

1.List of Revised Courses


Department : Eduaction

Programme Name : B.Ed.

Academic Year : 2023-24

List of Revised Courses

| Sr. No. | Course Code | Name of the Course |
|---------|-------------|-------------------------------------|
| 01. | EDBATY5 | UnderstandingtheDiscipline:BEnglish |


Department of Education
Guru Ghasidas Vastwavidyalaya
Bilaspur (C.G.)



Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2023-24

School : School of Studies of Education

Department : Education

Date and Time : 10th November, 2023 - 10:30 AM

Venue : Room No 2, Department of Education

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held on 10th November, 2023 (Friday) to design, discuss and approve the B.Ed., B.Ed. Special Education (HI), B.Ed. Special Education (LD) & M.Ed. scheme and syllabi with COS, PSO and CO mapping.

The following members were present in the meeting:

1. Prof. P. K. Pandey, School of Education, UP Rajshree Tandon Open University, Prayagraj (Online)
2. Dr. Jaspal Singh Math, Principal, Delhi Public School, Tifra, Bilaspur (Online)
3. Prof. C. S. Vazalwar
4. Prof. Sujeet Kumar Mishra
5. Prof. Sunil Kumar Sain
6. Dr. Sambit Kumar Padhi
7. Dr. Sudhir Sudam Kaware

Following points were discussed and approved during the meeting w.e.f. 2023-24

- Mapping of B.Ed. Curriculum in terms of Course Outcome, Programme Specific Outcomes, and Programme Outcomes.
- Mapping of B.Ed. Special Education (HI) Curriculum in terms of Course Outcome, Programme Specific Outcomes, and Programme Outcomes
- Mapping of B.Ed. Special Education (LD) Curriculum in terms of Course Outcome, Programme Specific Outcomes, and Programme Outcomes
- Mapping of M.Ed. Curriculum in terms of Course Outcome, Programme Specific Outcomes, and Programme Outcomes

The committee discussed and approved New Multidisciplinary Course and Value Aided Course for University Under Graduate Students from the session 2023-24.

- Gender and Society MDC (Multidisciplinary Course) EDBAMDT1
- Peace Education (Value Added Courses) EDBAVAT1



The following course was revised in the B.Ed. I Semester & approved w.e.f. 2023-24

- Understanding the Discipline: B English (EDBATY5)

The following course was revised in the M.Ed. III Semester 7 approved w.e.f. 2023-24

- Secondary Education: Understanding Educational Technology (EDMCTP1)

The following courses are related to the Employability/Entrepreneurship/Skill Development in the of B. Ed. programmes:

1. Childhood & growing up
2. Contemporary India & education
3. Understanding the Discipline /Pedagogy I & II of Physical Science, Social Science Biology, Mathematics, English, and Hindi
- 4 Value education
- 5 Physical and health education
- 6 Guidance and counselling
- 7 Indian Sign language
- 8 Communication through Braille
10. Teaching & Learning in Digital Age
11. School visit-I
12. Learning and teaching
13. Knowledge and curriculum
14. Language across the curriculum
15. Drama & Art in Education
16. School visit-II
17. Practicing teaching skills
18. Assessment and evaluation
18. Reading & reflecting on text
19. Psychological testing
20. School internship-I
21. School management & leadership
22. Creating an inclusive school
23. Gender, school and society
24. Peace education
25. Vocational & Work Education
26. Legal education



27. Understanding the self

28. School Internship-II

The following courses are related to the Employability/Entrepreneurship/Skill Development in the B.Ed. Special Education (HI) programmes:

1. Human Growth & Development
2. Contemporary India & Education
3. Introduction to Sensory Disabilities
4. Introduction to Neuro Developmental Disabilities
5. Introduction to Locomotor & Multiple Disabilities
6. Assessment and Identification of Needs
7. Practical :Cross Disability and Inclusion
8. Learning ,Teaching and Assessment
9. Science
10. Social Science
11. Mathematics
12. Hindi
13. English
14. Inclusive Education
15. Curriculum Designing, Adaptation and Evaluation
16. Practical :Disability Specialization
17. Educational Intervention and Teaching Strategies
18. Technology and Disability
19. Psycho Social and Family Issues
20. Reading and Reflection on Text (EPC)
21. Practical :Disability Specialization
22. Main Disability Special School (related to area C)
23. Basic Research & Basic Statistic
- B5 (a)Community Based Rehabilitation
- (b) Application of ICT in Classroom
- (c) Guidance and Counselling
- (d) Braille and Assistive Devices
- B6(a)Communication Option :Oralism
- (b)Management of Learning Disability
- (c) Orientation & Mobility



(d) Vocational Training, Transition & Job Placement

24. Drama and Art in Education

25. Practical Cross Disability and Inclusion

26. Other Disability Special School

27. Inclusive School

The following courses are related to the Employability/Entrepreneurship/Skill Development in the B.Ed. Special Education (LD) programmes:

1. Human Growth & Development
2. Contemporary India & Education
3. Introduction to Sensory Disabilities
4. Introduction to Neuro Developmental Disabilities
5. Introduction to Locomotor & Multiple Disabilities
6. Assessment and Identification of Needs
7. Practical :Cross Disability and Inclusion
8. Learning ,Teaching and Assessment
9. Science
10. Social Science
11. Mathematics
12. Hindi
13. English
14. Inclusive Education
15. Curriculum Designing, Adaptation and Evaluation
16. Practical :Disability Specialization
17. Educational Intervention and Teaching Strategies
18. Technology and Disability
19. Psycho Social and Family Issues
20. Reading and Reflection on Text (EPC)
21. Practical :Disability Specialization
22. Main Disability Special School (related to area C)
23. Basic Research & Basic Statistic
24. B5 (a)Community Based Rehabilitation (b) Application of ICT in Classroom (c) Guidance and Counselling (d) Braille and Assistive Devices



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25. (a) Communication Option : Oralism (b) Management of Learning Disability (c) Orientation & Mobility (d) Vocational Training, Transition & Job Placement
 26. Drama and Art in Education
 27. Practical Cross Disability and Inclusion
 28. Other Disability Special School
 29. Inclusive School

The following courses are related to the Employability/Entrepreneurship/Skill Development in the M.Ed. programmes:

1. Introduction to Education Studies
2. Psychology of development and learning
3. Curriculum Studies
4. Introduction to Research Methodology
5. Any one- (i) Elementary level of school Education (ii) Secondary level of school Education
6. Self Development
7. Communication skills and expository writing
8. Philosophical Perspectives of Education
9. Pre-service and in-service teacher education
10. Advanced Research Methodology
11. Any one:- (i) Primary Education: Curriculum Issues (ii) Secondary Education: Curriculum Issues
12. Dissertation: Area of Study, Literature Review & Rationale Presentation
13. Internship in Teacher Education Institute
14. Sociological Perspectives of Education
15. Perspectives, research and issues in teacher education
16. Information and Communication Technology
17. Understanding Educational Technology
18. Introduction to inclusive education
19. Understanding Guidance & Counselling
20. Academic writing
21. Practicum on Research
22. Dissertation: Proposal
23. History & Political Economy in Education



24. Educational Technology and teaching learning process
25. Understanding disabilities
26. Guidance In Educational Institutes
27. Uses and Issues in Educational Technology
28. Developing Inclusive learning Environment
29. Understanding the Counselling Service
30. Collection, Analysis & Report Writing

The following courses are related to the Internship/Field Project/Research Project in the of B.Ed. programmes:

1. School visit-I (EDBAEF1)
2. School visit-II (EDBBEF1)
3. School internship-I (EDBCEF2)
4. School Internship-II (EDBDEF1)

The following courses are related to the Internship/Field Project/Research Project in the of B.Ed. Special Education (HI) programmes:

1. Practical :Cross Disability and Inclusion (EHBALF1)
2. Practical :Disability Specialization (EHBBLF1)
3. Practical :Disability Specialization (EHBCLF1)
4. Main Disability Special School (related to area C) (EHBCEF1)
5. Practical Cross Disability and Inclusion (EHBDLF1)
6. Other Disability Special School (EHBDEF1)
7. Inclusive School (EHBDEF2)

The following courses are related to the Internship/Field Project/Research Project in the of B.Ed. Special Education (LD) programmes:

1. Practical :Cross Disability and Inclusion (ELBALF1)
2. Practical :Disability Specialization (ELBBLF1)
3. Practical :Disability Specialization (ELBCLF1)
4. Main Disability Special School (related to area C) (ELBCEF1)
5. Practical Cross Disability and Inclusion (ELBDLF1)
6. Other Disability Special School (ELBDEF1)
7. Inclusive School (ELBDEF2)



The following courses are related to the Internship/Field Project/Research Project in the of M.Ed. programmes:

1. Dissertation: Area of Study, Literature Review & Rationale Presentation (EDMBDF1)
2. Internship in Teacher Education Institute (EDMBEF1)
3. Dissertation: Proposal of Scheme of Study and Tool Preparation (EDMCDF1)
4. Dissertation: Data Collection, Analysis and Report Writing (EDMDDF1)

The following courses integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework in the B. Ed. programme:

- 1 Contemporary India & education
- 2 Value education
- 3 Physical and health education
- 4 Guidance and counselling
- 5 Knowledge and curriculum
- 6 Language across the curriculum
- 7 Drama & Art in Education
- 8 Reading & reflecting on text
- 9 Creating an inclusive school
- 10 Gender, school and society
- 11 Peace education
- 12 Vocational & Work Education
- 13 Legal education
- 14 Understanding the self

The following courses integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework in the B.Ed. Special Education (HI) programme:

01. Human growth & Development (EHBATT1)
02. Contemporary India & education (EHBATT2)
03. Inclusive education (EHBTT2)
04. Skill based optional course (EHBTD1) (any one of cross Disability and inclusion)
(a) community based Rehabilitation,
05. Skill based optional course (EHBTD3) (any one of cross Disability and inclusion)
(c) Guidance and Counselling,





The following courses integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework in the B.Ed. Special Education (LD) programme:

01. Human growth & Development (ELBATT1)
02. Contemporary India & education (ELBATT2)
03. Inclusive education (ELBBTT2)
04. Skill based optional course (ELBDTD1) (any one of cross Disability and inclusion) (a) community based Rehabilitation,
05. Skill based optional course (ELBDTD3) (any one of cross Disability and inclusion) (c) Guidance and Counselling.

