

SHRI GURU RAM RAI UNIVERSITY

(Estd. by Govt. of Uttarakhand, vide Shri Guru Ram Rai University Act no. 03 of 2017)

PATEL NAGAR, DEHRADUN-248001, UTTARAKHAND, INDIA



Syllabus

B.Ed.

(Bachelor of Education)

Two Year Course

From 2018-20 onwards

For

**Shri Guru Ram Rai College of Education
Pathri Bagh, Dehradun,
Uttarakhand**

Patel Nagar, Dehradun, Uttarakhand

Approved as per (Agenda No. 2) of 2nd Academic Council Meet, dated 7th September, 2018

B. Ed. Course
Shri Guru Ram Rai College of Education of SGRR
University Dehradun.

Preparatory Note: These Ordinances pertain to the two year Bachelor of Education (B.Ed.) Programme of Shri Guru Ram Rai of College of Education of SGRR ,University, (the University) Dehradun. Keeping in view NCTE regulation -2014 the said programme shall be of two years duration.

Ordinances for B.Ed.

1.1 Eligibility and Admission :

- (i) Candidates with at least 50% marks either in the Bachelor's Degree and/or Master's Degree in Sciences/Social Sciences/Humanities or with 55% marks in Bachelor's Degree in Engineering and Technology or any other qualification equivalent thereto, of this or any other University/deemed university recognized by UGC, may be admitted for the degree of Bachelor of Education of this University. Relaxation in percentage of marks in admission shall be given to S.C./S.T./OBC category students as per NCTE/ State Government/ University norms.
- (ii) No candidate shall be admitted to B.Ed. course of this college of the University, unless he/she has appeared in the Entrance Test to be conducted by the University or academic merit as decided by the University.

1.2 Obligation of Admitted Candidates:

- (i) Every admitted candidate shall be required to show competent knowledge in various theory papers and required skills to be detailed hereinafter.
- (ii) Every admitted candidate shall be required to undertake field work, assignments, school internship and other programmes as given in the syllabus.
- (iii) So far attendance is concerned the rules of NCTE/University shall prevail.
- (iv) A candidate, who desires to appear in examinations under these ordinances, shall have to submit his/her application after completing all the said activities on a prescribed form within the last date. The candidate shall have to submit application separately for both the years of the course.

1.3 The Mode of Examination :

- (i) The mode of examination shall be annual system of examination as per the decision of the University.
- (ii) Students shall be allowed to appear for Back Paper/Improvement examination in two papers only.
- (iii) A student can complete B.Ed. course within four (04) years from the date of admission in the course.

1.4 Course Structure of B.Ed.**(i) First Year (Theory Papers)**

	Marks		Total
	Ext.	Int.	
Paper-1 Childhood and Growing Up	70	30	100
Paper-2 Contemporary India and Education	70	30	100
Paper -3 Learning and Teaching	70	30	100
Paper-4 Language across the Curriculum	70	30	100
Paper-5 Understanding Disciplines & Subjects	70	30	100
Paper-6 Gender, School and Society	70	30	100
EPC-1 Reading and Reflecting on Texts	Nil	50	50
EPC-2 Critical Understanding of ICT	Nil	50	50
Total			700

Note : Internal evaluation in Paper-1 to 6 shall be done through one written test and task and assignments. In Papers 1 to 6, written test shall comprise of 15 marks and tasks and assignments shall also comprise of 15 marks. EPC-1 and 2 shall be evaluated internally on the basis of activities indicated in the syllabus.

(ii) Second Year (Theory Papers)

	Marks		Total
	Ext.	Int.	
Paper-7 (a, b) Pedagogy of School Subjects	70	30	100
(Any two from the following school subjects)	70	30	100
i. Pedagogy of Physical Science			
ii. Pedagogy of Biological Science			

- iii. Pedagogy of Mathematics
- iv. Pedagogy of Home Science
- v. Pedagogy of Social Studies
- vi. Pedagogy of English
- vii. Pedagogy of Hindi
- viii. Pedagogy of Sanskrit
- ix. Pedagogy of Commerce

Paper-8	Knowledge and Curriculum	70	30	100
Paper-9	Assessment for Learning	70	30	100
Paper-10	Creating an Inclusive School	70	30	100
Paper-11	Optional Course (One of the following)	70	30	100
	I) Environmental Education			
	II) Peace Education			
	III) Guidance & Counseling			
	IV) Health Education and Yoga			
	V) Special Education			
EPC-3	Understanding the Self	Nil	50	50
EPC-4	Drama and Art in Education	Nil	50	50
Total				700

Practical/Field Engagement:

Out of the twenty weeks, there shall be school engagement of Four weeks in the second year. School engagement and practical shall be evaluated as follows:

	Marks		
	Ext.	Int.	Total
1. Observation of school activities and preparation of report	Nil	10	10
2. Observation of Teaching and preparation of report	Nil	10	10
3. Evaluation of teaching skills (Through microteaching)	Nil	30	30
Total			50

Internal evaluation in papers 7 (a,b), 8, 9, 10 and 11 shall be done through one written test and tasks and assignments. Written test shall comprise of 15 marks whereas tasks and assignments also shall comprise of 15 marks. EPC-3 and EPC-4 shall be evaluated internally on the basis of activities indicated in the syllabus.

Practical/Field Engagement :

There shall be field work of 20 weeks in the second year. Out of these 20 weeks, 04 week shall be devoted to the observation of subjects and school engagements teaching in the school. Next 12 weeks shall be devoted for teaching of subjects lessons with daily lesson plan. 45 lessons in each subject shall be taught at Upper Primary/ secondary levels. During next 02 weeks students shall carry out the school duties of the concerned subject teacher (S.No. 6) as per the school time table. Last 02 weeks shall be devoted to post teaching activities (S.No. 8 and 9). Activities during this period shall be evaluated as follows:

	Marks	
	Ext. Total	Int.
4. Criticism Lesson	---	20
5. Preparation of teaching aids/Improvisation of apparatus	---	15
6. Administration and analysis of results of achievement test	--	25
7. Evaluation of records (lesson plan, note book, teacher's diary, peer observation, etc.)	---	20
8. School experience and plan of action for Improvement of some aspect of school	---	20
9. Co-curricular activities (Organization / Participation: Science club, cultural club, skit, Declamation, Environment protection club, etc.)	---	50
10. Final Teaching	100	100
11. Viva voce	50	50

	Total	300

Candidates opting any two school subjects under paper-7a and 7b, shall be evaluated for heading Practical /Field engagements. Final teaching and viva voce shall be evaluated by a panel of examiners consisting of two external and one internal.

1.5 Conduct of Examinations:

- (i) The examination for two year B.Ed. course shall be held once every year on such dates as may be fixed by the College of Education/University.
- (ii) A candidate, who has pursued the prescribed course of studies in the college and has completed all the activities related to field engagement as prescribed for each year shall be eligible to appear in the examination.

- (iii) The examination at the end of the course shall be both in theory and practical/field engagement. A candidate shall be required to pass theory and practical/field work examinations separately.
- (iv) To pass in theory, a candidate must obtain 30% marks in each theory paper and 36% in the aggregate of theory papers. In practical/field engagement pass percentage shall be 40%.
- (v) There shall be separate divisions in theory and practical/field engagement. However, no division shall be awarded in the first year. Only Pass/Fail shall be given in the first year. Divisions shall be awarded on the basis of examinations of both the years.
- (vi) Classification of results (Theory as well as Practical/Field engagement) –
 - 60% and above - First Division
 - 48% - 59.9% - Second Division
 - 36% - 47.9% - Third Division (For Theory)
 - 40% - 47.9% - Third Division (For Practical/Field Engagement)
- (vii) A candidate shall be promoted to second year only when he/she passes first year.
- (viii) In each session, the candidate can appear in improvement/back exam in two papers only.
- (ix) A student of B.Ed. course, who has completed all the desired activities/internal tests/ attendance etc. but could not appear in the examination or appeared in the examination but failed in more than one papers, will be allowed to appear in the examination of the next year as an ex-student. The internal marks received in previous session shall be carried over.
- (x) In case of any obscurity, the general provision of the university shall prevail.
- (xi) Mark sheet and Degree shall be awarded as Bachelor of Education.

First year (Theory Papers)

Paper	Paper Code	Total	Internal (Formative)	External (Summative)	Credit
Paper-I Childhood and growing up	B.Ed. 101	100	30	70	4
Paper-II Contemporary India and Education	B.Ed. 102	100	30	70	4
Paper-III Learning and Teaching	B.Ed. 103	100	30	70	4
Paper-IV Language across the curriculum	B.Ed. 104	100	30	70	4
Paper-V Understanding Disciplines and subject	B.Ed. 105	100	30	70	4
Paper-VI Gender School and Society	B.Ed. 106	100	30	70	4
EPC-1 Reading and Reflecting Texts	B.Ed. 107	50	50	NIL	2
EPC-2 Critical understanding of ICT	B.Ed. 108	50	50	NIL	2
TOTAL		700	280	420	28

Paper-1 Paper-1: Childhood and Growing Up

Max Marks: 100

Objectives :

After Completion of Course the student teacher will be able to:

1. Gain advanced knowledge of developmental processes and principles
2. Study different methods of understanding child
3. Understand the specific features of childhood and adolescence as distinct stages of development
4. Understand practical application of theories
5. Understand multicultural families with diverse forms of child rearing and Parent-child relationships
6. Create awareness about children and families living in difficult circumstances
7. Aware of the current issues confronting adolescents.

Unit I : Introduction to Concept and Process of Childhood Development :

- Meaning of Childhood development, Principles of development
- Various developmental patterns during Infancy, Childhood and Adolescence.
- Procedure for studying Children-Observation, Interview and Case Study.
- Erik Erikson's Psychosocial Theory,

Unit II : Theories of Childhood Development and their Significance :

- Piaget's Cognitive Theory,
- Bandura's Social Learning Theory,
- Vygotsky's Sociocultural Theory
- Freud,s Psycho Sexual Theory

Unit III : Childhood and Adolescence :

- Defining Childhood and Adolescence as a distinct stage

- Adolescence special feature and challenges
- Characteristics and developmental task of Childhood and Adolescence
- Socialization of Childhood and Adolescence in different culture.
- Role of media in the life of adolescents with special reference to use of internet (Social Networking sites, E-mails, Browsing).

Unit IV: Mental Health & Hygiene:

- Meaning and Factors affecting mental Health & Hygiene.
- Environmental Hygiene and Role of Teacher.
- Awareness to Health Disaster and their prevention.

Unit V : Issues and Concern in Childhood and Adolescence :

- Children with difficult circumstances and Understanding of them-Juvenile delinquency, maladjustment, depression in adolescence.
- Approaches to intervention and therapy for well being-Preventive and Promotive Approach, Individual counseling and family therapy.

Field Work/Assignments:

- Administration & Interpretation of following:
 - One Intelligence Test or Emotional Intelligence Scale.
 - One Adjustment Inventory.

References :

Anastasi, A. & Urbina, S. (1997). Psychological Testing (Seventh edition). Indian Reprint, Delhi Pearson Education.

Atwata, E. (1988). Adolescence. New Jersey: Prentice Hall.

Berk ,L.E (2004) Child Development (6th edition) Allyn & Bacon. Boston,

Berk, L E (2000) Child Development (8th edition) PHI learning Pvt ltd, New Delhi

Bhargava,V.(2005)Adoption in India: Policies and Experiences. New Delhi: Sage Publications Elizabeth B. Hurlock Developmental Psychology Tata McGraw-Hill Publishing Company Ltd.

Erikson, E.H. (1968). Identity: Youth & Crises. London: Faber & Faber.

Freeman,F.S..(1963)Theory and Practice of Psychological Testing.Oxford and IBH PublishingCo.

Kumar,A.(2002).Fundamentals of Child Rights-Concepts, Issues and Challenges (Vol.I &II),NewDelhi: Anmol Publications Pvt. Ltd.

Newman, Barbara M. and Newman, Philip.R.(2001). Theories of Human Development.Routledge Taylor and Francis Group

P.H.Mussen, J.J.Conger, J. Kagan, Child Development & personality. Harper International Edition, New York.

Sharma, N. (1999). Understanding Adolescence. New Delhi: National Book Trust.

