

SYLLABUS

For

2 YEARS B.Ed PROGRAMME

(Revised Syllabus Approved by Academic Council)



**Dept. of
Prof Qoumrul Hoque School of Education**

JUNE, 2019

UNIVERSITY OF SCIENCE & TECHNOLOGY, MEGHALAYA

Techno City, 9th Mile, Baridua, Ri-Bhoi, Meghalaya, 793101

SESSION 2018-2019 (Modified structure)**Semester-I**

Paper code	Name of the paper	Credit Hrs	External Marks	Internal marks	Practicum	Total marks
B.Ed-101	Foundations of Education	4	70	30	-	100
B.Ed-102	Growth and Development During Childhood and Adolescence	4	70	30	-	100
B.Ed-103	Contemporary India and Education	4	70	30	-	100
B.Ed-104	Understanding Disciplines and Subjects	4	70	30	-	100
B.Ed-105	Language across the Curriculum	2	35	15	-	50
B.Ed-106 (*EPC-01)	Critical Understanding of ICT	2	-	30	20	50
	Total	20	315	165	20	500

*Enhancing the Professional Capacities.

SEMESTER-II

Paper code	Name of the paper	Credit Hrs	External Marks	Internal marks	Practicum	Total marks
B.Ed-201	Gender, School and Society	4	70	30	-	100
B.Ed-202	Knowledge and Curriculum	4	70	30	-	100
B.Ed-203	Teaching and Learning	4	70	30	-	100
B.Ed-204	Assessment for Learning	4	70	30	-	100

B.Ed-205	Understanding the Self	2	35	15	-	50
B.Ed-206(A)	Health and Physical Education (Optional*)	2	35	15		50
B.Ed-206(B)	Peace Education and Human Rights Education (Optional*)	2	35	15	-	50
B.Ed-206(C)	Guidance and counseling (Optional*)	2	35	15	-	50
B.Ed-206(D)	Environmental Education(Optional*)	2	35	15	-	50
Total		20	350	150	-	500

Semester –III

Paper code	Name of the paper	Credit Hrs	External Marks	Internal Marks	Practicum	Total Marks
B.Ed-301(A)	Teaching of General Science	4	50	30	20	100
B.Ed-301(B)	Teaching of Social Science	4	70	30	-	100
B.Ed-302(A)	Teaching of Mathematics	4	70	30	-	100
B.Ed-302(B)	Teaching of English	4	70	30	-	100
B.Ed-302(C)	Teaching of Assamese(MIL)	4	70	30	-	100
B.Ed-	Teacher	4	70	30	-	100

303	Education					
B.Ed-304	Inclusive Education	4	70	30	-	100
Total		16	260	120	20	400

Semester-IV

Paper code	Name of the paper	Credit Hrs	External Marks	Internal Marks	Practicum	Total marks
B.Ed-401 (*EPC -2)	Drama and Art in Education	2	0	50		50
B.Ed-402	School Management	2	35	15		50
B.Ed-403	School Internship(16 weeks)	12	0	300		300
	Total	16	35	365		400

Bachelor of Education (B.Ed.)

Course content:

Semester- I

Foundation of Education

Growth and Development during Childhood and Adolescence

Contemporary India and Education

Understanding Disciplines and Subjects

Language across the Curriculum

Critical Understanding of ICT

Semester II

Gender, School and Society

Knowledge and Curriculum

Teaching and Learning

Assessment for Learning

Understanding the Self

Health and Physical Education (Optional*)

Peace Education and Human Rights Education (Optional*)

Guidance and counseling (Optional*)

Environmental Education (Optional*)

Semester –III

Teaching of General Science

Teaching of Social Science

Teaching of Mathematics

Teaching of English

Teaching of Assamese (MIL)

Teacher Education

Inclusive Education

Semester-IV

Drama and Art in Education

School Management

School Internship (16 weeks)

**Course Wise Content Details for
Bachelor of Education (B.Ed.) Degree Programme**

1. First Semester

B.Ed.101: Foundations of Education

Marks: 30+70=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand and appreciate the foundation of education.

Course outcomes: The successful completion of this course shall enable the students:

CO1. To understand the nature and basic concepts of education

CO2. To understand the philosophical bases of education.

CO3. To acquaint with Sociological bases of Education.

CO4. To acquire knowledge about the Psychological bases of Education

CO5. To understand the Economic bases of Education

Contents:

Unit -1: Changing Concept and Aims of Education

- Meaning and Nature of Education
- Scope of education
- Education as a natural and social Process
- Process and modes of education
- Individual Aim
- Social Aim
- Cultural Aim
- Knowledge Aim
- Liberal and Vocational Aim

Unit-2: Philosophical Bases of Education

- Meaning, Nature and Scope of Educational Philosophy

- Relationship between Philosophy and Education
- Major Schools of Education:
- Idealism
- Naturalism
- Pragmatism
- Constructivism

Unit-3: Sociological Bases of Education

- Concept, Nature and Scope of Educational Sociology
- Role of Family in the Socialization Process.
- School and Society in the Socialization Process
- Education as an agent of Social Change and development

Unit-4 Psychological Bases of Education

- Relation between Psychology and Education
- Importance of Psychology in teaching and learning process
- Learning theories: S-R theories, Conditioning theory, Gestalt Theory

Unit-5: Economic Bases of Education

- Education and Economic development
- Education and Employability
- Consumer Driven Education Programme
- Cost – Benefit Analysis in Education

References:

1. Prof. Raman Behari Lal, Philosophical Perspectives of Education , Educational Booksellers and Publishers, Meerut.
2. Dr. Poonam Madan, Psychology Perspective in Education, Educational Booksellers and Publishers, Meerut.
3. Raman Bihari Lal, Neeru Malhotra, Education in Emerging Indian Society, Educational Booksellers and Publishers, Meerut.

4. A.K.Chakrawarty, Education in Emerging Indian Society, Educational Booksellers and Publishers, Meerut.
5. Girish Pachauri, Philosophical Foundation of Education, Educational Booksellers and Publishers, Meerut.
6. Dr, R.A.Sharma, Fundamentals of Educational Psychology, Educational Booksellers and Publishers, Meerut.

B.Ed.102: Growth and Development during Childhood and Adolescence

Marks: 30+70=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the characteristics of growth and development.

Course outcomes: The successful completion of this shall enable the students:

CO1.to develop the knowledge of different stages of development

CO 3 develop an idea about different types and theories of development

CO4. aware of contemporary social issues which effect the development of children

CO5 . identify and understand the different personal as well as social issues responsible for affecting and effecting the growth and development of the adolescents.

Contents:

Unit 1: Child Development

- Growth and Development: - Concept, Principle, Factors and Stages.
- Characteristics of stages of development.
- Social factors that affect growth and development: - poverty, lack of opportunities, deprivation, disrupted family, poor neighborhood, poor housing.

Unit 2: Physical – Stages of Development

- Different stages of development: - infancy, childhood, adolescence and adulthood.
- Adolescence: - physical development, emotional and cognitive development.
- Needs and problems of adolescence, their guidance and counseling.

Unit 3: Different Types of Development

- Cognitive development: - Piaget theory and its implication with special reference to Indian context.
- Psycho- sexual development- Freud's Theory.
- Psycho- social development – Erikson Theory.
- Moral development – Kohlberg Theory.
- Communication and speech development- paralinguistic and linguistic stages of development.

Unit 4: Contemporary issues

- Childhood with special reference to gender, social class and poverty.
- Role of media in constructing & deconstructing perception and ways of dealing with above issues.
- Peer relation - competitions, co-operation and peer pressure.
- Role of teachers in establishing identity with respect to media and peer relation.

Practicum

Any one of the following:

- I. Case study of an adolescence- problems and needs.
- II. Seminar presentation on educational implication of one learning theory of child development.
- III. Survey report on impact of socio- economic status, family on child.

References:

Chanda , S.C. (1989): *Child Psychology & Child Development* , Loyal Book Depot

Cole,L .(1959) : *Psychology of Adolescence*, Rinehard& Winston, NY .

