

DEPARTMENT OF EDUCATION

School of Education (SoE)

Doctor Harisingh Gour Vishwavidyalaya, Sagar (M.P.)

(A CENTRAL UNIVERSITY)



B.A. B.Ed. / B.Sc. B.Ed. (4 Year Integrated Programme)

Curriculum

Under Choice Based Credit System

Approved by IX Board of Studies (BoS)

Held at 23 November, 2020

(Effective from the Session 2020-21)

BoS
08/12/2020
Chairman B O S
Department of Education
Dr. H. S. Gour V. V. Sagar (M.P.)

Rules and Regulations for B.A. B.Ed. / B.Sc. B.Ed. (4 Year Integrated) Programme

1. Introduction:

Bachelor of Arts and Bachelor of Education (B.A. B.Ed.) and Bachelor of Science and Bachelor of Education (B.A. B.Ed.) are four-year integrated undergraduate programmes that offers a dual and integrated degree. The programmes are running with a vision to impart in-depth knowledge of different subjects of Languages, Social Sciences, Humanities and Sciences along with foundations of education, pedagogy of school subjects and practicum related to the tasks and functions of a school teacher. The programme is designed according to NCTE guidelines to prepare qualitative future teachers for Upper Primary and Secondary School level. Flexibility is the essence of this programme which is achieved by offering various electives. EPCs are introduced for professional development and to provide knowledge of various new areas of education including Educational Technology and ICT. It consists of a twenty-week school internship programme including a four-week observation in schools to provide real experiences. The programme trains student in principles of Education Philosophy for teachers learning theory and practice and classroom management. During these four years the students get hands-on experience by observing real life classroom teaching and excelling in the same during their internship period. Functional English and Hindi language are taught to enhance the communication skills of the learners. As a part of programme students are offered skill enhancement courses to enhance their teaching skills.

B.A. B.Ed. (4 Year Integrated Programme) is offering in different subject combinations like English literature, Hindi literature, Sanskrit literature, Economics, Geography, History, and Political Science. However, B.Sc. B.Ed. (4 Year Integrated Programme) is offered in two different combinations, Physics, Chemistry, Mathematics (PCM) and Zoology, Botany and Chemistry (ZBC).

2. Vision:

- To provide opportunities to young students to shape them as innovative and farsighted teachers who can meet the requirements of global competitive world and contribute to academic excellence.
- To impart value – based curriculum good academic environment for strengthening faith in humanistic, social and moral values as well as in Indian Cultural heritage and democracy.

- To create facilities for imparting quality education and grow into a centre of excellence in the field of teacher education.
- To develop necessary competences in a teacher to have a desire for life-long learning and for reaching the unreached and explore the unexplored.

3. Programme Objectives:

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and rights of the child.
- To become competent and committed professionals willing to perform the identified tasks.
- To use competencies and skills needed for becoming an effective teacher.
- To be sensitive student teacher about emerging issues such as environment, Population, gender equality, legal literacy etc.
- To inculcate rational thinking and scientific temper among the students.
- To develop critical awareness about the social realities among the students.
- To inculcate managerial and organizational skill.

4. Ordinance:

1. The name of the programme will be B.A. B.Ed. / B.Sc. B.Ed. (4 Year Integrated Programme).
2. Minimum duration of the programme will be of 4 Years (8 Semester). However, maximum duration will be 6 years. No extension shall be granted after 6 years in any circumstances.
3. A Candidates seeking admission to the B.A. B. Ed. / B.Sc. B.Ed. Programme should have obtained at least 50% marks in Senior Secondary/+2 or Equivalent.
4. Reservation and relaxation for SC/ST/OBCs/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.
5. The B.A. B.Ed. / B.Sc. B.Ed. (4 Year Integrated Programme) are professional programmes that prepares teachers for upper-primary/ middle level (classes VI-VIII) and secondary level (classes IX-X)..

6. No one who is in employment (Whole-time, part-time or Honorary Service) shall be allowed to join B.A. B. Ed. / B.Sc. B.Ed. (4 Years Integrated Programme) without taking leave from his institution/office etc. from the date of commencement of the academic session to the conclusion of his/her final examination.
7. There shall be at least two hundred working days in each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty-six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students. The minimum attendance of students shall be 80% for theory Courses and Practicum, and 90% for Field Attachment.
8. Students shall earn credits of B.A. with Economics, English Literature, Geography, Hindi Literature, History, Political Science and Sanskrit/B.Sc. with Physics, Chemistry, Mathematics or Zoology, Botany and Chemistry from concerned departments along with Education from Department of Education in every semester (semester I-VI). After six semester students will earn all prescribed credits from the department of education.
9. The total enrolment in B.A. B. Ed. / B.Sc. B.Ed. (4 Years Integrated Programme) shall not exceed in any circumstances 100 students (50 for B.A. B. Ed. and 50 for B.Sc. B.Ed.) in an academic year. A Candidate admitted to the B.A. B. Ed. / B.Sc. B.Ed. programme shall undergo a regular course of study as full-time student for four academic years i.e. eight semesters.
10. Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The old semester may be scheduled from July to December and even semester from January to May.
11. There shall be internal as well as external evaluation in all type of courses (theory, practical, EPCs and internship). Total weightage of internal evaluation shall be 40 percent while for external it will be 60 percent. The scheme of examination shall be as:

a) Mid semester examination	:20 Marks
b) Internal assessment+ Attendance	:15+5 Marks
c) End semester examination	:60 Marks

The marks of attendance shall be awarded as per the Vishwavidyalaya ordinance.

12. Enhancing Professional Capacities (EPCs) courses have been designed to enhancing professional capacities of student-teachers. In each EPCs course the course-coordinator (s) must conduct Mid Semester Examination (Mid-I) strictly as per university academic calendar. Further, it should be assessed both in written (10 Marks) and performance based (10 Marks) and the course coordinator (s) must have the student (s) records for future reference. The distribution of marks for internal assessment (Mid-II) shall be as follows:

- i) Evaluation of the assignments/presentation/activity : 15 Marks
- ii) Attendance : 05 Marks

The marks for attendance shall be awarded as per the university ordinance.

The End Semester Examination for each EPCs course will be external and will be jointly conducted by course coordinator and external examiner. The external examiner must be appointed by the Controller of Examination (CoE) on the recommendation of Board of Studies (BoS). The external examiner may be inter-departmental (within Vishwavidyalaya) or inter institutional. The university will pay remuneration, traveling and other allowances. The evaluation of End Semester Examination based on the report (record related to activities performed/done during the whole semester) submitted by the students and power point presentation (Highlights of work done by the students in their whole semester) before the examiners.

13. The evaluation of Internship course IEDU-CC-716 i.e. School Internship Programme of Pedagogy Subject-I (Hindi/English/Sanskrit/Physical Science) & IEDU-CC-717 i.e. School Internship Programme of Pedagogy Subject-II (Social Sciences/Biological Sciences/ Mathematics) must have Mid Semester Examination, Internal Assessment and End Semester Examination which will be of 20, 20 and 60 marks respectively. The Mid Semester Examination conducted during the end of Micro-teaching Practice Session (at the time of Mid Semester Examination as per the Vishwavidyalaya Academic Calendar) and marks awarded on the basis of student-teacher's performance. The pupil-teachers will prepare on micro-lessons (on any skill) in each pedagogy and present it before the course coordinator (s). Each micro-lesson presentation has 10 marks. The internal assessment which will be of 15 marks conducted by the concerned coordinator (Micro-lesson Supervisors). The marks will award on the basis of performance of Integration lesson. The integration lesson prepared by pupil-teachers from any of pedagogy as per their choice and

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performed it before the simulated group and supervisor. Attendance has 05 marks and it will be awarded as per the ordinance of Vishwavidyalaya. The End Semester Examination for both the courses shall be external and will be jointly conducted by board of external examiners on the basis of planning, use of resources, preparation of teaching aids, etc. The list of external examiners for each pedagogy subject will prepare and approved by the Board of Studies (BoS). The board of external examiners will be appointed by the Controller of Examination (CoE). The university will pay remuneration, traveling and other allowances. The End semester Examination as follows:

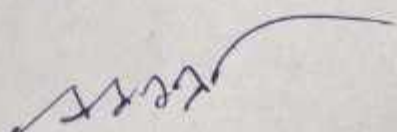
i) Submission of Micro-lesson Note-books	: 05 Marks
ii) Submission of School Activity Reports	: 05 Marks
iii) Submission of Lesson-planning and critique note books	: 10 Marks
iv) Demonstration of Lesson of Pedagogy-I at School Practice	: 20 Marks
v) Demonstration of Lesson Pedagogy-II at School Practice	: 20 Marks
Total	60 Marks

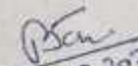
14. In the practical course Community Work & Psychology Practical (IEDU-CC-717) the Mid Semester Examination (Mid-I) which will be of 20 Marks based on the psycho-educational community survey. The pupil-teachers will prepare a survey format and administered it in community and prepare a brief report. The internal assessment which will be of 20 (10+5) marks based on the assignment (07 marks) and paper-pencil test/performance test (08 marks). The marks of attendance will be awarded as per Vishwavidyalaya ordinance. The marks of End Semester Examination will be awarded on the basis of the following:

a) 1-week Community Work report and Scouting & Guiding Activity:	10 Marks
b) Submission of Psychology Practical Note-book	: 10 Marks
c) Preparing a report of administered paper pencil/performance test	: 20 Marks
d) Viva-voce	: 20 Marks
Total	: 60 Marks

15. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.

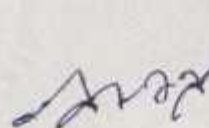
16. Students who have failed semester end exam may reappear for the semester-end examination. If she/he does not pass in all credits within a total period of six years, after that such students will have to seek fresh admission as per the admission rules prevailing at that time.
17. A student cannot register for third semester, if he/she fails to complete 50% credits of the total credits expected to be ordinarily completed within two semesters.
18. A student cannot register for eight semesters, if he/she will not complete VII semester successfully especially the Micro-teaching practice session in any circumstances.
19. A candidate will be given maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for B.A. B. Ed. / B.Sc. B.Ed.
20. School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.A. B. Ed. / B.Sc. B.Ed. provides for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighborhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 16 weeks in the seventh semester of the programme. In the 8th semester of the programme students are to be actively engaged in teaching related activities and community work for 4 weeks along with Scout and Guide Training. They shall be engaged at two levels, namely upper primary classes (vi-viii) and secondary (ix-x) with at least 16 weeks in schools with systematic supervisory support and feedback from faculty. The internship shall be organized in both Government and Non-Government Schools located in urban and rural areas. Thus, internships in schools will be for a minimum duration of 20 weeks; 16 weeks in seventh semester and 4 weeks in the eighth semester. This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.
21. For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks. However, if the institute wants to provide an opportunity to understand




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the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Further, in any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period.

22. The pupil-teacher will be taught minimum 20-20 lessons in each pedagogy subject with lesson plan, teaching aid and critic diary.
23. Formal Dress Code shall be applicable during the internship and in departmental activities as follows:
 - For Boys: Formal shirt, trouser and shoes
 - For Girl students: *Saree*
24. The medium of instruction will be English and Hindi.



B.A. B.Ed. / B. Sc. B.Ed. (4 Year Integrated Programme)

Structure of B.A. B. Ed. / B.Sc. B.Ed. (4 Year Integrated Programme)

Semesters: Eight Total Credits: 68 Maximum Marks: 2000

SEMESTER I-VI

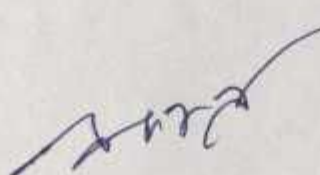
Semester	Course Code	Course Title	Th. /Pr.	Marks			Teaching			
				Int.	Ext.	Total	L	T	P	C
I	IEDU-CC-111	Course-I Contemporary India and Education	Th.	40	60	100	4	0	0	4
II	IEDU-CC-211	Course -II Gender, School and Society	Th.	40	60	100	4	0	0	4
III	IEDU-CC-311	Course -III Childhood & Growing Up	Th.	40	60	100	4	0	0	4
IV	IEDU-CC-411	Course -IV Bases of Learning	Th.	40	60	100	4	0	0	4
V	IEDU-CC-511	Course -V Curriculum Development	Th.	40	60	100	4	0	0	4
VI	IEDU-CC-611	Course -VI Assessment of Learning	Th.	40	60	100	4	0	0	4
Total				240	360	600	24	0	0	24

SEMESTER VII	IEDU-CC-711	Pedagogy of School Subject-I Hindi/ English /Sanskrit/Physical Sciences.	Th.	40	60	100	4	0	0	4
	IEDU-CC-712	Pedagogy of School Subject-II Social Sciences/ Biological Sciences/ Mathematics	Th.	40	60	100	4	0	0	4
	IEDU-CC-713	Technology of Teaching	Th.	40	60	100	2	0	0	2
	IEDU-CC-714	EPC-1 Art and Aesthetics	Pr.	40	60	100	0	1	2	2
	IEDU-CC-715	School Internship Programme of Pedagogy Subject-I (Hindi/ English /Sanskrit/Physical Sciences)	Pr.	40	60	100	0	0	12	6
	IEDU-CC-716	School Internship Programme of Pedagogy Subject-II (Social Sciences/ Biological Sciences/ Mathematics)	Pr.	40	60	100	0	0	12	6
SEMESTER TOTAL			-	240	360	600	10	1	26	24

SEMESTER VIII	IEDU-CC-811	Creating an Inclusive School	Th.	40	60	100	4	0	0	4
	IEDU-CC-812	School Management and Administration	Th.	40	60	100	3	0	0	3
	IEDU-CC-813	Language Across the Curriculum	Th.	40	60	100	1	0	1	2
	IEDU-EC-811	Elective Course (Any one)	Th.	40	60	100	3	0	0	3
	IEDU-EC-812	1. Health and Physical Education								
	IEDU-EC-813	2. Yoga Education								
	IEDU-EC-814	3. Guidance & Counseling in Education								
		4. Work Education								
	IEDU-CC-814	EPC-2 Reading and Reflecting on Text	Pr.	40	60	100	0	1	2	2
	IEDU-CC-815	EPC-3 Understanding the Self	Pr.	40	60	100	0	1	2	2
IEDU-CC-816	EPC-4 Enriching Learner through Information and Communication Technology (ICT)	Pr.	40	60	100	0	1	2	2	
IEDU-CC-817	Community Work & Psychology Practical	Pr.	40	60	100	0	1	2	2	
SEMESTER TOTAL				320	480	800	11	4	9	20

Note: Course IEDU-CC-715 & 716 includes Micro-teaching Practice Session.

