SIKKIM UNIVERSITY

[A Central University Established by an Act of Parliament of India, 2007]

Syllabus for Two Year
Bachelor of Education
(B. Ed.)

[With effect from Session 2018-20]

6th Mile, Tadong - 737102

Gangtok, Sikkim, India

www.sikkimuniversity.ac.in

Course Structure for Two-Year B.Ed. Programme

Semester Wise Distribution of the Courses

	Course Code	Title of the Course	Credits	Total	Ext	Int
Semester I	B.Ed.-CT-101	Development of Learner	4	100	70	30
	B.Ed.-CT-102	Education in Contemporary India	4	100	70	30
	B.Ed.-CT-103	Learning & Teaching	4	100	70	30
	B.Ed.-CT-104	Language Across the Curriculum	2	50	35	15
	Course EPC 1	Reading and Reflecting on Texts	2	50*	--	50*
			16	**350**	**245**	**105**
Semester II	B.Ed.-CT-201	Basics of Knowledge and Curriculum	4	100	70	30
	B.Ed.-CT-202	Assessment for Learning	4	100	70	30
	B.Ed.-CT-203	**I. Pedagogy of disciplinary stream (any one)** B.Ed.-CT-203(A): Pedagogy of Language B.Ed.-CT-203(B): Pedagogy of Sciences B.Ed.-CT-203(C): Pedagogy of Mathematics B.Ed.-CT-203(D): Pedagogy of Social Science	4	100	70	30
	B.Ed.-CT-204	Understanding Disciplines and Subjects	2	50	35	15
	Course EPC 2	Developing Creative Skills	2	50*	--	50*
			16	**350**	**245**	**105**
Semester III	B.Ed.-CT-301	**II. Pedagogy of a school subjects (any two)** B.Ed.-CT-301(A):Pedagogy of English B.Ed.-CT-301(B): Pedagogy of Physics B.Ed.-CT-301(C): Pedagogy of Chemistry B.Ed.-CT-301(D): Pedagogy of Biology B.Ed.-CT-301(E): Pedagogy of Mathematics (School Subject) B.Ed.-CT-301(F): Pedagogy of History B.Ed.-CT-301(G): Pedagogy of Political Science B.Ed.-CT-301(H): Pedagogy of Economics B.Ed.-CT-301(I): Pedagogy of Geography B.Ed-CT-301 (J) Pedagogy of Social Science	2 2	50 50	35 35	15 15
	B.Ed.-CT-302	Gender, School and Society	2	50	35	15
	B.Ed.-OT-303	Optional Course(Any One) B.Ed.-OT-303(A) Health and Physical Education B.Ed.-OT-303 (B) Human Rights and Peace Education B.Ed.-OT-303(C) Value Education B.Ed.-OT-303(D) Special Education B.Ed.-OT-303 (E) Environmental Education B.Ed.-OT-303 (F) Guidance and Counseling	2	50	35	15
	B.Ed.-OT-304	School Internship	4	100	70	30
	Course EPC 3	Critical Understanding of ICT	2	50*	--	50*
			14	**300**	**210**	**90**
Semester IV	B.Ed.-CT-401	School Internship	16	400	280	120
	B.Ed.-CT-402	Inclusive Education	2	50	35	15
	Course EPC 4	Understanding the Self	2	50*	--	50*
			20	**450**	**315**	**135**
Total Marks				**1450**	**1015**	**435**

NB: CT- Compulsory Theory, OT-Optional Theory, EPC- Enhancing Professional Capacities

* = Result of EPC (out of 200) shall be awarded in terms of Grades Separate

Examination and Evaluation

I.Paper Wise Evaluation Scheme

Semester / Paper		Sem. I			Sem. II			Sem. III			Sem. IV			Grand Total		
		EA	**IA**	**Total**	**EA**	**IA**	**Total**	**EA**	**IA**	**Total**	**EA**	**IA**	**Total**	**EA**	**IA**	**Total**
Theory	Compulsory	245	105	350	245	105	350	105	45	150	35	15	50	**630**	**270**	**900**
	Optional	-	-	-	-	-	-	35	15	50	-	-	-	**35**	**15**	**50**
School Internship and EPC Activities	School Internship	-	-	-	-	-	-	70	30	100	280	120	400	**350**	**150**	**500**
	EPC Activities	-	50*	50*	-	50*	50*	-	50*	50*	-	50*	50*	-	**200***	**200***
Total		**245**	**105**	**350**	**245**	**105**	**350**	**210**	**90**	**300**	**315**	**135**	**450**	**1015**	**435**	**1450**

EA = External Assessment; IA = Internal Assessment

* = Result of EPC (out of 200) shall be awarded in terms of Grades Separately.

II.Note on School Internship:

(i) School Internship will conducted in Semester – III and Semester – IV

Semester - III

(ii) **Pre-Internship**:

It will involve the following activities for a period of **two weeks**.

(a) *Demonstration Lessons:* The teacher educator of the concerned method subject will present demonstration lesson for the method subject and each student teacher shall observe **two** demonstration lessons of their respective method subjects and submit the report.

(b) *Micro Teaching Practice:* Each student teacher will undergo micro teaching practice session for **five teaching skills** in each subject under the supervision of concerned teacher Educator. This should be followed by **two lessons** on Integration of Skills.

(c) *Macro Teaching Practice:* Each student will undergo Macro Teaching Practice session for two lessons in each subject under the supervision of concerned Teacher educator. The work performed during the pre- internship shall be evaluated internally by the concerned teacher educator on the basis of reports submitted.

During pre-internship, student teachers will also pay visit to their allotted practicing school and interact with school teachers & principal to acquire firsthand knowledge of School's academic environment and submit the report.

Semester - IV

(iii) **Internship**

During internship each student teacher will be attached with a particular school for a period of **Sixteen weeks** where they will undergo teaching practice in the actual classroom by delivering **60 lessons (30 in each method subject)** under the supervision of concerned teacher educator. The observation report of 30 lessons should be submitted for evaluation. Teaching aids is compulsory for teaching of each lesson.

(iv) **Post Internship**

At the end of the teaching practice a student teacher will present **two criticism lessons on two method subjects** to finally demonstrate her/his teaching competency which will be evaluated by the concerned teacher educator towards his internal assessment. It will spread over **two weeks**.

School Internship, besides teaching practice, will involve school related works as a part of their training. The same are given as below:

a. Teacher ‘s Diary
b. Preparation of Time Table
c. Addressing School Assembly

The report of the activities to be submitted for internal assessment.

Evaluation Scheme of Internship

School Internship (20 weeks)	External	Internal	Total
(A) Pre-Internship: (2 weeks)	**70**		
i. Observation of two Demonstration Lessons (with report)	20	**30**	**100**
ii. Micro Lesson Teaching Practice (With Record)	20		
iii. Macro Lesson Teaching Practice(With Record)	30		
(B) Internship –	**280**	**120**	
B.I: Teaching Practice in Schools on Two Method Subjects (60 Lessons) (16 weeks)			
i. Teaching Practice		40	
ii. Observation of 30 lessons	150		
iii. Viva-Voce on Lesson Plans & Teaching Practice	30		**400**
iv. Teaching Aids (Including One Model in Each)	50		
B.II: Post Internship–Two Criticism Lessons (2 Weeks)	50	40	
B.III: School Internship: Other Related Work			
i. Maintaining Teacher ‘s Diary		40	
ii. Preparation of Time Table			
iii. Addressing School Assembly			
iv. Attending Staff Meeting and Writing Minutes			
Total Marks	**350**	**150**	**500**

III. Final Examination of Internship (External)

The final external examination of School Internship will be conducted by a four member B. Ed. - Internship Examination committee constituted by the University wherein a student –teacher will demonstrate her/his teaching competency by presenting her/his teaching lesson in a school classroom (for at least one method subject) which will be followed by a viva-voce on teaching practice and all other aspects of school internship.

IV. Awarding Result for EPC

Result of EPC (out of 200) shall be awarded in terms of Grades Separately as follows:

Marks in %	Grade Point Scale	Grade	Grade Point
90 and above	9.0 and above	O	10
80 – 89.99	8.0 – 8.9	A+	9
70 – 79.99	7.0 - 7.9	A	8
60 - 69.99	6.0 – 6.9	A-	7
50 - 59.99	5.0 – 5.9	B +	6
40 - 49.00	4.0 – 4.9	B	5
30 – 39.99	3.0 – 3.9	B -	4
20 - 29.99	2.0 – 2.9	C +	3
10 - 19.99	1.0 – 1.9	C	2
0 - 9.99	0.0 – 0.9	C -	1

Grade Point can be obtained on dividing the percentage figure by 10 (ten) and the Grade Point can be converted into percentage on multiplying it by 10 (ten).

A candidate must get a minimum of ‘B’ Grade to clear EPC separately so as to qualify for the B.Ed. degree

Note: The mark sheet issued to B.Ed. candidates shall show the result in Grade along with ‘Grade Point’ for EPC separately.

Semester- I

B.Ed.-CT-101: DEVELOPMENT OF LEARNER

M.M. 100
(70 Marks)

Course objectives:

After completion of the course the students will be able to

- Develop understanding about the stages of child development.
- Analyze the theories of development and its educational implications.
- Explain individual development in terms of intelligence, creativity and personality.
- Describe the importance of various socio-economic and cultural influences

Unit-I: **Stages of Child Development**

- Infancy stage: Reflexes, Behavior traits, Physical and Cognitive abilities, Temperament and Social Skills.
- Childhood stage: Physical, Perceptual, Social and Language Development
- Adolescence: Physical, Emotional, Social, Cognitive Development
- Problems of Adolescents and Remedial Measures.

Unit-II: Theories of Child Development

- Havighurst Theory: Basic concepts and Educational Implications
- Piaget's Cognitive Development theory
- Erikson's Psycho-social Development Theory: Basic concepts and Educational Implication.
- Kohlberg's Moral Development Theory: Basic concepts and Educational Implications.

Unit-III: Individual Development

- Intelligence – Concept, Effect of Heredity and Environment, Multiple Intelligence, Measurement of intelligence.
- Creativity – Concept, process and measures of creativity (Factors affecting creativity)
- Personality _ Concept, Determinants and Freudian Structure of Personality.
- Individual Differences: Concept and Effect of Heredity and Environment.

Unit-IV: Socio-Economic and Cultural Influences on Learner's Development

- Socio- economic Status and its Impact on Learner's development.
- Role of Family, Peers, School, Society and Media.
- Impact of Culture - Social Class, Poverty, Race and Ethnicity.
- Concept of Gender and Stereotypes.

Field Based Activities (ANY TWO) (30 marks)

- Study on problems of adolescents- emotional, social, physical and educational (any one) and suggest remedial measures.
- Field survey to assess the impact of family, peers, school, cultural background, social class, race and ethnicity on the development of the child.
- Psychological test: Intelligence testing
- Psychological test: Personality testing.

Suggested Readings:

- Berk, L.E. (2011). *Child Development*. New Delhi: Prentice Hall of India.
- Boyd, D & Bee, H. (2004). *The Developing Child.* New Delhi: Pearson Education.
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children.* New York: Worth Publishers.
- Dash, M. (2002). *A Text Book on Educational Psychology*. Cuttack: Unique Publishers.
- Fetsco, T &Mclure, J. (2005). *Educational Psychology- An Integrated Approach to Classroom Decisions.* New York: Pearson Education.
- Hilgard, E. & Bower, G.H. (1966). *Theories of Learning.* USA: Englewood Cliffs: Prentice Hill.
- Hurlock, E.B. (2011). *Developmental Psychology*. New Delhi: Tata McGraw-Hill.
- Lindgren, H.C. (1980). *Educational Psychology in the Classroom.* New Delhi: Oxford University Press.
- Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning.* Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development.* London: Lawrence Erlbaum Associates, publishers.
- Papalia, D. E. and Olds, S. W. (2003). *Human Development.* New York: McGraw Hill Higher Education.
- Vygotsky, L.S. (1978). *Mind in Society*. Cambridge: Harvard University Press.
- Walia, J.S. (2000). *Foundations of Educational Psychology*. Jalandhar: Paul Publishers.
- Woolfolk, A. E. (2009). *Educational Psychology (11th Edition).* York: My Education Lab Series.

