



SRI SATHYA SAI INSTITUTE OF HIGHER LEARNING

(Deemed to be University)

Syllabus for

Bachelor of Education (B.Ed.)

(Two academic year Programme)

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SRI SATHYA SAI INSTITUTE OF HIGHER LEARNING
(Deemed to be University)

B.Ed. Programme
(Two academic year Programme)

SCHEME OF INSTRUCTION AND EVALUATION
(Effective 2017-2018 batch onwards)

Paper code	Title of the paper	Credits	Hours per week	Mode of evaluation	Theory/ Practicals	Max. marks
Semester –I						
BEDN-101	Childhood and Growing Up	4	5	IE2	T	100
BEDN-102	Basics in Education	4	5	IE2	T	100
BEDN-103	Technology of Teaching and Learning	4	5	IE2	T	100
BEDN-104	Pedagogy of Teaching – Group I (Any one of the following)	2	2	IE2	T	50
	104(A) Pedagogy of English	”	”	”	”	”
	104(B) Pedagogy of Physical Science	”	”	”	”	”
BEDN-105	Pedagogy of Teaching – Group II (Any one of the following)	2	2	IE2	T	50
	105(A) Pedagogy of Mathematics	”	”	”	”	”
	105(B) Pedagogy of Biological Science	”	”	”	”	”
	105(C) Pedagogy of Social Science	”	”	”	”	”
BEDN-106	Critical Understanding of ICT	2	4	I	P	50
BEDN-107	Psychological Testing	2	4	I	P	50
BEDN-108**	Internship Phase- I (3 weeks)	Non-credit	-	-	INT	-
PAWR 100	Awareness Course-I: Education for Life – Individual Transformation	1	2	I	T	50
	TOTAL	21 credits	29 hours			550 marks

Semester –II						
BEDN-201	Learning and Teaching	4	5	IE2	T	100
BEDN-202	Contemporary India and Education	4	5	IE2	T	100
BEDN-203	Assessment for Learning	4	5	IE2	T	100
BEDN-204	Pedagogy of Teaching – Group I (Any one of the following)	2	2	IE2	T	50
	204(A) Pedagogy of English	”	”	”	”	”
	204(B) Pedagogy of Physical Science	”	”	”	”	”
BEDN-205	Pedagogy of Teaching – Group II (Any one of the following)	2	2	IE2	T	50
	205(A) Pedagogy of Mathematics	”	”	”	”	”
	205(B) Pedagogy of Biological Science	”	”	”	”	”
	205I Pedagogy of Social Science	”	”	”	”	”
BEDN-206	Language Across Curriculum	2	2	IE2	T	50
BEDN-207**	Internship Phase- II (8 weeks)	4	8	I	INT	100
PAWR 200	Awareness Course-II: God, Society and Man	1	2	I	T	50
TOTAL		23 credits	31 hours			600 marks

Semester –III:						
BEDN-301	School Organization, Supervision and Administration	4	5	IE2	T	100
BEDN-302	Knowledge and Curriculum	4	5	IE2	T	100
BEDN-303	Reading and Reflecting on Text	2	2	IE2	T	50
BEDN-304	Internship Phase-III (4 weeks)	12	21	I	INT	300
PAWR 300	Awareness Course-III: Guidelines for Life	1	2	I	T	50
TOTAL		23 credits	35 hours			600 marks

Semester – IV						
BEDN-401	Education In Human Values: Peace Education	4	5	IE2	T	100
BEDN-402	Creating an Inclusive School	2	2	IE2	T	50
BEDN-403	Yoga Education	2	2	IE2	T	50
BEDN-404	Gender, School and Society	2	2	IE2	T	50
BEDN-405	Optional Course (Any one of the following)	2	2	IE2	T	50
	405(A) Guidance and Counseling	”	”	”	”	”
	405(B) Environmental Education	”	”	”	”	”
	405(C) Health and Physical Education	”	”	”	”	”
BEDN-406	Community Work	2	4	I	P	50
BEDN-407	Drama and Art in Education	2	2	IE2	T	50
BEDN-408	Internship Phase-IV (5 weeks) Final Practice Teaching: Practical in Two Pedagogies	6	12	***	INT	150 (100+50)
PAWR 400	Awareness Course-IV: My Life is	1	2	I	T	50

Applicable from 2017-18 onwards

	My Message				
	TOTAL	23 credits	33 hours		600 marks
	GRAND TOTAL	90 credits	128 hours		2350 marks

NOTE: ** Indicates Evaluation of BEDN-108 And BEDN-207 will be done at the end of second semester, for which marks will be given together in the 2nd Semester.

Modes of Evaluation

Indicator	Legend
IE1	CIE and ESE ; ESE single evaluation
IE2	CIE and ESE ; ESE double evaluation
I	Continuous Internal Evaluation (CIE) only Note: 'I' does not connote 'Internal Examiner'
E	End Semester Examination (ESE) only Note: 'E' does not connote 'External Examiner'
E1	ESE single evaluation
E2	ESE double evaluation

Types of Papers

Indicator	Legend
T	Theory
P	Practical
V	Viva voce
PW	Project Work
D	Dissertation
INT	Internship

Continuous Internal Evaluation (CIE) & End Semester Examination

PS: Please refer to guidelines for 'Modes of Evaluation for various types of papers', and Viva voce nomenclature & scope and constitution of the Viva voce Boards.

Internship

Internship will be for a minimum duration of 20 weeks, with **550 Marks** for two-year B.Edprogramme spread over four semesters.

Details of marks and mode of evaluation will be as follows:

Paper Code	Internship phases	Duration	Mode of evaluation	Total Marks
BEDN-INT(I)	Phase I	3 Weeks	I	-
BEDN-INT(II)	Phase II	8 Weeks	I	100
BEDN-INT(III)	Phase III	4 Weeks	I	300
BEDN-INT(IV)	Phase IV	5 Weeks	***	100+50

Note: *** BEDN INT- IV: (100 +50) (I+E)

- 100 marks will be awarded for the teaching of 1 criticism plan in each of the two methodologies opted, under the supervision of External and Internal Examiners
- 50 mark is awarded for case study and action research (25+ 25) which is an internal evaluation

B.Ed. Programme

This programme visualizes to develop in students the right skills, competencies, attitudes and values to enable them to effectively undertake the activities of secondary and higher secondary schools.

Programme Objectives:

The programme will enable the student teacher to:

- develop capacities to construct knowledge and abilities to discern in diverse teaching learning environments
- facilitate internalization of Human values which in turn lead to shape future generations
- understand diversified learners and create conducive classroom environment
- expose to philosophical inquiry as a basis of all educational endeavors
- equip in the effective use of ICT and familiarize with different digital resources
- enhance artistic and aesthetic ability to respond to the beauty in different art forms, through genuine exploration, experience and free expression
- develop the skill of integrating and mastering delivery of value based lessons in their respective pedagogies
- understand the need and importance of Yoga and Health education to promote sound mind in a sound body
- develop awareness and concern about environment and associated problems and motivate them in preserving and protecting environment

Programme specific outcomes

Upon completion of the programme, student teacher will be able to

- visualize multiple dimensions and stages of learner's development and their implications of learning
- know the instructional applications of internet and web resources
- understand the basic concepts/issues of education with reference to NCF (2005) and NCFTE (2009)
- develop basic skills in the production of different types of instructional material
- know the recent innovations and future perspectives of educational technology
- inculcate positive attitude and sense of commitment towards actualizing the right to education of all learners
- identify and utilize existing support services for promoting inclusive practice
- explain the role of education in changing social context and critically analyse its operational effectiveness

- clarify misconceptions on gender diverse behavior by creating social awareness
- make use of the appropriate assessment tools and techniques to improve their classroom teaching
- develop personal initiative and resources for the pursuit and promotion of peace
- develop meta-cognitive awareness to become conscious of their own thinking processes as they engage with diverse texts.

SEMESTER-I

Childhood and Growing Up

BEDN-101

Credits: 4

Hours: 64

Course Objectives:

The course will enable the student teacher to:

- understand the basic principles and techniques of psychology and its implications to education.
- analyze characteristics of secondary school learner, learners with diverse needs and its implications to teaching and learning.
- understand adolescent learners' mental health problems and select appropriate strategies to cope with such problems.
- aid the student teacher with a better perspective for judging both the results of his own teaching and the educational practice of others.
- assist in giving the necessary facts and techniques for analyzing child's behaviour to facilitate adjustment and growth of personality.
- develop a sympathetic attitude towards children.

Course Outcomes:

Upon completion of the course, student teacher will be able to:

- explain importance of educational psychology to effective teaching;
- compare, and contrast cognitive, constructivist and behaviorist models of teaching and learning, as well as their applications in classroom;
- examines the role of heredity and environment in growth and development and in the learning process
- identify important cognitive stages of development, and their stage specific characteristics,
- identify important aspects of personal, emotional, social and moral development,
- interpret diversity in terms of differences in learning styles and intelligence, that a modern classroom might need to accommodate;
- discuss theories of motivation and provide rationale for use in the classroom;

Course Content:

Unit -1: Nature, Scope, and Methods of Educational Psychology:

8hrs

- Nature of Educational Psychology
- The purpose of Educational Psychology in the preparation of teachers-
- The concepts and principles of Educational Psychology – using concepts and principles in explanation, prediction and control of behavior.
- Methods of studying learners' behavior at adolescent stage: Observation, Interview, Experimentation and Case study.

Unit-2: Developmental Psychology:

10hrs

- Meaning of Heredity and Environment
- Interaction of Heredity and Environment, its educational implications
- General nature of growth and development
- Principles of growth and development and their educational implications
- Various stages of human growth and development, developmental tasks and their stage specific characteristics with educational implications
- Infancy.
- Early childhood.
- Late childhood.

Unit-3: Understanding Adolescent learner: Development and characteristics

11hrs

- Adolescent: Physical, Cognitive, Social, Emotional and Moral developmental patterns and characteristics of adolescent learners- nature and peer factors influencing development
- Adolescent period: behavioral patterns in terms of motivation, aspiration, attitude and development of self-concept-implications of developmental changes for teaching-learning and curriculum.
- Intelligence: Human intelligence, Multiple intelligence and Emotional intelligence – intelligence and school success, intelligence and job success; distinction between aptitude, intelligence and achievement
- Need for guidance, counseling, and career education at the Secondary School stage

Unit-4: Development and Learning

12hrs

- Growth and Development: Factors influencing growth and development- hereditary factors- biological factors or constitutional factors, emotional factors and social factors
- Environmental factors -- Environment in the womb of mother, Environment available after birth- accidents and incidents in life, medical care and nourishment, schooling. Peer group relationship.
- Meaning and principles of development, relationship between development and learning
- Dimensions of individual development: Physical, cognitive, language, affective, social and moral their implications and interrelationships for teachers (Piaget, Erikson and Kohlberg)
- Cognition- Meaning and role in learning – socio-cultural factors influencing cognition and learning.

Unit -5: Understanding differences among learners and learners with diverse needs 9hrs

- Individual Differences- meaning, nature, dimensions – factors causing individual differences: psychological, genetic and environmental – individual differences with regard to intelligence, aptitude, achievement, personality, and culture – appropriate teaching – learning strategies to cater to meet learner differences.
- Categories of Exceptional learners – general concerns of teachers with regard to special needs of special learners; physical (visual, hearing and loco-motor) cognitive and emotional; delinquents and socially disadvantaged.

Unit -6: Mental Health, Hygiene and well-being of adolescent learner: 6hrs

- Concept of mental health and hygiene, adjustment and well-being – mental health of the adolescent learner – factors influencing mental health & well-being.
- Corporal punishment in schools and home – measures to eliminate corporal punishment
- Role of school personnel in building sound mental health.

Unit-7: Learning in ‘Constructivist’ Perspective 5hrs

- Distinction between learning as ‘construction of knowledge’ and learning as ‘transmission and reception of knowledge’
- Social-constructivist perspective: Bruner, Ausubel and Vygotsky’s perspective and applications in teaching

Practicum: 3hrs

Any one of the following:

- Observe the various age children (Early childhood, later childhood and adolescent in various situations like in the class room, playground, at home, siblings and list out the characteristics of them in physical, social, emotional and intellectual domain
- List down maladjusted behaviors of adolescents which you could identify from the classroom and outside classroom
- Observe some successful individuals and list down the behavioral characteristics which impress you
- List down few (classroom) learning situations involving insightful learning

Textbooks:

1. Mangal S.K. (2003): *Advanced Educational Psychology*, New Delhi, Prentice Hall of India
2. Mathur, S.S (2001)., *Educational Psychology*, Agra: Vinod PustakMandir.
3. Sharma R.N(2000): *Advanced Educational Psychology*: Surjeet publications, New Delhi
4. Aggarwal. J.C. (2001): *Basic Ideas in Educational Psychology*, Shipra, Delhi.

Reference books:

5. Cronback, Lee J: *Educational psychology*, London, Rupert Hart Dan's
6. Chauhan, S.S (1988): *Advanced Educational Psychology*, Vikas Publishing House PVT, Ltd., New Delhi.
7. Virginia Nichols Quinn :*Applying Psychology*, McGraw-Hill Publishing Company Limited, New Delhi
8. Hurlock, E.B (1999): *Developmental Psychology*- Tata McGraw Hill Publishing Company Ltd, New Delhi
9. Skinner, E. C. (1984). *Educational Psychology*-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.
10. Spinthall, N., and Spinthall, R. C. (1990). *Educational Psychology* 5th Edition. - McGraw Hill Publishing Company.
11. Mohan J. and Vasudeva P. N. (1993). Learning Theories and Teaching, In Mohan Jitendra (ed.) *Educational Psychology*, New Delhi, Wiley Eastern Limited, P. 146.
12. Oza, D. J. and Ronak, R. P. (2011). Management of behavioral problems of children with mental retardation. Germany: VDM publication.

Basics in Education

BEDN-102

Credits: 4

Hours: 64

Course Objectives:

The course will enable the student teacher to:

- analyze and understand educational concepts, their premises and context unique to education.
- understand and appreciate the nature and the purpose of education, their practical ramifications in the school context.
- appreciate the divergent philosophies behind education and their different implications
- understand relevant concepts and themes in education.
- provide opportunity for interactive and reflective modes of learning engagement.
- understand the concept through self-study and reflect on them.
- sensitise student teachers about the concept of human rights in education

Course Outcomes

Upon completion of the course, the student teacher will be able to

- explain the relationship between philosophy and Education and implications of philosophy on education

Applicable from 2017-18 onwards

- appreciate the process of becoming an effective teacher
- discuss varieties of agencies of education
- give the importance and role of Education in the progress of Indian society
- value perspectives of emerging Indian society
- develop the qualities required for Indian citizen
- evolve suitable educational strategies for solutions for the problems of the country

Course Content:

Unit-1: Meaning, Nature and purpose of Education 10hrs

- Meaning of education (Indian and western view)
- Etymological, Narrow and Broader (instruction, training, schooling and education)
- Philosophy of Education and its interdependence.
- Types of education-formal, Informal, Lifelong education
- Various agencies of education
- Functions of Education-Individual, Social and National.

Unit-2: Specific Aims of Education with Reference to Indian Commissions 10hrs

- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education (NPE) 1986
- Programme of Action (POA) 1992

Unit -3: Major Philosophical Systems: Their salient features and its impact on Education 12hrs

Aims, Curriculum, Methods of teaching, Discipline and Role of teacher:

- Idealism
- Naturalism
- Pragmatism
- Existentialism

Unit-4: Contribution of Educational Thinkers and their Philosophies in developing Principles of Education 15hrs

Indian:

- Aurobindo- Basic principles of Educational Philosophies- Integral Education- Five aspects of personality
- M.K Gandhi- General principles of Basic Education-Educational philosophy, Salient features of basic education

- D.S Kothari
- Rabindranath Tagore-Major principles of Educational philosophy.
- Sri Sathya Sai Baba-Basic aims of Educational Philosophy and Integral Education.

Western:

- Rousseau- His contributions to education
- John Dewey- Fundamentals of His educational Philosophy and Concept of Ideal School.
- Froebel: Play Way method
- Montessori: The didactic apparatus

Unit-5: Teacher – Role in Changing Indian Society

5hrs

- Status of Teachers- Professional, Social and Economic
- Development of Moral, Social and Spiritual Values among Teachers
- Professional code of Ethics for Teachers

Unit-6: Education for Human Rights

5hrs

- Meaning and Objectives of Human Rights Education
- Child Rights, Education of girl child
- Barriers in implementing Human Rights

Unit-7: Women Education

4hrs

- Need , importance , Objectives and problems of Women Education
- Approaches- Seminar, Radio talk, Mass media

Practicum:

3 hrs

Any one of the following:

- Study the impact of Right Education Act on schools
- Critical analysis of different committees and commissions on education
- Write an essay about of Indian Educators and Western educators

Text books

1. Bhagirathi Sahu(2002), *The new Educational Philosophy*, Sarup& Sons, Ansari road, New Delhi
2. R.N Safayaet al.(1983), *Development of Educational Theory and Practice*- DhanpatRai – New Delhi.
3. SwaroopSaxena N R (2012), *Philosophical and sociological foundations of education*,RLall Book Depo, Meerut

4. JagadishChand(2010), *Philosophical foundations of education*,Anshah publishing house, New Delhi

References:

5. S.D.khanna, V.K. Saxena, V. Murthy(1994): *Education in the emerging Indian Society*- Doaba house New Delhi
6. Kohli V K,*Indian Education and its problems*, vivek publishers, Haryana, printers Delhi
7. R.Safaya (1983), *Fundamentals of Education*– Srinagar
8. Bhatia, K. & Bhatia, B. (1983). *The philosophical and Sociological foundation of Education*. New Delhi: Doaba House.
9. Murthy, S. K. (2009). *Philosophical and Sociological Foundation of Education*. Ludhiyana: Tondan Publication, Books Market
10. J C Aggarwal(2010), *Theory and Principles of Education*, vikas publishing house, New Delhi
11. Arulsamy.S(2011), *Philosophical and sociological perspectives on education*, Nilkamal Publications, Hyderabad. Delhi
12. Purkait B R (2000), *Principles and practices of education*, New central book agency, Calcutta
13. Purkait B R (1999), *Milestones in modern Indian Education*, New central book agency, Calcutta
14. Dash B.N (2000): *History of Education*, Dominant Publishers & Distributors, New Delhi,.
15. Dash B.N(2007), *Encyclopedia of Education*, Dominant Publishers & Distributors, New Delhi,
16. Aggarwal J C,(2005), *Education for values, Environment and human rights*, Shirpa publications, Delhi

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Technology of Teaching and Learning

BEDN-103

Credits: 4

Hours: 64

Course Objectives:

The course will enable the student teacher to

- acquire knowledge of basic concepts of educational technology
- understand the role of technologies in modern educational practices
- apply the concepts of communication and its effective use in classroom teaching
- use various technologies for improving instructional practices
- develop teaching skills required for effective instructional management.
- inculcate right attitude towards educational technology and its applications
- develop skill of preparing lesson plan, unit plan and unit plan

Course Outcomes

Upon completion of this course, student teacher will be able to

- develop competencies in skill based teaching
- acquire skills in making aids, preparing instructional materials and using audio visual aids
- develop right perspective and attitude towards emerging technologies
- differentiate between technology of education and technology in education
- get awareness about recent developments in the area of educational technology
- develop competency in using media in instruction.
- construct lesson plan, unit plan and year plan
- make use of maxims and principles in instruction

Unit- 1: Nature of Technology of Teaching and Learning:

8hrs

- Meaning and scope, Technology of teaching and technology in teaching -Importance and uses of technology of teaching and learning in Formal education and Open and Distance learning system
- Different approaches-Hardware approach-Software approach - systems approach

Unit-2: Principles of teaching and learning

6hrs

- Pedagogical principles of teaching
- Maxims of teaching

Unit-3: Communication:

11hrs

- Nature, Concept, need and Importance of communication

Applicable from 2017-18 onwards

- Communication process
- Types of communication
- Modes of communication – oral, print, audio-visual and mass media–
- Barriers in communication
- Classroom communication

Unit-4:Skill based teaching:

10hrs

- Meaning of microteaching, importance of microteaching, micro teaching cycle, Micro teaching lesson plan.
- Practice in skills – introducing a lesson, explaining, questioning, probing questioning, illustrating with examples, stimulus variation, reinforcement, blackboard writing, classroom management, achieving closure.

