



**SYLLABI  
FOR  
B.Ed. (Shiksha Shastri)  
Two-Year Regular Course  
AS per NCTE Framework 2014**



**GURU JAMBHESHWAR UNIVERSITY OF  
SCIENCE & TECHNOLOGY, HISAR  
HARYANA-125001**

**(Estb. By State Legislature Act 17 Of 1995)**

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6.	BEDSS-105	Understanding, Disciplines and subjects
7.	BEDSS-106	Gender, School and Society
8.	BEDSS-107	Pedagogy of Sanskrit
9.	<b>BEDSS- (108-116)</b>	<b>NOTE :- Students have to opt for only one school subject from following groups</b>
		<p><b>Group-I      Pedagogy of Social-Sciences:</b></p> <p>BEDSS-108    Pedagogy of Social Science            BEDSS-109    Pedagogy of Commerce            BEDSS-110    Pedagogy of Economics            BEDSS-111    Pedagogy of Art            BEDSS-112    Pedagogy of History</p> <p><b>Group-II      Pedagogy of Languages:</b></p> <p>BEDSS-113    Pedagogy of English            BEDSS-114    Pedagogy of Hindi            BEDSS-115    Pedagogy of Punjabi</p> <p><b>Group-III     Pedagogy of Mathematics</b></p> <p>BEDSS-116    Pedagogy of Mathematics</p>
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**Guru Jambheshwar University of Science & Technology, Hisar**  
**SCHEME OF EXAMINATION AND SYLLABUS FOR B.ED (SHIKSHA SHASTRI) TWO YEAR**  
**REGULAR COURSE TO BE IMPLEMENTED FROM THE SESSION 2015-16**

<b>Year -1</b>								
Paper	Nomenclature	Maximum Marks			Periods per week	Exam Hour	Hours per Year	Credits
		Total	External	Internal				
BEDSS-101	Childhood and Growing Up	100	70	30	6	3hrs.	137.6	10
BEDSS-102	Contemporary India and Education	100	70	30	6	3hrs.	137.6	10
BEDSS-103	Learning and Teaching	100	70	30	6	3hrs.	137.6	10
BEDSS-104	Language across curriculum	50	35	15	3	1:30hrs	68.8	5
BEDSS-105	Understanding, Disciplines and subjects	50	35	15	3	1:30hrs	68.8	5
BEDSS-106	Gender, School and Society	50	35	15	3	1:30hrs	68.8	5
BEDSS-107	Pedagogy of Sanskrit	100	70	30	6	3hrs.	137.6	10
<b>BEDSS-(108-116)*</b>	Pedagogy of a School Subjects- I	100	70	30	6	3hrs.	137.6	10
	School Internship	4 Weeks						
	<b>Total</b>	<b>650</b>	<b>455</b>	<b>195</b>				<b>65</b>

**\*The students are required to opt papers as per instructions on next page.**

Period distribution= 40 Minutes

Distribution of Internal Assessment = 30 Marks

- |      |                                         |                                             |
|------|-----------------------------------------|---------------------------------------------|
| i.   | Minor Test                              | 10% or 10 Marks                             |
| ii.  | Task & Assignment                       | 10% or 10 Marks                             |
| iii. | Attendance and curriculum/co-curriculum | 10% or 10 Marks<br>(4 marks for attendance) |

<b>*Students have to opt for only one school subject from following groups</b>								
Paper	Nomenclature	Maximum Marks			Periods per week	Exam Hour	Hours per Year	Credits
		Total	External	Internal				
<b>Group-I Pedagogy of Social-Sciences:</b>								
BEDSS-108	Pedagogy of Social Science	100	70	30	6	3hrs.	137.6	10
BEDSS-109	Pedagogy of Commerce	100	70	30	6	3hrs.	137.6	10
BEDSS-110	Pedagogy of Economics	100	70	30	6	3hrs.	137.6	10
BEDSS-111	Pedagogy of Art	100	70	30	6	3hrs.	137.6	10
BEDSS-112	Pedagogy of History	100	70	30	6	3hrs.	137.6	10
<b>Group-II Pedagogy of Languages:</b>								
BEDSS-113	Pedagogy of English	100	70	30	6	3hrs.	137.6	10
BEDSS-114	Pedagogy of Hindi	100	70	30	6	3hrs.	137.6	10
BEDSS-115	Pedagogy of Punjabi	100	70	30	6	3hrs.	137.6	10
<b>Group-III Pedagogy of Mathematics</b>								
BEDSS-116	Pedagogy of Mathematics	100	70	30	6	3hrs.	137.6	10

Year -2								
Paper	Nomenclature	Maximum Marks			Periods per week	Exam Hour	Hours per Year	Credits
		Total	External	Internal				
BEDSS-201	Knowledge and Curriculum	100	70	30	12	3hrs.	156	10
BEDSS-202	Assessment for Learning	100	70	30	12	3hrs.	156	10
BEDSS-203	Creating an Inclusive School	50	35	15	6	1:30hrs	78	5
<b>BEDSS-(204-207)</b>	<b>Optional Course</b>	<b>(Any one of the following)</b>						
BEDSS-204	Environment Education	50	35	15	6	1:30hrs	78	5
BEDSS-205	Peace Education	50	35	15	6	1:30hrs	78	5
BEDSS-206	Health, Physical and Yoga Education	50	35	15	6	1:30hrs	78	5
BEDSS-207	Guidance and Counselling	50	35	15	6	1:30hrs	78	5
<b>Practicum</b>								
BEDSS-208	Reading and Reflecting on Text	50	35	15	3	1:30hrs	68.8	5
BEDSS-209	Drama and Art in Education	50	35	15	3	1:30hrs	68.8	5
BEDSS-210	Critical Understanding of ICT	50	35	15	3	1:30hrs	68.8	5
BEDSS-211	Understanding the Self	50	35	15	3	1:30hrs	68.8	5
	School Internship	16 Weeks						
BEDSS-212	Skill in Teaching-I (Sanskrit)	175	100	75				
<b>BEDSS-(213-221)**</b>	Skill in Teaching II	175	100	75				
	<b>Total</b>	<b>850</b>	<b>595</b>	<b>255</b>				<b>50</b>

**\*\*Students will appear for the practicals of Skill in Teaching II as opted by him/her in 1<sup>st</sup> year as Teaching Subject.**

**\*\* Students will appear for the practicals of Skill in Teaching II as opted by him/her in 1<sup>st</sup> year as Teaching Subject.**

Paper	Nomenclature	Maximum Marks		
		Total	External	Internal
<b>Group-I Pedagogy of Social-Sciences</b>				
BEDSS-213	Pedagogy of Social Science	175	100	75
BEDSS-214	Pedagogy of Commerce	175	100	75
BEDSS-215	Pedagogy of Economics	175	100	75
BEDSS-216	Pedagogy of Art	175	100	75
BEDSS-217	Pedagogy of History	175	100	75
<b>Group-II Pedagogy of Languages</b>				
BEDSS-218	Pedagogy of English	175	100	75
BEDSS-219	Pedagogy of Hindi	175	100	75
BEDSS-220	Pedagogy of Punjabi	175	100	75
<b>Group-III Pedagogy of Mathematics</b>				
BEDSS-221	Pedagogy of Mathematics	175	100	75

Period distribution= 40 Minutes

Distribution of Internal Assessment = 30 Marks

- |      |                                         |                                             |
|------|-----------------------------------------|---------------------------------------------|
| i.   | Minor Test                              | 10% or 10 Marks                             |
| ii.  | Task & Assignment                       | 10% or 10 Marks                             |
| iii. | Attendance and curriculum/co-curriculum | 10% or 10 Marks<br>(4 marks for attendance) |

# YEAR-1

## BEDSS-101 CHILDHOOD AND GROWING UP

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 70, Internal: 30)**

### NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions will carry equal marks.

### OBJECTIVES

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

- explain the meaning, concept and characteristics of growth, maturation and development at various stages
- describe the problems of childhood and adolescent age especially with respect to the Indian context
- develop an understanding of different aspects of a child's physical, intellectual, social and moral development
- analyze the impact of urbanization, globalization and economic changes on construction and experience acquired by growing child
- develop an understanding of dimensions and stages of childhood development and developmental tasks; with a focus on cognitive views of learning as well as social- cultural and constructivism
- explain the concept of individual differences and its implications
- enlist the factors influencing individual difference
- differentiate between classical and operant conditioning theory of learning
- explain the Piaget's concept of cognitive development
- differentiate between Kohlberg's theory of moral development and Erikson theory of psycho-social development
- describe the role of teacher in teaching learning situations
- explain the concept and principles of different perspectives in learning
- describe childhood in the context of poverty and globalization



## **COURSE CONTENT**

### **UNIT- 1**

#### Development of Child at different Stages (Childhood and Adolescence)

- Concept, Meaning and general principles of Growth and development. Stages of development—growth and development across various stages from infancy to adolescence. (Physical, intellectual, social and moral development.)
- Piaget’s concept of cognitive development,
- Kohlberg’s theory of moral development
- Erikson’s psycho-social development theory
- Factors affecting Growth and development
- Relative role of heredity and environment in development.
- Concept of growth and maturation
- Parenting styles: influencing developmental aspects of childhood and adolescence.
- Impact of Media on growing children and adolescents: deconstruction of significant events that media highlights and creates.

### **UNIT- 2**

#### Understanding Individual Difference

- Concept of individual difference, Factors influencing individual difference, Educational implications of individual differences for teachers in organizing educational activities.
- Dimensions of differences in psychological attributes-cognitive, interest, aptitude, creativity, personality and values.
- Understanding individual from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning
- Understanding differences based on a range of cognitive abilities—learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of ‘difference’ rather than ‘deficit’ perspective.
- Methods and Ways to understand Children’s and Adolescents’ Behaviour: Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives
- Meaning, characteristics and kinds of Play; Play and its functions: linkages with the physical, social, emotional, cognitive.
- Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.

### **UNIT-3**

#### Theoretical Perspectives to enhance Learning among Children and Adolescents

- Learning: Meaning, implicit knowledge and beliefs.
- Perspective on Human Learning: connectionists or Behaviorist (Thorndike, Classical and Operant Conditioning)
- Cognitivist (Insightful learning, Tolman’s Sign learning theory) Constructivism

- Bruner’s discovery learning:
- Concepts and principles of each perspective and their applicability in different learning situations.
- Relevance and applicability of various theories of learning for different kinds of learning situations.
- Role of learner in various learning situations as seen in different theoretical perspectives.
- Role of teacher in teaching learning situations.

#### UNIT-4

##### Deprivation and Deprived Children: Measures for their Adjustment and Education

- Childhood in the context of poverty and globalization
- Current issues related to adolescents stress and role of the teacher (Increasing loneliness, changing family structures and rising permissiveness)
- Issues in marginalization of difference and diversity
- Children living in urban slum, socially deprived girls: measures to bring improvement in their status
- Child rearing practices of children separated from parents practices of children’s separated children in crèches; children in orphanages
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Understanding needs and behavioral problems of children and adolescents: Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence substance abuse, drug addiction,
- Impact of globalization, urbanization and economic changes on construction and experience of children in childhood and adolescent age.

##### **Tasks & Assignments: Any one of the following (10 marks)**

- Administer any two of the following Psychological Tests and prepare a report on it:
  - Intelligence Test
  - Personality Test
  - Self-Concept Questionnaire/ Inventory
  - Creativity
  - Learning Style Inventory
  - Parenting Style Inventory
  - Interest Test
  - Teaching Attitude
- Conduct a case study on a problematic Child (M.R, L.D, V.I, H.I, disruptive behavior and delinquent child etc.) and prepare a report on it.
- Prepare an observation schedule and observe the behavior of child in school setting.
- Prepare a survey report on “How media is affecting the behavior of growing child” on a group of Ten Children of age 6-14 years in terms of enhancing violence and

developmental aspects of childhood. (The survey should be based on the collection of the data using a questionnaire).

- Any other task/assignment given by the institution.

### SUGGESTED READINGS

- Aries, P. (1965). Centuries of Childhood-A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
- Bhatia, H. R. (1990). Elements of Educational Psychology Bombay: Orient Langman Ltd.
- Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Chauhan, S. S. (2000). Psychology of Adolescence. New Delhi: Vikas Publishers.
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Crain, W. (1992). Theories of Development: Concepts and Applications. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Chapter 12: Erikson and the Eight Stages of Life.
- Dandipani, S. (2000). A Textbook of Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- Dash, M. (1991). Educational Psychology. New Delhi: Deep and Deep Publishers.
- Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences, London: Paladin Books.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. Harvard Educational Review, 47 (4), 481-517.
- Gulati, S. (1995). Education for Creativity, New Delhi: NCERT.
- Hurlock, E. B. (1990). Adolescent Development. New York. McGraw Hill.
- Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India, Delhi: Oxford University Press.
- Kakkar, S. B. (1978). Indian Childhood: Cultural Ideas, and Social Reality, New Delhi: Oxford.
- Kauffman et al (1993). Exceptional Children. Boston: Allyn & Bacon.
- Kundu, C. L. and Tutoo, D. N. (2000). Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal S. K. (2002). Advanced Educational Psychology, New Delhi: Prentice Hall of India Private Limited.
- Mathur, S. S. (2000). Shiksha Manovigyan. Agra: Vinod Pustak Bhandar.
- Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning, Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146.
- Nanda, S. K. (1995). Educational Psychology, Jalandhar: New Academic Publishing Co.

- Newman, B. M. and Newman,P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers.
- Pal, H.R.(2006). Advanced Educational Psychology (Hindi) New Delhi. Delhi University.
- Pal, H.R. and Sharma, M. (2007). Education of Gifted (Hindi), New Delhi: Kshipra.
- Piaget J. (1997).Development and Learning. In Gauvian, M. and M. Cole.(eds.) Readings on the Development of Children. New York: W. H. Freeman.
- Snowman, B. R. and Snowman, J.(1996). Psychology Applied to Teaching. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.
- Tripathi, S. N. (1983). Pratiba Aur Srijnatmakt, Bombay: Mcmillan Co.