Strasburger,V.C . and Wilson, B.J. (2002). Children, Adolescents and the Media. New Delhi:Sage Publications

Thomas, R. Murray (2000). Recent Theories of Human Development. Sage Publications.

Yadav, C.P.(2008).Policies and Legislation for Children in India.New Delhi: Anmol PublicationsPvt. Ltd.

Paper 2 : Contemporary India and Education Max. Marks – 100
Paper Code : B.Ed. 102

Objectives : After going through this course students teacher will be able to –

1. Understand concept of education and history of Education.
2. Understand the national goals according to Indian Constitution
3. Understand diversity of Indian society
4. Develop understanding of classroom in social context
5. Understand educational heritage
6. Develop understanding of policy frameworks for public education
7. Understand issues of contemporary Indian society

Unit I : Education and Indian Society :

- Education : Concept, process, basis and nature, Concept of education at different stages and functions of education
- Education in Indian society during (a) Vedic (b) Buddhist and (c) Medieval periods.

Unit II : Heritage : Philosophical and Educational :

- Relationship between Philosophy and Education
- Thoughts on Education – Idealism, Naturalism, Pragmatism, Realism, Humanism features and their educational implications
- Thinkers on Education – Plato – Froebel– Montessori-Dewey – Gandhi ji - Tagore –Vivekananda-Jiddu Krishnamurti
- Eclectic tendencies in education

Unit III: Policy Framework – Part-I :

- Macaulay,s minute and Benticcs resolution of 1835.Woods Despatch - 1854.

- Indian Constitution and national goals: Preamble, fundamental rights and duties, Concepts of democracy, socialism, secularism and national integration, Constitutional provisions for education.

Unit IV: Policy Frameworks for Public Education- Part-II :

- Commission and policies : Recommendations of Indian Education Commission, NPE 1986 and its review (G.O.I., 1992), National Curriculum Framework (NCF) for school education 2005, Knowledge Commission 2005, Right to Education 2009.
- Programme for children.- Integrated Child Developmental Scheme (ICDS);

Unit V : Issues and concerns in education :

- Meaning and Concept of liberalization, globalization and privatization and its impact on education, national and social integration, vocationalization of education and skill development.

Practicum/Field work : (Any two of the following) :

- (i) Survey report on marginalized group
- (ii) Observe mid-day meal of a school and assess its nutritive and social integrative value
- (iii) Conduct an awareness programme for Child"s Rights with community
- (iv) Organize a stage show showing cultural diversity/inequality of Indian society
- (v) Conduct a drive for literacy/hygiene in the area of requirement and prepare a report

References :

- 1- Anand, C.L. *et al* (1983). *The teacher and education in emerging Indian society*, New Delhi : NCERT
- 2- Sharma, R.A. (2013) : *Philosophical and Sociological Foundation of Education*, Lal Book Depot, Meerut
- 3- Pandey, R. (2014-15) : *Teacher in Emerging Indian Society*, Alok Prakashan, Allahabad
- 3- Pathak, P.D. & Tyagi, G.S.D. (1994) : *Principle of Education*, Vinod Pustak

Patel Nagar, Dehradun, Uttarakhand

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- 5- G.O.I. (1966) *Report of education commission : Education and national development*, New Delhi: Ministry of Educaiton
- 6- G.O.I. (1986) *National policy of education*, New Delhi: MHRD
- 7- G.O.I. (1992) *National policy of education*,(As modified in 1992) New Delhi: MHRD
- 8- G.O.I. (2009) *The right of children to free and compulsory education Act 2009*

- 9- G.O.I. (2011) *Sarva Shiksha Abhiyan : Framework for implementation based on the right of children to free and compulsory education Act 2009*
- 10- Kumar, K. (2013). *Politics of education in colonial India*, Rout ledge
- 11- Naik, J.P. and Narullah, S. (1974). *A students' history of education in India (1800- 1973)* Macmillan
- 12- NCERT (2005). *National curriculum framework for school education*, New Delhi : NCERT
- 13- NCERT (2006). *Position paper – National focus group on gender issues in education*, New Delhi : NCERT
- 14- Saxena, N.R.S. (2010). *Principles of education*, Meerut : International Publishing House.

Paper 3 :**Learning and Teaching**

Max. Marks: 100

Course Objectives: After completion of this course, the student-teacher shall be able to -

1. Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes;
2. Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories;
3. Understand the individual differences in cognitive abilities among the learners and decide the teaching-learning strategies appropriate to the needs of the learners;
4. Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers;
5. Be acquainted with group dynamics and various roles of the teachers in teaching learning process;
6. Understand the concepts of professionalism and be encouraged to develop competencies to act as professionals;
7. Comprehend the parameters of effective teaching so as to demonstrate his/her skills at different phases of instruction;

Unit I: Process of Knowing and Learning:

- Concept and meaning of Education, Goals of Education
- Process and modes of Education
- Differentiate between information, knowledge, belief and truth.
- Learning : Meaning, nature, characteristics, principles & types
- Learning Curves : meaning, types, educational implications
- Factors affecting Learning : maturation, attention, interest, fatigue, school related factors
- Motivation : definition, types and techniques

Unit II : Approaches to Learning :

Concept, theories and educational applicability of following approaches to learning

- Behaviorist Approach : Thorndike's theory of Trial & Error; Pavlov's theory of Classical Conditioning; Skinner's theory of Operant Conditioning
- Humanistic Approach : Maslow's Humanistic Theory
- Cognitive Approach : Bruner's theory of Discovery Learning
- Constructivism : cognitive constructivism and social constructivism (concept and features), cooperative and collaborative learning).

Unit III: Differences in Individual Learners :

Intra and Inter Individual differences : meaning, dimensions and factors

Intelligence : nature, theories (Factor Theories, Gardner's theory of Multiple intelligence;

Learning Styles : concept, types and implications for learning

Personality : meaning and types, Trait theories

Freud's Psychoanalytical theory

Creativity : concept, factors and nurturing creativity

Unit IV : Classroom Dynamics and Role of teacher :

Classroom climate and group dynamics

Development of inter personal relationships, use of socio-metric techniques

Classroom management

Leadership dynamics

Teacher as a leader of group and facilitator of learning

Teacher's accountability

Unit V: Teaching as a Complex Activity:

Concept of Teaching : meaning, definition, characteristics, forms

Phases of Teaching : pre active, inter active, post active

Levels of Teaching : memory, understanding, reflective

Basic teaching skills and competencies, strategies and techniques of teaching

Professional ethics and code of conduct for teachers in formal schools

Practicum / Field Work:

- 1) Administration and Interpretation of any one psychological test - Aptitude Test / Creativity Test/ Personality Test/ Attitude Test;
- 3) Any one experiment on learning – Division of Attention, Memory, Transfer of Learning.

Suggested Readings :

- Benjafield, J.G. (1992). *Cognition*, Prentice Hall, Englewood Cliffs.
- Bigge, Morris L. (1967) *Learning Theories for Teachers* Delhi: Universal Book Stall
- Bower and Hilgard (5th ed.) (1986) *Theories of Learning* New Delhi: Prentice Hall
- Bruner, J.S. (1967) *A Study of Thinking*, New York: John Wiley
- Chand, Tara and Prakash, Ravi (1997) *Advanced Educational Psychology* New Delhi: Kanishka Publications
- Chauhan, S.S. (6th ed. Revised) (1998) *Advanced Educational Psychology* New Delhi: Vikas Publishing House
- Dandekar, W.N. (1998) *Psychological Foundations of Education* Delhi: Macmillan India
- Gardner, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*, Basic Books, New York.
- Gardner, H. (1999) *The disciplined mind: What all students should understand*. New York: Simon & Schuster
- Goleman, Daniel (1999) *Working with Emotional Intelligence* London: Bloomsbury
- Hurlock, Elizabeth (1976) *Personality Development* New Delhi: Tata McGraw Hill Pub
- Kundu, C.L. and Tutoo, D.N. (2000) *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.,
- Kuppuswamy, B. (1998) *Advanced Educational Psychology* New Delhi Sterling Publishers
- Mangal, S.K. (1998) - *Advanced Educational Psychology*, Prentice hall of India, New Delhi. New York.
- Vygotsky, L.S. (1978) *Mind in Society*, Harvard University Press: Cambridge.
- Woolfolk, Anitha E (7th ed) (1998) *Educational Psychology* Boston: Allyn and Bacon.
- Basics in Education-Textbook for B.Ed course, NCERT-2014

- First and Second Language : Meaning, Importance, Objectives and methods of acquiring it.
- Role of mother tongue : Its nature and importance and three language formula.
- Importance of language laboratory in schools.
- Qualities of a good language teacher.

Unit -IV : Language and Society :

- Relationship between language and society : identity, power and discrimination
- Types of speech communities: Meaning, Lingua-France, Diglossia, Bilingualism, Minority Languages, Language Split, Language Maintenance, Language preservation, Language death, Language revival.
- Multilingualism: differential status of Indian classroom language, dialects vs standard language.
- Creating sensitivity to the language diversity in the classrooms.

Unit -V : Language Development :

- Importance of Teacher Language
- Criteria of good teacher language
- Vocabulary : Significance and methods
Spelling : Objectives, Significance and methods
- Speech : Basic Components, aims
Pronunciation : Aims, Causes and methods
- Speech defects : Lipping, slurring, stuttering and stammering and role of teacher in their resolution.
- Psychological basis of language : Theories of language development and their implications in teaching.
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Unit -VI : Classroom Discourse :

- Classroom discourse : meaning, nature, Role of teacher in classroom discourse.
- Strategies for using oral language: Discussion and questioning as tools for learning, debates, seminars.
- Defective form of questions.

Unit -VII : Classroom as Language Laboratory :

- Reading : Objectives, characteristics, methods, types, significance and importance.
- Reading strategies for children :Note taking, summarizing making reading-writing connections.
- Writing: Objectives, characteristics, Significance, Strategies and writing scripts.

Unit -VIII : Language Policies

- Language Policies related to school education and secondary education.
- Recommendation of various commissions on language : Kothari commission 1964-66, National Educational Policy 1986 and Knowledge Commission.
- Three language formula.

Practicum/Assignment : Any one of the following :

- i. Identification of speech defects of primary level students and making a remedial strategy for its resolution
- ii. Organization of activity based game to motivate students for creative questioning
- iii. Critical analysis of any book written for children

References :

- 1- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K.Heugh, A.Seigruhn & P.Pluddemann (Eds.) *Multilingual education for South Africa*, Heinemann Educational Books
- 2- Eller, R.G. (1989). Johnny can't talk, either : The perpetuation of deficit theory in classrooms, - *The Reading Teacher*, 670-674
- 3- Sinha, S. (2000). Acquiring literacy in schools. *Seminar*, 38-42
- 4- Thwaite, A. and Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy*, 32(1), 38
- 5- Anderson, R.C. (1984). Role of reader's schema in comprehension, learning and memory. In R.C. Anderson *et al. (eds) Learning to read in American schools : Basal readers and content texts*. Psychology Press
- 6- Grellet, F. (1981). *Developing reading skills : A practical guide to reading comprehension exercises*. Cambridge University Press
- 7- NCERT (2006). Position paper: National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.

Paper – 5 : Understanding Disciplines and Subjects Max. Marks : 100
Paper Code : B.Ed. 105

Objectives : After Completion of Course the student teacher will be able to:

1. Understand the nature and role of disciplinary knowledge in the school curriculum.
2. Conceptualize the paradigm shifts in the nature of disciplines.
3. Know the history of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
4. Critically evaluate the knowledge from a broad range of disciplines.
5. Reflect on NCF 2005 & NCFTE-2009

Unit I : Disciplinary Knowledge :

- Meaning, definition and nature of discipline. Role of disciplinary knowledge in overall scheme of school curriculum.
- Interdisciplinary nature of subjects
- Paradigm shift in the nature of discipline.

Unit II : Syllabus and Content in Disciplinary Areas :

- Meaning, definition and nature of Syllabus in different disciplinary areas.
- Selection criteria of contents in the syllabus, Sequencing and transformation of the contents in the syllabus for construction of learners own knowledge through it.

- Criteria of inclusion and exclusion of subject area from the school curriculum.

Unit III : Notion of the Disciplinary Doctrine :

- Concept of disciplinary knowledge and subjects.
- School subject as the tool of social reconstruction and national development.

