

مولانا آزاد نیشنل اردو یونیورسٹی  
**MAULANA AZAD NATIONAL URDU UNIVERSITY**  
*(A Central University established by an Act of Parliament in 1998)*

(Accredited "A" Grade by NAAC)



# Two Year B.Ed. Programme

## B.Ed. Syllabus - 2015

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**SCHOOL OF EDUCATION AND TRAINING**  
**Gachibowli, Hyderabad – 500 032.**

**Rules and Regulations of B.Ed. Course offered at  
Maulana Azad National Urdu University, Gachibowli, Hyderabad, Telangana.  
(Based on NCTE Regulations 2014)**

**Applicable to the Students admitted from the academic year  
2015-2016 onwards for Two year B.Ed. Degree Course in Education.**

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

**I. Eligibility for Admission**

A candidate for admission to Two year B.Ed. Course has to qualify at the B.Ed. Common Entrance Test conducted by Maulana Azad National Urdu University for the concerned academic year. The Candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

**II. General Objectives of the B. Ed. Programme**

To enable the student teacher:

1. To integrate the study of Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the School and Community.
2. To engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.
3. To develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and their implications for education.
4. To focus on aspects of social and emotional development which include self and identity, cognition, learning, etc.
5. To address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning.
6. To develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.
7. To develop among the students an understanding of the curriculum, linking school knowledge with community life.
8. To construct concepts from subject knowledge through appropriate pedagogic processes and communicate them meaningfully to the children.

9. To develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
10. To enhance the professional competencies and skills needed for becoming an effective teacher.
11. To understand, develop and use various evaluation techniques in education.
12. To make them sensitive to emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, etc.
13. To attain a sound knowledge base and proficiency in languages.
14. To develop an artistic and aesthetic sensibility among student teachers through art education.

### **III. Curriculum Transaction**

The duration of B.Ed. Course will be of Two years i.e., Four Semesters. For Each Semester the breakup of curriculum transaction is as follows:

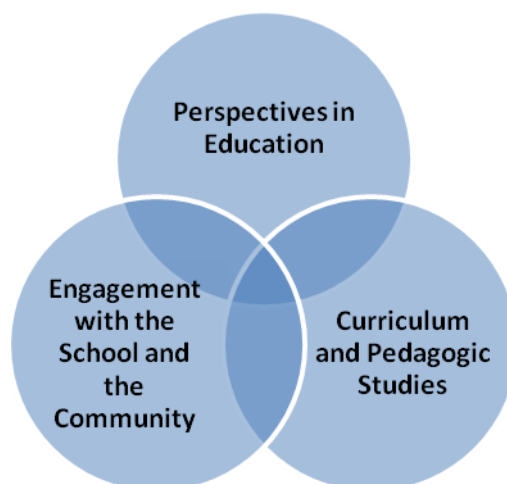
Total number of working days -100 days per Semester. (Excluding days earmarked for Admissions and Theory Examinations)

#### **Curricular Areas of the Teacher Education Programme**

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of three broad inter related curricular areas:-

- I. Perspectives in Education
- II. Curriculum and Pedagogic Studies
- III. Engagement with the School and the Community.

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.



#### **IV. The Two Year B.Ed. Program**

There are 18 courses in the B.Ed. Program, out of which 12 courses are with 4 credits and the remaining 6 courses with 2 credits. The courses with 4 credits carry 100 marks each, out of which 30 marks for internal assessment and 70 marks are earmarked for semester-end examinations conducted by the university. The courses with 2 credits carry 50 marks each, 15 marks for internal assessment and 35 marks for semester-end examinations. Thus the theory examinations in all the four semesters put together is 60 credits and 1500 marks.

Under the practicum EPC carries 10 credits and 250 marks and the School Experience program which includes Peer Teaching, Teaching Practice Phase I and II and Internship carries 50 credits and 1250 marks. Thus, the practical component in all the four semesters put together is 60 credits and 1500 marks.

#### **V. Selection of Methods of Teaching**

- Every candidate is expected to select two methods of teaching under B.Ed. programme.
- Method –I shall be based on the group subjects, the candidate has studied in Degree course (eligibility qualification). If Method-I is Urdu/English/Hindi, the second methodology subject should be offered in any subject relating to their group subjects/ subjects studied at Intermediate/+2
- Method –II also shall be based on the group subjects in the qualifying examination and will be allotted by the Department/ CTE where the candidate is admitted. In case of BCA, BBM, B.Tech. candidates, the selection of methodology subject shall be based on their Intermediate study as per MANUU-CET norms. However, candidates who have studied restructured courses may be allowed to opt the second methodology close to the subjects studied in the qualifying examination or a language.

**Note:**

- i. No candidate is allowed to select two language methods
- ii. Candidate may select one Language and one Non-language method or two Non-language methods.

## VI. Structure of the Course - Semester I

**Total credits = 26, Total marks = 650, Total hours = 512 + 4 weeks**

Course	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
BED 101	Psychology of learner and learning	100	3	48	1	32	30	70
BED 102	Philosophical Foundations of Education	100	3	48	1	32	30	70
BED 103	ICT based Teaching Learning	100	3	48	1	32	30	70
BED 104	Communicative English	50	1	16	1	32	15	35
BED 105	Pedagogy of a School subject (MOT-I)– Part I (Any one) Mathematics, Biological Sciences, Social Studies	100	3	48	1	32	30	70
BED 106	Pedagogy of a School subject (MOT-II)– Part I (Any one) Physical Sciences, Urdu, Hindi, English.	100	3	48	1	32	30	70
*EPC1	Reading and Reflecting on Texts	50	-	-	2	64	50	-
P I	Peer-teaching (4 Weeks )	50	-	-	2	(4 weeks)	50	-
	<b>Total Marks</b>	<b>650</b>	<b>16</b>	<b>256</b>	<b>10</b>	<b>256 + 4 weeks</b>	<b>265</b>	<b>385</b>

*Engagement with the field: Tasks and Assignments for Courses BED 101-106*

\*EPC – Enhancing Professional Capabilities.

### Peer Teaching (Micro Teaching)

#### Semester I - 4 Weeks - 50 Marks

- The student teacher will conduct 5 lessons in each method through peer teaching (Micro Teaching) targeting mastery of skills. Each lesson will carry 5 marks.

**5 micro lessons x 5 marks x 2 methods = 50 marks**

### Semester II

**Total credits = 34**

**Total marks = 850**

**Total hours = 512 +4 weeks**

Course	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
BED 201	Learning and Teaching	100	3	48	1	32	30	70
BED 202	Sociological Foundations of Education	100	3	48	1	32	30	70
BED 203	Assessment for Learning	100	3	48	1	32	30	70
BED 204	Curriculum Development	50	1	16	1	32	15	35
BED 205	Pedagogy of a School subject – Part II (Any one) Mathematics, Biological Sciences, Social Studies.	100	3	48	1	32	30	70
BED 206	Pedagogy of a School subject – Part II (Any one) Physical Sciences, Urdu, Hindi, English.	100	3	48	1	32	30	70
EPC 2	Art Education in	50	-	-	2	64	50	-
P II	Teaching Practice-Phase I	250	-	-	10	4 weeks	250	-
	Total Marks	850	16	256	18	256+4 Weeks	465	385

*Engagement with the Field: Tasks and Assignments for Courses BED 201- 206*

### Teaching Practice Phase I & II

Teaching practice is to enable the student teacher:

- To develop lesson plans and transact lessons.
- To develop a plan of evaluation for the unit taught.
- To get an opportunity to observe the teaching of experienced school teachers.
- To observe, give feedback and reflect on the lessons given by fellow student teachers.
- To observe the co-curricular and extracurricular activities organized in the school.
- To prepare and conduct Unit test / CCE and compile Scholastic achievement Test record

### Teaching Practice Phase I

#### Semester II - 4 Weeks - 250 Marks

- Teaching practice will be conducted through practice lessons for four weeks.
  - 10 lessons will be conducted in each method i.e., a total of 20 lessons will be conducted. **10 x 10 lessons = 100 x 2 methods = 200 marks**
  - Observation of Lessons: 3 lessons of concerned subject teachers of the school and 2 lessons of fellow student teachers. Total 10 lessons. 5 observations in each method.  
**5 Observations x 2 methods x 2 marks = 20 marks**
- Community Study Project = **30 marks**
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### Semester III

**Total credits = 32,**

**Total marks = 800,**

**Total hours = 288+ 10 weeks**

Course	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
<b>BED 301</b>	<b>Contemporary Issues in Education</b>	<b>100</b>	<b>3</b>	<b>48</b>	<b>1</b>	<b>32</b>	<b>30</b>	<b>70</b>
<b>BED 302</b>	<b>Environmental Education</b>	<b>50</b>	<b>1</b>	<b>16</b>	<b>1</b>	<b>32</b>	<b>15</b>	<b>35</b>
<b>BED 303</b>	<b>Inclusive Education</b>	<b>50</b>	<b>1</b>	<b>16</b>	<b>1</b>	<b>32</b>	<b>15</b>	<b>35</b>
<b>BED 304</b>	<b>Gender, School &amp; Society</b>	<b>50</b>	<b>1</b>	<b>16</b>	<b>1</b>	<b>32</b>	<b>15</b>	<b>35</b>
<b>EPC 3</b>	<b>ICT Competencies</b>	<b>50</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>64</b>	<b>-</b>	<b>50</b>
<b>P III</b>	<b>Teaching Practice Phase II (10 Weeks)</b>	<b>500</b>	<b>-</b>	<b>-</b>	<b>20</b>	<b>10 weeks</b>	<b>500</b>	<b>-</b>
	<b>Total Marks</b>	<b>800</b>	<b>6</b>	<b>96</b>	<b>26</b>	<b>192 + 10 weeks</b>	<b>575</b>	<b>225</b>

*Engagement with the Field: Tasks and Assignments for Courses BED 301- 304*

#### Practical External Examination for EPC 3: ICT Competencies

- ICT Competencies = **50 marks**

#### Teaching Practice Phase II

#### Semester III – 10 weeks – 500 marks

- 20 lessons will be conducted in each method i.e., a total of 40 lessons will be conducted. **20 lessons x 10 marks = 200 x 2 methods =400 marks**
- Conducting a Scholastic Achievement Test / CCE for each method with proper planning for both methods. **25 marks for each method X 2 = 50 marks**
- Co-curricular activities (any two) = **2 activities x 25 marks = 50 marks**

### Semester IV

Total credits = 28,

Total marks = 700,

Total hours = 304 + 6 weeks

Course	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
BED 401	School Management, Leadership & Action Research	100	3	48	1	32	30	70
BED 402	Minorities Education	50	1	16	1	32	15	35
BED 403	Peace Education	50	1	16	1	32	15	35
EPC 4	Understanding the Self	50			2	64	50	-
EPC 5	Health and Physical Education	50			2	64	50	
P IV	Internship (6Weeks)	400	-	-	16	6 weeks	400	-
	Total Marks	700	5	80	23	224+6 weeks	560	140
<i>Engagement with the Field: Tasks and Assignments for Courses BED 401- 403</i>								

### Internship Program

#### Semester IV – 6 weeks – 400 marks

Internship is to enable the student teacher

1. To acquaint the student teacher with different innovative strategies of teaching
2. To organize co-curricular and extracurricular activities in the school.
3. To get a feel of total experience of activities
4. To assist the school teacher in his/her day to day school work.

#### The Internship Program will be conducted as follows:

- 10 lessons will be conducted in each method i.e., a total of 20 lessons will be conducted. The lessons will be conducted using ICT (5) and Innovative strategies of teaching (5)

**10 lessons x 10 marks x 2 methods =200 marks**

- Maintain a daily Internship diary during the entire course of Teaching Practice and Internship which will be evaluated in the 4<sup>th</sup> Semester. = **50 Marks**
- **Final lessons** will be conducted at the end of the Internship. One lesson in each method for **50 marks** **2 X 50 = 100 marks**
- Conduct of Action Research and Submission of record = **50 marks**

## **VII. Records and Projects**

1. Theory based Practicum (as per the syllabus of the concerned theory paper)
2. Micro Lesson Record (one for each method)
3. Practice Teaching Lesson Record (one for each method)
4. Internship diary
5. EPC course - Records and Practicals

## **VIII. Internal Assessment of Theory Courses**

Internal Assessment will be carried out by evaluating the activities included in practicum of the concerned subject.

### **Theory paper of 100 marks**

- Two Practical Activities to be completed out of the list given.  
**10 marks x 2 activities = 20 marks**
- 3 internal tests to be conducted for 10 marks each and average of the best of two will be taken. = **10 marks**

### **Theory paper of 50 marks**

- One Practical Activity to be completed out of the list given after each theory paper.  
**10 marks x 1 activities = 10 marks**
- Two internal tests to be conducted for 5 marks each and average of two will be taken = **5 marks.**

## **IX. Rules of Attendance**

1. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. course as specified above, has pursued a “Regular course of study” as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed examination both in theory and practical.
2. The minimum attendance of student-teachers shall have to be 80% for all course work and 90% for practicum i.e., Teaching Practice and School Internship. In special cases the Vice-Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the HOD/ Principal, based on medical certificate by an authorized

medical officer. A monthly consolidated attendance statement will be displayed on the institution notice board on 5th of every month and the same be sent every month to the Dean, School of Education and Training, MANUU, Hyderabad.

3. Students who are continuously absent for ten days or more, a notice will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.
4. The Candidates whose attendance is below 70% and more than 40% may be given readmission with in a period of two consecutive years with complete fee but without appearing at the Entrance Examination and in such a case the candidate has to fulfill all the rules and regulations which are followed by a fresh candidate. Otherwise such candidate should appear at the subsequent entrance exam and seek admission. Any request for readmission will be considered in the subsequent academic year only.
5. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the University or any other government or quasi government agency.
6. Attendance shall be reckoned from the date of admission to the last instructional day as per the almanac.

#### **X. General Rules for Examination**

1. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work etc. The prescribed fee should be submitted on or before the date fixed for this purpose. The HOD/Principal, after verifying the eligibility of the candidate, shall forward the application to the Examination Branch of the University.
2. When a candidate's application is found to be in order, the Controller of Examinations shall send the attested Hall Ticket with the photograph of the candidate affixed to it, to the HOD/ Principal. The HOD/ Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him / her. Hall Ticket thus issued to the candidate shall have to be produced by the candidate before he / she can be admitted to the premises where the Examination is held.
3. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance, provided he/she does not change the subject or subjects originally selected by him/ her.

### **XI. Transitory Rules:**

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed Syllabus / Regulations.

### **XII. Grades, Credits, SGPA and CGPA**

The Two-Year B.Ed. Programme proposes to implement Cumulative Grade Point Average (CGPA) in continuous evaluation system of Two-Year B.Ed. Programme.

Grades, Credits, SGPA and CGPA

After receiving the marks of the student teachers from the HOD/Principals of Colleges of Teacher Education through the Chairperson, Board of Studies in Education for B.Ed., the Examination Branch of the University shall prepare Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Memos by incorporating the marks obtained by the students in the semester end university examinations as described below. As 40% is the minimum required for pass in the examinations, the student teachers should obtain at least 28 marks (out of 70) in courses which carry 100 marks and 14 marks (out of 35) in courses which carry 50 marks in the University examinations. However, there is no minimum for internal assessment.

#### **Award of Grades**

After obtaining the marks from University Examinations, tabulation of marks should be commenced to get the total marks obtained in each course including internal assessment marks. The total marks thus obtained for each course will be converted into grade points as shown below.

#### **GRADING SYSTEM**

Range of Total Marks Obtained	Grade Points	Category
≥ 90	10	O
80-89	9	A
70-79	8	B
60-69	7	C
50-59	6	D
40-49	5	E
≤ 40	FAIL	0

In case of courses, which carry 50 marks, may be multiplied with 2 to fit into the grade

point table shown above. Under the practical component also similar principal may be followed either by enhancing / reducing the marks to hundred for conversion of marks into grade points. For example, in some cases the total marks may be 25, which is to be raised to 100 by multiplying with 4 and convert the marks into grade. Similarly if the total marks for a practical component is 50, which is to be raised to 100 by multiplying with 2 and convert the marks into grade. In case of 125 marks, it is reduced to 100 by multiplying with 4/5 and convert the marks into grade.