## BEDSS-102

### CONTEMPORARY INDIA AND EDUCATION

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 70, Internal: 30)**

#### NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions will carry equal marks.

#### OBJECTIVES

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

- understand perspectives in education including social bases of education
- critically understand the constitutional values related to aims of education
- analyze varied aims of education and its process aspects
- develop their own view about education and its development in social and cultural context
  
- develop a personalized professional view of one's pedagogical role
- think critically about the prevailing conditions of the society and their remedies
- visualize meaningfully the contemporary India
- develop an understanding of trends, issues and challenges facing contemporary Indian Society

#### COURSE CONTENT

##### UNIT-1

Constitution of India and Education

- Concurrent status of education
- Policies, Acts and Provisions related to education
- Education of marginalized and socially disadvantaged segments
- Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A
- Directive Principles of State Policies
- Right to Education (RTE) Act 2009

##### UNIT - 2

Review of Education Commissions and Policies in India:

- Prominent characteristics of education in India during colonial rule
- Critical appraisal of recommendations of following commissions
  - Secondary Education commission (1952-53)
  - Indian Education Commission (1964-66)
  - National Policy of Education (1986)
  - Ramamurthy Education Commission (1990)
  - Programme of Action (1992)
- National Curriculum Framework 2005: Needs and Objectives

### UNIT – 3

#### Contemporary Issues in Indian Education

- Universalization of Elementary Education and related issues such as MDM, SSA and RMSA
- Issues and Debates on Globalization, Liberalization and Privatization
- Common School System
- Vocationalisation of Education
- Three Language Formulas
- Open learning and distance education System
- Modernization: Concept, Advantages & Disadvantages

### UNIT – 4

#### Emerging Concerns of Indian Society and Education

- Culture and Education
- Democracy and Education
- Inequalities in ancient, medieval and modern education
- New Economic Reforms and their impact on Education
- Education for Technological Empowerment
- Role of teacher in the context of Universal Education
- Reservation as an egalitarian Policy

#### **Task & Assignments: Any one of the following (10 marks)**

- Project on conflicts and social movements in India.
- Role of media in democracy.
- Impact of electronic media on children.
- Challenges of pluralistic education in the contexts of conflict.
- Any other task/assignment given by the institution.

### SUGGESTED READINGS

- Challenges of Education- A policy perspective, (1985). Ministry of Education, Govt. of India, New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin.
- Education for all (1993). The India scene, Ministry of Education, Govt. of India, New Delhi.

- Walia, J.S. (2011). Modern Indian Education and its Problems. Jalandhar: Paul Publishers.
- Walia, J.S. (2011). Philosophical, Sociological and Economic Bases of Education. Jalandhar: Ahim Paul Publishers.
- Kashyap, S.C. (2009). The Constitution of India. New Delhi National Book Trust.
- Gera, L., Viswanathappa G. & Srinivas K. (2014). Foundations of Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- National Policy of Education (1986). Ministry of Education, Govt. of India, New Delhi, 1992.
- Pandey, K.P.(2010). Perspectives in Social Foundations of Education. New Delhi: Shipra Publications.
- Programme of Action (1992). Ministry of Education, Govt. of India, New Delhi.
- Rajput, J.S. (1994). Universalisation of Elementary Education, Role of Teacher Education, New Delhi: Vikas Publishing House.
- Report of the Education Commission Education and National Development (1964-66) Ministry of Education, Govt. of India, New Delhi.
- Report of the Secondary Education Commission (1952-53) Ministry of Education, Govt. of India, New Delhi, 1949.
- Report of the University Education Commission (1948) Ministry of Education, Govt. of India, New Delhi 1949.
- Right to Free and Compulsory Education Act 2009.
- Sadgopal, A.(2000). Shiksha Main Badlav ka Sawal: Samajik Amubhavo se Niti Tak. Delhi: Granth Shilpi.
- Sadgopal, A. (2009). Muft aur Anivarya Shiksha Adhikaar Vidheyak 2009. Vimarsh Vol.1.

## BEDSS-103

### LEARNING AND TEACHING

Time: 3 Hours

Max. Marks: 100

(Theory: 70, Internal: 30)

#### NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

#### OBJECTIVES

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

- explain the concept and importance of teaching
- explain the concept of phases and levels of teaching
- describe different theories of teaching, models of teaching and strategies of teaching
- explain the concept, importance and types of learning
- describe Flander's Interaction Analysis along with concept and types of evaluation

#### COURSE CONTENT

##### UNIT-1

- Teaching: Concept, Nature, Importance of Teaching and Phases of Teaching: Pre-active, Inter-active and Post-active
- Teaching : Different from Instruction, Training and Indoctrination
- Levels of Teaching : Memory, Understanding and Reflective level
- Theories of Teaching: Formal Theories, Descriptive Theories, Normative Theories

##### UNIT-2

- Models of Teaching
  - Bruner's Concept Attainment Model
  - Mastery Learning Model
  - Inquiry Training Model
  - Glaser's Basic Teaching Model
- Strategies of Teaching
  - Simulation
  - Brain-storming
  - Lecture
  - Demonstration



- Team-Teaching

### UNIT-3

- Learning: Concept, Importance, Types and Factors Affecting Learning
  - Concept of e-learning (m-learning and online learning)
  - Constructivism
    - Learning styles
- Flander's Interaction Analysis: Concept, Procedure and Significance in Teaching-Learning
- Use of ICT in Teaching Learning Process

### UNIT-4

- Evaluation in Teaching – Learning Process: Concept, Need and Characteristics of Evaluation
- Evaluation Devices- Written, Oral and Observation
- Types of Evaluation : Formative, Summative and Diagnostic
- Grading and its Types
- Continuous and Comprehensive Evaluation

#### **Task & Assignment: Any one of the following (10 marks)**

- Draft a report on Teachers' Teaching Style by one week Classroom observation of two teachers.
- A Survey based report on an effective Teacher behaviours or class room Instruction
- Strategies of effective Teacher.
- Study of a case and prepare a report on influential factors of learning.
- Any other task/assignment given by the institution.

#### **SUGGESSTED READINGS**

- Bhushan, A. and Ahuja, M. (1992). Educational Technology. Meerut: Vikas Publication.
- Dececco, J.P. and Cramford, Q.R. (1970). Psychology of Learning and Instructions. New Delhi: Prentice Hall of India Pvt. Ltd.
- Flanders, Ned A. (1978). Analyzing Teacher Behaviour. London: Addison Wesley Publishing Co. Gage, N.L. College Press.
- Joyce, B. W., M. and Showers, B. (1985). Models of Teaching, New Delhi: Prentice Hall of India Pvt. Ltd.
- Mehra, V. (2010). A Text book of Educational Technology, New Delhi: Sanjay Prakashan

## **BEDSS-104**

### **LANGUAGE ACROSS THE CURRICULUM**

**Time: 1:30 Hours**

**Max. Marks: 50**

**(Theory: 35, Internal: 15)**

#### **NOTE FOR PAPER SETTER**

- i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 7 marks. There will be 2 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.

#### **OBJECTIVES**

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

- enhance knowledge acquisition through LAC Approach
- understand the different roles of language
- use language in all domains, in each learning activity in school
- create a link among different subjects through language learning
- use multilingualism as a strategy in the classroom situation
- study authentic literary and non-literary texts
- appreciate different dialects & registers of language
- develop an insight into the symbolic relationship between curriculum, syllabus and textbooks
  
- understand different language skills & ways to develop these
- develop creativity among learners

### **COURSE CONTENT**

#### **UNIT 1**

##### **Introduction to Language across the Curriculum Approach**

- Meaning, need and benefits of LAC Approach
- Respective roles of Content Subject Teachers and Language Teachers in LAC Approach
- Language learning & Learning through Language General Classroom Language
- Functions of Language in Classroom Learning

##### **Language Acquisition and Language Learning**

- Nature of Multilingualism : Differential Status of Indian Language Classroom
- Multi-Cultural Awareness & Language Diversity
- Relationship between Language and society: Identity, Power and Discrimination
- Multilingualism as a Resource & a Strategy

##### **Language Discourse in the Classroom**

- General Classroom Language

- Classroom Instructions and Language Learning
- Use of Literature across the curriculum
- Role of Questioning & Discussions in the classroom

## **UNIT-2**

### **Listening and Speaking as Essential Communicative Skills**

- Processing and Enquiring Information
- Listening and Speaking to Interact: dialogue, storytelling, poem,
- Recitation, Short play
- Respond to Style, Tone and Registers of language

### **Reading to Learn and Understand**

- Scanning, Skimming and Extracting relevant information from the books
- Understand the meaning in reference to context
- Schema Theory; Text structures, & reading in content areas

### **Writing to Learn and Understand**

- Linkages between reading & Writing
- Learn to write reports, reviews, essays, notices, letters and creative writings
- Presentations of selected papers, questions and answers

### **Tasks & Assignments: Any one of the following (5 marks)**

- Prepare a report on any one of the following-
- Write a Book review considering the following points-
  - Use of different registers of Language
  - Technical aspects of Language
  - Meaning conveyed in the Text
- Design a Newsletter on the Basis of Academic & Co-curricular Activities held in your College.
- Any other project given by the institution

## **SUGGESTED READINGS**

- Agnihotri, R.K.(1995).Multilingualism as a classroom resource. In K.Heugh, A. Sieruhn and P. Pluddemom (Eds.) Multilingual Education for South Africa. Johannesburg, South Africa: Heinemann.3-7.
- Editor T.E., Content and Language Integrated Learning, The British Council, 20 September 2006.Forum for Across the Curriculum Teaching, <http://www.factworld.info/>.
- Hayes, J. H. (2006). Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening, Eye on Education.
- Kelly, K. A. New Challenge for Chemistry Education, Volume 32 No.5, September - October 2010.
- Peachey N., (2003) Content-based Instruction, The British Council.

## **BEDSS-105**

### **UNDERSTANDING DISCIPLINES AND SUBJECTS**

**Time: 1:30 Hours**

**Max. Marks: 50**

**(Theory: 35, Internal: 15)**

#### **NOTE FOR PAPER SETTER**

- i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 7 marks. There will be 2 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.

#### **OBJECTIVES**

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

- describe the characteristics and nature of disciplinarity
- discuss paradigm shift in the nature of disciplines
- explain the nature of education as a discipline
- examine issues related to education as interdisciplinary knowledge
- discuss the emerging issue of school and Teacher education
- understand the multiple perspective of pedagogy

### **COURSE CONTENT**

#### **UNIT 1**

##### **The Doctrine of Disciplinarity**

- Meaning ,characteristics and nature of Academic disciplines
- Teacher's Subject matter knowledge and disciplinarity
- Alternatives to Disciplinarity

##### **Paradigm shifts in the nature of Disciplines**

- History and origin of Pedagogic Subjects; Philosophical, Sociological & Educational Perspective
- Understanding subject, interdisciplinary, multidisciplinary and trans-disciplinary approach within different subjects.

#### **UNIT 2**

##### **Education as Interdisciplinary knowledge**

- Critical analysis of education as a discipline/area of study.
- Education as a socially contrived system influenced by different factors.
- Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.

### **Theoretical Perspective of Education**

- School education – contemporary challenges
- Linkage between education and other development sectors.
- Emerging dimensions of school and teacher education.
- Knowledge and pedagogy

### **Support system of Education**

- Re-conceptualism of learning resources – textbooks, workbooks, multimedia, etc.
- Monitoring and evaluation of schools

### **Task and Assignments: Any one of the following (5 marks)**

- Critical analysis of a curriculum/syllabus of particular school subject
- Evaluate a textbook of secondary class with reference to its adequacy and in achieving expected learning outcome

### **SUGGESTED READINGS**

- Bonrs, J. A. (2001). Cultural diversity and Education. Foundations curriculum and teaching (4<sup>th</sup> Ed) Boston: Allyn and Bacon.
- Bruner, J.S. (2006). In search of pedagogy. Vol. I and Vol. II (The selected work) Routledge.
- Bruner, J.S. (1960). The process of education. Cambridge: Harvard University Press.
- Das, M. (1999). Sri Aurobindo one Education. NCTE, New Delhi.
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.
- Dewey, J. (2004). Democracy and education. Courier Dover Publications.
- Goodson, I.F., and Marsh, C.J. (2005). Studying school subjects: A guide. Routledge
- Hall, C., and Hall, E. (2003). Human relations in education. Routledge.
- Krishnan, A. (2009). What are Academic Disciplines? University of Southampton , NCRM E Prints Repository [eprints.ncrm.ac.uk/783/1/what\\_are\\_academic\\_disciplines.pdf](https://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf)
- NCERT (2005). National Curriculum Framework.
- NCERT (2006). Teacher education for curriculum renewal.
- NCERT Report (2010) National Curriculum Framework.
- NCTE (2009). National Curriculum Framework for teacher educators, New Delhi.
- Ram, S. (1999) Current issues in teacher education, Sarup and Sons Publications, New Delhi.

## **BEDSS-106**

### **GENDER, SCHOOL AND SOCIETY**

**Time: 1:30 Hours**

**Max. Marks: 50**

**(Theory: 35, Internal: 15)**

#### **NOTE FOR PAPER SETTER**

- i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q.No. 1 will be compulsory and will carry 7 marks. There will be 2 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.