B.Ed.-CT-102: EDUCATION IN CONTEMPORARY INDIA

M.M. 100
(70 Marks)

Course objectives:

After completion of the course the students will be able to:

- Analyze education from different philosophical and sociological perspectives.
- Analyze the relationship of education with society: to understand educational institution as an agency of social change.
- Understand the relationship between education and 21st century society by undertaking the study of emerging trends in education.
- Understand the relation between education and social change and the necessity of Peace Education.

Unit-I: Concept of Education:

- Meaning, nature, scope of education.
- Aims of education in modern times- for Character formation, Democratic citizenship, National integration, Peace,
- Aims of Education for Sustainable development, for Global citizenship.
- Constitutional values as related to aims of education.

Unit-II: Philosophical and Sociological Perspective in Education:

- Implications of educational philosophy of the great educators-

  -In Indian context: Swami Vivekananda, Rabindra Nath Tagore, and Mahatma Gandhi.
- Implications of educational philosophy of the great educators-

  In the Western Context: Rousseau, Dewey and Socrates
- Role of education in social change: School as a public space transcending barriers (caste, religion, class, and gender).
- Four Pillars of learning: Delors Commission -1996.

Unit-III: Contemporary Issues and Policy

- Right to Education Act
- NCF-2005 in context of pedagogical and curricular shifts.
- Universalization of School Education (Elementary and Secondary)
- Education of marginalized groups- women, dalits, and tribal groups

Unit-IV: Emerging Trends in Education

- Life skills education and Human Rights Education.
- E Learning, MOOCS.

- Impact of globalization, and Privatization in Education.
- Development of 21st Century skills in Teachers –

  (Communication Skills, Command on Technology)

Field Based Activities (ANY TWO) (30 marks)

- Analyze the educational philosophy of any great educator- Indian or Western
- Project based on sustainable development
- Project on any one Marginalised Group- (caste, class, gender)
- A study of the functioning of School Management Committee in any one of the neighborhood school.

Suggested Readings:

- Kabir, H. (1982) *Education in New India*, London: George Allen.
- Mathur, S.S. (2009). *A Sociological Approach to Indian Education.* New Delhi: Vinod Pustak Mandir.
- Mohan, J. (1994) *Indian Education in the Emerging Society*, New Delhi: Sterling Publishers Pvt. Ltd.
- Nath, Prem (1990). *The Bases of Education: A Philosophical and Sociological Approach.* New Delhi: S. Chand & Company Ltd.
- NCERT (1970) *Education and National Development*- Report of the Education Commission (1964-66), New Delhi: NCERT.
- NCERT (2005). *National Education Framework*, New Delhi.
- Pandey, R.S. (2012). *Philosophizing Education.* New Delhi: Kanishka Publishers.
- Ross, James S. (2009). *Groundwork of Education.* New Delhi: Surjit Publications.
- Rusk, R. (2011). *Theory of Education.* New Delhi: Surjit Publications.
- Saxena, N.R. Swaroop (2003). *Philosophical and Sociological Foundations of Education (Vol. I and II).* Meerut: R L Book Depot.
- Sharma, Y.K.(2002). *The Doctrines of the Great Western Educators.* New Delhi: Kanishka Publications.

B.Ed.-CT-103: LEARNING AND TEACHING

M.M. 100
(70 Marks)

Course objectives:

After completion of the course the students will be able to:

- Understand the fundamentals of learning.
- Analyze the educational implications of different theories of learning.
- Develop the skill of instructional planning & writing the instructional objectives.
- Develop different teaching skills and ability to choose teaching methods according to the content.

Unit-I: Learning Process

- Learning- concept, characteristics, principles, types, domains
- Transfer of learning- concept, types, theory of transfer of learning (theory of mental discipline, apperception, identical elements and generalization) and its educational implications.
- Learning disabilities- meaning, characteristics & identification of learning disabled children.
- Approaches & techniques for helping learning disabled children.

Unit-II: Theories of Learning & their Educational Implications

- Behavioral or Stimulus-Response connection theory – Pavlov's classical conditioning learning, Thorndike trial & error learning, Skinner's operant conditioning learning)
- Gestalt theory – (Kohler's insightful learning, Tolman's sign learning).
- Gagne's hierarchical theory of learning.
- Bandura's Social Learning Theory.

Unit-III: Management of Teaching

- Teaching – meaning, System approach to instruction.
- Instructional objectives, Classes of objectives.
- Operational phases of Teaching: Pre-active, Interactive, Post-active.
- Management of Teaching – steps: Planning, organizing, controlling and coordinating.

Unit-IV: Different types of instruction

- Teacher-controlled instruction – lecture, demonstration, inductive-deductive, discussion, team teaching.
- Learner controlled instruction – programmed instruction, computer assisted, personalized system, project method, problem solving method.

- Instruction based on the ability, needs & interest of the child.
- Group controlled instruction- discussion, debate, group activities.

Field Based Activities (ANY TWO) (30 Marks)

- Concept mapping in any particular topic of any school subject.
- Writing a report on observation of any learning experiences or any group activity or any learner controlled instruction.
- Identification of learning difficulties of children in a subject
- Observation of a Classroom Teaching.

Suggested Readings:

- Bruner, R.F. (1978). Psychology Applied to Teaching. Boston: Houghton Miffing.
- Chadha, D.S. (2004). Classroom Teaching and Learning. New Delhi: Mittal Publications.
- Chand Tara (2007). *Advanced Educational Psychology*. New Delhi: Kaniska Publications Pvt Ltd.
- Crow & Crow (1964). *Educational Psychology*. New Delhi. Eurasia Publishing House.
- Dash, M. (2000). *Education for the Exceptional Children*. Agra. P. Bhargava Book House.
- Dececco, J.P. (1977). The Psychology of Learning and Instruction. New Delhi: Prentice Hall.
- Goswamim M (2014): *Fundamentals of Educational Psychology*, Guwahati: Ashoka Publications
- Hurlock, E.B. (1974). Developmental Psychology. New Delhi: TMH.
- Pathak, R.P (2012). *Educational Psychology*, Noida: Pearson
- Sharma, R.A. (2005). *Development of Learner and Teaching-Learning Process.* Meerut (U.P.): R. Lall Book.
- Sharma, Yogendra, K. (2007). *Textbook of Educational Psychology*. New Delhi: Kanishka Publisher.
- Skinner, C.E. (1999). *Educational Psychology*. New Delhi. Prentice Hall India.
- Woodworth, R.S. (1948). Contemporary Schools of Psychology. London.

B.Ed.-CT-104: LANGUAGE ACROSS THE CURRICULUM

M.M. 50
(35 marks)

Course Objectives:
After completion of the course the students will be able to:

- Understand the importance of language
- Analyze the relevance of Language across the Curriculum approach
- Develop insight into different linguistic theories
- Comprehend the role of language in knowledge construction

Unit-I: Centrality of language

- Nature and importance of language, Standard language versus Dialect, and three language formula
- Concept and relevance of Language across the Curriculum, Integrating language and content
- Schema theory of language learning
- Discontinuity theory of Noam Chomsky

Unit-II: Language in School

- Difference between Language as a school subject and as a means of learning and communication.
- Centrality of language in Learning; language as a tool for construction of knowledge
- Multilingualism in the classroom
- Oral Language in the classroom: discussion as a tool for learning; nature of Questioning in the class

Field Based Activities (ANY ONE) (15 Marks)

- Take at least one lesson from science, Social Science and Mathematics textbooks of any class and critically analyze the language of a text book.
- Project on Multilingualism or Three language formula.

Suggested Readings:

- Adams, T. M. (1996). *Languages across the curriculum: Taking stock*. "ADFL Bulletin," 28, 9-19.
- Christie, F. (1985). *Language and schooling. In S. Tschudi (Ed.), Language, schooling, and society.* Upper *Montclair*, NJ: Boynton/Cook.
- Corson, David (1990). “Language across the curriculum (LAC)”. In: Corson, David (ed.), *Language Policy Across the Curriculum*. Clevedon: Multilingual Matters, 72-140.
- Duke, C. R., & Sanchez, R. (Eds.). (2001). *Assessing writing across the curriculum.* Durham, NC: Carolina Academic Press.

- Fichera, V. M., & Straight, H. S. (Eds.). (1997). *"Using languages across the curriculum: Diverse disciplinary perspectives"* (Translation Perspectives X). Binghamton: State University of New York, Center for Research in Translation.
- Helmut J. Vollmer (2007), *Language Across the Curriculum: A Didactic Perspective*, University of Osnabrueck, Germany
- Jangid, Gita. 2005. *Literacy and Language Development: a whole language perspective*. Ph.D. thesis, CIEFL, Hyderabad.
- Jolliffe, D. (2001). *Writing across the curriculum and service learning: Kairos, genre and collaboration.* In S. McLeod, et al. (Eds.), WAC for the new millennium (pp. 179–199). Urbana IL: NCTE.
- Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
- Morgan, J. & Rinvolucri, M. (1983). *Once upon a time: Using stories in the language classroom.* Cambridge: Cambridge University Press.
- National Curriculum Framework 2005, NCERT, New Delhi
- Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms.* Cambridge: Cambridge University Press
- Shoenberg, R. E., & Turlington, B. (Eds.). (1998). *Next steps for languages across the curriculum: Prospects, problems, and promise.* Washington, DC: American Council on Education.
- Whitehead, David (1990). *Language Across the Curriculum*, Berkley, Hamilton.

EPC: - I

READING AND REFLECTING ON TEXTS

M.M. 50

Each candidate shall be required to select any TWO from the following areas and prepare a reflective report which may be personal, creative or critical or all of these together.

- Autobiographies and biographies of eminent personalities
- Novels, novellas or dramas
- Policy documents
- Educational Policy
- Constitution of India
- Right to Education Act
- NCF (School Education and Teacher education)

Note: Report to be submitted for assessment.

Semester- II

B.Ed.-CT-201: BASICS OF KNOWLEDGE AND CURRICULUM

M.M. 100
(70 Marks)

Course objectives:

After completion of the course the students will be able to:

- Develop the understanding between disciplinary & pedagogical knowledge
- Acquaint themselves with the methods of acquiring knowledge
- Understand about the determinants of curriculum
- Learn the relationship between curriculum, teaching & learning

Unit-1: Understanding Knowledge

- Concept of Knowledge: Indian & Western View.
- Distinction between Knowledge & Information and Knowledge & Belief
- Sources (Epistemology, Axiology and Metaphysics)
- Method of Acquiring Knowledge: Experience, Reasoning, Authority and Empiricism.

Unit -I: Foundations of Curriculum

- Meaning, Nature, Scope of Curriculum.
- Principles of Curriculum Construction.
- Determinants of Curriculum: National Ideology, Social, Economics and Psychological Factors, Scientific & Technological Advancement.
- Distinguish between Curriculum, Syllabus and Textbook.

Unit-III: Curriculum Development

- Approaches to Curriculum Development: Knowledge Approach, Activity Approach & Life Centered Approach
- Curriculum as per Secondary Education Commission (1952-54) and Kothari Commission (1964-66)
- School Curriculum as per National Policy of Education (1986)
- Salient Features of N.C.F (2005)

Unit-IV: Knowledge and Curriculum

- Relationship between Curriculum, Teaching and Learning
- Curriculum and Teaching Learning Material: Textbook & Allied Instructional Material
- Hidden Curriculum, Non-Curriculum and Holistic Curriculum

- Evaluation of Text books and Content analysis of school subjects

Field Based Activities (ANY TWO) (30 Marks)

- Report/Project on Evaluation of Secondary School Curriculum in Sikkim
- Content Analysis on any school subject
- Evaluation of a textbook.
- Comparison of curricula of two different School Boards.