Ferguson ,C.A. (1973): *Studies of Child language and development*, New York :Holt, Rinehart and Winston

Goswamee , G.(2008) : *Child Development andChild Care* , ArunPrakashan

Hurlock, E. B. (2000): *Adolescent Development* , Mc. Graw Hill NC.

Hurlock, E.B. (1978): *Developmental Psychology* – a life span approach.TataMcGrawHill Publishing company ltd., New Delhi

Kuppuswamy , B. (1980) :*Child behavior and Development* , 2nd edition, Vikash Publishing House pvt.Ltd.

Thomson , G. G.(1969) : *Child Psychology* .Indian Reprint .The Times of India Press , Bombay

B.Ed-103: Contemporary India and Education

Marks: 30+70=100

Total Credits:4

OBJECTIVES: This course enables the student to understand about contemporary India and education.

Course outcomes: The successful completion of this shall enable the students:

CO1. Earn knowledge about different provisions in the constitution of India relating to education.

CO2. Earn in-depth knowledge about the vision of education of great Indian philosophers.

CO3. Earn knowledge about recent policies, acts, and its provisions concerning education.

CO4. Have knowledge about recommendations of various education commissions during post-independence period.

CO5. Gather an in depth knowledge about equality provision of Indian constitution.

Contents :

Unit-1: Constitution of India and Education

- Constitutional provisions on Education that reflect national ideals- Democracy, Liberty, Equality, Secularism and Social justice.
- Fundamental Rights and Directive principles of state policy
- Social Diversities (At the level of individual, region, language, Religion, Caste and Tribes) and role of education for collective learning.

Unit-2: Vision of Education: Some Indian thinkers

- M.K.Gandhi
- Rabindranath Tagore
- Swami Aurobindo
- Swami Vivekananda

Unit-3: Recent Policies, Acts and Provisions concerning Education

- Sarva Shiksha Abhiyan, Mid day meal programme and Government's Policies behind it.
- Right to Education Act, 2009 and its provisions
- RMSA and its provision
- Role of the teachers and Educational institutions towards main streaming of the socially and educationally deprived sections of the society including differently abled children.

Unit-4: Language Policies of School Education

- Colonial debates on Medium of instruction---
 - Charter Act of 1813
 - Anglicist –classicist controversy
 - Macaulay’s Minute
- Three Language Formula and Constitutional Provisions
- Recommendation of Secondary Education Commission (Mudaliar Commission,1952-53)
- Recommendations of Kothari commission
- National policy on Education.1986 and its Review,1992

Unit-5 Equality of Educational opportunity and Indian Constitution

- Equality and Constitutional provisions
- Prevailing nature and forms of Inequality
- Factors of inequality
- Education of marginalized groups: Women, Dalits and Tribals

PRACTICUM

1. Critical analysis of progress of elementary education in India and preparing of a report there of.
2. Critical Note on Significance of Macaulay’s Minutes Indian education system

References:

REFERENCE:

1. Taj, Haseen: Current Challenges in Education, Neelkamal Publications, Hyderabad.
2. Aggarwal J.C.: Development and planning of modern Education, Vikas Publishing House Ltd. New Delhi.
3. Ruhela, S.P. and Nayak, R.K: National Educational Policy and Development: Today and Tomorrow, Neelkamal Publications, Hyderabad.
4. Singh, K.P.: Education in Contemporary India Society
5. Gill, Satish and Singh, Madan: Contemporary India and Education.

6. Lal, Raman Behari, Palod, Sunita : Development of Education System in India and ITS Challenges.

B. Ed-104: Understanding Disciplines and Subjects

Marks: 70+30=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the characteristics of growth and development.

Course outcomes: The successful completion of this shall enable the students to:

CO1. Acquire proper knowledge and understanding of nature and characteristics of discipline and inter disciplinary subjects study.

CO2. develop proper knowledge, understanding , nature and history of science as well as scientific method.

CO3. understand the importance of language in curriculum transaction and intellectual development of the learners.

CO4.realise the importance of Mathematics in daily life.

CO 5. Understand Social Science as a subject and discipline

Content:

Unit -1 Discipline and Subject

- Education as Inter-disciplinary Field of Study
- Nature and Characteristics of a Discipline
- Emergence of Various Disciplines from Education
- Convergence of Various Disciplines into Education

- Interrelation and Interdependence amongst Various School Subjects

Unit-2: Science as a Subject and Discipline

- Nature and history of science
- Scientific method; a critical view
- Knowledge, understanding and science
- The socio cultural perspective and the ethical consideration
- Science as a discipline, place of scientific knowledge in the schema of school curriculum
- Study of emergence of school science in relation to the social political and intellectual and historical context.
- Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science

Unit-3: Language as a Subject and Discipline

- Centrality of language in education
- Role of language in children's intellectual development and learning
- Language in the school curriculum; aims issues and debates
- Policy issues and language at school
- Language as a Medium of Communication
- Phases of Language Development

Unit-4: Mathematics as a Subject and Discipline

- Nature and History of Mathematics
- Place of Mathematics in School Curriculum
- Mathematics in Day-to-day life
- Relationship of Mathematics with Other Subjects

Unit-5: Social Science as a Subject and Discipline

- Nature and Philosophy of Social Science
- Social Science as an Area of Study
- Need of Studying Social Science through Interdisciplinary Perspectives
- Place and Relevance of Social Science in School Curriculum.

References:

1.NCERT(2006). Position paper national focus group on curriculum, syllabus and textbooks. New Delhi: author. Available from

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf

2.NCERT (2006). Position paper national focus group on teaching of social sciences. New Delhi: Author Retrieved on April 21, 2015 from

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf

3.NCERT(2006). Position paper national focus group on teaching of Indian languages. New Delhi: Author Available from

[http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.p df](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf)

4.NCERT (2006). Position paper national focus group on teaching of mathematics. New Delhi: Author Available from

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf

5.NCERT(2006). Position paper national focus group on teaching of science. New deli: Author. Available from

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf

6. Dr. Premlata Maisnam: Understanding Disciplines and Subject (MJP)

7. Dr. Sharat Sharma : Understanding Disciplines and Subject (G)

B.Ed-105: Language across the Curriculum

Marks: 70+30=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the language across the curriculum.

Course outcomes: The successful completion of this shall enable the students to:

CO1. Understand the importance of language

CO2. To analyze the relevance of language across the curriculum

CO3.to comprehend the role of language in knowledge construction and content areas

CO4. To understand the various functions of language, mainly inside the classroom and outside the classroom

CO5. To develop insight into different linguistic theories

Contents:

Unit-1: Nature and Functions of Language

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

Unit-2: Language in social context

- Oral literacy, home language of different ethnic groups having different socio-cultural background
- Importance of home language, Nature and characteristics of home language and school language, Home language and standard language
- Mother tongue-its sound system, vocabulary speech, spelling system, writing style, oral language in the classroom discussion

Unit-3: Constitutional provision

- Constitutional provision of teaching mother tongue,
- Relationship of home language(mother language) with standard language

- Multi language and multi cultural classroom and relevant pedagogy

Unit 4: Language Acquisition

- Language Acquisition and Language Learning: pre-school
- Early school years Children's background and School Experience.

RECCOMENDED READINGS

- Ahlawat Sarita and Bhagwan Jai, Language Across Curriculum Abhay Publishing, 2016
 - Areekkkuzhiyil Santosh, Language Across the Curriculum, Neelkamal Publications Delhi
 - Briton James, Language and Learning, Harmondsworth, Penguin Books, 1970
 - Douglas Bannes, From Communication to Curriculum, Penguin
 - Haseen Taj, Language Across Curriculum, Rakhi Prakashan Delhi 2016
 - Vallabi J.E Language Across the Curriculum, Neelkamal Publications Delhi
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B.Ed-106 (*EPC-01) Critical Understanding of ICT

Marks: 30+20=50

Total Credits: 2

OBJECTIVES: This course enables the student to understand meaning and use of ICT in education.

Course outcomes: The successful completion of this shall enable the students to:

CO1. Understand the meaning, nature and scope of ICT in education

CO2. Understand the concept of E-Learning and Blended earning

CO3.Acquaint with the use of internet

CO4 Understand about the Techno-Pedagogic Skills

CO5. Understand about the modes of transaction.