Unit-5:Action Research:

10hrs

- Meaning and definition of Action Research – Main features of Action Research - General steps of Action Research (NCERT)
- Planning of Action research: Research problem- meaning, nature and sources, identification of concerns and problems in action research, preparation of action research proposal

Unit-6: Instructional planning:

4 hrs

- Meaning and importance of:
- Lesson plan
- Unit plan
- Year plan

Unit-7:Instructional media and material:

12hrs

- Importance of instructional support material - Significance of instructional media & material
- Principles of selection of instructional media & material - Cone of experience - Classification of AV aids.
- Concept, types, functions, development and effective use of :
- Print: textbook, workbook, and self-instructional material
- Aural: Teachers' speech, radio broadcast and audiotape
- Non-projected visuals: graph, map chart, poster, models.
- Projected visuals- slides, transparency, CCTV, LCD projector
- Concept of Multi-media- Characteristics of Multi-media- Multi sensory Approach
- Interactive white Board, Language laboratory

Auto Instructional strategies

Applicable from 2017-18 onwards

- Individualized instruction – meaning, need and principles
- Techniques: meaning, importance and organization of: Computer Assisted Instruction (CAI), CMI, PSI, Programmed instruction.

Group based strategies

- Meaning, scope, advantages and guidelines for organizing role play, simulation, games, group discussion, debate, quiz, team teaching, tutorial, project and field trips.

Practicum:

3 hrs

Any one of the following

Prepare and practice micro lesson plan for each skill

Usage of different A-V aids for seminar presentation

Organization of any quiz or group discussion

Preparing a questionnaire for Action research

Text books

1. J.C. Aggarwal (2005): *Essentials of Educational Technology: teaching learning innovations in Education*- Vikas publishing house pvt.Ltd, New Delhi.
2. Kochhar, S.K (2006): *Methods and Techniques of teaching*, Sterling publishers'pvt.ltd
3. UshaRao (1997): *Educational Technology*, Himalaya Publishing House.
4. Sampathet.al (2006).*Introduction to Educational Technology*, Sterling publishers Pvt.ltd., New Delhi.
5. Kulshreshtha S P, KulshreshthaArunkumar(2015), *Foundations of educational technology*, R lall book Depot,Meerut
6. Mangal S K, Uma Mangal(2012) *Essentials of educational technology*, PHI learning pvt Limited, New Delhi
7. Sharma, R.A (2000), *Technology of Teaching*, Loyal Book Depot, Meerut.

References

8. Sharma A R() *Educational technology*, Vinod Oustakmandir, Agra
9. Sahoo, P.K (1999),*Educational Technology in Distance Education*, New Delhi, Aravalli.
10. Sahoo, P.K (1996),*Open and Distance Education*, New Delhi: Uppal.
11. Benjamin S. Bloom...et al. (1964) *Taxonomy of educational objectives* Longman Group
12. Bruce Joyce (1985) *Models of teaching* (2nded.) Prentice Hall
13. Aggarwal J C (2011), *Principles, methods and techniques of teaching*, vikas publishing house, New delhi
14. B C Rai, *Technique of Teaching*, Prakashan Kendra, lucknow

Applicable from 2017-18 onwards

15. Sharma R A(2010), *Educational technology and managementmodels, media and methods*,
R Lall Book depo, Meerut
16. James W Brown et al.(1985)*AV Instruction -technology media, and methods*,Mc Graw- Hill
Book Company, New York

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Pedagogy of English

BEDN-104 (A)

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- understand the relation between literature and language.
- acquire the four skills of language: listening, speaking, reading and writing
- relate constitutional provisions and policies of language education and its implications
- understand multicultural awareness in language teaching
- identify methods, approaches, and materials for teaching English at various levels in the Indian context.
- communicate effectively in English

Course Outcomes:

Upon completion of this course, student teacher will be able to:

- critically review medium of instruction to be used at different levels
- use multilingualism as a strategy in the classroom situation
- identify methods, approaches, and materials for teaching English at various levels in the indian context.
- apply constructivist approach to language teaching and learning.
- develop and use suitable aids for teaching English.
- design English curriculum for different stages of schooling
- speak English fluently with intonation, stress, pause, etc on phonetic lines
- integrate the four skills of language in class room teaching and learning and in daily life

Course Content:

Unit - 1: Role of language

4hrs

Applicable from 2017-18 onwards

- Difference between language as school subject and language as means of learning and communication
- Critical review of medium of instruction
- Multilingual classrooms
- Multicultural awareness and language teaching

Unit-2: Constitutional Provisions and Policies of Language Education

5hrs

- Position of languages in India-Article (343-350A),
- Kotharicommission,
- National Policy on Education (NPE) 1986,
- Programme of Action (POA) 1992,
- National Curriculum Framework (NCF) 2005

Unit-3: Approaches, Methods, and Techniques in English Language teaching

7hrs

- A Linguistic systems-Basic concepts in Phonology,Morphology,Syntactic and Semantics Grammar translation method
- Direct method
- Structural- Situational method
- The Audio lingual method
- Communicative language teaching
- Thematic approach
- The lexical approach
- Language learning in Constructivist paradigm.

Unit-4: School English Curriculum

5hrs

- Objectives of curriculum
- Principles for defining curriculum
- Designing curriculum at different stages of schooling-
- NCF-2005 – role of NCERT in construction and improvement of curriculum
- Evaluation of text book – using standard tool

Unit-5: Acquisition of Language skills8hrs

Listening and speaking skills:

- The concept of listening – sub skills of listening (Tasks, Materials and resources for developing the listening skill, storytelling, dialogues, situational conversations, role plays, simulations,speech,games and contest , language laboratory ,pictures and multimedia resources).
- Phonetics-the consonant , vowel, diphthong system- intonation- stress- pitch, Speaking for specific purposes

Applicable from 2017-18 onwards

Practicum:

3 hrs

Any one of the following:

- Speech and speech mechanism
- Word formation
- Syntax
- Phonetic transcription

Text book

1. Techniques of Teaching English , A.L. Kohli , Dhanpat Rai Publications , 2013.

References:

2. An Outline of English Phonetics, Kalyani Publishers, New Delhi (1972) Daniel Jones.
3. An Outline of General Phonetics, OUP (1971), R K Bansal.
4. A Practical English Grammar, A J Thomson and A V Martinet Grammar Practice Activities CUP Penny Ur.
5. The Communicative Approach to Language Teaching. (1979) OUP, C. J. Bromfit and K Johnson.
6. Hill, L.A. and Dobbyn, M.A. Training Course, Trainer's Book, Cassell, London, 1979.
7. Richard J. and Theodore S. Rodgers T.S. Approaches and Methods in Language, Cambridge University Press, 1986.
8. Wilkins, D.A. Linguistics in Language Teaching, Edward Arnold, London, 1982.
9. Mukalel, J.C. Creative Approaches to Classroom Teaching, Discovery Publishing house, New Delhi, 1998
10. Ryburn W.N.: Suggestions for the teaching of Mother tongue in India, Oxford University Press, Mumbai.
11. Mukerjee, S.N.:RashtraBhasha Ki Shiksha, Acharya Book Depot, Baroda, 1965.

Pedagogy of Physical Science

BEDN-104 (B)

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- understand the nature and structure of physical science.
- understand the aims and general objectives of teaching physical science in secondary schools.

Applicable from 2017-18 onwards

- analyze the content of physical science into concepts, facts, rules and principles.
- achieve mastery over methods, techniques, and skills.
- acquire skill in constructing objective based test items.
- appreciate the nature and importance of science and contribution of scientists in the development of science

Course Outcomes

Upon completion of the course, student teacher will be able to:

- explain the nature and structure of physical science.
- spell out the aims and objectives of teaching physical science in secondary schools.
- analyze the content of physical science into concepts, facts, rules and principles.
- plan suitable learning experiences for the stated objectives.
- state meaningful specific objectives in behavioral terms with reference to specific concepts.
- plan suitable learning experiences for the stated objectives.

Course Content:

Unit- 1: Nature and structure of physical science 5hrs

- Nature of Science;
- Scientific method,
- Scientific attitude,
- Science and Spirituality;
- Structure: Syntactic and substantive structure
- Correlation of Physical Sciences with other school subjects with reference to Biological Sciences, Mathematics, Social studies, and Languages

Unit-2: Contributions of Scientists in Physical sciences:

6hrs

- Einstein, Archimedes, C.V.Raman, Newton, Marie Curie, Rutherford, Neils Bohr, J.J.Thomson

Unit -3: Aims and objectives of teaching physical science at secondary level 5hrs Aims and general objectives for teaching Physical science at Secondary level

- Instructional objectives with reference to Bloom's taxonomy (2001)
- Writing specific objectives and teaching points of various content areas in Physical science- physics and chemistry
- Values inherent in Physical Science

Applicable from 2017-18 onwards

Unit-4: School Physical Sciences Curriculum

6hrs

- Objectives of curriculum
- Principles for defining curriculum
- Designing curriculum at different stages of schooling-
- Construction of syllabus in various content areas of physical sciences
- Selected Physical Science Curricula in India and Abroad: Study of principles, design and materials produced in recent curricula PSSC Physics, CBA, CHEM Study, Nuffield (0-level) Physics and Chemistry and their adaptability to Indian conditions.
- NCF-2005 – role of NCERT in construction and improvement of curriculum
- Criteria for preparation and evaluation of a text book
- Evaluation of text book – using standard tool

Unit-5: Strategies for teaching physical science

7hrs

- Salient features of investigatory method,
- Lecture-cum-discussion,
- Lecture-demonstration,
- Group investigation/discussion
- Co-operative learning with suitable illustrations.

Practicum:

3 hrs

Any one of the following:

- Preparation of lesson/unit plan by following different methods of teaching
- Preparation of materials & programmes to inculcate scientific attitude
- Demonstration of Science Experiments
- Identifying General and Specific Objectives with learning outcome

Text books

1. Sharma R C (2006) *Modern Science Teaching* – Dhanapat Rai and Sons, New Delhi.
2. Radha Mohan (2002) *Innovative Science Teaching for Physical Science* – Prentice Hall, New Delhi

Reference books

3. Anjali Khirwadkar (2003) *Teaching of Chemistry*, Sarup & Sons, New Delhi
4. UNESCO Handbook for Science Teachers (UNESCO, Paris).
5. V.K. Kohli (2005) *How to teach Science*, Vivek publishers, Ambala.
6. Teaching of Science in Secondary Schools (NCERT, New Delhi).
7. Amin, J. A. (2011). *Training science teachers through activities; towards constructivism*. USA: Lap – Lambert publishing house.

8. Harlen, W. and Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education. UNESCO.
9. Heiss, E. D. (1961). *Modern science teaching*. New York: Macmillan Company.
10. Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication.
11. Chunavala, S. (2006). *Science Education: A Trend Report*. In NCERT (Eds.), *Sixth Survey of Educational Research (1993-2000)*. New Delhi: NCERT.
<http://www.exploratorium.edu/ifi/resources/researches/constructivism.html>
12. Kumar, A. (2004). “*Science education on a slippery path*” Retrieved August 26 2006, from: <http://www.hbcse.orghttp://insa.acpservers.com/html/home.asp>

* * *

Pedagogy of Mathematics

BEDN-105(A)

Credits: 2

Hours: 32

Course objectives:

The course will enable the student teacher to:

- gain insight on the meaning and nature of Mathematics for determining aims and strategies of teaching- learning
- understand the aims and general objectives of teaching Secondary School Mathematics.
- evaluate learning of concepts and generalization.
- develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks
- design appropriate strategy/ approach/method suited to teach particular content.
- appreciate the contributions of Indian and western mathematicians

Course Outcomes:

Upon completion of the course the student teacher will be able to

- translate the objectives of mathematics in terms of expected behavioral outcome in order to provide appropriate learning experiences.
- identify the role of different branches of mathematics and their implications on the society
- develop proficiency in correlating mathematics and other school subjects.
- use the gained knowledge of history of mathematics in day-day teaching.
- describe the contributions of mathematicians to motivate students.
- discriminate between various teaching methods.

Course Content:

Unit-1:Nature and Scope of Mathematics

6hrs

- The nature of Mathematics
- Values inherent in Mathematics
- Relationship with life and other school subjects
- Scope of mathematics

Unit-2: History of Mathematics:

6 hrs

- Brief historical development of Mathematics
- Some great mathematicians: Aryabhatta, Brahma Gupta, Bhaskara, SrinivasaRamanujan, Euclid, Pythagoras, Gauss

Unit-3: Aims and objectives of teaching Secondary School Mathematics

7hrs

- Aims and general objectives for teaching mathematics at secondary level
- Instructional objectives with reference to Bloom's taxonomy (2001)
- Writing specific objectives and teaching points of various content areas in mathematics - algebra, geometry, trigonometry, arithmetic.

Unit-4:School Mathematics curriculum

5hrs

- Objectives of curriculum
- Principles for defining curriculum
- Designing curriculum at different stages of schooling-
- Construction of syllabus in various content areas of mathematics
- NCF-2005 – role of NCERT in construction and improvement of curriculum
- Criteria for preparation and evaluation of a text book
- Evaluation of text book – using standard tool

Unit- 5: Teaching problem solving

5hrs

- Definition of a problem, problem solving and teaching problem solving; posing a problem, discovering or exploring various options for solving the problem i.e. developing heuristics, carrying out the plan and generating and extending a good problem,
- Inductive – Deductive,
- Analysis - synthesis.

Practicum:

3 hrs

Anyone of the following:

Applicable from 2017-18 onwards

- Write an essay on nature of Mathematics and contribution of Mathematicians
- Identifying General and Specific Objectives with learning outcome

Text Books:

1. Cooney T.J. and Others (1975), *Dynamics of teaching Secondary School Mathematics*, Boston: Houghton Mifflin
2. S.K. Mangal, *Teaching of Mathematics*, Prakash Brothers
3. K.S. Sidhu (1998), *The teaching of Mathematics*, Sterling Publishers private limited, New Delhi

Reference Books:

4. Edgier, M., and Rao, B. (2000). *Teaching Mathematics successfully*. New Delhi: Discovery Publishing House.
5. Dr. Puneet Kumar & Ms. Nidi Agarwal (2011); *Teaching of Mathematics*; Raj printers, Distributed by R. Lall Book Depot – Meerut.
6. Dr.L. Mishra (2011); *Teaching of Mathematics*;A.P.H. Publishing Corporation – New Delhi.
7. Dr. UnnatiBishnoi (2010);*Teaching of Mathematics*;Raj printers, Distributed by R. Lall Book Depot – Meerut.
8. Mrs. Sonia Bhasin;*Teaching of Mathematics*; Himalaya Publishing House – Hyderabad & Bangalore.
9. Dr. Anice James;*Teaching of Mathematics* (2006); Neel Kamal Publications Pvt. Ltd. – Delhi & Hyderabad.
10. S. D Khanna & V.K. Saxena (1982); *Teaching of Mathematics*; Doaba House Booksellers & Publishers – Delhi.
11. S.M. Agarwal (1985); *Teaching of Modern Mathematics*; Dhanpat Rai & Sons – Delhi.
- 12.Dr.S. Packiam (1983); *Teaching of Modern Mathematics*Doaba House Booksellers & Publishers – Delhi.

Pedagogy of Biological Science

BEDN-105(B)

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- acquire knowledge of importance of biological science as a subject and its relationship with other subjects.
- understand aims and objectives of teaching biological sciences in secondary schools.
- develop skills in preparing lesson plans.
- acquire mastery over the methods, techniques, and skills for transacting the contents of biological sciences.
- identify subject areas in biology for activity based learning can be formulated.
- analyze the content of biological science and to identify concepts, facts, rules, principles.
- acquire applied values of biological science.
- appreciate that biological science is a dynamic and expanding body of knowledge

Course Outcomes

Upon completion of the course student teacher will be able to

- develop an insight on the meaning, scope, nature and aims of biological science
- integrate the knowledge of biological science with other school subjects
- develop necessary competence in teaching the subject in terms of methods, skills and techniques
- use different models of teaching in instruction
- explain basic principles and practices of science education relevant to teaching biological sciences in secondary and higher secondary classes
- construct lesson plans using herbatian approach
- evaluate text books using standard tools
- develop curiosity, creativity and inventiveness in the field of biological sciences

Course Content:

Unit-1: Nature and Scope of biological science

6hrs

- Nature of Science;
- Scientific method,
- Scientific attitude,
- Science and Spirituality;
- Structure: Syntactic and Substantive structure
- The characteristics of Modern Biology,

Applicable from 2017-18 onwards

- Difference between Physical Science and Biological science
- Correlation of Biology with other school subjects with reference to physical sciences, mathematics, social studies, and languages
- Importance of studying Biology for self and society.