Unit IV : Advancement of Knowledge and Sea Changes in Disciplinary Areas :

- In respect of Social Science, Science, Math and Language.

Unit V: Designing of curriculum

- Differentiate between curriculum and syllabus.
- Designing of curriculum
- Need and importance of curriculum
- NCF-2005 & NCFTE-2009

Unit VI : Designing of Text book and Subject :

- Designing of text book,
- Criteria of selection of good text books, magazine and journals,
- Importance of practical, community and intuitive of tacit knowledge in the design of school subject.

Practicum/ Field Work (any one from the following) :

- Conduct seminar on scheme of school curriculum.
- Conduct a play on advances of knowledge in teaching/education from the ancient period, to 21st century.
- Criticism of the syllabus of any one subject of secondary level in respect to the ideal principles of syllabus designing.
- Evaluation of textbooks of any class and subject.
- Debate on criteria of inclusion of subject area in school curriculum.

Reference Books :

- Naik, J.P., & Nurullah, S. (1974). A students' history of education in India (1800-1973). Macmillan
- NCERT. (2005). National curriculum framework. NCERT.
- Apple, M.W. (2008). Can schooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3), 239–261.

Apple, M.W., Au, W., & Gandin, L.A. (2011). The Routledge international handbook of critical education. Taylor & Francis.

Apple, M.W., & Beane, J.A. (2006). Democratic schools: Lessons in powerful education.

Eklavya. Retrieved from <http://www.arvindguptatoys.com/>

Armstrong, M. (1980). The practice of art and the growth of understanding. In *Closely observed children: The diary of a primary classroom* (pp. 131–170). Writers & Readers

Paper: 6

Gender, School and Society

Max. Marks –100

Course Outline

Unit I: Gender Issues :

- Concepts and terms and relate them with their context in understanding the power relations to gender, sex, sexuality, patriarchy, masculinity and feminism
- Gendered roles in society - family, caste, Class, religion, culture, the media and popular culture (films, advertisements, songs etc.).
- Gender and Socialization.

Unit II: Gender Studies : Paradigm Shifts :

- Historical backdrop : some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education
- Contemporary period: recommendations of policy initiatives, commission and committees, schemes, programmes and plans.

Unit III: Gender, Power and Education :

- Gender identities and socialization practices in : Family, School and other formal and informal organization
- Schooling of girls: Inequalities and resistances (issues of access, retention and exclusion), Overview of girl education in India with special reference to U.K.

- Beti padao, beti bachao.

Unit IV: Gender Issues in Curriculum :

- Gender, culture and institution : Intersection of class, caste, religion and region
- Construction of gender in curriculum framework since independence : An analysis
- Empowerment of Women: Strategies and Issues
- Teacher as an agent of change and Life skills Trainer

Unit V: Gender, Sexual Harassment and Abuse :

- Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions
- Agencies perpetuating violence : Family, school, work place and media (print and electronic)
- Institutions redressing sexual harassment and abuse.

Unit VI: Gender and School:

- Equity and Equality: meaning. Schooling of girls: Inequalities and resistances (issues of access, retention and exclusion).
- Role of Education, schools and peers in gender equalities.
- Role of curriculum and textbooks in gender equalities.
- Teacher as an agent of change in gender Equalities.

Practicum/Field work (any two of the following) :

- i. Analysis of textual materials from the perspective of gender bias and stereotype
- ii. Preparation of project on critical analysis of recommendation of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have helped in encouraging grassroot mobilisation of women, such as Mahila Samakhya programmes
- iii. Preparation of indicators on participation of boys and girls in heterogeneous schools – Public and private-aided and managed by religious organizations and prepare a report
- iv. Case study on how students perceive role models in their own lives.
- v. A comparative study of the daily routine of a girl and boy from the same family.

References :

- 1- Deng, Z (2013) : School subjects and academic disciplines In A. Luke, A Woods & Wev (Eds), Curriculum syllabus design and equity : A premier and model. Routledge

- 2- G.O.I. (1966) : Report of the education commission : Education and national development. New Delhi : Ministry of Education
- 3- G.O.I. (1986) : National Policy of Education, G.O.I.
- 4- G.O.I. (1992, 1998) : National Policy on Education, 1986 (As modified in 1992), Retrieved from [http:mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-MOD92, pdf](http:mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-MOD92.pdf)
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- 6- Nirantar. (2010) : Textbook regimes : A feminist critique of nation and identity. New Delhi
- 7- A. banon, Robert. (2010) : Social psychology, Pearson education, New Delhi
- 8- Goswami, Acharya Balchand. (2003) : Vyakti, parivar and sex, Jaina prakashan, Jaipur
- 9- Mathur Savitri. (2008) : Sociological foundation of education, Kavita Prakashan, Jaipur
- 10- Sidhu, Ramindra, (2009) : Sociology of education, Shri Sai Printographers, New Delhi
- 11- Mudgal, S.D. (2007) : Social work education today and tomorrow, Book Enclave, Jaipur
- 12- Nath Pramanik Rathindra, (2006) : Gender inequality and women"s empowerment, Abhijeet Publication, Delhi
- 13- Malik, C.D. (2008) : Social and political thought Dr. B.R. Ambedkar, Arise Publishers and Distributers, New Delhi
14. पाण्डेय, आर०एस०. (2012) उदीयमान भारतीय समाज मे ं शिक्षक, विनोद पुस्तक मन्दिर, आगरा
15. रुहेला, एस०पी०. (1992) भारतीय शिक्षा का समाजशास्त्र, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
16. रुहेला, एस०पी०. (2011) शिक्षा के दार्शनिक तथा समाजशास्त्रीय आधार, अग्रवाल पब्लिकेशन, आगरा।

EPC-1: Reading and Reflecting on Texts
Paper Code : B.Ed. 107

Max. Marks : 50

Course Objectives :

1. Students will be able to develop their capacities as readers, writers and thinkers when they learn reading and writing together.
2. Students will be able to analyze various text structures.
3. Reading-Writing activities will motivate students to read-write and respond to a variety of texts.
4. Students will be able to develop various practical skills and capabilities as understanding, thinking, retention, analyzing and summarizing.

Unit I-Activities Related to Reading of Text :

- 1- Teacher Educator will give a topic (related to empirical, conceptual and historic work, policy document) for reading. After reading, pupil teachers will discuss their view in group on the given topic of reading.
- 2- Teacher educator will examine/observe the handling with the diverse texts of the students and remedial suggestions will be given.

Unit II-Activities Related to Skills and Strategies :

- 1- Teacher educator will demonstrate essential skills (model reading, drill, pronunciation, silent reading etc.) of reading and writing.
- 2- Narrative texts, expository texts from diverse sources, autobiographical narratives and field studies etc. could also include addressing various reading skills and strategies.
- 3- Teacher educator will set goal for learning, monitoring, comprehension and self reflection.

Unit III-Activities Related to Assignment :

Students will read, summarize and describe empirical, conceptual and historical work, policy documents and studies about school etc. and submit reading- reflection in the form of written assignment.

Unit IV-Activities Related to Observation and Discussion :

- 1- Pupil teachers will observe the activities of peer group.
- 2- Teacher educators will motivate pupil teachers to think and critically analyze activities of self and group during reading, discussion and writing.

Unit V-Activities Related to Evaluation and Reflection :

- 1- Students will develop reflections from experience and observation.
 - 2- Teacher educator will evaluate reflections.
- Following class room activities will be helpful for students within three steps -
1. Write before you read
 2. Write-while-you-read
 3. Write-after-you-read

Activity I: Relating an Experience :

Students will write about something they have experienced (historical, policy perspectives, teaching and learning etc.)

Activity II: Predicting :

Students will preview the text put text aside and write down what they think about the text. Teacher educator will help students to compare and discuss predictions in the classroom.

Activity III: Split-Page Notes :

Students will read the texts; highlight their selections of text; divide a piece of paper into two columns and write the main ideas they found in the text on the left side of the paper and the details on the right side. Compare, revise and clarify the selected text within small groups.

Activity IV: Plus-Minus-Interesting :

Students will draw a table with three columns and to label the columns *plus*, *minus* and *Interesting*. After reading text, students will write it into one of the three columns. What they see as being positive , write in the *Plus* column; write negative points in the *Minus* column; and interesting points in the last column marked *Interesting*. Activity will be followed by group discussion

Activity V: Retelling :

Students will review the text; select key words; recall; retell and reconstruct through oral and written presentation

References :

1. *Reflecting on Literacy in Education*, Peter Hannon, Routledge Publication
2. *Reflective Practices: Writing and professional development*. Gillie Bolten. Sage Publication
3. *Write to be Read Teacher's manual: Reading, Reflection and Writing*. Williams R.Smalzer. Cambridge University Press.
4. *Literacy and Learning: Reflection on Writing, Reading, and Society*. Deborah Brandt. Wiley Publishers.
5. *Fostering Reflection and Providing Feedback: Helping Others Learn from*. By Jane West berg PhD, Hilliard Jason MD, Springer Publications
6. *Research and Reflection: Teacher Take Action for Literacy Development*, Andrea Izzo. Information age Publication
7. *Reading to Learn in the Content Areas*, Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage learning.

Course EPC 2: Critical Understanding of ICT Max. Marks: 50
Paper Code : B.Ed. 108

Objectives:

1. To develop an understanding of the concept of ICT in Education.
2. To develop an understanding of the importance and need of communication through ICT.
3. To develop an understanding of the psychological bases of using various support media required for ICT.
4. To provide much hands on experience with computers.
5. To familiarize student-teachers with contemporary teaching- learning techniques.
6. To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Course Content:

Unit I : ICT in Education :

Concept, meaning, nature and importance of ICT in Education, Need and Scope of ICT

in education, advantages and limitations of ICT in education, challenges in integrating

ICT in school education, difference between Educational technology, Communication technology and information technology.

Unit II : Psychological Bases of Using ICT :

Dale's cone of experience, Multisensory instruction. Multisensory instructional approach

and constructivist approach.

Unit III : Introduction to Computers :

Meaning, characteristics and functioning of a computer through block diagram,

Hardware: Input, output and storage devices, Software: concept and types, computer

memory: concept and types, viruses and its management

.

Unit IV : ICT Supported Teaching / Learning Strategies :

Technology aided learning Programmed instruction, computer assisted instruction, computer managed instruction, project based learning, collaborative learning, cooperative learning.

Unit V : E-learning and Web Based Learning :

E-learning: Concept and nature, web based learning, virtual classroom, Blended learning,

webinars, EDUSAT, critical issues in internet usage – authenticity of information, plagiarism, downsides of social networking group,

Practicum/Assignment (Any one) :

1. Comparative analysis of traditional teaching/learning and ICT mediated teaching/learning.

2. Prepare a report of Effective teaching learning process with ICT.
3. Comparison of various ICT supported teaching learning strategies
4. Report on web based learning environments.

References:

1. Aggarwal J.C., 1995, *Essentials of Educational Technology – Learning Innovations*, Vikas Publications, New Delhi.
2. Grant Wiggins, Jay McTighe (2005) *Understanding by Design, 2nd Edition, Association for Supervision and Curriculum Development*
3. Intel ® Teach to the future Pre – Service Curriculum Manual, Edition 2.0 (with Companion CD),
4. Kumar, K.L., 2000, *Educational Technology*, New Age International (P) Ltd. Publishers, New Delhi.
5. Sampath, K, et al, 1998, *Introduction to Educational Technology*, (4th Edition) Sterling Publishers, New Delhi.
6. Underwood, Jean D.M., and Geoffrey Underwood, 1990, *Computers and Learning – Helping Children Acquire Thinking Skills*, Basil Blackwell, Oxford.