Contents:

Unit I: ICT in Education

- ICT in Education: Meaning, Nature and Scope.
- Challenges of Integration of ICT in School Education
- Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India
- Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh; Virtual laboratory and Haptic technology
- E-Learning and Blended Learning

Unit-2: Internet and Educational Resources

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

Unit-3: Techno-Pedagogic Skills

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

Unit-4: Modes of Transaction

- LCD Projection
- Demonstration
- Lecture
- Web Surfing
- Designing WBI

Practicum (any one):

Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices

- Practicing word processing using Indian language software
- Practice in installing various system and application software
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online
- Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
- Creating digital concept maps, flow charts, timelines for a particular content

References:

1. Dr. Puja Agrawal, ICT in Education, Educational Booksellers and Publishers, Meerut.
2. Dr. Rajkumar Goel, Meera Agrawal, ICT and E- Learning, Educational Booksellers and Publishers, Meerut.
3. Prodip Sing, Abhisek Chayan, ICT in Education, Educational Booksellers and Publishers, Meerut.
4. Dr. Silpi Sarma, ICT in Education, Educational Booksellers and Publishers, Meerut.
5. Dr. A.B. Vatnagar, Educational Technology and ICT, Educational Booksellers and Publishers, Meerut.
6. Dr. Gajendra Sing Tomar, Educational Technology and Computer Assisted Instruction, Educational Booksellers and Publishers, Meerut.

SEMESTER-II

B.Ed-201: Gender, School and Society

Marks: 30+70=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about gender school and society.

Course outcomes: The successful completion of this shall enable the students to:

CO1. Understand the meaning of gender and sex.

CO2. Understand about the socialization process of girl child.

CO3. Aware about gender inequality

CO4. Understand the concept of patriarchy and matriarchy

CO5. Aware about the laws related to women.

Contents :

Unit- I. Concept of gender and sex

- Gender and Sex - Meaning and Concept
- Difference between gender and sex
- Social construction of gender

Unit -II. Childhood and Socialization of Girl Child

- In the family
- (b) In the school
- (c) In the society

Unit - III. Gender inequality

- Education
- Sex Ratio
- Sexual harassment at work place
- Child marriage
- Dowry in terms of caste, religion and region – (With special reference to North-Eastern India)

Unit-IV: Patriarchy and matriarchy

- Concept of Patriarchy and matriarchy and issues related to Indian women
- Teaching strategies to develop gender sensitivity
- Critical evaluation of textbook with respect to gender

Unit-V: Gender and Law

- Introduction to laws related to women
- (Rape, Dowry, Remarriage, Divorce, Property Rights, trafficking)
- Women's Reservations Bills-History and current status, Constitutional Amendments and decentralizations of the powers-73th and 74th Amendment

Practicum:

1. A survey on gender discrimination in a nearby area.
2. A study on gender discrimination in textbook

References:

1. Dr. Girish Pachauri, Gender, School and Society, Educational Booksellers and Publishers, Meerut.
2. Dr. Parul Sharma, Gender issues and Human Right Education, Educational Booksellers and Publishers, Meerut.
3. Dr. Parul Sharma, Dr. Nisha Sing Gender, School and Society, Educational Booksellers and Publishers, Meerut.
4. Amita Dangwal, Gender, School and Society, Educational Booksellers and Publishers, Meerut.
5. Vinod Kumar, Gender, School and Society, Educational Booksellers and Publishers, Meerut.

B.Ed-202: KNOWLEDGE AND CURRICULUM

Marks: 30+70=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the concept of knowledge and curriculum.

Course outcomes: The successful completion of this shall enable the students to:

CO1.Acquaint with the concept, types and sources of knowledge.

CO2. Develop a positive attitude of child centered education

CO3. Construct curriculum and apply different effective strategies in the process of transaction.

CO4. Understand about curriculum transaction and evaluation

CONTENTS:

Unit 1. Epistemological bases of knowledge

- Meaning, definition and characteristics of knowledge
- Types of knowledge – philosophical: personal, procedural and propositional
- Sources of Knowledge-education: situational, conceptual, and strategic
- Distinctions between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information'.

Unit-2: Educative process

- Child centered education
- Activity centered education
- Discovery and dialogue in education with special reference to Plato and Gandhi.

Unit-3: Curriculum Development

- Concept of curriculum development
- Stages in the process of curriculum development
- Innovations in curriculum development

Unit-4: Bases of Curriculum development

- Philosophical
- Psychological
- Sociological
- Cultural

Unit-5 : Curriculum transaction and evaluation

- Strategies for curriculum transaction
- Approaches to curriculum evaluation
- Focus of curriculum evaluation
- Outcome of curriculum evaluation
- Agencies of evaluation of curriculum at national/ state level-National Ministry of Education, regional education authorities – Functions of NCERT, SCERT.

Suggested practicum (any two):

- . Digital Presentations – Review the recommendations of National Knowledge Commission of India. Visit education portals of Indian government for education, and study its objectives and recommendations that cater to multiculturalism and democratic education.
- Prepare a report on a school visit containing the best practices for linking curriculum with social realities.
- Visit a school and study how the vision and mission of the school are reflected in the programmes of the school.

REFERENCES

- Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.
- 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. andNigam,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*
- Panday, M. (2007). *Principles of Curriculum Development*. New Delhi; Rajat publications
- 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.
- Socket, 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

B.Ed.203: TEACHING AND LEARNING

Marks: 30+70=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the concepts related to teaching and learning.

Course outcomes: The successful completion of this shall enable the students to:

CO1. Develop the proper understanding of concept and factors of learning

CO2. Learn different theories of learning and apply effective strategies in teaching.

CO3. Understand the importance of attention, motivation and reinforcement in teaching learning process.

CO4. Understand the concept of intelligence and creativity

CO5. Understand the maxims of teaching.

Contents :

Unit 1: Concept of learning

- Meaning and characteristics of learning
- Factors influencing learning:
- Attention :concept ,nature and educational implication
- Motivation :concept ,nature and educational implication

Unit : 2: Concept of higher mental processes

- Intelligence and creativity
- Intelligence: concept, nature and its relation with learning
- Measurement of intelligence
- Creativity : characteristics and processes and relation with intelligence
- Role of teachers in promoting creativity

Unit 3: Theories of learning:

- Gagnes Learning theory,
- Constructivist learning Theory,
- Discovery learning theory, Gestalt theory.
- Transfer of learning: Concept, importance types and theories.

Unit: 4 : Approaches to teaching :

- General principles of teaching
- Maxims of teaching
- Teaching methods –Teacher centered and learner centered approaches, activity based approaches, team teaching and stimulated teaching
- Learning style :Collaborative and co-operative learning.

Unit 4 : Teaching for all

- Educational needs for differentially abled learner : characteristics and role of education
- Educational needs for backward children : characteristics and role of education
- Educational needs for backward children : characteristics and role of education
- Educational needs for gifted learner: characteristics and role of education

References:

Bhatia, H. R. (1973). *Elements of Educational Psychology*, 5th edition, Orient Longman.

□ Bigge, M. L. (1982). *Learning Theories for Teachers*, (4th edition). New York, Harper and Row Publishers, P.P. 89-90.

□ Bolles, R. C. (1975): *Learning Theory*. New York, Holt, Rinehart and Winston, P.P. 18-19.

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

- Dandapani, S. (2001), *A textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications.
- Dunn, R. (1983). Can students identify their own Learning Styles? *Educational Leadership*, 40, P.P. 60-62.
- Dash, M. (1988). *Educational Psychology*. Delhi: Deep and Deep Publication.
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- Duric, L. (1990). *Educational Sciences: Essentials of Educational Psychology*. International Bureau of Education, UNESCO, New Delhi, Sterling Publishers, P. 81.
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- Kundu C.L. and Tutoo D.N. (1993) : *Educational Psychology*, Sterling Publishers Pvt. Ltd.
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- Mangal, S. K. (1984). *Psychological Foundations of Education*. Ludhiana: Prakash Publishers
- Mohan J. and Vasudeva P. N. (1993). Learning Theories and Teaching, In Mohan Jitendra (ed.) *Educational Psychology*, New Delhi, Wiley Eastern Limited, P. 146.
- Oza, D. J. and Ronak, R. P. (2011). *Management of behavioral problems of children with mental retardation*. Germany:VDM publication.
- Papalia D. E., and Sally, W. O. (1978). *Human Development*. McGraw Hill Publishing Company
- Phens, J. M., and Evans, E. D. (1973). *Development and Classroom Learning : An Introduction to Educational Psychology*. New York: Holt Rinehart and Winston Inc.
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- Skinner, E. C. (1984). *Educational Psychology-4th Edition*. New Delhi: Prentice Hall of India Pvt. Ltd.