**An Illustration of a Student's SGPA for Semester I is given below:**

Course	Subject Name	Course Credit (C)	Theory (Sem-End Exams) 70/35	Theory/ Practicum (Internal) 30/15	Total Marks 100/50	Grade Point	Grade Obtained (G)	Points Obtained G×C
1	2	3	4	5	6	7	8	9
BED 101	Psychology of learner and learning	4	56	16	72	8	B	32
BED 102	Philosophical Foundations of Education	4	43	17	60	7	C	28
BED 103	ICT based Teaching Learning	4	45	16	61	7	C	28
BED 104	Communicative English	2	27	11	38	8	B	16
BED 105	Pedagogy of a School subject (MOT-I)– Part I (Any one) Mathematics, Biological Sciences, Social Studies	4	57	23	80	9	A	36
BED 106	Pedagogy of a School subject (MOT-II)– Part I (Any one) Physical Sciences, Urdu, Hindi, English.	4	48	15	63	7	C	28
*EPC1	Reading and Reflecting on Texts	2			34	7	C	14
P I	Peer-teaching (4 Weeks )	2			32	7	C	14
		26						196
	Semester Grade Point Average (SGPA) = $196/26 = 7.5$							7.5

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

However, the Grade Point Memo will contain only columns 1, 2, 3, 8 and 9 as shown below:

**Semester Grade Point Average Memo for Semester-I**

Course	Subject Name	Course Credit (C)	Grade Obtained (G)	Points Obtained G×C
<b>BED 101</b>	<b>Psychology of learner and learning</b>	<b>4</b>	<b>B</b>	<b>32</b>
<b>BED 102</b>	<b>Philosophical Foundations of Education</b>	<b>4</b>	<b>C</b>	<b>28</b>
<b>BED 103</b>	<b>ICT based Teaching Learning</b>	<b>4</b>	<b>C</b>	<b>28</b>
<b>BED 104</b>	<b>Communicative English</b>	<b>2</b>	<b>B</b>	<b>16</b>
<b>BED 105</b>	<b>Pedagogy of a School subject (MOT-I)– Part I (Any one) Mathematics, Biological Sciences, Social Studies</b>	<b>4</b>	<b>A</b>	<b>36</b>
<b>BED 106</b>	<b>Pedagogy of a School subject (MOT-II)– Part I (Any one) Physical Sciences, Urdu, Hindi, English.</b>	<b>4</b>	<b>C</b>	<b>28</b>
<b>*EPC1</b>	<b>Reading and Reflecting on Texts</b>	<b>2</b>	<b>C</b>	<b>14</b>
<b>P I</b>	<b>Peer-teaching (4 Weeks )</b>	<b>2</b>	<b>C</b>	<b>14</b>
		<b>26</b>		<b>196</b>
	<b>Semester Grade Point Average <math>196/26 = 7.5</math></b>			<b>7.5</b>

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

### Semester Grade Point Average Memo for Semester-II

Course	Subject Name	Course Credit (C)	Grade Obtained (G)	Points Obtained G×C
BED 201	Learning and Teaching	4	B	32
BED 202	Sociological Foundations of Education	4	C	28
BED 203	Assessment for Learning	4	C	28
BED 204	Curriculum Development	2	B	16
BED 205	Pedagogy of a School subject – Part II (Any one) Mathematics, Biological Sciences, Social Studies.	4	A	36
BED 206	Pedagogy of a School subject – Part II (Any one) Physical Sciences, Urdu, Hindi, English.	4	A	36
EPC 2	Art in Education	2	B	16
P II	Teaching Practice- Phase I	10	C	14
		34		206
	Semester Grade Point Average (SGPA) = $206 / 34 = 6.0$			6.0
	Cumulative Grade Point Average (CGPA) = $196 \text{ (SEM I)} + 206 \text{ (SEM II)} = 402 / 60 \text{ credits} = 6.7$			6.7

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

**Semester Grade Point Average Memo for Semester-III**

<b>Course</b>	<b>Subject Name</b>	<b>Course Credit (C)</b>	<b>Grade Obtained (G)</b>	<b>Points Obtained G×C</b>
<b>BED 301</b>	<b>Contemporary Issues in Education</b>	4	<b>B</b>	<b>32</b>
<b>BED 302</b>	<b>Environmental Education</b>	2	<b>C</b>	<b>14</b>
<b>BED 303</b>	<b>Inclusive Education</b>	2	<b>C</b>	<b>14</b>
<b>BED 304</b>	<b>Gender, School &amp; Society</b>	2	<b>C</b>	<b>14</b>
<b>EPC 3</b>	<b>ICT Competencies</b>	2	<b>B</b>	<b>16</b>
<b>P III</b>	<b>Teaching Practice Phase II (10 Weeks)</b>	<b>20</b>	<b>C</b>	<b>140</b>
	<b>Total Marks</b>			<b>230</b>
	<b>Semester Grade Point Average</b>			<b>7.1</b>
	<b>Cumulative Grade Point Average = <math>402+230=632/92=6.8</math></b>			<b>6.8</b>

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

### Semester Grade Point Average Memo for Semester-IV

Course	Subject Name	Course Credit (C)	Grade Obtained (G)	Points Obtained G×C
<b>BED 401</b>	<b>School Management &amp; Action Research</b>	4	<b>C</b>	<b>28</b>
<b>BED 402</b>	<b>Minorities Education</b>	2	<b>B</b>	<b>16</b>
<b>BED 403</b>	<b>Peace Education</b>	2	<b>C</b>	<b>14</b>
<b>EPC 4</b>	<b>Understanding the Self</b>	2	<b>A</b>	<b>18</b>
<b>EPC 5</b>	<b>Health &amp; Physical Education</b>	2	<b>B</b>	<b>16</b>
<b>P IV</b>	<b>Internship (6Weeks)</b>	<b>16</b>	<b>A</b>	<b>144</b>
	<b>Total Marks</b>	<b>28</b>		<b>236</b>
	<b>Semester Grade Point Average</b>			<b>7.1</b>
	<b>Cumulative Grade Point Average = <math>\frac{632 + 236}{120} = 7.2</math></b>			<b>7.2</b>

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

### XIII. Improvement of Grade

#### 1. Paper – wise Improvement:

- (a) When a candidate has passed in one or more papers / subjects in the first attempt in the regular \* examination (s) conducted by the University for his / her batch, paper – wise improvement is permissible only in those papers.
- (b) A candidate is permitted to appear for paper-wise improvement only once for a semester examination.

- (c) A candidate who wishes to improve his / her performance may be permitted to do so if he / she appears in the immediate next regular examination conducted by the University. Paper – wise improvement not permissible for any backlog \*\* completed paper.
- (d) A candidate appearing for paper – wise improvement is permitted to have the better of the two awards for the purpose of award of division.

*Note: \* Regular examination means, an examination conducted at the end of the semester for which the candidates were admitted and had undergone instruction.*

*\*\* Backlogs means: (i) the papers / subjects in which the candidate registered for examination but either absented or failed, or (ii) papers / subjects for which the candidate has not registered for the examination along with his / her batch of students.*

## **2. Improvement in Aggregate:**

Improvement in aggregate is permitted only after the candidate exhausts the chances of paper – wise improvement as per the following conditions:

- (a) Aggregate improvement is permissible only when a candidate appears in all papers / subjects (including practicals if any as per scheme) but not piece – meal or a semester. Further, the candidate has to appear for improvement examination as per the scheme of examination and syllabus in vogue at the time of taking his / her examination.
- (b) When a candidate appears for improvement in any semester / semesters, he / she may be permitted to have the better of the two aggregates i.e., the original or improvement.
- (c) The candidate is allowed for improvement in aggregate by appearing not more than two times for any semester. Further, aggregate improvement is limited to a period of one (1) year after passing the final semester examination for two (2) year course.

*Note: Candidate who appear for improvement of performances under the above two categories are not eligible for the award of Distinction / Prizes / Medals / Merit Certificates etc.*

## **XIV. Appearance and Reappearance for the Examination**

1. Candidates who have put in the required attendance both in Theory and Practicum and those who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examinations of B.Ed. course.

2. No candidate without the completion of teaching practice and school internship, projects and practical record work will be allowed for final university level theory/ practical examinations.
3. The HOD/Principal of the college of Education should not allow any candidate to appear for the final theory examination if their practical work as prescribed is not satisfactory or incomplete at the time of forwarding the application for examination to the university. Such candidates should seek fresh admission or readmission in the subsequent year to complete their practical work.
4. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory course(s) in which he / she failed or in all the theory courses, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally studied by him / her.
5. In case of teaching practice-cum-internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking re-admission to B.Ed. as a casual student and producing thereafter, certificates of satisfactory work in the required areas.
6. Attendance at N.C.C. / N.S.S. Camps or Inter-Collegiate or Inter University or Inter-State or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be treated as absence. However, the aggregate of such absence should not exceed four weeks in the entire course of two years or four semesters.

#### **XV. Moderation Board**

1. Projects, activities and records are part of the B.Ed. programme which requires objective evaluation for awarding marks/ grades. All the practical work will be moderated by the Moderation Board duly constituted by the University drafting the senior Faculty members from the School of Education and Training. The committee will consist of three members. The same moderation committee will moderate all the programs offered by School of Education and Training. Moderation will be done at the end of the fourth semester.
2. Moderation Board will examine a minimum of 20% of the total practical records / work randomly selected.
3. The Moderation Board will scrutinize the internal assessment marks in each course and practical work (Activities, Projects, Methods Records, etc.) of the candidates and ensure

that evaluation standards are uniformly maintained in the department and at all the other CTE's. They will also check any significant difference in the assessment by constituent colleges and moderate to maintain a uniform standard of assessment among them.

4. The Moderation Board, after due review shall declare the appropriate marks to be awarded. The Moderation Board has the authority to reduce or enhance the marks awarded by teacher educators/ subject teachers/ Heads of the Schools.
5. The HOD/Principals of Colleges of Teacher Education should submit all the practical records of their Department/CTE's to the Dean, School of Education and Training for moderation.
6. Moderation Board shall forward these recommendations to the concerned HOD/Principals to effect the changes and request them to submit soft and hard copies of the same to the Dean, School of Education and Training. The Dean, School of Education and Training shall forward the duly revised award lists to the Chairman, Board of Studies in Education for onward transmission to the Controller of Examinations, MANUU, Hyderabad.
7. Recommendations of the Moderation Board are final and are not subject to review or revision.

#### **XIX. Teaching Faculty as Mentors**

1. It is envisaged to continue the practice of the concept of “**Mentorship**” in the Colleges of Teacher Education.
2. Each Teacher Educator in the Department/College of Teacher Education will act as a mentor, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of projects, teaching practice-cum-Internship and his overall participation in the programme.
3. Each mentor will be allotted minimum of 7-8 student teachers from each batch and he / she will take care of his / her progress and participation in the B.Ed. Programme.
4. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the reports prepared by student – teachers and conduct of various projects of the B.Ed. Programme.
5. The HOD/Principal of the Colleges of Teacher Education has to submit the list of mentors and the students allotted to each mentor to the Dean, School of Education and Training immediately after commencement of the B.Ed. program.

#### **XVI. Guidelines for School Head Masters / Head Mistresses**

The Head Masters / Head Mistresses of Practicing/Cooperating Schools are expected to:

1. Maintain the attendance of student teachers both for the forenoon and afternoon sessions in the school during the teaching practice/Internship.
2. Give strict instructions to supervisor teachers to follow the instructions given by the teacher educators and monitor the classroom performance of the student teachers. Also instruct the supervisor teachers to record their observations in the lesson plan records of the student teachers.
3. Instruct all the student teachers to stay in the school from morning first bell to evening last bell, during the school internship
4. Instruct the student teachers to participate in School Assembly and also to present different value added activities in the assembly sessions.
5. Assign any activity to the student teachers related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, field trips, excursions, etc.
6. Sign on the records / project reports carried out by the student teachers during their stay in the school.

#### **XVII. Instructions to Paper Setters**

In preparation of Question Papers for the University Examinations, the Question Paper setter should be instructed to set Four Short Answer Questions from Each Unit in case of courses which carry 70 marks and Two Short Answer Questions from Each Unit in case of courses which carry 35 marks as the syllabus of all the courses is consisting of five units. The Essay Type of Questions can be distributed over these five units. The Model Questions Papers are given below.

**Model Paper**  
**MAULANA AZAD NATIONAL URDU UNIVERSITY**  
**Model Paper**  
**Faculty of Education**  
**B.Ed. Semester Examination**

**Subject**

**Paper**

**Time: 3 Hours**

**Max. Marks: 70**

**Section – A** (10 x 5 = 50 marks)

**Note :**

1. Part A – consists of **10** short answer type questions with **Internal choice** covering all the units.
2. The candidate is expected to answer each question by following internal choice in about one page not exceeding 15 lines.
3. Each question carries 5 marks.

**Section – B** (2 x 10 = 20 marks)

**Note :**

1. Part B – consists of **2** essay type questions with **Internal choice**.
2. The candidate is expected to answer each question by following internal choice.
3. Each question carries 10 marks.

**Model Paper**  
**MAULANA AZAD NATIONAL URDU UNIVERSITY**  
**Model Paper**  
**Faculty of Education**  
**B.Ed. Semester Examination**

**Subject**

**Paper**

**Time: 1 <sup>1/2</sup> Hours**

**Max. Marks: 35**

**Section – A (5 x 5 = 25 marks)**

**Note :**

1. Part A – consists of 5 short answer type questions with **Internal choice** covering all the units.
2. The candidate is expected to answer each question by following internal choice in about one page not exceeding 15 lines.
3. Each question carries 5 marks.

**Section – B (1 x 10 = 10 marks)**

**Note :**

1. Part B – consists of 1 essay type question with **Internal choice**.
2. The candidate is expected to answer the question by following internal choice.
3. The question carries 10 marks.

**Semester I**  
**BED 101**  
**PSYCHOLOGY OF LEARNER AND LEARNING**

**Objectives:**

This Course will enable the student teachers to:

1. appreciate the need and significance of the study of Educational psychology in understanding, analyzing and interpreting the development of the learner.
2. understand the nature and principles of growth and development.
3. understand the different theories of growth and development.
4. understand the nature of adolescents and their specific characteristics.
5. understand the role of teacher, school and parents for holistic development of learners.
6. understand the nature of personality and its assessment.
7. understand the nature and process of learning and factors that facilitate or obstruct the learning process.

**Course Content**

**Unit-1: Nature and Methods of Educational Psychology (8 hours)**

- 1.1. Psychology: Meaning, Nature and Scope
- 1.2. Educational Psychology: Meaning, Nature and Scope
- 1.3. Methods of Educational Psychology: Introspection, Observation, Experimental and Case Study.
- 1.4. Need and Importance of Educational Psychology to the teacher

**Unit-2: Growth and Development of the learner (15 hours)**

- 2.1. Concept and Nature of Growth, Development and Maturation.
- 2.2. Difference between Growth and Development, Principles of Development.
- 2.3. Factors influencing Growth and Development: Heredity and Environment.
- 2.4. Stages of Growth and Development- Infancy, Childhood and Adolescence.
- 2.5. Theories of Development: Cognitive(Piaget), Psycho-Social(Erickson), Moral (Kohlberg), Psycho-Analytic (Freud) and Language ( Noam Chomsky)

**Unit-3: Individual as a Unique Learner (5 hours)**

- 3.1. Concept and types of individual differences.
- 3.2. Concept of intra and inter individual differences.
- 3.3. Factors responsible for individual differences.
- 3.4. Implications of individual differences for organizing educational programs.

#### **Unit-4: Personality of Learner and its Assessment (10 hours)**

- 4.1. Personality: Concept, Nature and Types of personality (Types and Trait Approach).
- 4.2. Factors influencing Personality: Heredity and Environment.
- 4.3. Development of Integrated Personality
- 4.4. Assessment of Personality: Projective Techniques (Rorschach's Ink Blot Test, TAT and CAT), Non-Projective Techniques, Observation, Questionnaire, Interview, Rating scales, Check-lists, Attitude scales and Anecdotal records.

#### **Unit-5: Learning and Memory (10 hours)**

- 5.1. Learning: Concept, Process and Principles of Learning
- 5.2. Factors affecting learning, learner's individual differences, Conditions of Learning: Physiological, Psychological, Social, Emotional, Environmental and Educational factors.
- 5.3. Theories of Learning and their Classroom Implications- Trial and Error (Thorndike), Classical Conditioning (Pavlov), Operant Conditioning (Skinner), Learning by Insight (Gestalt), Social Learning (Bandura) and Constructivism (Vygotsky).
- 5.4. Transfer of Learning: Concept, Types of theories of Transfer, Role of teacher in Developing Positive Transfer
- 5.5. Memory and Forgetting: Concept, Causes of Forgetting, Effective methods of Remembering

#### **Practicum - Any Two of the Following:**

1. Visit a balwadi centre / NGO Centres for orphans / street children homes and prepare a detailed report on the functionaries of these centres.
2. Understanding Development through Case Study
3. Describe salient features of Child Rights Act-2005
4. Interact with five adolescent and collect information about their attitudes, interest, aspirations in respect of their educational and occupational choices.
5. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
6. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
7. Observe some successful individuals and list down the behavioural characteristics which impress you.

8. Take interview of five low achievers and five high achievers and find out their modes of learning.

### **Text Books:**

1. Aggarwal, J.C. (1995), *Essential Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Chauhan, S.S. (1988), *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Dandapani, (2002), *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.
4. Hurlock, E.B, (1999), *Developmental Psychology*. New Delhi: Tata McGraw- Hill Publishing company ltd.
5. Kundu C.L. and Tutoo D.N. (1993): *Educational Psychology*, Sterling Publishers Pvt. Ltd.
6. Mangal, S.K, (2000). *Advanced Educational Psychology*, New Delhi: Prentice Hall of India Pvt. Ltd.
7. Mohan J, Vasudeva P. N, (1993). *Learning Theories and Teaching, In Mohan Jitendra (ed.) Educational Psychology*, New Delhi, Wiley Eastern Limited, P. 146.

### **References:**

1. Bhatia H.R, (1977). *Textbook of Educational Psychology*, New Delhi: The Macmillan Company of India Ltd.
2. Dash, M. (1988). *Educational Psychology*. Delhi: Deep and Deep Publication.
3. Dececco, J.P. (1977). *The Psychology of Learning and Instruction*, New Delhi: Prentice Hall of Indian Pvt. Ltd.
4. Duric, L. (1990). *Educational Sciences: Essentials of Educational Psychology*, International Bureau of Education, UNESCO, New Delhi: Sterling Publishers, P. 81.
5. Hilgard, E.R. and Bower, G.H. *Theories of learning*, New Delhi: Prentice Hall India.
6. Kakkar, S.B. (1989). *Educational Psychology & Guidance*, Ambala, Cantt: The Indian Publication, Hill Road.
7. Lindgren, H. C. (1967). *Educational Psychology in Classroom* (3rd edition). New York: John Wiley and sons.
8. Mangal, S. K. (1984). *Psychological Foundations of Education*, Ludhiana: Prakash Publishers
9. Papalia D. E., and Sally, W. O. (1978). *Human Development*, McGraw Hill Publishing Company
10. Parmeshwaran, E.G. and Beena C.(2002) *An Invitation to Psychology*, Hyderabad: Neel Kamal Publications Pvt Ltd..
11. Rao S. Narayana, (1990). *Educational Psychology*, New Delhi: Wiley Eastern Ltd.
12. Skinner, E. C. (1984). *Educational Psychology* - 4th Edition, New Delhi: Prentice Hall of India Pvt. Ltd.
13. Spinthall, N., and Spinthall, R. C. (1990). *Educational Psychology*, 5th Edition. - McGraw Hill Publishing Company.

