Sage Publication.
4. UNDP. (2000) *Rural Urban Linkages; An Emerging Policy Priority*. New York, Bureau for Development Policy.
5. Sisodia Singh Yatindra. (2005) *Functioning of Panchayat Raj System*. Jaipur, Rawat Publications.
6. Devendra Thakur (1994) *Tribal life in India (Ten Vols)*, Deep & Deep Pub., New Delhi.
7. Babuji, M. (1993) *Tribal Development Administration*, Kanishka Pub., New Delhi.
- Sing & Vyas (1989) *Tribal Development*, Himanshu, New Delhi.