Syllabus B.Ed. (Bachelor of Education) IIInd Year Course



IInd Year Course

(ii) Second Year (Theory Papers)

Paper	Course Code	Total	Internal (Formative)	External (Summative)	Credit
Paper- 7 Pedagogy of School Subject - A	B.Ed. 201 A	100	30	70	4
Paper- 7 Pedagogy of School Subject – B	B.Ed. 201 B	100	30	70	4
Paper-8 Knowledge and curriculum	B.Ed. 202	100	30	70	4

Paper-9 Assessment for learning	B.Ed. 203	100	30	70	4
Paper-8 Creating an inclusive school	B.Ed. 204	100	30	70	4
Paper-11 Optional (Course) any one	B.Ed. 205	100	30	70	4
i. Environmental Education					
ii. Peace Education					
iii. Guidance & counseling					
iv. Health Education & Yoga					
v. Special Education					
EPC-3 Understanding The self	B.Ed. 206	50	50	NIL	2
EPC-4 Drama and Art in Education	B.Ed. 207	50	50	NIL	2
School Internship		300	150	150	6
Total		1000	430	570	34

Paper-7 : Teaching of Physical Science Max. Marks –100
Paper Code: B.Ed. 201/A/B

Objectives : After Completion of Course the student teacher will be able to:

1. Develop insight on the meaning and nature of Science
2. Make them enable in developing lesson planning skills in the contents of Science with respect to its branches
3. Understand the process of different models of teaching
4. Determining aims and objectives in the contents area of Science
5. Familiarize with the curriculum organization in science subject

6. Formulate meaningful enquiry episodes, problem-solving situation, investigatory learning project based on upper primary and secondary school.

Unit I : Nature of Science :

- Science as a domain of enquiry, Science as an interdisciplinary area of learning. Facts, concepts, principles, law and theories – their characteristics in content of Science. Contribution of Eminent Scientist; Isaac Newton, Dalton, Albert Einstein, Graham bell, J.C. Bose, C.V. Raman, Vikram Sarabhai, H.J. Bhabha, AP.J.Abdul Kalam.

Unit II: Aims and objectives in teaching of Science :

- Aims and objectives of Science teaching at upper primary and secondary level school. General objectives, specific objectives, classification of learning objective; cognitive, affective and psychomotor. Writing objectives in behavioural terms in content areas of Science.

Unit III: Curriculum Organization:

- Organizational structure of curriculum, types of curriculum, principles of Science curriculum, curriculum objectives, Trends in Science curriculum. Justification for including Science as a subject of study in school curriculum.

Unit IV: Lesson Planning:

- Meaning and need of lesson planning, characteristics of good lesson plan, types of lesson plan, approaches in lesson planning; Herbart and RCEM. Design of lesson plan in the content area of Science, simulation and micro-teaching skills.

Unit V: Teaching Models and Strategies :

- Meaning and definition of teaching models, fundamental elements of teaching models, types of teaching models; behavior modification and constructivist. Microteaching simulated teaching, team teaching, PLA technique, project based learning, cooperative learning, Application of ICT in the Science Classroom

Practicum (any one of the following) :

- Assignment on writing objective in behavioural terms in the content area of Science at upper primary level and secondary level
- Report on the contribution of an Eminent Scientist
Assignment on facts, principles, law and theories – their characteristics in the content of Science (citing example of each)
- Prepare two micro teaching lessons on the content areas of Science.

References :

- Kulshrestha, S.P. : Teaching of Physical Science, R.Lal Book Depot, Meerut
 Sood, J.K. : Teaching of Physical Science, Agarwal Publication, Agra
 Pandey, Shashi Kiran : Science teaching, Vani Prakashan, New Delhi
 Rawat, D.C. : Teaching of Science, Vinod Pustak, Agra
 Das, R.C. : Science teaching in schools, Sterling Publication, New Delhi
 Bennett, Jeffrey : on teaching Science (print/e-book) Big Kid Science Publication
 Singh, R. : Teaching methods in schools, Commonwealth Publication, Delhi.
 Norman Herr : The source book for teaching Science (e-book/print) Wiley Publication
 Pathak, R.P. : Teaching skills, Pearson Publication, New Delhi
 Yadav, M.S. : Objective Science, Anmol Publication, New Delhi
 Siddiqui, N.N. & Siddiqui, M.N. : Teaching of Science, Doaba House, New Delhi
 Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi
 Chandra, T. : Principles of teaching, Anmol Publication, New Delhi
 Bloom, B.S. : Taxonomy of educational objectives, Mckay Co. New Delhi.

Paper 7 : Teaching of Biological Science
Paper Code: B.Ed. 201/A/B

Max. Marks: 100

Objectives of the Course:

After Completion of Course the student teacher will be able to:

1. Develop insight on the meaning and nature of biological science for determining aims
and strategies of teaching-learning;
2. Appreciate that science is a dynamic and expanding body of knowledge;

3. Appreciate the fact that every child possesses curiosity about his/her natural surroundings;
4. Identify and relate everyday experiences with learning biological science
5. Appreciate various approaches of teaching-learning of biological science
6. Explore the process skill in science and role of laboratory in teaching-learning
7. Use effectively different activities/experiments/demonstrations/ laboratory experiences for teaching-learning of biological science;
8. Develop process-oriented objectives based on the content themes/units

Unit I : Nature and Scope of Biological Science :

- Science as a domain of enquiry, History of biological science;
- Origin of life and evolution, biodiversity, observations and experiments in biological sciences; Interdisciplinary linkages, biological sciences and society.

Unit II : Aims and Objectives of Biological Science :

- Developing scientific attitude and scientific temper; Acquire the skills to understand the methods and process that lead to exploration;
- Know the facts and principles of biology and its applications consistent with the stages of cognitive development of learners.

Unit III: Exploring Learners :

- Motivating learner to bring his/her previous knowledge in science/biology gained through classroom/environment/parents and peer group;
- Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work).

Unit IV: School Science Curriculum (Biological Science) :

- Trends in Science curriculum; Consideration in developing learner-centered curriculum in biology;
- Analysis of textbooks and biology syllabi of NCERT and States/UTs at upper

primary, secondary and higher secondary stages;

- Analysis of other print and non-print materials in the area of biological science used in various states.

Unit V: Approaches and Strategies of Learning Biological Science :

- Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge,
- Scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization; Communication in biological sciences; Problemsolving, investigatory approach, concept mapping, collaborative learning, Project based learning, experiential learning in biological science. Simulation, micro-teaching skills and lesson planning.

Assignments: (Any one of the following.)

1. Preparation of model and charts.
2. Herbarium
3. Visit to places of Biological Interest & their reporting by the student
4. Gardening
5. Improvisation, maintenance and repair of Biological Equipment.
6. Review of Biology Science Curriculum

References :

- Agarwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
- Mangal S. K.: *Teaching of science*, New Delhi: Arya Book Depot, 1992
- Yadav Seema and Singh A.K.: *Teaching of Life Science*, New Delhi: Dominant Publications
- NCERT: *Teaching of Science in Secondary Schools*. New Delhi: NCERT, 1982
- Aggarwal, D. D. (2008). *Modern Method of Teaching Biology*, Karanpaper Books. New Delhi
- Sharma, R.C. (2006). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publications.
- Yadav, M.S. (2003) *Teaching of Science*. New Delhi: Anmol Publications
- K.Yadav " *Teaching of Life Sciences*"
- Miller and Blaydes " *Methods and Materials for Teaching Biological Sciences*. 10. Mohan, . Radha (2004): *Innovative Science Teaching*, Prentice Hall of India, New Delhi

Paper 7 : Teaching of Mathematics
Paper Code: B.Ed. 201/A/B

Max. Marks – 100

Objectives: After going through this course students teacher will be able to –

- i. Understand meaning, nature and scope of mathematics
- ii. Develop an insight into aims and objectives of teaching school mathematics

- iii. Understand school mathematics curriculum
- iv. Understand approaches and strategies in teaching and learning of mathematics.

Unit I : Nature and scope of Mathematics :

Meaning and building blocks of mathematics, the nature of mathematical propositions, and its variants-converse, inverse and contra positive; proof and types of proof; Deductive history of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians. Scope of mathematics.

Unit II : Aims and Objectives of Teaching School Mathematics :

Need for establishing general objectives for teaching mathematics. Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education, writing specific objectives in various content areas in mathematics like Algebra, Geometry etc.

Unit III : School Mathematics Curriculum :

Objectives of curriculum, principles of designing curriculum, designing curriculum of different stages of schooling, main goal of mathematics education, core areas of concern in school mathematics, curricular choices at different stages of school mathematics education, construction of syllabi in various disciplines of mathematics, for example, Algebra, Geometry etc; Pedagogical analysis of various topics in mathematics at various levels of schooling –

Unit IV : Approaches and Strategies in Teaching and Learning of Mathematical Concepts :

Unit-V : Meaning and importance/purpose of a lesson plan: various approaches of lesson planning characteristics of a good lesson plan. Preparation of a lesson plan on various topic of secondary mathematics.

Unit-VI : Need and type of teaching aids. How to use material aid, characteristics of good teaching aids, importance & development of mathematics laboratory, recreational mathematics.

Unit-VII: Test-book in mathematic-importance and qualities of a good text-book in mathematics; need and organization, importance of mathematics library.

Unit-VIII : Mathematics teacher-functions and qualities of mathematics teacher.

Practicum/Assignment : Any one of the following :

- i. Preparation of a report on learning difficulties in mathematics of students at different levels
- ii. Preparation of low cost teaching aid.
- iii. Assignment on contribution of Indian mathematicians.

References :

1. Kapur, J.N.(1998). *Suggested experiments in mathematics*, New Delhi : Arya Book Depot
2. Siddiqui, M.H. (2009). *Teaching of mathematics*. New Delhi : APH Publishing Corporation
3. Sharma, C.S. and others (2003) Textbook of mathematics. New Delhi : Arya Book Depot
4. Weil, J. and Weil, M. *Models of teaching*.
- 5- सिंह, योगेश कुमार (2010). गणित शिक्षण : आधुनिक पद्धतियाँ. नई दिल्ली:ए.पी.एच. पब्लिशिंग हाउस.
- 6- मंगल, एस.के. (2005). गणित शिक्षण. नई दिल्ली : आर्य बुक डिपो
7. नेगी, जे.एस. (2007). गणित शिक्षण. आगरा: विनोद पुस्तक मंदिर
8. Copeland, R.W. (1979). *How children learn mathematics*. New York : MacMillan
9. Cooney, Thomas, J. *et al.* (1975). *Dynamics of teaching secondary school mathematics*.
Boston : Houghton Mifflin
10. Rouse Ball, W.W. (1947). *Mathematical recreation and essay*. Macmillan & Co.

Paper 7: Teaching of Home Science
Paper Code: B.Ed. 201/A/B

Max. Marks – 100

Objectives: After completing this course student teachers will be able to –

- i. Develop the understanding of the nature and scope of Home Science.
- ii. Understand the various subjects included in Home Science.
- iii. Understand aims and objectives of teaching Home Science.
- iv. Appreciate the Role of Home Science in daily life.
- v. Identify and use of various methods of teaching Home Science.

Course Outline

Unit I : Nature and Scope of Home Science :

Philosophy of Home Science, History of Home Science in India, Definition and Concept of Home Science, Role of Home Science in National development and International Integration, Scope of Home Science.

Unit II : Place of Home Science in School at Different Level :

Place of Home Science in school curriculum, Home Science at elementary level, Home Science for class 9th and 10th , Home Science for class 11th and 12th, Subjects included in Home Science.

Unit III : Aims and Objectives of Teaching Home Science :

Aims of teaching Home Science, Objectives of teaching of Home Science at upper primary level, secondary level and higher secondary level, Writing objectives in Behavioural terms, Correlation of Home Science with other subjects.

Unit IV : Home Science Curriculum :

Characteristics of learner, Principles of development of curriculum for Home Science, Important points for curriculum construction in Home Science, Status of Home Science curriculum in secondary education.

Unit V: Methods of Teaching Home Science :

Importance of Methods of Teaching Home Science, Teaching Methods : Lecture cum discussion method, Laboratory method, Demonstration method, Project method, Field trip method, Assignment method, Simulation, micro-teaching skills and lesson planning.

Practicum (any one of the following) :

- (i) Survey of Methods of Teaching Home Science used by teachers at any one level

- (ii) Review of Home Science Curriculum at Secondary and Higher Secondary Stage
- (iii) Visit to Places related to Home Science and prepare a report
- (iv) Assignment on writing objectives in behavioural terms in the content area of Home Science at secondary level.