Unit -2: Aims and objectives of teaching science

4hrs

- Aims and general objectives for teaching Biological science at Secondary level
- Instructional objectives with reference to Bloom's taxonomy (2001)
- Writing specific objectives and teaching points of various content areas in Biological science
- Values Inherent in Biological science

Unit -3: Contributions of Scientists in Biological sciences:5hrs

- William Harvey, Johann Mendal, Robert Hook, Louis Pasteur, Alexander Fleming, Aristotle

Unit-4:School Biological sciences curriculum

6hrs

- Objectives of curriculum
- Principles for defining curriculum
- Designing curriculum at different stages of schooling
- Biological sciences curriculum, three versions- Nuffield 'O' and 'A' level biology in modernizing biology
- NCF-2005 – role of NCERT in construction and improvement of curriculum
- Criteria for preparation and evaluation of a text book
- Evaluation of text book – using standard tool

Unit- 5: Strategies for teaching Biological Sciences

8hrs

- Salient features of investigatory method,
- Lecture-cum-discussion,
- Lecture-demonstration,
- Group investigation/discussion
- Co-operative learning with suitable illustrations.
- Models of teaching: Concept Attainment Model and Ausbel's Advance Organizer Model, Inquiry model and Inductive thinking model.

Practicum:

3 hrs

Any one of the following:

- Preparation of lesson/unit plan by following different methods of teaching
- Preparation of materials & programmes to inculcate scientific attitude

Applicable from 2017-18 onwards

- Demonstration of Science Experiments
- Identifying General and Specific Objectives with learning outcome

Text books

1. Sharma R C (2006) *Modern Science Teaching* – Dhanapat Rai and Sons, New Delhi.
2. Kulshrestha S P (2011), *Teaching of Biology*, VinayRakheja Publishers, MeerutAmeeta P , Kamakshi J, Srinivas K (2014), *Methods of teaching Biological Science*, Neelkamal publications, New Delhi
3. SudhaP(2012), *Teaching of Biological Science*, VinayRakheja Publishers, Meerut
4. ArchanaT(2007), *Teaching of Biology*, Kalpaz publication, Delhi

References

5. EstherSuneelaM, FathimaMoturi S K (2016), *Pedagogy of Biological Science*, Jayam publications, Hyderabad
6. Kulshrestha S P (2005), *Teaching of physical science*, surya publications, Meerut
7. Nagaraju M T V, ShaikShabbis (2016), *Pedagogy of physical Science*, Jayam publications, Hyderabad
8. Srinivas Rao, Nagaraju M T V (2000), *Pedagogy of Physical Science*, Jayam publications, Hyderabad
9. Radha Mohan (2002) *Innovative Science Teaching for Physical Science* – Prentice Hall, New Delhi

Pedagogy of Social Science

BEDN -105(C)

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- upgrade and update the knowledge of social science
- understand different methods of teaching social science
- apply the acquired knowledge and skills in unfamiliar situation
- develop ability for critical and logical thinking
- acquaint with principles of formulating curriculum and preparation of text book
- critically examine social science syllabus and develop the skills to periodically modify and update the text books
- develop the skills to organize social studies curriculum
- appreciate the need for learning social science at secondary level

Course Outcomes

Upon completion of the course, student teacher will be able to

- develop a critical understanding about the nature of social science and its interface with society
- explain the nature of social science curriculum and its pedagogical issues
- illustrate processes in learning of social science and transactional implications
- develop cooperation/collaboration/ability to work with others in social, economic, political and cultural environment
- select different methods, approaches and techniques of teaching social studies

Course Content:

Unit-1: Nature and Scope of Social Science

3hrs

- Meaning of Social Science and difference between Social Studies and Social Science,
- Relationship among history, geography, civics and economics,
- Problems of “Fusion”, “Correlation” and “Integration”
- Correlation of **Social Science** with other school subjects with reference to physical sciences, mathematics, Biology and languages

Unit- 2: Aims and Objectives of Teaching Social Science

5hrs

- Aims and general objectives for teaching social science at secondary level
- Instructional objectives with reference to Bloom’s taxonomy (2001)
- Writing specific objectives and teaching points of various content areas in social science
- Values inherent in social science: aesthetic, moral, utilitarian, intellectual, and vocational

Unit- 3: Contributions of Social reformers (Indian) in social sciences:

6hrs

Applicable from 2017-18 onwards

- Raja Ram Mohan Roy,
- Iswar Chandra VidhyaSagar,
- Keshab Chandra Sen,
- DadabhaiNaoroji,
- KandukuriVeeresalingam,
- JotiraoGovindRaoPhule

Unit- 4:School Social Sciences Curriculum

7hrs

- Objectives of curriculum
- Principles for defining curriculum
- Designing curriculum at different stages of schooling
- NCF-2005 – role of NCERT in construction and improvement of curriculum
- Criteria for preparation and evaluation of a text book
- Evaluation of text book – using standard tool

Unit -5: Strategiesfor teaching Social Science

8 hrs

- Environmental studies approach,
- Learner centered and activity centered approach,
- Group learning,
- Problem solving,
- Comparative and correlation studies,
- Supervised study,
- Source method, issue analysis
- Jurisprudence model of inquiry, Concept Attainment Model, Ausbel's advanced organizer model

Practicum:

3 hrs

Any one of the following:

- Preparation of lesson/unit plan by following different methods of teaching
- Identifying General and Specific Objectives with learning outcome
- Organisation of programmes such as Environment awareness, Social awareness, Blood donation, Exhibition, Election awareness

Textbooks:

1. Aggarwal. J.C. (2006): *Teaching of Social studies a practical approach*, 4th edition
2. Kochhar, S.K (2006).: *Teaching of Social Studies*, New Delhi, Sterling Publishing House,
3. BinodK.Sahu(2006):*Teaching of Social Studies*, Kalyani Publishers – NewDelhi
4. Kochahr S.K (2006): *The Teaching of Social Studies*, Sterling Publishers – NewDelhi
5. Kohli A.S (2000): *Teaching of Social Studies*, Anmol Publications– NewDelhi

References:

6. Khanna.S.D, V.Murthy, Saxena. V.K, T.P Lamba(2000): *Teaching of Social studies*, Kalyanipublishers,Doaba house, Delhi
7. Sharma. R.L(2001): *Teaching of social studies*: VinodpustakMandir, Agra
8. Binning & Binning (1952).*Teaching of social studies in schools*, MC Graw Hills, New York.
9. Agrawal, J.C. :*Teaching of Social Studies*, Vikas Publishing House, New Delhi.
10. Kulshreshtha S.P,Kulshreshtha A.K (2015), *Foundations of Educational Technology*,Lal book Depo-Meerut
11. Mangal S.K, Uma Mangal(2012): *Essentials of Educational Technology*, Phi learning Private Limited – NewDelhi
12. Dr.B.Sreelatha(2016): *Pedagogy of Social Science*,Jayam Publications –Hyderabad
13. Dr.PaulRanakar, *Pedagogy of Social Science*,Jayam Publications –Hyderabad
14. Sharma R.A(2012), *Teaching of Social Science*, Lall Book Depo –Meerut
15. Savage T.V (2003), *Effective Teaching in Elementary Social Studies*, Mc Publishing Company – Newyork
16. Sharma R.K (2008), *Teaching of Social Science*, Lotus Press – NewDelhi
17. Ruhela S.P (2009), *Teaching of Social Science*, Neelkamal Publications _ Hyderabad
18. Dr.S.Paul(2003), *Effective methods of Teaching Social Studies*, ADB Publishers – Jaipur
19. N.R.Saxena, B.K.Mishra, R.K.Mohanty(2010),*Teaching of Social Science*,R.Lall book Depo – Meerut.
20. Dr.IV.Radhakrishnamurthy, B.MaryJecintha(2010), *Methods of Teaching Social Studies*, Neekamal publications -Hyderabad

Critical Understanding of ICT

BEDN-106Credits: 2

Hours: 32

Course Objectives:

The course will enable student teacher to:

- Understand the social, economic, security and ethical issues associated with the use of ICT
- Operate on Internet with safety
- Elucidate the application of ICT for Teaching Learning
- Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups
- Acquire necessary skills of handling M.S office package
- Appreciate the initiatives of NMEICT.

Applicable from 2017-18 onwards

Course Outcomes:

After completion of the course the student teachers will be able to

- Use Word processing, Spread sheets and Presentation software;
- Be familiar with new technologies and their place in the education.
- Collect the various internet resources for different disciplines.
- Get the idea of various projects under NMEICT.
- Discuss about Gyandarsan, gyanvani.
- Draws communication process.
- Use social networking for teaching learning.

Course Content:

Unit- 1: Digital Technology and Socio-economic Context

8 hrs

- Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives;
- Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project;
- Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, GyanDarshan, Gyanvani, Sakshat Portal, eGyanKosh; Virtual laboratory and Haptic technology.

Unit-2: MS office

11hrs

- MS Word
- MS Power Point
- MS Excel
- MS Excess
- MS Publishing

Unit-3: Internet and Educational Resources

7hrs

- Introduction to Internet
- E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode;
- Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics.
- General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs);
- Social networking

Unit-4: Techno Pedagogic Skills

6hrs

- Media Message Compatibility
- Contiguity of Various Message Forms
- Message Credibility & Media Fidelity
- Message Currency , Communication Speed & Control
- Sender-Message-Medium-Receiver Correspondence

References:

1. Benkler, Y. (2006). *The wealth of networks: How social production transforms markets and freedom*. Yale University Press.
2. Brian K. Williams, Stacey Sawyer (2005)*Using Information Technology*, 6th Edition Tata Macgraw hill, Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997)
3. *Information Technology: The Breaking Wave*, Tata Macgraw hill
http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners.
4. Douglas Comer(2007) *The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works*, Prentice Hall,
5. *DSERT Karnataka. (2012)*. Position paper on ICT mediation in education. DSERT.
6. E-book: *Getting Started with Libre Office* 3.4 available at <http://wiki.documentfoundation.org>
Free Software, Free Society: Selected Essays of Richard M. Stallman, digital book available on www.notabug.com/2002/rms-essays.pdf
Free Software Foundation, www.fsf.org/
7. *Information and Communication Technologies in School*: A Handbook for Teachers or How ICT Can Create New, Open Learning Environments.
8. www.unesdoc.unesco.org/images/0013/001390/139028e.pdf
9. *Information and Communication Technology Policy in School Education 2010*. www.mhrd.gov.in/sites/upload_files/mhrd/files/ReviesICT_School.pdf
10. MHRD. (2012). *National policy on information and communication technology (ICT) in school education*. MHRD, Government of India.
11. Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture (Vol. I, II and III)*. John Wiley and Sons.
12. *National Mission in Education through ICT* www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf

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Psychological Testing

BEDN-107

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- Know the importance of psychological testing
- understand the importance of psychological testing
- acquaint with different psychological experiments
- use relevant psychological tools in classroom

Course Outcomes:

Upon completion of this course, student teacher will be able to:

- use relevant psychological tools in classroom
- examine his/her self-esteem and self-concept
- test the process of concept formation and its class room implications
- measure intelligence using tests of intelligence
- analyze personality with the help of 16PF test.

Any five of the following:

- ✓ Analysis of the self-esteem of the subject using a semantic differential scale.
- ✓ Vividness of imagery for various sense modalities
- ✓ Onset of fatigue in a mental task
- ✓ Bi-lateral transfer of learning on a mirror drawing apparatus
- ✓ Bi-lateral transfer of learning using cup and ball apparatus
- ✓ The process of concept-formation
- ✓ IQ of the subject on a verbal test of intelligence
- ✓ Personality profile of the subject with the help of 16PF

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Internship Phase- I (3 weeks)

BEDN-108

Course Objectives:

The course will enable the student teacher to:

- be familiar with teaching skills
- understand the nature of schools with different boards and management
- get acquaintance with the community
- develop a sense of respect and patriotism

Course Outcomes:

Upon completion of the course, the student teacher will be able to

- acquire a sense of dignity of labor.
- prepare a micro lesson plans
- practice classroom teaching skills
- take part in national festivals

Course outline:

- Skill based teaching (Microteaching)
- Visiting schools under various managements and organizations
- School internship-(Participating in community activities)
- Celebration of National Festivals

II SEMESTER

Learning and Teaching

BEDN-201

Credits: 4

Hours: 64

Course Objectives:

The course will enable the student teacher to:

- understand psychology of teaching and learning from different perspectives: behaviorist, cognitivist and humanist
- identify factors affecting learning: psychological, physiological (individual factors), environmental, and task factors
- apply motivational techniques in classroom learning
- understand the pedagogical principles and maxims of teaching and its implications to education
- understand characteristics of secondary school learner, learners with diverse needs and the implications to teaching and learning
- understand the adolescent learners' mental health problems and select appropriate strategies to cope with such problems
- understand individual differences among the learners
- analyze the implications of understanding human development for teachers

Course Outcomes

Upon completion of this course, student teacher will be able to:

- discuss psychology of teaching and learning from behavioristic, cognitivist, humanistic and social learning perspectives
- apply pedagogical principles of teaching and learning
- analyze importance of motivation in teaching and learning
- determine motivational techniques for classroom learning
- use assessment and observation procedures and interpret findings to gain accurate information on the cognitive, social, emotional and personality development of children and adolescents;
- examine relationship of individual to the group: group dynamics and group cohesiveness
- foster creativity and critical thinking among learners

Course Content:

Unit-1: Psychology of Teaching and Learning:

8hrs.

- Psychology of teaching and learning from different perspectives: behaviorist, cognitivist and humanist
- Teaching as a process of interaction with learners, communicating and decision-making, determinants of effective teaching.
- Pedagogical principles of teaching- Maxims of teaching

Unit-2: Teaching -Learning process:

4hrs

- Meaning and definitions of learning. Types of Learning--- Motor, Perceptual, Conceptual, Attitudinal, Problem solving, Paired associate learning, Affective learning, Skill learning
- Factors affecting learning: Psychological and Physiological (Individual factors), Environmental, Task factor or variables of learning
- Approaches of learning-Behaviouristic(Pavlov, Skinner and Thorndike), Cognitive & gestalt theory (Edward Tolman, Jean Piaget) Humanist(Maslow, Rogers) – learning constructivism (Piaget, Vygotsky) and Social learning (Bandura)
- Teaching- Phases of teaching
- Implications for teachers to develop holistic understanding of the learner in context

Unit-3: Factors affecting acquisition of learning:

11hrs.

- Characteristics of the learner
- Motivation-importance of motivation in learning – types of motivation (intrinsic and extrinsic)– Maslow’s hierarchical needs
- Motivational techniques in classroom learning – achievement motivation – interest of the learner – home and school related factors
- Factors related to learning materials
- Methods of learning.

Unit- 4: Personality:

11hrs

Personality - meaning and definitions, its nature, factors (hereditary and environmental) affecting personality, Types-approach.

- Integrated personality: Adjustment problems, symptoms and causes, formal, adjustment direct and in-direct methods of tension-reduction for personality development.
- Types of conflict – Approach-approach; Approach-avoidance; Avoidance-avoidance,
- Defense mechanisms—sublimation, withdrawal, regression, day-dreaming, identification, rationalization, repression, projection & compensation.

Applicable from 2017-18 onwards

- Assessment of personality--- projected and non-projected techniques

Unit-5: Assessment of Intelligence:

7hrs

- The concept of IQ. Distribution of intelligence by IQ levels. Theories of Intelligence- Two factor theory, Multifactor theory (PMI) & Guilford's structure of intellect.
- Measuring intelligence: Verbal, non-verbal & performance tests

Unit-6: Concept learning, Critical thinking and Creativity:

4hrs

- Critical thinking: Importance of critical thinking in education- developing critical thinking among learners- role of teachers
- Creativity: Concept and definitions of creativity-Creativity process- Fostering creativity in school

Unit- 7: Group dynamics:

6hrs

- Group dynamics: relationship of the individual to the group – the basic interaction styles (co-operation, competition, accommodation, and assimilation)
- Group cohesiveness – social roles and responsibilities
- Sociometry – teachers' role as a leader
- Pro-social development altruism, cohesiveness, tolerance cooperative and collaborative learning

Practicum:

3 hrs

Any one of the following:

- Visit a school and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers
- Development of question box activities can be carried out by student trainees.
- Take interview of 5 low achievers and 5 high achievers and find out their ways of learning

Textbooks:

1. Mangal S.K. (2003): *Advanced Educational Psychology*, New Delhi, Prentice Hall of India
2. Mathur, S.S (2001)., *Educational Psychology*, Agra: Vinod PustakMandir.
3. Sharma R.N(2000): *Advanced Educational Psychology*:Surjeet publications, New Delhi
4. Aggarwal. J.C. (2001): *Basic Ideas in Educational Psychology*, Shipra, Delhi.

Reference books:

5. Cronback, Lee J: *Educational psychology*, London, Rupert Hart Dan's
6. Chauhan, S.S (1988): *Advanced Educational Psychology*, Vikas Publishing House PVT, Ltd., New Delhi.
7. Virginia Nichols Quinn :*Applying Psychology*, McGraw-Hill Publishing Company Limited, New Delhi
8. Hurlock, E.B (1999): *Developmental Psychology*- Tata McGraw Hill Publishing Company Ltd, New Delhi
9. Skinner, E. C. (1984). *Educational Psychology*-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.
10. Spinthall, N., and Spinthall, R. C. (1990). *Educational Psychology* 5th Edition. - McGraw Hill Publishing Company.
11. Mohan J. and Vasudeva P. N. (1993). Learning Theories and Teaching, In Mohan Jitendra (ed.) *Educational Psychology*, New Delhi, Wiley Eastern Limited, P. 146.
12. Oza, D. J. and Ronak, R. P. (2011). Management of behavioral problems of children with mental retardation. Germany: VDM publication.