□ Spinthall, N., and Spinthall, R. C. (1990). *Educational Psychology 5th Edition*. - McGraw Hill Publishing Company.

□ Cole, M., (1996). *The Development of Children*. New York: Worth publishers

□ Crain, W., (2005). *Theories of Development (5th Edition)*. Pearson

□ Holt, J., (1990). *How children fail*. Penguin books; *BachcheAsafalKaiseHoteHain*, Eklavya

□ publications.

□ Kanga, F., (1991). *Trying to Grow*. New Delhi : Ravi Dayal Publishers

□ Mukunda, K. (2009). *What did you ask at school today?* Noida: Harper Collins Publishers.

B.Ed.-204: Assessment for Learning

Marks: 30+70=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the concepts related to assessment and learning.

Course outcomes: The successful completion of this shall enable the students to:

CO1. Develop knowledge of assessment and evaluation

CO2. Apply the knowledge of evaluation and assessment in their future life.

CO3. Develop the knowledge of different tools of assessment and their characteristics.

CO4 Apply the knowledge of Statistics for analyzing and interpreting data.

Content :

Unit-1: Concept of Assessment and Its relative term

- Concept of Assessment and evaluation and its importance in developing the quality of knowledge and classroom transaction
- Evaluation as an integral part of teaching learning process
- Continuous and compressive evaluation, summative, diagnostics, formative evaluation, feedback in learning, progress report of children and community, Relationship of Assessment with self-esteem, motivation and self-identity of learner
- Understanding the psycho-Social and political dimension of assessment
- Grading Commercialization of Assessment and market for tuition, Assessment and quality

Unit-2: Statistical Process in Assessment

- Raw scores
- Frequency distribution
- Graphical representations of grouped data
- Measures of central tendency
- Measures of variability
- Fundamental idea of Standard Scores

Unit-3: Tools of Assessment

- Paper pencil tests, Oral tests, and Performance tests
- Achievement tests : standardized and teacher made tests
- Diagnostic tests
- Intelligence tests and aptitude tests
- Rating scale
- Check list
- Anecdotal records
- Socio-metric technique
- Interview, Questionnaire and Inventory

Unit-4: Characteristics of Instruments of Evaluation

- Validity - different methods of finding validity
- Reliability - different methods of finding reliability
- Objectivity
- Interdependence of validity, reliability and objectivity
- Usability
- Norms

Unit-5: Teacher made Achievement Tests

- Essay and Objective type tests
- Improving essay type questions
- Different types of objective tests, their characteristics, advantages and disadvantages.
- Relating test items and specific behavioural objectives
- Preparation of blue print
- Characteristics of a good test

References:

1. Garrett, H.E; Statistic in psychology and education, Mumbai, valeil, Feffer and Simons Pvt. Ltd.
 2. Mangal, S.K. Statistic in psychology and Education New Delhi, prentive Hall of India Pvt. Ltd.
 3. Asthana, Bipin- Measurement and Evaluation in psychology and education, Agra, Vinod Pustak Mandir
- Linn, Robert and Norman e Gronland (2000): Measurement and assessment in teaching *th edition, by Prentice Hall, Inc Pearson education, Printed in USA
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B.Ed-205: Understanding the Self

Marks: 35+15=50

Total Credits: 2

OBJECTIVES: This course enables the student to understand about the concepts of self and personality.

Course outcomes: The successful completion of this course shall enable the students to:

CO1.acquire proper knowledge and understanding of self concept along with the factors that affect the development of self concept as well as impact of positive and negative of self concept in individual life.

CO2.develop concept of self esteem and know the different types of self esteem and apply different strategies for positive behavior.

CO3.develop proper concept of personality and analyse the factors affective personality and strategies for development of personality.

CO4.realize the needs and importance of interpersonal behaviour and apply different strategies for maintaining for interpersonal relationship.

CO5.develop proper concept of emotional intelligent and its relation with general intelligent and its impact on personal as well as professional development.

Contents:

UNIT 1: Self-concept

- Meaning and Definition of self-concept
- Importance of self-concept
- Components of self-concept
- Factors influencing self-concept
- Development of self-concept
- Impact of Positive and negative self-concept

UNIT 2: Self esteem

- Meaning and concept of self esteem
- Importance of self-esteem
- Types of self esteem
- Strategies for positive behaviour

- Keys to Increasing Self-Esteem

UNIT 3: Personality Development

- Meaning and Types of Personality
- Factors Affecting Personality
- Attributes of good personality
- Strategies for personality development

UNIT 4: Interpersonal and Emotional Intelligence

- Concept of Interpersonal Behaviour
- Need and Importance of Interpersonal Behaviour
- Strategies to Develop Interpersonal Relationship
- Meaning and concept of Emotional intelligence
- components of emotional intelligence
- differentiating EQ, IQ and SQ
- emotional intelligence for personal and professional development

REFERENCES :

1. John Hattie (2014). Self-Concept, Psychology Press, ISBN: 1317767780, 9781317767787.

2. **Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation• India.**

3. Venkateshamurthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training• Package. R.I.E., Mysore.

4. Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological• thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram

5. Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti, Foundation India.

B.Ed-206(A):Health and Physical Education (Optional*)

Marks: 35+15=50

Total Credits: 2

OBJECTIVES: This course enables the student to understand about the concepts of health and physical education.

Course outcomes: The successful completion of this course shall enable the students to:

CO1.aquaiaint with concept of holistic health.

CO2.understand the dimensions and determent of health.

CO3. learn how to conduct school health programme.

CO4.realise the importance of physical fitness and guide, learners to maintain physical fitness.

CO5. Realize the importance of yoga and ashtang and encourage the learners to make a regular of doing yoga and ashtang.

Contents:

Unit-1: HEALTH EDUCATION

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

Unit-2: PHYSICAL EDUCATION

- Introduction, Definition and Meaning of physical education
- Objectives of physical education

- Scope of physical education & allied areas in Physical Education
- Need and importance of physical education in different levels of school

Unit-3: PHYSICAL FITNESS

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

Unit-4: YOGA

- Introduction, Meaning and concepts of Yoga
- Ashtang Yoga (8 stages of Yoga)
- Types of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school.

REFERENCES:

1. Dr. Ajmer Singh (2003). Essentials of physical Education. Ludhiana: Kalyani publishers.
2. Daryl Syedentop (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
3. Dr. A.K.Uppal & Dr. G. P. Gautam (2004). Physical education and Health. Delhi: Friends publisher.
4. Dr. Sopan Kangane & Dr. Sanjeev Sonawane (2007). Physical Education(D. Ed.). Pune: Nirali publication.

B.Ed-206B : Peace Education and Human Rights (Optional*)

Marks: 35+15=50

Total Credits: 2

OBJECTIVES: This course enables the student to understand about the concepts of peace education and human rights.

Course outcomes: The successful completion of this course shall enable the students to:

Co1. Understand the meaning, objective and importance of Peace Education

CO2. Understand the different aspects of empowerment for peace

CO3. Understand the meaning and nature of Human Rights Education and Human Rights Movements

CO4. Understand the necessity of promoting Human Rights Education at different stages of education

CO5. Able to apply different strategies for promoting Human Rights Education among the children

Contents:

Unit-I: Peace education

- Meaning, nature and importance of peace education.
- Aims, objective and importance of peace education.
- Initiative related to peace education: children's right/Human rights education, Education development, Gender training, Global education, Life skills education.
- Approaches to peace education: Within schools and outside of schools

Unit II: Empowerment for peace

- Justice: Social economics, cultural and religions.
- Equality: Egalitarianism, Education for all, Equal opportunity.
- Critical thinking: Reasoning and applying.