#### **OBJECTIVES**

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

- develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, gender parity, equity and equality and patriarchy
- understand some important landmarks in connection with gender and education in historical and contemporary period
- learn about gender issues in school, and its intersection with class, caste, religion and region
- become aware of the processes of socialization at home and school that act as shaping factors in personality formation of the school-going child ( in Indian contexts)
- reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'

#### **COURSE CONTENT**

##### **UNIT 1**

##### **Gender Issues**

- Gender and patriarchy, Gender bias, gender stereotyping, Equity and equality in relation with caste, class, religion ethnicity, disability and region.
- Historical backdrop: some landmarks from social reform movements
- Theories on gender and education: Application In Indian context
  - a) Socialization theory
  - b) Gender difference
  - c) Structural theory
  - d) Deconstructive theory
- Gender Identities and Socialization Practices in family, schools and other formal and informal organization
- Teacher as an agent of change

##### **UNIT 2**

##### **Understanding the nature and processes of socialization**

- At home: family as a social institution, parenting styles and their impact, transmission of parental expectations and values

- Socialization and the community: neighborhood, extended family religious group and their socialization functions, mutual dependence of man and society
- At school: impact of entry to school, relation between school and society, value formation in the context of schooling {role of schooling in developing national, secular and humanistic values}
- Understanding interface between home, community and school.

**Tasks & Assignments: Any one of the following (5 marks)**

- Field visit to schools, to observe the schooling processes from gender perspective
- Collection of folk lore's reflecting socialization process.
- Any other project given by the institution

**SUGGESTED READINGS**

- Havinghurst, R. (1995). Society and education. Boston; Allyn and Bacon.
- Inkeles, A. (1987). What is sociology? New Delhi: Prentice Hall of India.
- M.H.R.D. (1990). Towards an enlightened and human society. New Delhi: Dept. of Education.
- Kamat, A.R.(1985). Education and social change in India. Mumbai: Samaiya Publishing House.
- Maunheim,K.(1962). An Introduction to Sociology of Education. London: Routledge and Kegan Paul.
- Pandey, K.P. (1983). Perspectives in Social Foundations of Education, Ghaziabad: AmitashPrakashan
- Bussolo (2009).Gender Aspects of the Trade and Poverty Nexus: A Macro-Micro Appraoch (English): Palgrans Mac Millan U.K.
- Geetha, V. and Revathi.A. (2011). The truth About Me: A Hijra Life story: Penguin Pubishing Group.
- Raimedhi, I. (2015). My Half of the sky. Sage Publications India Pvt. Ltd.
- Tendon, N. (2008).Feminism: A paradigm Shift. Atlantic Publisher.
- Mathu, A. (2007). Gender and development in India 01. Gyan Book Pvt. Ltd.

## BEDSS-107

### PEDAGOGY OF SANSKRIT

Time: 3 Hours

Max. Marks: 100

(Theory: 70, Internal: 30)

#### NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

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

- explain the nature, need & principles of Sanskrit Language
- describe different methods of teaching of Sanskrit
- demonstrate the use of various audio visual aids
- explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit
- define the meaning of evaluation and types of evaluating techniques
- explain and organise different type of co-curricular activities related to Sanskrit (Shloka Recitation, Lecture, Dramatization and other creative competitions)

#### COURSE CONTENT

##### इकाई 1

- संस्कृत भाषा शिक्षण – अर्थ, महत्त्व, उद्देश्य
- संस्कृत भाषा एवं साहित्य का ऐतिहासिक तथा वर्तमान अवलोकन  
संस्कृत भाषा की पाठ्यक्रम में अनिवार्यता या स्थान
- संस्कृत भाषा शिक्षण में सामान्य सिद्धान्त तथा सूत्र  
संस्कृत भाषा शिक्षण में श्रवण तथा पठन का अभ्यास

##### इकाई 2

- संस्कृत भाषा शिक्षण की विभिन्न पद्धतियाँ – उद्देश्य, विशेषताएँ, लाभ तथा सीमाएँ
- संस्कृत भाषा शिक्षण की विधियाँ
- पाठशाला विधि



- पाठ्य पुस्तक विधि
- प्रत्यक्ष विधि
- व्याकरण अनुवाद विधि
- संस्कृत पाठ्य पुस्तक निर्माण
- संस्कृत अध्यापक तथा दृश्य श्रव्य साधन प्रयोग
- सूक्ष्म तथा विस्तृत पाठ योजना
- संस्कृत भाषा शिक्षण एवं पुस्तकालय

इकाई 3

संस्कृत में विद्याओं का शिक्षण

- संस्कृत में गद्य-शिक्षण-प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में पद्य-शिक्षण-प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में व्याकरण शिक्षण-प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में रचना शिक्षण-प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में अनुवाद शिक्षण-प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत विषय वस्तु
- धातु रूप-पद, लिख, अस्, भू, कृ (लट तथा लृ लकार)
- शब्द रूप- राम, हरि, नदी, लता
- प्रत्यय - (अनीयर्, तव्यत्) समास (बहुव्रीहि द्वन्द्व)
- शब्दार्थ तथा अनुवाद (8वीं तथा 10वीं हरियाणा बोर्ड के पाठ्यक्रम से)

इकाई 4

संस्कृत भाषायी कौशल

- संस्कृत तमे उच्चारण शिक्षण - अशुद्धि उच्चारण के प्रकार, व्याकरण तथा सुधार के उपाय।
- संस्कृत तमे अक्षर-विन्यास, शिक्षण-सम्बन्धी अशुद्धियां, कारण तथा निवारण के उपाय।

संस्कृत भाषा ज्ञान का मूल्यांकन, अर्थ, परीक्षाओं के प्रकार (निबंधात्मक, वस्तु निष्ठ, लघुतर)

- गृहकार्य नियोजन एवं संशोधन प्रक्रिया।
- संस्कृत भाषा की सहपाठ्य क्रियाएं (श्लोकोच्चारण, भाषण, अभिनयीकरण एवं रचनात्मकप्रतियोगिताएं)

संस्कृत शिक्षण हेतु अनुमोदित पुस्तकें

- चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ।
- सफाया, रघुनाथ (1990) संस्कृत-शिक्षण, चण्डीगढ़: हरियाणा हिन्दी ग्रंथ, चण्डीगढ़।

- पाण्डेय, राम शुक्ल (2008) संस्कृत-शिक्षण, आगरा ,कादमी: विनोद पुस्तक मंदिर, आगरा।
  - मित्तल संतोष (2008) टीचिंग ऑफ संस्कृत, आर .एल. बुक डिपो।
  - वत्स, वी0 एल0 (2008) संस्कृत शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा।
- अशोक शर्मा और सुमन अग्रवाल (1997) टीचिंग ऑफ संस्कृत, विजया पब्लिकेशन, लु धियाना।

**BEDSS-108**  
**PEDAGOGY OF SOCIAL SCIENCE**

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 70, Internal: 30)**

**NOTE FOR PAPER SETTER**

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

**OBJECTIVES**

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

- initiate pupil-teacher to various concepts and technology of teaching of Social Studies
- for promotion of National and International Peace and Understanding
- have an overview and integrate the knowledge drawn from various sources-History, Geography, Civics, Sociology and Economics
- acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Social Studies
- understand the principles of curriculum development, its transaction and evaluation
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology and explain challenging situations in the society

**COURSE CONTENT**

**UNIT 1**

**Foundation and Context of Social Sciences**

- Meaning, Nature and Scope of Social Sciences as a school subject
- Aims and Objectives of teaching Social Sciences at School level
- Taxonomy and behavioural Objectives in Social Sciences
- Values of Teaching Social Sciences
- Correlation of Social Sciences with History, Economics, Civics, Geography,
- Sociology, Mathematics, Natural Science and Psychology

## UNIT-2

### **Pedagogy & Lesson Planning**

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
  - Constitution of India
  - Size, Location and Physical features of India
  - French Revolution
  - Population
  - Democracy in the contemporary world
  - Disaster Management
- Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation

## UNIT-3

### **Curriculum, Teaching Learning Material and Skills of Teaching Social Sciences**

- Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum logical, concentric, spiral, chronological.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking)
- Skills of teaching Social Studies: Skill of Explaining, Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation

## UNIT-4

### **Classroom Processes and Evaluation in Social Sciences**

- Classroom Processes: Discovery method, Discussion method, Computer Assisted Instruction (CAI) Educational broadcasting and telecasting, e-tutoring, Survey Method, Field Visits, Concept Mapping and Story Telling.
- Meaning, Importance and Types of Evaluation in Social Sciences.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System
- Construction of Achievement Test – Concept and Steps

### **Tasks & Assignments: Any one of the following (10 marks)**

- Understanding a slum in terms of its economics, subsistence, politics and historic memories.
- Study the transport needs of a community by analyzing different kinds of vehicles people own in relation with gender and socio-economic standards.

- Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.
- Trace any consumer product from its raw form and how various factors of geography, economics, politics and history influenced it.
- Any other project/assignment given by the institution.

#### **SUGGESTED READINGS**

- Agarwal, J.C. (1993). Teaching of Social Studies-A Practical Approach. Second (Revised Edition): Viaks Publishing House.
- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi, Sage.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
- Eklavya (1994). Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad, Eklavya.
- George, A. and Madan, A. (2009). Teaching Social Science in Schools, NCERT's New Textbook, New Delhi, Sage.
- Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect, New Delhi: Heera Publications.
- Kochhar, S.K. (1998). Teaching of Social Studies, New Delhi: Sterling Publishers Pvt. Ltd, New Delhi.
- NCERT (2006). Position Paper National Focus Group on Teaching of Social Sciences, New Delhi, NCERT.
- NCERT Social Science Textbooks for classes VI-X, New Delhi, NCERT.

**BEDSS-109  
PEDAGOGY OF COMMERCE**

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 70, Internal: 30)**

**NOTE FOR PAPER SETTER**

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

**OBJECTIVES**

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

- gain insight on the meaning and nature of Commerce for determining aims, and strategies of teaching learning
- identify and relate everyday experiences with learning commerce
- understand lesson planning and evaluation aspects in teaching Commerce
- apply the knowledge in analyzing higher secondary Commerce contents in terms of the techniques and aids for the purpose of teaching Commerce
- understand the different types of curriculum, classroom management techniques and technology in and of education to teach Commerce
- develop interests in knowing the recent development in teaching methodology, and technological developments in Commerce
- be professionally competent to design pedagogical content knowledge to be imparted in actual teaching-learning systems
- develop critical attitude to different types of learning resources and to use them for becoming an informed and effective teacher
- understand various tools and techniques of assessment of pupil's scholastic and nonscholastic performance
- become a self-critical teacher of commerce in modern day

**COURSE CONTENT**

**UNIT- 1**

**Foundation and Context of Commerce**

- Meaning, Nature and Scope of Commerce as a school subject.
- Aims and Objectives of teaching Commerce at School level
- Taxonomy and behavioural Objectives in Commerce.

- Values of Teaching Commerce: Practical. Social & Cultural
- Correlation of Commerce with Book-keeping, Organisation of Business and Secretarial
- Practice, Economics, Law, Sociology, Mathematics and Geography.

## UNIT-2

### **Important Concepts, Pedagogy & Lesson Planning**

- Understanding terminology of Commerce: Book Keeping, Accountancy, Business Management, E-commerce, M-commerce
- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
  - Cash Book.
  - Trade
  - Advertisements
  - Balance Sheet.
  - GST/VAT Calculation
- Lesson planning in Commerce: Need & Importance, Basic Elements & its Preparation

## UNIT-3

### **Curriculum, Teaching Learning Material and Skills of Teaching Commerce**

- Meaning, Importance and Principles of designing a good Curriculum of Commerce,
- Critical Appraisal of the Existing Curriculum in Commerce, Suggestions for improvement
- Teaching Learning Material: Textbook & Reference Books, Business Documents, News Papers and E-resources (Blog, World Wide Web, and Social Networking)
- Skills of teaching Commerce: Skill of Explaining. Skill of Illustration with Examples,
- Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation

## UNIT-4

### **Classroom Processes and Evaluation in Commerce**

- Classroom Processes: Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI) Educational broadcasting and telecasting, e-tutoring, Problem Solving and Heuristic method.
- Meaning, Importance and Types of Evaluation in Commerce.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps

### **Tasks & Assignments: Any one of the following (10 marks)**

- Visits to banks, insurance houses, warehouse, trade-centres, companies and other business houses
- Collection of business documents, newspaper and magazines articles (cuttings), business forms
- Collection of e-learning resources in Commerce.

- Explore how cartoons, currency, newspapers, magazines, documentaries etc. be used in teaching of commerce.
- Any other project/assignment given by the institution.

### **SUGGESTED READINGS**

- Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi:Vikas Publishing House Pvt. Ltd.
- Allen, O. C. and Francis, P.H. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall.
- Head, G. W. (1988). Commerce. London: Heinemann Professional Publishing.
- Joyce, & Well, (2004). Models of Teaching. U.K: Prentice Hall of India.
- Khan, M. S. (1982). Commerce Education. New Delhi: Sterling Publishers Private Ltd.
- Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Ltd.
- Muthumanickam, R. (2004). Educational Objectives for Effective Planning and Teaching. Chidambaram: Cyber land Publisher.
- Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.
- Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation Ltd.



**BEDSS-110**  
**PEDAGOGY OF ECONOMICS**

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 70, Internal: 30)**

**NOTE FOR PAPER SETTER**

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

**OBJECTIVES**

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

- develop an understanding of meaning, scope, aims and objectives of teaching of Economics
- get knowledge of different methods of teaching
- get knowledge of different devices, techniques and tools of evaluation
- develop the skill of preparing lesson plan in subject
- develop an interest in teaching of Economics
- acquire knowledge of present economic conditions in India
- acquire desirable attitudes and to become effective instrument of economic change and economic development
- become an effective citizen and good consumer
- acquire appropriate professional behaviour and to develop commitment to leading profession
- train the students to use problem- solving approach in problems related to economy and economics
- demonstrate application of I.C.T. in Teaching of Economics

**COURSE CONTENT**

**UNIT-1**

**Concept, Scope, Aims and Objectives of Teaching of Economics**

- Meaning, Nature and Scope of Economics as a school subject
- Aims, objectives and values of Teaching Economics
- Importance and role of Economics in Education
- Values of Teaching Economics: Practical. Social & Cultural
- Bloom's Taxonomy of objectives

- Statement of objectives in Behavioural Terms.