Contemporary India and Education

BEDN-202

Credits: 4

Hours: 64

Course objectives:

The course will enable the student teacher to:

- understand the sociological ramifications of culture, social change and education
- develop perspectives of contemporary reality of education, its concerns and issues.
- understand india's socio cultural heritage and traditional values.
- promote national integration and international understanding.
- get insights into national and international perspectives on education
- develop an understanding of population concepts and multi -dimensional nature of population education
- build awareness about education as human capital and its role in human resource development

Course Outcomes

Upon completion of the course, the student teachers will be able to

- explain India's socio cultural heritage and traditional values.

Applicable from 2017-18 onwards

- comprehend the need to study education in a sociological perspective, the process of social change and socialization to promote the development of a sense of commitment to the teaching profession and social welfare
- enumerate the means and measures towards the promotion of national integration and protection of human rights.
- know about different social groups like minorities, tribal, rural, urban and people living in slums.
- reflect on in-service teacher education programmes and design an in-service programme
- develop perspectives of contemporary reality of education, its concerns and issues.
- reflect on the issues of secondary school stage education.
- develop critical awareness about the issues of education that are coming in the way of realization of the values of the constitution;

Course Content:

Unit- 1:Sociology of Education

6hrs

- Meaning and scope
- Relationship between sociology and Education
- Meaning and scope of Educational Sociology
- Specific Agencies of Education: Role of home (At home: family as a social institution; parent styles and their impact; transmission of parental expectation and values).
- School (School: Impact of entry to school; school as a social institution; value formation in the context of schooling) Religion, State Peer group

Unit- 2: Issues in Indian Education

5hrs

- Equalization of educational opportunities- SC/ST/OBC, Women Handicapped and religious
- Minorities
- Privatization in Education
- Diversity in Indian Society, Inequality and Marginalization

Unit-3: Policy Framework public Education in India:

13hrs

- Salient features of the commissions and reports relating to secondary education:
- Education in Pre-Independent India – significant recommendations of commissions and committees
- Education in Pre-Independent India – significant recommendations of commissions and committees
- National Policy on Education-1986,1992
- Delor's report: learning treasure within
- UEE-SSA
- RTE ACT-2009, RMSA

Unit-4: Education and Social Change**11hrs**

- Meaning of social change, factors responsible for social change, role of education in the process of social change
- Meaning and characteristics of culture, mutual impact of culture and education

Unit- 5:Contemporary issues in Education**13hrs**

- Public Private Partnership in education (pros & cons)
- Economic development and education
- National Integration
- Meaning, Definition, role of education
- International Understanding
- Concept, Principles and role of Education
- Meaning, Definition, Process and implication to education.
- Meaning, Role of education in the process of modernization.

Unit-6: Teacher Education:**6hrs**

- Need and importance , objectives of teacher education in free India
- Re-engineering teacher education for change, innovation, and development.
- Quality assurance in teacher education – NAAC and NCTE
- Salient features of Justice Verma Committee

Unit-7: In service education:**7hrs**

- Importance, need, programmes, and organizing agencies for in-service education
- Need and importance of professional organizations
- Qualitative improvement programmes : School complex - Role of NCERT, SCERT, DIET

Practicum:**3 hrs****Any one of the following:-**

1. Study of Educational Process in Private Schools
2. Planning and Implementation of Activities –
 - Eco-Club,
 - instructional material to inculcate values,
 - field visit to vocational institutes to make reports,
 - awareness development about population explosion in rural / slum areas,
 - creating awareness among SC/ST students about various schemes and scholarships available to them,

- survey of schools to see the implementation of various incentives of government to equalize educational opportunities
- Preparing a presentation on rich cultural heritage of India

Text books

1. J C Aggarwal(2009), *Development of Education system in India*, Shirpa Publications, Delhi
2. Bhatia K K et al, *Modern Indian Education and its problems*, Tandon Publications, Ludhiana
3. Kohli V K, *Indian Education and its problems*, vivek publishers, Haryana, printers Delhi
4. Purkait B R (1999), *Milestones in modern Indian Education*, New central book agency, Calcutta
5. Dash B.N (2000): *History of Education*, Dominant Publishers & Distributors, New Delhi, I revised Edition

References:

6. S.D.khanna, V.K. Saxena, V. Murthy(1994): *Education in the emerging Indian Society*- Doaba house New Delhi
7. Bhatia, K. & Bhatia, B. (1983). *The philosophical and Sociological foundation of Education*. New Delhi: Doaba House.
8. Murthy, S. K. (2009). *Philosophical and Sociological Foundation of Education*. Ludhiana: Tondan Publication, Books Market
9. Arulsamy.S(2011), *Philosophical and sociological perspectives on education*, Nilkamal Publications, Hyderabad. Delhi
10. Purkait B R (2000), *Principles and practices of education*, New central book agency, Calcutta
11. Dash B.N(2007), *Encyclopedia of Education*, Dominant Publishers & Distributors, New Delhi
12. Aggarwal J C (2011), *Development and planning of modern education*, vikas publishing house, New Delhi
13. Safaya R N (1979), *Development planning and problems of Indian education*, Dhanpat Rai and sons, Delhi
14. Rawat. P L(1986), *History of Indian education*, Ram Prasad and sons, Bhopal
15. Garg B R(2004), *Educational Documents in free India*, The Associated Publishers, Delhi
16. Pandey R S(2012), *Documents of modern Education in India*, Lall Book Depo, Meerut

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Assessment for Learning

BEDN-203

Credits: 4

Hours: 64

Course Objectives:

The course will enable the student teacher to:

- acquire knowledge of assessment for learning and assessment of learning
- become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination
- familiarize with the process of evaluation and its uses.
- understand different tools, techniques and devices of evaluation and their applications
- analyse different instruments of evaluation
- develop skills of constructing teacher made tests and achievement
- apply simple statistics to assess the learning

Course Outcomes

After completion of the course, the student teachers will be able to

- develop mastery of the key concepts in assessment for learning
- examine the purposes of different tools and techniques of evaluation
- carry out year planning, unit planning and lesson planning
- construct classroom tests with various types of items, administer, score and interpret the results thereof.
- make use of various concepts of statistics
- evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.

Course Content:

Unit- 1: Concept, Aims and Objectives of Evaluation:

8 hrs

- Meaning of Testing, Measurement, Concept of Assessment and Evaluation in Education
- Steps of Evaluation process
- Characteristics of the evaluation-comprehensive and continuous
- Distinction between ‘Assessment of learning’ and ‘Assessment for Learning’
- Approaches to Evaluation: formative and summative, differences between formative and

Summative Evaluation

- Uses of Evaluation
- Norm-referenced test and Criterion reference test: meaning & characteristics.

Applicable from 2017-18 onwards

Unit-2: Characteristics of Instruments of Evaluation**10 hrs**

- Validity- different methods of finding validity
- Reliability – different methods of finding reliability
- Objectivity
- Usability
- Norms

Unit- 3: Construction of Unit test**5hrs**

- Design of unit-test,
- Preparation of Blue print,
- writing of test items

Unit-4: Teacher made Achievement tests:**8hrs**

- Essay and objective type tests
- Essay type: Restricted response and extended response, suggestions for selecting essay questions- scoring, advantages and disadvantages,
- Objective type: Meaning- types: supply and selection- suggestions for preparing test items- advantages and disadvantages.
- Relating test items and specific behavioral objectives
- Recent trends in Evaluation – grading 10 point scale, question bank and semesterization

Unit-5: Major Tools of Evaluation and their uses:**14hrs**

- Paper pencil tests, oral tests, performance tests
- Achievement tests: standardized and teacher made tests
- Diagnostic tests
- Intelligence tests and aptitude tests
- Interest tests: definition-approaches to the interpretation – advantages
- Rating scale: meaning- types: numerical, graphic, descriptive, ranking- common errors in rating,
- Anecdotal records: definition-characteristics, precautions to be taken - uses and limitations
- Interview: definition- types: structured and unstructured - advantages and limitations
- Cumulative record cards: meaning- contents of cumulative record- uses and limitations.

Unit- 6: Elementary statistical in Educational Evaluation-I:**4hrs**

- Concept of statistics –Raw scores- Tabulation of data
- Graphical representation of grouped data: Frequency polygon, Histogram, Ogive curve

Unit-7:Elementary statistical in Educational Evaluation-II:**12hrs**

- Measures of Central Tendency: Mean, Median, Mode
- Measures of Variability
- Measures of relationship
- Measures of relative position
- Normal Probability Curve- meaning and characteristics
- Conditions for normality- Skewness, Kurtosis

Practicum:

3 hrs

Any one of the following:

- Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives
- Framing measurable and non-measurable learning outcomes
- Determining the objectivity given an answer key
- Determining the objectivity of a tool
- Finding out the content validity of the given question paper
- Designing Rating scale, Questionnaire, Interview Schedule in a given a topic
- Framing Different types of questions
- Preparation of Blue Print and a question paper
- Prepare graphs and use statistics for analysis of test result

Text books

1. R.N.Patel (2012): *Educational Evaluation – Theory and Practice*. Himalaya publishing house, Mumbai
2. Dandekar, W.N (1971).: *Evaluation in schools*, Poona, Sri VidyaPrakasham,
3. Garret, May E(1985).: *Statistics in Psychology and Education*, Bombay, VakilsFeffer and Simans Ltd.,
4. J.C. Aggawal (2005): *Essentials of examination system; Evaluation, Tests and Measurement*, Tata McGraw-Hill Publishing Company Limited, New Delhi
5. Meenakshi, (1994) *Modern Trends in Educational Evaluation and Measurement*, Arun publishing house (p) ltd., Chandigarh.
6. Bhatia K.K. (1984) *Measurement and Evaluation in Education*, Prakash brothers, Ludhiana.

Reference books

7. GronlundNoman E (1977).: *Constructing Achievement Tests*, Englewood, Cliffs, N.J.Prentice Hall, Inc.,
8. Prof. Dr. Nayak. B.K (2010) *Measurement Evaluation Statistics and Guidance Service in Education*, Axis publications, New Delhi.
9. Dr. MaramiGoswami (2011) *Measurement and Evaluation in Psychology and Education*, Neel Kamal publications, Hyderabad.

10. Dash and Dash, (2003) *Educational Measurement Statistics and Guidance Services*, Dominant publications and distributors, New Delhi.
11. Lulla B.P (1979) *Esentials of Evaluation and Measurements in Education*, Mohindra Capital publishers, Chandigarh.
12. Richard H Lindeman (1971) *EducationalMeasurement*, D.B taraporevala sons &co pvt. Ltd.
13. Robert L Linn (2005) *Measurement and Assessment in Teaching*, Pearson Education pvt. Ltd. Publications, New Delhi.
14. Victor R Martuza ,*Applying Norm Reference and Criterion Reference Measurement in Education*, Allyn7Bacon Inc. Toronto.
15. Gupta, S. K. (1994). *Applied Statistics for Education*. Mittal Publications.

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Pedagogy of English

BEDN-204(A)

Credits: 2

Hours: 32

Course Objectives

The course will enable the student teacher to:

- understand the relation between literature and language: teaching poetry and prose
- develop the reading and writing skills
- understand theories of grammar and vocabulary
- develop the different teaching learning material.
- know the importance of professional growth of teachers

Course Outcomes

Upon completion of this course, student teacher will be able to:

- analyze with reference prose and poetry
- adapt reading skill for intensive and extensive, silent and oral reading
- improve writing skill as a process for formal and informal writing
- make use of theories of grammar and vocabulary teaching at different levels
- design teaching learning material and aids
- plan co-curricular activities for enhancing language acquisition
- take part in pre-service and in-service programmesfor professional growth

Course Content:

Unit-1: Literature- Literary pieces

4hrs

- Analysis with reference to the poems taught
- Analysis with reference to the prose and short stories taught

Unit - 2: The Reading skill

6hrs

- Teaching reading-theories-the mechanics of reading-sub skills of reading-reading as a process-Importance of understanding the development of reading skills – reading aloud, silent reading-extensive and intensive reading
- Study skills including using Thesauruses, Dictionary, Encyclopedia

Unit- 3: The Writing skills

7hrs

- The stages of writing-Process of writing-the mechanics of writing (Including punctuation-spelling-handwriting-Indentation-sub skills of writing)
- Writing as a process-formal and informal, writing such as poetry, short stories, letter, dairy, notices, articles, reports, dialogue, speech, and advertisement.

Unit-4: Teaching Grammar and vocabulary

5hrs

- Theories of grammar and vocabulary teaching- teaching of grammar , grammar components including direct /indirect speech, parts of speech, active /passive voice, modals/auxiliaries, types of sentences.

Unit-5: Teaching learning materials and aids

4 hrs

- Print media; other reading materials-chosen texts, magazines, newspaper, class library
- ICT: audio visual aids including Computer Assisted Language Learning (CALL)programmes-radio-TV-films
- Planning co-curricular activities: discussion, debates, workshops, seminars, language labs.

Unit- 6: Professional Development of English Teachers

3hrs.

- Professional growth of English teacher: Pre-service and In-service Education and Training,
- Computer Assisted Instruction (CAI).

Practicum:

3 hrs

Any one of the following:

- Designing and developing programme to enhance listening, speaking, reading and writing skills

Applicable from 2017-18 onwards

- Learning different software for teaching English

Text Book

1. A.L. Kohli(2013) , *Techniques of Teaching English* Dhanpat Rai Publications , 2013.

References:

2. Daniel Jones (1972): An Outline of English Phonetics, Kalyani Publishers, New Delhi.
3. R K Bansal (1971), An Outline of General Phonetics, OUP
4. A J Thomson and A V, Martinet Grammar Practice Activities CUP Penny Ur.
5. C J Bromfit and K Johnson (1979): The Communicative Approach to Language Teaching. OUP.
6. A Practical English Grammar, A J Thomson and A V Martinet Grammar Practice Activities CUP Penny Ur.
7. Hill, L.A. and Dobbyn, M.A(1979). Training Course, Trainer's Book, Cassell, London,
8. Richard J. and Theodore S. Rodgers T.S. (1986) Approaches and Methods in Language, Cambridge University Press,
9. Wilkins, D.A(1982). Linguistics in Language Teaching, Edward Arnold, London
10. Mukalel, J.C. (1998) Creative Approaches to Classroom Teaching, Discovery Publishing house, New Delhi
11. Ryburn W.N.: Suggestions for the teaching of Mother tongue in India, Oxford University Press, Mumbai.
12. Mukerjee, S.N.:(1965) RashtraBhasha Ki Shiksha, Acharya Book Depot, Baroda

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Pedagogy of Physical Science

BEDN -204(B)

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- understand the different concepts in areas of secondary school physical sciences.
- get insights into learning difficulties and suggest remedies.
- analyse different co-curricular activities
- familiarize with laboratory infrastructure facilities
- understand need and importance of professional development of a teacher
- create and participate in various programmes of strengthening science education.

Course outcomes

Upon completion of the course, the student teachers will be able to

- identify the different concepts in areas of secondary school physical sciences.
- identify learning difficulties and suggest remedies.
- organize different co-curricular activities
- familiarize with laboratory infrastructure facilities
- explain need and importance of professional development of a teacher
- organise and participate in various non-formal science programme activities
- devise new science curriculum and its organisation
- develop the skill, procurement and maintenance of the science laboratory.
- equip the resources for effective teaching of physical sciences.
- suggest measures to deal with gifted and slow learners

Course Content:

Unit- 1: Pedagogical Analysis of Secondary School Physical science10hrs.

- Identification and organization of concepts for teaching-learning of Physical Sciences in the content areas at Secondary stage

Unit- 2: Co-curricular activities in Physical Science

6hrs

- Need for science clubs, investigatory projects, field trips, science fairs and science exhibitions, science magazines, NTSS.

Unit-3: Science laboratory: design and management

4hrs

Applicable from 2017-18 onwards

- Laboratory Design: Physical requirements; furniture and their dimensions, equipment, maintenance of various registers and disposal of broken items.
- Organization of laboratory work, preparation of instruction sheets and reports, safety measures

Unit- 4: Professional development of Physical Science Teachers

4hrs

- Professional growth of a science teacher: Pre-service and In-service Education and Training, professional literature for Physical Science teachers, reference books, journals and reports,
- Professional growth: participation in conferences/ seminars/workshops

Unit -5: Teaching of slow learners and gifted children in physical science

5hrs

- Characteristics and identification of gifted and slow learners, methods and programmes to meet their needs – enrichment programme through individualized, supervised instruction, supplementary learning materials, remedial teaching for slow learners, activities to nurture creativity and tasks for gifted learners

Practicum:

3 hrs

Any one of the following:

- Preparing reference material
- Survey of a science laboratory
- Evolving suitable technique(s) to evaluate laboratory work
- Visit to community science centre and science city

Text book

1. Sharma R C (2006) Modern Science Teaching – Dhanapat Rai and Sons, New Delhi.

References

2. Esther Suneela M, Fathima Moturi S K (2016), *Pedagogy of Biological Science*, Jayam publications, Hyderabad
3. Kulshrestha S P (2005), *Teaching of physical science*, surya publications, Meerut
4. Nagaraju M T V, Shaik Shabbis (2016), *Pedagogy of physical Science*, Jayam publications, Hyderabad
5. Srinivas Rao, Nagaraju M T V (2000), *Pedagogy of Physical Science*, Jayam publications, Hyderabad
6. Radha Mohan (2002) *Innovative Science Teaching for Physical Science* – Prentice Hall, New Delhi
7. Anjali Khirwadkar (2003) Teaching of Chemistry, Sarup & Sons, New Delhi
8. UNESCO Handbook for Science Teachers (UNESCO, Paris).
9. V.K. Kohli (2005) How to teach Science, Vivek publishers, Ambala.
10. Teaching of Science in Secondary Schools (NCERT, New Delhi).

11. Radha Mohan (2002) Innovative Science Teaching for Physical Science – Prentice Hall, New Delhi.

Pedagogy of Mathematics

BEDN-205 (A)

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- analyse the content in terms of concepts, sub concepts and relation between them
- able to identify learning difficulties and suggest remedies.
- understand need and importance of professional development of a teacher
- become sensitized to the needs and interest of the student in mathematics.
- understand the selection, preparation and uses of learning resources
- stimulate curiosity, creativity and inventiveness in mathematics;
- realize their responsibilities as the mathematics teacher and pursue towards professional growth.