SEMESTER-I



**B. A. B.Ed. / B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) I SEMESTER
COURSE-I**

[IEDU-CC-111] CONTEMPORARY INDIA AND EDUCATION

L	T	P	C
4	0	0	4

Course Objectives:

- To enable student-teachers to engage with studies on general introduction to education.
- To enable student-teachers to engage with studies on Indian and western thinkers, philosophy and education.
- To enable student-teachers to engage with studies on Indian society and education.
- To include selections from theoretical readings, personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- To enable student-teachers to engage with studies on Indian knowledge system and functioning of different constitutional bodies.

Course Content:

Unit I Education: An Introduction

(12 Lectures)

- Meaning, definitions, nature and importance of Education.
- Agencies of Education (formal, informal and non-formal) and forms of education (Individual vs Collective, Direct vs Indirect, General vs Specific and Special and Negative vs Positive Education).
- Education as a process: lifelong and alternative Education, Education and information, teaching, training, instruction, literacy and Education as science and art.
- Aims and objectives of Education, Classification of Educational Objectives, Social and individual objectives of Education and their coordination, Individual, Society & Education.

Unit II History of Indian Education

(12 Lectures)

- Indian Education System; Ancient, Medieval and Modern age
- Macaulay's Minutes and Wood Dispatch
- Secondary Education Commission (1952-53)

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- Education Commission (1964-66)
- National Policies on Education: 1968, 1986 and 2020

Unit III Education and Philosophy

(12 Lectures)

- Foundations of Education: Philosophical, Sociological and Psychological
- Philosophy and *Darshana*
- Relationship between Philosophy and Education.
- Educational thought of; Mahatma Gandhi, Giju Bhai Badheka, Froebel and Rousseau

Unit IV Indian constitution and Education

(12 Lectures)

- Preamble of Indian Constitution
- Democratic Values in Indian Constitution
- Educational provisions enshrined in Indian constitution
- A brief Introduction about Right to Education Act-2009

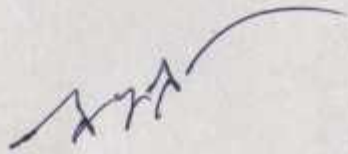
Unit V Structure of Education System

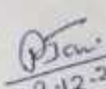
(12 Lectures)

- Concept and aims of Indian Knowledge System: Elementary, Secondary and Higher education.
- Different schemes introduced by Govt. of India (Brief)- SSA, RMSA and Mid-day Meal
- Role and functions different agencies of education like UGC, NCERT and NCTE.

Selected Readings:

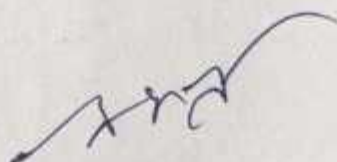
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- Anand, C.L. et.al (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Bais, H. S. (1991). *Shiksha Kee Rooprekha* (Outlines of Education). New Delhi: Ashish Publishing House, Punjabi Bagh
- Chauhan C.P.S. (2004). Modern Indian Education: Policies, Progress and Problems. Kanishka Publishers, New Delhi
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- Mohanti, J., (1986). *School Education in Emerging Society*, Sterling Publishers.
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- Pandey, R. S. (1982). *An Introduction to Major Philosophies of Education*, Agra: Agrawal Publication
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- Swaroop Saxem N.R (2007). *Philosophical and Sociological Foundation of Education*. Lall Book Depot, Meerut
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SEMESTER-II



**B. A. B.Ed. / B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) II SEMESTER
COURSE-I
[IEDU-CC-211] GENDER, SCHOOL AND SOCIETY**

L	T	P	C
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Course Objectives:

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Course Content:

Unit I Sex and Gender

(12 Lectures)

- Concept of sex and gender
- Different terminology related to sex and gender.
- A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist, Historical Background of Indian feminism and Foreign feminism
- Assisted Reproductive Technology (ART) in human and mother hood.
- Patriarchy: concept and present scenario in Indian society.

Unit II Gender Inequalities in Schooling

(12 Lectures)

- Organization of schooling of child; family, school and society.
- Representation of gender roles in school textbooks and curricula
- Gender inequality in Indian education system; causes and remedies of inequality.
- The introduction to third gender, Discourse of LGBT
- Issues and Concerns of Transgender.
- Method for promotion of Sex education in school

Unit III Social Construction of Gender

(12 Lectures)

- Gender identity and socialization practices in family, school and organization - Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities.
- Theories of socialization: Freud, Cooley and Mead.
- Gender disparity and Curriculum-role of Co-Education in eliminating gender disparity
- Role of mass media and society (family, school and classroom) on gender construction.
- Life Skills and Sexuality

Unit IV Women Education and Law

(12 Lectures)

- Constitutional provisions in Indian constitution for women education.
- Status of women in participation of formal education.
- Preventive Measure on Addressing Sexual Harassment and Abuse in school.
- Laws and Recent Initiatives of Government of India: Hindu succession Act 1956, Suppression of Immoral Traffic of woman and girls Act 1956, Dowry prohibition Act 1961, Medical termination of pregnancy Act 1971, Equal wages Act 1976, Muslim women's protection of right on Divorce Act 1976, Sati prohibition Act 1987, Protection of women from domestic violence Act 2005 etc.

Unit V Education and Empowerment of Women

(12 Lectures)

- Women Empowerment: Meaning and importance
- Women Empowerment through Education
- Durgabhai Deshmukh committee
- National policy for women empowerment.
- Different schemes initiated by central government for empowerment of women.

Selected Readings:

- Arya, Sadhana, Nivedita Menon and Jini Lokneeta (2001). *Naareewadi Rajniti: Sangharsh evam Mudde*. Delhi Vishwavidyalaya: Hindi Madhyam Krayanvayan Nideshalaya
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SEMESTER-III

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**B. A. B.Ed. / B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) III SEMESTER
COURSE-I
[IEDU-CC-311] CHILDHOOD & GROWING UP**

L	T	P	C
4	0	0	4

Course objectives:

- Understanding the nature of Human development during infancy, childhood and Adolescence stages.
- Understand the learner in terms of various characteristics.
- Critically analyse the factors affecting adolescence.
- Understanding Educational significance of Growth and development.
- Examine critically Physical mental, Emotional and social development during Adolescence.

Course Contents:

Unit I Growth & Developmental Pattern of Learner

(12 Lectures)

- Concept of Growth & Development
- Principles & Stages of Development
- General Aspects of development – Physical, Cognitive, Social, Emotional & Moral
- Some Theories of development: Freud, Piaget, Ericson, Chomsky, Kohlberg

Unit II Childhood

(12 Lectures)

- Childhood: Meaning and Characteristics
- Physical, Mental, Social, Emotional, Moral development in Childhood.
- Factors influencing the various aspect of development in Childhood.
- Contribution of Family, School and Society in the Child development.
- Nature of Education in Childhood.
- Dealing with Children: Separation from Parents, Children in crèches, Children in Orphanages, Children in Slums

Unit III Adolescence

(12 Lectures)

- Meaning, Characteristics & Problems of Adolescence.
- Physical, Mental, Social, Emotional & Moral development in Adolescence.
- Role of Family, School & Society in the development of Adolescence.

- Form of Education in Adolescence.
- Recent issues related to Adolescence development: Changing family structure/Information load, Sexual abuse/Impact of Media, Internet / Mobile, Depression & society/ Juvenile delinquency/Loneliness & peer Pressure.

Unit IV Guidance & Counseling for Adolescence

(12 Lectures)

- Concept & Aims of Guidance & Counseling for Adolescence.
- Need of Guidance & Counseling for Adolescence in India.
- Role of Teacher in Guidance and Counseling

Unit V Heredity & Environment

(12 Lectures)

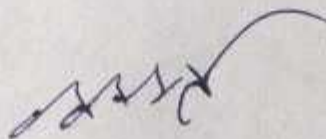
- Concept of Heredity & Environment
- Influence of Heredity & Environment on Child
- Relative importance of Heredity & Environment
- Educational Implications

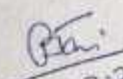
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- Mangal, S.K. (2010). *Shiksha Manovigyan*. New Delhi: PHI Learning Private Limited
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SEMESTER-IV




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B. A. B.Ed. / B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) IV SEMESTER
COURSE-I
[IEDU-CC-411] BASES OF LEARNING

L	T	P	C
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Course Objectives:

- Identify the variables involved in teaching learning process so as to infer their role in making instruction effective.
- Understand various aspect of development during adolescent years so as to be able to solve the problems of adjustment of their pupils.
- Identify major approaches to learning and interpret them instructional/applications, so as to be able to facilities the learning of their pupils.
- Understand the needs of learner as individual and as member of Class room group so as to be able to facilitate personal and social development of their pupils.
- Appreciate the need and significance of guidance and counseling and to create and awareness of the approaches and strategies concerned.

Course Content:

Unit I Learning- I

(12 Lectures)

- Educational Psychology: Concept & Scope.
- Teacher and Educational Psychology
- Learning: Concept, Nature & Types
- Factors affecting learning
- Theories of Learning– Thorndike, Pavlov, Skinner and Gestalt theory.

Unit II Learning–II

(12 Lectures)

- Learning Curves & plateaus.
- Transfer of learning & Training.
- Role of Teacher in learning process.
- Attention & Motivation: Concepts & Educational implication.

Unit III Mental Process of learning

(12 Lectures)

- Thinking Process: Concept, types and educational implication
- Memory: Meaning and types; Strategies to develop Memory
- Imagination – Meaning, type & its educational implications.

- Mental Health & Hygiene - meaning, definition, and characteristics of good mental health personality.

Unit IV Intelligence and Creativity

(12 Lectures)

- Intelligence: Meaning, nature and theories of Intelligence, Measurement of intelligence.
- Creativity: Concepts, relationship with intelligence, Techniques for fostering creativity
- Personality: meaning, definitions & theories (Type and Traits), Assessment of personality

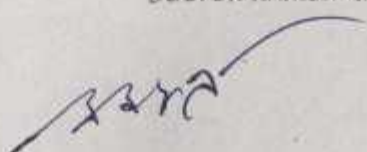
Unit V Children with Special Needs

(12 Lectures)

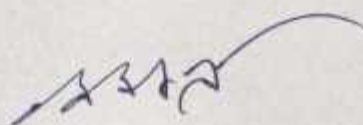
- Children with Special Needs: Concept & Classification.
- Gifted Children: Meaning, characteristics & education of gifted children.
- Backward child: Meaning, characteristics & education of backward child.
- Problematic children: Meaning, characteristics & education of problematic children.
- Drug Addicted children.

Selected Readings:

- Allen, B. P. (2000). *Personality Theories*. Boston: Allyn and Bacon
- Bhatnagar, S. (1980). *Psychological Foundations of Teaching Learning and Development*. Meerut: Loyal Book Depot
- Blair, G. M., Jones, R. S. & Simpson, R. H. (1975): *Educational Psychology*. New York: Macmillan.
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- Singh, Arun Kumar (2014). *Shiksha Manovigyan*. New Delhi: Bharti Bhawan Publication
- Sprinthal, R. C. & Spriental, N. A. (1977): *A Developmental Approach*. New York: Addison Wesley.
- Walia, J. S. (2001) *Foundations of Educational Psychology*. Jalandhar: Paul Publishers



SEMESTER-V



**B. A. B.Ed. / B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) V SEMESTER
COURSE-I**

[IEDU-CC-511] CURRICULUM DEVELOPMENT

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4	0	0	4

Course Objectives:

- To enable the student's teachers to development an understanding about important Principles of Curriculum Construction.
- To help student teachers understand the bases and determinants of curriculum.
- To orient the Student Teachers With curriculum design, Process and construction of curriculum development.
- To acquaint Student teacher with curricular content, curriculum implementation and process of curriculum evaluation.
- To help student teacher understand issues, trends and researcher in the area of curriculum in India.