## UNIT II

### **Pedagogical Analysis & Lesson Planning**

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
  - Wants and their classification
  - Laws of return
  - Population- its Growth Pattern, Problems of over population, Density of population
  - National Income- Meaning, Methods of Measurement.
- Lesson planning: Need & Importance, Basic Elements & its Preparation

### **Learning Resources**

- Importance and Organization of Economics Club
- Excursion and Economics Exhibitions
- Organization of seminars, symposiums and discussions

## UNIT III

- Development of Instructional Material
- Development and Designing of Curriculum of Economics
- Economics Text-Book: Importance and criteria of selection
- Economics Teacher: Professional Competencies and Responsibilities
- Development/ Utilization of Instructional Aids- Charts, Maps Graphs Tables, Models Film Strips, T. V. Computer, Internet.
- Application of I.C.T. in Teaching of Economics.
- Methods of Teaching : Lecture Method, Discussion Method, Survey Method, Project Method & Inductive-Deductive Method
- Skills of Teaching :Skill of Introducing the lesson, Skill of Explaining, Skill of Probing Questions, Skill of Illustration with Example & Skill of Stimulus Variation

## UNIT IV

### **Evaluation**

- Meaning, Importance and Types of Evaluation in Economics
- Types of tests: Essay type, short answer type and objective type.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps

### **Tasks & Assignments: Any one of the following (10 marks)**

- Market Survey and Report about Consumer Behaviour
- Preparation of a Report on Programs run by Government relating to alleviation of

- poverty and/ or spread of education
- Preparation of test items of an achievement test of economics.
- Preparation of at least two teaching aids for teaching of Economics
- Any other project/assignment given by the institution

#### **SUGGESTED READINGS**

- Arora, P. N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Kanwar, B. S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.). (1975). Teaching of Economics. London: Heinemann Education Books.
- Sharma and Sexana (2002). Teaching of Economics. Surya Publication Meerut.
- Siddiqui, M.H. (1993). Teaching of Economics. New Delhi, Ashish Publishing House.
- Sidhu, H.S. (2000): Teaching of Economics. Ludhiana: Tondon Publications.
- Singh, Y. K. (2008). Teaching of Economics. New Delhi: APH Publishing Corporation.
- Tyagi, G. (2007). Teaching of Economics. Vinod Publishing House.
- Varshna, R. K. (1996). Teaching of Economics. Sahitya Publications.

**BEDSS-111  
PEDAGOGY OF ARTS**

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 70, Internal: 30)**

**NOTE FOR PAPER SETTER**

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

**Objectives:**

- To develop an understanding of the place of Art in Education of the child.
- To develop competencies and skills for teaching of Art.
- To develop an understanding and insight into the stages of 'Art' development in children at various age levels.
- To develop competencies and skills of the methods and techniques, in teaching of 'Art' of different kinds.
- To develop competencies in evaluating some products of Art.

**COURSE CONTENT**

**UNIT I**

- (i) Art and meaning of Visual Communication
- (ii) Appreciation of Art
- (iii) Art in daily Life
- (iv) Art in Education

**UNIT II**

- (i) Methods and material of Art through the ages encaustic, oil, tempera, Fresco etc.
- (ii) Modern Art movements, Abstraction, Cubism, Expressionism Realism, Impressionism, Romanticism.

**UNIT III**

**Methods of Teaching Art**

- (i) Qualities of an Art Teacher and his role in Education
- (ii) How to prepare lesson notes for Art classes?
- (iii) How to prepare Art Syllabus for Art classes?

- (iv) How to teach Still life, Designs, Nature-Study and Painting- Composition.
- (v) Class room Decoration

#### **UNIT IV**

- (i) Stages of development in Children's Art
- (ii) How to teach Art in Primary, Middle, High and Higher Secondary classes, the material required, amount of time necessary and the size of the class?
- (iii) Relation of Art and Craft with other School subjects and the importance of Art and Craft Exhibitions in Education.

**Task and assignment: Any one of the following: (10 marks)**

- (a) Landscape from memory: Simple composition in connection with common flowers, mountains, sky, huts, water, bridge, birds, animals and human figures in action in any medium on a quarter sheet of drawing paper.
- (b) Decoration designs: Pictorial composition in water or tempera.
- (c) Still Life Drawing and Painting of Group of two or three simple objects in any medium.
- (d) Poster: will include writing of Block and script Letters in English/Hindi/Punjabi/Urdu with nibs or brush in ink or colour.
- (e) Collage making
- (f) Presentation of Art-Work

#### **Recommended Books**

1. Jeswani, K.K. Art in Education, Atma Ram & Sons Kashmiri Gate, Delhi-6
2. Road, H. Education through Art, Faber and Faber London
3. Lowen Feld, V. Creative and mental Growth, Macmillan Co., New York
4. Jeswani K.K. Appreciation of Art, Atma Ram and Sons, Kashmiri Gate, Delhi-6.
5. Tolstoy What is Art? An essay on Art, Oxford University Press, New York.
6. Percy Brown Indian Paintings.
7. Ian Chilvers The Oxford Dictionary of Art.
8. Bhup Singh Gulia The Traditions of Northern India (A study of Art, Architecture and Craft in Haryana) Subhi Publications, City Centre, Gurgaon (HR).
9. Lois Fichner – Rathus - Understanding Art, Prentice-Hall International (U.K.) Ltd. London

**BEDSS-112**  
**PEDAGOGY OF HISTORY**

**Time: 3 Hours**

**Max. Marks :100**  
**(Theory: 70,Internal: 30)**

**NOTE FOR PAPER SETTER**

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 3.5 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

**Learning Outcomes**

After transaction of the course, student teachers will be able to:

- Understand the concept and aims of history as a school subject
- Develop skills and competence to analyse content chronologically for using different methods of teaching history.
- Prepare appropriate test and evaluation techniques to measure the knowledge of history.
- Apply knowledge of history in understanding current socio-economic-political issues for human interests and building future society in the light of past.
- Deduce the logical from the facts of history to be applied for a healthy social life.

**COURSE CONTENT**

**UNIT – I**

**1. NATURE, SCOPE, AIMS, AND OBJECTIVES OF HISTORY**

- Meaning, Nature, Scope of history. Importance of time & space in history
- Place of history in secondary and senior secondary level school curriculum
- Aims, objectives and values of teaching history
- Bloom’s taxonomy to formulate objectives in behavioural terms
- Co-relation of history with other school subjects. Relation of history with present.
- Classification of history according to geographical boundaries, period and circumstances.

**UNIT – II**

**2. PEDAGOGICAL ANALYSIS OF CONTENT AND LESSON PLANNING**

- Meaning and importance of pedagogical analysis
- Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioural outcomes (iii) Listing activities & Experiments (iv) Listing evaluation techniques.
- Some content for pedagogical analysis:
  - a) Indus valley civilization b) Ashoka The Great c) Mughal dynasty
  - d) First war of independence (1857 A.D.) , e) Freedom movement and modern India
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson planning.
- Development of self-instructional material (SIM) for secondary and senior secondary level students.

## UNIT – III

### 3. TEACHING-LEARNING RESOURCES AND HELPING MATERIALS

- Curriculum and instructional material: Need for development and designing curriculum in history.
- Principles of curriculum construction, organization of content in history curriculum according to stages of education.
- Development of history text-book, characteristics of a good text book, need of text-book for teaching history.
- Identifying controversial points of history, analytical teaching of such points.
- Meaning, importance and use of helping material, types of helping material
- Selection of helping material: Maps, time lines, flow charts, battle plans, pictures, film-strips, models, computer & internet, radio, T.V. etc.

## UNIT – IV

### 4. APPROACHES AND EVALUATION

- Approaches, methods and techniques of teaching history – need and importance, selection of method to teach specific content.
- Various methods of teaching history: source method, discussion method, lecture-cum-story telling method, dramatization, project method, teaching through field trips and excursions.
- Use of various techniques, tactics and maxims of teaching
- Meaning, objectives and importance of evaluation
- Evaluation techniques and devices, characteristics of a good test in history.
- Preparing, reporting and evaluating the results.

### Practicum/ Sessionals

#### Any one of the following

- i. Preparation of time line, flow chart, battle plan, map showing boundaries of any specific dynasty or king or specific period (Individual activity)
- ii. Organize trip to historical place/monuments.
- iii. Prepare skit/drama from history-events (Group-activity)

### Suggested Readings:

- Chaudhary, K.P. (1975). The effective teaching of History in India. New Delhi: NCERT.
- Dhamija, N. (1993). Multimedia Approaches in teaching of Social studies. New Delhi: Harman Publishing House.
- Khan, S.U. (1998). History teaching problems, prospectives & prospect. New Delhi: Heera.
- Gunnin, D. (1978). The teaching of History. London: Goom Helm Ltd.

## BEDSS-113

### PEDAGOGY OF ENGLISH

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 70, Internal: 30)**

#### NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

#### OBJECTIVES

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

- understand the functions and importance of English language
- understand the linguistic principles;
- conduct pedagogical analysis and develop teaching skills
- understand the different theories to language learning and teaching
- critically explain various teaching methods
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology)
- understand about the teaching of prose, poetry, composition and grammar
- acquire language skills : listening speaking reading and writing
- understand need and functions of language lab
- understand the process of language assessment and
- develop creativity among learners

#### COURSE CONTENT

##### UNIT-1

##### **An Overview of Language Teaching**

- Meaning, Importance and Functions of language.
- Linguistic characteristics of English.
- Linguistic Principles, and Aims and Objectives of Teaching English
- Philosophical, Social and Psychological Bases of Approaches to Language Acquisition and Language Learning; Inductive and Deductive Approach; Whole Language Approach; Constructive Approach; Multilingual Approach to Language Teaching.



## UNIT-2

### **Learner Centered Approaches and Methods of Teaching**

- Difference between ‘Approach’ and ‘Method’
- Direct Method, Bi-lingual method, Audio-Lingual Method, Structural Approach,
- Communicative Approach, Constructive Approach and Co-operative Learning
- Teaching of Prose, Poetry, Composition and Grammar – Objectives and Methodology
- Micro and Mega Lessons

### **Teaching Learning Materials and Aids**

- Print media; other reading materials such as learner chosen texts, magazines, newspapers, class libraries, etc., ICT – audio-visual aids including CALL programmes; Radio, T.V., Films, Planning co-curricular activities (discussion debates, workshops, seminar etc.); language labs, etc.

## UNIT-3

### **Developing Listening and Speaking Skills**

- Features of English Pronunciation, Elementary knowledge of English sounds.
- Stress, Rhythm, Intonation, Patterns and their Implications.
- Materials and resources for developing the Listening and Speaking Skills: Storytelling, dialogues, Situational Conversations, Role Playing, Simulations, Speech, Games and Contexts, Language Laboratories, Pictures, Authentic Materials and Multimedia Resources.

### **Developing Reading and Writing Skills**

- Developing Reading and Writing Skills
- Teaching Mechanism of Reading: Reading aloud and Silent Reading; Extensive and Intensive Reading; Study Skills, Including using Thesauruses, Dictionary, Encyclopedia Etc.
- Writing : Stages of Writing; Process of Writing; Formal And Informal Writing, such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech, Advertisement, etc., Reference Skills, Study Skills, Higher Order Skills.

## UNIT-4

### **Remedial and Enrichment Content**

- Meaning and Significance of remedial teaching
- Common errors in English and their removal through remedial teaching

### **Remedial Teaching Strategies**

- Individualized Educational Programme
- Peer Support Programme
- Reward Scheme
- Handling Pupil’s language acquisition problems

- Feedback to students, parents and teachers

### **Evaluation Procedure**

- Progress and Assessment of development of Language; Continuous and Comprehensive Evaluation; Techniques of Evaluation – oral, written, portfolio; cloze test, self-evaluation, peer evaluation, group evaluation.
- Typology of Questions; activities and tasks (Open-ended questions, MCQ's, true and false etc.) Reflecting – Problem Solving, Creative and Critical Thinking and Enhancing Imagination.

### **Tasks & Assignments: Any one of the following (10 marks)**

- Do a comparative study of positive features and weaknesses of different approaches to language learning.
- Prepare an outline for a school magazine.
- Develop the material for the school magazine based on your experiences during school experience practice (Hand written).
- Prepare a book-review of any one English Text Book (from syllabus of 8 th to 10 th class).
- Prepare activities for listening, speaking, reading and writing.
- Any other task/assignment given by the institution.

### **SUGGESTED READINGS**

- Agnihotri, R.K. and Khanna A.L. (1994). Socio-Cultural and Linguistic Aspects of English in India. SAGE Publications New Delhi/Thousand Oaks/London, Publication.
- Bhatia, K.K. and Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). Teaching English. Jammu: Radha Krishan Anand and Co.
- Chaudhary N. (2012). Methodology of Teaching English, Pearson, Kindersley India Pvt. Ltd.
- Dey, K.S. (2013). Teaching of English, Dorling Kindersley (India) Pvt. Ltd.
- Dodson, C.J. (1972). Language Teaching & the Bilingual Method, Pitman Publishing.
- Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehension exercises. Cambridge University Press.
- Gupta, P. K. (2002). Teaching of English. Surya Publication Near Govt. Inter College Meerut
- Hayes, B.L. (ed.) (1991). Effective Strategies for Teaching Reading, London: Allyn & Bacon.
- John, B., Yogin, C., and Chawla, R. (2007). Playing for real: Using drama in the classroom. Macmillan.
- Khanna A.L. and Sehgal, A. (2012). Essential Readings for Teachers of English. Published by Orient Blackswan Pvt.Ltd.
- Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai and Company.
- Mehta, P. (2010). Dobaba House, Booksellers and Publishers, New Delhi.
- Mitchell R. and Florence Myles, Second Language Learning Theories. Arnold London, co-published in USA by New York.
- Tickoo, M. (2011). Teaching and Learning English. Published by Orient Blackswan Pvt. Ltd.