The following courses integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework in the M.Ed. programme:


01. Self Development (EDMAGA1)
02. Philosophical Perspectives of Education (EDMBTT1)
- 03 Sociological Perspective of Education (EDMCTT1)
- 04 Introduction to inclusive education (EDMCTP2)



Sign
Prof. Sujeet K. Mishra
(BOS Member)



Sign
Prof. Sunil K. Sain
(BOS Member)


Sign
Dr. Sambit K Padhi
(BOS Member)


Sign
Dr. Sudhir S. Kaware
(BOS Member)


Sign
Dr. Jaspal Singh Math
(External Member)


Sign
Prof. P.K. Pandey
(External Member)


Sign
Prof. C. S. Vazalwar
(BOS Chairman)

COURSE EDBATT1: CHILDHOOD & GROWING UP

COURSE OUTCOME

MARKS: 100 | CREDITS: 4 | 6 Hrs/wk

MARKS: 100 | CREDITS: 4 | 6 Hrs/wk

B.Ed. First Semester Students will be able to:

- CO 1.** explain various aspects of child development and factors affecting it
- CO 2.** generate suitable environment helping students to develop a positive identity and realistic self-concept
- CO 3.** differentiate critically on the issues of gender and marginalization in development of sense of identity
- CO 4.** interpret how gender caste and social class may impact the lived experience of children.
- CO 5.** demonstrate knowledge of different perspectives in the area of education of children with disabilities

UNIT I: CONCEPT OF CHILD DEVELOPMENT

- Child Development: Meaning, nature; Principles of development
- Heredity: Meaning, and its role in development.
- Environment: Physical, Social – Family, School, Community (~~Neighbourhood~~Neighborhood) and their role in Child development. Impact of urbanization and economic conditions
- Role of heredity and environment in individual differences

UNIT II: DEVELOPMENT: VARIOUS DIMENSIONS

- Physically and cognitively developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Jean Piaget and Bruner), challenges to the school learners
- Emotionally and socially developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Erickson, Bandura and Kohlberg), challenges to the school learners

UNIT III: DEVELOPMENT OF SELF AND IDENTITY: VARIOUS ISSUES

- Fully functional self (referring Maslow and Rogers), self-concept and identity; education for self-~~realisation~~-realization
- Gender and identity, Sense of identity among socially disadvantaged and ~~marginalised~~marginalized groups, Role of stereotyping,
- Understanding adolescent learners: characteristics, problems and concerns, need of counseling

UNIT IV: ISSUES IN DEVELOPMENT OF THOUGHT AND ABILITIES

- Development of language and thought, role of culture and social context
- Multiple abilities: multiple intelligence; supporting gifted and slow learners
- Inclusive Education ⇨ Process of inclusion and issues across disabilities

Process of inclusion: Concerns and issues across ~~disabilities~~-disabilities **COURSE WORK/FIELD**

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

-Presentation on effect of environment on education from Government reports

(Signature)

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- Data based Presentation (oral/written) on education in relation to gender identity and gender sensitivity
- Data based Presentation (oral/written) on the problems of adolescent learners in India



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- Study of the tools of measuring multiple abilities and Self Concept
- Presentation (oral/written) on the Counselling services given by CBSE and schools

MODE OF TRANSACTION: Lectures, discussion, video clips, Group Presentation

Suggested Reading/Learning Reference-

- Agarwal, Kanika (1991). *Mother Craft and Child Development*, Rajeev Publication, Meerut.
- Aswal G.S. (2009). *Iied Educational Psychology*, VaniPrakashan, Patna
- Elizabeth B. Hurlock (1997) *Child Development (VI Ed.)*. Tata Mcgrow Hilt Publishing Company Limited, Noida.
- Mishra, R.C. (2005). *Early Childhood Education Today*, Prentice Hall Publisher.
- Mishra, Bhawna (1999). *Education and child Development*. Mohit Publications, New Delhi
- Kumar R. (2009): *Child Development (VOLI,II)* APH Publishing Corporation, New Delhi.
- Pandey Ram Shakal (2007). *Education Psychology*, Surya Publication, Meerut
- Sharma, Kamlesh, *ManavBikas*, syar publication, Agra.
- Woolfolk, A. Misra, G. Jha, A. (2012), *Fundamental Educational Psychology*, Delhi: Pearsons
- https://www.education.gov.in/shikshakparv/docs/Anita_Julka.pdf
- https://www.education.gov.in/shikshakparv/docs/Anita_Julka.pdf
- YouTube Channel/ Moocs/OER
- Books- Disability Inclusion and Inclusive Education-Sujata Chhenat
- Creating An Inclusive School -S.K. Mangal

COURSE EDBATT2:

COURSE EDBATT2: CONTEMPORARY INDIA AND EDUCATION COURSE

OUTCOME

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

B.Ed. First Semester Students will be able to:

- CO 1.** Interpret the meaning of CIE
- CO 2.** Construct understanding about the Nature of CIE
- CO 3.** Develop understanding about the nature of different disciplines under CIE
- CO 4.** Construct CIE curriculum
- CO 5.** Develop and apply concepts, generalization and hypothesis
- CO 6.** Connect CIE teaching with life outside class
- CO 7.** Became aware of the social responsibilities of a CIE Structure

UNIT I: UNDERSTANDING EDUCATION

- Meaning and the nature of Education
- Types of education and their relevance
- Different Aims of Education
- Evolution aims of education in India
- Determinants of Education system in India (Mainly on Aims, Methods, Curriculum etc.)

UNIT II: THE INDIAN SOCIETY AND THE CLASSROOM

- Nature of Indian Society: its effect on the process of education
- Social Stratification (Meaning, Forms, Bases, Impact of education and on education)
- Socialization of children in India and role of different agencies (school, teachers, family, religion, community)
- Social Discrimination, Social Exclusion and Exploitation, Social and cultural capital

UNIT III: INDIAN CONSTITUTION AND THE EDUCATIONAL CONCERNS AFTER INDEPENDENT

- The British education system and The National Education movement
- The Indian constitution and Education
- Education for National Development: Mudaliar and Kothari Commission on Education
- The New Education Policy 1986

UNIT IV: MODERN EDUCATIONAL DEBATES IN INDIA

- Development of Scheduled Tribe/Scheduled Caste and Education
- Development of Women and Education
- ~~Universalisation~~ **Universalization** v/s Quality of education
- PPP and Privatization of education: Meaning and its Impact
- Uniformity of structure of education, curriculum, language, schools (common school)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Field based surveys of status of marginalized social groups like SC, ST, migrant workers, rural and urban poor, etc. and their educational prospects.
- Surveys of study condition of different kinds of schools and teachers and other staff working in them
- Status report of a village of Bilaspur
- Comparative report of learning style of students from different communities
- Ethnographic profiling of some communities of India

MODE OF TRANSACTION: Lecture cum demonstration, project, and observation

Signature

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Suggested Reading/Learning References:

- ~~AzimPremji Foundation—The~~ AzimPremjiFoundation the Social Context of Elementary Education in Rural India, AzimPremji Foundation, Bangalore, 2004
- Danda, A. K. [edit.] Chhattisgarh: An Area Study, Calcutta 1977. Anthropological Survey of India.
- Danda, A. K. [edit.] Tribal Situation in Northeast Surguja. Anthropological Survey of India, Calcutta 1977
- Dubey, S.C. Indian Society (Also available in Hindi) NBT, Delhi
- F. Haimendorf Tribes in India, OUP
- Govinda, R. Who Goes ~~Teto~~ School? OUP, New Delhi, 2010
- Govt. of India Education policy documents and Commission Reports (Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992, NCF 2005 etc.)
- Jha, P Withering commitments and Weakening Progress, State and Education in the Era of Neo liberal reforms, EPW, Aug 2005
- Naik, JP & Nurullah, S—~~ASA~~ ASA Students' History of Education in India, Macmillan (available in Hindi)
- Nambissan, G. Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF, 2009
- ~~NCERT—Position~~ NCERTPosition Paper of Focus Group on Education of SC and STs, NCERT, New Delhi
- ~~NCERT—Sociology~~ NCERTSociology, (Text books for class XI and XII) NCERT, New Delhi
- Russel & ~~Hiralal—Tribes~~ HiralalTribes and Castes of CP & Berar
- Thorat, S. Dalits in India, 2009
- Veerbhadranaika, P. et al—~~Theal~~ The Education Question' from the Perspective of Adivasis: Conditions, Policies and Structures, NIAS, Bangalore 2011
- World ~~Bank—Poverty~~ BankPoverty and Social Exclusion in India, World Bank, 2011
- Films & Documentaries
 - ShyamBenegal, Making of the Constitution (12 parts)
 - ShyamBenegal, Bharat EkKhoj (relevant parts on National movement)
 - India Untouched.
 - Buddha Weeps at Jadugoda



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COURSE EDBATY1: UNDERSTANDING THE DISCIPLINE–A: PHYSICAL SCIENCE

COURSE OUTCOMES:

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

COURSE OUTCOMES:

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

B. Ed. First Semester Students will be able to:

- CO 1.** explain the nature of science and its structure as a discipline and area of knowledge
- CO 2.** trace the nature of science education and its changing nature across time
- CO 3.** critically ~~analyze~~analyze the epistemological relation of science with other disciplines and with the society
- CO 4.** elaborate and frame various aims of teaching Physical Science in schools of modern India
- CO 5.** identify & include objectives of teaching Physical Science to meet existing challenges in Indian context
- CO 6.** compare the processes of instruction, teaching and learning in the context of science
- CO 7.** identify the course of teaching paradigms from content centered to learner centered approaches
- CO 8.** identify and incorporate the unifying concepts of Physical Science in the context of classroom teaching
- CO 9.** integrate the understanding of content knowledge of Physical science with pedagogy and technology

UNIT I: NATURE OF SCIENCE & PHYSICAL SCIENCE

- Nature of science: Product and process nature, Interdisciplinary nature of Science
- Epistemological differences and Relation among Science, Social Science and Humanities
- Structure of knowledge of science: Fact, concept, principle, theory and law; assumption and hypothesis; ~~generalisations~~generalizations;

UNIT II: PHYSICAL SCIENCE AS A SCHOOL SUBJECT

- Physical Science as a Discipline and as a School Subject: meaning and major elements
- Rationale of placing Physical Science in School Curriculum
- Broad aims of teaching Physical science in schools at different levels
- Specific challenges or Goals of teaching Physical Science in the context of modern Indian Society (including need for Scientific literacy, aptitude, scientific communication, democratic values, etc.)