Course Content:

Unit I Concept of Curriculum

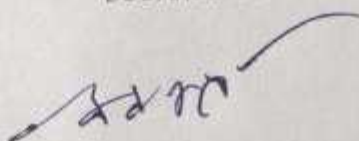
(12 Lectures)

- Meaning, definition & scope of curriculum.
- Curriculum, syllabus & course of study
- Indian school's curriculum at Primary, Secondary & Higher Secondary stages.
(National curriculum)
- Types of Curriculum.

Unit II Foundations of curriculum development:

(12 Lectures)

- Philosophical, Sociological, Psychological, Historical & Cultural foundation of Curriculum development.
- Place of values, ideals, believes & traditions in Curriculum.
- Social, Cultural Heritage & Curriculum.
- Characteristics of Curriculum in a Democratic Society.
- Development of Patriotism & National Consciousness & Curriculum.
- Development of world outlook & Curriculum.



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Unit III Organization of Curriculum:

(12 Lectures)

- Pattern or design of Curriculum Organization.
- Principles of curriculum construction.
- Main steps of curriculum development (process).
- Phases of Curriculum Development.
- Participants & agencies for curriculum development.
- New Trends in Curriculum.
- Some notable Indian Experiments regarding Curriculum organization: Shanti Niketan, Gurukul Education System & Basic Education.

Unit IV Models of Curriculum Development

(12 Lectures)

- Meaning, definition & types of Curriculum Development Model.
- Objectives Model, Process Model.
- Situational Model, General Model.
- Organizational Model (M.S. Huck)
- Functional Model (J.F. Kerr).
- Hilda- Taba's (Comprehensive Evaluation Curriculum Model)
- Saran's Model.
- Implication of recommendations of Kothari commission & New National Education Policy 1986 or curriculum development & change at different stage of Education.

Unit V Curriculum Evaluation

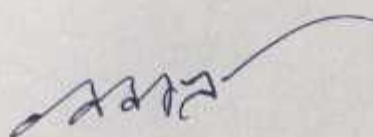
(12 Lectures)

- Evaluation process of Curriculum.
- Meaning & definition of Curriculum change.
- Current forces affecting Curriculum change.
- Main obstacles in curriculum change.

Selected Readings:

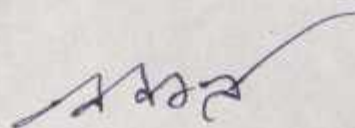
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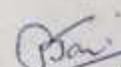
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- Sharma, R.A. Curriculum Development. Meerut: Lall Book Depott. Meerut.
- Bhalla, Navneet (2007). Curriculum Development. Authorspress
- Yadav, Siyaram (2014). *Pathyakram Vikas*. Agra: Vinod Pustak Mandir
- Wiles, Jon W. & Joseph C. Bondi (2009). Curriculum Development: A Guide to Practice (8th Edition). London: Crowin Press
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SEMESTER-VI




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**B. A. B.Ed. / B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) VI SEMESTER
COURSE-VI
[IEDU-CC-611] ASSESSMENT OF LEARNING**

L	T	P	C
4	0	0	4

Course Objectives:

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
- Become cognizant of key concepts, such as formative and summative
- Understand the basic concept about assessment, evaluation and measurement, test, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;
- Use a wide range of assessment tools, and learn to select and construct these appropriately; and
- Understand realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Course Content:

Unit I *Evaluation, Assessment and Measurement*

(12 Lectures)

- Evaluation: Concept, Nature, Importance, Forms of evaluation
- Fundamental assumption underlying the concept of evaluation, assessment and measurement, similarities and difference
- Types of scale: Nominal, Ordinal, Interval and Ratio
- Characteristics of measuring instruments, Concept of Reliability and Validity and their procedure of estimation.

Unit II *Measurement procedures: Cognitive and Non-Cognitive Tests*

(12 Lectures)

- Ability testing procedures
- Disability testing procedures
- Uses of cognitive and non-cognitive tests
- Concept of norm referenced and criterion referenced testing; difference and development.
- Developing tests under norm-referenced and criterion referenced testing approaches



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Unit III Tools and Techniques of Evaluation

(12 Lectures)

- Techniques and tools of evaluation
- Testing concept and purpose
- Observation techniques
- Projective techniques
- Type of evaluation tools rating scale, intelligence tests, aptitude tests, and attitude scales interest inventories the anecdotal record.

Unit IV Continuous and comprehensive evaluation and credit-based evaluation (12 Lectures)

- Concept of CCE, Problem faced by the stakeholder during the implementation of CCE
- Different types of tools and techniques used in CCE
- Grading System: Concept, Advantages and Disadvantages
- Credit Based System: Concept, Advantages and Disadvantages
- Open Book Examination

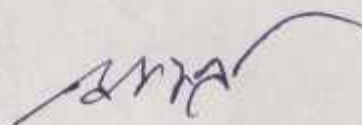
Unit V Basic statistics in educational evaluation:

(12 Lectures)

- Measures of central tendencies (mean, median, mode) concept, uses & disadvantages.
- Measures of dispersion (range, quartile, mean & standard deviation) concept and uses.
- Basic concept of Normal Probability Curve (NPC).
- Concept of Correlation; Coefficient of correlation by rank difference and product moment.

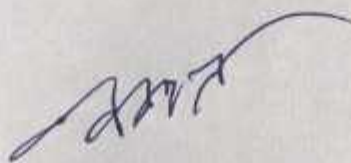
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SEMESTER-VII

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B.A. B.Ed. /B.Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VII

COURSE-I

[IEDU-CC-711] PEDAGOGY OF SCHOOL SUBJECT-I HINDI

L	T	P	C
4	0	0	4

Course Objectives:

- To attain efficiency and effectiveness in teaching and learning of Hindi Language.
- To have a critical study of learning Hindi as a first language in the multilingual Indian society.
- To understand the role of Hindi in India and decide its place in the school curriculum of Madhya Pradesh so as to improve Hindi Language attainment and cognitive skills.
- To make pupil teacher committed, inspired and interested in teaching Hindi.
- To teach with skill using interaction mode.
- To inculcate right language habits in students.
- To acquire accurate knowledge of the *Devanagri Script* and correct pronunciation.
- To develop low-cost learning materials for teaching Hindi and to remedy the errors that pupils make.

Course Content:

Unit I *General Introduction to Teaching Hindi*

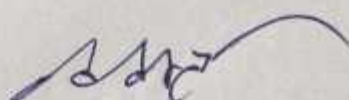
(12 Lectures)

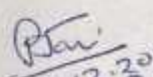
- Objectives of Teaching Hindi at Secondary Level Evolution
- Development of Hindi; Dialects of Hindi and Standard Hindi;
- Role of Hindi in India as Mother Tongue,
- National Language and Contact Language;
- Objectives of teaching Hindi as First Language and Second Language at the Secondary Level.

Unit II *Methods and Models of Teaching Hindi*

(12 Lectures)

- Methods and Approaches Natural and Spiritual Powers in Learning a Language
- Importance of Exercise and Drills
- Qualities and Role of the Hindi Teacher
- Relative Co-ordination among various Components of Language




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- Use of Various Teaching Maxims
- Concept Attainment Model Methods of Teaching Prose, Poetry, Grammar, Composition and other type of Prose as story, drama and letter writing

Unit III Skills of Teaching and Learning in Hindi

(12 Lectures)

- Bloom's taxonomy of educational objectives.
- Objectives of teaching Hindi and instructional objectives.
- Development of Skills Listening Comprehension
- Type and Modes of Spoken Hindi
- Implications of Stress and Intonation
- Making Notes While Listening
- Reading Comprehension Communication: Use of Spoken form in dialogue Stories, Reading aloud, Dramatization and Poetry reading
- Correct Use of Stress and Intonation and Division of Utterance into Meaningful World-Groups Good Reading Habits: Reading with Appropriate Speed for Various Purposes Such as studying, Looking for Information, Scanning etc.;
- Reading for Overall Comprehension; Reading for Evaluation; Reading for Appreciation of Form, Style and Author's Personality; Reading for Facts, Reasoning,
- Good Writing Habits: Advanced Mechanics of Writing i.e. spelling, punctuation, indenting, title and subtitle of section. Underlining quotation,
- Use of parentheses and abbreviation
- Capital Letters and Correct Forms of Address in Letters, Applications etc.;
- Organisation of Subject Matter and Paragraph in an Essay or any writing.

Unit IV Lesson Planning in Teaching Hindi

(12 Lectures)

- Lesson Planning Format of Lesson Planning for Prose, Poetry, Grammar, and Composition
- Audio Visual Aids: Meaning, Classification, Importance and uses in Teaching Hindi.

Unit V Evaluation in Teaching Hindi

(12 Lectures)

- Difference between Measurement, Assessment and Evaluation,
- Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing,

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- Different types of items, Multiple Discriminant Type Item, Standardizing an Achievement Test, Developing different types of questions in Hindi.

Assignments: (Any two of the following)

1. Dividing Syllabus into units and arranging them in proper sequence.
2. Critical study of any one Hindi textbook prescribed for Classes IX, X, XI or XII.
3. Preparation of a language kit for teaching Hindi.
4. Preparation of a lesson plan for All India Radio Broadcast.
5. Preparation of question papers.
6. Developing two games for teaching any Hindi Topic.

Selected Readings:

- Bhai Yogendrajeet: Hindi Bhasha Shikshan, Vinod Pustak Mandir, Agra.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kshatriya, K.: Matra Bhasha Shikshan, Vinod Pustak Mandir, Agra.
- Lal, Raman Bihari: Hindi Shikshan, Rastogi Publications, Meerut.
- Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
- Pal, H.R.: Speech Communication – Hindi. Bhopal: M.P.Granth Academy, 2003.
- Satya, Raghunath: Hindi Shikshan Vidhi, Punjab Kitabghar, Jullundur.
- Sharma, Dr. Laxminarayan: Bhasha 1, 2 Ki Shikshan-Vidhiyan Aur Paath-Niyojan Vinod Pustak Mandir, Agra.
- Singh, Savitri: Hindi Shikshan, Lyall Book Depot, Meerut.
- Weil, M & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

B.A. B.Ed. /B. Sc. B. Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VII

COURSE-I

[IEDU-CC-711] PEDAGOGY OF SCHOOL SUBJECT-I ENGLISH

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Course Objectives:

- To develop English Language teaching competency.
- To have a critical study of learning English as a second language in the multilingual Indian Society.
- To understand the role of English in India and decide its place in the school Syllabus of Madhya Pradesh and to improve English Language attainment and cognitive skills.
- To be committed, inspired and interested in teaching English.
- To train in using interaction mode to evaluate himself and pupils and inculcate right language habits, and
- To train in developing materials for teaching English as Second Language and remedy the errors that the pupils make.

Course Content

Unit I General Introduction to Teaching English

(12 Lectures)

- Objectives of Teaching and Learning English at Secondary Level
- Second Language Learning and Mother Tongue Learning
- The Function of a Second Language in Multilingual Society
- Role of English in India and its Place in the School Curriculum
- The Curriculum of English in the Secondary School; Qualities and Role of the English Teacher.

Unit II Methods and Models of Teaching English

(12 Lectures)

- Bloom's taxonomy of educational objectives.
- Objectives of teaching Science and instructional objectives.
- Methods, Approaches & Models of Teaching Grammar Cum Translation Method; Direct Method; Structural Approach; Communicative Approach; Methods of Teaching Alphabets, Spelling, Prose, Poetry, Grammar, Composition.

Unit III Skills of Teaching and Learning English

(12 Lectures)

- Language Skills Listening Comprehension
- Type of Modes of Spoken English; Making Notes While Listening; Communication Habits; Correct Use of Stress and Development of four basic skills, namely, listening, speaking, reading and writing Good Reading Habits: Reading with appropriate speed for various purposes such as studying, looking for information, scanning etc.; Reading for overall comprehension, practice of analysing a text for organization; Reading for evaluation and reading for appreciation; Reading for facts, reasoning, logical relationship, definition, generalizations, understanding diagrams, reading manuals, charts, schedules and rule books Good Writing Habits: Advanced mechanics of writing i.e. spelling, punctuation, indenting title and subtitle of section. Underlining, quotations, use of parentheses, use of abbreviations, capital letters and correct forms of address in letter, applications, etc.; Organization of Paragraph, an Essay or a paper i.e. organization of Letter, Language Games

Unit IV Lesson Planning in Teaching English

(12 Lectures)

- Lesson Planning; Lesson Planning format of Prose, Poetry, Grammar and Composition.
- Audio Visual Aids: Meaning, Classification, Importance and uses in Teaching English.

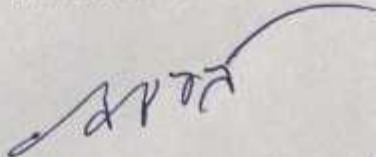
Unit V Evaluation in Teaching English

(12 Lectures)

- Evaluation in English
- Difference between Measurement, Assessment and Evaluation
- Characteristics of good Measurement, Diagnostic Test and Remedial Teaching
- Criterion Referenced Testing and Norm Referenced Testing
- Different types of items, Multiple Discriminant Type Item,
- Development and Standardization of Achievement Test in English.

Assignment: (Any two of the following)

1. Dividing syllabus into units and arranging them in proper sequence.
2. Critical study of any one English textbook prescribed for classes IX, X, XI or XII.
3. Preparation of Unit Plan for teaching English.
4. Preparation of a Lesson Plan for teaching English.
5. Preparation of an Achievement Test in English.