Suggested Readings:

- Bhatt, B.D & Sharma, S.R (1992): Principles of Curriculum Construction, Delhi
- Bloom, B.S. (1977): Tryout and Revision of Educational Materials and Methods. A handbook of Curriculum Evaluation, UNESCO.
- Bruner, J.S (1960/1977): The Process of Education. Harvard University Press,
- Dhiman, O.P (2008). *Foundations of Education,* New Delhi: A.P.H. Publishing Corporation.
- Eisner, E.W. (1979): The educational Imagination. New York: Macmollan.
- Goswami, M (2014). *Principles and Foundations of Education,* New Delhi: Lakshi Publication.
- Mrunalini Talla (2012). *Curriculum Development*: Perspectives, Principles and Issues, Noida: Dorling Kindersley (India) Pvt. Ltd.
- Murray Print (1993). *Curriculum Development and Design,* Crows Nest, Australia Murray Print.
- Murty S.K. (1982). *Philosophical & Sociological Foundations of Education*, Ludhiana: Prakash Books, 546, Book Market.
- NCERT (2005). *National Curriculum Framework* New Delhi.
- Pathak, R.P. (2012). *Philosophical & Sociological Principle of Education,* New Delhi: Pearson.
- Ravi, S.S (2011). *A Comprehensive Study of Education*. New Delhi: DHI Learning Pvt Ltd.
- Sharpes, D.K (1988): Curriculum Tradition and Practices. London: Routeledge.
- Srivastava, H.S. (2006). *Curriculum & Methods of Teaching*. Delhi Shipra Publications
- Stenhouse, L. (1975): An Introduction to Curriculum Research and Development. London. Heinemann.
- Swaroop Saxena, N.R. (2011). *Philosophical and Sociological foundations of Education.*
- Wesley, Null (2011). *Curriculum: From Theory to Practice.* Maryland, United
- Wheeler, D.K. (1987): Curriculum Process. University of London Press.

B.Ed.-CT-202: - ASSESSMENT FOR LEARNING

M.M. 100
(70 Marks)

Course objectives:
After completion of the course the students will be able to:

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm)
- Be exposed to different kind and forms of assessment that aid student learning
- Become cognizant of the use of a wide range of assessment tools and learn to select and conduct these appropriately
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view

Unit-I: Overview of Assessment and Evaluation

- Clarifying the terms: Assessment, evaluation, test, examination, measurement, and their inter-relationships, Assessment of Learning and Assessment for Learning
- Purpose of evaluation and CCA
- Classification of assessment based on: purpose (Placement, formative, diagnostic, summative), scope (Teacher made, standardized), Nature of Interpretation (Norm-referenced Vs criterion referenced), context (Internal & External)
- Current issues in Assessment and Evaluation

Unit-II: Learning Assessment

- Assessment of cognitive, affective and psychomotor learning: Instructional objectives, types and levels of learning
- Principles of Constructing Different Types of Test items (Objective type, Essay type, Interpretative exercises)
- Steps of Assessment: Planning (content and objectives focusing on blue print), Preparing Trying-out and Evaluation
- Characteristics of a good test: Reliability, Validity, Objectivity and Usability (only concept and use)

Unit-III: Recent Trends and Issues in Assessment

- Existing practices: unit tests, half-yearly and annual examinations, semester system
- Issues and problems: Objective Vs Subjectivity of test items, Close ended Vs Open ended test items
- Emerging practices in assessment: Standard based assessment, online examination, computer based examination, oral examination and open book examination

- Grading: concept, types and applications.

Unit-IV: Application of Statistics on the Analysis of Assessment

- Statistics—meaning, uses, variable, data, its organization
- Graphical representation - Bar graph, Histogram, Pie chart, Line chart and OGIVE
- Measures of central tendency—mean, median, mode
- Measures of variability—standard deviation, average deviation, quartile deviation, and percentiles.

Field Based Activities (Any Two) (30 Marks)

- Construction of an achievement test on any topic (carrying 25 marks), its administration and interpretation of results.
- Appraisal of current evaluation practices in the secondary schools
- Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.
- Graphical representation of achievement scores of students from any school.

Suggested Readings:

- Black, P., Harrison, C., Lee, C., Marshall, B. & William, D. (2004). Working inside the Black bos: Assessment for Learning in the Classroom, Phi Delta Kappan, 86(1), 8-21.
- Burk, K. (2005). How to assess authentic learning (4th Ed). Thousand Oaks, CA: Corwin
- Burk, K., Fogarty, R., & Belgrad, S. (2002). The portfolio Connection: Student work linked to standards (2nd Ed.) Thousand Oaks, C.A. Corwin.
- Brandsford, J. Brown, A.L., & Cocking, R.R.(Eds), (2000). How people learn: Brain, mind, experience and school. Washington, DC P: National Academy Press.
- Carr. J.F. & Harris, D.C. (2001). Succeeding with Standards: Linking Curriculum, assessment and action planning. Alexandria, VA P: Association for Supervision and Curriculum Development
- Gentile, J.R. & Lalley, J.P. (2003) Standards and Mastery Learning: Aligning teaching and assessment so all children can learn: Thousand Oaks, CA: Corwin
- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning, Thousand Oaks, CA. Corwin
- Garrett, H.E. (1973), Statistics in Psychology and education (6thed). Bombay: Vakils, Feffors& Simon.
- Natrajan V. and Kulshreshta SP (1980). Assessing non-Scholastic Aspects – Learning Behaviour, New Delhi: Association of Indian Universities
- Newman, F.M. (1996) Authentic achievement: Restructuring Schools for intellectual quality, San Francisco, CA: Jossy-Bass
- Nibco.A.J. (2001) Educational assessment of students (3rd Ed._ Upper Saddle River. NJ: Prentice Hall.

- Norris N. (1990) Understanding Educational Evaluation, Kogan Page (in association with CARE)
- Potham, W.J. (2010). Classroom assessment: What teachers need to know (6^{th}ed.). New York: Prentice Hall.
- Sing H.S. (1974). Modern Educational Testing, New Delhi, Sterling Publication.

B.Ed. – CT- 203 (A) Pedagogy of Language

M.M. 100
(70 Marks)

Course Objective

- Understand and appreciate the uses and significance of Language in daily life.
- This course would enable the pupil teachers to understand Language as a discipline through its philosophical and epistemological perspectives.
- Prepare curricular activities relevant to teaching Language.

Unit I: General Introduction on Language, Policies and Politics

- What is Language? various components of language, Functions of language
- Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical
- Characterizing mother tongue, first language, and second language, bilingual and multilinguals.
- NCF-2005 on language education; Power, identity, and politics of language

Unit II: Skills in Language Learning

- **Listening;** Concept and Sub-skills, Tasks, Materials and Resources for developing the Listening skill (story-telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources), Assessing Listening.
- **Speaking:** Concept, Tasks, materials and resources for developing the speaking skill (storytelling, dialogues , situational conversations, role plays, simulations, speech games and contexts, language laboratories, pictures, authentic materials and multi-media resources), Assessing Speaking.
- **Reading**: Theories; the mechanics of Reading; the sub skills of Reading; Reading as a process. Different types of Reading: extensive and intensive reading, Tasks,

Materials and Resources for developing the Reading Skill, skimming, scanning and comprehension, Assessing Reading.

- **Writing:** The mechanics of writing (punctuation, spelling, hand-writing, indentation), writing as a process, Different types of writing, Tasks, Resources and Materials for developing the writing skills through practice activities and games for messages, reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisements; creative writing such as poetry – writing, short stories, Assessing Writing.

Unit III: Teaching Literature

- Literature in the School Curriculum: Need, Objectives and Relevance
- The relative importance of classics and popular literature in English
- Tasks and materials for developing study skills in English Literary forms including essays, short one – act play, short story, novel, long play, poetry, biography, autobiography
- Planning lessons in prose, poetry, drama, novel, short story at various schools levels.

UNIT- IV: Evaluation in Language

- Testing of the four basic language skills.
- Test techniques in framing test question: multiple choice, short answer type, gap filling type and true /false type.
- Preparation of achievement test – planning, preparation, try out and evaluation.
- Diagnostic and Remedial Teaching, Action Research in Language.

Field Based Activities (Any Two) (30 Marks)

- Developing resources such as props, charts, flash cards, audio-cassettes, games for teaching language skills.
- Developing Extensive Reading Lists and anthologies for Learners of varying linguistic ability.
- A detailed analysis of the course materials in use at different class levels in different types of schools the English textbooks used during School Experience Programme
- Developing Bridge courses and Remedial Programmes.

Suggested Readings:

- Agnihotri, R. K. (1996). KaunBhashaKaunBoli. Sandarbh 13, 37-43
- Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
- Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj. Deshkal Publications.
- Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth:.Heineman.

- Kunwar, N. (2015). 'Right writing' in Indian clasroom: learning tobe artificial. Language and language teaching.Vol 4, No. 1, Issue 7.
- Rai, M. (2015). Writing in Indian schools: the product priority.Language and language learning.Vol 4, No 1, Issue 7, 32-36
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and
- Language Teaching, 1:1. 22- 26.
- Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Education.

B.Ed – CT- 203 (B) Pedagogy of Science

M.M. 100
(70 Marks)

Course Objective

- This course would enable the pupil teachers to understand Science as a discipline through its philosophical and epistemological perspectives.
- The insights into the nature of science and how children construct knowledge science would help in developing a critical understanding about the curriculum in science and how it unfolds through the transactional processes at the various levels of school education.
- This course aims to lead the pupil teachers from an understanding about science discipline to a holistic understanding about science-education situated in learner context and social realities.

Unit I: Nature of Science and Science Education

- The nature of science- science as a process and science as a body of knowledge, as a social enterprise; Science-Technology-Society-Environment (STSE) Interface.
- A historical perspective: the development of science as a discipline; awareness of the contributions of Popper and Kuhn.
- A critical understanding of science as a subject at the various levels of school education and thereby of the purpose of science education at the various levels of school education.
- Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of India.

Unit II: The learner Context

- Children's conceptualisation of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level);

- Misconceptions and 'alternative frameworks' in science.
- Understanding children's fear of science addressing their inabilities to correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations.
- Construction of knowledge in science: conceptual schemes, concept maps.

Unit III: The science curriculum

- The nature and underlying criteria for a science curriculum and content organization.
- Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.
- A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum, Hoshangabad Science Teaching Programme (HSTP) ; An awareness about science curricula at international level such as Nuffield Science, Harvard Science, project 2061 etc .
- Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

Unit –IV: Evaluation in Science

- Evaluation in Science, Tools and Techniques.
- Principles of constructing –Essay Type, Short Answers and Objective Type Tests, developing test for measuring specific outcomes.
- Construction of an Achievement Test in Science-Planning, Preparation, Try Out and Evaluation.
- Diagnostic Test and Remedial Teaching in Science, Action Research in Science.

Field Based Activities (Any Two) **(30 Marks)**

- Conducting Action Research in any area related to science education.
- Critical analysis of existing science syllabi and textbooks.
- Project/assignment based on school experience observations.
- Field Survey for enrichment of Science and Technology

Suggested Reading List

- Aikenhead, W. W. (1998). Cultural aspects of learning science. *Part one* , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.

- Barba, H.R. (1997).*Science in Multi-Cultural Classroom: A guide to Teaching and Learning*. USA: Allyn and Bacon.
- Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers.
- Cobern, W. W. (1998). *Socio-Cultural Perspectives on Science Education.* London: kluwer Academic Publisher.
- Deo, M.G. & Pawar, P.V. (2011), General Article**:** Nurturing Science Talent in Villages, In *Current Science*, Vol. 101, No. 12, pp1538-1543.
- Hines, S. M. (Ed.). (2005). Multicultural science Education: Theory, Practice, and Promise (Vol. 120). New York, U.S.A: Peter Lang.
- Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. *International Journal of Science Education* 30(10), 1343-1363(21), August 3

B.Ed.-CT-203(C): PEDAGOGY OF MATHEMATICS

M.M. 100
(70 Marks)

Course objectives:

After completion of the course the students will be able to:

- Understand and appreciate the uses and significance of Mathematics in daily life.
- Learn successfully various approaches and methods of teaching Mathematics.
- Prepare curricular activities relevant to teaching Mathematics.
- Acquire techniques for obtaining feedback for self-evaluation and evaluation of students' success in teaching and learning Mathematics.

Unit – I: Concept of Mathematics

- Meaning, nature and scope of Mathematics.
- Aims and objective of teaching Mathematics.
- Value of teaching Mathematics and its Correlation of Mathematics with other school subjects.
- Recommendation of NCF-2005 on teaching Mathematics.