UNIT III: SCIENCE LEARNING AND TEACHING

- Meaning of teaching, instruction, learning
- Science learning as 'given' and 'constructed'
- Paradigm shifts in teaching science across time
- Relating Science, Technology, Society and learners' real life

UNIT IV: KNOWLEDGE STRUCTURE OF PHYSICAL SCIENCE

- Revisiting the big ideas or Unifying concepts of physical science: system, order and organization, evidence, model and explanation, change, constancy and measurement, scale, form and function, evolution and equilibrium, causality
- Concept of Matter, energy, force, motion
- Knowledge of content, pedagogical content and technology and implications of TPCK in ~~teaching physical science~~ teaching physical science

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical Study of aims of teaching science in school curricula of various nations/states/boards for comparative analysis
- Analysis of content areas and framing objectives for promotion of Scientific literacy, aptitude, scientific communication, democratic values, and for eradicating superstitions and myths
- Analysis of content to find scope of relating Science, Technology, Society and learners' real life
- Identification of unifying concepts in any theme of physical science

MODE OF TRANSACTION: Lectures, Video clips, Discussion, Small group activity/projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

Suggested Reading/Learning References:

- Abell, Sandra K. & Lederman, Norman G. (2007) Handbook of Research on Science Education, Volume 1, Psychology Press,
- Angela Di Michele Lalor (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
- Braund, Martin. (2012). Performing Science: Teaching physics, chemistry and biology through drama—
- Das, R.C. (2007) *Science Teaching in Schools*. New Delhi: Sterling Publishers Private Limited.
- Department of Gender Studies, NCERT () Analysis of the Textbooks of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan: An Overall Report
- Driver, R., Squires, A., Rush worth, P. and Wood- Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: Rutledge Palmer.
- Eilam, B. & Gilbert, John K. (Eds.) (2014) Science Teachers' Use of Visual Representations. Switzerland: Springer International Publishing
- Gibbs, K. (2011) The New Resourceful Physics Teacher: Creative Ideas and Experiments for Physics Teaching, Schoolphysics Publications
- Gupta, A. (1978) New UNESCO source book for science teaching. New Delhi: Oxford & IBH Publishing house. <http://www.arvindguptatoys.com/arvindgupta/unesco-source-new.pdf>
- Heywood, D. & Parker, J. (2010) The Pedagogy of Physical Science (Contemporary Trends and Issues in Science Education) Springer
- Kalra, R. M. (2008) Science Education for Teacher Trainees and In-service Teachers: Learning to Learn Modern Science, New Delhi: PHI Learning Pvt. Ltd.,
- Kerkhoven, A.H., Russo, P. Land-Zandstra, A.M., Saxena, A and Rodenburg, F. J. (2016) Gender Stereotypes in Science Education Resources: A Visual Content Analysis. PLoS One. 11(11). doi: 10.1371/journal.pone.0165037
- Lagu, R. G. (Eds.) (2007) Experiments are fun, Oxford University Press.
- Lagu, R. G. (Eds.) (2009) How and why in Science: Senior series Book 2, Oxford University Press
- Lalor, Angela Di, M. (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
- Lattery, M. J. (2016) Deep Learning in Introductory Physics: Exploratory Studies of Model-Based Reasoning (Science & Engineering Education Sources), Charlotte NC: Information Age Publishing

- Liu, X. (2010) Essentials of Science Classroom Assessment: SAGE Publications, 2010
- Mangal, S. K. (2019) *Pedagogy of Physical science*, New Delhi: Arya Book Depot
- Mishra, K. K. (2004) Vigyan: ~~Maanavkii Yashogatha~~ *Maanavkii Yashogatha*, the Hindi version of Science: "A Human Saga", Mumbai: HBCSE (TIFR)
- Mishra, K. K. (2006) Lok-Vigyan: ~~Samakaleen Shaikshik Rachanayen~~ *Samakaleen Shaikshik Rachanayen*, HBCSE (TIFR), 152pp.
- Mohan, Radha, (2019) *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research & Training (2013), Pedagogy of Science: Physical science (Part-I & II) – Textbook of B.Ed., New Delhi: NCERT, http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
- National Council of Educational Research & Training NCERT (2006) National Curriculum Framework: 2005, New Delhi: NCERT
- National Council of Educational Research & Training NCERT, (2005). Position Paper: National Focus Group on Teaching Science, NCERT: New Delhi
- National Council of Educational Research & Training NCERT, (2006) Position Paper: National Focus Group on Exam Reforms, New Delhi: NCERT. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/examination_reforms.pdf http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/examination_reforms.pdf
- National Council of Educational Research & Training NCERT, (2006) Position Paper: National Focus Group on Teaching of Science, New Delhi: NCERT http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/executive_summary.pdf http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/executive_summary.pdf
- National Research Council. (1997) *Science Teaching Reconsidered: A Handbook*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/5287>
- Neidorf, T. (2019) Student Misconceptions and Errors in Physics and Mathematics. Springer Nature ISBN 3030301885, 9783030301880
- Osborne, J.& Dillon, J. (Eds.) (2010). Good practice in science teaching: What research has to say, Philadelphia: Open University Press
- Park, Y. (2004) Teaching and Learning of Physics in Cultural Contexts: Proceedings of the International Conference on Physics Education in Cultural Contexts :Cheongwon, South Korea, 13-17 August 2001, Korea: World Scientific
- Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory. New York: Continuum. pp. 1-12.
- Rogers, B. (2018) The Big Ideas in Physics and How to Teach Them: Teaching Physics 11-18. ~~Routledge~~, 18. *Routledge*.
- Ronen, I. (2018) Misconceptions in Science Education: Help Me Understand, Cambridge Scholars Publishing,
- Science curriculum resource handbook: a practical guide for K-12 science, Kraus International Publications, 1992 NCE curriculum
- Sharma, R.C. (2013). Modern Science Teaching-~~2~~. Dhanpat Rai Publishing Company Ltd. New Delhi, pp.168-250
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[Available: http://www.uis.unesco.org/ScienceTechnology/Documents/fs34-2015-women%20in%20science-en.pdf](http://www.uis.unesco.org/ScienceTechnology/Documents/fs34-2015-women%20in%20science-en.pdf)

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- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
- http://cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Physics.pdf
- <https://www.youtube.com/watch?v=wcf0pZzUjEs>
- <https://www.youtube.com/watch?v=rLJ16LQ2t5e>
- <https://www.youtube.com/watch?v=MYuh5yErdFA>
- <https://www.youtube.com/watch?v=FbaXQ8u6IP8> http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf
- http://sbef.fr/docs/The_Teaching_of_Science_Ch_7_march2011_Bybee.pdf
- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
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- <https://www.youtube.com/watch?v=BnICQ45f7KM>
- <http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>

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- http://cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Physics.pdf
- <https://www.youtube.com/watch?v=wcf0pZzUjEs>
- <https://www.youtube.com/watch?v=rLJ16LQ2t5c>
- <https://www.youtube.com/watch?v=MYuh5yErdFA>
- <https://www.youtube.com/watch?v=FbaXQ8u6IP8>http://phys205.physics.tamu.edu/WebPage/Documents/Article_UsingInquiry.pdf
- http://sbcf.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf
- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
- <https://www.youtube.com/watch?v=5gdSZorjKSQ>
- <https://www.youtube.com/watch?v=4-1JvVCWtIg>
- <https://www.youtube.com/watch?v=BnlCQ45f7KM>
- <http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>

COURSE EDBATY2: UNDERSTANDING THE DISCIPLINE–A: SOCIAL SCIENCE

COURSE OUTCOME

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

COURSE OUTCOMES:

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

B. Ed. first semester students will be able to:

CO1: understand the concept of social science

~~CO2: understand the concept and nature of different subjects under social science~~

~~CO3~~CO2: establish History, Geography, Political Science, Economics etc. as social science

CO3: identify misconception and devise means to address pre-conceptions about social science

CO4: ~~enquire critically~~evaluate the aims and objectives of social science education

CO5: ~~develop understanding about~~understand the nature of facts,

concepts, facts, generalization ~~in~~of social science CO6: develop strategy to

teach concepts and generalization of social science

~~CO6~~CO7: get an insight into the nature of social science curriculum and its pedagogical

issues CO8: derive content for social science curriculum

~~CO7: devise means to address negative perception about social science~~

UNIT-I UNDERSTANDING THE CONCEPT: SOCIAL SCIENCES

- Overview of the Concept and Nature of Disciplines of Social Science: History, Geography, Political Science and Economics etc.
- Concept of Social Science and Social Studies
- Nature of Social Science