**BED 102****PHILOSOPHICAL FOUNDATIONS OF EDUCATION****Objectives**

The Course will enable the student-teacher to:

1. understand the concepts of Education and Philosophy
2. understand the Indian and Oriental Philosophical thought on Education
3. understand the implications of various western schools of thought on Education
4. understand the implications made by recent thinkers on Education.
5. appreciate the nobility of teaching as a profession.
6. understand the need and importance of values and their role in making an individual a humane.
7. understand and appreciate the contributions made by the Oriental Philosophies to Education

**Course Content****Unit-1: Introduction to Philosophy and Education (10 hours)**

- 1.1 Concept and Scope of Philosophy
- 1.2 Concept and Scope of Education
- 1.3 Relationship between Philosophy and Education
- 1.4 Philosophy and Aims of Education
- 1.5 Philosophy of Education and Educational Philosophy

**Unit-2: Indian Education: Historical Perspective ( 15 hours)**

- 2.1 Education during Ancient Period (Vedic Education and Buddhist Education )
- 2.2 Education during Medieval Period (Including Islamic Education)
- 2.3 Education during Modern Period (Pre-Independent and Post Independent era)
- 2.4 Educational Thinkers
  - i. Rabindranath Tagore
  - ii. Sri Aurobindo Ghosh
  - iii. Mohandas Karamchand Gandhi
  - iv. Allama Iqbal
  - v. Sir Syed Ahmed Khan
  - vi. Maulana Abul Kalam Azad

### **Unit-3: Eastern Systems and Western Schools of Philosophy (15 hours)**

#### 3.1 Eastern Systems of Philosophy

- i. Sankhya ii. Yoga iii. Nyaya iv. Sufism

#### 3.2 Western Schools of Philosophy

- i. Idealism ii. Naturalism iii. Pragmatism iv. Existentialism

### **Unit 4: Value Education ( 5 hours)**

#### 4.1 Concept of Value

#### 4.2 Classification of Values

#### 4.3 Value Crisis

#### 4.4 Approaches to inculcate Values

#### 4.5 Values and Harmonious Life

### **Unit-5: Teaching as a Profession (5 hours)**

#### 5.1 Teacher: Professional Competencies and Commitments

#### 5.2 Teacher as a Nation Builder

#### 5.3 Teacher as a Creator and Facilitator of Knowledge

#### 5.4 Professional Ethics of Teachers

#### 5.5 Teacher and the Future Society

### **Practicum - Any Two of the Following:**

1. Critically review a selected book written by Contemporary Educationist in India.
2. Thoughts and reflections of Western Philosophical Schools and its relevance to the present day Indian Education – A Report
3. A report on the different roles played by an ideal teacher in the classroom, school and community
4. Evaluate the existing school system and state to what extent the educational ideologies of the Islamic modernist in our country are reflected.
5. List out the values which make an individual a righteous human being.

### **Text Books**

1. Ramesh Ghanta, Dash, B.N., (2013). *Foundations of Education*, Hyderabad: Neelkamal Publications.
2. Aggrawal, J.C. (1996). *Theory and Principles of Education*, 10th rev. ed. New Delhi: Vikas Publication.
3. Altakar A.S. (1957). *Education in Ancient India*, Varanasi: Nand Kishore Publication.
4. Anand, C L. (1993). *Teacher and Education in the Emerging Indian Society*, New Delhi: NCERT.

## Reference Books

1. Amaldass, A. (2001). *Introduction to Philosophy*, Chennai: SatyaNilayam Publications.
2. Bipan Chandra (2000). *India after Independence*, New Delhi: Roopa.
3. Brubacher, J. (1962). *Modern Philosophies of Education*, McGraw-Hill Co.
4. Butler, J.D. (1968). *Four Philosophies and their Practice in Education and Religion* (3<sup>rd</sup> Ed.), New York: Harper and Row Publisher.
5. Chakravathy, D.K. (2000). *Fundamental Questions of Epistemology and Metaphysics*, New Delhi: Omsons Publications.
6. Chaube, S.P., and Chaube, A. (2007). *Philosophical and Sociological Foundations of Education*, Agra: Vinod Pustak Mandir.
7. Deota, N.P. (2012). *Effective Leadership Qualities*, Germany: Lap Lambert Academic Publishing.
8. Deota, N.P. (2012). *Kaleidoscopic Views on Education*, Germany: Lap Lambert Academic Publishing.
9. Dewey, J. (1963). *Democracy and Education*, New York: Mac Millan & Co.
10. Dhavan, M.L. (2005). *Philosophy of Education*, Delhi: Isha Books.
11. R S Peters. *History of Philosophy*, New York: Orient Longman.
12. Frank Thilly. *Introduction to history of Philosophy*.
13. Jaffar, S.M. (1972). *Education in Muslim India*, Delhi: Idrah-I-Ababiyat.
14. John Brubacher, (2007). *Modern Philosophy of Education*, New Delhi: Surjeet Publication.
15. Kabir, H. (1961). *Indian Philosophy of Education*. Bombay: Asia Publishing House
16. M. Keynes, 5th Edition. Cambridge: Cambridge University Press.
17. M.L. Dharam, *Philosophy of Education*, Delhi: Esha Books.
18. Mookerjee, R.K. (1960). *Ancient Indian Education*. Delhi: Moti Mahal.
19. Mukharji, Shankar (2007). *Contemporary Issues in Modern Indian Education*. Authors Press.
20. Mukherjee, S.N. (1955). *History of Education in India*, Baroda: Acharya Book Depot.
21. Nurullah & Naik (1951). *History of Indian Education*, Bombay: Macmillan & Co.
22. Park, J. (Ed.) (1968). *Selected Readings in the Philosophy of Education* (3<sup>rd</sup> Ed.). London: The MacMillan Company.
23. Passi, B. K. (2004). *Value Education*, Agra: National Psychological Corporation.

24. Radhakrishnan, S. (1953). *History of Philosophy: Eastern and Western* (Vol. I and II), London: George Allen & Unwin Limited.
25. Saiyidain, K. G. (1970). *Facts of Indian Education*, New Delhi: NCERT.
26. Sharma, R.N. (2000). *Textbook of Educational Philosophy*, New Delhi: Kanishka Publishers & Distributors.
27. Smith, P.G. (Ed.) (1970). *Theories of Value and Problems of Education*, London: University of Illinois Press.
28. Thakur, A. S. & Berwal, S. (2007). *Education in Emerging Indian Society*, New Delhi: National Publishing House.
29. Thakur, A.S. (1977). *The Philosophical Foundations of Education*, New Delhi: National Publishing House.

**BED 103**  
**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) BASED TEACHING**  
**- LEARNING**

**Objectives:**

The Course will enable the student teachers to:

1. understand the concept and uses of computer in education.
2. understand the concept, need and importance of ICT in education.
3. understand the process of using the application software for creating documents, database, presentation and other media applications.
4. appreciate the role of ICT in improving the professional competencies of a teacher and facilitate the process of teaching and learning in the classroom.
5. understand the ICT supported teaching learning process in education.
6. prepare and present ICT based instructional materials.
7. prepare ICT enabled pupil teachers
8. develop various skills to use computer technology for sharing of information and ideas through the blogs and chatting groups.
9. enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and a support to teachers.

**Course Content**

**Unit-1: Introduction , Applications and Issues in use of Computers (15 hours)**

- 1.1 Introduction to Computers – Characteristics, Hardware, Software, Input, Output and Storage Devices
- 1.2 MS Office Applications:
  - A. MS Word: Main Features and its uses in school programmes
  - B. MS Excel: Main Features and its applications in school programmes
  - C. Ms Access: Creating a Database, Creating a Table, Queries, Forms and Reports from Tables and its uses in school programmes
  - D. MS Power Point: Preparation of Slides with Multimedia Effects
  - E. MS Publisher: Newsletter and Brochure
- 1.3 Viruses and its Management
- 1.4 Legal and Ethical issues - Copyright, Hacking

**Unit-2: Information & Communication Technology in Education (15 hours)**

- 2.1. Concept, Need and Importance, of Information and Communication Technology.
- 2.2. Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure and Educational management.
- 2.3. Uses of ICT in Education

- a) Teaching Learning Process b) Publication c) Evaluation
- b) Research e) Administration
- 2.4. Challenges and Barriers in integrating Information and Communication Technology in school education

### **Unit-3: Internet and Education (9 hours)**

- 3.1. Concept , Need and Importance of Internet in Education
- 3.2. Search Engines - Concept and uses in Education.
- 3.3. Facilities available for Communication - e-mail, chat, online conferencing, (Audio-video), Blog, wiki. Internet- forum, News- Groups.
- 3.4. Behaviour on Internet - Netiquettes.
- 3.5. Student safety on Internet (Net – safety)

### **Unit-4: ICT supported Teaching/ Learning Strategies (7 hours)**

#### **(Concept, Features and Educational Applications)**

- 4.1. E-Learning, Web based learning and MOOC's (Massive Open Online Courses)
- 4.2. Co-operative and Collaborative Learning
- 4.3. Project based Learning
- 4.4. Blended Learning
- 4.5. Flipped Classroom

### **Unit-5: New Trends in ICT (4 hours)**

- 5.1. Virtual Classroom - concept, elements, advantages and limitations.
- 5.2. Smart Class room - concept, elements, advantages and limitations.
- 5.3. Mobile Learning - concept, elements, advantages and limitations.
- 5.4. Concept of Cloud Computing.

### **Practicum - Any Two of the Following:**

- 1. Create a Power point presentation / poster/ brochure/flyer on any topic of the BED 103 Syllabus
- 2. Visit any two educational websites and write a critical assessment report about it in MS Word.
- 3. Create a Power point presentation / poster/ brochure/flyer on any topic of a school subject.
- 4. Create a mind map / concept map using ICT on any topic of your choice.
- 5. Prepare your Bio-Data in MS-Word

6. Prepare the time-table of your class in MS-Excel.
7. Prepare Attendance Sheet of your class in MS-Excel.

**Text Books:**

1. Arulswamy S., Sivakumar P. (2012). *Application of ICT in Education*, Hyderabad: Neelkamal Publication.
2. Carl Simmons, Hawkins Claire (2009). *Teaching ICT*, Sage Publications India Pvt. Ltd.
3. Hemlata Talsera et.al. (2005). *Web Based Learning*, New Delhi: Authors Press.
4. Manoj Dash, (2010). *ICT in Teacher Development*, Hyderabad: Neelkamal Publication.
5. R.C. Mishra (2005). *Teaching of Information Technology*, New Delhi: APH Publishing corporation.
6. Sampath L, et al (1998). *Introduction to Educational Technology 4<sup>th</sup> Edition*, New Delhi: Sterling Publishers Pvt. Ltd.
7. Santoshi Vallikkad (2009). *Information and Communication Technology for Teacher Education, New Delhi: Kanishka Publications.*
8. Vanaja M., Rajashekhar S., Arulswamy S.,(2013). *Information and Communication Technology (ICT) in Education*, Hyderabad: Neelkamal Publication.

**References:**

1. Aggarwal J.C. (1995). *Essential Educational Technology Learning Innovations*, New Delhi: Vikas Publications.
2. Chetan Srivastava (2003). *Fundamentals of Information Technology 2<sup>nd</sup> Edition*, New Delhi: Kalyani Publishers.
3. Denis, Kim, Sen and Morin (2000). *Information Technology – The Breaking Wave*, New Delhi: Tata McGraw – Hill Publishing Co. Ltd.
4. Intel Teach to the Future - Version 10.1
5. Mahesh Verma (2006). *Technology in Digital Education*, New Delhi: Murari Lal & Sons,
6. Merrill, P.F. et al (1985). *Computers in Education 2<sup>nd</sup> Edition*, New York: Allyn & Bacon.
7. Peter Norton's (2000). *Introduction to Computers*, New Delhi: Tata McGraw Hill Publications.
8. Roblyer, M.D. (2006). *Integrating Educational Technology into Teaching*, New Jersey: Pearson Prentice-Hall Inc.

9. Sampath L, et al (1998). *Introduction to Educational Technology 4<sup>th</sup> Edition*, New Delhi: Sterling Publishers Pvt. Ltd.
10. Schwatz & Schltz (2000). *Office 2000*, New Delhi: BPB Publications..
11. Shukla, Satish S. (2005). *Basics of Information Technology for Teacher Trainees*, Ahmedabad: Varishan Prakashan.
12. Sinha P.K. (1992). *Computer Fundamentals*, New Delhi: BPB Publications.
13. Underwood, Jaen D.M. & Geoffrely Underwood (1990). *Computers and Learning Helping Children Acquire Thnking Skills*, Basil Black Well, Oxford.
14. کمپیوٹر اینڈ ایجوکیشن ایس ایم شاہد مجید بک ڈپو۔ لاہور 2007
15. تعلیم میں ٹیکنالوجی اور کمپیوٹر ایپلی کیشن ناصر حفیظ شاہد محمود، مجید بک ڈپو۔ لاہور

## **BED 104**

### **COMMUNICATIVE ENGLISH**

#### **Objectives :**

The Course will enable the student teacher to:

1. develop listening comprehension.
2. improve voice quality and speaking skills.
3. develop conference skills for a better presentation.
4. improve reading comprehension.
5. develop writing skills to write invitations, application, letters and resumes etc.

#### **Course Content**

##### **Unit-1: Grammar and Phonetics (5 hours Theory +10 hours Practical)**

###### a) Grammar

- a. Parts of Speech
- b. Types of Sentences
- c. Tenses
- d. Transformation of Sentences- Active-Passive, Direct-Indirect and Affirmative-Negative.
- e. Degrees of Comparison
- f. Clauses
- g. Question Tags

###### b) Phonetics

- a. Sounds, Stress, Intonation, Rhythm, Voice quality, clarity, pace, pauses, and voice modulation

##### **Unit-2: Listening Comprehension and Speaking Skills (5 hours Theory + 10 hours Practical)**

###### a) Listening comprehension

- a. Difference between Hearing and Listening, Types of listening.
- b. Characteristics of a good listener – Learning to listen.

###### b) Speaking Skills

- a. Making speeches and presentations.
- b. Compering and Anchoring.
- c. Role-play.

### Unit-3: Reading Comprehension and Writing skills: (6 hours Theory+ 12 hours Practical)

- a) Reading Comprehension
  - a. Purpose of reading.
  - b. Types of reading.
  - c. Speed of reading.
  - d. Characteristics of a good reader.
- b) Writing Skills
  - a. Writing a paragraph.
  - b. Letter writing: Formal and Informal
  - c. Writing invitations.
  - d. Writing a resume
  - e. Writing notices and announcements.
  - f. Report writing.

### Practicum

(All activities to be conducted and record to be maintained) 15 marks

1. Prepare an Invitation for Farewell/ Birthday/ Festival
2. Write a Notice / Report / Circular
3. Prepare a Resume
4. Write a letter formal and informal
5. Write the agenda and minutes of a meeting

### References:

1. Wren and Martin. *High School English Grammar & Composition*, Revised Edition (English)
2. Speak English (2004): 1-8 Audio cassettes and Student's Books (A course in Speaking and Listening) Orient Longman
3. *Hello English (2004) For communicating in real world* – Orient Longman.
4. *New connect (2004) For communication 1-8*, Orient Longman.
5. *English is easy (2004) 1-8*, Orient Longman.
6. A set of carefully designed reading cards to provide supplementary reading for learners with varied proficiency in English (2004), Orient Longman.

## **BED 105**

### **PEDAGOGY OF MATHEMATICS**

#### **Objectives**

The Course will enable the student teacher to:

1. develop insight into the meaning, nature, scope and objectives of mathematics education.
2. appreciate the role of mathematics in day to day life.
3. understand history, development of mathematics and the contributions of Indian mathematicians to mathematics.
4. understand aims and objectives of different branches of mathematics.
5. identify the role of branches of mathematics and their implications on the society.
6. understand and practice various methods and approaches of teaching mathematics.
7. understand the selection, preparation and uses of learning resources.

#### **Course Content**

##### **Unit-1: Introduction to Mathematics (8 Hours)**

- 1.1. Meaning, Nature, and Scope of Mathematics.
- 1.2. History of Mathematics with special emphasis on Teaching of Mathematics.
- 1.3. Contributions of Indian Mathematicians a) Aryabhatta b) Brahmagupta c) Varahamihira d) Bhaskaracharya e) Srinivasa Ramanujan f) Shakuntala Devi
- 1.4. Contributions of western mathematicians a) Euclid b) Pythagoras c) Renedescarte d) Geroge Cantor.
- 1.5. Correlation of Mathematics with other school subjects and with other branches of mathematics.

##### **Unit-2: Aims and Objectives of Teaching Mathematics (8 Hours)**

- 2.1. Need for establishing general objectives for teaching mathematics.
- 2.2. Aims, values and general objectives of teaching mathematics.
- 2.3. Specific objectives and teaching points of various content areas in different branches of secondary school mathematics.
- 2.4. Recommendations of various Educational Committees and Commissions as regards to Aims and Objectives of Teaching Mathematics.
- 2.5. Meaning and Concept of Competencies and Academic Standards of CCE.

- 2.6. Blooms Taxonomy of Educational objectives - Critique, Revised Bloom's Taxonomy by Anderson(2001)
- 2.7. Linking Bloom's Taxonomy with Academic Standards.

### **Unit-3: Approaches, Methods and Strategies in Teaching and Learning of Mathematical Concepts (12 Hours)**

- 3.1. Nature of Concepts, types of Concepts, Concept Formation and concept assimilation; distinguishing and stating necessary and sufficient conditions in the process of teaching concepts. Comparing and contrasting. Giving counter example and non example in teaching concepts. Planning and implementation strategies in teaching concepts.
- 3.2. Creating awareness among student teachers on various concepts of Arithmetic, Algebra, Geometry, Trigonometry, Probability and Statistics from classes VI to X.
- 3.3. Methods of Teaching Mathematics: Inductive and Deductive, Analytic and Synthetic, Laboratory. Heuristic, Project Method and Activity Based Teaching.
- 3.4. Problem solving- Stages and Steps in problem solving; Discovering or Exploring various options for solving a given problem in Algebra, Arithmetic, Business Mathematics, Geometry, Trigonometry, Probability and Statistics.
- 3.5. Concept Attainment Model of Jerome Bruner and its application in teaching mathematics.

### **Unit-4: Planning for Teaching – Learning Mathematics (12 Hours)**

- 4.1. Microteaching: Concept, Definition, Microteaching cycle, Components of Microteaching, Merits and Limitations.
- 4.2. Microteaching Skills: Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Probing Questioning, Reinforcement, Structuring Classroom Questions, and Blackboard writing.
- 4.3. Planning of Instruction: Unit plan, Period plan based on Blooms Taxonomy and academic standards (CCE).
- 4.4. Technology Integrated Lesson-Planning the Lesson using digital technology.