References :

- 1- Sherry, G.P. *Grah Vigyan Shikshak*, Vinod Pustak Mandir, Agra
- 2- Sukhia, S.P. & Mehrotra, P.B. *Grah Vigyan Shikshan*, Haryana Sahitya Academy, Chandigarh.
- 3- Sharma, Shakuntala, *Grah Vigyan Shikshan*, Apollo Prakashan, Jaipur
- 4- Pathak, R.P., *Teaching Skills*, Pearson, Delhi
- 5- Yadav, Seema, *Teaching of Home Science*, Anmol Publications Pvt. Ltd., New Delhi
- 6- Sharma, B.L. & Saxena, B.M., *Teaching of Home Science*, R.Lal Book Depot, Meerut
- 7- Das, R.R. & Ray, B., *Teaching of Home Science*, Sterling Publications Pvt. Ltd., New Delhi
- 8- Bloom, B.S. *Taxonomy of Educational objectives*, Mckay Co. New York
- 9- Ryon, D.C., *Characteristics of Teachers*, Sterling Publications Co. Pvt. Ltd., Delhi
- 10- Chandra, A., *Introduction to Home Science (2nd revised edition)* Metropolitan, New Delhi
- 11- Ray, Binita, *Fundamentals of Home Science (Part I & II)*, Sterling Publications Co. Pvt. Ltd., Delhi.

Objectives: After completing this course student teachers will be able to –

1. To develop an understanding of pedagogical processes and critical issues related to the teaching-learning of social studies.
2. To help evolve a national and international perspective through comparative analysis of curricula.
3. To enable the student-teachers to become effective teachers of social studies.
4. To prepare the student-teachers for leadership roles in schools and other educational institutions.
5. Develop a critical understanding about the nature of social science and its interface with society
6. Develop the ability to organize curricular activities for promoting social science learning.

Course contents:

Unit I: Conceptualization of Social Studies:

- Concept, nature and scope of social studies, Philosophical and Theoretical basis of Social studies,
- Distinguishing between natural sciences and social sciences, major social science disciplines in schools.
- Place of social studies in school curriculum: Aims and objectives of teaching social studies at various level of education with special reference to Indian conditions.
- Need and significance of teaching social studies at secondary level of education.

Unit II: Curriculum of Social Studies :

- Curriculum its meaning and definitions
- Evolution of Social Science Curriculum in the context of independent India,
- Process of curriculum development in social science
- Critical appraisal of existing social science curriculum at secondary level of education.

Unit III: Principles, Maxims, Methods and Techniques of Teaching Social Science:

- Principles and maxims of class-room teaching of social science.
- Teaching methods : meaning, definition
- Modern and traditional Methods of teaching social science

- Techniques of teaching : meaning, definition
- Different techniques of teaching social science

Unit IV : Teaching Aids in the Teaching of Social Science :

- Importance of teaching aids,
- Different kinds of teaching aids: Traditional and modern teaching aids of teaching of social science
- Preparation of teaching aids
- Use of teaching aids in the class room situations
- Application of ICT in the Social Science Classroom.

Unit V : Lesson Planning in Social Science :

- Meaning, needs, importance of lesson planning in social science
- Different approaches of lesson planning in social science
- Preparation of lesson plan in social science, Simulation, micro-teaching skills and lesson planning.

Practicum: (any one of the following) :

- Writing objectives in behavioural terms in the content area of social Science at upper primary level and secondary level.
- Preparation of two teaching aids.
- Case study of any village or urban ward based on the social issues.
- Critical appraisal of existing social science curriculum at secondary level of education.
- Organise events on important social issues related to social harmony and national integration.

Reference Books:

1. Kochhar, S.K.: *Teaching of Social Science*, Sterling Publication, New Delhi.
2. Bunning, A.C.: *Teaching of Social Studies in Secondary Schools*, McGraw Hill Book Company, Inc., New York.
3. High, J.: *Teaching Secondary School Social Studies*, The Macmillan Company, New York.
4. Tripathi, S.: *Teaching Methods*, Radha Publications, New Delhi.

5. Chauhan, S.S.: *Innovations in Teaching Learning Process*, Vikash Publication House, New Delhi.
6. Siddiqui, M.H.: *Excellence of Teaching*, Ashish Publication House, New Delhi.

Paper 7:

**Teaching of English
Paper Code: B.Ed. 201/A/B**

Max. Marks: 100

Objectives: on completion of the course students teacher will be able to

1. Create a warm and accepting class room environment conducive to learning.
2. Understand the nature and characteristics of language and use of English language.
2. Evaluate basic language skills such as listening, speaking, reading and writing and Integrate them for communicative purpose.
4. Understand important methodologies and techniques of teaching English.
5. To develop insight into the form and use of English and to give practice in lesson planning.

Unit I :

- i. Language-Its nature and importance in human life, language and society, English language.

Unit II :

- i. Descriptive linguistic-language as discipline, structure of a language-pronemes morphemes, objective of English morphology; syntax and uses, kinds of sentences.

Unit III :

- i. Place and importance of English in India.

Unit IV :

- i. The role of mother-tongue in teaching English

Unit V :

- i. Principles of teaching English

Unit VI :

- i. Aims and objectives of teaching English at junior and senior stages.

Unit VII :

- i. Method and approaches of teaching English- Translation cum grammar method, direct method, west's new method, substitution method, Bilingual method, structural approach, situational approach.

Unit VIII

- i. Audio-Visual aids in teaching of English

Unit IX :

- i. Evaluation in English
- ii. Qualities of a good English teacher

Unit X :

- i. Lesson planning for teaching English

References:

1. Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
2. Teaching of English - A Modern Approach, Bose F.L
3. The technique of Language teaching, Bose F.L
4. Teaching of English as second Language - Allen H.B.
5. Language Testing - Labo Robert
6. The essentials of English Teaching - R.K. Jain
7. Teaching of English - G.L. Gadre
8. Structural Approach to Teaching of English - B.D. Shrivastav
9. English Language Teaching in India - Kudchedkar S.
10. Content Cum Methodology of English - Dr. C.H. Surywanshi
11. Content Cum Methodology of English - Patil and Vaze

Paper 7:

हिन्दी शिक्षण

Max. Marks – 100

Paper Code: B.Ed. 201/A/B

- उद्देश्य:** 1. भाषा और उसके विविध रूपों से छात्राध्यापक अवगत हो सकेंगे
 2. भाषायी कौशल एवं प्रकृति से छात्र परिचित हो सकेंगे
 3. मातृभाषा का महत्व, उद्देश्यों एवं पाठ्यक्रम में उसके स्थान का समझ सकेंगे
 4. हिन्दी भाषा शिक्षण की नवीन पद्धतियों का ज्ञान प्राप्त कर सकेंगे
 5. वाचन एवं लेखन शिक्षण विधियों से छात्राध्यापक परिचित हो सकेंगे
 6. मूल्यांकन की विभिन्न विधियों से अवगत हो सकेंगे

विषय की रूपरेखा :

इकाई-I : भाषा शिक्षण :

- ' भाषा सम्प्रत्य, भाषा की प्रकृति एवं भाषा के विविध रूप, भाषा का सामाजिक जीवन में महत्व
- ' भाषा प्रयोग एक कौशल, हिन्दी भाषा शिक्षण में प्रयुक्त होने वाले सूत्र और भाषा शिक्षण के मुख्य सिद्धान्त

इकाई.II: मातृभाषा की महत्ता, पाठ्यक्रम एवं उद्देश्य :

- ' मातृभाषा का अर्थ एवं परिभाषा, महत्व, विभिन्न स्तरों पर पाठ्यक्रम में मातृभाषा का स्थान
- ' शैक्षिक एवं शिक्षण उद्देश्यों में अन्तर, उद्देश्यों का विश्लेषण, पूर्व प्राथमिक, प्राथमिक, उच्च प्राथमिक एवं माध्यमिक स्तरों पर मातृभाषा शिक्षण के उद्देश्य।

इकाई.III: नवीन शिक्षण पद्धतियों और भाषा शिक्षण :

- ' मान्टेसरी पद्धति, किण्डर गार्टन, डाल्टन योजना, प्रोजेक्ट पद्धति एवं खेलविधि
- ' भाषा प्रयोगशाला का उद्देश्य, आवश्यकता एवं भाषा शिक्षण में प्रयोगशाला का महत्व।

इकाई.IV: वाचन एवं लेखन शिक्षण :

- ' वाचन का महत्व, उद्देश्य, सुन्दर वाचन की विशेषतायें, वाचन के प्रकार, वाचन शिक्षण की विधियां एवं सुन्दर वाचन हेतु अहम सुझाव
- ' लेखन का अर्थ, लेखन शिक्षण के उद्देश्य, लेखन शिक्षण की विधियां।
- ' सूक्ष्म शिक्षण, पाठ्ययोजना एवं

इकाई.V: भाषा शिक्षण में मूल्यांकन :

- ' भाषा शिक्षण में मूल्यांकन की विभिन्न विधियां, हिन्दी शिक्षण में मूल्यांकन की

उपयोगिता

' वर्तमान परीक्षा प्रणाली का मूल्यांकन, वस्तुनिष्ठ एवं निबन्धात्मक परीक्षाओं के गुण और दोष।

प्रैक्टिकम : दत्त कार्य (कोई एक) :

1. कक्षा-6 से कक्षा-8 तक के बच्चों की भाषा का अवलोकन करते हुए हिन्दी के विविध रूपों पर एक रिपोर्ट तैयार करना
2. यू. के. बोर्ड एवं सी.बी.एस.ई. के छात्रों में हिन्दी भाषा की स्थिति का तुलनात्मक विश्लेषण करना
3. वाचन शिक्षण को प्रभावी बनाने के लिए विभिन्न विधियाँ एवं अपने अहम् सुझावों की सूची तैयार कीजिये
4. वर्तमान परीक्षा प्रणाली का अवलोकन कर उसके गुण एवं दोषों पर अपनी एक रिपोर्ट तैयार कीजिये।

सन्दर्भ सूची :

1. Sharma, P.P. & Gupta, M. (2007): *Hindi Teaching*, Sahityagar Prakashak, Jaipur.
2. Lal, R.B. (2003) : *Hindi Teaching*, Rastogi Publication, Meerut
3. Pandey, R.S. (2013-14) : *Hindi Teaching*, Agrawal Publication, Agra
4. Kumar, Y. (2004) : *Modern Hindi Teaching*, A.P.H. Publishing Corporation, New Delhi
5. Singh, A.K. (2007) : *Hindi Teaching*, Apolo Prakashan, Jaipur
6. Singh, S. (2004) : *Hindi Teaching*, International Publishing House, Meerut
7. Chaturvedi, S. (2001) : *Hindi Teaching*, R.Lal Book Depot, Meerut
8. Sharma, K. & B. (2013-14) : *Hindi Teaching*, Agrawal Publication, Agra
9. Mittal, M.L. (2012) : *Hindi Teaching*, Loyal Book Depot, Meerut
10. Chandra, J. (1996) : *Teaching of Hindi*, Modern Publisher, Meerut.

Paper 7 : Pedagogy of Language (Sanskrit) Total Marks: 100
Paper Code: B.Ed. 201/A/B

Objectives: on completion of the course students teacher will be able to

- Understand the different roles of language and the relation between literature and language;
- Understand and appreciate different genre of language and role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation
- Understand about the teaching of poetry, prose, grammar and drama;
- Identify methods, approaches and materials for teaching sanskrit at different levels;
- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- Understand the process of language assessment;
- Sensitize teacher students about emerging issues such as right to education for children, peace and environment education in context with Sanskrit language teaching.

UNIT I: Role of Language:

- Language and Society, Language and Gender; Language and Identity; Language And Power. Language in School, Centrality of Language in Learning; difference between language as a school subject and language as a means of learning and communication; multilingual classrooms. Position of languages in India
- Constitutional Provisions And Policies of Language Education (Articles 343-351, 350A); Kothari commission(1964-66); NPE-1986; POA-1992; National Curriculum Framework- 2005(Language Education); Position Of Sanskrit.