Course Outcomes

Upon completion of the course the student teachers will be able to

- evaluate mathematics textbooks of different boards.
- develop and use various teaching aids
- identify the different concepts of different areas of secondary school mathematics.
- get idea about organization of different co-curricular activities
- familiar with laboratory infrastructure facilities
- explore various recreational activities.
- use different activities effectively, laboratory experiences for teaching- learning of mathematics.

Course Content:

Unit- 1: Pedagogical Analysis of Secondary School Mathematics

5hrs.

- Identification and organization of concepts for teaching-learning of Mathematics in the content areas of Secondary stage

Unit- 2: Co-curricular activities in Mathematics

6hrs

- Identifying learners strength and weaknesses- activities enriching mathematics learning- assistive learning, supplementary text material, mathematics club, contest and fairs, designing mathematics laboratory and its effective use
- Recreational activities-games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs.

Unit -3: Mathematics Laboratory:

7hrs

- Nature, meaning, types – functions and suggestions for the development of a mathematics laboratory
- Activities in mathematics laboratory- physical requirement; equipment, furniture and other materials.
- Maintenance of laboratory and records

Unit- 4: Professional development of Mathematics Teachers

5hrs

- Types of in-service programmes for mathematics teachers, role of mathematics teachers' association-journals and other resource materials in mathematics education.
- Professional growth: participation in conferences/ seminars/workshops

Unit -6: Assessment and evaluation:

6hrs.

- Diagnostic test- construction; diagnosing basic causes for difficulties in learning concepts and generalizations, planning remedial instruction based on the diagnosis.

Practicum:

3 hrs

Any one of the following:

- Prepare mathematical activities in the context of socio-cultural aspects
- Identify the common errors and remedies in any branch of mathematics
- Development and use of Mathematics laboratory
- Use Mathematics activities for recreation

Text Books:

1. Cooney T.J. and Others (1975), *Dynamics of teaching Secondary School Mathematics*, Boston: Houghton Mifflin.
2. NCERT and State text books in Mathematics of Southern Region from Class VI to X.
3. Dr.N.M. Rao (2009): *A Manual of Mathematics Laboratory*, Neel Kamal publications, Hyderabad.

Reference books:

4. K.S. Sidhu (1998), The teaching of Mathematics, Sterling Publishers private limited, New Delhi
5. NCERT, A textbook of content- cum- Methodology of Teaching Mathematics, New Delhi: NCERT.
6. Max.A. Sobel et.al; Teaching Mathematics- Source book of aids, activities and strategies- PHI publications
7. Michael Cornelius (1982): *Teaching Mathematics*, Nichols Publications, New York.
8. Dr.K.N. Krishna Kumar (2016): Pedagogy of mathematics, Neel Kamal Publications Private limited, Hyderabad.
9. Dr. Anice James; ***Teaching of Mathematics*** (2006); Neel Kamal Publications Pvt. Ltd. –Delhi & Hyderabad.

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Pedagogy of Biological science

BEDN-205(B)

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- acquire an understanding of different concepts in areas of secondary school biological science
- get idea about organization of different co-curricular activities
- analyse various kinds of learners and their learning needs.
- familiarize with laboratory infrastructure facilities
- understand need and importance of professional development of a teacher

Course outcomes

Upon completion of the course, the student teachers will be able to

- identify different concepts of secondary school biological science
- make critical study of existing biology curriculum
- overview recent trends in biology curriculum construction
- administer practicals in a biology laboratory,
- organize curricular and co-curricular activities in school
- develop scientific attitude and will be able to resort to experimentation in various situations
- suggest measures to deal with gifted and slow learners

Course Content:

Applicable from 2017-18 onwards

Unit- 1: Pedagogical Analysis of Secondary School Biological Science **10hrs.**

- Identification and organization of concepts for teaching-learning of Physical Science in the content areas of Secondary stage

Unit-2: Co-curricular activities in Biological Science **6hrs**

- Nature Club, Eco clubs, Biology Clubs, Bird Watching, exhibitions, Science fairs (organizing and management), student's magazines, albums. Excursion to nearby places. Involving community resources in teaching Biology. Science related social concerns.

Unit- 3: Biology laboratory: design and management **4hrs**

- Principle design of Science laboratory for Secondary Schools, location, norms with reference to lighting, ventilation, working space and flexibility of its functions, ancillary facilities in the science laboratory – storeroom, nature corner; preparation room, procuring things, registers to be maintained, care of equipment, glassware's,
- First aid and safety measures,
- Preparation of necessary chemicals and reagents.

Unit- 4: Professional development of biological science teachers **4hrs**

- Professional competencies of biology teachers and need for periodic renewal, types of in-service programmes for Biology teachers, participation in seminars/conferences,
- professional literature for Biology teachers – reference books, journals, reports, teacher/school bulletins, C D Rom etc.;
- Effective mode of transacting in-service programmes in Biology.

Unit -5: Teaching of slow learners and gifted children in Biological Science **5hrs**

- Characteristics and identification of gifted and slow learners, methods and programmes to meet their needs –
- enrichment programme through individualized, supervised instruction, supplementary learning materials, remedial teaching for slow learners,
- activities to nurture creativity and tasks for gifted learners

Practicum: **3 hrs**

Any one of the following:

- Preparing reference material
- Survey of a science laboratory
- Evolving suitable technique(s) to evaluate laboratory work
- Visit to community science centre and science city

Text books

1. Sharma R C (2006) *Modern Science Teaching* – Dhanapat Rai and Sons, New Delhi.
2. Kulshrestha S P(2011), *Teaching of Biology*, VinayRakheja Publishers, Meerut
3. Ameeta P , Kamakshi J, Srinivas K (2014), *Methods of teaching Biological Science*, Neelkamal publications, New Delhi
4. Sudha P(2012), *Teaching of Biological Science*, VinayRakheja Publishers, Meerut
5. ArchanaT(2007), *Teaching of Biology*, Kalpaz publication, Delhi

References

6. EstherSuneelaM, FathimaMoturi S K(2016), *Pedagogy of Biological Science*, Jayam publications, Hyderabad
7. Kulshrestha S P (2005), *Teaching of physical science*, surya publications, Meerut
8. Nagaraju M T V, ShaikShabbis (2016), *Pedagogy of physical Science*, Jayam publications, Hyderabad
9. Srinivas Rao, Nagaraju M T V(2000), *Pedagogy of Physical Science*, Jayam publications, Hyderabad
10. Radha Mohan (2002) *Innovative Science Teaching for Physical Science* – Prentice Hall, New Delhi

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Pedagogy of Social Science

BEDN -205(C)

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- Understand the concepts of different areas of secondary school physical sciences.
- analyse learning difficulties and suggest remedies.
- acquire knowledge of different co-curricular activities
- familiar with laboratory infrastructure facilities
- understand the qualities of a social science teacher need and importance of professional development of a teacher through recurrent training
- equip with skills of conducting enrichment programmes and remedial teaching for varied learners

Course Outcomes

Upon completion of the course the student teacher will be able to

- develop the ability to organize co-curricular activities and community resources for promoting social science learning and better understanding of society.
- analyse the content of social science at secondary school by identifying and organizing various concepts
- plan and organize various co- curricular activities in social sciences
- construct lesson plan and unit plan
- design and prepare a plan for social science laboratory
- aspire to become a professionally sound and humane teacher
- identify and prepare enrichment programmes and remedial teaching for the talented and slow learners

Course Content:

Unit- 1: Pedagogical analysis of content in Social Science at Secondary School Level 7hrs

- Identification and organization of concepts for teaching-learning of Social Sciences in the content areas of Secondary stage

Unit-2: Co-curricular Activities in Social Science

7hrs

Importance of co-curricular activities of developing critical thinking and attitude, planning and organization of activities like:

- Exhibition
- Quiz competition
- Field trips
- Geography laboratory museum

Unit -3: Social Science Laboratory: Design and Management

6hrs

- Principles of design of Social Science laboratory for Secondary Schools; location, norms with reference to lighting, ventilation, working space and flexibility for its functions, ancillary facilities in the Social Science laboratory – store room, community corner, preparation room

Unit- 4: Professional Development of Social Science Teachers

5hrs

- Essential qualities and competencies of Social Science Teachers
- Need for professional growth, in-service education
- Participating in seminars and conferences
- Role of social science teachers association
- Professional literature and other resource materials in social science

Unit -5: Teaching Talented and Slow Learners in Social Studies

4hrs

- Identifying characteristics of students of high ability/slow learners in Social Science;

- Enrichment programmes – assisting learning, tasks for gifted learners, supplementary text material, summer programmes, contests; fairs, recreational activities
- Cooperative learning
- Special lessons and remedial teaching

Practicum:

3 hrs

Any one of the following:

- Use of co-curricular activities for recreation
- Preparing learning material for special lessons
- Planning for an enrichment programme

Textbooks:

1. Aggarwal. J.C. (2006): *Teaching of Social studies a practical approach*, 4th edition
2. Kochhar, S.K (2006).: *Teaching of Social Studies*, New Delhi, Sterling Publishing House,
3. BinodK.Sahu(2006):*Teaching of Social Studies*, Kalyani Publishers – NewDelhi
4. Kochahr S.K (2006): *The Teaching of Social Studies*, Sterling Publishers – NewDelhi
5. Kohli A.S (2000): *Teaching of Social Studies*, Anmol Publications– NewDelhi

References:

6. Khanna.S.D, V.Murthy, Saxena. V.K, T.P Lamba(2000): *Teaching of Social studies*, Kalyanipublishers,Doaba house, Delhi
7. Sharma. R.L(2001): *Teaching of social studies*: VinodpustakMandir, Agra
8. Binning & Binning (1952).*Teaching of social studies in schools*, MC Graw Hills, New York.
9. Agrawal, J.C. :*Teaching of Social Studies*, Vikas Publishing House, New Delhi.
10. Kulshreshtha S.P,Kulshreshtha A.K (2015), *Foundations of Educational Technology*,Lal book Depo-Meerut
11. Mangal S.K, Uma Mangal(2012): *Essentials of Educational Technology*, PHI learning Private Limited – NewDelhi
12. Dr.B.Sreelatha(2016): *Pedagogy of Social Science*,Jayam Publications –Hyderabad
13. Dr.PaulRanakar, *Pedagogy of Social Science*,Jayam Publications –Hyderabad
14. Sharma R.A(2012), *Teaching of Social Science*, Lall Book Depo –Meerut
15. Savage T.V (2003), *Effective Teaching in Elementary Social Studies*, Mc Publishing Company – Newyork
16. Sharma R.K (2008), *Teaching of Social Science*, Lotus Press – NewDelhi
17. Ruhela S.P (2009), *Teaching of Social Science*, Neelkamal Publications _ Hyderabad
18. Dr.S.Paul(2003), *Effective methods of Teaching Social Studies*, ADB Publishers – Jaipur
19. N.R.Saxena, B.K.Mishra, R.K.Mohanty(2010),*Teaching of Social Science*,R.Lall book Depo – Meerut.

20. Dr.IV.Radhakrishnamurthy, B.MaryJecintha(2010), *Methods of Teaching Social Studies*, Neekamal publications -Hyderabad

Language Across Curriculum

BEDN-206

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- understand nature, function and role of language across the curriculum
- acquaint with obstacles in language usage while using the language and ways to overcome them.
- understand importance and use of first and second language, multilingualism and impact of culture.
- acquire knowledge about the communication process and verbal and nonverbal communication skills.
- familiarize the students with of barriers to (listening, speaking, reading, writing) lsrw skills and activities for developing these skills

Course Outcomes

Upon completion of the course the student teacher will be able to

- Explain the ways and means of overcoming barriers using language
- Create sensitivity to the language diversity that exist in the classrooms
- Enumerate the types and functions of communication
- Familiarize with theoretical issues of multi linguistic classrooms
- Equip students with language and its relationship with culture and heritage
- Design games and exercises for developing listening, speaking, reading and writing skills

Course Content:

Unit-1: Nature and Functions of Language

6hrs

- Language – Meaning and Concept
- Functions of Language
- Role of Language across Curriculum
- Theories of Language Learning
- Barriers in Using a Language & Strategies to Overcome them

Unit-2: Language Diversity in classroom

6hrs

- First Language and Second Language Acquisition
- Using of First and Second Language in the Classroom
- Multilingualism- Meaning and Concept

Applicable from 2017-18 onwards

- Language and Culture

Unit-3: Verbal and Non Verbal Communication

4hrs

- Communication – Meaning and Concept
- Process of Communication
- Types of Communication flow in schools
- Nonverbal Communication –Functions and Types

Unit-4: Developing receptive skills

6hrs

- Barriers to Listening Skills
- Activities for Developing Listening Skills
- Barriers to Reading Skills
- Activities for Developing Reading Skills

Unit-5: Developing Productive Skills

7hrs

- Barriers to Writing Skills
- Activities for Developing Writing Skills
- Need and Importance of Classroom Discourse
- Barriers to Speaking Skills
- Activities for Developing Speaking Skills

Practicum:

3hrs

Any one of the following:

- School Visit to Find out Communication Problem/Apprehension in Students
- Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills
- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills – Listening to speech, directions

References:

1. Pearson, J. .C. et al. (2011). *Human Communication*. (4thed.). New York: McGraw Hill Companies Inc.
2. Floyd, K. (2009). *Interpersonal Communication*. New York: McGraw Hill Companies Inc.
3. Fromkin, V, Rodman, R &Hymys, N. (2011). *Introduction to Language*. (9th ed.). Canada: Cengage Learning.

4. Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Communication*. (6thed.). Cambridge: MIT Press.
5. Fasold, R. & Connor-Linton, J. (2013). *An Introduction to Language and Linguistics*. (6th ed.). Cambridge: Cambridge University Press.
6. First and Second Language Acquisition- a Brief Comparison.
7. Retrieved from https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf
8. Similarities and Differences between First and Second Language Acquisition

Retrieved from

<http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition>

Activities for Developing Speaking Skill

Retrieved from

<http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm>

<http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html>

Activities for Developing Listening Skill

Retrieved from

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html>

<https://blog.udemy.com/listening-skills-exercises/>

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Internship phase-II (8 Weeks)(100 Marks)

BEDN-207

Course Objectives:

The course will enable the student teacher to:

- acquire teaching skills required for effective instruction
- analyze the content
- observe the classroom interaction
- practice the teaching skills
- integrate micro-teaching skills with reflective-teaching
- develop competence to teach in a variety of classroom/ school context

Course Outcomes

Applicable from 2017-18 onwards

Upon completion of the course, the student teacher will be able to

- prepare lesson plan, unit plan and. year plan
- identify the values inherent in different school subjects
- prepare different teaching aids and models.
- formulates instructional objectives and outcomes.
- implements micro lesson plan in a simulated situation
- observe the components of various skills in a lesson delivered by a peer group.

Course outline:

- reflective teaching
- workshop on identification and listing of values in school subjects
- one (1) week observing regular school classroom with regular teacher
- physical activities and cultural programmes
- preparation of school calendar, unit plan, year plan
- preparing lesson plans and tlm (teaching learning material)

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III SEMESTER

School Organization, Supervision and Administration

BEDN-301

Credits: 4

Hours: 64

Course Objectives:

The course will enable the student teacher to:

- understand meaning, nature, scope, principles of administration
- appreciate the role of various human resources in school organization.
- acquaint with the aims and principles of supervision
- understand the need and importance of infrastructure and instructional facilities
- orient with the broad educational structure in india- the structure and functions at different levels, functions of apex bodies at centre and state level.
- understand the decision making process and know the role of teacher in decision-making process.
- evaluate factors conducive to the effective management of various school activities
- develop skills for optimum utilization of resources available in the school and the community resources for the school efficiency.
- realize the multi-faceted role of a teacher and head master

Course Outcomes

Upon completion of the course the student teachers will be able to

- comprehend the nature of school as an organization, its components, and dimensions
- analyse the duties of school monitoring and school management committees in effective functioning of school
- develop the ability of making objective decisions in educational administration
- develop the ability to identify the roles of participating members(individual or collective) and to plan various institutionalized administrative activities
- prepare school/institutional budget

Course Content:

Unit -1: School Organization and Administration

8hrs

- Meaning, Nature and scope of school organization and administration
- Aims & objectives of organization& administration
- Components of organization& administration
- Principles of organization

Unit-2: School Inspection and Supervision:

8 hrs

Applicable from 2017-18 onwards

- Nature and meaning
- Aims and objectives
- Principles of supervision and inspections
- Types of supervision – school monitoring committee(SMC), school management committee(SMC)
- Procedure of supervision
- Qualities & duties of supervisor

Unit-3: Resources of School:

9hrs

- Human: Principal--- personal characteristics, administrative role (regular staff meeting)
- Teacher: Specification of role and professional skills as a participant in decision making and executing the tasks.
- Supporting staff: Specifications of roles and professional skills for carrying assigned task.

Unit-4: Material Resources:

8 hrs

- School Plant – principles for the selection of site, types of school building
- General classroom equipment. (Furniture and necessary materials)
- Special classrooms: Laboratory, workshop, gymnasium, art room, staff room, student's common room, Assembly hall, and sanitary arrangements.
- Playground and surroundings of the school.

Unit- 5: Educational Structure and functions of Secondary Education in India:

8 hrs

- Different categories: Centre, State, District, Institutional,
- Planning : Meaning, process and types/kinds of planning,
- Institutional planning : definition, need and importance- preparation of institutional plan-role of administrator-role of teacher

Unit-6: Organization of School Programme:

12 hrs

- Framing school calendar
- Preparing time-table (class-wise and teacher-wise)
- School Assembly: objectives & functions
- Co- curricular activities- cultural and literary activities.
- School records: in general and with specific reference to admission & withdrawal
- CCE- Internal assessment and examinations
- Planning of school budget and auditing of accounts.

Unit-7: School and Community:

8 hrs

- School and community as agencies of education
- Need for strengthening school and community relationship.