- Mohammad, A.(2003). A practical course for B.Ed. Students, Foundation Books Anasri Road, Darayaganj.
- NCERT (2005). National curriculum framework. NCERT.
- Sachdev, R.N. (1965). Teaching Language as a Second Language. Tata Mec Graw Hill Publishing Co. Ltd., New Delhi.
- Sachdeva, M.S. (2003). Teaching of English in India. Tandon Publications Book Market, Ludhiana.
- Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sharma, A. (2010). Teaching Of English. Vijya Publications, Ludhiana
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.
- Thwaite, A., and Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? Australian Journal of Language and Literacy, 32(1), 38.
- Venkateswaran, (1995). Principals of Teaching English. Vikas Publishing House Pvt. Ltd. New Delhi.
- Wallace, M. J. (1998). Study Skills in English. Published by Cambridge University Press.

## BEDSS-114

### PEDAGOGY OF HINDI

Time: 3 Hours

Max. Marks: 100

(Theory: 70, Internal: 30)

#### NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

#### OBJECTIVES

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

- understand the importance and role of Hindi language in our mother tongue (in our Country) or role of mother tongue in the education of a child
- develop various skills e.g. Language skills, teaching skills (micro-teaching skills) etc. conduct pedagogical analysis
- demonstrate the use of various audio-visual aids
- explain the concept of evaluation and types of evaluating techniques
- concept of curriculum in teaching of Hindi
- knowledge of different co-curricular activities in teaching of Hindi

## पाठ्यवस्तु

इकाई-1

हिन्दी शिक्षण

- मातृ भाषा शिक्षण का अर्थ, स्वरूप, महत्त्व, उद्देश्य एवं सामान्य सिद्धान्त
  - देवनागरी लिपि की विशेषताएँ एवं सीमाएँ
  - हिन्दी भाषा का महत्त्व – मातृ भाषा एवं राष्ट्रीय भाषा के रूप में
  - ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य
  - भाषाई कौशलों का विकास
- (अ) श्रवण कौशल
- (आ) भाषण कौशल

(इ) पठन कौशल

(ई) लेखन कौशल

हिन्दी शब्दों का वर्गीकरण (अर्थ, उत्पत्ति, व्युत्पत्ति)

हिन्दी ध्वनियों का वर्गीकरण, अक्षर विन्यास एवं विराम-चिन्ह

उच्चारण शिक्षण का महत्त्व, उच्चारण दोष के कारण व उपाय

इकाई- 2

हिन्दी पाठ योजना का अर्थ महत्त्व एवं रूपरेखा

दृश्य-श्रव्य सहायक साधनों का महत्त्व, चयन एवं प्रयोग

इकाई योजना एवं दैनिक पाठ योजना का अर्थ, महत्त्व, अन्तर एवं निर्माण

सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास: प्रस्तावना कौशल, प्रश्न कौशल, उदाहरण कौशल, व्याख्या कौशल और उद्दीपन परिवर्तन कौशल

हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग

इकाई- 3

शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान पद्य

गद्य शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान

व्याकरण शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान

व्याकरण शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान

हिन्दी शिक्षण में अनुवाद का अर्थ, विशेषताएँ, रचना शिक्षण (कहानी, पत्र, नाटक एवं उद्देश्य, महत्त्व, विधियाँ सोपान

(निबन्ध)

हिन्दी शिक्षण में गृहकार्य - स्वरूप एवं संशोधन विधियाँ

हिन्दी सुलेख शिक्षण - गुण, उद्देश्य एवं

इकाई- 4

वर्तमान शिक्षा प्रणाली में हिन्दी पाठ्यपुस्तक की विशेषताएँ एवं समीक्षा तर्क मान स्थिति, हिन्दी अध्यापक के गुण एवं कर्तव्य

21वीं शताब्दी में हिन्दी की व

हिन्दी में मूल्यांकन - अर्थ, स्वरूप, विभिन्न विधाओं का मूल्यांकन एवं संशोधन

हिन्दी प्रश्न पत्र निर्माण - आदर्श प्रश्न पत्र के सिद्धान्त का मूल्यांकन एवं संशोधन

भाषा शिक्षण में हिन्दी पुस्तकालय की उपयोगिता एवं व्यवस्था

हिन्दी पाठ्य वस्तु का अर्थ एवं शिक्षा - शास्त्रीय विश्लेषण प्रयोगात्मक क्रियाएँ

सूक्ष्म कौशलों के सोपानों का विकास

पाठशालाओं में हिन्दी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था करना

संदर्भ ग्रंथ सूची

- बाहरीण, हरदेव (1972), व्यावहारिक हिंदी व्याकरण लोक भारती प्रकाशन, इलाहाबाद
- वैस्टन कैनिप (1973), डब्ल्यू लपिंग सेकिंड लैंग्वेज स्किल्स थरोरी एण्ड प्रैक्टिस रैप्स मैकलील
- श्रीवास्तव राजेन्द्र प्रसाद (1973), हिंदी शिक्षण दि मैकमिलन कम्पनी ऑफ इंडिया लि०, देहली
- शुक्ल, भगवती प्रसाद (1974), हिंदी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली
- सु खिया, के०के० (1976), हिंदी ध्वनियां और उनका शिक्षण, रामनारायण लाल, इलाहाबाद
- तिवारी, भोलानाथ तथा भाटिया, कैलाश चन्द (1980), हिंदी शिक्षण लिपि प्रकाशन, दिल्ली
- उमा, मंगल (1991), हिंदी शिक्षण, नई देहली, आर्य बुक डिपो
- सूद, विजय (1991), हिंदी शिक्षण विधियाँ, लुधियाना : टंडन पब्लिकेशन
- पाण्डे, आर०एस० (1992), हिंदी शिक्षण, आगरा, विनोद पुस्तक मन्दिर
- सिंह सावत्री (1992), हिंदी शिक्षण, मेरठ, तायल बुक डिपो
- सफाया, रघुनाथ (2000), हिन्दी शिक्षण विधि, जालन्धर, पंजाब किताब घर
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- जय, जसवन्त सिंह (1975), आधुनिक हिन्दी शिक्षण पद्धति जालन्धर : न्यू बुक कम्पनी
- जीत, योगेन्द्र भाई (1972), हिन्दी शिक्षण आगरा : विनोद पुस्तक मन्दिर
- प्रसाद, केशव (1976), हिन्दी शिक्षण दिल्ली : धनपतराय एण्ड सन्स
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- रमन, बिहारी लाल (1997), हिन्दी शिक्षण, मेरठ रस्तोगी एण्ड कम्पनी
- वर्मा, वैधनाथ प्रसाद (1973), हिन्दी शिक्षण पद्धति, पटना : बिहार हिन्दी ग्रन्थ अकादमी
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- सिन्हा, प्रसाद शत्रुघ्न (1964), हिन्दी भाषा की शिक्षण विधि पटना : दिल्ली
- क्षत्रिय, के० (1968), मातृ भाषा शिक्षण, आगरा : विनोद पुस्तक मन्दिर

**BEDSS-115  
PEDAGOGY OF PUNJABI**

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 70, Internal: 30)**

**NOTE FOR PAPER SETTER**

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

**OBJECTIVES:**

Pupil-teachers would be able to

- Develop awareness about basic concepts related to teaching of Punjabi at the secondary level.
- Impart training in various skills e.g. language skills, use of techniques of evaluation, teaching skills (micro-teaching skills) etc.
- Enable pupil teachers to use current method of teaching Punjabi.

**COURSE CONTENTS**

**UNIT-I**

**1) Nature of Punjabi Language, Aims and Objectives and Principles of Teaching.**

- The nature and importance of language – its origin and development
- Origin and development of Punjabi language and its script
- Role of mother tongue in the education of a child
- Aims & objectives of teaching of Punjabi
- General Principles and maxims of teaching of Punjabi

**2) Development of Language skills**

- Listening
- Speaking
- Reading
- Writing

## UNIT-II

### 3) Development of Micro lessons based on skills of questioning, explaining illustration and stimulus variation.

Role of language activities

- Debates
- Recitation
- Story telling
- Symposium

### 4) Methodology

Modern methods of teaching language with specific references to:

- Project method
- Play way method
- Discussion method
- Correlation method
- Observation method

## UNIT-III

5) Methods of teaching of prose, poetry, composition and grammar

6) Preparation of lesson plans for each of the above aspects of language.

## UNIT-IV

### 7) Instructional Material

- Audio-visual aids meaning, importance and their kinds Proper use of these in teaching of Punjabi
- Construction of the curriculum of Punjabi language, critical appraisal of Punjabi curriculum at secondary school level
- Qualities of a good Punjabi text book, criteria governing the construction of Punjabi text books.

### 8) Evaluation:

- Modern concept of evaluation in Language
- Different types of techniques and tests for evaluating different language skills.
- Construction of
  - Oral type tests
  - Short-answer type tests
  - Objective-type tests
  - Essay-type tests
  - Diagnostic test



**Task and assignment: (10 Marks)**

Any task assigned by the institution.

**SUGGESTED READINGS**

- Singh, G.B. (1981). Gurumukhi Lipi Da Janam Te Vikas, Chandigarh: Punjab University Publication Burcau
- Singh, G. (1971). Gurumukhi Lipi Bare, Ludhiana: Lahore Book Shop
- Singh, H. (1966). Punjabi Bare, Patiala: Punjabi University
- Sckhon, S. S. & Singh, P. P. (1961). Punjabi Boli Da Itihas, Punjab: Bhasha Vibhag

**BEDSS-116**  
**PEDAGOGY OF MATHEMATICS**

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 70, Internal: 30)**

**NOTE FOR PAPER SETTER**

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

**OBJECTIVES**

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

- explain the meaning, nature, aims and objectives of mathematics
- perform pedagogical analysis of various concepts in mathematics
- describe instructional planning and development of relevant material for the teaching of mathematics
- use ICT in teaching of mathematics
- describe continuous and comprehensive evaluation, diagnostic testing and remedial teaching in mathematics
- explain importance and uses of learning resources in mathematics
- improve competences in secondary level mathematics

**COURSE CONTENT**

**UNIT I**

**Concept and Aims of Teaching of Mathematics**

- Meaning, scope and nature of mathematics
- Aims and objectives of teaching mathematics at secondary stage
- Framing objectives according to Blooms taxonomy
- The nature of mathematical propositions, use of quantifiers and venn diagram
- A Mathematical theorem and its variants- converse, inverse and contra positive, proofs and types of proof.

## **Historical Perspective of Mathematics**

- History of mathematics with special emphases on teaching of mathematics
- Coexistence of precision and beauty in mathematics

## **UNIT-2**

### **Development of Curriculum in Mathematics**

- Meaning and objectives of curriculum
- Principles for designing curriculum of mathematics at different stages of schooling
- Recent curriculum reform at national/ state level at their critical appraisal
- Content Analysis, Pedagogical Analysis and their comparison
- Pedagogical analysis of following topics of mathematics
  - Equations
  - Sets
  - Volume
  - Trigonometry
  - Ratio and proportion

### **Methods of Teaching Mathematics**

- Inductive - deductive
- Analytic – synthetic
- Problem solving
- Heuristic method

## **UNIT-3**

### **Learning Resources**

- Importance of summer programs, correspondence courses, mathematics club, contests and fairs
- Designing mathematics laboratory and its effective use
- Importance of re-creational activities – games, puzzles and riddles in mathematics
- Projective and non-projective teaching aids

### **Instructional and Material Development**

- Writing of lesson plan
  - Micro lesson planning with special reference to following micro teaching skills of Introduction, probing question, class room management, skill of illustration with examples, skill of reinforcement
  - Preparation and use of audio-visual material and equipments
  - Application of ICT in teaching of mathematics

## **UNIT-4**

### **Evaluation in Mathematics**

- Evaluation Tools: Meaning, need and use of diagnostic testing and remedial teaching

- Continuous and comprehensive evaluation
- Formative and summative evaluation
- Criterion and norm reference test

### **Professional Development of Mathematics Teachers**

- Types of In-service programme for mathematics teacher
- Role of mathematics teachers association , journals and other resource material in mathematics education
- Professional growth through participation in conference/ seminars/workshop

### **Tasks & Assignments: Any one of the following (10 marks)**

- Preparation of an unit plan in Mathematics
- Preparation of lesson plans on two different approaches on a selected content matter
- Development of learning aids on any topic in Mathematics and procedure for using it.
- Book review of any two books in Mathematics.
- Any other task/assignment given by the institution.

### **SUGGESTED READINGS**

- Alen, D.W and Ryan, K.A. (1969).Micro teaching, reading. Masschusetts, Falifornia: Addition Wesley.
- Bloom, B.Se. (1956). Taxonomy of Educational objectives. Handbook No. 1, New York: Longmans Green.
- Boyer, C. B. (1968). History of Mathematics. New York: John Wiley.
- Butler, C.H. and Wren, K.H. (1980). The teaching of secondary mathematics. New York: McGraw-Hill Book Company.
- Bush, R.N. (1968). Microteaching- Control practice in the training to teachers in communication, Opp. 201-207.
- Dave, R.H. and Saxena, R.C. (1970). Curriculum & Teaching of Maths in Secondary Schools. A Research Monograph, Delhi: NCERT
- Davis, D.R. (1951). The teaching of Mathematics. London: Addison Wesclyh Press.
- Kulshrestha, A.K. (2007). Teaching of Mathematics. Meerut: R.Lal Book Depot.
- Mangal, S.K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot.
- Shankaran and Gupta, H.N. (1984). Content- cum – Methodology of teaching Mathematics. New Delhi: NCERT.