UNIT-II ~~SOCIAL SCIENCE~~ UNDERSTANDING PEDAGOGIC PRACTICES IN THE SCHOOL

- ~~Challenges in the development of~~Pre-conceptions about Social Science Curriculum

~~Approaches in the construction of social science curriculum~~

- ~~Aims of Teaching of~~ Social Science in the school ~~(aims):~~

~~Development of Critical Enquiry, Critical Thinking and Problem Solving (The Reflective Citizen and Problem Solving social, historical, environmental, economical, political etc.)~~

- Approaches to Teaching Social Science
- Pedagogic Practices in Social Science

UNIT-III UNDERSTANDING, DEVELOPING AND APPLYING CONCEPTS, AND GENERALISATION AND HYPOTHESIS

- Concepts in the Social Science
- Methods of Teaching Concepts in Social Science
- Facts and Generalizations in the Social Science Curriculum
- Approaches in Teaching Generalization in Social Science

UNIT-IV ~~ISSUES AND CHALLENGES IN~~ UNDERSTANDING SOCIAL SCIENCE TEACHING CURRICULUM

- ~~Pre-conceptions and Misconceptions~~Nature of Social Science Curriculum

~~The Present Concerns~~ in Social Science

- ~~Social Sciences and Challenges related to Nation, Global Curriculum (Developing Social Concern in a Globally and Culturally Diverse World: Nationalism, Internationalism, Marginalization, Diversity, Violence, Environmental Problems and Financial Crisis etc.)~~

~~Use of Local Resources~~

- ~~Challenges in the development of Social Science Curriculum~~
- Approaches ~~to Teaching Social Science~~in the construction of social science curriculum

PRACTICUM-

- Students will critically analyze the current social studies book at secondary level.
- Field Trip (Historical Places)

- Social Responsibilities- visit to post office, hospital, school, bus stand etc. to understand how the functioning of the institution is organized
- Establishment and Enrichment of Social Science Resource Centre

MODE OF TRANSACTION: lectures, discussion, small group activity

Suggested Reading:

• ~~WWW-As per required websites for concern topic.~~

• ~~U Tube Channel/ Moores/OER/E-Pathshala-As per topic/points~~

- Batra, P. (2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications
- Beal, C. and Bolick, C. M. (2013). Teaching Social Studies in Middle and Secondary Schools. Pearson Education, Inc. [New York](#)
- Bining, A. C. and Bining, D. H. (1941): Teaching of Social Studies in Secondary School, McGraw Hill Book co.
- Farris, P. J. (~~2007~~2015). Elementary and Middle School Social Studies: An Interdisciplinary, Multicultural Approach. Waveland Press, Inc. [Long Grove](#)
- Forrester, I. F. (1956). Introduction Social Studies, Orient Longman, Bombay.
- Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers. Crowing Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
- Haydn, T.; Arthur, J. and Hunt, M. (2002), Learning to Teach History in the secondary school: A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
- Hollis, M. (2011). The Philosophy Social Science: An introduction. Cambridge University Press
- Hunt, L. E. Maurice, P. & Metcalf, (1955). Teaching High School Social Studies. Harper & Row
- Jarvie, I. C. and Bonilla, J. Z. (eds). (2011). The SAGE Handbook of The Philosophy of Social Sciences. Sage Publications Ltd
- Kochar, S. K. (2000). The Teaching of Social Studies, Sterling Publishers, Delhi.
- Martorella, P. H. (1994). Social Studies for Elementary School Children: Developing Young Citizens. Macmillan College Publishing Company.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International S Science Journal (vol.44)
- Misra, S. and Ranjan, A. (2012). Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within, Pearson, New Delhi
- NCERT (2005): National Curriculum Frame work 2005, NCERT, New Delhi.
- NCERT (2005): Position Paper National Focus Group on Teaching of Social Sciences. NCERT, New Delhi.
- Rosenberg, A. (2016). Philosophy of Social Science. Westview Press
- Singer, A. J. (2003) Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach. Lawrence Erlbaum Associates, Inc
- UNESCO-World Social Science Report (2013)

COURSE EDBATY3 :- UNDERSTANDING THE DISCIPLINE-B: BIOLOGY

COURSE OUTCOMES

44 A14W158 : 50 HOURS : 3Hrs/wk

3Hrs/wk

B. Ed. first semester students will be able to:

- CO 1. ~~appreciate~~ Appreciate that biological science is a dynamic and expanding body of knowledge. CO 2. ~~identify~~ Identify and relate everyday experiences with learning biological science; integrate the biological science knowledge with other school subjects.
- CO 3. ~~recognize~~ Recognize the different professions and scope of biology.
- CO 4. ~~organize~~ Analyze the contents of biological science with respect to its branches, process skills, knowledge ~~organization~~ organisation and other critical issues.
- CO 5. ~~examine~~ Examine different pedagogical issues in learning biological science.
- CO 6. ~~develop~~ Develop ability to use biological science concepts in daily life

CO7- Stimulate creativity and inventiveness in the area of biological science

UNIT 1: UNDERSTANDING BIOLOGY

- ~~History of biological science; (brief)~~, Pedagogical shift ~~from in nature of science as fixed body of knowledge to process of constructing knowledge.~~, learners, learning and teachers, assessment, science curriculum and planning teaching - learning experiences
- ~~What is Biology?~~ Biology as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; understanding scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization.
- ~~*History of biological science; (brief)~~ Contributions of eminent scientist in biology*

UNIT2: BRANCHES OF BIOLOGICAL SCIENCES AND THEIR SCOPE

- ~~Why biology?~~ Biological Science for environment, health, peace and development.(importance of Biology in daily life)
- ~~*Branches/professions in the area of biological sciences~~
- ~~*Biology as a subject satisfying various needs:(Vocational needs, social needs, Educational needs and future needs)~~

UNIT 3: BIOLOGY THE SCIENCE OF LIFE

- Principles of biology
- Foundations of modern biology, cell theory, evolution, genetics, homeostasis, etc.
- Problem solving relating to biological sciences.
- * Path tracking landmarks in biology

UNIT 4: BIOLOGY AND SOCIETY

- Place of biology in school curriculum, correlation of Biology with other subjects.
- * Interdependence of science, technology and society
- ~~Integrating academic disciplines for better conservation practice/ correlation of Biology with other subjects.~~

- Stimulation of creativity and inventiveness in the area of biological science among learners

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- Illustration of a biological process using scientific method.
- Preparation of a scrap book on landmarks in biology.
- Collage preparation through collection of Newspaper cuttings/clippings, Journal Articles related to Biology. (* topics will be dealt under practicum)

Suggested readings/Learning Outcomes:

- Bremmer, J. Teaching Biology
- Carin, R.A. Teaching Science through discovery
- Green, T.L. Teaching of Biology in Tropical Secondary Schools
- Miller, D.F. and Blaydes, G.W. Methods and Materials for Teaching Biological Sciences
- UNESCO New Trends in Biology Teaching
- Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
- Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Kulshrestha, S. P JeevVigyanShikshan ,Lyall Book Depot, Meerut
- Rawat, D. S. Vigyanshikshan, Vinod PustakMandir, Agra.
- UNESCO Essential of learning in Environment.
- NCERT, (2006). *National Curriculum Framework-* 2005, NCERT. New Delhi.
- NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.
- WWW- As per required websites for concern topic.
- YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBATY4: UNDERSTANDING THE DISCIPLINE–B: MATHEMATICS

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

B.Ed. first semester students will be able to:

- CO 1.** Explain the nature of mathematics in a holistic way
- CO 2.** Elaborate the methods of validation of mathematical knowledge
- CO 3.** Evaluate the structure and principles of the Curriculum of mathematics
- CO 4.** Reflect upon various aims of teaching mathematics as a compulsory subject in local as well as global context

~~CO-1. Recognise the values that may be developed in a given content of mathematics~~

~~CO-2. Demonstrate the characteristics and the understanding of basic Mathematics contents at secondary level~~

UNIT- I- STRUCTURE OF KNOWLEDGE OF MATHEMATICS

- Nature of Mathematics as discipline of study as a body of knowledge, thinking process and broader contexts
- Pure and applied mathematics
- Mathematics knowledge validation: hypothesis, conjectures, counter examples, proof, generalisations, fallacies

UNIT-II- MATHEMATICS IN SCHOOL CURRICULUM

- Place of mathematics as a compulsory part in school curriculum
- Aims of teaching mathematics in School Curriculum and designing learning outcomes
- Quality of effective mathematics teacher

UNIT- III- CURRICULUM OF MATHEMATICS

- Mathematics curriculum: its concept and principles
- Integrating mathematics with other subjects
- Values in Mathematics

UNIT- IV- UNDERSTANDING THE CONTENT

- Revisiting the concerns and concepts in the fundamental areas of mathematics: Arithmetic, Algebra, Trigonometry, Geometry and Mensuration
- Zero, infinity, number system, decimals

PRACTICUM:

- 1- Generating learning outcomes from a given content of mathematics
- 2- Presentation on ancient Indian mathematics and mathematicians
- 3- Analysis of curriculum to integrate numeric and mathematical abilities in other subject areas
- 4- Identifying values and scope of value development in a given content of mathematics

Suggested Reading/Learning References

- Kulshreshtha, A.K. *Teaching of Mathematics*, Meerut. R L Book Depot
- Gakhar, S.C. *Teaching of Mathematics*, Haryana. N M Publication Panipat
- Bhatnagar, A.B. *Teaching of Mathematics*, Meerut. R L Book Depot