- Learning to be and learning to live together.

Unit III: Introduction to Human Right education

- Meaning and nature of human rights education.
- Human rights movement.
- Functions of human rights movement.
- Governments' obligations to ensure human rights to peace.

Unit IV: Human rights and Peace

- Human rights education in primary schools, secondary schools and colleges.
- Sanctions behind need of human rights education—child labour, child abuse, child survival and domestic violence.
- Strategies for promoting human rights education.

Practicum:

Any one of the following-

1. Prepare a role play of great personalities who worked/contributed towards peace.
2. Write a report on Gandhi and Peace.
3. Write about the contribution of any two Noble Prize winners for peace.

Reference Books:

1. Aggarwal, J.C (2005). Education for values , Environment and Human Rights . Chipra publications, Delhi.
2. Bondurant , Joan V.(1965). Conquest of violence ; The Gandhian Philosophy of conflict , University of California press, Berkeley.
3. Charles, Kiruba and Selvi, Arul(2014), Peace and value education , Neelkamal Publications, Pvt. Ltd. Hyderabad.
4. Pal Singh, Shresh and others (2016), Peace and Human Rights Education. APH Publishing corporation, New Delhi-2.
5. National Curriculum Framework Review(2005), NCERT, New Delhi.

6. Kumar, Krishna ed. (1968). Democracy and non violence; A study of their relationship.
Gandhi Peace Foundation, New Delhi.

B.Ed-206C: Guidance and counseling (Optional*)

Marks: 35+15=50

Total Credits: 2

OBJECTIVES: This course enables the student to understand about the concepts of guidance and counselling.

Course outcomes: The successful completion of this course shall enable the students to:

CO1. Understand the foundation of guidance

CO2. Understand about different types of guidance

CO3. Acquaint with different types of guidance services

CO4. Organise guidance services

CO5. Understand the concept of counseling

CO6. Understand about the qualities of a counselor

Contents

Unit 1: Foundations of Guidance

- Concept, Type – Educational, Vocational, personal.
- Aims and Basic principles
- History of Guidance Movement in India & U. K
- Philosophical and Socio-cultural Foundations
- Psychological Foundation
- Importance of Intelligence, Personality & other Psychological Tests

Unit 2: Guidance Service

- Information Service – Educational, Occupational, Personal
- Appraised Service – Interview, Case study, commutative Record card, observation
- Placement Service – Educational, vocational.

Unit 3: Organization of Guidance Service

- Purpose of Organization
- Principles of Organization
- Guidance services at Elementary level
- Guidance service at Secondary level

Unit 4: Counselling

- Meaning, Purpose and Steps
- Steps involved in counseling
- Directive and non-directive theories of counselling
- Qualities of a Counsellor
- Organisation of the school guidance and counseling programme,
- Role of the Head, Teacher and counselor

References:

1. Aggarwal, J. C., Educational, Vocational Guidance and Counselling, Delhi: Doaba House, 2000.
2. Aggarwal, J. C., Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House, 2006.
3. Anand, S. P., ABC's of Educational Psychology, Pathankot: Unique Printers, 1992. Bala, Rajni, Education Research, New Delhi: Alfa Publications, 2006.
4. Bala, Rajni, Guidance and Counselling: Modern Review, New Delhi: Alfa Publications, 2006.
5. Best, John W., and Kahn, James V., Research in Education, New Delhi: Prentice Hall of India Limited, 1999.

6. Bhatia, K. K., Educational and Vocational Guidance and Counselling, Ludhiana: Vinod Publications, 2001.
7. Bhatnagar, R. P., Guidance and Counselling in Education and Psychology, Meerut: Surya Publications, 1997.
8. Chandra, Ramesh, Guidance and Counselling, Delhi: Kalpaz Publications, 2002.
9. Chaturvedi, Ramesh, Guidance and Counselling Techniques, New Delhi: Crescent Publishing Corporation, 2007.
10. Sharma, Seema, Advanced Educational Psychology, New Delhi: Anmol Publishers, 2005. Sharma, R. A., Fundamentals of Guidance and Counselling, Meerut: Vinay Rakheja, 2010.
11. Sodhi, T.S and Sun, S.P. (2006): "Guidance and Counselling" , Bawa Publications, Patiala.
12. Crow L.D. and Crow (1962): "An Introduction to Guidance Principles and Practices", New Delhi: Eurasia Publishing house.
13. Suri S.P. & Sodhi T.S. (1997): "Guidance and Counselling". Bawa Publications Patiala.

B.Ed-206D: Environmental Education (Optional*)

Marks: 35+15=50

Total Credits: 2

OBJECTIVES: This course enables the student to understand about the concepts of environmental education and need and importance of healthy environment .

Course outcomes: The successful completion of this course shall enable the students to:

CO1 Develop the importance of environmental education in different stages of school education.

CO2. Get the idea of environmental hazard

CO3. Develop attitude to conserve wildlife , natural resources .

CO4. Develop the thinking of alternative sources of energy and to waste management.

Contents:

UNIT. I: Environmental Education:

- Concept, scope and importance of Environmental Education
- Objectives of Environmental Education at secondary school level
- Approaches of Environmental Education, role of Environmental and Natural resources in sustainable development

UNIT. II: Environmental Hazards:

- Causes and effects of environmental hazards, global and local: environmental pollution (Soil pollution, water pollution, air pollution, noise pollution) and its remedies.
- Green House effect – an impending catastrophe
- Ozone layer depletion – environmental threat, acid rain, pillar melting, rise of sea level and their implications

UNIT. III: Environmental Awareness:

- Salient features of environmental awareness through education: programmes of environmental education for secondary school children.
- Programmes of environmental education for attitude changes among the children
- Curriculum development in environmental education

UNIT. IV: Man and Environment:

- Man as a creator and destroyer, effect of human activities on environment, values and ethics related to environment.
- Biodiversity: Conservation of genetic diversity. An important environmental priority: Learning to live in harmony with nature.
- Miscellaneous Environmental Issues
- Forests and their conservation
- Wildlife and its conservation
- Conservation of energy resources

- Alternate sources of energy
- Waste management

PRACTICUM

The student teachers will have to select any one of the following as Practicum/ Assignment work;

1. Organization of seminar/debate/workshop on anyone environmental issue.
2. Conducting Action Research in Environmental education.
3. Submission of report on celebration of Environment Day.
4. Organization of plantation programme in a school of the locality.
5. A critical analysis of the text book on Environmental Education for primary school Education.

REFERENCES

1. Agarwal, P and Rana S.(1986) Environment and Natural Resources NEW DELHI, JUGMANDER BOOK AGENCY.
2. SHARMA, R, A (2008) Environmental Education. Meerut.R. Lall Book Depot.
3. Bala , G.S(2007) Environmental Education Guwahati. DVS publishers and distributors.
4. Kumar.A.(2009)A Text Book of Environment science.New Delhi,APH Publishing corporation.
5. Satapathy,N.(1997) Sustainable Development Ahmedabad,Karnavati Publications.
6. Sharma,B.L and Maheswari,V.K(2008)Education for Environment and Human Values Meerut.R.Lall Book Depot.
7. Sharma.S.(2006) Environmental Education. Guwahati DVS Publishers and Distributors.
8. Chauhan,I.S and Chauhan,Arun(1998) Environmental Degradation Jaipur.Prem Rawat Publishers.
9. De,A.K and De,A.K(2004)Environmental Education,New Delhi,New Age International Publishers.

SEMESTER –III

B.Ed-301(A):Teaching of General Science

Marks: 70+30=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the methods and techniques of teaching General Science .

Course outcomes: The successful completion of this course shall enable the students to:

CO1.develop proper concept, meaning, nature, needs and importance of science.

CO2.realise the importance of inclusion of science in secondary school and try to enable to children to achieve the objective of teaching science.

CO3.learn to correlate the teaching science with other subjects.