## SCHOOL INTERNSHIP

### 4 WEEKS

The mode of engagement of internship will depend on the stage of teacher preparation in different semesters. It may start with school exposure and subsequently it shall be in the form of short term school attachment and finally of the school internship of longer duration. School Internship is rightly regarded as the most important component of any teacher education programme as it provides the student teachers a platform for linking theory to the real classroom situation. It involves full time work in a school aimed at gaining intensive experience in planning, teaching, engaging other school activities, preparing instructional support materials and performing all those duties that a regular teacher is expected to do. The field experience helps in expanding the competencies and skills which are essential for a teacher to serve as a facilitator of learning. During internship student teachers interact with the teachers, students, administrators and community including parents and try to understand the problems of schools and students which helps in their development as a teacher. They are also provided with opportunities to participate and organize various programmes and activities which schools generally organize to facilitate students' learning and development.

4 weeks per year internship shall be carried out during the course. Here, the student teachers are required to be placed suitably in the schools of their choice. Care must be taken to identify various types of school such as Government, Private, Urban, and Rural. A student teacher needs to undergo internship in at least two types of schools: For this, student teachers may be allowed to choose the state, district and school. The number of student teachers to be allotted to a particular school shall be 10-12. The institute may appoint a senior faculty as coordinator of the entire programme, who, *inter alia*, would identify and allot schools to student teachers, and maintain liaison with the schools.

The faculty members of the institute, on the basis of their availability, would be allotted to different schools as supervisors during the internship period. Alongwith the names of the faculty members, the subject/subjects to be observed and the schools for observation may be written. A chart depicting the names of the internship schools, names of student teachers, name (s) of faculty members (supervisors), and the dates of visit shall be prepared and notified by the coordinator every week. The supervisor shall coordinate the activities of the mentor teacher of the school; and assess student teachers' performance, and provide on-site guidance and support during internship.

Student teachers shall undertake the following activities during the internship period:

#### **I. Planning and Facilitating Teaching Learning**

- Unit/ Lesson planning
- Classroom teaching
- Lesson observation
- Developing and Using Teaching Learning Resources
- ICT integration

#### **II. Assessment, Remediation and Action Research**

- Preparation of CCE activities including unit tests
- Preparation of diagnostic tests and identifying learning difficulties
- Planning and executing remediation
- Assessing effectiveness of remediation through action research

#### **III. Understanding School Context**

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
- Analyze Learner Performance(One class)

#### **IV. Understanding Learner**

- Collecting information about a student(Case Study)

#### **V. Participation in School Activities**

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

#### **VI. Community and school**

- Survey of households
- Interaction with SDMC/SMC members
- Interacting with parents

#### **Internship**

- Every student teacher shall undergo an internship of 4 weeks each year in an identified school.
- During this period the student teacher shall be attached to a school and he/she shall
- periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educator (s) from Institute. The first week will be utilized for developing rapport with school (Students, teachers Principal/Head Master/other staffs, etc). In the first block of 4weeks, student teachers shall engage with students‘ of either Upper Primary or Secondary classes; and in the second block of 4 weeks in reverse order.

#### **Practicum during internship**

Student teachers shall perform the following during internship:

- prepare lesson plans in two school subjects and deliver at least 15 lessons in each
- Integrate student assessment activities with teaching learning process
- Development of learning resources
- Observation of peer teaching: 10 in each school subject
- Conducting 2 unit tests: one in each school subject; diagnostic tests followed by
- remedial instruction
- Conducting action research and case study
- preparing portfolios
- preparation of learning resources

#### **Post Internship**

The following activities shall be organised in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.
- Exhibition of teaching aids.

- Inviting feedback from cooperating schools.
- Viva-Voce on School Internship Programme by a board comprising of faculty members of the institute.

### **Internal Assessment**

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers, peers, supervisors of the institute; and various records submitted by the student teachers. The Evaluation in course school internship programme will be evaluated by internal committee of the concerned college of education.

The Principal and Three Senior Teacher will constitute search a committee.

Do activities from the following:

- (I) Report about Integration with Principal, Teacher, Non-Teaching staff and students on school environment.
- (II) Prepare a Case Study of Challenged student
- (III) Write a Article on any educational topic

Report on Co- Curricular Activity

# YEAR-2

## BEDSS-201

### KNOWLEDGE AND CURRICULUM

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 70, Internal: 30)**

#### NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

#### OBJECTIVES

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

- understand the concept of knowledge and knowing
- understand the different ways of knowing
- understand the facets of knowledge
- understand the epistemology of different philosophies
- understand the concept of curriculum
- understand the approaches of curriculum development
- know various designs of curriculum
- understand the importance of curriculum change

#### COURSE CONTENT

##### UNIT 1

#### Knowledge: Key Concepts

- Meaning of Knowledge and Knowing, Kinds of knowledge and Sources of knowledge
- Methods of acquiring Knowledge
- Distinction between- Information and Knowledge, Belief and truth, Reasoning and Analysis
- Different Ways of Knowing- Relative roles of the knower and the known in knowledge transmission and construction
- Contribution of the teachers in assimilation and dissemination of information and knowledge





## UNIT-2

### **Different facets of knowledge and relationship, such as:**

- Local and University
- Concrete and Absolute
- Theoretical and Practical
- Contextual and Textual
- School and Out of School

### **Culture and Knowledge**

- Role of culture in knowing
- Ways of knowledge rendered in to action
- Emerging problems relating to knowledge

### **Epistemology of Indian Philosophies**

- Sankhya
- Vedanta

### **Epistemology of Western Philosophies**

- Idealism, Naturalism, Pragmatism and Existentialism

## UNIT-3

### **Conceptual Framework of Curriculum**

- Curriculum – Meaning, nature and its organizing curriculum components
- Principles of curriculum construction
- Bases of curriculum

### **Different Approaches to Curriculum Theory**

- Traditional approach
- Learner driven approach
- Critical approach

### **Curriculum Process and Different ways of Approaching Curriculum Theory**

- Curriculum as product
- Curriculum as process
- Participatory approach

## UNIT-4

### Curriculum Design Models

- Discipline Centered Design, Learner Centered Design & Problem Centered Design
- Components required in Curriculum Development
- Curriculum Change: Meaning, Need and Factors affecting Curriculum Change

### Tasks & Assignments: Any one of the following (10 marks)

- (Indian/ Western) Philosophy's branch of Epistemology
- Evaluation of curriculum of 9<sup>th</sup> or 10<sup>th</sup> standard and submission of report
- Any other project given by the institution.

### SUGGESTED READINGS

- Agarwal, V. & Bhatnager, R. P. (1997). Educational Administration. Meerut: R. Lall Book Depot.
- Aggarwal, J. C. (1967). Education Administration, School Organisation and Supervision. Delhi: Arya Book Depot.
- Aggarwal, J. C. (2003). Handbook of Curriculum and Instruction. Delhi: Doaba Book House.
- Aggarwal J. C. Curriculum Development 2005: Towards Learning without Burden and Quality of Education - An Evaluation.
- Awad, E. M., Ghaziri, H. M. Knowledge Management. PHI Learning
- Bhatia, K. K. & Chadda D. P. C. (1980). Modern Indian Education and its problems.
- Ludhiana: Prakash Brothers
- Chopra, R. K. (1993). Status of Teacher in India, NCERT
- Gaiind, D.N. and Sharma, R. P. Education Theories and Modern trends.
- Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. New York: McGraw Hill
- Hass, G. (1991). Curriculum Planning, A new Approach, Boston: Allyn Bacon.
- Hooer, R.(1971). Curriculum: Context, Design and Development, New York: Longmans.
- Lawten, D. (1986). School Curriculum Planning, London: Holders and Stayhton.
- Menon, T. K. N. & Kaul, G. N. (1954). Experiments in Teacher Training, New Delhi: Sterling Publishers.
- Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen and Unwin.
- NCTE (2009). National Curricular Framework for Teacher Education. NCERT, New Delhi.

- NCERT(2005). National Curricular Framework for School Education. NCERT, New Delhi.
- Payne, D. A. (1973). Curriculum Coalition: Commentaries on Purpose, Process and Product. Boston: D.C. Heath.
- Reddy, R. B. (2007). Knowledge Management
- Srivastava S. H. Curriculum and Methods of Teaching
- Singh, R. P. (1990). Studies in Teacher Education. New Delhi: Bahri Publication.
- Singh, L. C. and Sharma, P. C. (1995). Teacher Education and the Teacher. New Delhi: Vikas Publishing House.
- Siddiqi, M. A. (1993). In Service Education of Teachers. New Delhi: NCERT.
- Yadav, K.,Khandaik. H. and Mathur, A. Innovation in Indian Education System.

## **BEDSS-202**

### **ASSESSMENT FOR LEARNING**

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 70, Internal: 30)**

#### **NOTE FOR PAPER SETTER**

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv) All questions carry equal marks.

#### **OBJECTIVES**

After completion of the Course, the student teacher will be able to:

- understand the concept of assessment
- understand the use of quantitative & qualitative tools and techniques of evaluation
- develop the skill in preparing, administering and analysing diagnostic test
- familiarize with new trends in assessment
- develop the skill necessary to compute basic statistical estimates and interpret the test scores

#### **COURSE CONTENT**

##### **UNIT 1**

##### **Assessment, Measurement, Evaluation and Revised taxonomy**

- Concept of Assessment, Measurement, Evaluation and Examination.
- Importance and Principles of Assessment.
- Difference among Assessment, Measurement and Evaluation.
- Examination as a tool for Assessment.
- NCF's 2005 vision of Assessment for Learning
- Revised Bloom's Taxonomy( 2000) for Instructional Objectives
- Teacher as a facilitator in Assessment for Learning.

##### **UNIT- 2**

##### **Tools and Techniques**

- Characteristics of a good Assessment tool.
- Assessment Approaches:
  - Formative (Assessment for Learning) and Summative (Assessment of Learning)
  - Quantitative and Qualitative
- Tools of Evaluation: Observation, Interview, Questionnaire, Rating scale, Checklist and Cumulative Record
- Self-assessment and Feedback

- Planning and Preparation of an Achievement test (Including blue print)
  - Objective Type Test
  - Subjective Type Test

### **UNIT-3**

#### **New Trends and Issues in Assessment:**

- Semester System, Grading System, Credit system
- Online Examination System, Question Bank, Open Book System
- Flexibility in Examination, Exam on Demand
- Diagnostic and Remedial Teaching for Qualitative Assessment.
- Using ICT for Innovation in Examination: Administration and Execution.
- Issues in Assessment:
- Assessment at Different Stages
- Design and Conduct of Assessment
- Curricular Areas that can't be Tested for Marks

### **UNIT-4**

#### **Statistical Methods and Interpretation of Scores**

- Meaning, Need and Importance of Statistics in Educational Assessment.
- Organization and Graphical Presentation of Data
- Scales of Measurement.
- Measures of Central Tendency: Mean Median and Mode.
- Measures of Variability: Range, Quartile Deviation and Standard Deviation.
- Normal Probability Curve: Concept and Characteristics.
- Co-efficient of Correlation: Spearman's Rank Difference Method.
- Percentile and Percentile Rank.

#### **Tasks & Assignments: Any one of the following (10 marks)**

- Project on: Online Exam and On Demand Exam.
- Preparation of Diagnostic Test.
- Preparation of Achievement Test and Its Analysis.
- Preparation of Question Bank.
- Preparation of Cumulative Record of One Student during Teaching Practice.
- Any Assignment provided by the institution.

### **SUGGESTED READINGS**

- Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt. Limited.
- Anastasi, A. (1976). Psychological Testing. New York: McMillan Publishing Co., Inc.
- Asthana, B. (2008). Measurement and Evaluation in Psychology and Education. Agra: Agrawal Publications.

- Bhargava, M. and Mathur, M. (2005). Psychometrics and Statistical Applications in Educational and Behavioural Sciences. Agra: H. P. Bhargava Book House.
- Choube. P. S (1998). A Guide to Psychology Experiments and Statistical Formulas. Agra: Vinod Pustak Mandir.
- Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education. Tokyo: McGraw Hill Kogakusha Limited.
- Guilford, J.P. and Fruchter, B. (1970). Fundamental Statistics in Psychology and Education. New York: McMillan Publishing Co., Inc.
- Gupta, C.B. and Gupta, V. (1995). An Introduction to Statistical Methods. Kanpur: Vikas Publishing Pvt. House.
- Lewis, R.A. (1979). Psychological Testing and Assessment. London: Allyn and Bacon, Inc.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.

**CREATING AN INCLUSIVE SCHOOL**

**Max. Marks :50**

**Time: 1.30 Hours**

**(Theory: 35, Internal: 15)**

**NOTE FOR PAPER SETTER**

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q. No. 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 3.5 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

**Rationale**

The course “Creating an inclusive school” aims to develop an understanding of the cultures, Policies and Practices that need to be addressed in order to create an inclusive school.

**Learning Outcomes**

After the transaction of the course, student teachers will be able to:

- To define the concept of Disability, Inclusion, Psychosocial construct of disability and identity.
- The course aims to develop an understanding of the Cultures, Policies and Practices that need to be addressed in order to create an inclusive school.
- To analyze the policy and Programme initiatives in the area of inclusion and barrier to learning and participation while formulating a policy of good practice and review.
- To understand how barriers of learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.
- To study the role of children, Parents, Community, Teachers, Administrators and Policy Makers in terms of inclusion.
- To explore and understand the possibility of change through inclusive education

**Course Contents**

**Unit I**

**1. Inclusive education:**

- Meaning, nature, need and philosophy of inclusive education.
  - a) Models of inclusion,
  - b) Barriers to learning and participation.
  - c) Implementation and strategies for inclusion in society and school.
- Constitutional provisions-Govt. policies and practices:
  - a) National Policy of Persons with Disabilities Act 2006,
  - b) Sarva Shiksha Abhiyan in terms of Inclusive Education.
- Psycho-social and educational characteristics, functional limitations, role of family and community participation with reference to- Loco motor Impairment, Hearing Impairment, Visual Impairment, Learning Impairment and Mental retardation

**Unit-II**

**2. Inclusive practices in classrooms**

- School readiness and support services for inclusive education.
- Teacher competencies, role of class teachers and resource teachers in inclusive education.
- Guidance and counseling in inclusive education.
- Teaching learning strategies in inclusive education: co- operative learning, peer tutoring, social learning, multisensory learning.