- Role of PTA to strengthen relationship between the two
- Discipline: measures to check students' unrest

Practicum:

3 hrs

Any one of the following:

- Analyse the process of recognition to different boards.
- Prepare list of various records prepared by schools and write a report on its importance.
- Study the various co-curricular activities undertaken by schools.
- Prepare a school time table and the points you kept in mind while doing so.
- Prepare an awareness programme on various indiscipline problems faced in schools.
- Study the techniques adopted by teacher for classroom management

Textbooks:

1. Safaya R.N. and Shaida B.D.: *School Administration and organization*, Dhanpat Rai and Sons, Delhi.
2. M.S. Sachdeva (2000): *School organization, administration and Management*, Tandon publications, Ludhiana. Reprint
3. Kochar S.K. (2006) *Secondary school Administration*, New Delhi, Sterling Publishers
4. J.C. Aggarwal (2001): *School organization, administration and management*, Doaba house, New Delhi
5. Krishnamacharyulu.V(2009), *School Management and systems of Educations*, Neelkamal Publications, Hyderabad

References:

6. Bhatnagar R.P.(1986), *Educational Administration* Anupama Publishers Distributors Delhi
7. Kulbir Singh Sidhu (2005) *School organization and Administration*, Sterling Publishers, New Delhi
8. S.S.Chandra, A.K.Chakarborty(2012), *School Administration organization and Management*, Vinay Rakheja - lall book depot – Meerut.
9. Arulsamy.S(2010), *Educational Innovations and Management*, Neelkamal Publications, Hyderabad
10. Jaganath Mohanty(2008), *Educational Management Supervision School Organisation*, Neelkamal Publications, Hyderabad
11. J.C. Aggarwal & S.Gupta (2007): *School management*, SHIPRA publications, I edition
12. Sharif Khan, Salim Khan(2008), *Educational Administration*, APH Publishing Corporation, New Delhi
13. P.Sukhia(1986), *Educational Administration*, Vinod Pushthak Mandir, Agra
14. D.S.Gill(2010), *Educational Administration and Organistaion Management*, Saurabh Publishing house, New Delhi

Applicable from 2017-18 onwards

- 15 Mukherji, S. N. *Secondary School Administration*. Baroda: Acharya Book Depot.
- 16 Naik, J. P. (1969). *Institutional Planning*. New Delhi: Asian Institute of Planning and Administration.

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Knowledge and Curriculum

BEDN- 302

Credits: 4

Hours:64

Course Objectives:

The course will enable the student teacher to:

- acquire knowledge of concept of knowledge, its structure and forms
- understand the different ways of acquiring knowledge
- orient with the different terms such as information, wisdom, instruction, teaching and training
- analyse the different types of curriculum
- acquaint with the determinants, theories and models of curriculum development
- analyse various strategies of curriculum implementation
- examine issues in curriculum development

Course outcomes

Upon completion of the course Student teachers will be able to

- demonstrate understanding of the concept of knowledge, its structure and forms
- make distinctions between knowledge, information, wisdom, teaching and training
- analyse the different curriculums as reflected in text books and other curricular materials
- enumerate the determinants of curriculum development
- analyse the role of text books, manuals, modules, instructional materials in curriculum implementation.
- examine the significant problems and issues of curriculum development
- reflect on the ways of curriculum improvement through innovation and change

Course Content:

Unit-1: Epistemological bases of knowledge

6hrs

- Concept of Knowledge
- Structures and Forms of knowledge
- Ways of acquiring knowledge

Unit-2: Knowledge and Education

6hrs

- Meaning of information, wisdom, instruction, teaching, training, skills

Applicable from 2017-18 onwards

- Teaching as a complex activity :
 - Formal setting
 - Informal setting
- Teaching in Multi-cultural setting

Unit-3: Concept of Curriculum

4hrs

- Meaning of Curriculum framework, syllabus , textbook
- Types of curriculum: Core, Hidden, Null and Latent curriculum
- Differentiated curriculum

Unit-4: Curriculum Development Basics

10hrs

- Foundations of curriculum -Indian Context
 - Philosophical foundations
 - Sociological foundations
 - Psychological foundations
 - Historical foundations

Unit-5: Dynamics of Curriculum Development

6hrs

- Determinants of curriculum development
- Theories of curriculum development
- Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary
- Curriculum reforms in India ; National Curriculum Frameworks

Unit-6: Curriculum development: Models and processes

8hrs

- Models of curriculum development
- Process of curriculum development
- Curriculum planning
- Curriculum implementation

Unit-7: Curriculum implementation

8hrs

- Curricular team and its functions at local, state and national levels.
- Tools of implementation. Hand-books, Manuals, Textbooks, Modules, Instructional Materials
- Training teachers for curriculum implementation

Practicum:

3hrs

Any one of the following:

- Policy analysis National Curriculum Frameworks.
- Identification of core, hidden, null and latent curriculum in textbooks.
- Designing an activity based curriculum.
- Analysis of School Curriculum at different stages

Applicable from 2017-18 onwards

- Textbook analysis
- Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process.
- Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level.

Text books

1. Dr. Mrunalini T (2012), *Curriculum development*, Neel Kamal publications pvt. Ltd. New Delhi.
2. Dr. Bhavana Shukla,(2016-17) AgarwalPublications, Agra
3. Dr.Kshirsagar.O.M, (2012) *Curriculum development*, Aadi publications – Jaipur
4. Mohammed Sharif Khan, (2008) *School Curriculum*, APH.Publishing Corporation-New Delhi.
5. John Heywood, (1984) *Considering the Curriculum During Student Teaching*, Nicholas Publishing Company-Newyork.
6. B.N.Dash, (2007) *Curriculum Planning and Development*, Dominant Publishers and distributors –NewDelhi.
7. James A.Beane, ConrodF.Toepfer.Jr, Samuel. J.Aless.Jr,(1986) *Curriculum Planning and Development*, Allyn and Bacon, Inc-Tronto

Reference books

8. R.P.Vashist, (2007) *Curriculum development*, Common Wealth –NewDelhi
9. Arthur.K.Ellis,JamesA.Mackey,AllenD.Glenn,(1992) *School Curriculum*, Allyn And Bacon,Inc-Tronto
10. P.V.V.Stya Narayana, DigumartiBhaskara Rao, G.Krishna, (2004) *Curriculum development and Management*,Discovery Publication House – NewDelhi
11. MaitreyaBalagara,(2010) *Principles of Curriculum Reconstruction*, Kanishka Publishers Distributors –New Delhi
12. Malla Reddy Mamidi,S.Ravishankar, *Curriculum Development and EducationTechnology*,Sterling Publishers Private Limited – New Delhi
13. J.C.Aggarwal,S.Gupta,(2010) *Curriculum Development 2005*, Shipra – NewDelhi
14. *Teacher Education Curriculum (2009)*, A Framework for National Council for Teacher Education, National Council for Educational Research and Training- NewDelhi
- 15 D.S.Srivastava,SaritaKumari ,(2005) *Curriculum and instruction*, Isha Books - NewDelhi

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Reading and Reflecting on Text

BEDN-303

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student/teacher to:

- understand the meaning, process, importance and characteristics of reading.
- understand and apply different levels, types, techniques and methods of reading.
- develop proficiency in reading and reflecting to different type of texts.
- develop different types of reading skills through various activities and meta cognition.
- acquaint with the problems of reading across curriculum
- be sensitive to the problems of reading.

Course Outcomes

- learn the skills of reading comprehension and to enhance metacognition
- explore different kinds of texts.
- suggest different activities for reading comprehension.
- discuss importance of different texts in curriculum.
- select various reading techniques.
- make use of different vocabulary.
- compare different types of texts.
- design different vocabulary games.

Course Content:

Unit-1: Introduction to Reading

4hrs

- Reading – Meaning and Process
- Importance of Reading across Curriculum
- Characteristics of Reading

Unit-2: Reading Skills

6hrs

- Levels of Reading- literal, interpretative, critical and creative
- Types of Reading – intensive and extensive reading, Oral & Silent Reading
- Reading Techniques – Skimming and Scanning.
- Methodology of Reading

Unit-3: Reading the Text

7hrs

- Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes
- Importance of Different Texts in Curriculum

Applicable from 2017-18 onwards

Unit-4: Developing Reading Skills**6hrs**

- Developing Critical Reading Skills
- Developing Reflective Skills
- Activities for Developing Reading Skills
- Developing Metacognition for Reading

Unit-5: Reading Comprehension**6hrs**

- Developing Reading Comprehension
- Developing Vocabulary for Reading
- Problems of Reading

Practicum:**3hrs****Any one of the following:**

- Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text
- Divide the group and provide one text and suggest students to make different interpretations
- Design vocabulary games to enhance your vocabulary
- Read the text and provide a five words summary to each paragraph
- Reading and comprehension exercises
- Skim through the text and give suitable title to the text
- Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

Text Books:

1. Dr. Renupandey (2016) *Reading and Reflecting on texts* — Rakhiprakashan private Limited- Agra.
2. Dr.K. Sivarajan, T.V. Ramakrishna (2007) *English Language Education* –Calicut university publishers- Calicut.
3. AmitaDangwl (1991) *Language across curriculum*- R. lall Educational publishers - Meerut, India.
4. Dr. Haseen Taj, Dr. Mahesh Bhargava (2016) *Language across the curriculum*, – Rakhiprakashan private limited- Agra.

Reference Books:

1. Ranjana Pandey (2017) *Language across the curriculum*- R. lall publications- Meerut, India.
- 2.S. Venkateswaram (2013) *Principles of Teaching English* -Vikas Publications Private limited- Noida (UP).

Applicable from 2017-18 onwards

3. MeenuChowdery (1997) *Methodology of Teaching English* -Pearson Publications- New York.
 4. William Littlewood (1984) *Foreign and Second Language Learning*-Cambridge University press, UK.
 5. Penny Ur (2012) *A Course in English Language Teaching* – Cambridge university press - Cambridge, UK.
 6. P.K.Gupta, A.K.Gandhi (2017) *Text reading and Reflections*-, R.lall publications- Meerut, India.
 7. G.Ramabadracharyulu (2004) *Methodology of Teaching English*- Neel Kamal Publications- Hyderabad,
- Dr.ShaikhMowla (2004): *Methods of teaching English*, Neelkamal publications, Hyderabad

Recognizing Different Types of Text

<http://www.bbc.co.uk/skillswise/factsheet/en03text-l1-f-different-types-of-text>

Models of Reading Process

<http://people.ucalgary.ca/~mpeglar/models.html>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/>

<http://www.tarleton.edu/Faculty/gentry/reading%20models.html>

Reflective Skills

<http://www.skillsyouneed.com/ips/reflecting.html>

<http://www.skillsyouneed.com/ps/reflective-practice.html>

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Internship phase-III (4 Weeks)(300 Marks)

BEDN-304

Course Objectives:

The course will enable the student teacher to:

- Understand the content and pedagogical principles, issues, and problems related to teaching
- Understand the role of a teacher in a classroom management.
- Analyze the importance of co-curricular activities for all round development of the learner with special reference to skills, values and attitudes
- Managing and organising activities other than class room effectively
- Acquire proficiency in planning the lessons with respect to objectives, content, learning experiences and the teaching aids
- Apply principles, maxims, skills and strategies in a variety of situations
- Develop positive attitude towards learners
- Critically analyze the observed lessons
- Plan, design and conduct scholastic achievement test and diagnostic test appropriate to the level of the students

Course Outcomes

Upon completion of the course, the student teacher will be able to

- Organize different co-curricular activities in and outside the school
- Identify learning difficulties
- Select appropriate methods relevant to the content
- Suggest remedies for learning difficulties
- Design diagnostic test
- Design and conduct scholastic achievement test and diagnostic test appropriate to the level of the students
- Learn about construct test items under scholastic achievement test
- Learn how to act as facilitator in the classroom
- Plan design and conduct scholastic achievement tests appropriate to the level of the students
- Equip with the evaluation skills.
- Implements the major skills and strategies

Course Outline:

- **Lesson Plan Record –Teaching Aids(100 Marks)**

The candidate is expected to teach in regular school with various approaches, using ICT and suitable value integration under the supervision of subject expert, peer group and teacher educators.

- **Organizing Curricular and Co-curricular Activities(50 Marks)**

Activities suggested:

1. Addressing the school assembly/conduct of school assembly
2. Organizing sports and games in the school
3. Organizing cultural programmes: painting, drawing, dance, drama, folk music
4. Organizing literary programmes: Essay writing-writing for school magazines – story writing-writing poems- songs
5. Organizing debates/elocution programmes on contemporary issues
6. Organizing festival events, national events
7. Maintenance of registers and records

Evaluation of the project:

S.No	Name of the activities	Objectives of the activities	Description of the activities	Learning outcomes	
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- **Diagnostic Prescriptive Teaching(50 Marks)**

Student- teacher will observe and identify learning difficulties in their respective subject. Conduct a diagnostic test and suggest remedial measures for the learning difficulties.

- **Scholastic Achievement Test / Continuous Comprehensive Evaluation (CCE)(50 Marks)**

Every candidate shall independently plan, develop and administer the scholastic achievement test. The candidate shall select the units taught by her in consultation with the teacher and workout the modalities of planning. Conducting test and data interpretation

Format:

- I. Preliminary information
- II. Weightage tables
- III. Blue Print
- IV. Question Paper
- V. Marking Scheme and Scoring Key
- VI. Question wise Analysis

Applicable from 2017-18 onwards

VII. Interpretation of results

- **Observation of Peer Lessons(50 Marks)**

Each student shall observe a minimum of 15 lessons in each subject (total 30 observations) during internshipprogramme in the following format:

Preliminary information:

Presentation:

Teaching method

Teaching Aid

Value integration

Pupil participation

Voice modulation

Classroom management

Summarization

Home assignment

Overall feedback

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IV SEMESTER

Education in Human Values: Peace Education

BEDN-401

Credits: 4

Hours: 64

Course Objectives:

The course will enable the student teacher to:

- understand the need and importance of human values in education.
- explain the nature and types of human values.
- classify the five core values of truth, righteous conduct, peace, love and non-violence.
- list sub-values under the core values.
- understand the preamble to the Indian constitution and values inherent in it.
- identify various methods and techniques of value development.
- apply various models of value education to classroom teaching.
- understand the process and application of various strategies of value development.
- recall historical development of peace education in the world.

Course Outcomes

Upon completion of this course, student teacher will be able to:

- explain the need and importance of human values in education.
- appreciate the preamble to the Indian constitution and values inherent in it.
- organize sub-values under the five core values.
- apply Sri Sathya Sai Baba's concept of five human values and their relation to the five aspects of human personality.
- make use of various methods and techniques of value development.
- relate peace education in the Individual, Social, National and International context.
- discuss issues, dilemmas and conflicts in moral education.
- design peace education curriculum for value development at different stages of education.

Course Content:

Unit- 1: Value Based Education:

5hrs

- Concept of value based education

Applicable from 2017-18 onwards

- Need for and importance of value based education in the modern age
- Recommendation of Sri Prakasha Committee
- Conceptual framework of values & Education
- Values prevalent in contemporary society
- Role of education in transforming the society
- Influence of group and social conflict on school system
- Kinds of values perpetuated by Education

Unit-2: Meaning, scope and organization of values:

9 hrs

- Meaning and definitions of values
- Nature and characteristics of values
- Sources and selection of values - culture, major religions of the world, human needs.
- preamble to the Indian Constitution
- List of 83 values developed by NCERT.
- Categorizing the sub-values under the five core human values: Truth, Righteous Conduct Peace, Love, and Non-violence

Unit-3: Meaning of the five Human Values:

8 hrs

- Meaning of Human values
- Sri Sathya Sai Baba's concept of five human values and their relation to the five aspects of human personality
- Exposition of the nature and scope of the five human values with illustrations from life, literature, and discourses of Sri Sathya Sai Baba

Unit -4: Approaches and Techniques of Teaching Human Values:

10 hrs

- Direct Approach: Silent sitting, storytelling, group singing (devotional, patriotic, and marching songs), group activities (dramatization, literary activities, sports, games, service activities and contests).
- Indirect approach: a) Integration of human values with all academic subjects, Organization of co-curricular activities, School organizational climate, Teacher as role model

Unit- 5: Understanding Peace and historical development

10hrs

- Concept and meaning of peace
- Understanding peace in the individual, social, National and International context
- Gandhian concept of peace
- Historical Development of Peace Education in the world.
- Creation of United Nations, UNESCO, UNICEF and their endeavors to promote Peace Education.
- Peace Education in India and its development.

Unit- 6: Models of Moral Education:**13hrs**

- Sri Sathya Sai model of integrated value education
- Issues in Moral education -caring, judging, acting, unity in thought, word, and deed
- Rationale building model, the consideration model, valuing process and clarification model, value analysis, the cognitive moral development model and the social action model
- Moral dilemmas and conflicts, their nature and resolution e.g. Arjuna's conflict and its resolution as found in the Bhagwad Gita.

Unit -7: Education for peace**6hrs**

- Paradigm shift from Peace Education to Education for Peace.
- Concept and Meaning of Education for Peace.
- Models of Value education; Rational building model, the consideration model, valuing process and clarification model
- Curriculum Development: Stage specific Approach- Elementary, Secondary, Higher Secondary Stage, Higher Education .
- Integration of human values with all (school) academic subjects.

Practicum:**3 hrs****Any one of the following:**

- Develop/Compile stories with values from different sources and cultures
- Organise value based co-curricular activities in the classroom and out side the class room
- Study of Sri Sathya Sai Model of integrated value education – case study. Develop stories with values, organize value based co-curricular activities.