UNIT II: Aims And Objectives Of Sanskrit Language Teaching

- Aims and objectives of sanskrit teaching at different levels (primary, secondary and higher secondary levels),quality of sanskrit teaching: pre-class, in-class and after -class

- Curriculum and sanskrit language: place of sanskrit at different levels of school education (primary, upper primary, secondary and higher secondary levels), place of sanskrit in three language formula and its objectives, place of sanskrit at sanskrit *pathshalas*, Sanskrit commission and curriculum, sanskrit curriculum and textbooks at school level

UNIT III: Acquisition of Language Skills:

- Listening and speaking: sub skills of listening and speaking; tasks; materials and resources for developing the listening and speaking skills : storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading importance of development of reading skills; reading aloud and silent reading; extensive and intensive reading; use of dictionary, encyclopedia, etc.
- Writing: stages of writing; process of writing; formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; reference skills; higher order skills.
- Brief introduction of micro and simulated teaching and preparation of lesson plans of different forms of sanskrit literature

UNIT IV Teaching Of Different Forms of Sanskrit Literature

- Teaching Of Prose, Poetry, Pronunciation, Grammar, Fables, Drama
- Lesson Plan – Nature, Objectives need & types
- Lesson Plan Of Prose, Poetry, Drama, Story, and Grammar
- Simulation, Microteaching and Lesson Planning.

UNIT V- Assessment – Its Role and Importance

- Understanding The Relationship Between Curriculum, Syllabus And Textbook;
- Progress And Assessment Of Development Of Language; Continuous And Comprehensive Evaluation; Techniques Of Evaluation– Oral, Written, Portfolio; Self-Evaluation; Peer Evaluation; Group Evaluation. Preparation of objective test
- Feedback To Students, Parents And Teachers.

Practicum: (any two of the following) :

- Prepare a report on the challenges faced by the teachers and the learners in the teaching learning process
- Prepare Activities For Listening, Speaking, Reading And Writing. (5 Each)

- Collect Ten Examples Of Grammar In Context From Sanskrit Textbooks Of Classes VI
- To VIII And Have A Group Discussion.
- Keeping In View The Needs Of The Children With Special Needs, Prepare Two Activities For Sanskrit Teachers.

References

- 1. संस्कृत शिक्षण डॉ० एम० डी० सिंह
- 2. संस्कृत शिक्षण विधियाँ डॉ० आर० एस० पाण्डेय
- 3. संस्कृत शिक्षण विधियाँ डॉ० रघुनाथ सफाया
- 4. जम्बीपदह विदोतपज. ।चजम – क्वदहतम

Paper 7(a): Teaching of Commerce Marks: 100
Paper Code: B.Ed. 201/A/B

Objectives: on completion of the course students teacher will be able to

- Develop an understanding of pedagogical processes concerning teaching of commerce.
- Help evolve an overall perspective through analysis of curricula.
- Enable the teacher-trainee for effective teaching of commerce at secondary level.
- Inculcate desirable values and attitudes among teacher-trainees.

Course Content:

Unit 1: Conceptual Framework of Commerce

- Meaning, nature and scope of Commerce.
- Need and significance of teaching commerce at secondary level.
- History of commerce education in India.
- Aims and objectives of teaching commerce at secondary level.

Unit 2: Commerce Curriculum

- Need and objectives of curriculum development in commerce.
- Principles and process of curriculum development.
- Critical appraisal of existing commerce curriculum at secondary level of education.

Unit 3: Approaches for Teaching of Commerce

- Maxims and strategies of teaching
- Methods of teaching commerce: Traditional and modern methods.
- Techniques of teaching commerce

Unit 4: Teaching Learning Resources in Teaching of Commerce

- Teaching Aids: Need, types and utility of teaching aids in teaching of commerce.
- Preparation of teaching aids and their use in classroom situations.
- Various learning resources available for teachers and learners: Magazines, Journals, Newspapers, Reports, Policy documents, Internet, etc.
- Text–book: Need and importance; Criterion of selection of good text-book.

Unit 5: Planning for Classroom Teaching

- Meaning, nature and significance of lesson planning.
- Different approaches of lesson planning for teaching of commerce.
- Preparation of lesson plans for different type of content of commerce: Accountancy, business studies, etc.

Practicum (any one of the following):

- Preparation of evaluative report on commerce curriculum at secondary level of any Board of education.
- Preparation of one teaching aid.
- Preparation of one unit plan.

Reference Books:

1. Singh, R.P. & Singh, and P.: *Vanijya Shikshan*, Agra: Vinod Pustak Mandir.
2. Tripathi, S.: *Teaching Methods*, New Delhi: Radha Publications.
3. Chauhan, S.S.: *Innovations in Teaching Learning Process*, New Delhi: Vikas Publication House.
4. Siddiqui, M.H.: *Excellence of Teaching*, Asia Publication House, New Delhi
5. Rao, S.: *Teaching of Commerce*, New Delhi: Anmol Publications.
- 6 Tyagi, G.D.: *Vanijya Shikshan*, Agra, Agarwal Publications.
7. Singh, Y.K.: *Teaching of Commerce*, New Delhi: A.P.H. Publishing House

Paper 8 : Knowledge and Curriculum Max. Marks –100
Paper Code: B.Ed. 202

Course Objective:- to enable student teacher to:

- i. Understand the epistemological and sociological bases of education.
- ii. Differentiate between different epistemological terms.
- iii. Comprehend modern child centered education.
- iv. Focus on the historical changes introduced by industrialization and democracy.
- v. Conceptualize nationalism, universalism and secularism in relation to education.
- vi. Conceptualize meaning and perspectives of curriculum.
- vii. Comprehend bases and process of curriculum development.
- viii. Develop skills to critically analyse various samples of text books and curriculum evaluation.
- ix. Understand relationship between power, ideology and curriculum.

Course outline

Unit I : Knowledge Generation and Child-centred Education :

- Knowledge meaning and facets
- Process of knowing, Different ways of knowing
- Organization of knowledge in schools
- Forms of knowledge: Concrete and abstract, local and universal, theoretical and practical
- School and out of school
- Teacher autonomy and accountability
- Learner autonomy
- Concept of child centered education : Activity, discovery, dialogue with reference to Rousseau, Dewey, Tagore, Gandhi,

Unit II : Sociological Bases of Education :

- Social bases of education in the context of society, culture and modernity with reference to historical changes by industrialization and democracy
- Values in the emerging social context
- Education in relation to modern values like equity and equality, opportunity and social justice and dignity with reference to Ambedkar. Critical multiculturalism and democratic education
- Interrelationship of nationalism, universalism and secularism with education with reference to Tagore and Krishnamurti.

Unit III : Concept of Curriculum :

- Meaning and Nature of curriculum, its need in schools, competency based curriculum
- Difference in curriculum framework, curriculum and syllabus
- Significance of core curriculum in Indian context, meaning and concerns of hidden curriculum
- Translation of syllabus into textbooks
- Curriculum visualization at national, state, school and class level.

Unit IV : Curriculum Determinants and Curriculum Development :

- Broad determinants of curriculum making (at the national and state level) : priorities, socio-political-cultural-geographical-economic diversities, international contexts
- Considerations in curriculum development : (at the school level) – structure of disciplines, socio cultural context of students (multicultural and multilingual) learner characteristics, relevance and teachers' experiences, specificity of educational objectives, issues like gender differences and inclusiveness.
- Process of curriculum making, formulating aims and objectives, criteria for selecting knowledge, organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects, selecting and organizing learning situations.

Unit V : Curriculum and Textbooks Evaluation :

- Understanding the relationship between curriculum, syllabus and textbooks.
- Criteria of development of learning resources.
- Analysis of textbooks, children's literature, and teacher's handbooks etc.

- Criteria and process of curriculum evaluation.
- Salient features of NCF 2005 and NCFTE 2010, analysis of these documents w.r.t. aspects like foundations, concerns and changes made with important considerations.

Practicum/Field work : Any two of the following :

- (i) Critical evaluation of textbooks at secondary level of the subject concerned of student teacher
- (ii) Study and analyze a competency based curriculum (minimum level of learning)
- (iii) Preparation of list of social issues in the nearby area of the school and its representation in school curriculum
- (iv) Organization of debate related to different issues of curriculum.

References :

- 1- Dewey, J. (2004). *Democracy and Education*, Couries Daver Publications
- 2- Freire, P. (1998). *Pedagogy of Freedom : Ethics, democracy and civic courage*, Rowman and littlefield
- 3- Hirst, Paul H. *Knowledge and curriculum*, Routledge publication
- 4- Kelly, A.V.(2009) : *The curriculum : Theory and practice*. Sage publications
- 5- श्रीवास्तव, एस0एस0 एवं चतुर्वेदी, एम0जी0 (2010) पाठ्यचर्या और शिक्षण विधियों। जयपुर : शिक्षा प्रकाशन
6. यादव, सियाराम (2011) पाठ्यक्रम विन्यास। आगरा : अग्रवाल प्रकाशन
- 7- Letha, Ram Mohan(2009). *Curriculum, instruction and evaluation*, Agra : Agarwal Publication
- 8- Schilvest, W.H. (2012) : *Curriculum: Prospective paradigm and possibility*, Macmillan
- 9- Tyler, R.W.(1949) : *Basic principles of curriculum and instruction*
- 10- Taba, Hilda (1962) : *Curriculum Development. Theory and Practice*, Har Court, Brace and Wald, New York
- 11- Kelley, A.B. (1996) : *The curricular Theory & Practice*. Harper and Row, U.S
- 12- Basics in Education-Textbook for B.Ed course,NCERT- 2014

Paper 9 :**Assessment for Learning
Paper Code: B.Ed. 203**

Max. Marks: 100

Course Objective:- to enable student teacher to:

- Gain a critical understanding of issues in assessment and evaluation (From a constructivist paradigm);
- Become cognizant of key concepts, such as formative and summative Assessment, evaluation and measurement, test, examination;
- Be exposed to different approaches of assessment
- Become efficient the use of a wide range of assessment tools
- Familiarize comprehensive and dynamic assessment procedures

Unit I : Concepts, meaning and overview of assessment & evaluation :

Concepts and meaning of assessment, examination, Testing, Measurement and Evaluation, Need and importance of Assessment, Perspective on assessment and evaluation of learning in a constructivist paradigm, critical review of current evaluation practices and their assumptions about learning and development, commercialization of assessment

Unit II : Approaches to assessment :

Formative, summative, grading, continuous and comprehensive evaluation. Realistic, comprehensive and dynamic assessment procedures, Kinds of tasks; projects, assignments, performances. Observation of learning processes by self, by peers, by teacher. Self-assessment and peer –assessment, constructing portfolios,

Unit III : Feedback role in assessment & furthering learning :

Feedback as an essential component of formative assessment, Use of assessment for feedback; For taking pedagogic decisions, Types of teacher feedback (written comments, oral); Peer feedback, Place of marks, grades and qualitative descriptions, Using assessment feedback for furthering learning. Evolving suitable criteria for assessment distribution

Unit IV : Assessment Tools :

Graphical Representation of Data, Measures of Central Tendencies, Measures of Variability and Correlation (Rank order method). Assessment tools and their characteristics, constructions of assessment tools; *achievement test, diagnostic test & its application*. Quantitative and qualitative aspects of assessment: appropriate tools for each. Procedures for measurement of non- cognitive aspects

Unit V : Examination System : Practices & Possibilities :

Impact of the prevailing examination system on student learning and stakeholders, entrance tests and their influence on students and school system. Impact of examinationdriven schooling, on school culture. On pedagogy: Content-confined, information focused testing; Memory centric teaching and testing. De-linking school-based assessment from examinations: Some possibilities and alternate practices. Examination reform efforts and directions based on various commissions, govt. policies and schemes

Practicum (any two) :

- Development of achievement test
- Preparation of annual plan for CCE at any stage in a subject
- Assignment on feedback for further learning
- Assignment on Formative & Summative assessment
- Assignment on peer –assessment

References :

- Thorndike, E.L., and E.P. Hagen (1969), Measurement and Evaluation in Psychology and Education. Johan Wiley and Sons Inc. New York
- Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280–299.