Unit – II: Instructional Method of Teaching Mathematics.

- Method of teaching Mathematics-Inductive, Deductive, Analytic-Synthetic, Heuristic, Laboratory Methods.
- Need and Importance of Problem solving and Project method in Mathematics.
- Constructivist approach of teaching Mathematics.
- Teaching different part of Mathematics- Arithmetic, Algebra & Geometry.

Unit – III: Learning Resources in Teaching Mathematics

- Various Aids in teaching Mathematics-Audio Visual, Projective, models, charts, ICT its planning and preparation.
- Mathematics Library& Mathematics Club.
- Co-curricular activities in Mathematics-Organizing Quiz Programme, Skill development in solving puzzles, riddles, magic & Using Mathematics as a game for recreation.
- Pedagogical analysis of teaching Mathematics.

Unit – IV: Evaluation in Mathematics

- Evaluation in Mathematics: Tools and Techniques.
- Principles for construction of objective, short answer and essay type tests and their comparative advantages.
- Preparation of Achievement Test in Mathematics-planning, preparation tryout and evaluation.
- Diagnostic test and remedial measures, Action Research in Mathematics.

Field Based Activities (Any Two) **(Marks -30)**

- Devices on Mathematics for pleasure (at least 10 devices and reporting).
- Visit either mathematics library or mathematics club and submit a report.
- Construction of a diagnostic test and its remedial measures on any subject of Arithmetic, Algebra, Geometry along with procedure and submitting a report.
- Construction of an Achievement Test in Mathematics.

Suggested Readings:

- Aggarwal, S.M. (1996). *Course in Teaching of Modern Mathematics*, New Delhi: Dhanpat Rai & Sons.
- Gupta, V.K. (1995). *Readings in Science and Mathematics Education*, Ambala: The Associated Publishers.

- James, Anice, (2005). *Teaching of Mathematics*: Hydrabad: Neelkamal Publication Pvt. Ltd.
- Kulsheshtha, A.K. (2005). *Teaching of Mathematics*, Meerut (U.P.): R. Lall Book Depot,
- Kumar Sudhir. (1998). *Teaching of Mathematics*, Agra: H.P. Bhargava.
- Malhotra, V. (2007), *Methods of Teaching Mathematics*. New Delhi: Discovery Publishing House
- Mangal, S.K. (1981). *A Textbook on Teaching of Mathematics*, New Delhi: Sterling Publishers.
- Marlow Ediger (2000). *The Teaching Mathematics successfully.* Agra: H.P. Bhargava, Book House.
- Pandya,B. (2006) . *Teaching of Mathematics*, Agra: Radha Prakashan Mandir, -2.
- Rai, B.C. (1993). *Methods of Teaching of Mathematics*, Ludhiana: Prakash Brothers.
- Rani, T.S. (2008). *Handbook for Teacher Research in Teaching of mathematics*, New Delhi: APH Publishing Corporation.
- Rao , Suneetha, E. and Rao, D.B. (2004). *Methods of Teaching Mathematics*. New Delhi: Discovery Publishing House.
- Sharan, R. Sharma, M (2006). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.
- Sharma, H.S. & Mangal, U.C. (2005). *Teaching of Mathematics* Agra: Radha Prakashan Mandir, - 2.
- Sidhu, K.S (2002). *The teaching of Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.

B.Ed.-CT-301 (D) PEDAGOGY OF SOCIAL SCIENCES

M.M. 100
(70 Marks)

Course Objectives

After completion of the course, the teacher trainees will be able to:

- Understand the meaning, need, scope, importance for learning Social Science.
- Acquire knowledge about various learning resources for teaching Social Science subjects.
- Acquire the ability to develop instructional support materials for teaching Social Sciences.
- Acquire knowledge and techniques for evaluation of student learning in different Social Science subjects.

Unit –I: Concept of Social Sciences

- Meaning, scope, need, types and importance of Social Sciences, Features of Social Sciences, Similarities and difference between Social Studies and Social Sciences.

- Aims and objectives of teaching Social Sciences with a special reference to NCF – 2005.
- Approaches to Teaching Social Science Curriculum (Discipline based, Interdisciplinary based and integrated).
- Curricular Approaches to teaching Social science (Curriculum-Co-ordination, Correlation, concentration, spiral, unit approaches).

Unit – II: Methods adopted for Teaching Social Sciences

- Methods of Teaching- Lecture, Discussion, Lecture cum Discussion, Project, Socialized Recitation, Source methods, supervised study, Objectives, Principles, Advantages and Limitations.
- Instructional strategies- Dramatization, Role Playing and Storytelling- Meaning, objectives, steps, advantages and limitations
- Skills of Questioning, - objectives, kinds, defective forms, manner of asking questions and receiving answers.
- Use of Black Board- Hints to write, importance of drawing sketches.

Unit – III: Learning Resources in Teaching Social Sciences

- Audio-visual Aids in teaching Social Sciences: types, needs and importance in different subjects.
- Field Trips, Social Studies Clubs, Laboratories, Museums, Fairs in different subject areas of Social science curriculum.
- Development of lesson Plan- Importance, steps in planning along with instructional objectives.
- Pedagogical Analysis and use of ICT in learning Social Science.

Unit – IV: Evaluation in Social Science

- Techniques of Evaluation (Tests, Scale and Check lists, Principles, advantages and limitations.
- Writing Tests items according to Bloom's Taxonomy –Essay and objectives Tests, Rules and suggestions for writing essay and different objective types of tests.
- Preparation of Achievement test- Planning, Preparation, tryout and evaluation.
- Diagnostic and Remedial teaching, Action Research in Social Science.

Field Based Activities (Any TWO) (30 marks)

- Organization of field trip to a place of importance according to the relevant subject under social science, collection of data and report writing and presentation of the report.
- Development of Improvised Aids to teach two topics on own subject areas with principles of construction, use and studying its effectiveness.
- Prepare a presentation in any subject of Social Science using ICT tools.
- Development of Achievement Test in any subject of Social Science and its try out.

Suggested Readings:

- Biswal, J.N. (2002). Content-cum Methods of Teaching Geography. Cuttack: Mahabeer Printers.
- Dash, B.N. (2002). Content cum Methods of Teaching Social Studies. New Delhi: Kalyani Publishers.
- Dhillion, Satinder & Chopra, Kiran, (2002). A New Approach to Teaching Economics. New Delhi: Kalyani Publishers.
- Kaur, B. (1996). Teaching Geography: New Trends and Innovations. New Delhi: Deep & Deep Publishers.
- Khan, Z.A. (1998) Text book of Practical Geography. New Delhi: Concept Publishing Company.
- Kochhar, S.K. (2004). *Teaching of History*. New Delhi: Sterling Publishers.
- Mangal, S.K. (2008). *Teaching of Social Studies*. New Delhi: PHI Private Limited.
- Mukherjee, Sutopa. (1996) Understanding Physical Geography through Diagrams. Kolkata: Orient Publication
- Pandey, Veena Pani. (2004). Teaching of Geography. New Delhi: Mohit Publications.
- Paul, S. (2004). Effective Methods of Teaching Social Studies. Jaipur: ABD Publishers.
- Rudramamba, Laxmi Kumari, Rao, V.B. & Digumart. (2004). Methods of Teaching Economics, New Delhi: Discovery Publishers.
- Ruhela, S.P. (2007). *Teaching of Social Sciences*. Hyderabad: Neel Kamal Publications.
- Sarkar, Ashis. (2002). Practical Geography: A Systematic Approach, Kolkata: Orient Logman.
- Saxena, N.R. and et. al. (2003). *Teaching of Social Science*. Meerut: R. Lall Book Depot.
- Singh, R.P. (2003). *Teaching of History*. Merrut, Surya publication.
- Singh, R.P. (2011). Teaching of Geography, Meerut: R. Lall Book Depot.
- Srinivas Rao, Moturi, Prasada, I. Bhaskara Rao et. al. (2004). *Method of Teaching History*. Delhi: Tarun offset Printers.
- Verma, O.P. (2005). Teaching of Geography, New Delhi: Sterling Publishers Private Limited.

B.Ed.-CT-204: UNDERSTANDING DISCIPLINES AND SUBJECTS

M.M. 50

(35 marks)

Course Objectives:

After completion of the course the students will be able to:

- Acquire the knowledge and understand the nature & scope of different field of Science and Mathematics.
- Acquire the knowledge and understand the nature & scope of Languages and Social Sciences along with the thinkers in the field.

Unit-I: Understanding Sciences and Mathematics

- Nature, Characteristics & Scope of Science and Mathematics.
- Correlation of Science and Mathematics with other school subjects (Social Science, Language)
- Contribution of Mathematicians: Pythagoras, Aryabhatta.
- Contribution of Scientists: Sir Albert Einstein, Sir C. V. Raman

Unit-II: Understanding Languages and Social Sciences

- Meaning, Scope and Importance of Language Learning and Characteristics of Language Development
- Understanding Language Acquisition: Behaviorist & Cognitive Approaches
- Emergence of Social Science as a Subject of Study, Major Social Sciences disciplines in Schools and Correlation of those Social Science subject.
- Contribution of Social Scientists; Kalidas, Karl Marx, Amartya Sen.

Field Based Activities (Any One) **(15 Marks)**

- Report on recent developments in Science/Mathematics and its application in daily life.
- Report on recent developments in Languages/ Social Sciences and its application in daily life.

Suggested Readings:

- Bhatia, K.K. (2000). Teaching and Learning English as Foreign, New Delhi: Kalyani Publishers
- Ferris, J. Pamela (2003); *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, New York McGraw Hills.
- Freeman, D. L. & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. United Kingdom: Oxford.
- GOI (2005); *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report*, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development.
- Golding, C. (2015) *Integrating the disciplines: Successful interdisciplinary subjects*. The University of Melbourne.
- Indian Economic Association Trust for Research and Development (1991), *Teaching of Economics in India.* New Delhi Interest Publications,
- Jack Zevin, (2000); *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Kent, A., (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Lambert, D and Balderstone, D (2000); *Learning to Teach Geography in Secondary School*: A Companion to School Experience, London Routledge Falmer.
- Mill, J.S. (2010); *Philosophy of Scientific Method*, New Delhi, Cosmo Publications.
- Miller, M. &Boix Mansilla, V. (2004). *Thinking Across Perspectives and Disciplines. Interdisciplinary Studies Project, Project Zero:* Harvard Graduate School of Education.
- Nanda, V. K. (2005). *Teaching of English*, New Delhi: Anmol Publications.
- National Council for the Social Studies. "*What Is Social Studies?" Expectations of Excellence: Curriculum Standards for Social Studies.* Used with permission.
- Pathak, A., (2002); *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, New Delhi. Rainbow Publishers,
- Popper K.R (1968); *The Logic of Scientific Discovery*, London: Hutchson & Co Ltd.
- Rao D.B. and Rao, R (2007); *Techniques of Teaching Economics*, Sonali Publications, New Delhi.
- Singer, A. J., (2003); *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Mahwah, New Jersey. Lawrence Erlbaum Associates.
- Smith M.(2002); *Teaching Geography in Secondary Schools*: A Reader, London. Routledge Falmer,

COURSE: EPC 2
Developing Creative Skills

M.M. 50

Any Two of the following Activities (With Report)

- Art work (Drawing, Painting, Sketching etc.,) and Craft Work (Puppet Making, Models making, Flower Making Doll Making, Local Handicraft etc.)
- Performing Art (Dance, Drama, Singing, Recitation, Instrument Playing, Role Playing etc.)
- Creative Writing (Story, Poem, Songs, Literary/Academic Article etc.)
- Visit places of Art, Exhibitions and Cultural festivals and submit a report.

Semester III

B.Ed.-CT-301 (A): Pedagogy of English

M.M. 50
(35 Marks)

Course objectives:

After completion of the course, the students will be able to:

- Learn the nature and objectives of English Language.
- Develop the required language skills.
- Assess and evaluate students learning in skills of language.