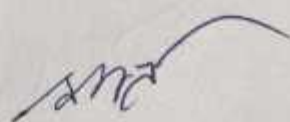
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- Waker, Evans, D.: New Trends in Teaching English in Secondary Schools. Chicago: Rand Macnally and Company, 1966.



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B.A. B.Ed. /B. Sc. B. Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VII

COURSE-I

[IEDU-CC-711] PEDAGOGY OF SCHOOL SUBJECT-I SANSKRIT

L	T	P	C
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अधिगम उद्देश्य

- वृहत्तर शिक्षणशास्त्रीय विमर्श के मध्य संस्कृत शिक्षण के उद्देश्य एवं संस्कृत अध्यापन की समझ विकसित करने में सहयोगी होना।
- बहु-भाषिकता एवं लोकतांत्रिक मूल्य से संस्कृत अध्ययन-अध्यापन के संबंध की समझ बनाने में मददगार होना।
- प्रतिविम्बात्मक, सर्जनात्मक, आलोचनात्मक एवं शोधार्थी, शिक्षक-प्रशिक्षक बनने में सहयोग देना।

ईकाई-1 संस्कृत -शिक्षण की अवस्थिति और उद्देश्य

(16 व्याख्यान)

- भारतीय विद्यालयों में संस्कृत अध्ययन-अध्यापन की अवस्थिति एवं संभावना
- ✓ राष्ट्रीय पाठ्यचर्या की रूपरेखा-2005, 2000, 1988
- ✓ राष्ट्रीय शिक्षा नीति - 1992, 1986, 1968
- ✓ भारतीय संविधान एवं त्रि-भाषा सूत्र का विमर्श - कमेटी एवं कमीशन के प्रतिवेदन - भारतीय संविधान अपेक्षाएँ, विश्वविद्यालय आयोग: 1948, माध्यमिक शिक्षा आयोग: 1952-53, राष्ट्रीय शिक्षा आयोग: 1964-66, प्रबुद्ध एवं मानवीय समाज की ओर: 1990, संस्कृत आयोग का प्रतिवेदन (1956-57)
- ✓ संस्कृत अध्ययन-अध्यापन के उद्देश्य
- ✓ संस्कृत -शिक्षणशास्त्र के उद्देश्यों की विविधता एवं उनका समाजिक - दार्शनिक और शिक्षणशास्त्रीय आधार
- ✓ पाठ्यचर्चा के शिक्षणशास्त्रीय उद्देश्य, पाठ्यक्रम एवं संस्कृत की पाठ्यपुस्तकें
- ✓ संस्कृत -शिक्षण के उद्देश्य एवं पाठ्यपुस्तक निर्माण की चुनौतियाँ

ईकाई-2: संस्कृत-शिक्षणशास्त्र का विमर्श

(12 व्याख्यान)

- बहुभाषिकता एवं संस्कृत -शिक्षण-भारत की भाषाओं के साथ संस्कृत का और संस्कृत के साथ भारत की भाषाओं के का सम्पर्क-संवाद
- संस्कृत भाषा का वैशिष्ट्य - संस्कृत बतौर श्रेष्ठ भाषा एवं संस्कृत बतौर आधुनिक भाषा
- संस्कृत अध्ययन-अध्यापन की विधियाँ एवं शिक्षणशास्त्रीय विमर्श
क. बालकेन्द्रित उपागम
ख. निर्मितवादी उपागम

ग. संस्कृत-शिक्षण की विधियाँ - पाठशाला विधि, भण्डारकर विधि, पाठ्यपुस्तक विधि, संप्रेषणात्मक विधि, प्रत्यक्ष विधि, विश्लेषणात्मक विधि, व्याख्या विधि, व्याकरण विधि, मूल्यांकन विधि, सूक्ष्म-शिक्षण उपागम, परियोजना कार्य, अभिक्रमिit अनुदेशन, निदानात्मक एवं उपाचारात्मक, आगमन एवं निगमन, समस्या-समाधान, पर्यवेक्षण, दल-शिक्षण, कम्प्यूटर आधारित शिक्षण
घ. संस्कृत साहित्य की विभिन्न-विधाओं का शिक्षण - गद्य, पद्य, नाटक, पत्र
ङ. आलोचनात्मक शिक्षणशास्त्र

ईकाई-3: संस्कृत अध्ययन-अध्यापन की कठिनाईयाँ एवं नवाचार (10 व्याख्यान)

- विद्यार्थी उन्मुखीकरण, उत्प्रेरण एवं रसास्वादन के मार्ग में आने वाली कठिनाईयाँ एवं उनका संबोधन, संस्कृत अध्ययन-अध्यापन में निहित संभावनाएँ
- संस्कृत अध्ययन-अध्यापन में नवाचार - राष्ट्रीय संस्कृत संस्थान के प्रयास, श्री अरविन्द आश्रम के प्रयास, संस्कृत के प्रयास
- संस्कृत अध्ययन-अध्यापन का सूचना संसार माध्यम एवं तकनीकों में आ रहे बदलाव के साथ समायोजन

ईकाई-4: संस्कृत अध्ययन-अध्यापन में मूल्यांकन की विधियाँ और मूल्यांकन का नव-विमर्श (12 व्याख्यान)

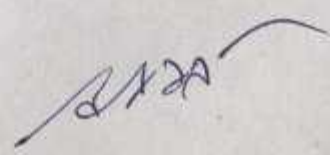
- वर्षान्त परीक्षा एवं उसकी समीक्षा
- सत्रान्त परीक्षा एवं उसकी समीक्षा
- सतत, व्यापक एवं संचयी मूल्यांकन का विमर्श एवं उसकी समीक्षा

ईकाई-5 पाठ योजना के विभिन्न उपागम (10 व्याख्यान)

- व्यवहारवादी उपागम
- निर्मितवादी उपागम
- आलोचनात्मक शिक्षणशास्त्र का उपागम

संदर्भ ग्रन्थ

- आप्टे डी.जी (1960) टीचिंग आफ संस्कृत इन सेकेण्ड्री स्कूल्स, आचार्य बुक डिपो, बड़ौदा
- चतुर्वेदी, आर.एस., संस्कृत शिक्षण पद्धति
- पाण्डेय, रामशकल (2000), संस्कृत-शिक्षण, मेरठ, विनोद पुस्तक भंडार, आगरा
- बोकील, वी.पी. (1956). ए न्यू एप्रोच टू संस्कृत, चित्रशाला प्रकाशन, पूना
- भारत सरकार, शिक्षा-मंत्रालय. संस्कृत आयोग का प्रतिवेदन (1956-57)
- मानव संसाधन विकास (दिसम्बर 1990): राष्ट्रीय शिक्षा नीति 1986 की समीक्षा समिति की प्रतिवेदन (प्रबुद्ध और मानवीय समाज की ओर)
- राष्ट्रीय शिक्षा नीति 1968, 1986, 1992



- मिश्र, प्रभाशंकर, 1979, संस्कृत शिक्षण, चण्डीगढ़, हरियाणा ग्रन्थ अकादमी
- मित्तल, संतोष, 2000. संस्कृत -शिक्षण, आर. लाल बुक डिपो, मेरठ
- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण, (जून 2009): राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005, भारतीय भाषाओं का शिक्षण, राष्ट्रीय फोकस समूह का आधार पत्र
- राजकिशोर, 1975. संस्कृत भाषा विज्ञान, विनोद पुस्तक मन्दिर, आगरा
- शर्मा, देवीदत्त, संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय, हरियाणा ग्रन्थ अकादमी

COURSE-I

[IEDU-CC-711] PEDAGOGY OF SCHOOL SUBJECT-I PHYSICAL SCIENCES

L	T	P	C
4	0	0	4

Course Objectives:

- Explain objectives of teaching Physical Science and formulate instructional objectives in behavioral terms.
- Critical evaluation of the existing Physical Science curriculum of any class.
- Explain various methods of teaching Physical Science.
- Co-relate Physical Science with other subjects and day-to-day life.
- Select and use of different kinds of instructional media.
- Evaluate the textbooks and organize various co-curricular activities.
- Organize the practical work and improvise Physical Science apparatus.
- Explain the concept of evaluation and construct blue print of a question paper.
- Lesson Plan in Physical Science according to Herbertian approach.
- Explain the concept of microteaching in view of various skills of teaching.
- Explain the basic concepts of Science.

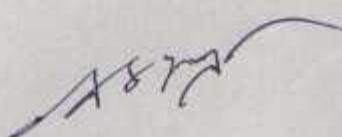
Course Content:

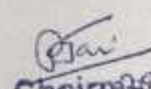
UNIT I General Introduction to Teaching Physical Sciences (12 Lectures)

- Impact of Physical Science and technology on our modern living and globalization
- Physical Science and its correlation with other school subjects and daily life.
- Bloom's taxonomy of educational objectives.
- Objectives of teaching Science and instructional objectives.
- Curriculum; Meaning, place of Physical Sciences in school curriculum, principles of Physical Science curriculum construction.

UNIT II Methods of Teaching Physical Sciences (12 Lectures)

- Approaches and Methods of teaching physical sciences - Lecture method, Lecture cum demonstration method, heuristic method, project method, problem solving method and inductive and deductive approach.
- Physical Science teacher and the professional growth.




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- Scientific attitude and scientific method – Concept and role of teacher in their development.

UNIT III Use of Teaching Aids in Teaching physical Science (12 Lectures)

- Instructional Media: Need and importance, classification, selection and integration of media in teaching learning process (Use of Chalk board, charts, models, overhead projectors, educational films and computers).
- Physical Sciences text book – Importance, characteristics, its evaluation procedure.

UNIT IV Lesson Planning in Teaching General Science (12 Lectures)

- Lesson planning in Physical Science; Steps of drafting and Importance
- Herbertian approach of lesson planning.
- Need and organization of practical work in physical sciences, improvisation of Science apparatus, Lecture cum demonstration, laboratory plan for a high school, laboratory equipment and material selection, purchase and maintenance.

UNIT V Evaluation in Teaching physical science (12 Lectures)

- Evaluation in Physical Science; Concept, characteristics of a good evaluation tool
- Preparation of a blue print of a question paper.

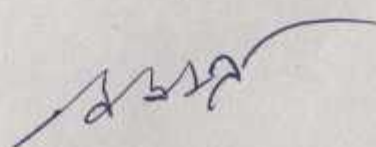
Assignment: (Any two of the following)

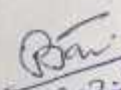
1. Project Report: Prepare an achievement test on any unit related to any class from 6th to 10th and submit a report about the effectiveness of the prepared achievement test.
2. Write a lesson plan on any topic of your choice (class 6th to 10th) following a specific method linked with constructivist approach.
3. Prepare two teaching aids on any topic of your choice and write its application for teaching a topic, following the constructivist approach.
4. Prepare an analytical report on any of text books (6-10) of Science
5. Develop any two demonstrative experiments for teaching any topic on Science
6. ICT based or power-point presentation on any topic of your choice (class VI to X) on Science
7. Seminar presentation on any topic given in the syllabus.

Selected Readings:

- Das, R. C. (1989): *Science Teaching in Schools*, Sterling Publishers, New Delhi.

- Garg, K. K.; Singh, Raghuvirs and Kaur, Inderjeet (2007): *A Text Book of Science for Class X*, NCERT, New Delhi.
- Kohli, V. K. (2006): *How to Teach Science*, Vivek Publishers, Ambala.
- Mangal, S. K. (1997): *Teaching of Science*, Arya Book Depot, New Delhi.
- Sharma, R. C. (1998): *Modern Science Teaching*, Dhanpat Rai Publishers, New Delhi.
- Siddiqui, N. N. and Siddiqi, M. N. (1983): *Teaching of Science*, Today and Tomorrow, Doaba House, Delhi.
- Thurber, W. and Collete (1964): *A Teaching Science in Today's Secondary Schools*, Allen and Becon, Boston.
- Vaidya, N. (1971): *The Impact of Science Teaching*, Oxford and IBH Publishers, New Delhi.




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COURSE-II

[IEDU-CC-712] PEDAGOGY OF SCHOOL SUBJECT-II SOCIAL SCIENCES

L	T	P	C
4	0	0	4

Course Objectives:

- Understand the nature, structure and scope of Social Science.
- Develop an appreciation of the role and significance of Social Science in Nation and Social reconstruction.
- Develop an understanding of interrelationship between different areas, History, Geography, Civics, Economics and Sociology in the context of development of Nation and Society.
- Develop understanding and skills using different strategies for teaching social science at school stage.
- Develop understanding of various strategies and the need to involve students in various group activities to promote co- operative learning.
- Develop understanding of the concept and practice of different approaches of the evaluation and to develop skills in preparing and using different evaluation tools in teaching of Social Science.
- Develop the skills of using local environment, community resources and other instructional inputs in the teaching of Social Science.

Course Content:

Unit I General Introduction to Social Science

(12 Lectures)

- Objectives, Purpose and Scope Meaning and Nature of Concepts of Social Science and Social Studies
- Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology
- Social Science at school stage, Aims and Objectives of teaching of Social Science in Secondary School.