- Individual Educational Programme (IEP) and use of emerging technologies.

### **Practicum/ Sessionals**

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

- i. Preparation of status report on school education of children with diverse needs.
- ii. Evaluation of text books from the perspective of differently abled children.
- iii. Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- iv. Analysis of policy document (national, international) related to diversity.
- v. Planning and conducting multi level teaching in the local school.
- vi. Critical review of policy and practice and panel discussion by a group of students.
- vii. Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

### **Suggested Readings**

Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent*. UK: Routledge

Dettmer, p., Dyck, N. and Thurston, L.P. (1999). Consultation collaboration and teamwork for students with special needs, Needham Heights, M.A. Allyn & Bacon

Epstein, C. (1984) *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc

Frostig, M, and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. New York: Grune & Stratton.

Jorgensea, C.M.ed(1998). *R restructuring High Schools for all Students: Taking inclusion to the next level*, Baltimore: Paul H. brookes.

Hallahan, D & Kauffman, J.M. (1991). *Exceptional Children: Introduction to special Education*, Englewood, NJ: Prentice Hall.

### **Tasks & Assignments: Any one of the following (05 marks)**

- Prepare a Report on school readiness for addressing Children with special needs.
- Record Keeping & Maintenance of Education of Children with Special Needs
- Any other project given by the institution

### **SUGGESTED READINGS**

• Adrian, A. and John, E. (1998). *Educating children with special needs*. New Delhi: Prentice Hall.

• Alur, M. and Buch, M. (2010). *The Journey for inclusive Education in the Indian subcontinent*. New York: Routledge.

• Baquer, A. and Sharma, A. (1997). *Disability: Challenges Vs Responses*. Can Publishing.

- Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall.
- Chaote, J.S. (1991). Successful mainstreaming. New York: Allyn & Bacon.
- Daniels, H. (1999). Inclusive Education. London: Kagan.
- Deiner, P.L. (2000). Resource for Teaching Children with Diverse Abilities. Florida: Harcourd Brace & Company.
- Dessent, P. (1987). Making Ordinary School Special. Jessica Kingsley Publishing.
- Gargiulo, R.N. (1987). Special Education in Contemporary Society: An Introduction to Exceptionalities. Belmont: Wadsworth Publication.
- Gathoo, V. (2004). Curriculum Strategies & Adaptations for Children with Hearing Impairment. New Delhi: Kanishka Publishing.
- Giuliani, G.A. and A.M. (2002). Education of Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.
- Mathew, S. (2004). Education of Children with Hearing Impairment. RCI, New Delhi: Kanishka Publications.
- Mangal, S.K. (2011). Educating Exceptional Children. New Delhi. PHI Learning Private Limited.

**BEDSS-204**  
**ENVIRONMENT EDUCATION**

**Max. Marks :50**  
**(Theory: 35, Internal: 15)**

**Time: 1.30 Hours**

**NOTE FOR PAPER SETTER**

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q. No. 1 will be compulsory and will carry 7 marks. There will be two short -answer type Questions of 3.5 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

**Learning Outcomes**

After the transaction of the course, student teachers will be able to:

- acquaint the concept , need ,scope and objectives of Environmental Education.
- sensitize the global environmental problem.
- explain teaching-learning strategies & evaluation techniques in Environmental Education.
- understand the curriculum development of environmental education.
- understand the role of Media & internet in environmental Issues.
- sensitize toward Environmental disasters.

**Course Content**

**Unit-I**

- 1. Concept of Environmental Education:**
  - Meaning, need and scope of environmental education.
  - Evolution and development of environmental education.
  - Stock Holm conference, Thelisi conference and Earth Summit.
  - Objective of environmental education.
- 2. Environmental problems and policies:**
  - Acid rain, Ozone depletion, effect of urbanization, industrialization and deforestation.
  - Global warming and Kyoto Conference.
  - Pollution and its types.
  - Policies related with environmental problems.
  - Sustainable development
  - Environmental legislation in India.
  - Concept of healthy environment
  - Eco club: Meaning, Characteristics & Importance.

**Unit-II**

- 3. Curriculum development and environmental education:**
  - Teaching learning strategies and evaluation techniques in environmental education.
  - Planning of environmental education in school, colleges and universities.
  - Role of electronic media, mass media and computers in environmental education.
  - Curriculum development: India explainer, formal and non-formal approach.
- 4. Managing environmental disasters:**
  - Meaning, types, causes and effects of different disasters.
  - Managing environmental disaster at community and individual level
  - Rescue from disaster: Principles governing rescue, rescue process

- Relief for disaster: preparatory phase of relief ,planning immediate relief, execution of relief.

### **Practicum/Sessionals**

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

- i. Prepare a scrap file along with suggestion of pupil-teacher related to environmental articles and news.
- ii. Project report on local environmental problem.
- iii. Conducting discussion (class level)on disaster management and prepare a report on it.

#### **Suggested Readings:**

- Ali Khan,S.&Sterling,(1998). *Sustainable development education: Teacher education specification*, London, Education for sustainable development Panel.
- Allaby,M.(1996).*Basics of Environmental Science*. New York: Routledge.
- Aptekar.Lewis (1914). *Environmental Disasters in Global perspective*. New York :G.K.Hall; Toronto: Maxwell macmillan.
- Burton , Ian , Robert W.Kares and Gilbert F.white(.1993). *The environmental as Hazard*. New York: the Guildford press.
- Dani, H.M.(1996). *Environmental Education* .Chandigarh: Punjab University Publication Bureau.
- Huckle,J. & Sterling, S.(eds)(1996). *Education for sustainability*, London: Earthscan.
- Kaur,T.N.(1999), *Environmental Concerns & Strategies*, New Delhi: Ashish Publication House.
- Laeq Futehally (1994) *Our Environment*. India: National Book Trust
- Lambert, P.R.(2000). *Education for sustainable development : a new role for subject association, education in science* ,208.pp.8-9
- Pankaj Shrivastava & D.P. Singh (2002). *Environment Education*, Anmol publication Pvt. Ltd.
- Pelling, Mark (ed.)( 2003).*Natural Disasters & development in a globalizing world* . London: New York; Routledge.
- Trivedi, P.R.(2000). *Encyclopedia of environmental Pollution Planning & Conservation*; New Delhi: A.P.H.Co.
- Verma V.A. (1972). *Textbook of Plant Ecology*, Delhi: Euolcary Publication.
- Warburton D.(ed.)(1998). *Community & Sustainable Development*, London, Earthscan.
- Yogendra N.Srivastava (2012). *Environmental Pollution* . New Delhi: PPH Publishing Corporation.

## **BEDSS-205**

### **PEACE EDUCATION**

**Time: 1:30 Hours**

**Max. Marks: 50**

**(Theory: 35, Internal: 15)**

#### **NOTE FOR PAPER SETTER**

- i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q.No. 1 will be compulsory and will carry 7 marks. There will be 2 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.

#### **OBJECTIVES**

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

- understand the theory of peace education and its importance
- understand peace as a dynamic social reality
- understand the NCF 2009 recommendations on peace education
- familiarize with transactional modalities
- develop the skill in role playing & story telling
- develop the feelings of peace, love compassion, tolerance and harmony through
- meditation, yoga and exercise
- implement the philosophies of great thinkers in their day to day life

#### **COURSE CONTENTS**

##### **UNIT -1**

#### **Peace: Concept and Scope**

- Peace – Meaning, nature and its relevance relating to the present global scenario
- Different sources of peace: Philosophical, Religious, Social and Psychological.
- Types/Classification of peace- Positive, Negative, Inner peace, Social Peace and Peace with Nature.

#### **Peace Education: concept and scope**

- Peace education – fundamental concept, scope, need and its importance
- Aims of Peace Education
- Types of peace education

#### **Peace Education: Strategies and Agencies**

- Different Peace Education Strategies.
- Role of different organizations like UNESCO in Peace Education ( with special reference to

- NCF 2009 recommendations on Peace Education.
- Role of community, school and family in the development of values for Peaceful coexistence

## UNIT-2

### Understanding Peace as a Dynamic Social Reality

- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Role of Peace education in development of Love, Compassion, Tolerance and Harmony at National and International levels.

### Transactional modalities

- Cooperative Learning
- Group Discussion
- Project Work
- Conflict Resolution

### Contribution of the following Great Educational Thinkers in Peace Education and their Educational Implications

- Rabindranath Tagore
- Mahatma Gandhi
- Aurbindo
- Swami Vivekananda

### Tasks & Assignments: Any one of the following (5 marks)

- Role Playing & Story Telling
- Peace and Harmony Through Meditation, Yoga And Exercise
- Any other project/assignment given by the institution.

### SUGGESTED READINGS

- Balvinder K. (2006). Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi.
- Bernard, H.W. (1951). Towards Personality Adjustment, Mc Graw Hill Book Co., New York.
- Biggs, D.(1995). In Our Own Backyard: A teaching guide for the rights of the child, Toronto: UNICEF Canada.
- Blakeway, M., (1997). Compilation of Research Materials. Washington D.C., National Institute for Dispute Resolution.
- Blalock, H. M. (1967). Toward a Theory of Minority-Group Relations. New York: Wiley.
- Boulding, E. (1996). Peace behaviours in various societies. In From a culture of violence to a culture of peace, Peace and Conflict Issues Series, UNESCO Publishing, pp 31– 54.
- Dewey (1969). The school and Society, Chicago, Univ. of Chicago Press (Reprint).
- Lederach, J. P.(1995). Preparing for peace: conflict transformation across cultures. Syracuse, New York: Syracuse University Press.

- Machel, G. (1996). Promotion and protection of the rights of children: impact of armed conflict on children. United Nations, New York.
- Reardon, B., ed. (1988). Educating for global responsibility: Teacher-designed curricula for peace education, K-12. New York: Teachers College Press, Columbia University.
- Reardon, B.(1993). Pedagogy as purpose: peace education in the context of violence. In Cremin, P., ed.(1993). Education for Peace. Educational Studies Association of Ireland and the Irish Peace Institute.
- Shah, I. (1971). Thinkers of the East. London: Penguin Books.
- UNICEF(1994). I Dream of Peace. New York: Harper-Collins.
- UNICEF (1996). The State of the World's Children Report 1996. Oxford University Press.
- UNICEF Lebanon (1993). 'Learning for life programme'.
- UNICEF Liberia (1993). Kukatonon: Training manual of conflict resolution, reconciliation, and peace.



## **BEDSS-206**

### **HEALTH, PHYSICAL AND YOGA EDUCATION**

**Time: 1:30 Hours**

**Max. Marks: 50**

**(Theory: 35, Internal: 15)**

#### **NOTE FOR PAPER SETTER**

- i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q.No. 1 will be compulsory and will carry 7 marks. There will be 2 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.

#### **OBJECTIVES**

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

- explain the concept, aims and objectives of Health and Physical Education
- explain good posture
- describe various communicable diseases
- explain the aims, scope and functions of Yoga Education
- describe AshtangYoga of Patanjali
- explain the Yogic diet and its importance

#### **COURSE CONTENT**

##### **UNIT- 1**

##### **Health Education**

- Concept
- Aims and objectives of Health Education
- Factors influencing health
- Role of the Teacher in School Health Programme

##### **Physical Education**

- Concept
- Misconception
- Aims and Objectives
- Relation with General Education

##### **Posture**

- Concept and Values of good posture
- Causes of poor posture
- Common postural deformities and their management

## **UNIT-2**

### **Communicable Diseases**

- Meaning and Characteristics
- Mode, control and prevention
- First Aid- Meaning and scope
- Qualities and duties of a First- Aider

### **Yoga Education**

- Meaning and importance of yoga
- Aims, scope and functions of yoga education
- Components of Patanjali's Ashtang Yoga

### **Yogic Diet**

- Concept and types of diet / food
- Its application in modern context

### **Tasks & Assignments: Any one of the following (5 marks)**

- Any two postural deformities and their management
- Any five Asanas and their effects on Human Body.
- Any other project/assignment given by the institution

### **SUGGESTED READINGS**

- Besant, A. (2005). An Introduction to Yoga, New Delhi: Cosmo.
- Bucher, C.A.(1964). Foundation of Physical Education, New York: Mosby & Company.
- Kilander, H.F. (1971). School Health Education, New York: Mac Millan Company.
- Mangal, S.K., Mangal,U.and Mana, S. K.(2009). Yoga Education, N. Delhi: Arya.
- Manjul, J. U.S.(1965). School Swasthya Shiksha, Agra University: University Publisher.
- Omand, S.(2006). Patanjali Yoga Pradeep. Gorakhpur: Gita Press.
- Yadav, Y.P. and Yadav, R. (2003). Art of Yoga, New Delhi: Friends.
- Yogacharya, O. S. (2007). Freedom of Body and Mind: Yogasanas, Pranayam and Meditation, New Delhi: Rawat.

## BEDSS-207

### GUIDANCE AND COUNSELING

**Time: 1:30 Hours**

**Max. Marks: 50**

**(Theory: 35, Internal: 15)**

#### NOTE FOR PAPER SETTER

- i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q.No. 1 will be compulsory and will carry 7 marks. There will be 2 short-answer type questions of 3.5 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.