- Suzanne (1995).Assessment, Testing and Evaluation in Teacher Education (print/ebook), Ablex Publishing corporation ,USA
- Shepard, L.A. (2000). The role of assessment in a learning culture. Educational Researcher, 4–14.
- Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. Phi Delta Kappan, 324–328
- Black, Paul(2005).Assessment for Learning: putting into practice(e-book), Mc Graw-Hill
- Dweck, C. (2006). Mindset: The new psychology of success. Random House LLC.
- Sindhu,K.S(2007).New Approaches to Measurement and Evaluation, Sterling Publication
- Wiliam,Dylam(2011).Assessment for Learning: why, what and how(e-book),Institute of Education ,London
- Secolsky,Charls(2011) Handbook on Measurement and Evaluation in Higher Education(print/e-book),Routledge
- Pathak,R.P.,(2012).Measurement and Evaluation in Education .Pearson Publication New Delhi

Paper 10 : Creating an Inclusive School
Paper Code: B.Ed. 204

Max. Marks –100

Course Objective:- to enable student teacher to:

1. Understand Inclusive Education Concept and nature.
2. Develop awareness of learner towards inclusive education and its practices.
3. Enable the student to organize inclusive classroom.

Unit I: Inclusive Education concept and Nature.

- Concept and principles of Inclusion.
- Benefits of Inclusion.
- Need of Inclusive education.
- Policies and legislations for Inclusive Education and Rehabilitation.
- National legislations for Inclusive Education.
- Government Schemes and Provisions.

Unit II Competencies development for Inclusive Education.

- Theories of Inclusive Education.
- Philosophical Approaches to Inclusive Education.
- Attitude and positive behavior for Inclusion.
- Developing attitude and Competencies for Inclusion.

- Attitude (b) Self- Efficacy (c) Skill (d) Ideologies
- Social skills for Inclusion.

Unit III: Inclusive Education and its Practices.

- Inclusive Instructional design and Collaborative instruction for Inclusion.
- Differentiating Instruction-.Peer Tutoring and Peer mediated Instruction and Interventions, Co-operative learning and Co-operative teaching Arrangements,Self regulated learning, Inclusive lesson planning.
- Inclusive Instruction Strategies at school level- Remedial Help, Team Teaching, Co-Teaching, Student assistance teams, Buddy system, Circles of Friends, Parent Involvement

Unit -IV: Inclusive School

- Infrastructural facilities for an Inclusive School.
- An ideal Inclusive School.
- Role of Inclusive schools in modern times.
- 4 Inclusive classroom Management.

Unit V: Teachers Role in Inclusive Classroom

- Qualities of an Inclusive Teacher.
- Teachers role in shaping the Inclusive Classroom.
- Inclusive Teacher educators in facilitating Inclusive education.(Inclusive Teachers preparation)
- Guidance and Counseling for Inclusive Teachers, Students and Principals.
- Training Programmes for Inclusive Teachers.

Practical Work (any one):

1. Visit to a Inclusive School and prepare a report.
2. Prepare a report of recent developments done in the field of Inclusive education.
3. A study of any one N.G.O. promoting Inclusive education.
4. Critical study of Any Special teacher training college or Institutes.

References:

1. Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.

2. Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
4. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
6. Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, David Fulton Pub. ` 17) Integrated and Inclusive Education, Premavathyand Mittal, R C I, 2006.
7. Advani, Lal. and Chadha, Anupriya(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
8. Sharma, Kaushal and Mahapatra (2007). Emerging Trends in Inclusive Education' Delhi, IVY Pub.
9. Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Children in The Mainstream Schools and teacher education: Global Trends in Teacher education.

Paper-11

Optional Course (any one)
ENVIRONMENT EDUCATION
Paper Code: B.Ed. 205(i)

Total Marks: 100**Course Objective:- to enable student teacher to:**

1. To understand about the concept of environmental education.
2. To develop sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
3. To build up a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To widen reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

Course Contents**Unit I : Basic Concept and Nature of Environment**

- Meaning, scope and nature of environment. Natural and Man-made Environment.

- Ecosystem-Structure, function and components.
- Energy flow in ecosystem-food chains, food webs and ecological pyramids.
- Introduction and characteristic feature of-forest, grass land, desert and aquatic ecosystem.

Unit II : Natural Resources and Associated Problems

- Forest Resources – use and overexploitation. Deforestation-cause, effects and remedy
- Water Resources- use and overexploitation of surface and ground water. Rain water Harvesting and watershed management.
- Mineral Resources-use, exploitation and conservation, effect of mining on man & environment.
- Food Resources- world food problems-changes caused by agriculture and overgrazing, effect of modern agriculture, fertilizers, pesticides, water logging and Salinity.
- Energy Resources- growing energy need renewable and non-renewable energy sources, Conservation and alternate energy sources.

Unit III : Biodiversity and its conservation

- Meaning and values of Biodiversity, India as a Mega diversity Nation.
- Threats to Biodiversity-habitat loss, poaching of wild life, man wildlife conflicts.
Conservation of genetic diversity, an important environment priority : learning to live in harmony with nature.

Unit IV: Environment Issues and Its Preventive Measures

- Causes and effects of environmental hazard, global and local Environmental pollution and its remedies. Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution.
- Climate Change- Global Warming, Acid Rain, Ozone layer depletion, Piller Melting.
- Natural Disasters-Flood, Earthquake, Cyclone and Landslides.

Unit V : Environment Management

- Salient features of environmental awareness through education: Programmes of environmental education for secondary school children.
- Programmes of environmental education for attitude changes among the children.
- Environmental Ethics and Values.
- Environmental Acts, Rule and Regulations.
- National Efforts-Ministry of Forest and Environment, Government plans, action and policies.
- Role of school in environmental conservation and sustainable development.

Task and Assignments (any one) :

- (a) To submit a report after surveying a typically degraded local area and to suggest necessary remedial measures. The task is to cover any two types of pollution and assessing the role of the Pollution control boards in this reference.
- (b) Prepare a collage related to environment protection

References:

- आजाद, आर० के०, पर्यावरणीय अध्ययन, इंटरनेशनल पब्लिशिंग हाउस, आर लाल बुक डिपो, मेरठ, २०१०
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
 - Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
 - Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
 - Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
 - Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
 - Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.
 - Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
 - Joy, P., & Neal, P. (1994). The handbook of environmental education: London, New Fetter Lane
 - Sharma, R. G. (1986). Environmental Education. New Delhi : Metropolitan Book Co., Pvt. Ltd.,

Paper-11

Optional Course (any one)

Total Marks: 100

PEACE EDUCATION

Paper Code: B.Ed. 205(ii)

Course Objective:- to enable student teacher to:

After completing this course student teacher will be able to:-

- Comprehend the concept of peace education.
- Recognize the importance of peace education in national development.
- Know the pedagogy and evaluation for peace education.

UNIT- 1- Concept and Relevance of Peace

- Meaning and Concept of Peace Education.
- Relevance of Peace : National and International Context
- UNESCO's concern on Peace and Understanding.
- Initiatives for Peace at National and International level

Unit II –Planning, Curriculum and Approaches

- Mission and Goals of Peace Education
- Curriculum for Peace education
- Instructional Process & Methodologies
- Approaches to Peace education

UNIT- III- Understanding Peace as a Dynamic Social Reality

- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Highlights of various philosophies of peace, of Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Gijubhai Badhecha, The Dalai Lama
- Teacher's role in promoting peace

UNIT – IV- Orienting Education for Peace Building

- Rethinking authority relations from democratic perspective: Promoting dialoguing and developing capabilities for decision-making
- Understanding social justice in local context – its implications for beliefs, attitudes , and values and school / social practices and conflict resolution at all levels
- Education for enhancing cohesion in academic, personal, social and cultural matters.
- Orientation of empathetic attitude for solving academic and discipline problems.
- National and International Understanding – acquisition of relevant knowledge, attitudes, values and skills.

UNIT – V- Evaluation Of The Peace- Building Processes

- Understanding importance of skills and strategies of assessment of the peace - building process in terms of attitudes, values, skills and strategies at school level – motivation and sustenance of efforts , sharing experiences towards peace building , reviewing strategies.
- Making assessment visible through objective indicators, planning and recording change in cultural ethos.

- Developing commitment and willingness for receiving feedback, and review of strategies.

Practicum

- Visits to organizations connected with peace and intercultural harmony
- Report on Awareness of cultural characteristics of the local community around school and its linkages
- Preparation of collages from newspapers, etc. to highlight issues and challenges to peace or positive response to them

References :

1. Ingelstam, M. (1996). Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building. Stockholm: Christian Council of Sweden.
2. Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF.
3. Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N. Y. City.
4. Learning the Way of Peace: A Teacher's Guide to Peace Education ,UNESCO, New Delhi

Paper-11

Optional Course (any one)
GUIDANCE AND COUNSELING
Paper Code: B.Ed. 205(iii)

Total Marks: 100

Course Objective:- to enable student teacher to:

1. Understand the concept, need and meaning of guidance & counseling.
2. Get acquainted with the principles, issues, problems and procedure of guidance & counseling.
3. Develop understanding about the role of school in guidance.
4. Understand the various areas, tools and techniques in guidance & counseling.
- 5 To comprehend with qualities and role of a school counselor
6. Realize the importance of follow-up in counseling and the need of counseling for children with special needs.
7. Awareness of Career Information and Training

UNIT - I Guidance in School

- **Guidance in school:-**
- Meaning, concept and Need of Guidance.
- Principles of Guidance.
- Procedure of Guidance - steps.
- Role of school in Guidance.
- Areas - Personal, Educational and vocational Guidance

UNIT -II Counseling in School

- Meaning, concept and Need of counseling
- Principles of counseling
- Counseling Process
- Types: Directive, Non –directive and Eclectic counseling
- Qualities and role of a school counselor
- Lectures, Discussions & Dramatics as Techniques of Counseling

UNIT - III Tools in Guidance and Counseling

- Blanks, Cumulative Record Cards, Rating scale, Questionnaires
- Psychological Tests :- Intelligence, Aptitude, Attitude, Adjustment
- Inventories :- Interest & Personality: Concept, Importance and limitations

UNIT- IV Issues and Techniques in Guidance and Counseling

- Problems and concerns
- Counseling for parents
- Importance of follow-up in counseling
- Observation, Interview and sociometry
- Lectures, Discussion and Dramatics as techniques of counseling.

UNIT V: Career Information and Training

- Information about education and training opportunities of Primary, and Secondary levels of school.
- New trends in Guidance and counseling

Practical (any one)

1. Visit to a school and Interview of a school counselor
2. Preparation and administration of any one test and make its report. (01 student from VI-IX)
3. Case study of an adolescent's academic / social problems.

References

1. Aggrawal JC (1991): Educational & Vocational Guidance & Counseling, 7th edition, Doaba House, N. Delhi.
2. Bhatagar RP: Guidance & Counseling in Education
3. Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance & Counseling, 6th edition, Prentice Hall of India, N. Delhi.
4. Kochhar SK (1981) Guidance in Indian education, N. Delhi
5. Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, N. Delhi.
6. Nanda SK, Chadha PC: Educational & Vocational Guidance
7. Sharma RA: Fundamentals of Guidance & Counseling
8. Shrivastava: Guidance & Counseling

Paper-11

**Optional Course (any one)
HEALTH EDUCATION AND YOGA
Paper Code: B.Ed. 205(iv)**

Total Marks: 100

Course Objective:- to enable student teacher to:

After completing this course student teacher will able to:-

1. Introduce the student teacher with the concept of holistic health.
2. Enable them to understand the various dimensions and determinants of health.
3. Acquaint them to school health program and its importance.
4. Enable them to understand the need and importance of Physical Education.
5. Acquaint them to allied areas in Physical Education.

6. Make them aware of the benefits of physical fitness and activities for its development.
7. Introduce them to the philosophical bases of Yoga, types of Yoga and its importance.
8. Help them understand the procedure of health related fitness evaluation

Unit:-I Health

- Introduction, Definition and Meaning of health
- Dimensions of health & Determinants of health
- Importance of balanced diet
- School health programme and role of teacher in development of health

Unit: -II Physical Fitness

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits of Physical Fitness
- Importance of physical activities at school level
- Assessment of physical fitness

Unit:-III Philosophical bases of Health Education and Yoga

- Role of Institutions (School, Family and Sports)
- Policies and major programmes for Health Education and Yoga
- Blood Banks and role of Media.

Unit:-IV Yoga

- Introduction, Meaning and mis-concepts of Yoga
- Ashtang Yoga (8 stages of Yoga)
- Types of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya

Unit V: Meditation & Stress Management

- Meditation: Meaning, Nature & Relationship with mind.
- Importance of Meditation in school
- Stress: Meaning, Nature, Types and Factors
- Role of Meditation in Stress Management.