Unit II Curriculum in Social Science

(12 Lectures)

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- Curriculum General Approach and Underlying Principles of Curriculum construction their Applicability in construction of Social Science Curriculum
- Study of Recent Curriculum Development in M.P. and other States including National Curriculum, Gradation and Organization of Courses in the Context of M. P.

Unit III Methods of Teaching Social Science

(12 Lectures)

- Methods and Techniques Methods: Lecture Method, Conversation Method, Discussion Method, Problem Solving Method, Project Method, Source Method, Field visits; Role Playing, Unit Plan Method Techniques: Skills of Questioning, Story Telling, Simulation, etc.

Unit IV Lesson Planning in Teaching Social Science

(12 Lectures)

- Lesson Planning, Unit Plan. Lesson Plan: Steps, and Components of Lesson Plan.
- Aids: Use of Audio and Video Materials' and Electronic Media in Teaching Social Science, Preparation of Low-Cost Teaching

Unit V Evaluation in Social Science

(12 Lectures)

- Evaluation Difference between Measurement, Assessment and Evaluation
- Characteristics of good Measurement, Diagnostic Test and Remedial Teaching
- Criterion Referenced Testing and Norm Referenced Testing, Different types of items,
- Multiple Discriminate Type Item
- Development and Standardization of Achievement Test in Social Science.

Assignments: (Any two of the following)

1. Analysis of the syllabus: A Critical Study.
2. Analysis of a relevant textbook.
3. Analysis of a relevant question paper.
4. Preparation of an objective type test for Class X.
5. Preparation of low-cost teaching Aids.
6. Development of self-instructional material on any one topic of Social Science.

Selected Readings:

- Bining and Bining: Teaching of Social Studies in Secondary Schools. New York: McGraw Hill Book Co., 1972.
- Desia, D. M. and Mehta, T. S.: Evaluation in Social Studies - Ministry of Education Govt. of India.

- Desia, D. N.: Recent Concept of Social Studies, Vora and Co.
- Heller, F.: The use and abuse of Social Sciences. London: Sage Publications, 1986.
- James Fleming: The Teaching of Social Studies in Secondary School. Longman Green and Co., London.
- Joyce, B. & Weil, M.: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Kochhar, S.K.: The Teaching of Social Studies. New Delhi: Sterling Publishers Pvt. Ltd., 1988.
- Marsh, D.A. (Ed.): The Social Sciences. London: Routledge and Kegan Paul, 1965.
- Malaya, M.: Social Sciences, Asia Publishing House, Bombay, 2000.
- NCERT: Teaching of History, New Delhi.
- Taneja, V. R.: Fundamentals of Teaching Social Studies Mehendra Capital Publishing, New Delhi.
- Trigg, R.: Understanding Social Studies. New York: Basics Black Well, 1985.
- Weil, M & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VII

COURSE-II

[IEDU-CC-712] PEDAGOGY OF SCHOOL SUBJECT-II BIOLOGICAL SCIENCES

L	T	P	C
4	0	0	4

Course Objectives:

- To understand the importance of Biology as a school subject and its place in the school curriculum.
- To develop the skills and competencies in teaching of biology at secondary level.
- To create an understanding of difficulties faced in teaching and learning of biological sciences and suggest their remedial measures.
- To attain proficiency in organizing suitable experiences for effective teaching and learning of biological sciences.
- To prepare and use different types of instructional materials for teaching of biological sciences.
- To design different types of tests to evaluate understanding of students in biological sciences.

Course Content:

Unit I *Aims and Objectives of Teaching Biological Sciences*

(12 Lectures)

- Biology vs Biological Science: meaning, definition, nature and scope of biological sciences and its comparison with biology, scientific Method, science as process and product, place of biology in school curriculum and its relationship with other subjects, importance of biology, recommendations of various commissions on science education.
- Aims and objectives of teaching biological sciences, Bloom's and Digital taxonomy of educational objectives, different methods of writing educational objectives of biological sciences in behavioral terms (Robert Mager, Robert Miller and RCEM).

Unit II *Curriculum Construction in Biological Sciences*

(12 Lectures)

- Biology curriculum: principles of planning biology curriculum at secondary level, process of biology curriculum construction, principles of curriculum organization.
- Modern trends in biology curriculum: BSCS project, characteristics of progressive curriculum, Biology curriculum framework, Textbooks in biological sciences.

Unit III Methods and Models of Teaching Biological Sciences

(12 Lectures)

- Method and strategy of teaching biological sciences: lecture-cum-demonstration method, discussion method, project method, problem solving method, field trip method, laboratory method.
- Model of teaching biological sciences: concept attainment model and inquiry training model.

Unit IV Lesson Planning in Biological Sciences

(12 Lectures)

- Lesson Planning: Importance and needs, unit necessity of planning of instruction in biology, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Biology.
- Teaching Aids Biological Laboratory: Its Design, Maintenance of Equipment, Laboratory Management and Purchase of Equipment, Improvisation of Teaching Aids and Apparatus, Zoological and Botanical Museum and Botanical garden,
- Use of Resources for Biology Teaching: Excursion, Field Trip, Lecture, Radio Broadcast, Educational Television, Organization of Science Club, Science Fair, Uses of Audio - Visual Aids, Charts, Models, PPT and Projector.

Unit V Evaluation in Biological Sciences

(12 Lectures)

- Evaluation in Biology, Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Biology

Assignments: (Any two of the following)

1. Preparation of model and charts.
2. Herbarium.
3. Preservation of Animals.
4. Gardening.
5. Improvisation, maintenance and repair of Biological Equipment.
6. Establishment of Biological Museum
7. Preparation of experiments
8. Visit to places of Biological Interest & their reporting by the student

9. Review of Biology Science Curriculum

10. Development of self-instructional material on any one topic of Biology

Selected Readings:

- Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
- Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
- Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985. Gupta, V.K.: Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd., 1995.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982.
- Rawat, D.S.: Teaching of Science. Agra: Vinod Pustak Mandir, 1981.
- Sharma, R.C.: Modern Science Teaching. Delhi: Dhanpat Rai and Sons, 1975.
- Siddiqui and Siddiqui: Teaching of Science (Today and Tomorrow). Delhi: Deoba House, 1985.

B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VII

COURSE-II

[IEDU-CC-712] PEDAGOGY OF SCHOOL SUBJECT-II MATHEMATICS

L	T	P	C
4	0	0	4

Course Objectives:

- To help students appreciate the distinctive character of mathematics, the power and beauty of mathematical type of reasoning.
- To develop the ability to spell out aims and objective of teaching Mathematics at Secondary level.
- To train them in different methods and approaches of teaching mathematics.
- To impart the skill of handling the diverse techniques of developing interest among students of mathematics.
- To empower them to develop tests for assessing readiness, attainments, and specific weakness of school learners.

Course Content:

Unit I *Aims and Objectives of Teaching Mathematics*

(12 Lectures)

- Nature of Mathematics Major landmarks in the evolution of mathematics, Nature of mathematics and its' difference with scientific knowledge, Aims and objectives of teaching mathematics at Secondary stage, Importance of Mathematics in the Secondary School Curriculum its Relation with another Subject.
- Objectives of Teaching Mathematics, Bloom's Classification of Educational Objectives, Behavioral out comes in relation to the knowledge of facts, understanding of the principles and application of mathematical concepts.

Unit II *Curriculum Construction in Mathematics*

(12 Lectures)

- Mathematics Curriculum Principles of Curriculum, Curriculum construction for Secondary Stages, Modern Trends in Mathematics Curriculum and Teaching Learning Material for Mathematics.

Unit III Methods and Models of Teaching Mathematics

(12 Lectures)

- Methods of Teaching Methods of teaching mathematics to secondary classes: Inductive, Deductive, Analytic, Synthetic, Laboratory, Project, Problem Solving Method, Concept Attainment Model, Inquiry Training Model.

Unit IV Lesson Planning

(12 Lectures)

- Unit and Lesson Planning Necessity of planning of instruction in Mathematics, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Mathematics
- Teaching Aids Charts, Diagrams, Models, Instruments, Films, Film Strips, Work Book, Geometry box, etc.

Unit V Evaluation in Mathematics

(12 Lectures)

- Evaluation in Mathematics Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Mathematics

Assignments: (Any two of the following)

1. Preparing Flannel Board and Geo Board.
2. Preparation of Models and Charts.
3. Preparing Blue Print for Teacher Made Achievement Test.
4. Division of Class IX and X Syllabus into Units.
5. Evaluation of Mathematics Textbook.
6. Development of self-instructional material on any one topic of Mathematics

Selected Readings:

- Agrawal, R.N.: Ganit Shikshan Ki Adhunik Vidhiyan. New Delhi: Goyal Publishing House, 1967.
- Aiyanger, K.: The teaching of Mathematics in the New Education. New Delhi: Universal Publications, 1964.
- Eves, Carroll and Newsome, V.: An Introduction to the Foundations and Fundamental Concepts of Mathematics, 1965.
- Fuch, W.R.: Mathematics for Modern Mind. New York: McMillan Co., 1967.

- Jain, S.L.: Ganit Shikshan. Jaipur: Rajasthan Granth Academy, 1973.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kapur, J.N.: Some Aspects of School Mathematics. New Delhi: Arya Book Depot, 1967.
- Paswan, N. K.: Modern Methods of Teaching Mathematics. Cyber Tech Publications, New Delhi, 2006.
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- Shah, G.B.: New Dimensions in Teaching Mathematics. Baroda: Faculty of Education and Psychology, 1964.
- Sharma, J.N.: Introduction to New types of Tests in Mathematics. New Delhi: Arya Book Depot, 1966.
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B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VII

COURSE-III

[IEDU-CC-713] TECHNOLOG OF TEACHING

L	T	P	C
2	0	0	2

Course Objectives:

- Gain Insight and reflect on the Concept of Teaching and Status of Teaching as a Profession.
- Understand the roles and responsibilities of teachers.
- Understand the different aspects of teaching.
- Comprehend the aspects of teaching.
- Enlist the Parameter of effective teaching.

Course Content:

Unit I *Concept of Teaching & Educational Technology*

(10 Lectures)

- Concept of Teaching and Instruction.
- Relationship between teaching & learning.
- Difference between learning, training & instruction.
- Meaning, Assumption, Types & Definition of Educational Technology and Open Educational Resources (OER).

Unit II *Anatomy of Teaching*

(10 Lectures)

- Variables and phases of Teaching.
- Principles and Maxims of Teaching.
- Meaning & Fundamental Elements of Teaching Models.
- Types of Teaching Models; Basic teaching Model, Inquiry Training Model, Jurisprudential Model and Concept Attainment Model.

Unit III *Theories of Teaching*

(10 Lectures)

- Definition, Need, Basis and Scope of Teaching Theories.
- New methods of Teaching; Problem Solving, Discovery Approach, Panel discussion, conference, Workshop, Seminar, symposium and Online teaching and evaluation.
- Micro Teaching, Team teaching, Diagnostic & Remedial Teaching.

Selected Readings:

- Bloom, B.S. et. (Eds.) :Taxonomy of Education Objectives: Handbook I, The Cognitive Domain.
- Bloom, B.S. et. (Eds.) :Taxonomy of Education Objectives: Handbook II, The Affective Domain.
- Joyce, Bruce and Weil, Marshal (2003): Models of Teaching, Prentice Hall of India Pvt. Ltd., New Delhi.
- Green Thomas, F. (1998): The Activities of Teaching, McGraw Hill Company, London,
- Gronlund, Norman E. (1976): Measurement and Evaluation in Teaching, Mac Millan Publishing Co. Inc, London
- Gronlund, Norman E. (1976): Stating Behavioural Objectives for Class-room Instruction, Mac Millan Publishing Company, London
- Peter, Laurence J.: 'Perspective Teaching', MacMillan Publishing Co. Inc, London
- Sharma, R. A.: Shikshan Takniki; Modern Publisher, Meerut.
- S. P. Kulkshresth: Shaikshik Takniki ke Mul Adhar, Vinod Pustak Mandir, Agra
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B.A. B.Ed./B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VII

COURSE-IV

[IEDU-CC-714] EPC-1: ART AND AESTHETICS

L	T	P	C
0	1	2	2

Course Objectives:

- Understanding basics of different Art forms – impact of Art forms on the human mind.
- Understand the role of Art in one's Creative and Aesthetic Development.
- Understand the importance and educational Values of Art room: Art Museums art exhibitions and art galleries.
- Understand the role of art in Society, Culture and international understanding.
- Enhance skills for integrating different Art forms across school curriculum at secondary level.

Course Content:

Unit I Art Education and Human Life

(15 Lectures)

- Meaning, Concept, Aims of Arts and Aesthetics and significance at secondary level of school education.
- Difference between Education in Arts and Arts in Education.
- Transformation of Art and Aesthetic through Education.
- Classification of Art: Visual & Performing.
- Knowledge of Indian Craft Traditions and its relevance in education.
- Educational Values of Arts and its relation with other School Subjects.
- Its Concept and importance in human life, Art and Creativity: Exhibition, Museum and Galleries, Art and Community: Society, Culture and National Integration.
- Indian Festivals and its Artistic significance

Practical/Assignment

(30 Practical)

Visual Arts & Crafts and Performing Arts (Practicals any two groups of the followings)

Group 1 Drawing and Painting

- Line Drawing and drawing with light and shade.
- Representational Drawing and Painting from nature – Plants, foliage, flowers, birds and animals etc. (medium – Pencil, pen & ink, Crayon, water colour any two medium)

- Perspective Drawing.
- Still-life Study (medium – Pencil, pen & ink, Crayon, water colour any two medium)
- Composition Painting

Group 2 Designing on Different Surfaces

- Creative pictorial or geometrical design – Water colour /pastel Colour.
- Surface design – Floor decoration Wall decoration.
- Poster-design, Textile-design – Garment design with fabric colour, designing with Potato-cut block and stenciling on garments and other cloth
- Simple lettering for communication calligraphy.