#### OBJECTIVES

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

- explain the concepts of guidance and counseling
- demonstrate an understanding of educational, vocational and personal guidance
- recognize the need of guidance and counseling in schools
- describe various testing and non- testing techniques
- explain various services in school guidance programme
- develop the skill of administration and interpretation of psychological tests
- understand the process of organization of guidance services in schools
- know the qualities required for good Counselor

#### COURSE CONTENT

##### UNIT 1

##### Introduction to Guidance

- Meaning , Aims and Principles of guidance
- Need of guidance (Educational, Vocational and Psychological Needs)
- Types of guidance: Educational, Vocational and Personal

##### Studying and Appraising an Individual

- Meaning, Need and Importance of Studying and Appraising Individuals in Guidance
- Principles of Studying and Appraisal of students
- Testing and Non-testing Techniques for Studying and Appraisal of students
- a) Testing Techniques: Intelligence tests, Aptitude Tests, and Personality Tests
- b) Non-testing Techniques: Cumulative Record Cards, Case Study, Interview, Observation

##### Guidance Services

- Purposes and Principles of organization of guidance Services
- Organization of guidance services at Secondary Level
- Role of Guidance Personnel (Head of the Institution, Teacher and Counselor) in organization of guidance services in School

## UNIT-2

### Introduction to Counseling

- Meaning, Aims and Principles of Counseling
- Need of Counseling
- Types/ Approaches of Counseling: Directive, Non-directive, and Eclectic.
- Counseling Interview
- Difference between guidance and counseling

### The Counselor as a Person

- Characteristics/ Qualities of Counselor
- Counselor's Professional Ethics
- Functions of Counselor

### Task & Assignment: Any one of the following (5 marks)

- To prepare a Case study and Analysis of Case study
- To prepare Cumulative Record Cards
- Any other project/assignment given by the institution.

### SUGGESTED READINGS

- Aggarwal, J. C. (2004). Educational Vocational Guidance and Counseling, Delhi: Doaba House.
- Chauhan, S. S. (2008). Principles and Techniques of Guidance. UP: Vikas Publishing House Pvt. Ltd.
- Granz, R. M. (2005). Foundation and Principle of Guidance, Boston: Allyn & Bacon.
- Gupta, V. K. (2004). Educational Guidance and Counselling, Ludhiana: Ankur Publications.
- Jones, J. A. (1970). Principles of Guidance, Bombay: Tata, New York: McGraw Hill.
- Kocher, S. K. (2007). Educational Guidance and Counselling, New Delhi: Sterling.
- Myres, G. E. (2005). Principles and Techniques of Vocational Guidance, New York: McGraw Hill.
- Nanda, S. K. and Sagar, S. (1972). Fundamentals of Guidance. Chandigarh: N.B.S. Educational Publishers.
- NCERT (2008). Counseling Process and Strategies (Module 2). New Delhi: NCERT.
- NCERT (2008). Guidance for Human Development and Adjustment (Module3) New Delhi: NCERT.
- NCERT (2008). Introduction to Guidance (Module 1). New Delhi: NCERT.
- Pandey, K. P. (2000). Educational and Vocational Guidance in India, Varanasi: Vishwa Vidyalaya Prakashan.
- Rathus, S. A. and Nevied, J. S. (1980). Adjustment and Growth: The challenges of life, New York: Rinehart and Winston.
- Robinson (2005). Principles and Procedures in Student Counseling, New York: Harper & Row.
- Sharma, R. N. (2008). Vocational Guidance & Counseling. Delhi: Surjeet Publications.
- Sharma, R.A. (2008). Fundamentals of Guidance & Counseling, Meerut: R Lall Book Depot.
- Strang, R. (2005). Counseling Techniques in Colleges and Secondary Schools, New York: Harper.

## **BEDSS-208**

### **READING AND REFLECTING ON TEXTS**

**Credits-5**

**Max. Marks: 50**

**(External Practical-35, Internal-15)**

#### **OBJECTIVES**

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

- Read and respond to variety of texts in different ways, may be personal, creative or Critical.
- enhance their capabilities as readers and writers by becoming participants in the process of reading
- get involved in the reading interactively – individually and in groups
- become resources for one another
- comprehend and think reflectively on spoken or written texts
- read critically and analyze course readings, ideas presented in the class and experiences in schools
- write with a sense of purpose and for an audience
- learn to think together and develop meta-cognitive awareness to become conscious of their own thinking process

#### **COURSE CONTENT**

##### **UNIT I**

##### **Reading as a Language Skill**

- acquisition of reading skills
- reading for global and local comprehension
- reading a wide variety of texts such as descriptive, narratives, conversations, biographical sketches, plays, poems, letters, screenplays, reports, news reports
- Attentive/Close Reading and Reflecting on Texts
- Identify and select the texts :course text and beyond
- Understanding the process of critical reading
- Ways of reading: pre-reading and post reading

##### **UNIT 2**

##### **Developing Writing skills**

- Writing for specific purpose and specific audience
- Experience the classroom process of Writing (including collaboration, editing)
- Recognizing errors as part of learning process
- Editing the written texts in terms of discoursed, syntax, morphology and writing conventions.

##### **Writing and Reflecting on Text**

- Understand the concept of reflective writing
- Distinguish Features of reflecting writing's

- Read, reflect, and think critically: recognize the benefits of reflecting on developing teaching philosophy
- Includes knowledge of types of texts: their structure, language features, word knowledge
- and content knowledge acquired through learning and personal experience

**Task and assignment:** Any one of the following: (05 marks)

- Read a book, a journal Article, or a chapter and write personal responses and summarize.
- Prepare presentations on literary TEXT – Autobiography / ethnographic text.
- Beyond the textbook: reading comprehension and question –answers.
- Preparing a Vocabulary Book (50 words), with Meanings and Usage.
- Writing a book review and critically analyze the Content and Language of the text.
- Any other project/assignment given by the institution.

**NOTE: External practical will be conducted by external examiner at the end of the year.**

### SUGGESTED READINGS

- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). Bhasha, bhubhashita or Hindi: Ekanthsamvaad, New Delhi: Shilalekh.
- Anderson R.C. (1984). Role of the Reader’s Schema in comprehension, learning and memory. In R.C Anderson, J. Osborn, & R. J. Tierney (Eds.), Learning to read in American Schools: Basal readers and content texts. Psychology Press.
- Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
- Grellet, F. (1981). Developing Reading skills: A practical guide to reading comprehension exercise Cambridge University Press.
- Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) Handbook of Research on the Education of Young Children, New York: Macmillan.137-150.
- NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
- Reading Development Cell, NCERT (2008).Reading for meaning. New Delhi: NCERT.
- Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? Language
- Arts.57(4).Tompkins, Gail E. (1994). Teaching Writing: Balancing Process and Product. Macmillan.
- California Yule, G. (2006).The study of language. Delhi: Cambridge University Press.

**BEDSS-209**  
**DRAMA AND ART IN EDUCATION**

**Credits-5**

**Max. Marks: 50**

**(External Practical-35, Internal-15)**

**OBJECTIVES**

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

- develop and understanding of drama & art, the scope and purpose of art education and art as the basis of education
- exhibit basic understanding in art appreciation, art expression and art education
- bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music
- explore the adaptive strategies of artistic expression
- recognize the role of drama as education in the elementary school
- learn to identify areas that are best suited for drama exploration
- examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- explore the role of the teacher as creative guide in learning that is drama driven
- explore how art can enhance learning

**COURSE CONTENT**

**UNIT 1**

**Understanding Drama and Arts in Education**

- Meaning and Concept of 'Art' and 'Arts in Education',
- Understanding aesthetics and its education relevance
- Drama and Arts as Pedagogy of learning and development- understanding drama, Arts (Visual & Performing Arts) and their importance in teaching- learning of different subjects at school level.
- Range of art activities in drama
- Experiencing, responding and appreciating drama
- Exposure to selective basic skills required for drama
- Drama: Facilitating interest among students: planning and implementing activities
- Enhancing learning through drama for children with and without special needs: strategies and adaptations

**UNIT 2**

**Media and Electronic Arts**

- Range of art activities in media and electronic art forms
- Experiencing, responding and appreciating media and electronic arts
- Exposure to selective basic skills in media and electronic arts
- Media and electronic arts: Facilitating interest among students: planning and implementing activities
- Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

**Task and Assignment: Any one of the following: (05 marks)**

- Role Playing' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc.)
- Write a self-reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same
- Carry out web search on Indian sculpture and submit a brief compilation
- Organizing art, craft and music exercises with small groups followed by discussions and presentation.
- Observe an art period in a school and briefly write your reflections on it.
- Any other project/ assignment given by the institution.

**NOTE: External practical will be conducted by external examiner at the end of the year.**

**SUGGESTED READINGS**

- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education, London: Heinmann.
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents inteaching the visual arts. New York, NY: Teachers College Press.
- Harriet, G. (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- McCaslin, N. (1987). Creative Drama in the Primary Grades. Vol. I and In the Intermediate Grades, Vol. II, New York/London: Longman.
- Mishra, A. (2004). Aaj bhi KhareinhaiTalaab, Gandhi Peace Foundation, 5 th Edition.
- Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], The Selected Works of Gandhi; The Voice of Truth, Vol 6, Navajivan
- NCERT (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
- Prasad, D. (1998). Art as the Basis of Education, NBT, New Delhi.
- Sahi, J. and Sahi, R.(2009). Learning Through Art, Eklavya.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts: USA.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai.
- Ward, A. (1993). Sound and Music. Franklin Watts: New York.



**BEDSS-210**  
**CRITICAL UNDERSTANDING OF ICT**

**Credits-5**

**Max. Marks: 50**

**(External Practical-35, Internal-15)**

**OBJECTIVES**

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

- demonstrate the use of ICT in Education
- demonstrate the use of MS Windows and MS Office
- prepare presentations in word and power point slides
- demonstrate the use of ICT and its integration in education
- demonstrate the use of internet for teaching
- use ICTs to develop digital portfolios in their teaching subjects
- use effectively the ICTs and the pedagogies associated with them
- use of smart classroom
- use of electronic and projecting devices in teaching

**COURSE CONTENT**

**UNIT -1**

- MS WINDOWS: Basic concept of an Operating System and its functions; Introduction of Windows & Basic components of a Window
- MS Office: MS WORD, Introduction to a Word Processor, Basic components of MS WORD and its operation
- MS Power Point: Introduction to Presentation Graphics, Basic components of MS Power Point and its operations, Making Small Presentations
- Basics of a presentation
  - Creation of Power point Presentation
  - Providing Aesthetics
  - Slide Manipulation and Slide Show Presentation of the Slides
- MS Excel: Introduction to Spreadsheets, Concept of Worksheets and workbooks and their operations, Preparation of Worksheets and workbooks

**UNIT-2**

- Internet: Concept & Definition; Ways of using the Internet in instruction
- Basic modes of use of the internet, e-mail, file exchange, discussion groups, live conferencing (chat) and knowledge navigation
- Classification of the modes: searching for information and exchanging information
- Smart Classroom: Concept, Equipment, Organization, Operation & its importance in teaching.

**Task and Assignment: Any one of the following: (05 marks)**

- Making a resume in MS Word.
- Making of lesson plan in MS Word.

- Making small presentations in MS Power Point.
- Making of progress report-card and annual results in MS Excel.
- Making of salary statement in MS Excel.
- Making of projects using internet.
- Making of projects integrating internet and smart classroom.
- Any other project/assignment given by the institution.

**NOTE: External practical will be conducted by external examiner at the end of the year.**

#### **SUGGESTED READINGS**

- Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications.
- Jain, Satish. (1990). Introduction to Computer Science and Basic Programming, New Delhi: Prentice Hall of India.
- Saxena, S. (1998). A first Course in Computer, New Delhi: Vikas Publications.
- Sinha, P.K. (1990). Computer Fundamentals, New Delhi: BPB Publications.
- Tanenbaum, A.S. (1998). Computer Networks, New Delhi: Prentice-Hall of India.
- Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book.

**BEDSS-211**  
**UNDERSTANDING THE SELF**

**Credits-5**

**Max. Marks: 50**

**(External Practical-35, Internal-15)**

**OBJECTIVES**

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

- identify their own potential
- give conscious direction to their lives to take responsibility for their actions
- develop a holistic and integrated understanding of the human self and personality
- develop the capacity for self-reflection and personal integration
- develop the capacity for perspective taking and appreciating different points of view
- develop sensitivity towards needs of children by connecting with one's own childhood experiences
- develop the capacity to establish peace within oneself
- develop the capacity to establish harmony within a group and methods of conflict resolution

**COURSE CONTENT**

**UNIT 1**

**Knowing one's True Potential**

- Concept of Self and Self Identity, Self-Esteem, Aspects of Development of the Inner Self, Self-Development Strategies
- Personality: Determining a Distinctive Personality, Dynamic Approaches to Personality
- Forms of self-expression: Personal constructs, Social Constructs Communication Skills, Soft skills
- Self and Identity: Adult-Child gaps

**UNIT 2**

**Peace, Progress and Harmony**

- Locus of control
- Stress Management and Techniques of Relaxation
- Social Interaction and Group Influence (Social Bonds , Group Formation ,Cooperation & Competition)
- Methods of Conflict Resolutions and Group & Social Harmony
- Yoga for Peace and Harmony, Breathing exercises, Meditation.

**Task and assignment: Any one of the following: (05 marks)**

- Write a self-reflective journal (approx.600-800 words).
- Elaborate your own values towards self and society.
- Report on stress management techniques.
- Any other project/assignment given by the institution.

**NOTE: External practical will be conducted by external examiner at the end of the year.**

### SUGGESTED READINGS

- Goel, B. S. (1988). *Psycho-Analysis and Meditation*, Third Eye Foundation of India, Sonapat, Haryana.
- Snyder, C.R. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publishers.
- Topichik, G.S. (2008). *Managing Workplace Negativity*, PHI, Delhi.
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