- Negi, J.S. *Teaching of Mathematics*, Agra Vinod Pustak Mandhir
- Shaw & Wright *Discovering Mathematics*,
~~Wright~~ *Discovering Mathematics*,
- V.N. Agrawal *The Teaching of Mathematics in India*,
- Chandha, B.N. *The teaching of Mathematics*
- Young, I.W.A. *Teaching of Mathematics*
- Kuppaswami Aiyangar, N.K. *Teaching of Mathematics in the New Education*
- Sidu, K.S. *The Teaching of Mathematics*
- NCERT, (2005). *National Curriculum Framework- 2005*, New Delhi.
- NCERT, (2005). 'Focus Group Report' *Teaching of Science*, New Delhi
- NCERT, (2008). *Mathematics textbook for class 8th*. New Delhi
- NCERT, (2006). *Mathematics textbook for class 9th*. New Delhi.
- NCERT, (2006). *Mathematics textbook for class 10th*. New Delhi
- SCERT, *Mathematics textbook for class 8th*. Raipur, C.G.
- SCERT, *Mathematics textbook for class 9th*. Raipur, C.G.
- SCERT *Mathematics textbook for class 10th*. Raipur, C.G.
- Go through the YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points



COURSE EDBATY5: UNDERSTANDING THE DISCIPLINE – B: ENGLISH

COURSE OUTCOMES

MARKS: 50 CREDITS: 3 CREDITS: 3 Hrs./wk

B.Ed. First semester students will be able to:

- CO 1. remember the chronology of events - old to modern English
- CO2. explain English language as a discipline
- CO 2. evaluate the role of disciplinary knowledge in school curriculum
- CO 3. and examine the historical development of English language as a discipline
- CO 4. CO 3. evaluate the role of disciplinary knowledge in school curriculum
- CO 4. critically evaluate the policies of English language in India
- CO 5. explain the historical context of English in India
- CO 6. critique on theories on language acquisition
- CO 5.7. justify the theories of language acquisition and language learning
- CO 8. differentiate between language learning and language acquisition
- CO 6.9. analyze the challenges of English language at school level
- CO 10. describe the relation of English language with other subjects

UNIT – I: GENESIS OF ENGLISH AND ENGLISH LANGUAGE AS A DISCIPLINE

- Understanding theories of language origin
- Genesis of English language origin – brief understanding from Indo-European to modern English
- Concept of Discipline, History of English as a Discipline

UNIT – II: ENGLISH IN PRE AND POST INDEPENDENT INDIA

- Introduction of English in Pre-Independent India: Macaulay Minute; Socio, Political and Intellectual Context of English
- English language in post-independent India – language policy perspective (Mudaliar Commission 1952, Kothari Commission – 1964-66, NPE-1986, NCF-2005, NEP-2020 & NCF 2023)

UNIT – III: LANGUAGE LEARNING AND ACQUISITION

- Language learning and language acquisition: concept and difference
- Theories of language acquisition: Behavioristic, Nativist, Cognitive and Social Interactionist perspective

UNIT – IV: LANGUAGE IN INDIAN SCHOOLS

- Language of home and language of School
- Language as a school subject and language as a medium of instruction
- Relation of language with other subjects

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Preparing list of English words having foreign and Indian origin
- Observation of process of language learning and acquisition of a child

- Critical analysis and preparing a report on recommendations of committees and commissions on English language in India (pre- and post-independence)
- Reflecting how English language is related with other subjects

MODE OF TRANSACTION:

- Discussion/lecture
- Group presentation/peer group discussion

Suggested Readings/Learning References:

- Alam, Z. Q. (1999) English Language Teaching In India Problems And Issues, , Atlantic Publisher and Distributor, New Delhi
- Brumfit, C. J. & Johnson, K. (1987) The communicative Approach to Language Teaching, English Language Book Society/ Oxford University Press.
- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
- Chaturvedi, M.C.(1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Gupta, P.K. & et.al (2005) Teaching of English, R. Lal, Book Depot, Meerut.
- GoI(2020) National Education Policy 2020, MHRD, Govt. of India.
- Hughes, Arthur(1997) Testing for language Teachers, Cambridge Handbooks for Language Teachers, Cambridge University Press.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Kohli, A.L. & Sharma L.M. (2002) Techniques of Teaching English (in the New Millennium), Dhanpat Rai Publishing Co. (P) Ltd., New Delhi.
- ~~NCERT (2005) National Curriculum Framework, National Council of Educational and Research and Training, New Delhi.~~
- NCERT (2006) Position Paper, National Focus Group Discussion on Teaching of Indian Languages, National Council of Educational and Research and Training, New Delhi.
- NCERT (2012) Teaching of English at Primary Level in Government Schools, National Council of Educational and Research and Training, New Delhi.
- NCERT (2023) National Curriculum Framework for School Education, National Council of Educational and Research and Training, New Delhi.
- Vijayalakshi, M & Manchi, S.B. (2014) A Brief History of English language Teaching in India, International Journal of Scientific and Research Publications, Volume 4, Issue 5, May 2014 1 ISSN 2250-3153

COURSE EDBATY6: UNDERSTANDING THE DISCIPLINE –B: HINDI

पाठ्यक्रम-परिणाम

MARKS: 50 | CREDITS: 2 | 3 Hrs/wk

MARKS: 50 | CREDITS: 2 | 3 Hrs/wk

बी एड प्रथम सेमेस्टर के विद्यार्थी

- हिन्दी भाषा की ऐतिहासिक पृष्ठभूमि की विवेचना करेंगे

हिन्दी पाठ्यक्रम परिणाम

बी एड प्रथम सेमेस्टर के विद्यार्थी

CO 1 हिन्दी भाषा का ऐतिहासिक पृष्ठभूमि की विवेचना करेंगे

CO 2 हिन्दी भाषा संकाय के रूप में में मूल्यांकन करेंगे। पृष्ठभूमि का मूल्यांकन करेंगे

- हिन्दी भाषा की संरचनात्मक विशेषताओं की व्याख्या करेंगे

- शिक्षा नीतियों का मूल्यांकन करेंगे

विद्यालय स्तर CO 3 हिन्दी भाषा का संरचनात्मक विशेषताओं का व्याख्या करेंगे

CO 4 शिक्षा नीति का मूल्यांकन करेंगे

CO 5 विद्यालय स्तर पर हिन्दी भाषा शिक्षण-शिक्षण के उद्देश्यों/उद्देश्यों का निर्धारण करेंगे निधारण करेंगे

इकाई-I हिन्दी भाषा की संरचनात्मक संकल्पना

- हिन्दी भाषा की ऐतिहासिक-पृष्ठभूमि

- हिन्दी भाषा संकाय के रूप

- हिन्दी साहित्य का काल-विभाजन संक्षिप्त इतिहास हिन्दी भाषा का ऐतिहासिक पृष्ठभूमि
- हिन्दी भाषा संकाय के रूप
- हिन्दी साहित्य का काल-विभाजन संक्षिप्त इतिहास एवं रचनाएँ

इकाई-II हिन्दी भाषा की संरचनात्मक संकल्पना

- हिन्दी भाषा की संरचनात्मक विशेषताओं का संरचनात्मक विशेषताएं
- हिन्दी भाषा के घटक
- हिन्दी भाषा की प्रकृति और विशेषताएं

- विद्यालय में हिन्दी विषय के रूप में महत्व

इकाई-III हिन्दी शिक्षण का संक्षिप्त इतिहास

- स्वतंत्रता पूर्व विद्यालय में हिन्दी विषय के रूप में महत्व

इकाई-III हिन्दी शिक्षण का संक्षिप्त इतिहास

- स्वतंत्रता पूर्व भाषा शिक्षण-शिक्षण का संक्षिप्त इतिहास संक्षिप्त इतिहास
- कोटवासी कोटवाल आयोग में भाषा शिक्षण-शिक्षण
- नई शिक्षा नीति 1986 में भाषा शिक्षण
- राष्ट्रीय शिक्षा नीति 2020 में भाषा शिक्षण

- इकाई-IV: हिन्दी भाषा शिक्षण

- राष्ट्रीय शिक्षा नीति 2020 में भाषा शिक्षण

COURSE EDBATD1: VALUE EDUCATION

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

B.Ed. First Semester students will be able to:

CO 1. explain the nature, and the concept of values.

CO 2. classify values under different types.

CO 3. appreciate the educational values like democratic, secular, and socialist.

CO 4. apply different teaching strategies for value education

UNIT I: UNDERSTANDING VALUE

- Value: concept and classification
- Morality and value – difference
- Value Education: concept and need.

UNIT II: VIEWS OF VALUE DEVELOPMENT

- Psychological views on development of morality and personal values reference to Kohlberg and Freud; determinants of personal value
- Views of Vivekananda in inculcating values and developing Man of Character

UNIT III: DEVELOPING VALUES

- Role of school, family, society and mass media on development and erosion of values.
- Role of syllabi of different subjects and co-curricular activities in inculcating values

UNIT IV: METHODS

- Teaching Strategies for Value Education: Storytelling, Role-playing, and Discussion.
 - Techniques for measurement of values: Rating Scales, Questionnaire, Observation, some standardized tools for measurement of values.
-

PRACTICUM

- Designing activities to inculcate various kinds of values
 - Story telling & discussion
 - Planning for a Cleanliness programme: self, class-room, campus.
 - Preparation of a measure of value: Rating Scale
-

MODE OF TRANSACTION:

Lecture, Discussion, field work, Observation & rating.

Suggested Readings/Learning References:

- Harsh, R.N., Miller, J.P., & Eieling, G.B. Model of Moral Education: An Appraisal, Longman: New York
- Passi B.K., & Singh. Value Education, National Psychological Corporation, Agra.
- Rootes, I.E. Merrill Value and Teaching, McGraw-Hill, co.
- Rockeach, M. The nature of human values Collier McMillan Publishers, London.
- Frankel, J.R. How to teach value in analytical approach, Prentice Hall, New Jersey
- Pandey, Ramshukh Value Education, R. Lall Book, Meerut.
- Fraenkel, J.R. How to teach about values.