PRACTICAL

1. Assessment of health related physical fitness (H.R.P.F.), Body composition: Body Mass Index (B.M.I.) and Waist Hip Ratio (W.H.R.)
2. Assignment on different meditation techniques

References:

1. Dr. Ajmer Singh (2003).Essentials of physical Education. Ludhiana: Kalyani

publishers.

2. Daryl Syedentop (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
3. Dr. A.K.Uppaland Dr. G. P. Gautam (2004). Physical education and Health. Delhi: Friends publisher.
4. Dr. Sopan Kangane and Dr. Sanjeev Sonawane (2007). Physical Education (D. Ed.). Pune: Nirali publication.

Paper-11

Optional Course (any one)

Max. Marks: 100

SPECIAL EDUCATION

Paper Code: B.Ed. 205(iv)

Course Objective:- to enable student teacher to:

The students will be able to -

1. Demonstrate knowledge of different perspectives in the area of education of children with disabilities
2. Reformulate attitudes towards children with special needs
3. Identify needs of children with diversities
4. Plan need-based programmes for all children with varied abilities in the classroom

Patel Nagar, Dehradun, Uttarakhand

Approved as per (Agenda No. 2) of 2nd Academic Council Meet, dated 7th September, 2018

5. Use human and material resources in the classroom
6. Use specific strategies involving skills in teaching special needs children in Special and inclusive classrooms
7. Modify appropriate learner-friendly evaluation procedures
8. Incorporate innovative practices to respond to education of children with special needs.

Content:**Unit I : Concept of Special Education**

- Disability: Concept, Meaning & Perspectives,
- Gender and Disability
- Special Education & Inclusive Education: Concepts, meaning & Definitions,
- National & International Historical Progression

Unit II: Planning and Implementations in Special Education

- General Principles of Teaching Children with Special Needs
- Curricular Adaptation, policies and Planning,
- Preparing & Implementing IEPs & GTPs,
- Universal Design of Instruction

Unit III: Teaching of Children with Special Needs

- Teaching Children with Sensory Disabilities (VI, HI, Deaf-Blind)
- Teaching Children with Neuro-Developmental Disabilities (LD, MR (ID), ASD)
- Teaching Children with Loco-motor & Multiple Disabilities (CP, MD)
- Teaching Children with Learning Disabilities (LD)

Unit IV: Psychological aspects of Special Children

- Applied Behavioural Analysis
- Community Based Rehabilitation

Unit V: Assistive & Augmentative Communication (AAC)

- Definition and Concept of AAC
- Types – Aided & Unaided communication systems
- Alternative and Augmentative Communication (AAC) tools for those affected by conditions like spinal cord injury, ALS, autism, cerebral palsy and strokes

Practicum : (At least one of the following) :

- Teaching one child with diverse needs using appropriate strategies
- Adaptation of curriculum and methods to teach one child with diverse needs
- Visit to one institution dealing with disabled children and preparing its' report
- Preparing an IEP and a GTP

References:

- Alur, Mithu (2010). *Journey for inclusive education in the Indian sub continent*.
Routledge
- Baker, E. T., Wang, M. C. & Walberg, H. J. (1998). 'The effect of inclusion on learning', in Nutbrown, C., & Clough, P. (2006). *'Inclusion in the Early Years'*, London, Sage Publication.
- Dash, Neena (2012). *Inclusive education for children with special needs*. Atlantic Pub.
- Gearheart, B. R; Weishahn, M. W; Gearheart C. J. (1992). *The Exceptional Student in the Regular classroom* (5th Ed.) Macmika Publishing company.
- Hegarty S and Alur M (2002) *Education and Children with special needs – from Segregation to Inclusion* (Ed) Sage Publication
- Internet Source, MHRD (2005b). *'Action Plan for Inclusive Education of Students and Youth with Disabilities'*
- Jangira, N. K. (2002). *Special educational needs of students and young adults: an unfinished agenda*, in: M. Alur & S. Hegarty (Eds) *Education and students with special needs: from segregation to inclusion* New Delhi, Sage.
- Jhulka, A. (2006) "Including students and youth with disabilities in education – a guide for practioners" NCERT, New Delhi
- Kauffman, J. M. & Hallahan, D. P. (Eds): (1982). *'Handbook of Special Education'*, New York: Prentice Hall Inc.
- Lerner J. W. (1985). *Learning Disabilities*. Boston: **Houghton Mifflin**
- Luftig, L. R. (1989). *'Assessment of Learner with special needs'* Boston, Allyn & Bacon.
- Mani, M.N.G. (2000). *Inclusive Education in Indian Context*. International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission, Vivekannanda University.
- Mangal, S.K. (2007). *Educating Exceptional Students – An Introduction to Special Education*. New Delhi: Prentice hall of India Pvt. Ltd.
- Ministry of Human Resource Development (2005). *Action plan for inclusion in education of students and youth with disabilities* (New Delhi, Government of India).
- Beukelman David & Mirenda Pat : *Augmentative and Alternative Communication:*

Supporting Children and Adults with Complex Communication Needs: Paul H
Brooks Publishing

EPC-3 **Enhancing Professional Capacities** **Max. Marks: 50**
 Understanding the Self
 Paper Code: B.Ed. 206

Course Objective:- to enable student teacher to:

1. Explore various aspects of his/ her own self.
2. Understand the concept of self development and self efficacy.

3. Facilitate development of skills of self expression-oral as well as written.
4. Develop holistic and integrated concept of self through workshops.

Unit I: Understanding the Concept of Self

- Concept and meaning of self in the context of Indian /Western philosophy
- Development of self identity and self esteem
- Factors affecting self esteem
- Teacher's role in improving self esteem of students

Unit II: Self Development and Conflict Management

- Stages of self development according to Allport (proprium)
- Concept of *self*-efficacy according to Bandura
- Impact of gender and cultural identities on self development
- Conflict management techniques

Unit III: Development of skills of self –expression

- Concept and meaning of self expression
- Factors affecting self expression
- Brief input on social identity theory
- Teacher as a communicator- modes of expression

Practicum(any two):

- Workshop for Personality Development
- Workshop on improving self expression skills- oral as well as written
- Maintaining a reflective journal of practice teaching period
- Film reviews, aesthetic expressions, creativity
- Sharing of experiences where one has faced stereotyping

**EPC4: Enhancing Professional Capacities
Drama and Art in Education
Paper Code: B.Ed. 207**

Max. Marks : 50

Objectives: on completion of the course students teacher will be able to

- Develop aesthetic sensibilities and learn the use of art in teaching-learning.

- Integrate curricular and co-curricular activities for overall development of learners.
- Understand basics of different art forms and impact of art forms on the human mind.
- Enhance awareness of the rich cultural heritage, artists and artisans.
- Extend awareness, understand multiple perspectives, and realize reality through fantasy in order to cope with unpredictable unsettling experiences.
- Enhance artistic and aesthetic sensibility for responding to the beauty in different artforms, through genuine exploration, experience and free expression.
- Understand drama and art as a form of self-expression for enhancing creativity.
- Enhance skills for integrating different art-forms across school curriculum at secondary level.

Course Content (Theory) :

Unit I : Appreciation of Arts& Crafts :

Meaning and concepts of arts and crafts and their significance at secondary level of school education. Difference between „Education in Arts“ and „Arts in Education“.

- Aesthetics & principles of art appreciation.
- Importance and role of arts in deepening children“s perceptual ability, reflection and expression.
- Dimensions of Indian art & craft traditions and its relevance in education.
- Indian contemporary arts and artists:visual arts, performing arts.
- Indian festivals and their artistic significance in education.
-

Unit II : Visual Arts in Education :

- Nature and importance of visual arts in education.
- Different forms of visual presentations and their artistic features(drawings, paintings, portraits, photography, graphic designs, cartoons,illustrations,origami,clay modeling,printmaking, etc.)
- Philosophical and sociological implications of visual arts.
Criticism and evaluation of art works; understanding of art trends from the Western and Eastern viewpoints.

Unit III : Performing Arts in Education :

- Nature and importance of performing arts in education.
- History and overview of various disciplines in dance, music and theatre.
- Identification of different performing art forms and artists (dance, music, theatre, puppetry, etc.)
- Drama as critical pedagogy. Different drama forms and theatre techniques useful in education (such as hot seating).

(Practical) :**Unit IV : Experimentation with Visual Arts and Crafts :**

- Experimentation with different materials of visual art, such as pastel/poster colors, pen and ink, *Rangoli* materials, clay, photographs, cartoons, clipart, etc.
- Exploration and experimentation with different methods of visual arts like painting, printing, sketching, photography, collage making, clay modelling, origami, etc.
- Paper framing and display of art work.

Unit V: Exercise with Performing Arts :

- Listening/viewing and exploring Regional art forms of music, dance, theatre and puppetry. Viewing/listening to live and recorded performances of classical and Regional art forms; and their appraisal.
- Participation and performance in any one of the Performing Arts keeping in mind the integrated educational approach.
- Designing and management of stage-setting for a performance/presentation (properties, costume, make-up, set design, lighting etc.).

Project Work/Field Work/Assignments :

- Visit to places of art, exhibitions and cultural festivals; and preparation of a report thereof.
- Preparation of a report on local culture and art forms, interpretation of art works, movies and other media.
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various arts & craft forms;
- Textbook analysis to find scope for integrating art forms either in the text or activities/exercises;
- Documentation of the processes of any one art or craft form with the pedagogical basis (such as weaving or printing of textiles, making of musical

instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face)

- Student-teacher should prepare at least five lesson plans in their respective streams of subjects (Science/Maths/Social Sciences/Languages etc.) while integrating different art forms.

Books Suggested :

- Atkinson, D. (2002). *Art in education: Identity and practice*. Dordrecht: Kluwer Academic Publishers. ISBN: 1-4020-1084-8 (HB) 1-4020-1085-0 (PB)
- Smith, R.A. and Simpson, A. (1991). *Aesthetics and arts education*. Urbana-Champaign: University of Illinois Press. ISBN: 0-252-01752-8 (HB), 0-252-06141-1 (PB)
- Gardner, H. (1990). *Art education and human development*. Los Angeles: Getty Publications. ISBN: 978-0-89236-179-3, 978-0-252-06141-7
- Purohit, V. (1988). *Arts of transitional India: Twentieth century*, 2 Volumes. Bombay: Popular Prakashan Pvt. Ltd. ISBN: 0-86132-138-3
- Mathur, S. (2007). *India by design: Colonial history and cultural display*. London: University of California Press Ltd. ISBN: 978-0-520-23417-8 (HB), 978-0-520-25231-8 (PB)
- Chapman, L.H. (1978). *Approaches to art in education*. New York: Harcourt College Publishers. ISBN: 0155028960, 9780155028968
- Eca, T. and Mason, R. (2008). *International dialogues about visual culture, education and art*. Bristol: Intellect Books. ISBN: 978-1-84150-167-3, e-ISBN: 978-1-84150-227-4
- McCutchen, B.P. (2006). *Teaching dance as art in education*. USA: Sheridan Books
(Website: humankinetics.com). ISBN: 9780-07360-5188-0 (HB)
- Efland, A. (1990). *A history of art education: Intellectual and social currents in teaching the visual arts*. New York: Teachers College Press, Columbia University. ISBN: 0-8077-2978-7 (HB), 0-8077-2977-9 (PB)
- Thompson, C.M. (1995). *The visual arts and early childhood learning*. Reston, Virginia: National Art Education Association. ISBN: 0937652806, 9780937652800
- Lowen, S. (2005). *The performing arts in India: Development & spread across the globe*. Gurgaon: Shubhi Publications. ISBN: 81-87226-94-3, 978-81-87226-94-9
- Wade, B. C. (1983). *Performing arts in India: Essays on music, dance, and*

drama(Volume 21 of monograph series). Barkley: Center for South and Southeast Asia Studies, University of California.

Banerjee, U.K. (2006). *Indian performing arts: A mosaic* (3rd Ed.). New Delhi: Harman Publishing House. ISBN: 8186622756, 9788186622759

- Kothari, S. (2003). *New directions in Indian dance(India)*. Mumbai: Marg Publications(National Centre for the Performing Arts). ISBN: 81-85026-62-9