Textbook

1. Kapani, Madhu (2000) Education in Human Values – concept and practical implications, New Delhi; Sterling Publishers.

References:

2. Bernard Jessie.(1957),*The Sociological study of conflict*” International sociological Association, The Nature of conflict, UNESCO Paris
3. Barash, P. (2000)*David Approaches to Peace*, Oxford University Press, New York
4. Galtung, Johan,(1996) *Peace by Peaceful Means: Peace and conflict, Development and civilization* a Sage Publications, New Delhi,
5. Galtung, Johan(1984),*The Struggle for Peace* Gujarat Vidyapith, Ahmedabad,

6. Gandhi, M.k.(1944) Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad,
7. Galtung, J.,(2003)*Searching for Peace- The road to TRANSCEND*, sterling Virginia
8. Harris Ian. M, : (1998) “*Peace Education*” McFarland& company, Inc Publisher London,
9. Howlett, Charles F., John Dewey and Peace Education(2008),*Encyclopedia of Peace Education*, Teacher College, Columbia University
10. Sri Sathya Sai BalVikas Education Trust (1985); *Curriculum and Methodology for integrating Human Values Education*, PrashanthiNilayam (International Education)
11. Govt of India (1983) *Report on Education in Human Values in Teacher Training Programmes*, New Delhi, Ministry of Human Resource Development.
12. Krishnamurti, J.,“Total Freedom”, Krishnamurti Foundation Chennai.
13. NCTE.(1998),Curriculum Framework for quality Teacher Education , NCTE, New Delhi
14. NCERT National Curriculum Framework 2005(2006), *Position Paper, National focus Group on Education for Peace*, NCERT, New Delhi
15. Pandey, S.(2004),*Education for Peace, Self Instructional Package for Teacher Education* , NCERT New Delhi
16. Reardon, B(1988), Comprehensive Peace Education: Educating for Global Responsibility, Teacher college press, New York,
17. Upadhyay, P(2010),*Education for Peace: Utopia or Reality*, Kalpaz Publication, (Gyan Books) Delhi
18. UNESCO.(1994),*First International Forum on the Culture of Peace. Final Report*, Paris, UNESCO
19. Gokak. V.K. (1982): (Ed) *Teacher’s Hand Book for education in Human Values*, PrasanthiNilayam: Sri Sathya Sai EHV Trust.
20. Govt. of India (1983): *Report on Education in Human Values in Teacher Training Programme*, New Delhi, Ministry of Human Resources Development
21. Goyal B.R. (1979): *Documents on Social, Moral and Spiritual values in Education*, New Delhi: NCERT.
22. Gupta, N.L. (1986): *Value education, Theory and Practice*, Ajmer: Krishna Brothers, (Chs. 1 to 4, 6 to 9)
23. Hersh R.H., J.P.Miller and G.D.Fielding (1980): *Models of Moral Education – An appraisal*, New york: Longmans,

Creating an Inclusive School

BEDN-402

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- sensitize to and be able to appreciate the special needs of individuals with disability
- familiarize with the concept of special education with special reference to indian context
- understand the nature and needs of different categories of disabled children.
- understand the national policy, programmer and acts with respect to the disabled and analyze it critically.
- understand the concept of main streaming, special education and inclusion.
- analyze the role of parents, teachers (special schools and regular / general schools), community, peers, principals, etc.
- comprehend and apply the special techniques of teaching the disabled and evaluating.
- critically think on issues of special education and inclusive education.

Course Outcomes:

Upon completion of the course, the student teachers will be able to

- critically analyze the polices related to inclusion.
- apply the special techniques of teaching in inclusive setting.
- realize the ethical commitment of the society to the differently abled children
- have a knowledge of different type of impaired and understand the different issues and existing educational facilities.
- examine the status of inclusive education in India critically
- prepare different teaching aids and flashcards.
- identify students with special needs.
- differentiate between integration and inclusion.
- utilize the provisions of different acts related to pupil with special needs.

Course Content:

Unit -1: Concept of Special School, Main streaming and Inclusion

8Hrs

- Special Education: Concept And History
- Different Ways of Main Streaming
- Inclusive Education : Concept And Definition
- Difference Between Integration And Inclusive Education
- Factors Affecting Inclusion

Applicable from 2017-18 onwards

Unit- 2: National policies, programmes and Acts for inclusive Education **8hrs**

- NPE-1986, Policies guide lines on Inclusive Education, UNESCO- 2009
- UN convention on Rights of the Child, UNESCO-1989
- UN convention on Rights of the person with Disability, UNESCO-2006,
- Acts- RCI Act 1992,
- PWD Act- 1995,
- National Trust Act-1999,
- RTE Act—2009

Unit-3: Nature and Needs of the Individuals Having Disabilities **6hrs**

- Hearing impaired
- Visual impaired
- Orthopedic impaired(Physical Disability)
- Mentally impaired(Intellectual Disability)
- Learning disability.
- Autism
- Cerebral Palsy

Unit-4: Inclusion in Operation **8hrs**

- Parameters of Inclusive Education
- Challenges of Inclusive Education
- Issues in special Education and inclusive Education
- Early detection of disability
- Parental attitude
- Community awareness
- Special School versus integrated school, Inclusive School
- Rehabilitation of disabilities
- Inclusive Education in the context of EFA
- Models of Inclusive Education
- Role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher

Unit-5: Inclusive Schools **2hrs**

- Sustainable Practice
- Characteristics of Inclusive School

Practicum:

Any one of the following:

- Collection of data regarding children with special needs from Municipal records.
- Visit to Inclusive Schools and to observe classroom transaction of any one of such school and make a report of the same.
- Identifying one/two pupils with special needs in the primary schools and preparing a profile of these pupils.
- Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability.(Visit to Resource Room)
- Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.
- Developing list of teaching activities of CWSN in the school.
- Case study of one main streamed (Inclusive) student w.r.to
 - a) Role of a parent
 - b) Role of a teacher : special School teacher, General School Teacher
 - c) Role of Counsellor

Visits to different institutions dealing with different disabilities and their Classroom Observation.

References:

1. Fimian, M. J., Fafard, M., and Howell, K. W. *A Teacher's guide to Human Resources in Special Education: Para Professionals, Volunteers, and peer tutors*. Boston: Allyn and Bacon, Inc.
2. Furth, H. (1964). *Thinking without Language*. New York: Free Press.
3. Hallahan, D. P., and Kauffman, J. K. (1988). *Exceptional Children: Introduction to special Education*. N.J.: Englewood Cliffs.
4. Jangira, N. K. (1986). *Special Education Scenario in Britain and India*. Gurgaon: The Academic Press.
5. Kothari, R. G, and Mistry, H. S. (2011). *Problems of students and Teachers of the special schools- A study of Gujarat state*. Germany: VDM Publication.
6. Meadow, K. P. (1980). *Deafness and child development*. Berkley, C.A.: University of California Press
7. Mithu, A and Michael, B (2005) *Inclusive Education: From rhetoric to Reality*, New Delhi: Viva Books Pvt. Ltd.
8. Oza, D. and, Pandit R, (2011). *Management of behavioural problems of children with mental retardation*. Germany: VDM publication.
9. Premavathy, V. and Geetha, T (2006): *Integrated and Inclusive Education DSE(VI) Manual*: New Delhi, Krishana Publication.
10. Reed, M. (1984). *Educating Hearing Impaired Children*. Milton Keynes: Open University Press.

11. Sharma, P. L. (1988). *A Teacher's Handbook on Integrated Education of the Disabled*. New Delhi: NCERT.
12. Voluntary Health Association of India. *Disabled 'Village Children' - A Guide for Community Health Workers, Rehabilitation Workers, and Families*.

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Yoga Education

BEDN-403

Credits: 2

Hours:32

Course Objectives:

The course will enable the student teacher to:

- acquire knowledge of the concept and principles of yoga
- understand various yoga practices
- understand the ancient systems of yoga
- analyse the relationship between yoga and sankhya philosophies
- develop awareness about the historical aspects of yoga
- develop skills of meditational practices and techniques
- appreciate the role of yoga in maintaining a healthy condition of body and mind
- develop positive attitude towards yoga and its utility to modern man

Course Outcomes

Upon completion of the course, students will be able to

- explain the various concepts and principles of yoga
- gain insights into yogic kriyas
- make clear distinctions between different ancient philosophies
- develop the latent and hidden mental potentialities by practical training in yogasanas and meditation techniques
- perform various yogasanas and discuss their importance
- maintain a balance and rhythm in the flow of the pranas by practicing various meditational techniques
- appraise that yoga is needed for positive health
- develop a balanced human personality

Course Content:

Unit-1: Introduction to Yoga and Yogic Practices

7hrs

Applicable from 2017-18 onwards

- Introduction to yoga: concept & principles
- Classical approach to yoga practices viz. Kriyas,
- Yama,
- Niyama,
- Asana,
- Pranayama,
- Bandha,
- Mudra & dhyana as per yogic texts and research based principles of Yoga, general guidelines for performing Yoga practices.

Unit-2: Ancient Systems of Indian Philosophy and Yoga System 5hrs

- Ancient systems of Indian Philosophy
- Yoga & Sankhya philosophy & their relationship

Unit-3: Historical aspects of Yoga 4hrs

- Historical aspect of the Yoga Philosophy
- Yoga as reflected in Bhagwat Gita

Unit-4: Introduction to Yogic texts 6hrs

- Significance to Yogic texts in the context of schools of yoga
- Pantanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhnapada
- Hathyogic texts (hatha pradaspika and ghera and sahita)
- Complementarities between patanjala yoga and hathyoga
- Meditational Process in Patanjala yoga sutras
- Hathyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners

Unit-5: Yoga and Health 7hrs

- Need of yoga for a positive health for the modern man
- Concept of health and disease: medical & Yogic perspectives
- Concept of PanchKosa for an Integrated & positive health
- Utilitarian Value of Yoga in Modern Age

Practicum: 3hrs

Any one of the following:

- Preparation of Teaching Aids on Yoga
- Practical Asanas and Pranayam

Applicable from 2017-18 onwards

- Visit to Yoga Ashramas and Centers

Text books

1. Yoga Education – Bachelor of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi
2. Yoga Education – Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi
3. James Hewitt(1982), Yoga and meditation, Vikas Publication House Pvt Ltd
4. Swami Sivananda(1955), Yoga and realization, The Yoga Vedanta Forest university

References:

5. Yoga Education – Diploma in Elementary Education (2015), NCTE Publication, St. Joseph Press, New Delhi
6. Krishna P Bahadur(1977), *The Wisdom of Yoga*, Sterling publishers Pvt Ltd, New Delhi
7. Ernest Wood(1976) *Seven schools of Yoga*, The Theosophical publishing house
8. Swami Abhedananda(1967) *Yoga, its theory and practice*, Ramakrishna Vedanta Math, Calcutta
9. K P Bahadur(1978), *The wisdom of Nyaaya*, Sterling publishers Pvt Ltd, New Delhi
10. Karel Werne R (1977), *Yoga and Indian philosophy*, MotilalBanarsidass Publishers, Delhi
11. SurendranathDasgupta(1989), *A study of Patanjali*, MotilalBanarsidass Publishers, Delhi
12. Francis Xavier. G (2004), *Yoga for Health and Personality*, Pustak Mahal, Delhi.
13. Bangali Baba (1982), *The Yoga Sutra of Patanjali*, MotilalBanarsidass Publishers, Delhi.
14. Swami Vishnude (1972), *The Complete Illustrated book of Yoga*, A Kangaroo Book.
15. Jean Varenne (1976), *Yoga and the Hindu Tradition*, The University of Chicago Press, Chicago and London.
16. Rai Bahadur Srisa Chandra Vasu, (1980), *Gheranda Samhita*, Oriental Books Reprint Corporation, new delhi.
17. Swami Shivananda(1972) *Yoga Asanas*: Divine Life Society,

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Gender, School and Society

BEDN-404

Credits: 2

Hours: 32

Course Objectives:

The course will enable the student teacher to:

- understand the gender related issues faced in school
- acquire knowledge of the concept of gender and sexuality
- analyse the gender issues faced in school
- evaluate the role of education in relation to gender issues
- acquire knowledge about constitutional provisions of human rights and women right
- evaluate the gender issues faced in society and educational implications
- create an awareness about the impact of gender on education

Course Outcomes

Upon completion of this course, student teacher will be able to:

- explain gender sensitivity amongst the students.
- develop sociological perspectives about the impact of culture. tradition, socialization, division of labour on gender aspects
- construct the knowledge regarding equality and its relationship to women education
- provide the knowledge about legal provisions related to women's rights and education
- propose the trends in girl's education and women empowerment
- check the benefits of women / girls education
- estimate the level of change in the status of women in society.

Course Content:

Unit-1: Introduction to Gender, Gender roles and Development

6hrs

- Introduction
- Definition of Gender
- Difference between Gender and Sex
- The Concept of Gender, sexuality and Development
- Gender Dynamics and Development
- Basic Gender Concepts and Terminology
- Social Construction of Gender
- Gender Roles

Applicable from 2017-18 onwards

- Types of Gender Roles
- Gender Roles and Relationships Matrix
- Gender-based Division and Valuation of Work
- Exploring Attitudes towards Gender

Unit- 2: Gender and School

6hrs

- Gender bias in school enrollments, dropouts, household responsibilities, societal attitudes towards Girl's education, value accorded to women's education
- Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond.
- Adult education and non-formal education for women's development
- Importance of vocational training and income generation for women
- Representation of gendered roles , relationships and ideas in textbooks and curricula
- How schools nurture or challenge creation of young people as masculine and feminine selves
- Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity

Unit-3: Gender and Education

5hrs

- Gender issues integrated in course
- Teaching Strategies to develop gender sensitivity
- Critical evaluation of Text book with respect to gender

Unit- 4: Gender Society7hrs

- History and current scenario of Indian Women
- Concept of Patriarchy and Matriarchy and issues related to Indian Women
- Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state
- Stereotypes in society
- Issue related to women/girl child: female infanticide and feticide, sex ratio, sexual harassment of women at work place, honour killing, dowry, child marriage, property rights, divorce, widowhood, Identification of sexual abuse/violence and its verbalisation, combating the societal outlook of objectification of the female body.

Unit-5: Gender and law

5hrs

- Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking).
- Women's reservation bill – history and current status

Applicable from 2017-18 onwards

- The Indian constitution and provisions according to women
- Human rights and women's rights

[Legal aspects related to women, Declining sex ratio, PNDT (Pre Natal Diagnostic Techniques) act, female feticide, violence against women, domestic violence act, sexual harassment at work place, indecent representation of women (prohibition act), Cybercrime]

Practicum:

3hrs

Any one of the following:

- Visit schools and study the sexual abuse and sexual harassment cases.
- Text book analysis for identifying gender issues, gender biases reflected in it.
- To undertake study of sex ratio and analysis of it state wise
- Develop an awareness programme for female infanticide and foeticide, child marriages, dowry, sexual abuse, work place harassment in terms of drama, street play, poster, documentary, Power Point Presentations
- Prepare presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc.
- Debate on women reservation bill
- Group Activities on Domestic violence and other personal issues and its remedies.
- Visits to institutions like WSRC, Dowry prohibition cell, Women help line, NGO working for women etc.

References:

Textbooks:

1. Dr. Paral Sharma, *Gender Issues and Human Rights Education*, Lall Book Depot – Meerut

Reference book:

3. Rekha Wazir (2000), *Gender Gap in Basic Education*, Sage Publications – New Delhi
4. Stephen Walker & Len Barton (1983), *Genderclass and Education*, International Publication Service – New York
5. Sujata Sen (2013), *Women Rights & Empowerment*, Astha Publishers & Distributors – New Delhi
6. Laxmidhar Chouhan (2007), *Women & The Law*, Mittal Publications – New Delhi
7. Nandita Saikia (2008), *Indian Women – A socio legal Perspective*, Serials Publications – New Delhi
8. Flavia Agnes (2003), *Law & Gender Inequality*, Oxford University Press, Oxford
9. Chhaya Shukla (2002), *Women, Family & Social Problems in India*, Mohit Publications – New Delhi

Applicable from 2017-18 onwards

10. N.L.Gupta(2001), *Indian Women*, Mohit Publications –NewDelhi
11. Dr.Jas Raj Kaur, Dr.Satish Kumar Pandey (2016), *Drama &Art in Education*,Lall Book Depot –Meerut
12. Dr.G.Radhakrishna, Dr.N.Subba Rayudu(2000), *Art Education*, Jayam Publications – Hyderabad
13. CharlynWessels(1988), *Drama*, Oxford University press, Oxford

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BEDN-405 Optional Courses: (Any one of the following)

Guidance and Counseling

BEDN-405(A)

Credits: 2

Hours:32

Course Objectives:

The course will enable the student teacher to:

- understand the need, meaning of guidance, and its relation to education
- acquire knowledge of three basic types of guidance viz. educational, vocational and personal
- understand and make use of the tools and techniques in guidance
- apply the principles and techniques of guidance to the process of education
- analyse different methods of disseminating occupational and educational guidance
- understand the importance of working with a group and in a group.
- evaluate the important factors to be considered in guidance
- analyse the roles of headmaster, teacher, counsellor in guidanceprogramme

Course Outcomes

Upon completion of the course, the student teacher will be able to

- comprehend the aims and principles of guidance programme
- get an idea of psychological measurements in guidance and its utility
- develop competency to meet the needs of the pupils of secondary classes with regard to educational, personal and vocational guidance
- organize various procedures of guidance services
- demonstrate the skills of organizing guidance and counselling
- make right choice in life, education, vocation etc.
- appreciate guidance services in catering to learners' concerns

Course Content:

Unit-1: Meaning and importance of guidance:

5hrs

- Concept of Guidance
- Need and significance of guidance in modern age
- Relation between guidance and education
- Type of guidance: Educational, vocational, personal

Unit-2: Factors to be considered in guidance:

5hrs

- Background Factors: Family, Health, Socio-Economic Status
- Psychological factors: Personality, Intelligence, special aptitudes, interests, values and goals.
- Educational factors: Academic achievement, participation in co-curricular activities
Study of the individual.

Unit-3: Testing Techniques:

4hrs

- Nature and types of psychological tests
- Role of different tests and testing in guidance

Unit- 4: Information Service:

5hrs

- Meaning and importance
- Collection of information and its classification and filing
- Dissemination of educational and vocational information-talks, exhibitions, conferences, visits, study of educational literature.

Unit-5: Counseling Service:

5hrs

- Meaning and nature of counseling
- Counseling process, basic communication skills in counseling, rapport building
- Various counseling approaches directive, non-directive and eclectic.
- Personal problems at Primary, Secondary and Higher Secondary stages
- Group guidance and counseling- Uses of group processes in counseling, kinds of group
- Steps and skills in group counseling process – planning the group counseling process-
Identifying members – beginning stage – working stage – closing stage – follow-up

Unit-6: Organization of Guidance Programme:

5hrs

- Organization and planning of guidance programme in schools
- Outline of guidance programme in Primary, Secondary and Higher Secondary Stages.
- Role of teacher, headmaster, counselor, and community guidance as a team-work.