### **Unit-5: Learning Resources in Mathematics (8 Hours)**

- 4.1. Mathematics Text Book – Importance and Criteria of good Mathematics text book.
- 4.2. A Critical Analysis of existing Secondary School Mathematics Text Books.
- 4.3. Audio, Visual and Multimedia resources – Selection and design according to learner needs.
- 4.4. On line Resources – ICT based Pedagogical tools.

- 4.5. Using community resources for mathematics learning. Visits, mathematical field trips and excursions.
- 4.6. Handling hurdles in utilizing resources.

### **Practicum - Any Two of the Following:**

1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes
2. Each student has to collect and present history and contributions of one Indian or Western mathematician
3. Preparation of T.L.M. for any one topic from classes 6-10 Mathematics
4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics
5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)
6. Create a Mind map on any topic of mathematics.
7. Create a concept map on any topic of mathematics.

### **Text Books**

1. Davis, David R. *The Teaching of Mathematics*. New Delhi: Surjeet Publications
2. Mangal, S.K. (1993). *Teaching of Mathematics*. New Delhi: Arya Book Depot.
3. NCERT (2012). *Pedagogy of Mathematics*, New Delhi: NCERT
4. Siddu, K.S. (1990). *Teaching of Mathematics*. New Delhi: Sterling Publishers.

### **Reference Books**

1. Benjamin, S. Bloom, Ed. (1958). *Taxonomy of Educational Objectives – Handbook I – Cognitive Domain*. New York: Harcourt Brace & World Inc.
2. James, Anice. *Teaching of Mathematics*. Hyderabad: Neelkamal Publications Pvt. Ltd.,
3. Kulshrestha, A.K. & Puneetha Kumar. *Teaching of Mathematics*. Meerut: R. Lal Book Depot.
4. NCERT (2000). *National Curriculum Framework for Teacher Education*. New Delhi: NCERT
5. NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT
6. NCTM (1970). *The Teaching of Secondary School Mathematics*, XXXIII Yearbook Washington: NCTM.

7. Packiam, S. *Methods of Teaching Mathematics*.
8. Rao, N.M. *Mathematics Projects and Mathematics Laboratory*, New Delhi: NCERT

## **BED 105**

### **PEDAGOGY OF BIOLOGICAL SCIENCES**

#### **Objectives**

The Course will enable the student teacher to:

1. develop an insight on the meaning, scope, nature and aims of biological sciences.
2. identify and relate everyday experiences with the learning of biological sciences.
3. integrate the knowledge of biological sciences with other school subjects.
4. facilitate the development of scientific attitude and scientific temper in the learners of biological sciences.
5. develop competencies for teaching and learning biological sciences through Herbartian and Constructivist approaches.
6. stimulate curiosity, creativity and inventiveness in the learners towards biological sciences.

#### **Course Content**

##### **Unit-1: Introduction to Science and Biological Sciences (5 Hours)**

- 1.1. Science and Biological Sciences: Meaning Nature and Scope.
- 1.2. Structure of Science: Substantive Structure (Product of Science) and Syntactic Structure (Process of Science).
- 1.3. Values of learning Biological Sciences.
- 1.4. Co-relation of Biological Sciences with other school subjects.

##### **Unit-2: Development of Biological Sciences (6 Hours)**

- 2.1. Milestones in the development of Biological Sciences.
- 2.2. Contributors of Biological Sciences – Aristotle, Charles Darwin, Gregor Johann Mendel, Robert Hook, Louis Pasteur, William Harvey, Alexander Fleming and M.S. Swaminathan.
- 2.3. Concept of Neo-darwinism
- 2.4. Role of Biological Sciences in Human Welfare.

##### **Unit-3: Aims and Objectives of Teaching Biological Science (9 Hours)**

- 3.1. Meaning, Importance, Aims and Objectives of teaching Biological Sciences.
- 3.2. Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, et al.
- 3.3. Revised Bloom's Taxonomy and Higher Order Thinking Skills.

- 3.4. Writing Instructional, Behavioural Objectives and Specifications of Teaching Biological Sciences.
- 3.5. Competencies for Teaching of Biological Sciences.

#### **Unit-4: Approaches, Methods and Techniques of Teaching Biological Sciences (15 Hours)**

- 4.1. Approaches to Biological Sciences Teaching – Inductive, Deductive and Constructivist.
- 4.2. Methods of Teaching Biological Sciences- Lecture cum Demonstration, Historical, Heuristic, Project, Problem solving and Laboratory.
- 4.3. Modern Teaching Techniques - Brainstorming, mind mapping, concept mapping, Team Teaching and Models of Teaching – Concept Attainment Model and Biological Sciences Inquiry Training Model

#### **Unit-5: Transactional Strategies for Teaching Biological Sciences (13 Hours)**

- 5.1 Year Plan, Unit Plan and Period Plan (Lesson Plan) Herbartian steps vs. Constructivist approach.
- 5.2 Continuous Comprehensive Evaluation (CCE) Model, Period plan.
- 5.3. Microteaching – Concept, Nature and Importance, Skills of Microteaching, Practice of Microteaching Skills- Introducing a lesson, Explaining a Concept, Stimulus Variation, Probing Questioning, Drawing and Blackboard writing.

#### **Practicum - Any Two of the Following:**

1. Visit any zoological park/Botanical Garden/Agro based industry/ food park/ institution of scientific interest or Science and Technological Museum in your vicinity and report.
2. Identify and write the objectives and specifications under the three domains on any topic of your choice
3. Sketch the life history and write his/her contributions of any one Biologist
4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.
5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.

#### **Text Books:**

1. Agarwal,D.D.(2001). *Modern Methods of Teaching Biology*. New Delhi: Sarup & Sons
2. Ahmed, J.(2011). *Teaching of Biological Science*. New Delhi: PHI Learning Pvt.Ltd.

3. Chikara,M.S. and S. Sarma (1985). *Teaching of Biology*, Ludhiana: Prakash Brothers.

**References:**

1. Benjamin,S.Bloom,Ed.(1958). *Taxonomy of Educational Objectives- Handbook I – Cognitive Domain*, New York: Harcourt Brace & World Inc.
2. Gupta,S.K.(1983). *Technology of Science Education*, New Delhi: Vikas Publishing House Pvt. Ltd.
3. Hassard,J. (2000) *Science as Inquiry*, New Jersey: Good Year Books.
4. Krathwohl, David R.,Ed, (1964). *Taxonomy of Educational Objectives , Hand Book II – Affective Domain*, New York: David Mckay.
5. *New UNESCO Source Book for Science Teaching* (1978).New Delhi: Oxford & IBH Publishing House.

## **BED 105**

### **PEDAGOGY OF SOCIAL STUDIES**

#### **Objectives**

The Course will enable the student teacher to:

1. understand the meaning and scope of Social Studies.
2. develop general and specific aims of teaching Social Studies.
3. inculcate values through teaching of Social Studies.
4. understand major concepts and develop critical thinking through teaching inter disciplines of Social Studies.
5. acquire knowledge on different strategies and approaches of teaching Social Studies.

#### **Course Content**

##### **Unit-1: Social Studies as an Integrated Area of Study (7 Hours)**

- 1.1. Meaning, Nature and Scope of Natural and Social Sciences
- 1.2. Distinction between Natural and Social Sciences
- 1.3. Meaning, History, Nature, Scope and Development of Social Studies with special reference to Geography, History, Civics and Economics.
- 1.4. Distinction between Social Sciences and Social Studies
- 1.5. Understanding society through various Social Sciences

##### **Unit-2: Aims Objectives and Academic Standards of Social Studies (7 Hours)**

- 2.1 Major aims and objectives of teaching Social Studies
- 2.2 Bloom's taxonomy of Educational Objectives
- 2.3 Academic Standards and Learning outcomes of teaching Social Studies
- 2.4 Recommendations of NPE 1986 and NCF 2005.
- 2.5 Values of Teaching Social Studies

##### **Unit-3: Approaches, Methods, Strategies and Techniques of Teaching Social Studies (14 Hours)**

- 3.1. Meaning, need and significance of various approaches, methods, strategies and techniques of Teaching Social Studies.
- 3.2. Teacher centred approaches. Lecture, Lecture-demonstration, Source and Supervisory Study.

- 3.3. Learner centered approaches. Project, Problem Solving, Discussion, Inductive and Deductive, Observation, Constructivistic Approach.
- 3.4. Strategies / Techniques - Brain Storming, Team Teaching, Mind Mapping, Concept Mapping.
- 3.5. Activities. Dramatisation, Role play, Field Trips, Excursions, Social Science Clubs, Exhibitions.

#### **Unit-4: Planning in Teaching Social Studies (12 Hours)**

- 4.1. Micro-teaching - Meaning, Concept and Nature.
- 4.2. Micro-teaching Skills - Introduction, Explanation, Questioning, Reinforcement, Stimulus Variation.
- 4.3. Year Plan and Unit Plan.
- 4.4. Need and Importance of Lesson Planning (Period Planning).
- 4.5. Technology Integrated Lesson Planning.

#### **Unit-5: Teaching Learning Resources in Social Studies (8 Hours)**

- 5.1. Community Resources - Human and Material.
- 5.2. Social Studies Library, Laboratory and Museum.
- 5.3. Need and Significance of Current Events and Controversial Issues in Teaching Social Studies.
- 5.4. Handling hurdles in utilizing resources.
- 5.5. Professional Development of Social Studies Teacher.

#### **Practicum - Any Two of the Following:**

- 1. Identify values depicted in the lessons of Social Studies of any one class and prepare a report.
- 2. Select and plan appropriate strategies for teaching a lesson of Social Studies of your choice and submit.
- 3. Identify any village/ward/ colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report.
- 4. Organise a programme in the school in connection with celebration of national festivals, birthdays of social scientists/ National leaders, etc.

#### **Text Books:**

1. Aggarwal J.C(1993) . *Teaching of Social Studies, A Practical Approach*, second edition, New Delhi: Vikas Publishing House.
2. Aggarwal J.C (1983) - *Teaching of History*, New Delhi: Vikas Publishing House.
3. Kochhar, SK(1988) *Teaching of Social Studies*, New Delhi: Sterling Publishers Private Ltd.
4. Bining, A.C and Bining BH, (1952). *Teaching of Social Studies in Secondary schools* 3rd Ed., Bombay, TATA Mc Graw- Hill publishing Company Ltd.

#### **Reference Books:**

1. Edwin, Fenton (1967) . *The New Social Studies in Secondary Schools. An Inductive Approach*. New York: Holt Binchart and Winston Inc.
2. Martorella, Peter M, (1976) . *Social Studies Strategies . Theory into Practice*, New York: Harper and Row Publishers Inc.
3. Mechlinger M D (1981) . *UNESCO Handbook of Teaching Social Studies* . London: Croom Helm
4. Moffat, M P (1955). *Social Studies Instruction* . 2nd Ed. New York:. PHI
5. Edgar B W & Stareky, P W (1958). *Teaching Social Studies in High Schools*. Boston: 11C Health and Company,
6. Dr Rambhai N Patel. *Educational Evaluation*, Mumbai: Himalaya Publishing House.

## **BED 106**

### **PEDAGOGY OF PHYSICAL SCIENCES**

#### **Objectives**

The Course will enable the student-teacher to:

1. know the nature of science, structure, value and correlation with other school subjects.
2. draw the attention on development of science and the contributions of western and Indian scientists.
3. understand the aims and objectives of teaching physical sciences.
4. develop the skill of organizing science curriculum and critique on the present secondary school physical sciences curriculum.
5. organize the content into plan of action and practice the micro and macro teaching skill.
6. cope up with adoption of methods of teaching physical sciences and use the learning experiences.

#### **Course Content**

##### **Unit-1: Introduction to Science and Physical Sciences (8 Hours)**

- 1.1. Science and Physical Sciences – Meaning, Nature, Scope and Importance.
- 1.2. Structure of Science – Syntactic Structure (Process of Science – Domain of Inquiry), Substantive Structure - Product of Science-Facts, Concepts, Theories, Laws and Principles – characteristics in the context of Physical sciences (citing examples).
- 1.3. Values of Learning Physical Sciences.
- 1.4. Correlation of Physical Sciences with Mathematics, Biological Sciences, Social Studies, Languages, Fine Arts, Environment, Health, Development, Peace and Equity.

##### **Unit-2: Development of Science - Physical Sciences (8 Hours)**

- 2.1. Milestones in the Development of Sciences – Physics and Chemistry.
- 2.2. Contributions of Western Scientists –Aristotle, Copernicus, Newton and Einstein.
- 2.3. Contributions of Indian Scientists- Aryabhata, Bhaskaracharya, .C.V.Raman, S. Chandrasekhar, Homi J.Bhabha and A.P.J. Abul Kalam.
- 2.4. Landmarks, Status and Development of Indian Science and Technology.
- 2.5. Physical Science and Human Life.

### **Unit-3: Aims, Objectives and Competencies of Teaching Physical Sciences (8 Hours)**

- 3.1. Meaning, Importance, Aims and Objectives of teaching Physical Sciences.
- 3.2. Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, et al – Revised Bloom's Taxonomy and Higher Order Thinking Skills.
- 3.3. Instructional Objectives of Teaching Physical Sciences
- 3.4. Behavioural or Specific Objectives of Teaching Physical Sciences..
- 3.5. Competencies for Teaching of Physical Sciences and academic standards of CCE.

### **Unit-4: Approaches, Methods and Techniques of Teaching Physical Sciences (12 Hours)**

- 4.1. Concept of Teaching with special reference to Physical Science
- 4.2. Approaches to Physical Sciences Teaching – Inductive, Deductive and Constructivist.
- 4.3. Teacher-centred Methods - Lecture, Lecture-cum-Demonstration, Historical.
- 4.4. Student-centred Methods - Heuristic, Project, Problem Solving and Laboratory (Illustration of each method by taking examples from specific contents of Physics and Chemistry).
- 4.5. Modern Teaching Techniques - Brainstorming, mind mapping, concept mapping, Team Teaching and Models of Teaching – Concept Attainment Model and Inquiry Training Model

### **Unit-5: Planning for Teaching Physical Sciences (12 Hours)**

- 5.1. Importance of Planning for Teaching
- 5.2. Year Plan, Unit Plan, Period Plan as per CCE model.
- 5.3. Plan (Lesson Plan) – Herbartian Steps vs. Constructivist Approach
- 5.4. Microteaching - Concept and Meaning, Skills of Microteaching, Practice of Microteaching Skills- Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Probing Questioning, Reinforcement, Structuring Classroom Questions, and Blackboard writing.

### **Practicum - Any Two of the Following:**

1. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them.
2. Create a mind map on any topic in physics and chemistry.

3. Create a concept map on any topic in physics and chemistry.
4. Prepare biographical sketch of any scientist highlighting his/her contributions to Physics/ Chemistry
5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under all Domains.

### **Text Books**

1. Vaidya, Narendra (1989). *The Impact of Science Teaching*, New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
2. Sharma, R.C. (1987). *Modern Science Teaching*, New Delhi: Dhanpat Rai and Sons.
3. Vanaja, M. (2004). *Methods of Teaching Physical Sciences*, Hyderabad: Neelkamal Publications Pvt. Ltd.
4. Das, R.C. (1990). *Science Teaching in Schools*, New Delhi: Sterling Publications Pvt. Ltd.

### **Reference Books**

1. Siddiqui and Siddiqui (1998). *Teaching of Science Today and Tomorrow*, New Delhi: Doaba House.
2. Kumar, Amit (1999). *Teaching of Physical Sciences*, New Delhi: Anmol Publications Pvt. Ltd.
3. Soni, Anju (2000). *Teaching of Science*, Ludhiana: Tandon Publications.
4. Mohan, Radha (2004). *Innovative Science Teaching for Physical Science Teachers*, New Delhi, PHI
5. UNESCO. *Teaching of School Physics*, Penguin Books
6. UNESCO. *Teaching of School Chemistry*, Penguin Books

## **BED 106**

### **PEDAGOGY OF ENGLISH**

#### **Objectives**

The Course will enable the student teachers to:

1. understand the place of English language teaching in India.
2. understand the different roles of language.
3. understanding the importance of home language, school language and the role of mother tongue in education.
4. identify different methods, approaches and techniques needed for teaching different skills of ELT in the Indian context.
5. understand different skills of English language.
6. improve their ability in planning a lesson in prose, poetry and supplementary reader.
7. develop integrated skills in ELT.
8. prepare different activities and tasks for learners.

#### **Course Content**

##### **Unit-1: Introduction to ELT (6 Hours)**

- 1.1. Meaning, Nature and Scope of English Language Teaching.
- 1.2. Aims and Objectives of Teaching English in India.
- 1.3. Status of English Language in the global and Indian contexts, Language and Education Policy in India.
- 1.4. Teaching English in Bilingual/Multi-lingual contexts. Teaching English as a second Language.
- 1.5. Constitutional provisions and policies of language education: Articles 343, 351, 350A; Kothari Commission (1964-66); NPE- 1986; POA-1992; NCF-2005 (Language Education).

##### **Unit-2: Different Approaches/Theories to Language Learning and Teaching (10 Hours)** **(Mother Tongue & Second Language)**

- 2.1. Approach, Method and Technique.
- 2.2. Structural Approach, Communicative Approach, Total Physical Response, Thematic Approach (inter-disciplinary).
- 2.3. Inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching.

- 2.4. Grammar translation method, Direct method, Bilingual Method and Dr. West's Method, Structural-situational method, Audio-lingual method, Natural method
- 2.5. Groupwork, Pairwork, Roleplay and Dramatisation

### **Unit-3: Acquisition of Language Skills: (12 hours)**

Development of the linguistic skills: Listening, speaking, reading and writing.

- 3.1. 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, pictures, authentic materials and multimedia resources.
- 3.2. Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
- 3.3. 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.
- 3.4. Introduction to Phonetics: Vowels, Consonants, Stress, Intonation and Techniques of using Language Laboratory.
- 3.5. Role of Language Laboratory in acquisition of language skills

### **Unit-4: Developing Integrated Skills and Use of ICT in English Language Teaching ( 8 Hours)**

- 4.1 Teaching of Prose.
- 4.2 Teaching of Poetry.
- 4.3 Use of Multi-media in ELT.
- 4.4 Online resources for ELT.
- 4.5 ELT and Social Networking.