CO4.gain proper knowledge of planning and evaluating performance students in science.

CO5. acquaint with an apply different methods and devices in teaching science,

CO6.make positive effort to develop a scientific attitude among the learners.

Contents:

Unit I: Nature, scope and place of science in school curriculum

1.1 Meaning, nature and scope of Science as a subject

1.2 Value of Science in Life

1.3 Objectives of Science teaching at secondary level

1.4 Correlation with other subject

1.5. Scientific attitude

Unit 2:Methods and techniques of science teaching

2.1 Methods – Lecture, Demonstration, Lecture cum Demonstration, Experiment, Heuristic, Project,laboratory,(Illustration of method by taking from physics ,chemistry and biology)

2.2 Modern techniques of Teaching – Concept attainment model and Inquiry training model, team teaching, brain storming

2.3 Planning lessons in science

1) Unit plan

2) Lesson plan

2.4 Science teacher - Qualities, Competencies

Unit 3: Learning resources in science teaching

3.1 .Meaning, types and importances of learning resources in science teaching

3.2. Quality of good science text book

3.3 Teaching Aids – Projective and Non Projective

3.4. Improvisation of teaching aids

3.5.Non formal Approaches – Science club, Science fair, Science

Exhibition, field trip

3.6.Laboratory – need, importance, uses and maintenance

Unit 4: Evaluation in science

4.1 Concept, types and Importance of evaluation

4.2 Planning objective based test items of different types

4.4 Design of Question paper and blue print

Unit-5: Experimentation

Laws of reflection of light

Acid and base

Parts of Complete flower

Practicum:

- a) Preparation of teaching aids
- b) Preparation of lesson plan/unit plan
- c) Organization of science exhibition/fair
- d) Project on science
- e) Visit to science museum /zoo/factory/industries

SUGGESTED REFERENCE BOOKS:

1. Mangal. S.K., Teaching of Science.
2. S.P. Kulshreshtha (2013). Teaching of Science .Published by Vinay Rakheja, Meerut
3. Sharma R. C. – Modern Science Teaching. Dhanpat Rai Publishing
4. Siddique & Siddique – Teaching of Science; Today & Tomorrow

B.Ed-301(B): Teaching of Social Science

Marks: 70+30=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the methods and techniques of teaching Social Science .

Course outcomes: The successful completion of this course shall enable the students to:

CO1. Acquire the qualities of good social citizenship

CO2. Learn to make the teaching learning more purposeful by applying different methods of teaching

CO3. Learn to prepare effective lesson plan

CO4. Realize the importance of teaching learning material .

CO5. Gain expertise of assessment and evaluation of learner's performance.

Contents:

Unit -1: Modern Concept of Social Science

- Concept, Nature and Scope of Social Science as a subject.
- Need and Importance of teaching Social Science, Inclusion of Social Science in School Curriculum.
- Distinguishing Social Studies from Social Science.
- Aims and Objectives of Teaching Social Science
- Values of Social Science Teaching

Unit-2: Methods and Approach of Teaching Social Science

- Methods – Lecture, Discussion, Lecture-cum-Discussion, Demonstration, Problem Solving, Project, Observation, Storytelling, Dramatization, Role Play

- Curricular Approaches in Social Science-Correlation, Concentric, Coordination, Integration, Spiral, Chronological
- Unit Planning, Lesson Planning in Social Science
- Modern techniques of Teaching- Team Teaching, Symposium, Brain Storming, Panel Discussion, Socialized Recitation
- Desirable Competencies and Role Set of a Social Science Teacher

Unit-3: Teaching- Learning Resources in Social Science

- Meaning, Types and Importance of Teaching-Learning resources in Social Science Teaching
- Importance and qualities of Social Science Textbook as a teaching-learning resource
- Instructional Material or Teaching Aids in Social Science-Meaning, importance and use, classification, guiding principles for effective use of Audio-Visual Aids in the classroom
- Utilizing Community Resources in Social Science
- Social Science Room or Laboratory- need, importance, design, and use.

Unit-4: Assessment and Evaluation

- Concept, types and Importance of Evaluation
- The Criterion of an Ideal Evaluation
- Continuous and Comprehensive Evaluation
- Techniques and Tools of Evaluation in Social Science
- Design of Question Paper and Blue Print

Practicum

- Preparation of Teaching Aids
- Preparation of Lesson Plan/ Unit Plan
- Analysis of Textbook in Social Science of any class in the light of the aims set in the syllabus.
- Visit to community/ Market/industries/historically important places
- Organization of Social Science Exhibition

Suggested Reference Books:

1. Aggarwal, J.C.(2016), "Teaching of Social Studies", Vikas Publishing House PVT.LTD
2. Das, B.M.,"
3. Kochher, S. K. ,"The Teaching of Social Studies", Sterling Publishers Private Limited, New Delhi.
4. Mangal, S.K. and Mangal, U., "Teaching Social Studies", PHI Learning Private Limited, Delhi
5. Ruhela, S.P.(2014),"Teaching of Social Sciences", Neelkamal publication PVT. LTD., New Delhi.
6. Murthy, I.V.R. et.al.(2015),"Methods of Teaching Social Studies", Neelkamal publication PVT. LTD., New Delhi.

B.Ed-302 (A): Teaching of Mathematics

Marks: 70+30=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the methods and techniques of teaching Mathematics .

Course outcomes: The successful completion of this course shall enable the students to:

CO 1. Develop an idea on nature of Mathematics as a discipline

CO2. Develop the knowledge of objectives of teaching Mathematics at different stages of school education

CO3. Develop the idea of contents and planning in Mathematics.

CO4. Develop the idea of different methods and techniques of teaching Mathematics.

CO5. Develop an idea on evaluation in Mathematics.

Contents:

Unit-1 Nature of Mathematics

- The discipline of Mathematics - Its concept, nature and structure.
- Place of Mathematics in School Curriculum.
- Values of Mathematics [Long term objectives] : Cultural value, Disciplinary value and Utilitarian value
- Correlation of Mathematics with other subjects Contribution of the Indian Mathematicians

Unit-II: Objectives of Teaching Mathematics

- Objectives of teaching Mathematics at Secondary/Higher Secondary Level: [As recommended by various reports]
- General Objectives of teaching Mathematics [Knowledge, Understanding, Application, Skills, Interest, Aptitude, Appreciation]
- Instructional objectives of teaching Mathematics [Knowledge, Understanding, Application, Skills, Interest, Aptitude, Appreciation]

Unit-III: Content and Planning in Mathematics

- Content categories in Mathematics: [Facts, Concepts, Illustrations, Generalisations etc.]
- Content Analysis in Mathematics
- Designing of learning experiences in Mathematics
- Lesson plan and Unit plan with their specific steps

Unit-IV Various Methods/Approaches for Teaching of Mathematics

- Inductive-deductive
- Analysis Synthesis
- Problem solving

{ With specific illustrations for their use in teaching of Mathematics

Unit-V Evaluation in Mathematics

- Various types of questions useful in evaluation
- Concept of Diagnosis in Mathematics
- Concept of Remediation in Mathematics
- Preparation of Achievement test
- Preparation of Diagnostic test

Practicum:

Any one of the following:

- 1. Critical study of Mathematics textbook at secondary level.**
- 2. Prepare an achievement test.**
- 3. Prepare a diagnostic test in Mathematics.**

Reference book:

- 1. Kulshrestha, Dr. A K(2012) Teaching of mathematics, Meerut. R Lall Book depot.**
- 2. Agarwal J.C (2008) Teaching of mathematics, Vikash Publishing House,**
- 3. Bhatia, K.K. (2001) Foundation of Teaching Learning process, Ludhiana; Tandon.**
- 4. Sidhu , K.S. (2012) The teaching of mathematics, Sterling.**
- 5. James Anice (2005) Teaching of Mathematics, Neelkamal Publication.**
- 6. Mangal SK: Teaching of Mathematics.**
- 7. Kulshresth, AK, Ganit Shikshan R, Laal Bool Depot, Meerut 2012.**

B.Ed-302(B): Teaching of English

Marks: 70+30=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the methods and techniques of teaching English.