Group 3 Creative Art with Paper

- Paper –cutting, Assemble-art with photo-pasting.
- Collage-Simple and Creative, Collecting and arranging rare photographs, photo print on various themes.

Group 4 Pot-decoration

- Decoration- Clay-pot, Glass-pot, Ceramic pot and fiber pot.

Group 5 Performing Arts: Dance, Music, Theatre and Puppetry

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

Selected Readings:

- Devi Prasad (1998) Art: The Basis of Education. Devi Prasad (1999) Shiksha Ka Vahan: Kala (Hindi).
- Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education. London:
- Heinmann. Gupta, Arvind (2003). Kabad se Jugad: Little Science. Bhopal: Eklavya.
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- Teachers' Handbook of Art Education, Class VI. Published (2005), NCERT, New Delhi

B.A. B.Ed./B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VII

COURSE-V

**[IEDU-CC-715] SCHOOL INTERNSHIP PROGRAMME OF PEDAGOGY SUBJECT-I
(HINDI/ ENGLISH /SANSKRIT/PHYSICAL SCIENCES)**

L	T	P	C
0	1	10	6



COURSE-VI

**[IEDU-CC-716] SCHOOL INTERNSHIP PROGRAMME OF PEDAGOGY SUBJECT-I
(SOCIAL SCIENCES/ BIOLOGICAL SCIENCES/MATHEMATICS)**

L	T	P	C
0	1	10	6

An internship programme is an unpaid, career-focused experience during which students become directly involved in the workplace. Like all other professional programmes, field engagement is an essential component of any teacher education programme. Field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period of time is known as 'school internship' which equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching. The internship programme provides an opportunity to the prospective teachers to link the educational theory and pedagogical concepts with their practice on the one hand, and on the other to test the validity of theoretical propositions in actual school settings. The internship programme has two phases;

First Phase:

The first phase of this programme initiate with the micro-teaching practice session. Each student practices (teaching and re-teaching) all the skills in small groups under the close supervision of faculty members of the department in simulated condition. All the skills are practiced and evaluated for each student throughout the semester. Following teaching skills will be practiced during microteaching practice session i.e. first phase:

1. *Writing Instructional objectives in behavioral terms*

2. *Introduction skill/ Set Induction*
3. *Explanation*
4. *Illustration*
5. *Blackboard Writing/ Use of Blackboard*
6. *Reinforcement*
7. *Questioning Skill*
8. *Stimulus Variation*
9. *Achieving Closure Skill*
10. *Integration Skill*

Second Phase:

After practice the above skill through Micro-teaching Practice Session, pupil-teachers will be eligible for their internship. In the second phase, the student-teachers are actually placed in a lab school at two levels, namely upper primary and secondary for practicing the teaching: The School Internship may be arranged in two phases:

Phase I – One week of School Engagement

- Observation of day to day school activities and report of an in-depth study of one activity.
- Peer group teaching in selected subject 3 lessons.
- Delivery of three lessons in selected teaching subject.

Phase II – 15 Weeks of School Engagement

During this phase, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school-based and community-based activities other than teaching. However, for undertaking the activities, the student-teachers are required to develop a repertoire of understandings, competencies, and skills.

Student Teachers' Tasks during Internship:

Student-teachers have to undertake some activities in the first part of the internship and some other in the second part. A few such activities are suggested below:

- Understanding the Internship School and the community around.
- Analysis of school syllabus and textbooks.
- Observing the classroom teaching of regular teachers.
- Observation of classroom teaching of peer student-teachers.
- Participation in the innovative activities that the school undertakes.

- Preparation of Lesson Plans and Unit Plans.
- Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
- Teaching as a substitute teacher.
- Mobilization and development of teaching-learning resources.
- Preparation of a question papers and other assessment tools.
- Preparation of a diagnostic tests and organization of remedial teaching.
- Undertake case study of a child.
- Undertake action research project on at least one problem area of schooling.
- Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.
- Writing a term paper on a selected theme.
- Organization of cultural activities, literary activities and games.
- Framing of Time-Table.
- Attending and organizing morning assembly.
- Maintain of school records.
- Maintain of library & laboratories.
- Organizing Science Club & Eco Club

Modes of Assessment

In accordance with the field-based nature of the course, assessment should be made in terms of certain qualitative criteria and appropriately distributes across the various tasks carried out by student-teachers.

SEMESTER-VIII

B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VIII

COURSE-I

[IEDU-CC-811] CREATING AN INCLUSIVE SCHOOL

L	T	P	C
4	0	0	4

Course Objectives:

- Demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- Reformulate attitudes towards children with special needs.
- Identify needs of children with diversities.
- Plan need-based programmes for all children with varied abilities in the classroom.
- Use human and material resources in the classroom for CWSN.
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- Modify appropriate learner -friendly evaluation procedures.
- Incorporate innovative practices to respond to education of children with special needs.
- Contribute to the formulation of policy; and implement laws pertaining to education of children with special needs.

Course Content:

Unit I *Introduction to Inclusive Education / School*

(12 Lectures)

- Concept and need of inclusive education
- Aims of Inclusive education
- Transition from separation to inclusion.
- Concept of special education, integrated education and inclusive education
- Principles and models of inclusive education.

Unit II *Special Education Needs (SEN) of Learners in Inclusive School*

(12 Lectures)

- Identification of diverse needs of SEN learners and referrals
- Disabilities in children and their SEN: Hearing impairment, visual impairment, low vision, orthopedic impairment, intellectual impairment cerebral palsy, learning disabilities and multiple disabilities
- Types and use of assistive devices for learners with SEN

- Education concessions and facilities
- Special needs in terms of Murielle in the context of different disabilities and their learning styles.

Unit III Planning and Managing Inclusive Curriculum in Schools

(12 Lectures)

- School readiness and school transition
- Individualized education plan (IEP): development and implementation
- Practices and classroom management in inclusive education: seating arrangement, whole class teaching, collaborating teaching, activity – based learning, peer – tutoring and co-operative learning
- Curricular and instructional accommodation

Unit IV Facilitators for Inclusive Education

(12 Lectures)

- Need for multidisciplinary approach.
- Role and responsibilities: general, special and resource teacher.
- Role and responsibilities: family and community.
- Prepare at professional partnership: need and relevance.

Unit V Inclusive Education in National Policies

(12 Lectures)

- National policy for person with disabilities 2006 with reference to inclusive education.
- Sarva Shiksha Abhiyan (SSA) – 2002 with reference to inclusive school.
- Accessible India Campaign (Sugmya Bharat Abhiyan).

Selected Readings:

- Adrian A., John E. (1998). Educating children with Special needs, New Delhi: Prentice Hall
- Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Publishing
- Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall
- Chaote J. S. (1991). Successful mainstreaming, New York: Allyn & Bacon
- Daniels, H. (1999). Inclusive Education, London: Kogan
- Deiner, P.L. (2000). Resource for Teaching children with diverse abilities, Florida: Harcourt Brace & Company
- Dessent, T. (1987). Making ordinary school special, Jessica Kingsley Publishing

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- Gargiulo, R.M. (1997). Special education in contemporary society: An Introduction to Exceptionality. Belmont: Wadsworth publications
- Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment. New Delhi: Kanishka Publishing
- Giuliani, G. A. & A., M. (2002). Education of children with special needs: From segregation to inclusion, New Delhi: Sage Publications
- Hollahan, D. P. & Kauffman, J. M. (2000). Exceptional Learners: Introduction to special education, Boston: Allyn and Bacon.
- Joyce S. Shoate (1997). Successful inclusive teaching, Boston: Allyn & Bacon
- Karant, P. & R. J. (2003). Learning Disabilities in India, New Delhi: Sage Publication
- Mohapatra, C. S. (ed.) (2004). Disability management in India: Challenges and Commitments. New Delhi: Indian Institute of Public Administration
- Mani, M. N. G. (2004). Successful Inclusion strategies for secondary and middle school teachers, New Delhi: Sage Publishing House
- Jha, M. M. (2002). School without walls: inclusive education for all. Oxford: Heinemann.
- Mathew, S. (2004). Education of children with hearing impairment, RCI, New Delhi: Kanishka Publications
- Panda, K. C. (1997). Education of exceptional children, New Delhi: Vikas Publications
- Sedlak, Ribert, A. & Schlosss P. (1986). Instructional methods for students with learning and behavior problems, New York: Allyn & Bacon
- Yesseldyke, J. S. & Algozzine, B. (1998). Special Education: A Practical approach to teachers. New Delhi: Kanishka Publishers.

**B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VIII
COURSE-II**

[IEDU-CC-812] SCHOOL MANAGEMENT AND ADMINISTRATION

L	T	P	C
3	0	0	3

Course Objectives:

This course will enable the student teachers to:

- Understand the basic concepts of educational management.
- Understand different components of school management.
- Realize the multifaceted role of a teacher/head teacher.
- Understand and appreciate the process of becoming an effective teacher.
- Realize the importance and goals of secondary education in India.
- Imbibe and internalize right attitudes and values with respect to issues related to equity and equality in education.
- Get a holistic view of quality in education and the agencies concerned with quality assurance.

Course Content:

Unit-I Introduction to Educational Management

(12 Lectures)

- Management, Administration and Organization - Meaning, Definition and their Inter Relationship
- Administrative Structure of Education in India with Special Reference to Madhya Pradesh
- Educational Management – Concept, Definition, Aims, Scope, Functions and Characteristics
- Types and Principles of Educational Management
- New trends in Educational Management: School Management Committee and Community Monitoring

Unit-II School as an Organization

(12 Lectures)

- Meaning, Definition and Objectives of a School.
- Resource Requirements of School. i.e., Physical, Human and Financial Resources
- School Organization: Meaning, Aims and Objectives

- Schools Under Different Managements
 - i) Government - Central, State and Local Bodies.
 - ii) Private – Aided and Unaided.
- Detailed Study of Specific Managements –
 - i) Residential Schools Run by Social Welfare Corporations
 - ii) Navodaya Vidyalayas/ Kendriya Vidyalayas / Sainik Schools / Railway School and Public Undertaking
 - iii) National / State Open Schools

Unit-III Head of the Organization – Different Roles

(09 Lectures)

- Qualities of an Ideal Head Master and Roles and Responsibilities
- Academic Aspects: Preparation of Time-Table, Planning and Organising Co-Curricular Activities, Subject Clubs, Guidance and Counseling, Supervision, Maintenance of Standards, Establishing Conducive Organizational Climate and Institutional Evaluation
- Administrative Aspects: Institutional Planning, Mobilization of Resources, Preparation of Budget, Maintenance of Records and Registers, Conducting Staff Meetings
- Human Resource Management: Acquisition, Development, Motivation, Maintenance.
- Material Resource Management: Needs Assessment, Procurement, Maintenance.
- Discipline Management: Need and Importance, Causes of Indiscipline and Remedial Actions.

Unit-IV Classroom Management

(12 Lectures)

- Meaning and Principles of Classroom Management
- Supportive devices of Classroom Management
- Classroom Variables
- Role of teacher in Classroom Management
- Accountability in School Education: Meaning, Types and methods used for assessing accountability

Selected Readings:

- Agrarwal, J.C. (2007), School management, Shipra publication, Daryaganj, New Delhi.
- Famulavo Joseph, (1986): Hand book of Human resource Administration, McGraw Hills, New York.

- Haseen Taj, (2008) Current challenges in education, Neelkamal publications, Hyderabad.
- Jagannath Mohanthy, (2007), Educational management supervision school organization, Neelkamal Publications Private Limited, Hyderabad.
- Jandhyala B. G. Tilak (1992) Educational planning at Grass roots, Ashish publishing house, New Delhi.
- Krishnamacharyulu V. (2011), School management and systems of education, Neelkamal Publications Private limited, Hyderabad.
- Mohd. Akhtar Siddiqui. (1991), Inservice Teacher Education, sterling publishers private limited, New Delhi.
- Naik, J.P. (1976), Equality, Quality and Quantity. The elusive Triangle in Indian Education, Bombay, Allied Publishers.
- Total Quality Management for Tertiary Education, (2003), Published by NAAC, Bangalore.
- Walia, J.S. (2004), Foundations of School Administration and Organization. Jalandhar: Paul Publishers.
- Walker James W. (1980), Human resource planning, Mc Graw Hill, N Y.