Practicum:**3 hrs****Any one of the following:**

- Interview two guidance counselors to understand directive and non-directive methods of counseling
- Guiding parents for the Education of the Girl child - Role play
- Interview the parents of children with special needs (any two)
- Case study of a student who needs special guidance

Textbooks:

1. Kochhar, S.K.(2006): *Educational & Vocational guidance in secondary schools*, Sterling Publishers, New Delhi.
2. J.C.Aggarwal (1995): *Educational, Vocational guidance and counseling*, DOABA house,
3. Chauhan, S.S: *Principles and Techniques of Guidance*, Vikas publishing house, New Delhi.
4. Rashmi Aggarwal(2010), *Educational Vocational Guidance and Counselling*, Principles Techniques and Programmes ,Shipra Publications – Delhi
5. Sharma R.A(2015): *Fundamentals of Guidance and Counselling*, Lall Book Depo- Meerut

References

6. Ram Nath Sharma (2004): *Guidance and Counseling*, Surjeet publications, New Delhi
7. V.C. Pandey (2005): *Educational Guidance and Counseling*, Isha books, New Delhi
8. Gupta S.K (1985): *Guidance and Counseling in Indian Education*, Mittal Publications – Delhi
9. Indu Dave (1989): *The basic Essentials of Counselling*, Sterling Publishers Limited – Bangalore
10. Lt.Col.(Dr). Stish C.Chandha (2004), *Educational and Vocational Guidance and Counselling*, Surya Publications – Meerut
11. D.G.Lokanandha Reddy, Dr.T.C.Thankachan(2016), *Guidance and Counselling*, Neelkamal Publications private Limited – Hyderabad
12. Dr.S.C.Oberoi(2016), *Guidance and Counselling*, Lall Book Depo – Meerut
13. A.K.Nayak (2004), *Guidance and Counselling*, APH Publishing corporation – New Delhi
14. Prof.KK.Vijayan Nambiar, *Strategies of Guidance based education*, Neelkamal Publications Private Limited – Hyderabad and Delhi
15. S.Narayana Rao (2002), *Counselling and Guidance*, Edition 2, Tata Mc Graw – Hill Publishing Company Limited – New Delhi

Environmental Education

BEDN-405(B)

Credits: 2

Hours:32

Course Objectives:

The course will enable the student teacher to:

- acquaint the knowledge of the concept, objectives and importance of EE
- understand multi-disciplinary approach to environmental problems
- develop skills of designing, development& implementation strategies for EE
- analyse different methods & techniques of teaching EE
- evaluate various EE resources materials
- appreciate the role of NGOs and governmental organizations in developing EE

Course Outcomes

After completion of the course the student teachers will be able to

- develop awareness and concern for environmental issues
- explain the concept, objectives and importance of environmental education
- probe into various approaches to solve environmental problems
- design, develop strategies for environmental education
- identify different methods and techniques of teaching environmental education
- respect environment and try to preserve it
- integrate environmental values into their personality

Course Content:

Unit-1: Meaning and Concepts

5hrs

- Meaning
- Definition
- Objectives
- Importance of EE

Unit-2: Basic Environmental Concepts

6hrs

- Ecosystem
- Biotic
- Abiotic
- Inter-relationship
- Factors affecting Environment
- Population: Air, Water, Soil, Noise

- Acid Rain
- Greenhouse effect
- Extinction of species
- Soil Erosion
- Energy Crisis
- Role of mass media and technology in developing awareness about environmental problems and its prevention
- Role of NGOs and governmental organizations in developing EE

Unit-3: Curriculum for EE

6hrs

- Designing, developing strategies for EE
- Valuation of EE resources materials

Unit-4: Methods and Techniques of Teaching EE

6hrs

- Field trips
- Role play
- Poster presentation
- Quiz
- Debate
- Projects

Unit-5: Value Development through EE

6hrs

- Practical Work
- Text book evaluation
- Field trip
- Visit to nature Park, industry polluted areas

Practicum: 3hrs

Any one of the following:

- Visits to polluted sites and preparation of report.
- Interviewing people and reporting the inconveniences due to any of the Environmental problems.
- To study innovations done by BMC to improve the Environment of Baroda
- To study the implementation of Environmental Education Programmes
- To prepare models and exhibits for general awareness of public regarding environmental hazards.
- To prepare a programme for environmental awareness and to conduct the same, with school children.
- To visit industries and study alternative strategies of Environmental management.

- To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy.
- To prepare quizzes and games on environmental issues.
- To study the contribution of NGOs in improving the environment of the city.

Textbooks :

1. Prof. K.Purushotham Reddy, D.Narasimha Reddy, (2002) *Environmental Education*, Neelkamal Publications Pvt.Ltd, New Delhi.
2. A.B.Saxena, (1986)*Environmental Education* , National Psychological Corporation, Agra
3. R.A Sharma, (2012) *Environmental Education*,R.Lall Book Depot, Meerut.
4. Jagadish Chand, (2009) *Environmental Education*, Anshah Publishing House, Delhi.

References :

5. Dr.Narsin (2004), *Environmental Education*, APH Publishing Corporation, New Delhi.
6. V.C. Pandey (2008), *Environmental Education*, Isha Books, Delhi.
7. K.K.Shrivastava , *Environmental Education [Principles, Concepts and Management]*, Kanishka Publisher, Distributors, New Delhi.
8. S.M Zaida (2004), *Environmental Education*, Anmol Publications Pvt, Ltd., New Delhi.
9. DeshBandhu, Aulakh G.S, (1981) *Environmental Education*, Indian Environmental Society, New Delhi.
10. K.C. Vyas (1983) *UNESCO Projects on International Understanding and Peace*, Samiah Publishers Pvt. Ltd, New Delhi.
11. S.B.Ghosh (2009) *Scientific Approach to Environment*, Ritu Publications, Jaipur.

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Health and Physical Education

BEDN- 405(C)

Credits: 2

Hours:32

Course Objectives:

The course will enable the student teacher to:

- acquire knowledge of scenario of health education in india.
- understand the most common and uncommon diseases in india; their diagnosis & remediation.
- apply the knowledge of approaches of sound health in their day to day life
- analyze technology related health risks & and the ways to fix them
- develop skills of doing first aid in case of emergency
- appreciate health education vision & mission of India.

Course Outcomes

After completion of the course the student teachers will be able to

- describe the scenario of health education in India
- examine the different types of diseases, their symptoms and measures
- recommend the judicious use of technology to develop sound health
- enumerate health education vision & mission of India
- build healthy habits for good health

Course Content:

Unit-1: Health Education in Scenario in India

5hrs

- Introduction to the concept of health, significance and importance
- Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment, Time-Space-Personnel-Material Constellation
- Educational Management System, Emerging Health & Total Quality of the Educational Institutions, Status of Health Education in India from Pre-Natal Education through Higher Education,
- Yoga &Yag,
- Health & Hygiene,
- Mess & Toilets,
- Disease & Dispensary,
- Work & Leisure,
- Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads

Applicable from 2017-18 onwards

Unit-2: Most uncommon and common diseases**5hrs**

- The most common diseases during the previous decade- Heart Diseases, Cancer, HIV/AIDs, Swine Flu, Reproductive Helpless Health, Osteoporosis, Depression,
- Intentional & Unintentional Injuries, Diabetes, and Obesity,
- Uncommon Diseases- Autistic, Cerebral Palsied,
- Blood Borne Diseases-Beta Thal Major, Sickle Cell Anemia, Hemophilia;
- Diagnosis, Prevention & Prognosis.

Unit-3: Tech-related Health Risks & How to fixthem**5hrs**

- Identification of the technological health hazards- Smartphone Stress,
- Acne caused by the Cell Phones,
- Blackberry Stress Injuries to the Thumb,
- Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents,
- Allergies & Phones, Crazy Phones, Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book,
- The Internet Causing Anxiety, Headphone Use leading to Accidents,
- Hearing Loss from Headphones, Visual Impairment, and Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling & Regulatory Mechanisms.

Unit-4: Health Issues & Health Education: Vision & Mission**5hrs**

- Fast Food Problems,
- Drinking Water Problems,
- Falling Heart & Brain Entrainment Ratio,
- Inflated Height Weight Index, High & Low Blood Pressure,
- Depression & Aggression,
- Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices- Skillful & Humanistic, Skillful & Existentialistic, Skillful & Mal, Raw & Mal in India,
- Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India.

Unit-5: Approaches to Sound health**3hrs**

- Games, Sports & Athletics,
- Yoga Education-Raja Yoga, Karma Yoga, Bhakti Yoga, Jnana Yoga, Falun Dafa
- Work & Rest, Human Development Index (HDI),

Applicable from 2017-18 onwards

- Health: Vision, Goals and Objectives of Government of India, Experiments on Influence of Surroundings & Thought, Science of Laughter & Smiles, Health Observation Programs,
- Impact of TV Serials, such as, Indian TV Serial Satyamev Jayate on Health of the People

Unit- 6: First Aid – Principles and Uses

6hrs

- Structure and function of human body and the principles of first aid
- First aid equipments
- Fractures-causes and symptoms and the first aid related to them
- Muscular sprains causes, symptoms and remedies
- First aid related to hemorrhage, respiratory discomfort
- First aid related to Natural and artificial carriage of sick and wounded person
- Treatment of unconsciousness
- Treatment of heat stroke
- General disease affecting in the local area and measures to prevent them

Practicum:

3hrs

Any two of the following:

- Surfing to know the diseases in India.
- Preventive & Ameliorative measures for health hazards.
- Playing Games
- Athletics
- Yoga
- Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People.
- Preparation of inventories on myths on exercises and different type of food
- Make an inventory of energy rich food and nutritious food(locally available) indicating its health value
- Make an inventory of artificial food and provide critical observations from health point of view
- Home remedies as health care
- Role of biopolymers(DNA) in health of child
- Medicinal plants and child health
- Strategies for positive thinking and motivation
- Preparation of first aid kit

References:

1. Agarwal, Satya P. (1998), *The social role of the Gītā: how and why*, Motilal Banarsidass, ISBN 978-81-208-1524-7, retrieved 17 June 2010

2. GoelDevraj&GoelChhaya (2013). *Universe of Swami Vivekananda & Complete Wholistic Social Development*, CASE Publication under UGC SAP, The M.S. University of Baroda, Vadodara.
3. Jason Liu and Dr.Gwendalle Cooper (2009),*Scientific Analysis of the Effects of Falun Dafa* Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy
4. Mehroo D. Bengalee (1976),*Child guidance*, Sheth Publishers, Educational Publishers, 35, Everest, Pedder Road, Bombay-400026
5. Ministry of Health & Family Welfare, Government of India, *Annual Report to the People on Health*, December 2011.
6. Porter, Noah. (2003). *FALUN GONG in the United States: An Ethnographic Study*, MasterThesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.
7. Wu JY, Feng, L, Park, H-T, Havlioglu N, Wen L, Tang H, Bacon KB, Jiang Z, Zhang X, Rao Y.*Molecule that guides Nerve Calls Directs Immune Cells*, Science Daily, Apr.20, 2001.

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Community Work

BEDN- 406

Credits: 2

Hours:64

Course Objectives:

The course will enable the student teacher to:

- understand importance of dignity of labor.
- understand the need for cleanliness and beautification of the surroundings
- maintain department, records and library upkeep.
- understand the importance of National festivals and Teachers Day.
- analyze the importance of co-curricular activities for wholesome development.
- analyze the reasons for drop outs of children

Course Outcomes

Upon completion of this course, student teacher will be able to:

- translate cleanliness and beautification of the surroundings through organized programme

- extend helping hand in the maintenance and upkeep of the department
- organize and celebrate National festivals and Teachers Day
- encourage drop out children to attend school
- guide and counsel parents of drop out children
- create wealth out of waste and plan exhibition of the art
- take part in co-curricular activities

Practical:

Cleanliness and beautification of the surroundings
 Department upkeep
 Library Assistance and Psychology-lab up keep.
 Assembly
 First Aid

Component II:

Participation in GramSeva and NarayanaSeva
 Guiding and counseling parents of a dropout child, simulation and role play

Component III:

Preparation of charts on selected themes
 Developing teaching learning material for adult education.
 Village survey – developing a questionnaire on selected social issues and problems.

Component IV:

Participation in co-curricular activities, debates, extempore, role-play, mono acting, Patriotic, folk& devotional singing, story-telling

Component V:

SUPW
 Celebration of National festivals, Teachers Day
 Aesthetic development activities- decoration of classroom
 Maintaining of Record Book

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Drama and Art in Education

BEDN-407

Credits: 2

Hours:32

Course Objectives:

The course will enable the student teacher to:

- understand the use of ‘drama’ as pedagogy.
- create ‘role play’ technique in the teaching learning process.
- Analyse various ‘dance forms’ and their integration in educational practices.
- apply the knowledge of drawing and painting in teaching learning process.
- appreciate the efficacy of different art forms in education.
- evaluate different types of dance and music
- apply the knowledge of drawing and painting in Education
- acquire skills of creative art

Course Outcome

upon completion of the course, student teacher will be able to:

- identify and develop one’s own creative potential
- appraise the importance of dramatic way of presentation
- recognise the role of drama in teaching learning process
- explains that liberal arts help in making better professionals.
- build imagination and concentration of the body and mind
- integrate different art forms in teaching learning process
- develop various creative writing skills

Course outline:

Unit-1: Drama and its Fundamentals

7hrs

- Drama as a tool of learning
- Different Forms of Drama
- Role play and Simulation
- Use of Drama for Educational and social change (Street play, Dramatization of a lesson)
- Use of Drama Techniques in the Classroom: voice and speech, mime and movements,
- improvisation, skills of observation, imitation and presentation

Unit-2:Music (*Gayan and Vadan*)

6 hrs

Applicable from 2017-18 onwards

- *Sur, Taal and Laya (Sargam)*
- Vocal - Folk songs, Poems, Prayers
- Singing along with “*Karaoke*”
- Composition of Songs, Poems, Prayers
- Integration of *Gayan* and *Vadan* in Educational practices

Unit-3: The Art of Dance

5 hrs

- Various Dance Forms - Bharat Natyam, Kathakali, Folk dance : Garba, Bhavai, Bhangada, Bihu and various other dances
- Integration of Dance in educational practices
 - (Action songs, *NrityaNatika*)

Unit-4: Drawing and Painting

6hrs

- Colours, Strokes and Sketching- understanding of various means and perspectives
- Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting
- Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms

Unit-5: Creative Art

5hrs

- Creative writing -Story writing, Poetry writing
- Model making - Clay modeling, Origami, Puppet making
- Decorative Art - Rangoli, Ekebana, Wall painting (Mural)
- Designing - Computer graphics, CD Cover, Book cover, Collage work
- The use of different art forms in Education

Practicum:

3hrs

Any one of the following:-

- Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
- Develop a script for the street play focusing on “Girl’s education and Women empowerment”.
- Prepare a script of *Bhavai* based on some Socio-political issues.
- Prepare a pictorial monograph on “Various folk dance of Gujarat”.
- Prepare a pictorial monograph on “Various Dance forms in India”.
- Prepare a calendar chart on “Various Musical Instruments in India”.
- Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.
- Prepare some useful, productive and decorative models out of the waste materials.

Internship phase-IV (5 Weeks)(150 Marks)

BEDN-408Case Study/Action Research (50 Marks)

Course objectives

The course will enable the student teacher to:

- acquire theoretical basis of case study and action research
- allow to discover and explore the research problem
- acquire skills of conducting case studies in educational institutions
- create hypotheses that can be tested later
- seek in depth information about the human behavior, or cognitive thinking.
- experiment between theories or come up with new theories.
- show the data and description of the investigation.
- compare the new information to the preexisting theory.

Course Outcomes

Upon completion of the course, the student teacher will be able to

- define case study and action research
- explain the importance of case study and action research in educational institutions
- collect multidimensional information about the case under study
- explain how data is recorded in the case study method.
- describe the benefits and limitations of using the case study and action research methods
- develop a hypothesis and prove it through their research
- understand the science behind an experiment or case.
- shed new light on an established theory that results in further exploration
- study and analyze situations, events and behaviors that could be created in a laboratory setting.

Course Content:

The case study project work shall focus on the identification of any one of the typical cases from schools/community as suggested below:

- ✓ A child who is educationally backward
- ✓ A child who has outstanding abilities and capable of high performance in school subject, creative, visual and performing arts, sports, games.
- ✓ A child who has specific learning difficulties

Candidate may adopt any one of the following tools for the purpose of conducting this study.

Appropriate psychological tools

Applicable from 2017-18 onwards

Interview, inventories and developing questionnaires

- **Case study –format**

A. Introduction

Statement of the problem

Nature of the problem

Objectives

Procedure- tools and techniques used

B.The process of data collection

Physical

Family background

Health conditions

School record- curricular and co-curricular activities

Emotional behavior

Social behavior

Intellectual behavior

Personality traits (attitudes/aspirations/aptitudes)

Interests

Any other details

Reporting the case

Teachers report

Parents report

C. Investigator's report/ Analysis of data to locate the causes and conditions

Findings

D. Follow up activity/suggestions/ remedial measures

For parents

Applicable from 2017-18 onwards

For teachers

For peer group

For others

- **Action Research**

Format for reporting the action research:

- ✓ Title page- topic for the study
- ✓ Problem identified for the action research
- ✓ Introduction- definition & steps in action research
- ✓ Objectives of the action research
- ✓ Causes for the problem
- ✓ Formulation of action hypotheses
- ✓ Planning Intervention strategy & implementation
- ✓ Collection of data
- ✓ Analysis of data
- ✓ Verifying the action hypotheses
- ✓ Results

- **Final Practice Teaching(Criticism Plan): Practical in Two Pedagogies(100 Marks)**

In the final practical examination each candidate shall teach one lesson for one class one hour at the end of the semester. This will be evaluated by team of an internal and an external examiner. Lesson shall be assessed for a maximum of 50 marks, based on the given criteria.

10 points

1. Clarity of Aims
2. Suitability of teaching method
3. Presentation, Pace & Timings
4. Quality/modulation of voice
5. Integration of Values
6. Class Participation
7. Skills of Explaining/Narrating
8. Skills of Questioning
9. Use of Black Board
10. Teaching aids