### **Unit-5: Planning for Teaching English ( 12 Hours)**

- 5.1. Importance of Planning for Teaching English.
- 5.2. Year Plan, Unit Plan, Period Plan as per CCE model.
- 5.3. Plan (Lesson Plan) – Herbartian Steps vs. Constructivist Approach.
- 5.4. Microteaching - Concept and Meaning, Skills of Microteaching, Practice of Microteaching Skills- Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with

Examples, Probing Questioning, Reinforcement, Structuring Classroom Questions, and Blackboard writing.

**Practicum - Any Two of the Following:**

1. Enumerate ten activities (5 for reading and 5 for writing) from the text books of classes VI to X.
2. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials.
3. Prepare a detailed report on the methods, approaches and techniques in teaching the English language skills to any one class.
4. Critically analyse the listening activities given in the text books of classes VI to X and report.
5. Critically analyse the speaking activities given in the text books of classes VI to X and report.
6. Critically analyse the reading activities given in the text books of classes VI to X and report.
7. Critically analyse the writing activities given in the text books of classes VI to X and report.
8. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and Psychomotor domain.
9. Analyse the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and psychomotor domains.
10. Prepare a PPT to teach a prose/poetry lesson of your choice (classes 6<sup>th</sup> to 10<sup>th</sup>)

**Text Books:**

1. Krishnaswamy, N. and Sriraman, T. (1994): *Teaching English in India*. Chennai: T.R. Publishers
2. M. L. Tickoo (2003): *Teaching and Learning English*. Hyderabad: Orient Longman.
3. Richards, J.C. and T. Rogers (1998): *Approaches and Methods to Language Teaching*. London: CUP
4. Doff, A. (1981): *Teach English*. London: Cambridge University Press (CUP)

**References:**

1. Graham Butt (2008): *Lesson Planning*. New York: Continuum International Publishing Group.

2. Grillet, F. (1983): *Developing Reading Comprehension*. Cambridge, CUP.
3. Parrott, M. (1993): *Developing Reading Comprehension*, Oxford: Pergamon Press.
4. Allen, Virginia French (1983): *Techniques in Teaching Vocabulary*. New York: Oxford University Press (OUP)
5. Cruttenden Allan (VII Ed.) (2008): *Pronunciation of English*. Hodder Education, UK
6. Frank, C. and Rinovoluceri Mario (1983): *Grammar in Action*. Oxford: Pergamon Press
7. Makey, Sandra L. (1985): *Teaching Grammar*. Oxford: Pergamon Press
8. Mario (1984): *Grammar Games*. Cambridge: Cambridge University Press (CUP)
9. Roach Peter (III Ed.) (2007): *English Phonetics and Phonology*. Cambridge: CUP

## **Enhancing Professional Capabilities**

### **EPC 1: Reading and Reflecting on Texts**

#### **Essence of the Course**

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach. This course is visualised as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. The course is designed to enhance the reading capacity of the student teachers. It will enable them to develop meta-cognitive awareness. The course offers opportunities to student teachers to read a variety of texts and respond to it creatively and critically.

It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

#### **Objectives of the Course**

1. To strengthen the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
2. To develop abilities in reading and understanding meaning of different kinds of texts.
3. To engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.
4. To become self-learners, reflective and expressive teachers, and collaborative professionals.

#### **Course Outline**

##### **Unit 1: Engaging with Narrative and Descriptive Accounts**

- 5 texts to be done , 4 periods for each text =20 periods
- Any 2 texts of English to be selected by the Teacher educator from readers/ books of Classes 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> (Any Board – CBSE, ICSE, IGCSE, Etc.) and 3 texts of Urdu to be selected from Readers of 11<sup>th</sup>, 12<sup>th</sup> or higher levels.
- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

### Suggested Activities

- Reading for comprehending and visualising the account (individual plus group reading and discussion/explanation)
- Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

### Evaluation

- For each text the student has to write any one of the following:
- Summary of the text, Character sketches, Descriptions, Conversion to dialogue, etc.
- 3 marks for each text X 5 texts = **15 marks**

### Unit 2: Engaging with Popular Subject-Based Expository Writing

- 5 texts to be done, 4 periods for each text =20 periods
- Any 1 text of English/ Urdu to be selected by the Teacher educator from Auto biographies of great Indian personalities, any 2 - 1 English and 1 Urdu from popular non-fiction writings and any 2 - 1 English and 1 Urdu from subject text books of Classes 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> and texts of Urdu to be selected from subject text books of 11<sup>th</sup>, 12<sup>th</sup> or higher levels.
- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)
- For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

### Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and

requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)

- Writing a review or a summary of the text, with comments and opinions (individual task)

### **Evaluation**

- For each text the student has to write any one of the following:
- Summary of the text, Descriptions, reviews, flow charts, etc.
- 3 marks for each text X 5 texts = **15 marks**

### **Unit 3: Engaging with Journalistic Writing**

- 5 articles to be done, 4 periods for each article =20 periods
- Any 2 articles of English and 3 of Urdu to be selected by the Teacher educator from current news papers, magazines, Internet, etc.
- The selection would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

### **Suggested Activities**

- Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)
- Critical reading for identifying the 'frame' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine).

### **Evaluation**

- For each text the student has to write any one of the following:
- Summary of the text, descriptions, reports, critical review, article, etc.
- 3 marks for each text X 5 texts = **15 marks**

### **Final Evaluation = 5 marks (4 Periods)**

- **The student will write a reflective report on his experiences of the activities conducted as part of the EPC Enhancing Professional Capabilities Course 1- Reading and reflecting on texts.**

**Semester II**  
**BED 201**  
**Learning and Teaching**

**Objectives:**

The student will be able to:

1. Understand the variables in the teaching-learning process
2. Explain major approaches of learning
3. Plan instructional process and apply the basic teaching model.
4. Incorporate teaching models  
Employ the taxonomy of educational objectives and delineate the instructional objectives.
5. Use various skills and competencies in class room teaching and management
6. Appreciate the role of a teacher as leader, organizer and manager
7. Bridge the gaps between teaching styles and learning styles
8. Employ various approaches of teaching-learning, such as, behaviourist, cognitivist, constructivist, connectionist and wholistic.

**Course Content**

**Unit 1: Understanding the Learner and Teaching-Learning Process**

- 1.1.Characteristics and needs of the learner
- 1.2.Matching the Teaching Styles with the Learning Styles
- 1.3.Delineation of Instructional Objectives-Cognitive, Affective, Psychomotor
- 1.4.Skills of Teaching and Learning and Maxims of Teaching

**Unit 2: Learners' Diversity**

- 2.1.Critical thinking: Importance of critical thinking in education – developing critical thinking among learners – role of teachers.
- 2.2.Creativity: Concept and definitions of creativity, nature, process, identification, fostering creativity in school.
- 2.3.Intelligence: The concept of IQ. Types of Intelligence, theories of intelligence – Two factor theory, Multifactor theory (PMI) and Guilford's structure of intellect.
- 2.4.Attitude – concept, nature, characteristics, formation of attitudes, factors influencing attitudes.

**Unit 3: Approaches to Teaching**

- 3.1.Nature of Teaching
- 3.2.Phases and Levels of Teaching,
- 3.3.Various Approaches to Teaching, such as, Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Personalized, Wholistic.

- 3.4.Models of Teaching : Concept Attainment Model ( Jerome Bruner), Advance Organiser ( David Ausubel), Juris Prudential Inquiry Model (Donald Oliver), Inquiry Training Model (Suchman)

#### **Unit-4:Teaching as a Profession**

- 4.1.Teaching as a Profession, Roles and functions, Skills and Competencies and Professional Ethics.
- 4.2.Teacher Development- Concept, factors influencing teacher development (Personal and Contextual),
- 4.3.Approaches to Teacher development: Self Directed, Cooperative Collaborative development
- 4.4.Teacher and Classroom Management

#### **Unit 5: Theories of Learning and teaching**

- 5.1.Gagne’s Hierarchy of Learning
- 5.2.Brain based Learning
- 5.3.Constructivist theories: Bruner’s Discovery Learning, Ausubel’s Meaningful Learning.
- 5.4.Constructivist Methods of Teaching: Cooperative Learning, Brain storming, Concept Mapping and Reciprocal Teaching.

#### **Mode of transaction**

Lecture, discussion, project work, field trip, assignment, seminar etc.

#### **Practicum (Any Two)**

1. Study of the Teaching Styles of a Teacher
2. Study of the Learning Styles of the Learners
3. Presentation of an lesson through innovative teaching methods

#### **Suggested Reading**

B. K. Passi (1974) Microteaching in teacher education Centre of Advance Study in Education

Benjamin S. Bloom...et al. (1964 ) Taxonomy of educational objectives Longman Group

Bruce Joyce (1985) Models of teaching (2nded.) Prentice Hall

Chauhan, S.S. (1978): Advanced Educational Psychology, Vikas Publishing house Pvt. Ltd., New Delhi.

Encyclopaedia of Modern Methods of Teaching and Learning (Vol. 1-5)

Gavriel Salomon (1981) Communication and education Sage

- Karthikeyan, C. (2004 )A Text book on instructional technology, RBSA
- Mangal, S. K. (1984). Psychological Foundations of Education. Ludhiana: Prakash Publishers
- Nayak, A. K. (2002) Classroom teaching A.P.H
- Ohles, J.F. (1970). Introduction to Teaching. New York: Random House, INC.
- Siddiqui, Mujibul Hasan(2005) Techniques of classroom teaching A.P.H
- Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.
- Snowman & Baihler (2006). Psychology Applied to teaching. Boston: Houghton Mifflin Company
- Stephens, L. M. & Evans, E.D. (1973). Development and Classroom Learning: An Introduction to Educational psychology. New York: Holt, Rinehart and Winston, Inc.
- Tanner, L.N. & Lindgren, H.C. (1971). Classroom Teaching and Learning. New York: Holt, Rinehart and Winston, Inc.

## **BED 202**

### **SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

#### **Objectives:**

This Course will enable the student teachers to:

1. understand the sociological basis of Education
2. understand the impact of culture and socialization on Education
3. sensitize the student teacher about the impact of Education on the quality of life
4. understand the preamble of the constitution in the light of Education
5. organize various programmes to achieve national integration and international understanding

#### **Course Content**

##### **Unit 1 - Sociology and Education**

- 1.1 Meaning, nature and scope of sociology
- 1.2 Relationship between sociology and Education
- 1.3 Agencies of socialization (Family, peer group, school, Media, Religion)
- 1.4 Role of Teacher in Socialisation process
- 1.5 Impact of Socialisation on Education

##### **Unit2 - Culture and Education**

- 2.1 Meaning and definitions of culture.
- 2.2 Characteristics of culture.
- 2.3 Dimensions of culture, cultural lag, cultural pluralism.
- 2.4 Impact of culture on Education.
- 2.5 Role of Education in preservation, transmission and promotion of culture.

##### **Unit 3 - Social Change and Education**

- 3.1 Meaning and factors responsible for Social change.
- 3.2 Concept and attributes of Modernization.
- 3.3 Social stratification, Social Mobility and Education.
- 3.4 Role of Education for social change
- 3.5 Social Networking and its implications on social cohesion and education.

### **Unit 4- Democracy and Education**

- 4.1 Concept and Principles of Democracy
- 4.2 Equality and equity in Education
- 4.3 Preamble of the Constitution in relation to Education
- 4.4 Role of Education in strengthening democracy
- 4.5 Concept of Socialism and Secularism: The role of Education in promoting them.

### **Unit 5 - Education and National Integration**

- 5.1 Concept, Need for National Integration
- 5.2 Education as an instrument for national integration
- 5.3 Programmes to promote National Integration and International understanding,
- 5.4 Peace education in schools
- 5.5 Social Crisis and its Management

### **Practicum - Any Two of the Following:**

1. Study the cultural practices prevailing in the local community and submit a report
2. Study the diversities existing in the community and describe the root causes for such diversities.
3. Study the social stratification in a village/ward and prepare a report on it.
4. Education and social mobility – Conduct a survey in a village/ward and prepare a report.
5. Identify the common events celebrated by the Hindus and Muslims in your community and write a detailed report on it.

### **Text Books**

The Teacher and Education in Emerging Indian Society, NCERT, New Delhi - 1983  
 Srinivas M N - Social Change in Modern India, Allied Publishers, New Delhi - 1966  
 Premnath – The Bases of Education – A Philosophical and Sociological Approach – S  
 Chand & Co. Ltd., New Delhi - 1979  
 Aggrawal, J C – Sociological Foundations of Education – New Delhi

### **Reference Books:**

Sandeep.P. & C.Madhumati (2008) Philosophical and Sociological Foundations  
 of Education. Secunderabad: Vera Educational Services Public Ltd.  
 Havighurst, R (1995) – Society and Education – Boston: Allyn and Bacon  
 Thakur A S & Berwal, S (2007), Education in Emerging Indian Society, New Delhi:

National Publishing House

Jaffar, S M (1972) – Education in Muslim India – Delhi: Idrah-I-Ababiyat Mukherji,  
Shankar (2007) – Contemporary Issues in Modern Indian Education, Author Press

Sharma, Yogendra K (2001) – History and Problems of Education, Volume-I, New  
Delhi, University Press

Richard Cheever Wallace & Wendy Drew Wallece (1985) – Sociology – Boston:  
Allyn and Bacon

Taneja, Y R (1990) – Educational Thought and Practice – Sterling, New Delhi Coombs,  
Phil P H (1970) – The World Education Crisis: A Systems Analysis – A H  
Wheeler & Co.

Vaizey John (1967) – Education in the Modern World: World University Library  
– London

## BED 203

### Assessment for Learning

#### Objectives:

This Course will enable the student teachers to:

1. Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm).
2. Become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination.
3. Be exposed to different kinds and forms of assessment that aid student learning;
4. Become the use of a wide range of assessment tools, and learn to select and construct these appropriately.
5. Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

#### UNIT 1- OVERVIEW OF ASSESSMENT AND EVALUATION

##### 1.1.Meaning and understanding of the terms

- a. Test, examination, assessment, measurement and evaluation
- b. Formative and Summative evaluation
- c. Continuous and Comprehensive evaluation
- d. Grading system and their interrelationship.
- e. Principles and Characteristics of quality assessment.

##### 1.2.Classification of assessment: Based on *Purpose*(Formative, Summative, Prognostic and Diagnostic), *Scope*( teacher made, standardized); *attribute measured* (achievement, aptitude, attitude), *Nature of information gathered* (qualitative, quantitative), *Mode of response* (Oral and written; selection and supply), *Nature of interpretation* (Self-referenced, Norm-referenced and criterion referenced) and *Context*; (Internal and External)

##### 1.3.Distinction between 'Assessment of Learning' and 'Assessment for Learning'

##### 1.4.Critical review of current evaluation practices and their assumptions about learning and development. Perspective on assessment and evaluation of learning in a constructivist paradigm.

##### 1.5.Purpose of assessment in a 'constructivist' Approach:

- i. Engage learner's minds in order to further learning in various dimensions.
- ii. Promote development in cognitive, social and emotional aspects.

## **UNIT 2: POLICY PERSPECTIVES AND REFORMS IN EVALUATION**

Examination reform efforts in India based on:

- 2.1.Secondary Education Commission (1952-53)
  - 2.2.Indian Education Kothari Commission (1964-66)
  - 2.3.National Policy on Education (1986) and Programme of Action (1992)
  - 2.4.National Curriculum Framework (2005) developed for school education and National Focus Group Position Paper on Examination Reforms.
  - 2.5.Reforms in Examination system, Role of ICT in Examination System
- (Discussion should cover analysis of recommendations, implementations and the emerging concerns).

## **UNIT 3: DIMENSIONS AND TOOLS OF ASSESSMENT**

- 3.1.Dimensions and levels of learning.
- 3.2.Retention/recall of facts and concepts; Application of specific skills
- 3.3.Manipulating tools and symbols; Problem-solving; applying learning to diverse situations
- 3.4.Meaning-making propensity; Abstraction of ideas from experiences; Seeing links and relationships; Inference; Analysis; Reflection
- 3.5.Originality and initiative; Collaborative participation; Creativity; Flexibility.
- 3.6.Evolving suitable criteria for assessment, Contexts of assessment -Subject-related, individual-related

## **UNIT 4: TEACHER COMPETENCIES IN ASSESSMENT**

- 4.1.Enlarging notions of 'Subject-based Learning' in a constructivist perspective.
- 4.2.Tools of Assessment their uses and preparation
- 4.3.Kinds of tasks: projects, assignments, performances, Kinds of tests and their constructions
- 4.4.Observation of learning processes by self, by peers, by teacher. Self-assessment and peer - assessment –Use of Rubrics
- 4.5.Portfolios: Meaning, types, Purposes, Constructing portfolios, guidelines for portfolio entries and assessing portfolios.

## **UNIT 5: DATA ANALYSIS, FEEDBACK AND REPORTING**

- 5.1.Analysis of Students' Performance: Using statistical tools
  - a. Processing test data, Frequency Distribution, Graphical representation, Central tendency, Variation, Normal Probability Curve, Percentages, percentiles, Percentile Ranks, Correlation, Grade point average.

## 5.2.Interpretation

- a. Interpretation based on the statistical measures.
- b. Frame of reference for interpretation of Data: Norm referenced, Criterion-referenced and self-referenced i.e.; relative and absolute interpretation.