Course outcomes: The successful completion of this course shall enable the students to:

CO1. Understand the role and importance of language

CO2. Understand the need and significance of teaching English at secondary level

CO3. Learn the nature and objectives of English language

CO4. Develop language skills specially phonology and speech habits

CO5. Acquire theoretical knowledge of different methods and to design and write lesson plans for English class

Content:

Unit I: Content of English:

- Issue of Learning English in multi-lingual and multi cultural Society
- Teaching of English as first language, a second language and foreign language
- Objective of teaching English at primary and secondary level

Unit II: Aspects of Teaching English:

- Nature and characteristics of English Language
- Phonetic Transcription
- Interaction pattern,
- Preposition, pre fix and suffix.

Unit: III Approach to the Teaching of English

- Behaviouralist and structural Approaches, Grammar, translation method, Audio-Lingual Method, Cognitive and Constructive approaches,
- Nature and Role of learner, different kinds of learners, Young learner and beginners
- Socio-psychological features, motivation, needs, Level of aspiration.
- Communicative Language teaching:
- Focusing on meaning, Role of text book and other recourse, Role of teachers

Unit IV: Teaching Method of English:

- Direct Method
- Grammar and Translation Method

- Situational Teaching, Communicative Language Teaching
- Reading Approach to Teaching English
- Structural Approach

Unit-5: Lesson plan and Evaluation

- Unit and Lesson plan
- Preparation and uses of teaching aids,
- Practice material for drill: Pattern practice, Substitution table
- Evaluation: Preparation of diagnostic test or remedial teaching,
- Construction of objective based test items in English.

RECOMMENDED READING

- Baruah TC. The English Teacher's Handbook . New Delhi: Sterling Publishing , 1984
- Bright, J.A and G.P Mc McGregor . Teaching English as a second language: Theory and teaching for the secondary stage. London: Longmans, 1970
- Connor, J.D. Better English Pronunciation
- Hornby,A.S. A Guide to patterns and Usage in English

Venkateshwaran. Principles of Teaching English,.Delhi: Vikas Publishing

B.Ed-302 (C): Teaching of Assamese (MIL)

Marks: 70+30=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the methods and techniques of teaching Assamese (MIL) .

Course outcomes: The successful completion of this course shall enable the students to:

CO1 Understand the role of mother tongue in development of the child

CO2 Understand the nature of language

CO3 Assamese as a standard language

CO4 methods and techniques of teaching Assamese

CO5 Evaluation in learning Assamese

Contents:

Unit-1: Introduction

- Objectives of Teaching of Mother Tongue
- Role of Mother Tongue in the Education of the Child
- Child development and its relationship to language
- Develop the fundamental skill of listening, speaking, reading and writing
- Mother tongue as an instrument of thought
- Communication, appreciation and creation.

Unit-2: Nature of language

- Nature of language
- Characteristics and function
- Elements of mother tongue
- Sound system, vocabulary, scripts
- Spelling system and sentence structure

Unit-3: Standard language

- Assamese as a standard language,
- Problem of teaching Assamese as a standard language,
- Multi-linguistic interference, dialects,
- Home language and other mother Indian languages

Unit-4 Methods and Classroom Techniques:

- Teaching of grammar
- Prose
- Poetry
- Planning a lesson unit plan

Unit-5: Evaluation:

- Continuous evaluation,
- Annual written test, Objective test,
- Unit test, sectional test, diagnostic test

References:

- Goswami, Jatindra Nath, Matribhasa Sikshan
- Ballard, P.B. , The Mother Tongue
- Gurrey, P. Teaching The Mother Tongue
- Wheat , H.G. The Teaching of Reading

B.Ed-303: TEACHER EDUCATION

Marks: 35+15=50

Total Credits: 2

OBJECTIVES: This course enables the student to understand about the concept and development of teacher education in India .

Course outcomes: The successful completion of this course shall enable the students to:

CO1. Understand the meaning, nature and scope of teacher education

CO2. Understand the different aims and objectives of teacher education

CO3. Earn knowledge of National Curriculum Framework 2005, and National Curriculum Framework for Teacher Education 2009

CO4. Realize the importance of organizing teacher education programme at different levels

CO5. Have a clear idea about the professional ethics of teacher.

Contents:

UNIT I: Teacher Education: concept and Types

- Teacher education: Concept, Nature and Scope
- Aims and objectives of teacher education at different levels: Elementary and Secondary
- Types of Teacher Education- Pre-service and In-service

UNIT II: Historical Development: Post-independence

- Recommendations of Various Committees and Commissions on Teacher Education:
 - a) University Education Commission (1948-49)
 - b) Secondary Education Commission (1952-53)
 - c) The Education Commission (1964-66)
 - d) National Commission on Teachers (1983)
 - e) National Policy on Education' 1986
- National Curriculum Framework-2005
- National Curriculum Framework for Teacher Education-2009

Unit III- Professional Preparation of Teachers

- Organization of teacher education programme: need and relevance
- Institutions and agencies of teacher education (MHRD, UGC, NCTE and NCERT) and centrally sponsored schemes in teacher education
- Code of Professional Ethics of Teachers and Teacher Educators

UNIT IV: Problems and Issues

- Privatization of teacher education
- Para Teachers
- Job Satisfaction
- Practicing School
- Supervision and mentoring
- Curriculum of teacher education
- Quality assurance and Accreditation Process
- Research Trends

PRACTICUM

1. Study of Pre- Service or In- Service Teacher Education Programme.
2. Critical analysis of B.Ed curriculum .

REFERENCE:

1. Govt of India (1964-66) Report of the Education Commission.
2. Govt. of India(1986) National Policy on Education.
3. Mukherjee, S.N. (1968). Education of the Teachers in India.
4. Saxena, N.R. and Chaturvedi,S. Teachers in Emerging Indian Society.
5. Ali, Lokman. Teacher Education.
6. Singh, L.L. Teacher Education in India resource book, NCERT.

B.Ed-304: Inclusive Education

Marks: 70+30=100

Total Credits: 4

OBJECTIVES: This course enables the student to understand about the concept and need of inclusive education .

Course outcomes: The successful completion of this course shall enable the students to:

CO1. Understand and know elaborately about the concept, meaning and definitions of inclusive education in the context of Education for all.

CO2. Understand about the Early identification of special needs children, establishing s school of philosophy Enrollment drive and Measurement for retention.

CO3. Understand about the Rehabilitation council of India Act 1992 (RCI Act, 1992), Understand about the Persons with Disabilities Act, 1995 (PWD Act, 1995)

CO4. Understand about the Barriers- Labeling, Attitude of teachers, Lack of supports from the parents and society

CO5. Understand about the teacher, family and community

Content:

Unit-I. Introduction to inclusive Education

- Concept, Meaning and definitions in the context of EFA
- Philosophy of inclusive Education: Transition from Segregation to inclusion.
- Different approaches of inclusive Education
- Needs and justification from different perspective-Social, Economic and Educational Humanitarian, Administrative.

Unit-II. Planning and Management of Inclusive Schools

- Early identification of Special needs children, establishing a school Philosophy Enrolment drive and Measures for retention.
- Curriculum adaptation-material teaching, level of support, rules and substitution.
- Innovative practice-peer tutoring, co-operative learning, Team teaching
- Individualized education programme (IEP)-purpose, content and Steps.

Unit-III Legislative provisions for inclusive education

- Rehabilitation Council of India Act.1992 (RCI Act, 1992)
- Persons with Disabilities Act, 1995 (PWD Act, 1995)
- Sarva Shiksha Abhijan (2002) with reference to inclusive education

Unit-IV: Barriers in Inclusive Education and Interventions

- Barriers-Labeling, Attitude of teachers, Lack of supports from the parents and Society, peer rejection.

- Interventions: Physical settings, Administrative arrangement, Societal Involment and academic interventions.

Unit-5: Facilitators for inclusive Education

- Need for multidisciplinary Approach
- Role and Responsibility: General, Special, and Recourse
- Teacher, family and community.

Practicum:

Any one of the following –

1. Visit to an Inclusive School and to observe classroom transactions and prepare a report
2. To identify children with special needs in your locality / primary/ secondary school and prepare a profile of this children and select any one for case study .