- Gupta, N.L.Value Education
- Kishore,L.Value oriented Education.
- Rath,H.&Siomon Values and teaching.
- Ruhela,S.P.Human values and Education
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

COURSE EDBATD2: PHYSICAL AND HEALTH EDUCATION

COURSE OBJECTIVES

MARKS FOR COURSE OBJECTIVES 34 Marks / wk

B.Ed. first semester students will be able to:-

- CO 1.** ~~analyse~~ **analyze** the concept and role of physical and health education
- CO 2.** implement various types of Health Services particularly in schools
- CO 3.** evaluate various issues related to health problems particularly among school children
- CO 4.** create ways for maintaining safety and physical fitness

UNIT – I: HEALTH & PHYSICAL EDUCATION

- Health: its Concept, Dimensions and Determinants.
- Concepts of Physical and Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education

UNIT – II: HEALTH SERVICES IN SCHOOLS

- Objective of school health service, Role of health education in schools
- Health Service and guidance instruction in personal hygiene and care of skin, Nails, Eye, etc.
- Health service, Nutritional service, Health appraisal, Health record, Healthful school environment.

UNIT – III: DISEASES AND SAFETY ISSUES

- Communicable and Non-Communicable Diseases
- Personal and Environmental Hygiene for schools and society.
- Safety in Daily Life: Common Injuries and their Management.
- First Aid kit and Emergency Care services.

UNIT – IV: HEALTH AND LIFESTYLE

- Modern Life Style and problems related to food habits, sleeping habits, physical activity, and cyber activity.
 - Issues of Malnutrition, Adulteration in food, and Environmental pollution.
 - Management of lifestyle and Prevention of disease and disorders.
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Study and group presentation on the health statistics of the school going children of India
- Study of the school environment in the perspective of health and hygiene
- Assessing awareness of personal safety/hygiene among students
- Quiz/Games/Aids on health issues
- Preparing journal on lifestyle diseases from ~~news paper~~ **newspaper**/online news reports

MODE OF TRANSACTION:

Lecture, Discussion, Group presentation, audio-visuais, poster presentation, community work and field experience.

Suggested Readings/Learning References:

- Rama V Baru (2008) School Health Services in India: The Social and Economic Contexts SAGE Publications India,

- Victor R. Preedy Handbook of Growth & Growth Monitoring in Health & Disease, Springer Science & Business Media
- Laurette Dube, Antoine Bechara, Alain Dagher, Adam Drewnowski, Jordan LeBel, Philip James, Rickey Y. Yada, (2010) Obesity Prevention: The Role of Brain and Society on Individual Behavior, Academic Press,
- MeetaLall (n.d.) The Power of Nutrition For Our Times, Rupa Publications - Health & Fitness
- Usha S Nayar (2012) Child and Adolescent Mental Health, SAGE Publications India
- N. Taylor, F. Quinn, M. Littledyke& Richard K. Coll (2012) Health Education in Context: An International Perspective on Health Education in Schools and Local Communities, Springer Science & Business Media,
- Anil Kumar (2005) Health Education, Mittal Publications,
- M. Kumar & R. Kumar, (2004) Guide to Prevention of Lifestyle Diseases, Deep and Deep Publications,
- IIPS (2011) Key Indicators for India from NFHS-3
<http://www.rchiips.org/nfhs/pdf/India.pdf><http://www.rchiips.org/nfhs/pdf/India.pdf>
- MSPI, GOI (2012) CHILDREN IN INDIA 2012 - A Statistical Appraisal at
http://mospi.nic.in/Mospi_New/upload/Children_in_India_2012.pdfhttp://mospi.nic.in/Mospi_New/upload/Children_in_India_2012.pdf
- UNICEF (2013) Statistics at
http://www.unicef.org/infobycountry/india_statistics.htmlhttp://www.unicef.org/infobycountry/india_statistics.html
- UNICEF (2011) The situation of children in India at
http://unicef.in/Uploads/Publications/Resources/pub_doc36.pdf
http://unicef.in/Uploads/Publications/Resources/pub_doc36.pdf
- WWW- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBATD3: GUIDANCE AND COUNSELLING

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

The B.Ed. First semester students will be able to:

- CO 1. explain theoretical background of guidance and counseling.
- CO 2. ~~implements~~implement the concept of guidance and counseling.
- CO 3. draw the significance of vocational guidance.
- CO 4. ~~analyse~~analyze the counseling and its process.
- CO 5. ~~implements~~implement the therapeutic techniques helpful in student's guidance & counseling.

UNIT I: CONCEPT AND NEED OF GUIDANCE & COUNSELING

- Guidance: Concept & Needs
- Types of Guidance
- Counseling: Concept & Needs; difference from guidance
- Types of Counseling
- Principles of Guidance and Counseling

UNIT II: TOOLS AND APPROACHES

- Tools for collecting information for Guidance and Counseling: records, rating scale and tests—their characteristics and effective use
- Approaches in Counseling; Psycho-analytical, Client-centered, and Behavioral.

UNIT III: GUIDANCE & COUNSELING IN EDUCATIONAL INSTITUTIONS.

- Nature and requirements of Guidance and counseling services in Elementary Schools and Secondary Schools; dealing with adjustment problems in school
- Nature and requirements of Guidance and counseling services in College & University
- Brief Introduction of – Job –Analysis, Job –description & Job –Specification

UNIT IV: GUIDANCE AND COUNSELING PROCESSES

- Brief introduction of Guidance Programmes: Orientation services, Information services, Appraisal service, Remedial service, follow-up Service
- Counseling Process: Preparatory Phase, Beginning Phase, Middle Phase & Terminal Phase; Role of a Counsellor

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- School visit: Assessment of Guidance need & providing guidance related to subject selection in further classes ~~Or~~ for job selection in future. Or
- Planning for a counseling process for reducing Examination anxiety. Or
- Study of the guidance and counseling services by various boards and presenting a report.
- Preparing a tool for collecting information on a given issue

MODE OF TRANSACTION: Lecture, Discussion, Demonstration, School visit.

Suggested Readings/Learning References:

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
- Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
- Donal, Super (1965). Counseling in the Secondary School, Harper, New Delhi.

- Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
- Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
- Verma&Upadhay, (1967).ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
- Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
- DhuveIbdu. (1959). Basic Essentials of Counseling-(1959)-(Sterling).
- Cameron N. 1953, Personality Development and Psychopathology, Sifilin.
- Rothenberg E.R. 1968, Medical Dictionary and Health Manual, Signet Meridian Books, Chicago, U.S.A.
- Singh R.S. (1985).Correlates of Anxiety, National Psychological Corporation, Agra.
- Singh R.P. (1981).NaidanikManovigyan, V.PU.Mandir, Agra.
- Talent.N. (1978). Psychology of Adjustment, Nast and.
- Valan.R.W. (1958) . Clinical Psychology, (Macgrahill).
- Kapil .H.K., (1989). ApsamanyaManovigyaaan, HarprasadBhargav, KachariGhat, Agra.

COURSE EDBAGL1: INDIAN SIGN LANGUAGE

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

After learning this course, the student-teachers will be able to

CO-1 Discuss the two manual options with reference to Indian special schools.

CO-2 Discuss the relevant issues like literacy, inclusion and training with reference to manual options.

CO-3 Describe manual options in the light of issues like language, culture and identity.

CO-4 Exhibit beginner level hands on skills in using manual options.

CO-5 Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.

UNIT I: UNDERSTANDING DEAFNESS IN REAL LIFE CONTEXT

- Basic Awareness of Paradigms of Deafness (Medical and Social)
- Basic Awareness of Deafness and Communicative Challenges /Concerns
- Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion

UNIT II: INTRODUCING ISL

- Sign language
- Basic Awareness of Difference between ISL and ISS
- Importance of Neural Plasticity and Early Language Opportunities

UNIT III: BASICS OF ISL

- Basic signs: ~~Alphabates~~Alphabets, numbers,
- Signing names, adjectives,
- Expressing gender, number, person, tense actions
- Framing short expressions of common use in daily life
- Expressing conjunctions, prepositions and framing complex sentences

UNIT IV: ISL SKILL DEVELOPMENT

- Eye Contact in expression and reception
- Natural Signing in Short Common Conversations
- Natural Signing in Stories/Poems

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
- II. ~~H.~~ Role Play and Dramatization in ISL
- III. ~~III.~~ Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
- IV. ~~IV.~~ Recording Self Narrated Stories/ Poems and Writing Reflections
- V. Interacting with Deaf for Practicing Expansion of Ideas

MODE OF TRANSACTION: lectures and workshop/activities

Suggested Readings:

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change*. DK Publishing: New York.

- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Teaching Learning ISL Material Developed at* AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.
- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46-51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India* (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). *Total Communication, Structure and Strategy*. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M. (2005). Programmatic Research On Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading Without Nonsense*. Teachers College Press, New York.
- Ghate, P. (1996). *Indian Sign System*. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). *Effective Leadership*. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf*, 139, 378-386.
- *Indian Sign Language Dictionary* (2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf*, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C.
- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). *An Introduction to Indian Sign Language: Focus on Delhi*. All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and Nepal". *Sign Language Studies* (78), 15–22.