B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VIII

COURSE-III

[IEDU-CC-813] LANGUAGE ACROSS THE CURRICULUM

L	T	P	C
2	0	0	2

Introduction

The role of languages across the curriculum is being increasingly recognized, it would be important for all teachers to understand the importance of language across the curriculum and evolve strategies that will help share the responsibility for the development of learners and the development of languages. We need to understand that language education is not confined to the language classroom. A science, social science or mathematics class is ipso facto a language class. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's faculty in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language-free environment. Assumptions about the language and literacy background of students influence classroom interactions, pedagogical decisions and the nature of students' learning. It is important to understand the language background of the students and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area. This course is visualized to develop understanding about the nature and importance of classroom discourse; developing reading for information. This will strengthen the ability to 'read', 'think', 'discuss and communicate' as well as 'write' in the language of content. All possible efforts should be made to build networks across different subjects and language in order to enhance levels of language proficiency. Therefore, student-teachers will need to be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives. The focus is to create sensitivity to the language diversity that exists in the classrooms. Understanding the language background of students, as first or second language users of the language used in teaching the subject. The focus is to help students' teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area. The focus is to develop critical reading comprehension

in the content areas informational reading and developing writing in specific content areas with familiarity of different registers.

Course Objectives:

The course will enable the student teachers to-

- Understand the language background of students.
- Understand the nature of classroom discourse.
- Understand the nature and need of informational reading.
- Understand the importance and role of language for content areas.
- To enable student-teachers to understand the nature and structure of language.
- To help them appreciate the relationship between language, mind and society.
- To acquaint them with the process of language acquisition and learning.
- To support them in the understanding of different language skills and development of the same.
- To develop sensitivity and competency towards catering to a multilingual audience in Schools.

Course Content:

Unit I *Language Background of Students*

(10 Lectures)

- Language: Concept, types and Functions (in classroom and out of classroom)
- Understanding multilingualism in the classroom
- Home language and school language
- Understanding the language background of students, as first or second language users of the language used in teaching the subject.
- Learning Language, leaning through Language and Learning about Language
- Constitutional status of Language: Hindi, English and Regional Language

Unit II *Nature of Classroom Discourse*

(10 Lectures)

- Classroom Discourse — oral language; discussion as a tool for learning;
- Construction of Proverbs and Idioms, Diversity of language and religion.
- Speech defects: lisping, slurring and stammering, role of teacher in its resolution.
- Physical, Environmental, Social and Psychological barriers to language learning.
- Understanding Hindi alphabets & it's logical & simple classification

- Vocabulary building strategies in classroom.
- Tools for learning: Dictionary, Discussion and Word puzzles
- Courteous expression: In written and spoken form, Professional implications for a teacher.

Unit-III LSWR as Basic Skills for Languages

(10 Lectures)

- The development of reading & writing skills of secondary students through activities.
- Nature of expository texts Vs narrative texts, transactional Vs reflective texts.
- Effective ways of speaking for Effective Listening: Pronunciation, Enunciation, pause, intonation, articulation, Pitch Raising & Dropping.
- Importance of 3 V's (Vocal, Visual & Verbal) in language communication
- Role of literature in language learning and understanding

Practical Assignments/Field Engagement:

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

Selected Readings:

- Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi: Sage Publications.
- Agnihotri, R.K. (1999). Bachchon ki bhashaa seekhne ki kshamata, bhag 1 or 2. Shakshik Sandarbh. Bhopal: Eklavya Publication
- Agnihotri, R.K. (2007). Hindi: An essential grammar. London: Routledge
- Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted in multilinguality. International Multilingual Research Journal, Vol.(2) 1-10

- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). Bhasha, bhubhashita or hindi: Ekanth samvaad, New Delhi: Shilalekh .
- Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York:Primary English Teaching Association Cornell University. .
- Krashen, S. (1982). Principles and practice in second language acquisition, Pergamon Press Inc.
- Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust. .
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- Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.
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- Yule, G. (2006). The study of language. Delhi: Cambridge University Press.

B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VIII

COURSE-IV

[IEDU-EC-811] HEALTH AND PHYSICAL EDUCATION

L	T	P	C
3	0	0	3

Course Objectives:

- Explain the concept, aims and objectives of Health and physical Education.
- Describe hygienic environment along with contributing factors and its importance.
- Explain various Communicable diseases and first aid.
- Demonstrate ability to describe balanced diet.
- Explain good posture.
- Define general medical standard of an individual.
- Aware about communicable diseases.

Course contents:

Unit I Introduction to Physical Education

(15 Lectures)

- Concept, Aims & Objectives of Physical Education, Concept of Physical fitness.
- A brief historical survey of physical education in India during Aryans, Epic, Buddhist, Muslim and British period.
- Foundation and Necessity of Physical Education.

Unit II Introduction to Health Education

(15 Lectures)

- Concept, Aims, Objectives & Importance of Health Education, Concept of hygiene, factors affecting health of child.
- Elementary structure and functions of teeth, eye, ear, skin, heart, kidney, blood, respiratory system & digestive system and health problems related to them.
- School Health Programme: Concept of Mental, social and environmental health, core life skills.

Unit III Health Hazards

(15 Lectures)

- Concept and types of hazards, Drugs, Alcohol and Smoking.
- Food and Nutrition: Concept of balance diet, Mid-Day meal, hazards to food safety, food adulteration and contamination.
- Infection, carriers of infection; its prevention and control.

- Communicable diseases and National Diseases Control /Eradication Program.
- Medical inspection of school and First Aid.

Selected Readings:

- Bucher. C.A. (1964). Foundations of Physical Education, New York: Mosby & Company
- Kilander, H.F. (1971). School Health Education, New York: Mac Millan Company
- Manjul. J.U.S. (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- Yaday, Y.P.& Yadav. R. (2003). Art of Yoga, New Delhi: Friends.

B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VIII

COURSE-IV

[IEDU-EC-812] YOGA EDUCATION

L	T	P	C
3	0	0	3

Course Objectives: Pupil-teachers would be able to-

- Understand the philosophy of yoga.
- Critically understand the psychology of yoga
- Describe the socio-moral base of yoga.
- Explain physiology of Yoga.
- Classify yoga, yogic diet and yogic lifestyle.
- Explain medical aspects of yoga in terms of improving mental health and reducing stress.

Course Contents:

Unit I Philosophy and Psychology of Yoga

(15 Lectures)

- Basic philosophy of Yoga, goals of life and yoga, fundamental concepts of Yoga in all schools of Indian Philosophy; the concept of Prakriti & Purusha
- Psychology of yoga: Chitta (mind) and the methods of Chitta control; Vritti, Pratyahara, Dharna and Dhyana.

Unit II Classification of Yoga

(15 Lectures)

- Classification of Yoga: Raja Yoga (Ashtang Yoga), Hatha-Yoga, Sankhya-Yoga, Bhakti-Yoga and Mantra-Yoga.
- Kinds of Dhyana.

Unit III Social Aspects of Yoga

(15 Lectures)

- The five YAMAS and the five NIYAMAS, the universal code of socio-moral restraints and personal observances leading to ideal adjustments in social and personal life.
- Yogic diet & its application in modern context.

Practicum/Sessional:

- Participating in any five asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrasana, Gomukhasana, Matsyanana, Janu- shirasana, Ardhamatsyendrasana, Padmasana and Shirasasana.

- Participatin in Neti, Kapalbhathi and Tratak.
- Participatin in Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayamas.
- Preparing a workbook (project reports of the selected five asanas, their physiological, psychological and anatomical effects on human body, mind, senses and intellect.)

Selected Readings:

- Bawara, B. V. (1993). *Aapki apni Baat*, Haryana: Divine Radiance Publications.
- Besant, A. (2005). *An Introduction to Yoga.*, New Delhi: Cosmo
- Iyenger, B.K.S. (1996). *Lighter on Yoga*. New Delhi: Harper Collins Publishers India Private Limited
- Larson, James, G. & Bhattacharya, R. S. (2007). *Encyclopedia of Indian Philosophies, Vol. XII Yoga*: Gerald James Larson and Ram Shankar Bhattacharya, New Delhi: Motilal Banarsidas Pub.
- Lata, P. (1996). *Intelligence, Creativity, Self-concept and Personality characteristics of delinquents and noe-delinquents*. Chandigarh: Panjab University.
- Lzmailovich, A. V. (1990). *Sahaj Yoga as a cure for epilepsy, Sochi Physiotherapy Hospital*. U.S.S.R: Department of Curatology
- Omand, S. (1960). *Patanjali Yoga Pradeep*. Gorakhpur: Gita Press
- Rai, V.C. (1989). *Effect of Sahaj Yoga Meditation on cardiac disorders*. Delhi Medical College: Department of Physiology
- Rao, P. V. K. (1995). *Scientific and Psychological significance of Yoga*. Benaras Hindu University: Department of Education
- Yadava, Y. P. & Yadav, R. (2003). *Art of Yoga*, New Delhi: Friends
- Yogacharya, Omkareshwarananda, S. (2007). *Freedom of body and mind: Yogasanas, Pranayam and Meditation*, New Delhi: Rawat.

B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VIII

COURSE-IV

[IEDU-EC-813] GUIDANCE AND COUNSELING IN EDUCATION

L	T	P	C
3	0	0	3

Course Objectives:

- To understand the concept of Guidance and Counseling.
- To assess the strength and learning difficulties of students.
- To help students in selecting their subjects for future study.
- To collect data using various tools like case study, achievement test etc.
- To understand and apply the techniques of Guidance and Counseling.

Course Contents:

Unit I Introduction to Guidance and Counseling

(15 Lectures)

- Guidance: Meaning, nature, scope and functions of guidance.
- Principles of guidance, Need of guidance at various stages of life,
- Types of guidance: educational, vocational, personal guidance (their meaning, objectives, needs and importance)
- Procedure of guidance, Individual and group procedures of guidance, their nature and advantage, Group guidance techniques; class tasks, Career Task, Career Conference Group Discussion, Field Visits, Career Exhibition, Audio visual techniques
- Role of various community agencies in school guidance program.
- Concept of counseling: theories of counseling
- Types of counseling: directive, non-directive and eclectic.
- Process of counseling (initial disclosure in depth exploration and commitment to action) Skills in counseling (listening, questioning, responding and communicating) Role of teacher as a counselor and professional ethics associated with it

Unit II Understanding the Individual

(15 Lectures)

- Studying and appraising an individual; its need and importance in EVG (Educational and Vocational Guidance).
- Testing and non-testing devices for the study of an individual.
- Testing: intelligence, aptitude, attitude, interest, achievement and personality.

- Techniques used in guidance: questionnaire, anecdotal records, interview schedule, case study diary and autobiography cumulative – record cards

Unit III Job analysis and Guidance Services

(15 Lectures)

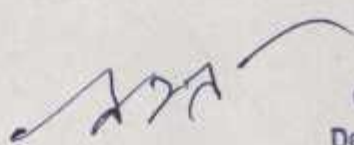
- Job analysis: concept and need.
- Job satisfaction: concept and factor affecting job satisfaction.
- Concept of occupational information and sources of collection
- Career counseling and discrimination of occupational information.
- Guidance services and the organization in schools
- Types of guidance services.
- Role of school personnel's in organizing guidance services.

Practicum/Assignments (Any two of the following)

1. Visit to different Guidance Centre.
2. Preparation of Cumulative Record.
3. Case Study of Problem Child.
4. Administration, Scoring & interpretation of at least two tests.
5. Job Analysis of a Counselor.
6. Establishing Career Centre.
7. Preparation of scrap-book for career Counseling.

Selected Readings:

- Bengalee, M.S.: Guidance and Counseling. Bombay: Seth Publishers, 1984.
- Bhatnagar, A. and Gupta, N.: Guidance and Counseling Vol. I & II– A Theoretical Approach
- Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
- Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques. Hill Book Company, 1941.
- Jaiswal, S.R.: Guidance and Counseling. Lucknow: Lucknow Prakashan, 1985.
- Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.
- Koshy, Johns: Guidance and Counseling. New Delhi: Dominant Publisher, 2004.
- Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw
- Nayak, A.K.: Guidance and Counseling. New Delhi: APH Publishing Corporation,
- Oberoi, S.C.: Educational Vocational Guidance and Counseling (Hindi). Meerut:



- Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
- Sharma, R.A.: Fundamentals of Guidance and Counseling. Meerut: R. Lall Book
- Sharma, Tarachand: Modern Methods of Guidance and Counseling. New Delhi:
- Shrivastava, K.K.: Principles of Guidance and Counseling. New Delhi: Kaniska
- Taneja, V.R.: First Course in Guidance and Counseling. Chandigarh: Mohindra Capital, 1972.
- Vashist, S.R.: Vocational Guidance and Elementary School. New Delhi: Anmol Prakashan, 2002.

B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VIII

COURSE-IV

[IEDU-EC-814] WORK EDUCATION

L	T	P	C
1	1	2	3

Course Objectives:

- To understand the Nature and concept of Philosophy of work education
- To acquire the basic skills in work education.
- To understand the different areas of work experience.
- To prepare different models according to their interest and temperament
- Critically examine the development of work education in different committee and commission.

Course Content:

Unit I Concept of Work Education

(10 Lectures)

- Meaning, aims, and objectives of work education at secondary Level.
- Nature and Scope of work education.
- Need and importance of Work Education in our daily life.
- Relationship with other subjects in the school curriculum. place of work education in the school curriculum
- Useful resources for work experience education
- Difference between work education and vocational education.

Unit II Bases of Work Education

(10 Lectures)

- Bases of work education: Historical, Philosophical, Psychological, Sociological and Economic
- Development of the concept of work education in general education suitable for India as envisaged by the education commission 1964-66
- Concept of socially useful productive work (SUPW) as designed by I. V. Patel Committee.
- Four Pillars of education International Commission on Education, 1996
- Criteria for Selection of Activities in work Education and Implementation

Unit III Methods and Evaluation of Work Education

(10 Lectures)

- Inductive and Deductive Methods
- Project method.
- Problem-Solving Method
- Discussion method
- Lecture-cum Demonstration method
- Story-telling method and
- Observation method.
- Evaluation in work education and methods of evaluation work education
- Developing certain tools, e.g. rating scale, check list. Teacher's record. Observation schedule, etc.