### 5.3.Feedback

- a. Feedback as an essential component of formative assessment, Use of assessment for feedback; for taking pedagogic decisions, for furthering learning
- b. Teacher's feedback (written comments, oral); Peer
- c. Place of marks, grades and qualitative descriptions

### 5.4.Reporting

- a. Purposes of reporting a) To communicate Progress and profile of learner b) Basis for further pedagogic decisions.
- b. Developing and maintaining a comprehensive learner profile
- c. Reporting a consolidated learner profile

### **Practicum - Any Two of the Following:**

1. Plan and construct an achievement test in one of the methodology subjects
2. Survey the assessment practices followed in different schools – Government/Private/Residential and prepare a report
3. Prepare a report by undertaking question paper analysis of two school subjects (Annual Examinations of Previous Years)
4. Administer (any test to measure attributes) on students of any class and interpret the results
5. Conduct a survey to find out occupational choices of 9th Class students and prepare a report
6. Critical review of current evaluation practices and their assumptions about learning and development;
7. Explore alternative modes of certification/evaluation.
8. Explore the perceptions and your views on the prevailing examination system on student learning and stakeholders.
9. Entrance tests and their influence on students and school system.
10. De-linking school-based assessment from examinations: Some possibilities and alternative practices.
11. Critically review the efforts in exam reforms in India based on various commissions and committees.
12. Critically read and reflect on the 'National Focus Group Position Paper on Examination Reforms.

### Text Books

1. Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.) (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
2. Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
3. Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
4. Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
5. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
6. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.

### Reference Books:

1. Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-299.
2. Delpit, L.D. (2012). *Multiplication is for white people: Raising expectations for other people's children*. The New Press.
3. Glaser, R., Chudowsky, N., & Pellegrino, J.W. (Eds.). (2001). *Knowing what students know: The science and design of educational assessment*. National Academies Press.
4. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
5. McMillan, J. (2013). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 6th ed. Boston, MA: Pearson
6. Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.
7. NCERT(1985). Curriculum and Evaluation, New Delhi: NCERT
8. Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
9. Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
10. Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.

11. Parker Boudett, K., et. al. (2013). *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*, Revised and Expanded Edition. Cambridge, MA: Harvard Education Press.
12. Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 4-14.
13. Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan*, 324-328.

**BED 204****CURRICULUM DEVELOPMENT****Objectives:**

This Course will enable the student teachers to:

1. Learn about epistemological bases of knowledge
2. Understand the concepts and approaches of curriculum development.
3. Understand the bases and determinants of curriculum.
4. Acquaint with the curriculum reform in the Indian context.
5. Understand models and process of curriculum development
6. Understand the strategies of curriculum implementation
7. Understand the ways of curriculum evaluation
8. Examine issues in curriculum development

**Unit 1: Concept of Curriculum**

- 1.1. Meaning and Concept of Curriculum
- 1.2. Meaning of Curriculum framework and Syllabus
- 1.3. Different images of Curriculum and syllabus
- 1.4. Types of curriculum: Core, Hidden and Null Curriculum
- 1.5. Curriculum reforms in India; National Curriculum Frameworks, NCF 2005 & APSCF 2011

**Unit 2: Curriculum Development: Basics**

- 2.1. Need and Importance of Curriculum development
- 2.2. Principles of Curriculum Development
- 2.3. History of Curriculum Development
- 2.4. Bases of Curriculum Development
- 2.5. Factors influencing the Curriculum Development

**Unit 3: Curriculum Evaluation**

- 3.1. Need and importance of Curriculum Evaluation
- 3.2. Criteria for evaluating the curriculum
- 3.3. Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary
- 3.4. Formative and Summative Evaluation in Curriculum
- 3.5. Curriculum evaluation models

### Practicum - Any Two of the Following:

1. Identify the salient features of NCFSE – 2005.
2. Identification of core, hidden, null and curriculum in the school textbooks.
3. Designing an activity based curriculum.
4. Analysis of School Curriculum at Secondary and Senior Secondary level.

### Text Books:

Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.

Panday, M. (2007). *Principles of Curriculum Development*. New Delhi; Rajat publications

### References:

Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.

Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.

Candra, A. (1977). *Curriculum Development and Evaluation in education*. New Delhi: Sterling Publishers.

Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.

Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom  
California; corwin press

Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.

Herbert, J. W. & Geneva, D. H. (1990). *International Encyclopedia of Education Evaluation*. New York: Pergamon Press Oxford House.

Jenkins, D., & Shifrnan, D. M. (1976). *Curriculum an introduction*. London: Pitman Publishing House.

Jhompson, K., and White, J. C. (1975). *Curriculum development*. London: Pitman Publishing

Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication

Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.

Macdonald, B., & Walker, R. (1976). *Changing the Curriculum*. Britain: Pitman Press.

Musgrave, P. W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.

Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kaniska Publishers.

- Ornstein, A. C. & Hunkins, F.P. (1988). *Curriculum foundations, Principles and issues* New jersey prentice hall
- Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT. Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH. Sharma, R. (2002). *Modern methods of Curriculum Organisation*. Jaipur: Book Enclave.
- Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House. Sockett, H. (1976). *Designing the Curriculum*. Britain: Pitman Press.
- Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
- Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.
- Yadav, Y.P. (2006). *Fundamentals of Curriculum design*. New Delhi; Shri Sai Printographers

**BED 205****PEDAGOGY OF MATHEMATICS****Objectives:**

This Course will enable the student teachers to:

1. develop knowledge of mathematics.
2. construct appropriate assessment tools for evaluating mathematics learning.
3. stimulate curiosity, creativity and inventiveness in teaching of mathematics
4. develop competencies to develop gifted and slow learners.
5. engage with research on children's learning in specific areas of mathematics.
6. appreciate mathematics as a tool to engage the mind of the student
7. appreciate role of mathematics to strengthen the students resource skills

**Course Content****Unit-6: Mathematics Curriculum:**

- 6.1. Concept of Curriculum, Syllabus and Curriculum framework. Principles of Curriculum construction.
- 6.2. Approaches of Curriculum Organisation. – Concentric, Topical, Psychological Logical and learner centered curriculum.
- 6.3. Curriculum trends in Mathematics -Subject Centred to Behaviouristic and constructivist approach.
- 6.4. Recommendations and critical appraisal of NCF- 2005 on Mathematics curriculum.
- 6.5. Teacher as Curriculum Developer- Localised Curriculum, Place for artisans, knowledge systems in curriculum, Local innovators and innovative practices in Mathematics.

**Unit-7: Learning Experiences and Aesthetic sense of Mathematics**

- 7.1. Constructivist Approach of Teaching Mathematics
- 7.2. Edgar Dale's Cone of Experience
- 7.3. Experiential Learning- Abilities of an experiential learner.
- 7.4. Aesthetic Sense in Mathematics; three aesthetic experience variables identified by Brikhoof and their relation.
- 7.5. Co-existence of Precision and beauty in Mathematics- order pattern, structure and symmetry.

**Unit-8: Assessment and Evaluation in Mathematics**

- 8.1. Meaning of Assessment, Formative and summative Assessment, Measurement and

Evaluation in mathematics.

8.2. Achievement tests and Speed tests in mathematics- Arithmetic, Algebra, and Geometry.

8.3. Preparation of test items – Precautions to be taken while preparing test items in different branches of mathematics

8.4. Concept of CCE and measurement of different behavioural changes like interest, attitude, and aptitude in learning mathematics.

8.5. Assessment Framework

- a. Purpose of assessment
- b. Learning Indicators (LI) (B1) Types of indicators, (B2) Illustrations: Learning Indicators (LI), (i) Assessment of activity, (ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning.
- c. Tools and Techniques of Assessment, (C1) Written test, (C2) Project work, (C3) Field trips and field diary, (C4) Laboratory work, (C5) Interview / Oral test (C6) Journal writing, (C7) Concept mapping.
- d. Recording and Reporting, (D1) Measurement of students' achievements, (D2) grading system (D3) Measurement of process skills, (D4) Measurement of attitudes, (D5) Portfolio: Its role in evaluating students' performance.
- e. Reflecting Process, (E1) Assessment as a reflected process, (E2) Assessment as a reflecting process.

### **Unit-9: Mathematics for all**

9.1. Planning and organising activities for – Gifted, slow learners, backward and learners with dyscalculia- enrichment and remedial programmes.

9.2. Teaching learners with special needs - Co-operative learning, Collaborative Learning Approach (CLA), Peer learning, Reciprocal learning, Group Learning and using of ICT and multimedia.

9.3. Activities enriching Mathematics learning- Mathematics fairs, Olympiads, Talent tests.

9.4. Mathematics Kits, Mathematic Laboratory, Mathematical Clubs and its effective use.

9.5. Ways and means of providing positive attitude towards Mathematics and reducing mathematics phobia.

### **Unit-10: Professional Development of Mathematics Teacher**

10.1. In-service programmes for Mathematics Teacher

10.2. Mathematics Teacher's Associations – Role and Functions

10.3. Journals and other resource material in Mathematics Education

10.4. Professional Growth – Participation in conferences/Seminars/ Workshops and E-Learning

10.5. Action Research for improving Quality of Mathematics teaching and learning

**Practicum - Any Two of the Following:**

1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report
2. One case study of gifted child and slow learner with interventions suggested.
3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.
4. Preparing two types of assessment tests – Formative, Summative type of tests.
5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class Mathematics syllabus.

**Text Books and Reference Books**

As given in Course IV- Pedagogy of Mathematics

**BED 205****PEDAGOGY OF BIOLOGICAL SCIENCE****Objectives:**

The Course will enable the student teachers to:

1. understand the importance of biological science curriculum and its organisation
2. develop the skill, procurement and maintenance of the science laboratory.
3. equip the resources for effective teaching of biological sciences.
4. utilize the applications of science and technology on society.
5. construct the achievement test on CCE model and analyse the results

**Unit 6: School Curriculum in Biological Sciences**

- 6.1. Curriculum – Concept and Meaning, Principles of Curriculum construction.
- 6.2. Different approaches of Curriculum organization: Concentric, Topical, Psychological, Logical and Learner centered approach.
- 6.3. Current trends in Biological Science Curriculum from subject centered to behaviourist to constructivist approach to curriculum development.
- 6.4. Recommendations of NCF 2005, NCFTE-2009 on Science Teachers.
- 6.5. Teacher as Curriculum Developer- Localised Curriculum, Place for artisans, knowledge systems in curriculum, Local innovators and innovative practices in biological Sciences.

**Unit 7: Instructional Resources & Strategies for Biological Science Teaching.**

- 7.1. Curriculum accessories and support materials, text books, journals, hand books, student work books, display and laboratory materials.
- 7.2. Edgar Dales Cone of experience.
- 7.3. Importance of teaching Aids and Types of teaching aids. ICT and Multimedia resources.
- 7.4. Importance of practical work in Botany and Zoology, Planning and organization of Science Laboratories, Procurement and care of laboratory equipment, Registers, safety and First Aid – Conduct of laboratory experiment. Preparation of Lab Instruction Card.
- 7.5. Development of improvised Apparatus for concrete and abstract concepts

**Unit 8: Lifelong Biological Sciences Learning**

- 8.1. Science Clubs, Science Exhibition, Science Museums, Science Fairs and Olympiads.
- 8.2. Role of Government and Non-Government Organizations in the Propagation of Science.
- 8.3. Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization.

8.4.Science Communication in India – DST-NCSTC Network – National Children Science Congress, National Teachers Science Congress, Initiative for Research and Innovation in Science.

8.5.Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists.

### **Unit 9: Professional Development of Biological Sciences Teachers**

9.1.Professional development & Participation of Sciences Teachers in Seminars, Conferences, Workshops and In-service Training programmes.

9.2.Membership in Professional Organizations; Teachers as a community of learners.

9.3.Role of reflective practices in professional development of biological science teachers.

9.4.Teacher as a researcher: Action Research in biological Science – Learning to understand how children learn Science.

### **Unit 10: Evaluation in Biological Sciences**

10.1.Evaluation:Meaning and needs, Formative and Summative Evaluation, Diagnostic and Remedial teaching.

10.2.Continuous and Comprehensive Evaluation (CCE) Educational Assessment and Educational Evaluation. Performance based Assessment.

10.3.Assessment Framework: Purpose of assessment, Learning indicators, Types of indicators. Assessment Rubrics.

10.4.Tools and Techniques of Assessment. Written tests, Project work, Field trips and Field diary, Laboratory work, Concept mapping.

10.5.Recording and Reporting. Measurement of student's achievements. Grading system, Measurement of Science process skills, Measurement of attitudes.

### **Practicum - Any Two of the Following:**

1. Prepare two models with locally available material resources in Biology.
2. Participate in a district, state level Science Fair and prepare a report on the exhibits and activities presented.
3. Celebrate any important day related to Science in the school during the internship and submit a report.
4. Analysis of Science Textbook.
5. Survey of Science Laboratory in a school.
6. Visit to Community Science Centre, Nature Park and Science City.

### **Text Books and Reference Books**

As given in BED 106 Pedagogy of Physical Sciences.

**BED 205****PEDGAOGY OF SOCIAL STUDIES****Objectives:**

This course will enable the pupil teachers to

1. understand the teaching and learning of History, Geography, Political Science and Economics and identify the difference among them.
2. Understand the importance of Social Studies curriculum and its organizations.
3. Understand the importance of teaching learning materials for Social Studies.
4. Understand the assessment process through continuous and comprehensive evaluators.
5. Sensitize and equip teachers to handle social issues and concerns.
6. Inculcate qualities and competencies required for a good teacher.

**Course Content****Unit 6: Teaching and learning of History and Geography**

- 6.1. Periodization of world History, Indian History (Ancient, Medieval, Modern and Contemporary) with reference to secondary school Social Studies text books.
- 6.2. Colonialism, Capitalism, Democracy and Citizenship – American, French and Russian Revolutions
- 6.3. Fundamental concepts of Geography-Latitudes, Longitudes, Earth rotation, Climatology, temperature, pressure, wind, humidity, Hydrology and Oceanography.
- 6.4. Indian Geography – Geographical divisions, rivers and land forms.

**Unit 7: Teaching and Learning of Political Science and Economics**

- 7.1. Nature and scope of Political Science, key concepts and current trends.
- 7.2. Indian constitution – Fundamental Rights, Fundamental Duties, Organs of government, legislature, executive and judiciary.
- 7.3. Meaning, Nature and scope of Political Science, key concepts and current trends.
- 7.4. Teaching strategies of political Science and Economics.

**Unit 8: Curriculum Planning in Social Studies**

8.1.Meaning Nature and Need of Curriculum.

8.2.Principles of Curriculum construction with reference to Social Studies.

8.3.Approaches of organizing Social Studies Curriculum – Concentric, Spiral, Chronological, topical and correlation.

8.4.Text book of Social Studies: Characteristics

8.5.Analysis and a critical study of Social Studies text books of state boards and Central Board of Secondary Education.

### **Unit 9: Instructional Material in Social Studies**

9.1.Importance of Teaching learning material in the teaching learning process of Social Studies.

9.2.Classification of Teaching Learning materials printed, visual, audio and audio-visual and their usages with reference to Social Studies.

9.3.Maps and Globe their types – map language, map reading and map making.

9.4.Charts and graphs their types – chronology, tabor, diagrammatic and pictorial, bar, pie, line and pictorial graph.

9.5.Model and its types – working, still and diorama.

### **Unit 10:Evaluation in Social Studies**

10.1. Meaning, Nature and characteristics of Evaluation.

10.2. Types of evaluation.

10.3. Quantitative and qualitative tools of evaluation in Social Studies.

10.4. Continuous and comprehensive evaluative model of assessment in Social Studies.

### **Practicum - Any Two of the Following:**

1. Observe a day's session in house of the Parliament and report.
2. Collect Newspaper clippings on a contemporary social issue and prepare a report on that with your comments.
3. Organize any one of the social awareness programme on Swatch Bharat, Aids awareness and plantation programme in your neighbourhood and report.
4. Observe the functioning of any local body office and report.
5. Critically, analyse the characteristics of Social Studies text book of any secondary class and prepare a detailed report.

### **Text Books and Reference Books**

As given in Course 105- Pedagogy of Social Studies

**BED 206****PEDAGOGY OF PHYSICAL SCIENCE****Objectives:**

The Course will enable the student teachers to:

1. understand the importance of physical science curriculum and its organisation
2. develop the skill, procurement and maintenance of the science laboratory.
3. equip the resources for effective teaching of physical sciences.
4. utilize the applications of science and technology on society.
5. construct the achievement test on CCE model and analyse the results

**Unit 6: School Curriculum in Physical Sciences**

- 6.1. Curriculum – Concept and Meaning, Principles of Curriculum construction.
- 6.2. Different approaches of Curriculum organization: Concentric, Topical, Psychological, Logical and Learner centered approach.
- 6.3. Current trends in Science Curriculum from subject centered to behaviourist to constructivist approach to curriculum development.
- 6.4. Recommendations of NCF 2005, NCFTE-2009 on Science Teachers.
- 6.5. Teacher as Curriculum Developer- Localised Curriculum, Place for artisans, knowledge systems in curriculum, Local innovators and innovative practices in Mathematics.

**Unit 7: Instructional Resources & Strategies for Physical Science Teaching.**

- 7.1. Curriculum accessories and support materials, text books, journals, hand books, student work books, display and laboratory materials.
- 7.2. Edgar Dales Cone of experience.
- 7.3. Importance of teaching Aids and Types of teaching aids. ICT and Multimedia resources.
- 7.4. Importance of practical work in Physics and Chemistry, Planning and organization of Science Laboratories, Procurement and care of laboratory equipment, Registers, safety and First Aid – Conduct of laboratory experiment. . Preparation of Lab Instruction Card.
- 7.5. Development of improvised Apparatus for concrete and abstract concepts

**Unit 8: Lifelong Physical Sciences Learning**

- 8.1. Science Clubs, Science Exhibition, Science Museums, Science Fairs and Olympiads.
- 8.2. Role of Government and Non-Government Organizations in the Propagation of Science.
- 8.3. Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization.

8.4.Science Communication in India – DST-NCSTC Network – National Children Science Congress, National Teachers Science Congress, Initiative for Research and Innovation in Science.

8.5.Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists.

### **Unit 9: Professional Development of Physical Sciences Teachers**

9.1.Professional development of Physical Sciences Teachers.

9.2.Participation of Sciences Teachers in Seminars, Conferences, Workshops and In-service Training programmes.

9.3.Membership in Professional Organizations; Teachers as a community of learners.

9.4.Role of reflective practices in professional development of physical science teachers.

9.5.Teacher as a researcher: Action Research in Physical Science – Learning to understand how children learn Science.

### **Unit 10: Evaluation in Physical Sciences**

**10.1.** Evaluation:Meaning and needs, Formative and Summative Evaluation, Diagnostic and Remedial teaching.

10.2. Continuous and Comprehensive Evaluation (CCE) Educational Assessment and Educational Evaluation. Performance based Assessment.