COURSE EDBAGL2: COMMUNICATION THROUGH BRAILLE

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

B.Ed. First Semester student will be able to—

- CO 1.** explain the Introduction to Braille.
- CO 2.** explain the Braille Devices.
- CO 3.** explain the Understanding Braille Script
- CO 4.** explain the Braille Reading and Writing
- CO 5.** develop the Braille writing skill through Braille Script

UNIT 1: INTRODUCTION TO BRAILLE

- Introduction to Visual Impairment
- Causes and prevention of Visual Impairment
- Louis Braille and the Evolution of Braille

UNIT 2: BRAILLE DEVICES

- Relating Slate and Stylus; Taylor Frame and Types, Abacus with Braille devices
- Braille Writer, Braille Embossers and Braille Translation Software
- Low Vision Aids--Optical, Non-Optical, Vision Training Material

UNIT 3: UNDERSTANDING BRAILLE SCRIPT

- Braille Signs—English Braille, number
- Braille Signs and Symbols—Hindi/Regional Language
- Embossed – Maps & Models

UNIT 4: BRAILLE READING AND WRITING

- Braille Reading Process
- Braille Writing Process
- Using short cut in Braille using words

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

Each Student-Teacher

- a. Prepare a presentation – Oral/ ~~Powerpoint~~PowerPoint – on the relevance of Braille for children with visual impairment. **OR**
- b. Prepare a report on the availability and use of Braille and assistive devices in one inclusive school **AND**
- c. Prepare two Braille material for any class of school subject/B.Ed. Courses

COURSE OUTCOMES

B.Ed. First Semester students will be able to -

- CO-1.** explain **CO1. Explain** the concept, need, and importance of **ICTs** in the teaching-learning process.
- CO-2.** To tell **CO2. Identify** and usedefine the emerging concepts issues related to ICTs in teaching.
- CO-3.** able to plan traditional teaching-learning design into ICT-supported design process.
- CO-4.** CO3. Plan and execute learned ICT tools for given situations of teaching-ICTs enabled learning, management, tools & techniques in teaching-learning process.
- CO 4.** Develop ICTs based learning material and assessment tools.
- CO 5.** generate various teaching-learning materials/e-content with Sensitize the help students toward judicious use of learned ICT tools. ICTs.

- Concept, Need and Importance of Information and Communication Technology.
- Role of technology in education, Impact of technological developments in education
- Teachers and learners in the digital age
- Challenges and Barriers in integrating Information and Communication Technology in school education

- Technology integration in teaching, e-learning- the new trend of education,
- Teacher Vs technology
- New emerging concepts in teaching; blended, flipped learning,
- ODL & technology

- Approaches and components of e-learning
- Learning Management System- concept, use, features
- modes of e-learning; synchronous and asynchronous
- e-Content Development through different ICT tools (Audio and Video Recording tools)

- OERs, ICT initiatives of GoI
- e-assessment; concept and nature, Difference between paper and e-assessment,
- Online tools for e-assessment.
- safety measures related to use of learning materials available on internet.

- Developing an e-content related to methodology subject.
- Preparing Students record/Evaluation report with the help of ICT tools.
- Preparation of a brief educational video.
- Creating & managing (giving assignments/maintaining records) a course on an LMS.
- Preparing an OER.
- Delivering content in blended mode.

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Presentation, discussion, blended and flipped learning as and when required, focus will be to deliver the content by incorporating hands on experience.

Suggested Reading/Learning Reference-

- Arulswamy, S., Sivakumar, P. (2012). *Application of ICT in education*. Hyderabad: Neelkamal Publication.
- Simmons, C., & Hawkins, C. (2009). *Teaching ICT*. Sage Publications India Pvt. Ltd.
- Talsera, H., Marashdeh, W., & Nagda, M. L. (2005). *Web Based Learning*. New Delhi: Authors Press.
- Manoj, D. (2010). *ICT in teacher development*. Hyderabad: Neelkamal Publications.
- Mishra, R.C. (2005). *Teaching of information technology*. New Delhi: APH Publishing Corporation.
- Sampath K., Panneerselvam, A., & Santhanam, S. (1998). *Introduction to educational technology* (4th ed.). New Delhi: Sterling Publishers Pvt. Ltd.
- Santoshi, V. (2009). *Information and communication technology for teacher education*. New Delhi: Kanishka Publications.
- Vanaja M., Rajashekhar S., & Arulswamy, S. (2013). *Information and communication technology (ICT) in education*. Hyderabad: Neelkamal Publications.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBAEF1: SCHOOL VISIT-I(UPPER PRIMARY TO HIGHER SECONDARY)**COURSE OUTCOME**

MARKS: 50 | CREDITS: 2 | 2 Weeks

COURSE OUTCOMES

After completing the course the student-teachers will be able to:

- **CO1.** Acquire sufficient basic information regarding various kinds of schools
- **CO2.** Understand the various processes, scholastic, co-scholastic and official, undergoing in a school in detail
- **CO3.** Ability to reflect upon the total environment of the school to plan for appropriate teaching practices and to prepare her/himself to play her/his role as a teacher in school

Every teacher has a vivid experience of school as being a student, sometimes in life. But the way one understands the school, changes when the position is changed to that of a teacher. A school visit for duration of two weeks is expected to give the prospective teachers the first opportunity to observe 'the school' from a teachers' point of view. They are expected to revisit the processes going on within a school ~~system~~ ~~to~~ understand their nature, purpose, role played by various people concerned, role of external authorities, quality and quantity issues, issues of infrastructure and planning, etc. This visit shall just be an exposure to connect their ~~memories of~~ ~~memories of~~ school days with the present realities of school systems in order to ~~sensitize~~ ~~sensitize~~ them 'what kind of a teacher they wish to become', 'what kind of a school they wish to be a part ~~of~~ ~~and of~~ 'and' 'what should their role be in achieving that'. Close, sincere interaction with the school environment and keen observation, as well as honest recording of the experience is expected from the prospective teachers after ensuring fulltime presence in the school/s allotted to them.

The prospective teachers are expected

1. To prepare a check list of important points to observe on the basis of NCF 2005, RTE Act, and other relevant recommendations
2. To observe and record in detail the following aspects in approx. 2 weeks:
 - The physical environment
 - The socio-cultural ethos of the school
 - The infrastructure: Basic and academic
 - The nature of administration and governance
 - Teachers and learners
 - General methodologies of teaching-learning in different subjects
 - Examination
 - Time table, discipline, CCA and physical exercises
 - Scope of interaction with the society
 - Welfare services (Health, financial, academic, etc.)
 - Local resources around the school
 - Other critical observations characteristic of a particular school
3. And, to evaluate and reflect on the observations.

COURSE EDBBTT1: LEARNING AND TEACHING

COURSE OUTCOMES**MARKS: 100 | CREDITS: 4 | 6 Hrs/wk****COURSE OUTCOME****MARKS: 100 | CREDITS: 4 | 6 Hrs/wk**

B.Ed. Second Semester students will be able to:

- CO 1.** differentiate between the concept of teaching and learning
 - CO 2.** plan effective communication strategies in classroom
 - CO 3.** critique on various views of learning
 - CO 4.** understand the process of knowledge construction within the context of the 'outside' world and the 'inner' world of the learners
 - CO 5.** plan& design teaching for promoting self-regulated learning, higher order thinking and survival in the competitive world
 - CO 6.** ~~analyse~~analyze challenges in teaching in today's' classroom full of students with diverse needs
-

UNIT: I LEARNING AND TEACHING

- Learning: Changing Meaning; Nature; process of learning, content learning and process learning, general or situated learning!
- Teaching: changing meaning, levels of teaching; An art or a science!
- Good teaching – What and How or Reflective Teaching to enhance learning.
- Communicating contents effectively, two-way path, role of coding, suitable media, and feedback; Proper positioning for better eye contact effective communication

UNIT: II HOW CHILDREN LEARN:

- A behaviouristic view – role of conditioning and reinforcement to act upon environment; Laws of effect, primacy and practice
- A cognitive view – perceiving parts into whole, role of brain and memory in information processing, implications for teaching to reduce cognitive load and designing better communication message, using multi-media, mnemonics, meaningful ~~contextualisation~~contextualisation;
- Understanding learners from the perspective of multiple intelligences with a focus on Gardner 's theory of multiple intelligences.

UNIT: III LEARNING: A SOCIO-COGNITIVE PROCESS

- learning by observation (referring to Bandura's theory), actively choosing what to learn, implication for teachers and parents
- Central ideas of constructive view of learning (with major reference to Vygotsky), zone of proximal development, needs of scaffolding and its implications for teaching, learning in collaboration, common elements of constructivist teaching
- self-regulation; teaching strategies for improving metacognitive abilities of students
- Learning to think critically and to solve problems; implication for teachers to promote critical thinking and problem-solving ability

UNIT: IV TEACHING-LEARNING IN TODAY'S CLASSROOM

- Catering needs of different learning styles
 - Addressing multicultural, multilingual classroom
-

- Teaching–Learning in electronic and digital world: issues and challenges, and needs for individualization of learning,
- Learning to learn, strategies for Motivating students for life long and independent learner.
- Helping students vulnerable with anxiety, stress, or aggression and delinquency

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical study of research papers on learning and teaching
- Observation of classroom and other learning situations – field notes and reflections/ discussion to understand what and how children learn in group setting
- Developing scaffolds in the learning situations in any subject area
- Identifying learning styles, self-regulation, metacognitive skills through inventories
- Visit to different schools having learners from various socio-cultural background: preparing profile of a specific learner and sharing it
- Observe, [analyze](#) and reflect on teacher-student relationship
- Presentation regarding multicultural classroom needs

MODE OF TRANSACTION: lectures, video clips, discussion, small group activity

Suggested Readings/Learning References:

- Ekdankdey Ldyereu D; kink, dy; Hkiky] 2013
- [kuexfr dh Lor=rk] jfodkurk"kuhoky,] foe'k] [ekPk 1999](#) fnxrj] t;ij
- l'eko'khf'k{k fopk jvkjvuHko] enuekgu>k dh fo'oEkj [ekPk 1999](#) f'k{k foe'k] eb'tu 2007] fnxrj] t;ij
- Emotions and Learning, Venu N., Journal of the Krishnamurti Schools, Issue 10, July 2006, Centre for Learning, Bangalore
- W Crain, Theories of Development: Concepts and Applications (1992), Prentice Hall, New Jersey.
- Vygotsky's Social-Historical Theory of Cognitive Development, Chapter 10
- Vygotsky L.S. (1978) Interaction Between Learning and Development in *Mind in Society*, [Cambridge, MA: Harvard University Press, 79-81](#)
- Kumar Krishna, Learning to be Backward in *Social Character of Learning* Pgs. 59 – 77.
- Growing up Male, Kumar Krishna, What is Worth Teaching, pgs, 81 to 87.
- Woolfolk, Anita (2012) Educational Psychology (12th Edition). Pearson Indian Education Services Publication
- NCERT (2005) National Curriculum Framework, 2005, National Council of Educational Research and Training, New Delhi.
- Mangal, S.K. (2010) Advanced Educational Psychology, Printice Hall of India, New Delhi
- Hurlock, E. Developmental Psychology, Tata MacGrow Hill publication Co., NewYork, 1959.
- Gupta, S.P. Advanced Educational Psychology, SardaPustakBhawan, Allahabad, 2001.
- Sharma, S. Constructivist Approaches to Teaching and Learning, New Delhi: NCERT
- Mangal, S.K. Shiksha Manovigyan, Pearson Publications

- Pandey, Kalpalata. ShikhshaManovigyan, Tata MacGrow Hill publication Co.