Unit – I: **Approaches and Methods of Teaching English**

- Need for method and approaches of teaching.
- Grammar translation method, direct method, Desuggestopedia method, Bilingual method and Silent Way method.
- Functional communicative approach, content based approach, task based approach, participatory approach, constructive approach and natural approach.
- Language learning in the constructive paradigm

Unit - II: Teaching Grammar and Vocabulary

- Teaching Grammar: Grammar components: direct / indirect speech, parts of speech, active / passive voice, modals / auxiliaries, types of sentences, semantic markers, determiners' and so on.
- Teaching Vocabulary: Adhoc, Active, Passive Vocabulary, Compound Words, Root words, Base words, Content and Structure words.
- Tasks, Materials and Resources for teaching grammar and vocabulary
- Assessing Grammar and Vocabulary, concerns in teaching grammar and vocabulary

Field Based Activities (Any One) **(15 marks)**

- Conduct an English Reading Comprehension Test.
- Choose a content of your choice and design a task to convey the meaning using functional communicative approach.

Suggested Reading

Doff, A. (1988) Teach English. CUP: Cambridge.

Morgan J. & Rinvolucri M. (1986). Vocabulary, OUP: Oxford.

Hayes, B.L. (ed) (1991). Effective Strategies for Teaching Reading. Allyn & Bacon. Grellet, F. (1981). Developing Reading Skills, CUP: Cambridge.

Nutall, Chrishrine (1987) Teaching Reading Skills in a Foreign Language. London: Heinemann Educational Books Ltd.

Parrott, M. (1993). Tasks for Language Teachers. Cambridge: CUP.

Richards & Lockhart (1994) Reflective Teaching in Second Language Classrooms. Cambridge: CUP.

Hughes, A. (1989). Testing for Language Teachers Cambridge: CUP.

Nunan, D. and C. Lamb (1996). The Self-directed Teacher: Managing the Learning Process. Cambridge: CUP.

Weir, C. J. (1993). Understanding and Developing Language Texts. London's Prentice Hall.

Asher, R. E. (ed.) (1994). The Encyclopedia of Language and Linguistics.

Hedge,T.(1998). Writing: Resource Book for Teachers. Oxford: OUP.

Bygate, M. (1987). Speaking: Oxford: OUP.

Kuppel, F. (1984). Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP.

Littlewood, W. (1992). Teaching Oral Communication. Oxford: Blackwell Publishers.

Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge : CUP.

Anderson & Lynch (1988). Listening. Oxford: OUP.

Brumfit, C. (ed.) (1983). Teaching Literature Overseas: Language – Based Approaches, ELT Document: 115, Oxford: Pegamon.

Brumfit and Carter (1986). Literature and Language Teaching: Oxford: OUP.

Underhill, N. (19870. Testing Spoken Language: Cambridge: CUP.

Ur, P. (1991). Discussions that work. Cambridge: CUP.

Ur,P. (2014). A Training Course in Teaching of English. CUP: Cambridge

Richards and Rodgers (1986). Approaches and Methods in Language Teaching. Oxford: OUP.

Prabhu, N. S. (1987). Second Language Pedagogy. Oxford: OUP.

Agnihotri & Khanna (eds.) (1991). Second Language Acquisition. New Delhi: Sage.

Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford: OUP.

B.Ed-CT-301 (B) Pedagogy of Physics

M. M. 50

(35 Marks)

Course Objective

This course is aimed at developing the insights, competencies and skills among the pupil teachers to effectively transact the Physics curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Unit I Pedagogical Underpinning

- Place of physics in school curriculum - Nature of physics as a science discipline and its linkages with other disciplines.
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Physics teaching.
- Aims of teaching physics at the senior secondary level with linkages to upper primary and secondary level.
- Objectives of teaching physics with special reference to the development of thinking and process skills

Unit II Classroom processes and Teaching-Learning Resources

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities (science quiz, science fair, science corner/resource room, science club, excursion), experiments and laboratory work in Physics, Layout and design of the physics laboratory.
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources(OER) etc, Improvisations and Science Kits

Field Based activities (Any One) **(15Marks)**

- Conduct an experiment on any topic of Physics
- Developing teaching learning resources in Physics

Suggested Readings

Bal, V. (2005). Women scientists in India: Nowhere near the glass ceiling. Current Science: 88(6). pp. 872-878.

Bevilacqua F, Giannetto E.& Mathews M.R. (Ed.) (2001), Science Education andCulture The Contribution of History and Philosophy of Science . Netherlands: Kluwer Academic Publishers.

Bowling, J. & Martin, B. (1985). Science: a masculine disorder? Science and Public Policy: 12(6). pp. 308-316

Cobern W.W.(Ed.) (1998), Socio-Cultural Perspectives on Science Education An international Dialogue. Netherlands: Kluwer Academic Publishers.

Cole, Jonathan R. and Harriet Zuckerman. 1987. "Marriage and Motherhood and Research Performance in Science" Scientific American 256: 119-125.

Hiroko, H. (2012).Modernity, Technology and Progress of Women in Japan: Problems and Prospects. In D. Jain & D. Elson (Ed.), Harvesting feminist Knowledge for Public policy Rebuilding Progress. New Delhi: Sage Publication.

Kumar, N. (Ed.)(2009). Women and Science in India A Reader. India: Oxford University Press.

Oakes, J. 2007 More than misplaced technology: A normative and political response to Hallinan on tracking in Sociology of Education by Alan R. Sadovnik (Ed.). New York: Routledge

Okebukola, O. J. (1991). The Effect of Instruction on Socio-Cultural beliefs Hindering the Learning of Science. Journal of Research in Science Teaching, 28 (3), pp 275-285.

Osborne, J. F. (1996). Beyond Constructivism. Science Education, 80 (1), pp 53-82.Sur, A. (2011). Dispersed Radiance: Caste, Gender and Modern Science in India.

B.Ed-CT-301 (C) Pedagogy of Chemistry

M.M. 50

(35 Marks)

Course Objective

This course is aimed at developing the insights, competencies and skills among the pupil teachers to effectively transact the Chemistry curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices

Unit I Pedagogical Underpinning

- Place of Chemistry in school curriculum - Nature of physics as a science discipline and its linkages with other disciplines.
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Physics teaching.
- Aims of teaching Chemistry at the senior secondary level with linkages to upper primary and secondary level.
- Objectives of teaching Chemistry with special reference to the development of thinking and process skills

Unit II Classroom processes and Teaching-Learning Resources

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities (science quiz, science fair, science corner/resource room, science club, excursion), experiments and laboratory work in Chemistry, Layout and design of the Chemistry laboratory.
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources (OER) etc, Improvisations and Science Kits.

Field Based activities (Any One) **(15 Marks)**

- Conduct an experiment on any topic of Chemistry
- Developing teaching learning resources in Chemistry

Suggested Readings

- Bal, V. (2005). Women scientists in India: Nowhere near the glass ceiling. Current Science: 88(6). pp. 872-878.
- Bevilacqua F, Giannetto E.& Mathews M.R. (Ed.) (2001), Science Education andCulture The Contribution of History and Philosophy of Science . Netherlands: Kluwer Academic Publishers.
- Bowling, J. & Martin, B. (1985). Science: a masculine disorder? Science and Public Policy: 12(6). pp. 308-316
- Cobern W.W.(Ed.) (1998), Socio-Cultural Perspectives on Science Education An international Dialogue. Netherlands: Kluwer Academic Publishers.
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- Kumar, N. (Ed.)(2009). Women and Science in India A Reader. India: Oxford University Press.
- Oakes, J. 2007 More than misplaced technology : A normative and political response to Hallinan on tracking in Sociology of Education by Alan R. Sadovnik (Ed.). New York: Routledge
- Okebukola, O. J. (1991). The Effect of Instruction on Socio-Cultural beliefs Hindering the Learning of Science. Journal of Research in Science Teaching, 28 (3), pp 275-285.
- Osborne, J. F. (1996). Beyond Constructivism. Science Education, 80 (1), pp 53-82.Sur, A. (2011). Dispersed Radiance: Caste, Gender and Modern Science in India.

B.Ed-CT-301 (D) Pedagogy of Biology

M.M. 50
(35 Marks)

Course Objective

This course is aimed at developing the insights, competencies and skills among the pupil teachers to effectively transact the Biology curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Unit I Pedagogical Underpinning

- Place of Biology in school curriculum and its changing character
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Biology teaching.
- Aims of teaching Biology at the senior secondary level with linkages to upper primary and secondary level.
- Objectives of teaching Biology with special reference to the development of thinking and process skills

Unit II Classroom processes and Teaching-Learning Resources

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities (science quiz, science fair, science corner/resource room, science club and excursion), experiments and laboratory work in Biology, Layout and design of the Biology laboratory.
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources (OER) etc, Improvisations and Science Kits

Field Based activities (Any One) **(15 Marks)**

- Conduct an experiment to show Osmo Regulation in plants
- Developing teaching learning resources in Biology

Suggested Readings

- Chiappetta, L. Eugene and Koballa, R. Thomas (2010) Science Instruction in the Middle and Secondary Schools, Seventh Edition, Allyn& Bacon.
- Coll, R. K. (2007). Opportunities for Gifted Science Provision in the Context of a Learner centered National Curriculum, In K. S. Taber (Ed.), Science Education for Gifted Learners(pp. 59-70). London: Routledge
- Collette, Alfred T. and Eugene L. Chappetta, (1994) Science Education in the Middle and Secondary Schools; MacMillan : N. Y.
- Driver, R., Squires, A., Rushworth, P. and Wood- Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: RoutledgeFalmer.
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- Friedrichsen, P.M. & Dana, T. M. (2005). Substantive-Level Theory of Highly Regarded Secondary Biology Teachers' Science Teaching Orientations. Journal of research in science teaching vol. 42, no. 2, pp. 218–244
- Kuhn, T. S. (1970, 2nd Ed)The Structure of Scientific Revolutions. Chicago: the University of Chicago
- Lovelock, James (2000) [1979]. Gaia: A New Look at Life on Earth (3rd ed.). Oxford University Press
- Martin R., Sexton, C. Wagner, K. Gerlorich, J. (1998) Science for all Children: Allyn and Bacon: USA.
- Minkoff, E. C. & Baker, P. T. (2004) Biology Today – An Issues Approach (III Ed.), Garland Science.
- Muralidhar, K., 'What Organisms Do?' in Rangaswamy, N. S. (Ed.) Life and Organism, Vol.XII (Part 6) in Chattopadhyaya, D. P. (Gen. Ed.). History of Science, Philosophy and
- Culture in Indian Civilization. MunshiramManoharlal Publishers Pvt. Ltd., New Delhi.
- Pollard, A (2005) Reflective Teaching, London: Continuum.
- Reiss, M. (Ed.). (1999) Teaching Secondary Biology. Association for Science Education.
- Siddiqi and Siddiqi. (2002) Teaching of Science Today and Tomorrow, Doaba House, New Delhi.
- Siddiqi and Siddiqi. Teaching of Biology, Doaba House, New Delhi.
- Sundarajan, S. (1995) Teaching Science in Middle School : A Resource Book. Orient Longman: Hyderabad.
- Turner, T. & Dimatea, W. (1998) Learning to Teach Science in Secondary School, Routledge Publication, USA.
- UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
- Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers.
- Wallace, J and Louden, W. (Eds.)(2001) Dilemmas of Science Teaching: Perspectives on Problems of Practice. Routledge, London.

- Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge.
- Wilson, E. O. (1999). Consilience: The Unity of Knowledge, Vintage Books. New York

B.Ed-CT-301 (E) Pedagogy of Mathematics (School Subject)

M.M. 50
(35 Marks)

Course objectives:

Student-teachers shall engage with each of the content areas stated below by examining important concepts. The focus shall be on critically examining existing teaching practices, textbooks and curriculum in relation to different concepts.