10.3. Assessment Framework: Purpose of assessment, Learning indicators, Types of indicators. Assessment Rubrics.

10.4. Tools and Techniques of Assessment. Written tests, Project work, Field trips and Field diary, Laboratory work, Concept mapping.

10.5. Recording and Reporting. Measurement of student's achievements. Grading system, Measurement of Science process skills, Measurement of attitudes.

### **Practicum - Any Two of the Following:**

7. Prepare two improvised apparatus each with locally available material resources in Physics and Chemistry.

8. Participate in a district, state level Science Fair and prepare a report on the exhibits and activities presented.

9. Celebrate National Science Day / Earth Day / Water Day / any important day dated to Science in the school during the internship and submit a report.

10. Analysis of Science Textbook.

11. Survey of Science Laboratory in a school.

12. Visit to Community Science Centre, Nature Park and Science City.

**TETBOOKS AND REFERENCES:AS GIVEN IN COURSE PEDAGOGY OF PHYSICAL SCIENCE 106**

## **BED 206**

### **PEDAGOGY OF ENGLISH**

#### **Objectives**

The Course will enable the student teachers to:

1. understand the gradation of English grammar and composition teaching and learning.
2. develop the skills of presentation of vocabulary
3. develop the study skills in English Language.
4. develop the reference skills in English.
5. critically evaluate the English text book.
6. understand the role of language laboratory in teaching learning of English.
7. understand constructivist approach to language teaching and learning.
8. assess and evaluate the student's skills of language learning
9. Develop skills to evaluate learner performance through written as well as other types of tests.
10. Keep abreast of the latest trends and innovations in teaching learning of English.

#### **Course Content**

##### **Unit 6: School Curriculum in English (6 Hours)**

- 6.1. Curriculum - Concept and Meaning, Principles of Curriculum Construction
- 6.2. Different Approaches of Curriculum Organisation: Concentric, Topical, Psychological & Logical – Learner Centred curriculum
- 6.3. Characteristics of a Good English Text Book.
- 6.4. Authentic Materials for English Language Teaching and Language Laboratory.

##### **Unit 7: Teaching Vocabulary, Study and Reference skills (10 hours)**

- 7.1. Selection and Gradation of vocabulary items
- 7.2. Techniques of teaching vocabulary
- 7.3. Vocabulary games and activities
- 7.4. Techniques of teaching Study Skills: Note-making, Note-taking, Mind mapping, Brainstorming.
- 7.5. Techniques of teaching Reference Skills: Dictionary, Thesaurus, Encyclopaedia and Bibliography

##### **Unit-8: Teaching of Grammar and Composition ( 12 hours)**

- 8.1. Need and importance of teaching Grammar and Composition
- 8.2. Types of Grammar and Techniques of Teaching Grammar and Composition
- 8.3. Grammar and Composition - Games and activities

#### 8.4. Remedial teaching in Grammar and Composition

### **Unit-9: Language Assessment and Evaluation (8 Hours)**

- 9.1. Characteristics of a good test in English
- 9.2. Techniques of evaluation – oral and written; self evaluation; peer evaluation; group evaluation.
- 9.3. Formative Assessment, Summative Assessment and CCE
- 9.4. Preparing tests for different skills of language – Listening, speaking, reading, writing, study skills and reference skills
- 9.5. Preparation of Scholastic Achievement Test (SAT)

### **Unit 10: Professional Growth and Development and Innovative practices in teaching English. (12 Hours)**

- 10.1. Characteristics of a Good English Teacher.
- 10.2. Professional development of an English Teacher - Participation in Seminars, Conferences, Workshops and In-service Training Programmes.
- 10.3. Membership in Professional Organisations; Teachers as a community of learners
- 10.4. Synectic model of teaching, CLIL (Content and Language Integrated Learning), MALL (Mobile assisted language Learning), Reflective Practice in Language Learning, Project Based Learning, Spaced Learning, Concept Mapping.

#### **Practicum - Any Two of the Following:**

1. Critically analyse the curriculum of English as a second language.
2. Analyse the grammar activities listed in English Readers of any one class VI to XII.
3. Analyse the composition activities listed in English Readers of any one class VI to XII.
4. Select 10 vocabulary items from a unit and prepare a plan to teach in the relevant context. Give reasons for your selection.
5. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to XII.
6. Develop a question paper for classes VI to XII to assess all the aspects of language learning.
7. Prepare a Concept Map on any topic of English of any one class VI to XII.
8. Critically analyse the English textbook of any one Class VI to XII.
9. Prepare a plan for own professional growth and development.
10. Visit a language lab and write a report.

#### **Text Books and References**

As given in Course BED-106 Pedagogy of English.

## EPC 2

### ART IN EDUCATION

#### Objectives

After completion of the course, the student-teacher will be able to

1. integrate Art with Education and become better communicator.
2. develop creative thinking through different Art forms.
3. realize that liberal arts help in making better professionals.
4. understand Art as a medium of expression.
5. understand the role of Art as a medium of Education.
6. deepen students ability for perception and reflection.
7. use Art as an alternative languages to experience and communicate concepts in teaching-learning.

#### Course Content

##### Unit-1: Aesthetics and Arts

- 1.1 Aesthetics and Art– its meaning, dimensions and constituents.
- 1.2 Importance of Arts in Education
- 1.3 Types of Arts – visual and performing
- 1.4 Renowned Indian Arts and Artists – Classical, folk and contemporary.
- 1.5 Indian festivals and their artistic significance.

##### Unit-2: Visual Arts and Education

- 2.1 Visual Art as a medium of education.
- 2.2 Visual Arts for self- expression, observation, and appreciation.
- 2.3 Different materials of visual arts– Rangoli, pastels, posters, clay, paintings.
- 2.4 Using different methods of visual arts- Paintings, block printing, collage, clay modelling, paper cutting and folding.

##### Unit-3: Performing Arts and Education

- 3.1 Drama as a medium of education.
- 3.2 Identification of local performing art forms and their integration in teaching – learning.
- 3.3 Listening/viewing performing art forms of music, dance, puppetry and theatre.
- 3.4 Evaluation strategies; assessing the different forms of Art.

## **Practicum:**

1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report.
2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan
3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama.
4. Organise a show on dance, music or dramas.

## **References**

John Dewey, Art as Experience, New York, 1934, Minton

Herbert Reed, Education through Art – Faber and Faber, New York, 1968

Esner Elliot W, Educating Artistic Vision – New York, Macmillan, 1972

John, B., Yogin, C., & Chawla, R.(2007). Playing for real: Using drama in the classroom. Macmillan

Jefferson B, Teaching Art to Children – Continental View Point – Boston, Allyn Bacon, 1969

Rabindranath Tagore, Lectures and Addresses – Macmillan, New Delhi, 1962

A.K. Coomara Swamy, Christian and Oriental Philosophy of Art, Munshiram Manoharlal, Delhi, 1974

### Semester III

#### BED 301

#### Contemporary Issues in Education

**Marks:100**

**Credits: 4**

**Objectives of the course content:**

The course will enable student to:

- Acquire knowledge on Liberalization of Education
- Understand the concept of Globalization and its influence in the expansion of education at global level
- Acquaint with the knowledge of Privatization and its impact on Education
- Reflect on the issues of students' unrest and explore understanding of most appropriate remedial measures for students' unrest
- Understand the concept of International Understanding and Peace Education and the means to overcome value crises and acquaint with the role played by education in making an individual into a humane
- Identify the contemporary issues in education and its educational implications

**Unit – I Liberalization and Education**

- 1.1 Concept and objectives of Liberalization
- 1.2 Need for Liberalization of Education
- 1.3 Advantages and Disadvantages of Liberalization of Education
- 1.4 Role of Education in Liberalization

**Unit – II Privatization and Education**

- 2.1 Concept and objectives of Privatization
- 2.2 Need for Privatization of Education with special reference to India
- 2.3 Advantages and Disadvantages of Privatization
- 2.4 Role of Education in Privatization

**Unit –III Globalization and Education**

- 3.1 Concept and objectives of Globalization
- 3.2 Factors contributing to Globalization
- 3.3 Advantages and Disadvantages of Globalization of Education
- 3.4 Role of Education in Globalization

**Unit – IV Problems of Students Unrest**

- 4.1 Concept of Unrest
- 4.2 Causes of Students Unrest (social, economic, political and economic factors)
- 4.3 General measures to be taken to minimize/remove students' unrest (Role of Administrators, Teachers and Parents)
- 4.4 Role of mass media in minimizing/removing Students Unrest

**Unit – V Other Important Issues in Education**

- 5.1 Equalization of Educational Opportunities – SC/ ST, OBC, Women, Handicapped and religious minorities
- 5.2 International Understanding and Peace Education
- 5.3 Environmental Education and the Role of Education
- 5.4 Crisis Management at organizational level

### Engagement/activities

- Group discussion on Precautionary Measures against the dangers of Globalization of education
- Critical reflections on need for Privatization of Education with Special Reference to India
- Debate on contemporary issues in education
- University Campus visits to explore Students' unrest.
- Reflecting over the issues related to women and strategies to overcome
- Conducting seminars/workshop on Peace Education
- creating awareness among SC/ST students about various schemes and scholarships available to them,
- survey of schools to see the implementation of various incentives of government to equalize educational opportunities

### References:

- Josephene Yazali & others (2011). *Globalization and challenges of education: focus on equity and equality*. Shipra publication
- Krishnan, D.K. & Thamarasseri, I. (2013). *Contemporary issues in Indian education*
- Aggrawal, J.C. (1996) 10th rev. ed. *Theory and Principles of Education*. New Delhi: Vikas Publication
- Thakur, A. S. & Berwal, S. (2007). *Education in Emerging Indian Society*, New Delhi: National Publishing House.
- Bano,Afsar. (2000).*Indian Women the Changing Face*. New Delhi:Kiloso Books.De Souza,Alfred.(1975).*Women in Contemporary India: Traditional Images and Changing Roles*.New Delhi: Manohar Publishers.
- Pruthi ,Rajkumar., Rameshwari Devi., & Romila Pruthi.(2002).*Encyclopaedia of Status and Empowerment of Women in India*. Delhi: Saurabh Communications.
- Dr.Usha Rao (2012) First Edition.*Education for Peace*, Himalya Publishing House
- Rao, D. B. (1996). *Globals Perception on Peace Education, Vol. I, II & III*. New Delhi: Discovery Publishing House.

**BED 302****Environmental Education****Marks: 50****Credits: 2****Objectives:**

This Course will enable the student teachers to:

1. understand the concept of Environmental Education & Its Importance
2. understand the environmental hazards, disasters & Disaster management.
3. understand the need for protecting the environment
4. know about sustainable development
5. understand the term environmental consciousness and green audit
6. know how technology can be integrated into teaching of Educational Environment
7. understand the curriculum and teaching methods of Educational Environment in primary secondary and higher secondary level
8. Know about assessment methods in educational environment.

**Unit –I**

- a. Nature and scope of Environmental Education
- b. Environmental hazards & disasters
- c. Environmental & Disaster management
- d. Environmental protection policies with special reference to India

**Unit – II**

- a. Sustainable development
- b. Environment consciousness: Energy Conservation, rainwater harvesting, water recycling, carbon neutral
- c. Water management
- d. The concept of Green audit/ environmental audit

**Unit-III**

- a. Environmental Education and School Curriculum –Primary, Secondary and higher secondary level.

- b. Different teaching strategies of environmental education.
- c. Assessment methods of environmental education.
- d. Integrating technology for environmental education.
- e. Role and responsibilities of a teacher in the development of competencies of environmental education.

**Practicum - Any one of the Following:**

**References:**

1. Barucha, E (2004) : Textbook for environmental studies, UGC, New Delhi
2. Jadhar, H & Bhosale, V.M. (1995) environmental protection and laws, Himalaya publication house, Delhi.
3. Keln P (2000) environmental Education a Conceptual analysis Calicut University.
4. Sharma V.S. (2005) Environmental Education New Delhi, Anmol Publication. Trends in Environmental Education, UNESCO Publication.

## **BED 303**

### **Inclusive Education**

**Marks: 50**

**Credits: 2**

**Objectives:**

The course will enable the student teachers –

1. To understand the concept of Inclusive Education.
2. To understand the concept of Special Education.
3. To understand the concept of Impairment, Disability and Handicap.
4. To differentiate between the concept of Integration, Segregation and Mainstreaming.
5. To understand the different types of differently able Person.
6. To understand the causes of different types of impairment and disability.
7. To understand the techniques and process of identifying the different types of differently able Person.
8. To understand different approaches and educational provisions for different types of differently able Person.
9. To understand the causes of educational backwardness of different excluded/marginalizes sections of the society.
10. To understand the Strategies for educational Inclusion of different excluded/marginalized sections of the society.

**Unit – 1 Introduction of Inclusive and Special Education**

1. Inclusive Education - Meaning, Definition, need & Importance
2. Special Education - Meaning, Definition, need & Importance
3. Impairment, Disability and Handicap
4. Concept of Integration, Segregation and Mainstreaming

**Unit – 2 Differently abled Children and their Educational Inclusion**

1. Mentally Retarded Children –Characteristics, Causes, Identification and educational Provisions for inclusion
2. Visual Impaired Children –Types, Characteristics, Causes, Identification and educational Provisions for inclusion
3. Hearing Impaired Children –Classification, Characteristics, Causes, Identification and educational Provisions for inclusion
4. Learning Disabled Children –Types, Characteristics, Causes, Identification and educational Provisions for inclusion

**Unit – 3 Excluded/Marginalized Sections of Society and their Education**

1. Inclusion of educational backwardness, and educational strategies for  
     Women  
     Schedule Caste  
     Schedule Tribes  
     Minorities (with special reference to Muslims)

**Field work/ Projects / Assignments:**

- Visits of different types of Special schools ( Mentally Retarded Institutes , Blind Schools, schools of Deaf and Dumb and Rehabilitation Centers)

**Mode of Transaction**

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data.

**References:**

1. Alnscow, M. (1994) – Special Needs and the Classroom, UNESCO Publishing.
2. Anupriya Chadha (2002) – A Guide to Educating Children with Learning Disabilities, Vikas Publishing House, Pvt. Ltd. New Delhi.
3. Berdina, W.H. (1985) – An Introduction to Special Education, Boston, Harper Collins Publishers.
4. Hallahan Daniel, P. and Kauffman, J.M. (1992) – Exceptional Children – Introduction to Special Education, Prentice hall, INC New Jersey.
5. Henley Martin. (1993) – Characteristics of and strategies for Teaching Students with Mild Disabilities, Massachusetts: Allyn & Bacon.
6. Heward, W. L. (1988) – Exceptional children, Merril Publishing Co. Chicago.
7. Kirk, Gallagher and Anastasian. (1993) – Educating Exceptional Children, Houghton Co. Boston.
8. Learner, J. (1985) - Learning Disability, Houghton, Mifflin Co. Boston.
9. Nind, M. (2003) – Inclusive Education diverse Perspective, David Fulton Publication, London.
10. Onita Nakra (1996) – Children with Learning Difficulties, Allied Publishers Ltd. New Delhi.
11. Panda K.C. (2002) – Education of Exceptional children, Vikas Publishing House Pvt. Ltd. New Delhi.
12. Paul, J. Churton, M. Mosse, W.C. et al. (1977) – Special Education Practice, Brooks/Cole Publishing Company.
13. Peterson, J. (2003) – Inclusive Teaching Creative Effective Schools for all Learners, Allan & Bacon, Boston.

**BED 304****Gender, School & Society****Marks: 50****Credits: 2**

To enable the student to :-

- Develop gender sensitivity among the student teachers.
- Develop clarity among the concept of Gender and sexuality
- Understand about the gender issues faced in school
- Aware about the role of education in relation to gender issues
- Understand the gender issues faced in society and educational implications
- Aware about constitutional provisions of human rights and women right

**Unit-1: Introduction**

- 1.1 The Concept of Gender and sexuality
- 1.2 Social Construction of Gender
- 1.3 Gender Roles ,Types of Gender Roles
- 1.4 Gender-based Division and Valuation of Work
- 1.5 Exploring Attitudes towards Gender

**Unit -2 Gender and School**

- 2.1 Gender bias in school enrolments, dropouts, household responsibilities,
- 2.2 Societal attitudes towards Girl's education
- 2.3 Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond.
- 2.4 Adult education and non-formal education for women's development
- 2.5 Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity

**Unit-3 Gender and Society**

- 3.1 History and current scenario of Indian Women, The Indian constitutional provisions for women's rights
- 3.2 Concept of Patriarchy and Matriarchy and issues related to Indian Women
- 3.3 contribution of family, caste, religion, culture, the media (films, advertisements, songs etc), to gender roles in society,
- 3.4 Resolving issues related to women/girl child: female infanticide and feticide, sex ratio, sexual harassment of women at work place, honour killing, dowry, child marriage, property rights, divorce, widowhood,
- 3.5 Identification and preventive measures of sexual abuse/violence and its verbalisation, combating the societal outlook of objectification of the female body.

**Practicum**

Any one of the following:-

- Visit schools and study the sexual abuse and sexual harassment cases.
- Text book analysis for identifying gender issues, gender biases reflected in it.
- To undertake study of sex ratio and analysis of it state wise

- Develop an awareness programme for female infanticide and foeticide, child marriages, dowry, sexual abuse, work place harassment in terms of drama, street play, poster, documentary, Power Point Presentations
- Prepare presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc.
- Debate on women reservation bill
- Group Activities on Domestic violence and other personal issues and its remedies.
- Visits to institutions like WSRC, Dowry prohibition cell, Women help line, NGO working for women etc.