Practicum/Assignment in

(10 Lectures)

Group (any one group of the following)

1. Agriculture

- a. Preparation work in growing of crops
- b. Preparation of pots & use of implements
- c. Keeping of records and Account
- d. Visit of Govt. garden of Farm

2. Gardening

- a. Care and Handling of equipment upkeep of plants.
- b. Handling of Pots.
- c. Preparation of fine nursery beds.
- d. Spraying of insecticides etc.
- e. Collection of seeds bulbs pests etc.

3. Tailoring and Embroidery

- a. Stitches various types-decoration work
- b. Handling of machine and its care
- c. Harmony of texture, shape, design and colour
- d. Decoration and embroidery-drafting of various articles
- e. Learning traditional embroidery
- f. (kashmiri, Punjabi, Phulkari, Lucknow, Bengal katha, Kutch, Karnataka Kashida)

4. Toy Making

- a. Preparation of Simple toys and Puppets.
- b. Handling of Plaster-casting.
- c. Decoration of Toys - Painting, Dresses of Toys.
- d. Preparation of a Receipt - Book Page.

5. Chalk Making

- a. Cleaning of tools.
- b. Knowledge of raw materials.
- c. Preparation of chalk making.
- d. Packing of chalk sticks.

6. Fruit and Vegetable Products and Preservation

- a. Pickle for short-time use.
- b. Pickle for long time use.
- c. Fruit – processing – preparation of jams.
- d. Fruit – processing – preparation of jellies.

Selected Readings:

- Bhargav, Prabha: Pushpa Vatika. Delhi: Pustak Mahal, 2004. Bhargav, Prabha: Bagwani Kala. Delhi: Pustak Mahal, 2004.
- Bhargav, Prabha: Udhyan Kala. Delhi: Pustak Mahal, 2005.
- Chaudhary, M.L. & Prashad, K.V.: Bagwani Aur Mulya Verdhan. Delhi: Westwill Publishing House, 2006.
- George, A.: Horticulture Principles and Practices. Delhi: Pearson Education Publishing, 2002.
- Gupta, K.C: Chalk-Stick, Slate, Slate-Pencil & Pastel Colour Industry. Delhi: Dehati Pustak Bhandar
- Making Soft Toys for Children. Delhi: Rohan Book Company, 2000.
- Naik, Dada Bhai: Grih Vatika. Varanasi: Serv Seva Sangh Prakashan, 1981.
- Rahul Soft Toys. Delhi: Rahul Prakashan.
- Saini, R.S.: Bagwani Sidhant Avem Kirya Kalap. Udipur: Agrotech Publishing Academy, 2001.

- Shirivastav, S.S.: Udhyan Vigyan. Raipur: Central book House, 2003.
- Singh, D.K.: Hightech Horticulture. Udaipur: Agrotech Publishing Academy, 2004.
- Thakur, U.S. et al.: Krishi Vigyan Parichaya. Vidyarthi Prakashan, Indore, 1987.

B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VIII
COURSE-V

[IEDU-CC-814] EPC-1 READING AND REFLECTING ON TEXT

L	T	P	C
1	0	2	2

Course Objectives:

- An understanding of the needs and importance of reading and writing.
- To enhance the professional capacities of a student teacher.
- To develop competencies of Reading skills.
- To develop competencies of writing skills.
- To enable student-teachers to become more conscious of their responses to experiences,
- Observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.
- To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors those have shaped their aspirations and expectations.

Course Content:

Unit I Engaging with Narrative and Descriptive Accounts

(10 Lectures)

- The selected texts could include stories or chapters form fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories
- Process of reading, skimming and Scanning, Narrative text, Expository text, reading a wide variety of texts, including empirical, Conceptual and Historical, Policy Documents.
- Reading a text, Enhance capacities as readers, newspapers, magazines, journals and computer. Framing questions to think about.
- Readings interactively individually and in small groups, use of dictionary, Diagnosis of readings skills deficiencies and remedial teaching.

Unit II Mechanics of Writing and Elements of Good Writing

(10 Lectures)

- Mechanics of Writing and Elements of Good Writing (e.g. Coherency and cohesion).
- Nature and Style of Writing Combining reading and Writing for the Development of Critical Skills.
- Writing –Words: Sentences and Paragraphs, Role of Language and Pedagogy, Writing Across other Subjects.

- Writing messages: writing messages, notices, Circulars, Invitations, Biodatas, agreement/disagreement, Opinion.
- Writing Composition: –Letters, Types of Letters, Essays, Reports, Autobiographical narratives, Field notes, Ethnographies. Formal and Informal writing. Assignments, Variety of texts, Activities for Writing, dialogues, short poems and short skills, writing within the context of other ideas.

Practical/Assignments (Any two)

(20 Practical)

- Prepare a feedback form for parents and for teachers focusing on differences in the two forms due to different intent and audience.
- Develop a short journal of graphical representation of Hindi and English newspapers articles on school education.
- Visit a book store for young children, go through the available reading material including exercise books, puzzles etc. and make a list of useful material for developing early literacy skills.
- Writing reflecting statements of aspirations and expectations based on one's learning so far in the course.
- Writing an Educational Autobiography.

Selected Readings:

- Anderson, R.C. (1984). Role of the reader's schema in comprehension learning and memory. In R.C. Anderson, J Osborn & R.J. Tierney (Eds.), learning to read in American Schools: Basal Readers and content texts, Psychology Press.
- Bhatt, H (n.d). The diary of a school teacher. An Azim Premji University Publication. Retrived from www.arvindguptatoys.com/arvindgupta/diary-schoolteacher-eng.pdf.
- Grellet, F (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension exercises. Cambridge University Press.
- Sabyasach; B. (1997). The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore. National Book Trust.
- Tagore, R. (2003) Civilization and progress. In Crisis in civilization and other essays, New Delhi: Rupa & Co. 38

- Vygotsky, L. (1997) Interaction between Learning and Development. In M.Gauvain & M. Cole (Eds.) Readings on the Development of Children, New York: WH Freeman & Company.

**B.A. B.Ed. /B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VIII
COURSE-VI**

[IEDU-CC-815] EPC-3 UNDERSTANDING THE SELF

L	T	P	C
1	0	2	2

Unit I *Exploring the Aim of Life*

(3 Lectures)

Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.

Workshop Themes

(6 Practical)

- Vision as a person: aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formations, values and direction of life.

Unit 2 *Discovering one's True Potential*

(3 Lectures)

Objectives

- To facilitate the personal growth of the students by helping them to identify their own potential.
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

(6 Practical)

- Understanding one's strengths and weaknesses through self-observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self-esteem and emotional integration.
- Exploring fear and trust; competition and cooperation.
- Developing skills of inner self organization and self-reflection.
- Writing a self-reflective journal.

Unit 3 Developing Sensitivity

(3 Lectures)

Objectivities

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences.

Workshop Themes

(6 Practical)

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g. media).
- Defining consciously, one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communications skills.
- Understanding one's own childhood and adult-child gaps in society.

Unit 4 Peace, Progress and Harmony

(3 Lectures)

Objectives

- To develop the capacity to establish peace within oneself.
- To develop the capacity to establish harmony within a group and methods of conflict resolution.
- To understand the meaning of leadership and develop attitudes and skills of a catalyst.
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.

Workshop Themes

(6 Lectures)

- Establishing peace within oneself: exercises of concentration and meditation.
- Understanding group dynamics and communication.
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution.
- Exploring the bases of social disharmony: becoming the agents and catalysts of change.

and exploring methods of facilitating change.

Unit 5 Facilitating Personal Growth: Applications in Teaching

(3 Lectures)

Objectives

- To explore attitudes and methods needed for facilitating persona growth in student.
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum.

Workshop Themes

(6 Practical)

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them.
- Exploring and practicing ways to facilitate personal growth the develop social skills in students while teaching.

B.A. B.Ed./B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VIII

COURSE-VII

[IEDU-CC-816] EPC-4 ENRICHING LEARNING THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY

L	T	P	C
1	0	2	2

Course Objectives:

- To acquaint the pupil teachers with the set of experiences of visualization.
- To aware with an assumption that many student- teachers will have a
- To acquaint the pupil teachers with the basic familiarity with computers.
- To acquaint the pupil teachers with the hands-on- experiences of computer in education.
- To enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.
- To acquaint the pupil teachers with the uses of open educational resources.
- To enable the pupil teachers with the online learning and teaching.

Course Content:

Unit I Relevance of ICT in Education

(5 Lectures)

- ICT: Concept and importance of ICT in Education.
- Knowledge construction: Concept and Role of information technology in 'Construction of Knowledge' and Possible uses of audio-visual media and computer.
- Visualization: Visualizing learning situations using audio-visual and other media.

Unit II Use of Computers in Schools

(5 Lectures)

- Functional knowledge of operating computers: On / off, Computer as a learning tool, Word processing, Use of Microsoft PowerPoint and Microsoft Excel.
- Internet & Intranet: Effective browsing of the internet for selecting relevant information.
- Educational sites: OER and Survey of educational sites in India.
- Downloading and uploading relevant material.

Unit III Visualizing Technology-Supported Learning Situations

(5 Lectures)

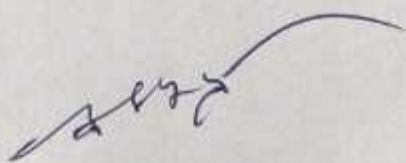
- Interactive use of audio-visual programme for teaching and learning.
- Developing PPT slide show for classroom use.
- Use of LCD projection for subject learning interactions.

- Generating subject-related demonstrations using open source software.
- Collaborative learning: Collaborative learning tasks.
- Interactive use of ICT: Creating online classroom, Online form for collecting data and assessment, Online slides, Online documents and Online meeting link for online meetings and video conferencing and Educational channel.
- Open Educational Resources: Applications of some OER for teaching and evaluation and SWAYAM.

Practicum/Assignment: Based on above theoretical parts

(30 Practical)

- Enrollment in any SWAYAM course and showing his/her progress.
- Creating own Educational channel and uploading own educational videos on it.
- Creating own online classroom and uploading different study materials and assignments.
- Using different OER tools for teaching and learning.
- Creating PPT slide show presentations on her/his pedagogical subject.
- Creating interactive lectures using different tools for teaching and assessment.
- Effective use of Microsoft Excel and Google Sheets for analyzing data.
- Searching effective materials for teaching and learning.



B.A. B.Ed./B. Sc. B.Ed. (4 YEAR INTEGRATED PROGRAMME) SEMESTER-VIII

COURSE-VII

[IEDU-CC-817] EPC-4 COMMUNITY WOK AND PSYCHOLOGY PRACTICAL

L	T	P	C
1	0	2	2

Course objectives:

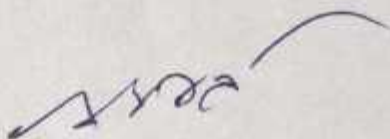
- To acquaint the pupil teachers with the factors working within the society/community i.e. knowledge of social realities.
 - To develop the dignity of labor among them.
 - To arouse their interest in the social and economic reconstruction of the country.
 - To make them aware with the educational problems and needs of the society.
 - To enable them for preparing youth for sustainable development.
 - To develop the personality of the pupil teacher through community service.
 - The students will spend few days during the academic year in the identified village.
- Separate activities may be undertaken every year out of the following or given by the Institute.

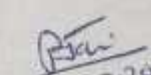
Course Content:

1. All Pupil-teachers will must join one-week of scout and guide training programme.

Other Suggested Activities (Pupil-teachers will perform any 4 activities and prepare a report):

2. Study of educational scenario of a community. Reporting the profile of each institution/NGO/social organization, which is directly or indirectly concerned with educational/literacy programme.
3. Micro planning exercises for assessing the educational status of the community.
4. Organization of "Nukkad Natak" "Cultural Programmes" and "Rallies" etc. for motivating the villagers for sending their wards to schools.
5. Exploiting the community resources and finding means and ways of using them for school.
6. Survey or nearby community (adapted community) and assessing their educational needs, social needs etc.
7. Conducting awareness programmes in the community- like Environment conservation, tree plantation, watershed management, health programmes like vaccination, polio drop etc. AIDS awareness, electoral awareness, road safety, human rights, women rights etc.




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8. Literacy programmes in the community.
9. Developing healthy food habits among the community.
10. Training community in some simple vocations for self-employment.
11. Establishing and maintaining library in a community.
12. Remedial teaching work for poor and needy in the community.
13. Action Research regarding local problems in consultation with the community.
14. Conducting Adult Education Programmes.
15. Training of community in First Aid.
16. Any other activity as per your community demands

Note: During the above activities' pupil-teachers will work full-day in their institution local area (as notified by the Head of the Department with course-coordinator). The teaching of the theory courses shall be suspended.

Psychology Practical:

Pupil-teachers will administer following test as per the requirement and prepare a dense record:

- Paper Pencil Test (Any Three)
- Performance Test (Any Two)