UNIT I: Content Specific Pedagogy

- Development of Euclidean geometry, Fundamental ideas related to trigonometry, topology and motion. Use of software applications to teach and learn geometry- Examining and visualising 3D shapes and their representation in 2D.
- Understanding subjective probability and discerning classical and experimental approaches of probability, making subjective judgments in probabilistic situations and revising one's estimates in the light of subsequent data/information
- Exploring properties associated with numbers including their geometric representations, Different interpretations of rational numbers –and proportional relationship; and real life context for teaching rational numbers.
- Big ideas in algebraic reasoning such as finding, describing and using patterns, idea of functions, using functions to make predictions

UNIT II: Designing and Planning a Unit and Lessons and Assessment

- Engagement with the National curriculum, syllabus and textbooks. Critical study of all three in light of the conceptual understanding of concepts dealt in Unit 1.
- Developing unit plans and concept maps: understanding children's cultural knowledge and misconceptions; designing constructive lesson plans, understanding the role of communication, mathematical community and group dynamics in classrooms.

- Traditional assessment vs. assessment within a constructivist paradigm.
- Action research in mathematics teaching.

Field Based Activities (Any One) (15 Marks)

• Small action research on children's conceptions related to a mathematical concept.

• Designing field based projects for middle or secondary school children.

Suggested Readings:

Clements, D.H., & Battista, M.T. (1992). Geometry and spatial reasoning. In D.A. Grouws (Ed.), Handbook of research on mathematics teaching and learning (pp. 420-464). New York, Macmillan

Devlin K. (2011). Introduction to Mathematical thinking.

Dhar, A. (1999). Wonderful geometrical figures.Sandarbh, 23–36.

Gould, S. J. (1995). Lie and figures. Sandarbh, 5–14. (Hindi)

Kieran, C. (1992). The learning and teaching of school algebra. In Grouws, D.A. (Ed.), Handbook of Research on Mathematics Teaching and Learning, New York: MacMillan Publishing Company, 390–419.

Lamon, S. (2005).Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers, Mahwah, NJ: Erlbaum

Subramaniam, J. (2005). Teaching negative numbers to school children.Sandarbh, 4(52), 44–55.(in Hindi)

Zazkis, R. &Liljedahl, P. (2002). Generalization of patterns: The tension between algebraic thinking and algebraic notation. Educational Studies in Mathematics, 49, 379-402.

Mason J.,Graham A., Wilder S. J. (2005).Developing thinking in Algebra. Sage Publication

Wilder S. J. , Mason J.(2005) Developing thinking in Geometry. Sage Publication

Graham A. (2006). Developing Thinking in Statistics. Sage Publication

MESE -001(2003).Teaching and Learning Mathematics. IGNOU series

Newman, J. (2003). The World of Mathematics: A Four-Volume Series. Washington Tempus

Sautoy, M. du. (2008). The Story of Maths. UK: BBC Four Documentary. (Also available as a book)

Timothy Gowers (2002). Mathematics: A Very Short Introduction. Oxford University Press

Wheeler D (1983). Mathematisation matters. For the Learning of Mathematics, 3(1).

B.Ed-CT-301 (F) Pedagogy of History

M.M. 50

(35 Marks)

Course Objectives

- Appreciate the need for teaching-learning of History in secondary classes.
- Develop a systematic and critical understanding of History in a democratic and secular country with a diverse socio-cultural milieu and relevance in the contemporary context of a globalised world.
- Promote critical perspectives on the nature and philosophy of History and methods of enquiry.
- Comprehend, analyse, evaluate and integrate source material critically as historical evidence.

Unit I: Concept of Teaching History

- Need and importance for teaching history, Correlation of history with other school subjects
- General aims and objectives of teaching history at secondary level
- Recommendations of NCF-2005 on teaching of Social Sciences (History).
- Constructivist Approach of Teaching History.

Unit II: Instructional Methods and Learning Resources in Teaching History

- Methods of teaching history; Storytelling, Narration-cum-Discussion, Dramatization, Project, Source and Field trip methods.
- Development of learning materials- Year plan, Unit plan, lesson plan.
- Teaching aids in History- maps, atlas, globes, charts, models and time line, low cost teaching aids in history.
- Field trips, historical museum in teaching History, ICT in learning History.

Field Based Activity (Any One) **(15 Marks)**

- Organization of field trip to a place of historical importance, report writing and presentation of report.
- Develop an improvised aid for teaching any topic in history.

Suggested Readings:

Aggarwal, J.C. (1997). Teaching of History a Practical Approach. New Delhi: Vikas Publishing House.

Dash, B.N. (2002). Content cum Methods of Teaching Social Studies. New Delhi: Kalyani Publishers.

Kochhar, S.K. (2004). Teaching of History. New Delhi: Sterling Publishers,

Paul, S. (2004). Effective Methods of Teaching Social Studies. Jaipur: ABD Publishers. Shukla, Chhaya, (2003). Methods of Teaching History. New Delhi: Sumit Enterprises.

Srinivas Rao, Moturi; Prasada, I Bhaskara Rao & Rao. Digumati, (2004) Methods of Teaching History. Delhi: Tarun Offset Printers.

Singh, R.P. (2003). Teaching of History. Meerut, Surya Publication.

B.Ed-CT-301 (G) Pedagogy of Political Science

M.M. 50

(35 Marks)

Course Objectives:

- Understand the need for teaching-learning of Political Science in secondary classes.
- Develop a critical understanding about the aims and objectives of Political Science in a Democratic and Secular country.
- Develop a critical understanding about the nature and philosophy of Political Science and its interface with society.
- Understand the nature of Political Science curriculum and its pedagogical issues.

Unit I: Concept of Teaching Political Science

- Meaning, nature and Scope of Political Science, Aims and Objectives of teaching Political Science, Values of teaching Political Science.
- Correlation of Political Science with other school subjects.
- Curricular reform as for NCF 2005 for teaching social science-(Political Science).
- Constructivist Approach of Teaching Political Science

Unit II: Instructional Methods and Learning Resources in Teaching Political Science

- Methods of teaching Political Science- Logical, Problem Solving, Inductive and Deductive, Analytic- Synthetic, Project and Lecture Methods.
- Class and out of class activities to establish school, family and community linkages.
- Development of Learning Materials for teaching Political Science- Year Plan, Unit Plan and Lesson Plan in Political Science.
- Teaching aids in teaching of Political Science, Project based learning, problem-solving and ability to take decisions.

Field Based Activity (Any One) (15 Marks)

- Organization of field trip to a place of political importance, report writing and presentation of report.
- Develop an improvised aid for teaching any topic in Political Science.

Suggested Readings

Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.
Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.
Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
Batra, P. (Ed. 2010). Social Science Learning in Schools: Perspective and

B.Ed-CT-301 (H) Pedagogy of Economics

M.M. 50

(35 Marks)

Course Objectives:

- Enable the prospective teachers to understand the nature and purpose of economics courses introduced in schools for Indian children.
- Develop the required competencies to present the subject matter of economics from a social science perspective.
- Help the teacher to do a pedagogical analysis of the subject matter they are to teach at different levels.
- Help them acquire knowledge and understanding to establish the cross curricular linkages while teaching economics.

Unit I: Concept of Teaching Economics

- Meaning, nature and Scope of Economics, Aims and Objectives of teaching Economics, Values of teaching Economics.
- Correlation of Economics with other school subjects.
- Curricular reform as for NCF 2005 for teaching social science-(Economics).
- Constructivist approach of teaching Economics.

Unit II: Instructional Methods and Learning Resources in Teaching Economics

- Methods of teaching Economics- Logical, Problem Solving, Inductive and Deductive, Analytic- Synthetic, Project and Lecture Methods.
- Development of Learning Materials for teaching Economics- Year Plan, Unit Plan and Lesson Plan in Economics.
- Teaching aids: need and importance of teaching aids, types of teaching aids, selection, preparation and use of low cost teaching aids.
- Project based learning, problem- solving and ability to take decisions.

Field Based Activity (Any One) **(15 Marks)**

- Organization of field trip to local industries, report writing and presentation of report.
- Develop an improvised aid for teaching any topic in Economics.

Suggested Reading

Dash, B.N.(2002). Content cum Methods of Teaching Social Studies. New Delhi: Kalyani Publishers.

Dhillion, Satinder & Chopra, Kiran, (2002). A New Approach to Teaching Economics. New Delhi: Kalyani Publishers.

Rudramamba, Laxmi Kumari, Rao, V.B. & Digumart. (2004). Methods of Teaching Economics, New Delhi: Discovery Publishers.

B.Ed-CT-301 (I) Pedagogy of Geography

M.M. 50

(35 Marks)

Unit I: Concept of Teaching Geography

- Geography- concept, need and importance, Aims and objectives of teaching Geography at Secondary level
- Inclusion of teaching geography in school curriculum, Correlation of Geography with other subjects- both social and natural sciences.
- Recommendation of NCF 2005 on teaching social sciences (Geography).
- Constructivist approach to teaching Geography.

Unit II: Instructional Methods and Learning Resources in Teaching Geography

- Methods of teaching Geography, Observation cum Discussion method (Direct and Indirect), Project Method, Demonstration method, Discovery Method.
- Instructional strategies for teaching Geography, Emerging Curricular trends as per NCF-2005.
- Development of learning materials- Year plan, Unit plan, lesson plan.
- Teaching aids in Geography, Geography lab and Resource room, use of community resources, field trips, and geography clubs, ICT in learning Geography.

Field Based Activity (Any One) **(15 Marks)**

- Organization of field trip, report writing and presentation of report.
- Develop an improvised aid for teaching any topic in Geography.

Suggested Readings:

Biswal, J.N. (2002). Content-cum Methods of Teaching Geography. Cuttack: Mahabeer Printers.

Kaur, B. (1996). Teaching Geography: New Trends and Innovations. New Delhi: Deep & Deep Publishers.

Khan, Z.A. (1998). Text book of Practical Geography. New Delhi: Concept PublishingCompany.

Mukherjee, Sutopa. (1996). Understanding Physical Geography through Diagrams. Kolkata: Orient Longman,

Pandey, Veena Pani. (2004). Teaching of Geography. New Delhi: Mohit Publications.

Paul, S. (2004). Effective Methods of Teaching Social Studies. Jaipur: ABD Publisher.

B.Ed-CT-301 (J) Pedagogy of Social Science

M.M. 50

(35 Marks)

Objectives of the Course

- To get an insight into the nature of social science curriculum and its pedagogical issues.
- Enquire critically the aims and objectives of social science education.
- Explore and establish the Inter-disciplinarity in social science.
- Comprehend the uniqueness of teaching-learning process of social science at secondary level.
- Engage with the classroom processes and its transactional implications in terms of different strategies and techniques.

Unit I Aims and objectives of teaching Social Science

- Social Science Education: for a democratic secular society for an identity in the post-modern and globalised world in terms of historical, political, economic and environmental perspectives for an informed and empowered citizen

- Organization of learning experience in Social Science Curriculum: its status in Secondary School Curriculum and its inter-disciplinary nature
- Pre-conceptions and misconceptions in Social Science
- Social sciences and Global challenges related to marginalization, violence,

Unit II Pedagogical Approaches, Strategies and Learning resources in Social Science

- A**pproaches**: inductive, deductive, interdisciplinary and constructivist approaches

- **Strategies:** Narration, Dialogue& Discussion, Problem Solving, Project, Storytelling, , Data collection and analysis, Field trips as learning experience, Dramatization, Archives& other historical Sources and their interpretation , reviewing Video Shows on social issues, Current event , Comparative method, Cartographic techniques, time-line construction and other activities.

- Teaching Learning Material: Need and objectives; collection and preparation , ICT in Social Science Classroom
- Social Science Resource room: Need, Establishment, components and management.

Field work (Any One) **(15 Marks)**

- Establishment and Enrichment of Social Science Resource Centre
- Organizing field trips and evaluating learning process

Suggested Readings

Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.

Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.

Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.

Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.

Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.

Gallanvan&Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.

George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.

Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.

Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.

Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi, Delhi.

Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.

Misra, Salil and Ranjan, Ashish (2012).Teaching of Social Sciences:History,Context and Challenges in VandanaSaxena (ed.),Nurturing the Expert Within, Pearson, New Delhi

Pathak, S.P. (2005), Teaching of History- The Paedo Centric Approach, Kanishka Publishers, New Delhi.

Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.

Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

B.Ed.-CT- 302: GENDER, SCHOOL AND SOCIETY

M.M. 50

Course Objectives:

After completion of the course the students will be able to:

- Understand the concept of gender
- Analyze the challenges to gender equality
- Understand the role of education in the process of socialization
- Examine the relationship between school and community

Unit-I: Introduction to Gender

- Concept of Gender (third gender, transgender), Difference between Gender and sex, Social construction of gender
- Gendered representations in textbooks (illustrations and texts), Gender and hidden curriculum, ideas of masculinity and feminity in the family and school.
- Equity, equality and empowerment: role of family, school and media
- Challenges to gender equality: sexism in language, objectification of women, sexual abuse and gender stereotyping.

Unit-II: School and Society

- Meaning of society, diverse nature of Indian Society, concept of social system, school as a miniature society.
- Home, School, society as agencies of education
- Concept, nature, processes of Socialization and social interaction, teacher's role in socialization
- School – social climate and its relationship with community.

Field Based Activities

- Analyse any textbook to find out gender biased words and images.
- Comparative study of daily activities of boy and girl in the same family.

Suggestive Reading

- Indira Kulishreshtha 'Noopur' (1989) Women's Studies in School Education- Sterling Publishers private limited.
- Janaki, D. (ud) Women's Issues- Dhan Publications 924, Anna Nagar Chennai.
- Nirmala Jayaraj (2001) Women and Society – Lady Doak College Madurai.
- Gokilvani (1997) Reaching the unreachable – Srilakshmi printers karaikudi.
- Raj Kumari Chandrasekar (1992) Women's resource and National Development a Perspective-Sterling publishers private limited New Delhi.
- Sarojini Reddy, P. (2002) Justice for Women – Sai Sreenivasa printers.
- Veena Gandotra and Sarjoo Patel (Edited) (2009) Women Working Condition and Efficiency –New Century Publication.
- Kirk Jackie e.d. , (2008), Women Teaching in South Asia, SAGE, New Delhi
- National Curriculum for Elementary and Secondary Education: A Framework, (1988), NCERT, New Delhi
- National Curriculum Framework for School Education, (2000), NCERT, New Delhi
- National Curriculum Framework, (2005), NCERT, New Delhi
- National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher, (2009), National Council for Teacher Education, New Delhi
- National Policy on Education -1986, Department of Education, MHRD, New Delhi
- National Policy for Empowerment of Women 2001, Department of Women and Child Development, Ministry of Human Resource Development, Government of India.
- Position Paper National Focus Group on Gender Issues in Education, (2006), NCERT, New Delhi
- Report of the Central Advisory Board of Education (CABE), (2010), Ministry of Human Resource Development, Government of India, National Book Trust, New Delhi, India.

- Srivastava Gouri, Yadav Mona, (2013), Training Material for Teacher Educators on Gender Equality and Empowerment, Vol.I, II and III, NCERT, New Delhi

B.Ed.-OT-303 (A): Optional Course (Any One)

B.Ed.-OT-303 (A) HEALTH AND PHYSICAL EDUCATION

M.M: 50

(35 Marks)

Course objectives:

After completion of the course the students will be able to:

- Develop an understanding of aims, objectives and importance of teaching Health and Physical education in schools/institutions.
- Provide direction for creating awareness regarding Health, Physical education and Sports.
- Become efficient and effective Health and Physical education teachers.
- Make the teaching of Health and Physical Education more interesting and innovative.

Unit-I: Health and Physical Education: Concept, features and significance

- Meaning, Nature, Scope, Significance and Objectives of teaching Health and Physical Education in school curriculum.
- Posture: Meaning and Importance of good posture.
- First Aid: Meaning, need and its importance.
- Yoga- pranayama and asana: its significance for good health.

Unit-II: Health and Physical Education: Policies and Approaches

- Essential qualities of Health and Physical instructor.
- Planning for Health and Physical education, National Health Policy – 2002.
- Health and Physical education through community participation.
- Teaching methods – Lecture cum Discussion method, command method, Project method, Demonstration method, use of audio-visual aids.

Field Based Activities (Any One) (15 Marks)

- Participation in Athletics/Games/Yoga Asana.
- Organization of exhibitions/demonstrations/camps/tours related to health and Physical Education.

Suggested Readings:

- Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, *Chapter 36- Childhood Illnesses,* Chennai: Orient Longman.
- Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.
- Brar, T.S. (2002). *Officiating Techniques in Track and Field*. Gwalior: Bhargava Press.
- Bucher, C.A. (1979). *Foundation of Physical Education*. St. Louis: C.V. Mosby & Co.
- CSDH, (2008), *Closing the gap in a generation,* Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.
- Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness,* Working Paper, New Delhi: USRN-JNU
- Goel, S.L. (2007). *Health Education, Theory and Practice*. New Delhi: Deep & Deep Publishers Pvt. Ltd.
- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurusar Sadhar: Gurusar Book Depot. Publications.
- Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts,* New Delhi: Sage
- Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: Chetna Prakashan.
- Singh, Ajmer, et. al. (2004). *Essentials of Physical Education*. Ludhiana: Kalyani Publication.
- Thorkildson, George, (1992). *Leisure and Recreation Management*. London: E. & F.N. Sports.
- Trinaryan & Hariharan (1986). *Methods in Physical Education*. Kareaikudi: South India Press.

B.Ed.-OT-303 (B) HUMAN RIGHTS AND PEACE EDUCATION

M.M: 50
(35 Marks)

Course objectives:

After completion of the course the students will be able to:

- Understanding about the concept of human rights and peace education.
- Understand the need of peace and peace education based on philosophy of various thinkers on Peace.
- Acquire the ability to strengthen self by continual reflection leading to reduction in stereotypes and transcending barrier of identity and socialization.

Unit-I: Conceptualizing Human Rights Education

- Introduction to Human Rights and Human Rights Education with special reference to philosophical, psychological, political and sociological perspectives.
- Human Rights Education- objectives and importance, human rights enshrined in Indian constitution.
- Approaches to Human Rights- Western, political, liberalism, socialism and social welfare prospects understanding.
- Human Right from policy perspectives (U.N).

Unit-II: Peace Education

- Concept, nature and scope.
- Factors responsible for disturbing Peace: Psychological, Socio-religious, Political and Cultural
- Challenges to peace: by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Role of UNO, UNESCO and Red Cross Society in Peace Keeping Process.

Field Based Activities (Any One)

- Report on experiential learning sessions by making the use of yoga and meditation/ art and drama/ nature/communication skills in resolving conflicts and experience peace and harmony.
- Report a recent case (global / local) involving violence of human rights and suggest resolutions.

Suggested Readings:

- Adans, D. (Ed). (1997). Unesco and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
- Bajaj, M. (Ed.) (2008). Encyclopedia of Peace Education. Charlotte, North Carolina: Information Age Publishing, Inc. ISBN: 978-1-59311-898-3
- Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- Hicks, D. (1985). Education for peace: Issues, Dilemmas and Alternatives. Lancaster: St. Martin's College.
- Ian, Harris. (Ed.) (2013). *Peace Education from the Grassroots*, University of Wisconsin, Milwaukee
- Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
- Kumar, M. (Ed). (1994). Non-violence, contempory issues and challenges. New Delhi: Gandhi peace foundation.

- Morrison, M. L. (2003). Peace education. Australia: McFarland.
- Page, James. (2008). *Peace education: Exploring Ethical and Philosophical Foundations,* Charlotte, NC: Information Age Publishing, INC 231 pp, ISBN 978-1-59311-889-1
- Salomon, G. and Nevo, B. (Ed.) (2012). *Peace Education*: The Concept, Principles and practices around the World. University of Haifa. Mahwah, NJ. LEA (pp. 3-15).

B.Ed.-OT-303 (C) VALUE EDUCATION

M.M: 50

Course objectives: **(35Marks)**

After completion of the course the students will be able to:

- To understand the nature and importance of values and value education.
- To appreciate values enshrined in the Indian constitution.
- To enable them to understand the approaches to value development.

Unit-I: Value Education and Culture

- Meaning of value and value education.
- Need and importance of value education in the existing social scenario.
- Indian culture and Human values, values as enshrined in the Constitution of India
- Realization of values through education.

Unit-II: Approaches and method of Value Development

- Psycho-analytic approach.
- Learning theory approach, especially social learning theory approach.
- Cognitive development approach-
  - Jean Piaget.
  - Kohlberg
- Method of teaching human values- direct and indirect.

Field Based Activities (Any One) **(15 Marks)**

- Describe some strategies that can be used to impart value-education to the students at secondary stage.
- Analyse the value component in any activity conducted in school.

Suggested Readings:

- Bagchi, J.P. & Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II*. Jaipur: University Book House.
- Bhatt, S.R. (1986). Knowledge, *Value and Education: An axiomatic analysis*. Delhi: Gian Publications.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- Dagar, B. S. and Dhull Indira (1994). Perspective in Moral Education, New Delhi: Uppal Publishing House.
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- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India*. New Delhi: Regency Publications.
- Pandey, V.C (2005). *Value Education and Education for Human Rights*. Delhi: Isha Books.
- Sharma, S.R.(1999) *Teaching of Moral Education*, New Delhi: Cosmo Publications.
- **S**hivapuri, Vijai (2011). *Value Education* Varanasi: Manish Prakashan.
- Singh, Samporan (1979). *Human Values*. Jodhpur: Faith Publications.
- Thomas, B. (2004); *Moral and Value Education.* Jaipur: Avishkar Publishers.
- Verma, Yoginder (2007). *Education in Human values for Human Excellence*. New Delhi: Kanishka Publishers and Distributers.

B.Ed.-OT-303 (D) SPECIAL EDUCATION

M.M: 50

Course objectives: **(35 Marks)**

After completion of the course the students will be able to:

- Acquire basic knowledge on history, nature, process and philosophy of special education.
- Internalize the aims and functions of education in general and special education in particular.
- Know various systems of education with reference to general and special education.
- Understand the role of educational system in the context of Modern Ethos like democracy, socialism and secularism.

Unit-I: Introduction to Special Education

- Special education- aims & objectives, Principles and Historical perspective of special education
- Rehabilitation Council of India (RCI), Integrated Education for Disabled Persons (IEDS), Persons with Disability Act 1995, National Trust Act 1999, Biwako

Millennium-Framework, IYDP, UNCRPD- Framework and implications to Special Education

- Role of home, school, society, and mass media, Community Based Rehabilitation for special education).
- Resource through funding agencies and facilities for the special needs students.

Unit-II: Nature of various disabilities

- Concept of impairment, disability and Handicap
  - Blindness and Low Vision - Definition, Identification, and Characteristics.
  - Hearing Impairment - Definition, Identification, and Characteristics.
  - Mental Retardation – Definition, Identification, and Characteristics.
  - Learning Disability - Definition, Identification, and Characteristics.
  - Multiple Disabilities - Definition, Identification, and Characteristics.
  - Leprosy cured, Neurological and Loco motor disabilities - Definition, Identification, and Characteristics.
  - Autism Spectrum Disorders - Definition, Identification, and Characteristics.
  - Role of special schools and special teachers/educators in facilitating their education.

Field Based Activities (Any One) **Marks - 15**

- Presentation on current issues in special education in India.
- Seminar on Government initiatives on acts and policies on disabled in the light of UNCRPD.

Suggested Readings:

- Ainscow, M. & Booth, T. (2003); The Index of Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
- Berdine W.H. & Blackhurst A.E. (1980). An introduction to Special Education (eds.), Harpers Collins Publishers, Boston.
- Hallahar D.P. & Kauffman, J.M., (1991). Exceptional Children Introduction to Special Education, Allyn & Bacon Massachusetts.
- Hewett Frank M. & Foreness Steven R. (1984). Education on Exceptional Learners, Allyn & Bacon, Massachusetts.
- Jangira, A. Mani, M.N.G. (1990).; Integrated Education for Visually Handicapped. Gurgaon: Academic Press.
- Jha, M. (2002); Inclusive Education for All: Schools without Walls. Chennai: Heinemann Educational Publishers.
- Kirk S.A. & Gallagher J.J. (1989). Education of Exceptional Children; Houghton Mifflin Co., Boston.

- Sharma, P.L. (1990); Teacher Handbook on IED-Helping Children with Special Needs. New Delhi: NCERT Publications
- Sharma, P.L. (2003); Planning Inclusive Education. Mysore: Regional Institute of Education Publications.
- Singh, N.N. and Beale, I.L. (1992). Learning Disabilities – Nature, Theory and Treatment (eds.), springer – Verlag, New York, Inc.