### ***Suggested Reading***

- Aggrawal, N. (2002). *Women and law in India*. New Delhi: New Century Pub.
- Agnes, F., Chandra, S., & Basu, M. (2004). *Women and law in India*. New Delhi: Oxford University Press
- Goonesekere, S. (Ed). (2004). *Violence, law and women's rights in South Asia*. New Delhi: Sage
- Jaising, I (Ed.). (2005). *Men's laws women's lives: A constitutional perspective on religion, common law and culture and South Asia*. New Delhi: Women Unlimited
- Kapur, R. (1992). From theory to practice: Reflections on legal literacy work with women in India. In M. Schuler, & S. R. Kadirgamar (Eds.), *Legal Literacy: A tool for women's empowerment* (pp. 93-115). New York: UNIFEM.
- Maswood, S. (2004). *Laws relating to women*. New Delhi: Orient Law House.
- Schuler, M., & Kadirgamar, S. R. (1992). Legal literacy as a tool for women's empowerment. In M. Schuler, & S. R. Kadirgamar (Eds.), *Legal literacy: A tool for women's empowerment* (pp. 21-70). New York: UNIFEM
- Sen, S. (2013). *Women rights and empowerment*. New Delhi: Astha Publishers.
- Siddiqi, F.E. & Ranganathan, S. (2001). *Handbook on women and human rights*. New Delhi: Kanishka Publishers
- Stone, L., & James, C. (2011). Dowry, bride-burning, and female power in India. In C. B. Brettell, & C. F. Sargent (Eds.), *Gender in cross-cultural perspective* (5 ed., pp. 308-317). New Delhi: PHI Learning Private Limited

### EPC 3 - ICT Competencies

TotalMarks:50

Credits: 2

#### Objectives:

This Course will enable the student teachers to:

1. To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and a support to teachers.
2. To enable the students to develop the skills of handling and operating different types of computer equipment in real classroom situations.
3. To enable the students to understand the application of information and communication technology in education.
4. To enable the students to appreciate the application of computers in education
5. To enable the students to apply the knowledge of networking and internet in their daily

#### Course Content

##### UNIT 1: USE OF COMPUTERS IN EDUCATION

1. Functional knowledge of operating computers - word processing, use of power point, excel , publication software.
2. Effective browsing of the internet for discerning and selecting relevant information.
3. Downloading relevant material.
4. Cross collating knowledge from varied sources

##### UNIT 2: VISUALISING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS

1. Preparation of ICT based learning Experiences.
2. Developing PPT slide show for classroom use.
3. Use of available software or CDs with LCD projection for subject learning
4. Organize Collaborative learning tasks
5. Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', wikis, etc.

##### UNIT 3: EXPERIENCE IN ICT-AIDED LEARNING

1. Innovative usage of technology: Some case studies
2. Critical issues in 'internet usage' – authenticity of information, addiction, plagiarism, downsides of social networking group, netiquettes and safety on the net.

**Activity 1-** Preparing Word Document using advanced features of word - on any Subject , topic from secondary school syllabus.

**Activity 2-** Prepare an interactive power point presentation with hyperlinking

**Activity 3-** Prepare lesson plan and conduct an ICT based lesson using the above

**Activity 4-** Study of 3 Subject wise online learning programs and write a report on it.

**Activity 5-** Create a poster/ brochure/flyer on any one of the above.

#### References:

1. Kumar, K.L. (2003) Educational Technology New Delhi, New Age International
2. Aggarwal, J.C. Essentials of Educational Technologies, Learning Innovations.
3. Sampat, K. Et. Al (1998) Introduction of Educational Technology New Delhi Sterling

4. Chauhan, S.S. Innovations in Teaching Learning Process New Delhi Vikas Publishing
5. Vanaja, M. and Rajshekhar, S. Educational Technology and Computer Education Hyd. Neelkamal Pub. Pvt. Ltd.
6. Mohanthy, J. Educational Teachnology New Delhi Deep & Deep Pub. Pvt. Ltd.
7. Apter, Michael, J. The New Technology of Education London Mac. Millan Co.
8. Varanasi, L Computer Education Hyd. Neelkamal Pub. Pvt. Ltd.

## Semester IV

### BED 401

### SCHOOL MANAGEMENT, LEADERSHIP AND ACTION RESEARCH

**Marks:100**

**Credits: 4**

**Objectives:**

This Course will enable the student teachers to:

1. To develop and understand the concept of Educational Management.
2. To know the functions of Educational Management.
3. To gain an insight into importance of School Management.
4. To acquaint learners with concept and process of Human Resource Management.
5. To develop an understanding of various components of School Administration.
6. To acquaint themselves with specifics of School Management.
7. To know about creation and management of infrastructural facilities for Quality Education.
8. To understand administrative set up of schools and institutions related to it.
9. To understand the concept and importance of action research and continuous development in Education.
10. To understand basics and process of action research.

**Unit 1: Fundamentals of Educational Management**

- 1.1 Educational Management – Meaning, Objectives, Importance and Functions.
- 1.2 Principles of Management by Henry Fayol and its application to Educational Management.
- 1.3 Quality Management: Concept, Process and Indicators.
- 1.4 Types of Management: Time Management, Class room Management.
- 1.5 Administrative Structure of Education in India - At Centre, State and Local bodies. Schools under different managements and their functions.

**Unit 2: Human Resource Management**

- 2.1 Meaning, Need and Processes of Human Resource Management.
- 2.2 Concept, Nature and Characteristics of a leader and Styles of leadership
- 2.3 Leadership skills – Grievance Management, Decision making, Crisis Management, Conflict Management and Team building.
- 2.4 Qualities, Competencies and Functions of Headmasters and Teachers
- 2.5 Professional of Ethics and Code of Conduct  
Accountability and Self-assessment of teachers and feedback mechanics

**Unit 3: Elements of School Management**

- 3.1 School Climate: Meaning and Types
- 3.2 School Plant: Basic Infrastructural facilities in school.  
a.) Human needs      b.) Academic needs  
c.) Co-curricular activity needs
- 3.3 School Finance – Sources of Income, Items of expenditure, School Budget.
- 3.4 School Discipline – Concept and approaches. Concept of self-discipline and relevance in School.
- 3.5 Institutional Planning: Concept and steps involved in institutional practices. Perspective Planning.

**Unit 4: Fundamentals of Action Research**

- 4.1 Meaning, Characteristics, Principles uses and limitations of Action Research.
- 4.2 Action Research for the professional growth of teachers.
- 4.3 Approaches of Action Research – Qualitative and Quantitative – concept and need.

- 4.4 Stephen Kemmis – Cycle of Action Research.
- 4.5 Ethical considerations in conducting Action Research.

### **Unit 5: Planning, Conducting and Reporting Action Research**

- 5.1 Methods of Action Research – Experimental, Survey and Case Study – meaning, purpose and limitations.
- 5.2 Tools for Data Collection – Questionnaire, Audio-Video recording, Interviews, Observation, Designing Action Research – Action Research proposal
- 5.3 Designing Action Research
- 5.4 Analysis of Action Research data
- 5.5 Report writing in Action Research.

### **Practicum - Any Two of the Following:**

1. Designing an Action Research Plan.
2. Select any classroom problem and prepare a plan of action for solving it using any cycle of action research.
3. Analyse the quality of the internship school.
4. Make a survey of the internship school and prepare a “school plant” report.
5. Critically analyse the Annual Plan Unit Plan and Time-table of the internship school.
6. As a teacher think of a crisis / conflict / disaster and prepare an action plan.

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- [Rustom S. Davar](#) (1993). *Creative Leadership – The People Oriented Task Approach*. New Delhi: UBS Pub & Distributors Ltd.,
- [S. K. Kochhar](#) (2011). *School Administration and Management*. New Delhi: Sterling Publishers Pvt. Ltd
- Safaya, R. N. and Shaida, B.D. (2000). *School Administration and Organization*. Dhanpat Rai and Sons, Delhi.
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**BED 402**  
**Minorities Education**

**Marks:50**

**Credits: 2**

**Objectives:**

This Course will enable the student teachers to:

1. Get familiar with the concept, meaning and development of Minorities in the historical perspective.
2. Get acquainted with institutional safeguards for Minorities.
3. understand the problems of Minorities in Indian society and challenges.
4. Develop sensitivity towards the paradigm shift from welfare approach to development to the rights based approach
5. Get familiar with the reports and recommendations of various commissions and committees appointed by the Government of India.
6. Get acquainted with various programmes and schemes introduced by the Government of India for the welfare and upliftment of Minorities.

**Course Content:**

**Unit – 1: Minorities in Indian Society: Theoretical Perspective**

- 1.1 Concept, meaning and definition of Minority
- 1.2 Classification of Minorities- Religious, Linguistic, Ethnic and Cultural
- 1.3 Problems of Minorities in India (Muslims, Christians, Sikhs, Jains and Buddhist),
- 1.4 Constitutional provisions and minority rights with special reference to education

**Unit – 2: Reports and Institutional Initiatives to safeguard Minorities**

- 2.1 Reports and Recommendations of NPE-1986, Revised NPE – 1992, Sachar Committee, Rangannath Mishra Committee
- 2.2 Role and functions of National Commission for Minorities (NCM), State Minority Commission (SMC)
- 2.3 Role and functions of National Commission for Minority Educational Institutions (NCMEI)
- 2.4 Role and functions of National Minorities Development and Financial Corporation (NMDFC), State Minority Financial Corporations (SMFC)
- 2.5 Challenges for NCM,SCM,NCMEI,NMDFC & SMFC

### **Unit – 3 : Educational and welfare Schemes for Minorities.**

- 3.1 Scholarship and Fellowship Schemes for Minority Communities
- 3.2 Remedial and coaching programmes of competitive examinations for Minority students
- 3.3 Area Intensive programme for Educationally Backward Minorities
- 3.4 Welfare schemes – Nai Roshni, Seekho aur Kamao, Padho Pardesh, Hamari Dharohar.

#### **Practicum - Any one of the following:**

- The students shall be engaged with the Minority community through projects wherein they would look at the implementation of different aspects of RTE.
- They would also be engaged in conducting a bridge course for students of Minority community lagging behind in academics due to any reasons.

#### **References:**

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3. *Minorities in India*, Newsletter of National Commission for Minorities, spring, 1997.
4. Massey, James. (1998). Rights of the Minorities to establish, administer, educational institution (under article 30 of the constitution), studies in Educational & Socio-economic problems of the minorities in India, National Commission for Minorities, New Delhi.
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6. Siddiqui, M.K.A. (19984). *Educating a Backward Minority*.
7. Sachar Committee Report. (2006), *Social, Economic and Educational Status of the Muslims Community of India*, New Delhi.
8. Benjamin, Joseph: Minorities in Indian Social system Vol:1, Vol:2.
9. Naseema,L – Human Rights Education
10. Ansari, Iqbal – Readings as Minorities perspectives and Documents, Vol: I&II New Delhi
11. Roa, V.K. – Contemporary Education (New Delhi)
12. Engineer, Asghar Ali – The Role of Minorities in Indian Freedom Struggle

13. Ghandhi, Raj mohan – Understanding Muslim Mind.
14. Kirpal, J.B. – Minorities in India (Calcutta)
15. Peacock, Olive – Minorities and National Integration (Jaipur)
16. Reports of NPE-1986,
17. Reports of Revised NPE – 1992
18. Ranganath Mishra Committee Report
19. Sachar Committee Report
20. Shah, Ghanshyam – Minorities and National Building: A Case of Muslims and Scheduled Tribes in India. (Dept. of Pol. Science, BHU, 1983)

**BED 403**  
**Peace Education**

Marks:50

Credits:2

**Objectives:**

This Course will enable the student teachers to:

1. Understand the relevance of Peace Education and its connection to inner harmony.
2. Understand individual & social relationships based on constitutional values.
3. Reflect on attitudes that generate conflicts at personal & social levels.
4. Learn skills & strategies to resolve conflicts.

**Course Content****Unit 1: Introduction to Peace Education**

- 1.1 Concept of Peace and Non-violence
- 1.2 Pre-requisites to peace in the society: Compassionate, ethical decision-making, intercultural and cultural harmony. Responsible citizenship, respect for secular and democratic ideals based on nonviolence.
- 1.3 Peace Values Vis-a`-Vis Constitutional values: Importance of the attitudes, beliefs and Values of Peace.
- 1.4 Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars. Impact on quality of life.
- 1.5 Approaches to peace education

**Unit 2: Understanding conflict – Hindrance towards achieving Peace**

- 2.1. Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organisational, interstate
- 2.2. Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc
- 2.3. Developing capabilities for mediation and conflict transformation
  - (i) Skills and strategies needed for conflict resolution
  - (ii) Listening to the conflicting parties
  - iii) Awareness of own identity, cultural underpinning, and communication skills
  - (iv) Awareness of context of the conflict
  - (v) Commitment to mediate
  - (vi) Looking for alternative strategies and creative solutions to overcome / transform
- 2.4. Hindrances towards achieving Peace: Stress, Fears - exam, failure, public speaking, anxiety, Pressures- Peers, social groups, Cultural. Marginalization – caste, gender, Socio-economic groups. Media- social media, Technology related issues.
- 2.5. Acquisition of academic knowledge and its misuse – misuse of laboratory equipments, chemicals etc causing harm to self and society (with case studies)

**Unit 3: Peace Efforts and Orienting Education for Peace Building**

- 3.1 Increasing awareness of role of self in
  - (i) Discipline, self management;
  - (ii) Reducing prejudices, biases and stereotypes and building multicultural orientation;

- (iii) Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion;
- (iv) Habitual self reflection by using daily journal on experiences.
- 3.2 Peace Building initiatives at National and International levels
- 3.3 Critical Pedagogy of Peace Education- Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level
- 3.4 Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. Non-evaluative orientation empathetic founding academic and discipline problems.
- 3.5. Becoming peace teacher–acquisition of relevant knowledge, attitudes, values and skills.

#### Practicum (Any One)

1. Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences.
2. Approaches to peace education – case studies of local and international.
3. Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life.
4. Film clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like – Doha debates, Sadako,
5. Preparation of collage from newspapers, etc. to highlight issues and challenges to peace or positive response to them.
6. Developing an action plan for peace in school and local community.
7. Visiting websites on peace education to become familiar with National and International Initiatives, approaches and strategies of peace, case studies of conflict in the region.
8. Guest lectures from Yoga and Peace Organizations.
9. Workshop on PR (Prem Rawat) model of peace building process, “Peace as an individual experience” has the following key features: Unique message, Universally applicable, simple yet profound experience in life, positive in nature, addresses individual’s core capacity, easy to communicate at different levels, Interactive, has a balance of knowledge, attitude and skills, experiential learning with exercises, narratives and audio-visual displays. It has 10 modules and all are practicum based: a)Relevance of Peace to life b)Appreciation c)Inner strength d)Self-Awareness e)Clarity f)Understanding g) Dignity h)Choice i)Hope j)Contentment.
10. Psychological Tests on- Personality, Experiment on Cooperation, Test on measuring Peace Quotient, Interpersonal and Intrapersonal Conflicts, Group Exercises, Problem Solving exercises (how conflicts are resolved), Stress scale, Stress resiliency,
11. Measurement of attitude towards Peace, Parenting Styles and Peace.

#### References:

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19. Joseph, A and K. Sharma (eds) (2003). Terror Counter-terror. New Delhi: Kali for
20. Kreidler, WI. (1991). Creative Conflict Resolution: More than 200 Activities for KeepingPeace in the Classroom. Foreman, Scott, Glenview.
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22. Maslow, A. H. (1968). Towards a Psychology of Being, 2e. Van Nostrand Reinhold.
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**EPC 4 -Understanding the Self****Marks: 50****Credits:2****Objectives:**

This Course will enable the student teachers to:

1. To help student- teachers develop life skills to understand self
2. To develop sensitivity towards their life experiences
3. To develop the capacity to facilitate personal growth and social skills in their own students
4. To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors that has shaped their aspirations and expectations
5. To synthesize their experiences and learning over a period of time
6. To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection

**Unit-I Introspective writing**

1. Writing one's experiences in the institution in the form of diary (weekly, month, semester)
2. Writing an Educational autobiography of the self with respect to one's experience as a learner till now
3. Writing about one's expectations in life
4. Writing about the problematic situations faced boldly in life & Recording happy moments of one's life

**Unit-II Life events:**

1. Introduction of Life skills
2. Poster making /chart making: time line, mind map, story , song, poetry, poster, digital story, PPT presentation
3. Sharing experiences

**Unit-III Learning to develop empathy through Observation**

1. Observation of nature & animal life
2. Observation of people
3. Observation of situations
4. Observing multiple views of same situation ( classroom, outside classroom at home)

## **EPC- 5**

### **Health and Physical Education**

Marks: 50

Credits: 2

#### **Objectives:**

This Course will enable the student teachers to:

1. To introduce the pupil teachers with the concept of health and physical education.
2. To enable the pupil teachers to understand the various dimensions and determinants of health.
3. To understand the importance of physical education in human life.
4. To enable the pupil teachers to understand the need and importance of physical education.
5. To develop organization skills in organizing tournaments and sports meet.
6. To list the different programmes for physical education.

#### **Unit –1: Understanding Physical Education.**

1. Concept, need scope, and objective of physical education.
2. Health education, definitions aims and objectives.
3. School health programme and the role of physical education teacher in development of health and good hygienic habits.

#### **Unit – 2: Programmes of Physical Education**

1. Preliminary idea of some common programmes of physical education.
2. Recreations: Meaning, significance and recreational programmes in schools.
3. Need for recreation, different types of recreational activities and their organization

#### **Unit –3: Physical Education and Integrated Personality**

1. Physical education in the context of NCF 2005 and NCFTE, 2009.
2. Organization administration: Planning, Budgeting, fixture (Knock out and league)
3. Athletic meet, meaning, need and importance process to organize athletic meet at school level.

#### **Practicum - Any Two of the Following:**

1. Prepare a Project report on three types of sports ground.

2. Prepare a plan of activity for three days outdoor camp
3. Organize a sports meet at school level
4. Participate in any two games and sports activities of your choice in your institution.

**Suggested Reading:**

- ATwal & Kansal, (2003) a Textbook of Health, physical Education and Sports, jalandhar, A.P., Publisher.
- Kamlesh, M.L. & Sangral, M.S. (1986) Methods in physical Education, Ludhiana: Prakash Brothers. Kangane, Sopan & Sonawane, Sanjeev (2007) physical Education Pune: Nurali Publication
- Kaur, Manjeet (2003) Health and Physical Education, Luidhiana: Tendon Publications.
- Sharma, Anil P. (2011) Mind, Body and Divine Yoga. New Delhi: Personal Graphics and Advertiser Pvt. Ltd.
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