Select any one of disabled child from a Disability centre and prepare a case- study about that particular child

Reference Books:

1. Dash, Neena,(2012). Inclusive Education, Atlantic Publishers, Pvt.Ltd. Darya long , New Delhi.
2. National Policy on Education (1986). Deptt. Of Education, Govt. of India.
www.education.nic.in
3. Sarva Shiksha Abhiyan, Dept. of education , Govt. of India. www.education.nic.in
4. Westwood, P.S (1997). Commonsense Methods for Children with Special needs (3rd ed.), London
5. Thomas, G(1997). Inclusive schools for an Inclusive society. British Journal of Special Education. Vol.- 24, no.3
6. Rehabilitation Council of India (1996). 9th Annual Report (1995 – 1996). New Delhi, RCI
7. Pandey, R.S and Advani, L(1997). Perspectives in Disability and Rehabilitation, New Delhi, Vikash Publications

8. Sarma,Yogendra and Sarma , Madhulika(2014), Inclusive Education , Kanishka publishers, Ansori road, New Delhi

SEMESTER-IV

B.Ed-401 (*EPC-02): DRAMA AND ART IN EDUCATION

Marks: 35+15=50

Total Credits: 2

OBJECTIVES: This course enables the student to understand about the role and importance of Drama and Art in education.

Course outcomes: The successful completion of this course shall enable the students to:

CO1. Understand about visual and performing art

CO2. Understand the concept of drama and art

CO3. Understand the use of drama and art in education

CO4. Acquaint with the contributions of contemporary thinkers on Art and education.

Contents:

Objectives:

- To enable learners to have a practical knowledge about visual art and performing art.
- To introduce certain concepts to enhance the understanding of drama and art.
- To make learners acquainted with contributions made by contemporary thinkers on art and education
- To enable student teachers how to use art integrated teaching and learning

Unit-1: Art and Education

- Art as a medium of education.
- Art as a unifying principle in education.

- Art and Society.
- Art and Human development.
- Art for self- expression, keen observation, and sense of appreciation.

Unit-2: Place of Visual Art and Performing Arts in Teaching

- Different forms of visual and performing Arts.
- Teaching as an Art.
- Drama as a form of Teaching.
- Identification of local Art forms and their integration to teaching – learning.
- Evaluation strategies; assessing the different forms of Art.

Unit-3: Drama and Art for Pedagogy

- Drama and art for self-realization
- Drama and art for children with special needs
- Drama and art for creative expression

Unit-4: Contributions made by Contemporary thinkers on Art and Education

- Rabindranath Tagore
- A.K. CoomaraSwamy
- Herbert Read
- Elliot Eisener

Recommended Books/websites:

- ☐ Akademi South Asian Dance, UK – <http://www.southasiandance.org.uk/>
 - ☐ Andrewes,E.: A Manual for Drawing and Painting, Hazall Watson and Viney Ltd., 1978
 - ☐ Armstrong, M. (1980):The practice of art and the growth of understanding. In *Closely observed children: The diary of a primary classroom* (pp. 131–170). Writers & Readers.
 - ☐ Axelrod,H.R.: Sand Painting for Terrariums and Aquariums, T.F.H. Publications , 1975.
- Course-3: Learning & Teaching: Syllabus Framed on 23.03.15; BTTC 91 | P a g e

- ☐ Boal, A.: Games for actors and non actors, 2nd Ed., Routledge, London, 2005

- Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165–181). New York: Teachers College Press.
- CCRT official website
- Coomaraswamy, Ananda, *The Dance of Shiva*, New Delhi: MunshiramManoharlal Publishers Pvt. Ltd., 1999.
- Chambers, W&R , Murray J.: *Shape and Size*, Nuffield Mathematics Project, published Nuffield Foundation, Great Britain, 1967.
- Chambers, W&R , Murray J.: *Pictorial Representation*, Nuffield Mathematics Project, published Nuffield Foundation, Great Britain, 1967
- Craven,T.: *Men of Art*, Simon and Schuster, New York, 1940.
- Das, Varsha, *Traditional Performing Arts – Potentials for Scientific Temper*, New Delhi: Wiley Eastern Limited, 1992
- Davis, J.H. (2008). *Why our schools need the arts*. New York: Teachers College Press.
- Doshi, Saryu (Ed.), “**Marg – A Magazine of the Arts – Trends and Transitions in Indian Art**”, Mumbai: Marg Publications, Vol. XXXVI No. 2, 1984.
- Doshi, Saryu (Ed.), *The Performing Arts*, Mumbai: Marg Publications, 1982
- Frankfort, H.: *The Art and Architecture of the Ancient Orient*, Penguin books, Great Britain , 1954
- Ghose, Santidev, *Music and Dance in Rabindranath Tagore’s Philosophy*, New Delhi: SangeetNatakAkademi, 1978
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- Heathcote, D., & Bolton, G. (1994). *Drama for learning: Dorothy Heathcote’s mantle of the expert approach to education*. Portsmouth. NH: Heinemann Press.
- Indira Gandhi National Centre for the Arts - <http://www.ignca.nic.in>
- International Dance Council – CID – www.cid-unesco.org
- Jha, Rajeev I. (2015). *Kathak Dance Education – Contemporary Systems, Problems & Suggestions*. Delhi: B. R. Rhythms.
- John, B., Yogin, C., & Chawla, R. (2007). *Playing for real: Using drama in the classroom*. Macmillan.
- Khokar, Mohan, *Traditions of Indian Classical Dance*, Delhi: Clarion Books, First ed., 1979.

- Kothari, Dr. Sunil (edited by), New Directions in Indian Dance, Mumbai: Marg Publications, Vol. 55 No. 2, December 2003.
- Kuppuswamy, G. and Hariharan, M.: Teaching of Music, Sterling Publishers Pvt. Ltd., New Delhi, 1980
- Lederle, M. : Christian Paintings in India, Gujarat SahityaPrakash, Anand.
- Logan, F and others: The World of Arts, Standard Educational Corporation, Chicago, 1983
- Massey, Reginald, India's Kathak Dance – Past, Present, Future, New Delhi: Abhinav Publications, 1999
- Nallin, W.: The Musical Idea A consideration of Music and its ways, The Macmillan Company, New York, 1968.

B.Ed.-402: SCHOOL MANAGEMENT

Marks: 35+15=50

Total Credits: 2

OBJECTIVES: This course enables the student to understand about the school management and leadership.

Course outcomes: The successful completion of this course shall enable the students to:

CO1. Have an understanding on how to maintain discipline in the school

CO2. Earn knowledge about the qualities and responsibilities of the head of the institution

CO3. Have knowledge about the leadership qualities of the head of the institution

CO4. Acquire the qualities and skills of able leadership

CO5. Learn to encourage the students to be self controlled

Contents:

Unit I – School Management

- Concept, nature, scope.

- Time table - Meaning, Types, Importance and Principles.
- Discipline – Concept, Types, Freedom and Discipline, Importance, Causes of Indiscipline.
- Co- curricular activities- concept, content, types, importance and organization of different co-curricular activities.

Unit II- Leadership

- Concept, theories, qualities of leader.
- School Personal- head of the institution and teachers qualities and duties
- Teachers and students- their role and responsibilities.

Unit III-Student's self government

- Concept, different roles of students self government.
- Supervision-concept, types, methods of supervision, defects in existing supervision programme.

Activities:

- 1) Preparation of blue list of the time table.
- 2) Organization of morning assembly.
- 3) Visit a school as supervisor.

Total Credits: 12

OBJECTIVES: This course enables the student to understand about the school management and leadership.

Course outcomes: The successful completion of this course shall enable the students to:

CO1. Conduct different activities of school

CO2. Solving different problems faced by the learners

CO3. Organize scholastic activities effectively.

CO4. Organize non-scholastic activities effectively.

CO5. Maintain record of data ,information about different activities and achievements of students properly

CO6. Solve problems through action research

CO6. Take classes effectively with scientific lesson plan and unit plan

CO7. Use teaching learning material properly in the teaching learning process

CO8. Conduct different project works effectively.