B.Ed.-OT-303 (E) ENVIRONMENTAL EDUCATION

M.M: 50

Course objectives: **(35 Marks)**

After completion of the course the students will be able to:

- Understand the concept and develop a sense of awareness about environmental studies.
- Understand the contemporary issues related to environment and importance of sustainable development.

Unit-1: Components of Environment

- Environment and Eco System- biotic and abiotic; Environmental and Energy, Concept of Biodiversity and its importance
- Natural Resources- renewable and non-renewable and its conservation.
- Environmental pollution, climate change, nuclear hazards and global warming – meaning, causes and remedial measures.
- Waste management: causes, effects and control measures of urban and industrial wastes in the context of Sikkim.

Unit-II Environmental Education

- Environmental Education- concept, aims, objectives and needs
- Approaches to Environmental Education—Interdisciplinary and Multidisciplinary
- Methods of Teaching Environmental Education: Project, Discussion, Problem-solving, Field visit
- Role of education in restoration of Environmental Balance, protection of natural resources, cleanliness of environment, eradication of pollution and solid waste management.

Field Based Activities (Any One) **(15 Marks)**

- Study of Biodiversity of the locality and submit a report.
- Survey on Eradication of environmental pollution- measures taken in schools and submit a report.

Suggested Readings:

- Agarwal S K Tiwari Swarnalatha, Dubey P.S (1996); Biodiversity and Environment, New Delhi: A.P.H Publishing.
- Anjaneyulu, Y. (2004) Introduction to Environmental Science, Hyderabad: B.S. Publications.
- Balla, G.S. (1986); Environment and Natural Resources, New Delhi: Jugmander Book Agency.
- Bharucha, E. (2005) Text Book of Environmental Studies for Undergraduate Courses, Hyderabad: University Press Pvt. Ltd.
- Botkin Daniel B & Keller Edward A (2000). Environmental Science, Earth a living Planet , New York: John Wiley & Sons Inc.
- Chawan I.S & Chauhan Arun (1998); Environmental Degradation, Jaipur: Rawat Publications.
- Dhyan S.N (1993); Management of Environmental Hazards, New Delhi: Vikas Publishing House Pvt.Ltd.
- Garg M.R. (2000); Environmental Pollution and Protection, Guwahati: DVS Publication,
- Gokulanathan Pai P.P(eds), (2000); Environmental Education, Shillong: NEHU Publication.
- Jain, K. (2005) An Introduction to Environmental Education, New Delhi: Mohit Publications.
- Kannan, K. (1995) Fundamental of Environmental Pollution, New Delhi: S. Chand & Company Ltd.
- Kumar, B. (2004) Environmental Education, New Delhi: Dominant Publishers & Distributions.
- Prakash, R. (2004) Man & Environmental Science, Jaipur: ABD Publishers.
- Ranjan, R. (2004) Environmental Education, New Delhi: Mohit Publications.
- Shrivastava, K.K. (2004) Environmental Education, New Delhi: Kanishka Publishers.
- Shukla, C. (2004) Principles of Environmental Education, New Delhi: Summit Enterprises.
- Trivedi, P.R. (2004) Environmental Education, New Delhi, Efficient Offset Printers.

B.Ed.-OT-303 (F) GUIDANCE AND COUNSELLING

M.M: 50

Course objectives: **(35 Marks)**

After completion of the course the students will be able to:

- understand the need and importance of guidance & counseling along
- with development of awareness among the student teachers about the tools & techniques of guidance
- develop understanding about the role & professional ethics of the counselor

Unit-I: Guidance

- Meaning, Nature, Scope, Needs, Principles and Importance of Guidance.
- Types of Guidance their meaning, objectives, need and importance.
- Organization of Guidance Services in Educational Institutions. Individual Inventory Service, Occupational Service, Placement Service: their importance.
- Role of different personnel in Guidance- Teachers, Parents, Counselors.

Unit- II: Counseling

- Meaning, Nature objectives and importance of Counseling. Differences between Guidance & Counseling.
- Types of Counseling – Individual and Group Counseling
- Techniques of Counseling- Directive**,** Non directive, Eclectic- Meaning, characteristics and steps.
- Role and qualities of a Counselor. Professional code of ethics in Counseling

Field Based Activities (Any One) **(15 Marks)**

The student teacher has to carry out one of the following practical activities and submit a report.

- Development on any one of the following activity- Career talk, Career Exhibition, Class talk
- Visit to a school to study guidance and counselling services and write a report.

Suggested Readings:

- A.K. Narayana Rao (2002) Guidance and Counseling, APH Publishing Corporation, New Delhi.
- Arulmani,G & Arulmani, S.Nag (2004) : Career Counseling : A Handbook, New Delhi, Tata Mc Graw hill Publishing Company Limited.
- Asha, Bhavnagar (1999). Guidance and Counseling: Theoretical Perspective, Vol. 1, New Delhi: Vikas Publishing House.

- Baker, B. Stanley (1992) School Couseling for the Twenty First Century, New York.
- Bernard, H.W. & Fullner, D.W. (1987); *Principles of Guidance, A Basic Test (Indian Education),* New Delhi: Allied publishers Pvt.Ltd.
- Bhattacharya (1984); *Guidance and Counselling,* Bombay: Sheth Publications.
- Chauhan, S.S (1982). Principles of Guidance, New York.
- Gibson, R.L & Mitchell, M.H (2003): Introduction to Counseling and Guidance New Delhi:
- John S. Koshy (2004) Guidance and Counseling Dominant Publishers and Distributors, New Delhi.
- Jonse, R.N (2000): Introduction to Counseling skills: Text and Activities, New Delhi, Sage Publications.
- Kochhar, S.K. (1979); *Guidance in Indian Education,* New Delhi: Sterling Publisher Pvt.Ltd.
- Mishra, R.C. (2005); *Guidance & Counselling* (2 vols); New Delhi: APH, Publishing Cooperation.
- Nayak, A.K. (1997); *Guidance & Counselling*, New Delhi: APH, Publishing Cooperation.
- Ramesh Chaturvedi (2007) Guidance and Counseling Techniques – Crescent Publishing Corporation, New Delhi.
- Sharma, A. (2006); *Guidance & Counselling*, Guwahati: DVS Publishers and Distributors.
- Vashist, S.R. (2001); *Methods of Guidance,* New Delhi: Anmol Publishing,
- Venkataiah, S. (2000); *Vocational Education*, New Delhi: Anmol Publishing.

B.Ed.-CT-304: SCHOOL INTERNSHIP

M. M. 100
(70 Marks)

Course objectives:

After completion of the course the students will be able to:

- develop various teaching skills for effective teaching
- develop competencies for class room transaction
- get practice in preparing various kinds of teaching aids

Pre-Internship (2 Weeks)

- Observation of Two Demonstration Lessons (with report submission)

  (One each in Method Subjects)
- Observation of a School (with report submission)
- Practice teaching skills through Micro-teaching

  (Five Skills each in Two Method Subjects)
- Practice Integration of Teaching Skills through Macro lessons

  (Two lessons each in Two Method Subjects)

Sessional Work (For Internal Assessment)

(i) Work of the Pre-Internship under shall be evaluated internally out of 30 Marks.

COURSE: EPC 3

Critical Understanding of ICT

M.M.50

Any two of the following:

- Power point presentation (Select a topic of secondary level and develop a lesson and present in power point).
- Utilize the internet to collect information and develop a lesson/ report on any problem.
- Tabulation of results by using Excel and interpret it and graphically present the data.
- Select a topic on any current issue and write a report in word format and convert it into PDF format.
- Select a problem of school set up, prepare a questionnaire and administer it through internet and prepare a report

Semester-IV

B.Ed.-CT-401: SCHOOL INTERNSHIP

M. M. 400

Course objectives: **(280 Marks)**

After completion of the course the students will be able to:

- develop various teaching skills for effective teaching
- develop competencies for class room transaction
- get practice in preparing various kinds of teaching aids
- prepare teacher diary, time-table and address school assembly

Course Content:

Internship (14 Weeks)

- Teaching Practice in Schools in Two Method Subjects
  (60 lessons-30 each in Two Method Subjects)
- Observation of 30 Lessons by Peer Student Teachers
- Preparation of Teaching Aids – Ten (Five in each Method Subjects - Including One Model in each Subject)

Post –Internship (2 Weeks)

- Criticism Lesson on First Method Subject
- Criticism Lesson on Second Method Subject

School Internship: Other Related work

- Maintenance of Teacher's Dairy
- Preparation of Time Table
- Addressing School Assembly (with report submission)
- Conduct co-curricular activities

Note: This course will carry 400 marks as follows

(i) External Evaluation ---------- 280 Marks (70%)

(ii) Internal Evaluation ---------- 120 Marks (30%)

Sessional Work (For Internal Assessment)

i) Work of the Post- Internship under shall be evaluated internally out of 60 Marks.

ii) Work of School – Internship: Other Related Work under shall be evaluated internally out of 60 Marks.

B.Ed.-CT-402: INCLUSIVE EDUCATION

M.M: 50

(35 Marks)

Course objectives:

After completion of the course the students will be able to:

- Understand the global and national commitments towards the education of children with diverse needs.
- Familiarize with the trends and issues in inclusive education.
- Analyze special education, integrated education, mainstream and inclusive education practices.

Unit-I: Introduction to Inclusive Education

- Inclusive Education- concept and importance; merits and demerits. Transition from Segregation to Inclusion
- Inclusive Strategies and Education for children with Diverse Needs.
- Characteristics of children with diverse needs: Sensory, Visual, hearing, physical and mental problems.
- Inclusive Education a rights based model
- Barriers in Inclusive Education and overcoming the barriers: Attitudinal, Social and Educational.

Unit –II: Utilization of resources for Inclusive Education

- Human and material resources, creating conducive environment for inclusive schools
- Mobilizing appropriate and administer resources for inclusive education
- Creating and sustaining inclusive education
- Role of teachers working in inclusive settings and resource teacher/educator in facilitating inclusive education
- National and international initiatives for Inclusive Education

Field Based Activities (Any One) **(15 Marks)**

- Visit a school and write a report on inclusive practice
- Conduct a survey on physical, social and educational barriers in social inclusion in any school

Suggested Readings:

Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges.* New Delhi: Can Publishers.

Gathoo, V. (2004). Curriculum Strategies and Adaptations for Children with Hearing Impairment. New Delhi: Kanishka Publishing

Giffard-Lindsay, Katharine (2007). *Inclusive Education in India: Interpretation, Implementation, and Issues.* CREATE PATHWAYS TO ACCESS Research NUEPA. Monograph No 15, September. New Delhi: http://eprints.sussex.ac.uk/1863/01/PTA15.pdf

Giuliani, G. A. & A., M. (2002). Education of children with Special Needs: From Segregation to Inclusion, New Delhi: Sage Publications

Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.

Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford: Heinemann

Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational Publishers, Multivista Global Ltd, Chennai, 600042, India.

Mani, M. N. G. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, New Delhi: Sage Publishing House

Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992) A guide for educating mainstreamed students. Boston: Allyn & Bacon.

Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.

North,C (1976) Education of hearing impairment children in regular schools, Washington: D.C.A.G Bells

Puri, M. & Abraham, G. (Eds) (2004), *Handbook of Inclusive Education – for Educators, Administrators and Planners.* New Delhi: Sage Publications.

Sharma P.L (2003) *Planning Inclusive Education in Small Schools,* R.I. E. Mysore

Stakes, R. and Hornby, G. (2000). *Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers* (2nd ed).

Subrahmanian, R. Sayed, Y. Balagopalan, S. and Soudien, C. (Eds.) (2003). Education Inclusion and Exclusion: Indian and South African perspectives, *IDS Bulletin,* 34(1).

EPC 4: UNDERSTANDING SELF

M.M. 50

Field Based Activities (Any Two)

1. Self-appraisal.
2. Reflection on Self-concept as a person and as a prospective teacher.
3. Reflection on Self-efficacy.
4. Reflection on self-accountability as a teacher and present a report.
5. Write a report elaborating the influence of a person on development of yourself.