COURSE EDBBTT2: KNOWLEDGE & CURRICULUM

COURSE OUTCOMES

| | | | | | |
|-------|-------|---------|---------|-----|-----------|
| MARKS | MARKS | CREDITS | GRADING | Sch | 6 Hrs./wk |
|-------|-------|---------|---------|-----|-----------|

B.Ed. second semester students will be able to:

CO 1. explain the concept, types and facets of knowledge and their nature

CO 2. differentiate between facts, belief, information, knowledge and understanding

CO 3. classify various types of curriculum

CO 4. plan curriculum for their respective schools

UNIT-1: UNDERSTANDING KNOWLEDGE

- Meaning and concept of knowledge
- Sources of knowledge
- Types of Knowledge – A priori and A Posteriori knowledge, Declarative, Procedural and Relational knowledge
- Facets of knowledge- Local and Universal, Concrete and Abstract, Theoretical and practical, Contextual and textual, School and Out of school, and Scientific and Religious,

UNIT-2: KNOWLEDGE CONSTRUCTION

- Concepts of facts, belief, information, knowledge and understanding
- Theories of knowledge Construction – Jean Piaget and Lev Vygotsky
- Methods promoting knowledge construction
- Role of culture in knowing
- Validation of knowledge

UNIT-3: UNDERSTANDING CURRICULUM

- Meaning and Concept of curriculum
- Components of curriculum
- Types of curriculum
- Principle of Curriculum development
- Philosophical, Psychological and Sociological foundations of curriculum development

UNIT-4: CONCERNS IN CURRICULUM

- Curriculum as a Contested Terrain
- Ideology and Curriculum
- Implications of curricular divisions for learner centered pedagogy
- Models of curriculum development- Ralph Taylor and Hilda Taba

PRACTICUM

- Student will analyze the Content for value reflection of any one chapter of concern subject at secondary standard.
- Students will identify co-curricular components of some given topics in different subjects
- Students will study the recommendations of major reports/ commissions on framing Curriculum - National Curriculum Framework and NEP2020

Suggested Reading/Learning References:

- Youtube channel/MOOCs/OER/SWAYAM/e-Pathsala- As per topic/points
- Books
- Seth, Shyamkishor and Mishra Neelima: Philosophy of Knowledge, LokbhartiPrakashan Allahabad.
- Tiwari ,Kedarnath: Metaphysics and Epistemology, Motilal Banarsidas Delhi.
- Mishra ,Hridyanarayan: Problems of Epistemology, ~~Shekher Prakashan~~[ShekherPrakashan](#) Allahabad.
- Agrawal, S. K.: Techniques of Teaching, Rajesh Publishing House Meerut.
- Gupta, S.P.: History, Development and Problem of Indian Education, ShardaPustakBhawan , Allahabad.
- Lakshmi, T. K. S.: Value Reflection ,BanasthaliVidyapith.
- Vashist, R.P. Curriculum Deveopment, Commonwealth

COURSE EDBBTT3: LANGUAGE ACROSS THE CURRICULUM

COURSE OUTCOMES

MARKS MARKS CREDIT CREDIT S/Wk 3 Hrs./wk

B.Ed. Second Semester students will be able to:

~~exemplify~~ **CO 1. Exemplify** the meaning and importance of language and language skills.

~~analyze~~ **CO 2. Describe and appraise** the importance language background of the learner.

~~explain~~ **CO 3. Practice and assess** the importance of multilingualism in the school and society.

~~infer~~ **CO 4. Arrange** the classroom practices for better development of linguistic skills.

CO 5. Inspect linguistic errors in the language use of students.

~~CO 1. develop understanding of the reading comprehension~~

~~CO 2. apply the various writing aspects~~

CO 6. Schedule various activities to develop good language habits among student.

UNIT I: LANGUAGE BACKGROUD OF THE LEARNER

- Language and Language skills
- Characteristics of first language and second language learning and teaching
- Need to understand the language background of the learners

UNIT II: CONCEPT OF MULTILINGUALISM

- Sensitivity towards the language diversity in the classrooms: Identification
- Multilingualism in the classroom: concept
- Aspects of the power dynamics of the 'standard' language as the school language vs. home language or 'dialects';
- Language and culture

UNIT III: CLASSROOM PRACTICESAND READING COMPREHENSION

- The nature of classroom discourse
- Strategies for using oral language in the classroom in a manner that promotes learning
- Nature of reading comprehension in the content areas
- Expository texts vs. narrative texts; schema theory

UNIT IV: WRITING ASPECTS

- Activities to develop language skills
- Note-making, summarizing; making reading-writing connections; process writing: Components

PRACTICUM

- School Visit to Find out Communication Problem/Apprehension in Students
- Prepare a report on multilingualism
- Prepare a news of your departmental activity
- Prepare presentation on language diversity through the use of ICT
- Workshop on reading activities
- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills – Listening to speech, directions

Suggested Readings/Learning References:

- Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Private Limited, New Delhi.
- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Teacher's Handbook for Primary Stage (2003) Continuous and Comprehensive Evaluation, NCERT, New Delhi.
- Mohan, Krishna & Banerji, Meera (2002) Developing Communication Skill, Macmillan India Limited, New Delhi.
- Richards, Jack C. & Rodgers, Theodore S. (1995) Approaches and Methods in language teaching- A description and analysis, Cambridge University Press.
- Kohli, A. L. & Sharma L. M. (2002) Techniques of Teaching English (in the New Millennium), Dhanpat Rai Publishing Co. (P) Ltd., New Delhi.
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- Fromkin, V, Rodman, R & Hymes, N. (2011). Introduction to Language. (9th ed.). Canada: Cengage Learning.
- Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6th ed.). Cambridge: MIT Press.
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/point

- Preparing concept maps on given content
- Exercises on probing situations, drawing social relevance, Scientific communication
- Preparing plans to deliver a lesson on given teaching points
- Preparing online contents
- Designing low cost aids and learning resources
- Preparing reflecting diary based on practice sessions

MODE OF TRANSACTION: Lectures, Video clips, Discussion, Small group activity/projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required.

Suggested Readings/Learning References:

- Abell, Sandra K. & Lederman, Norman G. (2007) Handbook of Research on Science Education, Volume 1, Psychology Press,
- Angela Di Michele Lalor (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
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- Das, R.C. (2007) *Science Teaching in Schools*. New Delhi: Sterling Publishers Private Limited.
- Department of Gender Studies, NCERT () Analysis of the Textbooks of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan: An Overall Report
- Driver, R., Squires, A., Rush worth, P. and Wood- Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: Rutledge Palmer.
- Eilam, B. & Gilbert, John K. (Eds.) (2014) Science Teachers' Use of Visual Representations. Switzerland : Springer International Publishing
- Gibbs, K. (2011) The New Resourceful Physics Teacher: Creative Ideas and Experiments for Physics Teaching, Schoolphysics Publications
- Gupta, A. (1978) New UNESCO source book for science teaching . New Delhi: Oxford & IBH Publishing house. <http://www.arvindguptatoys.com/arvindgupta/unesco-source-new.pdf>
- Heywood, D. & Parker, J. (2010) The Pedagogy of Physical Science (Contemporary Trends and Issues in Science Education) Springer
- Kalra, R. M. (2008) Science Education for Teacher Trainees and In-service Teachers: Learning to Learn Modern Science, New Delhi: PHI Learning Pvt. Ltd.,
- Kerkhoven, A.H., Russo, P. Land-Zandstra, A.M., Saxena, A and Rodenburg, F. J. (2016) Gender Stereotypes in Science Education Resources: A Visual Content Analysis. PLoS One. 11(11). doi: 10.1371/journal.pone.0165037
- Lagu, R. G. (Eds.) (2007) Experiments are fun, Oxford University Press.
- Lagu, R. G. (Eds.) (2009) How and why in Science : Senior series Book 2, Oxford University Press
- Lalor, Angela Di, M. (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
- Lattery, M. J. (2016) Deep Learning in Introductory Physics: Exploratory Studies of Model-Based Reasoning (Science & Engineering Education Sources), Charlotte NC: Information Age Publishing
- Liu, X. (2010) Essentials of Science Classroom Assessment: SAGE Publications, 2010
- Mangal, S. K. (2019) *Pedagogy of Physical science*, New Delhi: Arya Book Depot

- Mishra, K. K. (2004) Vigyan: Maanavkii Yashogatha, the Hindi version of Science: "A Human Saga", Mumbai: HBCSE (TIFR)
- Mishra, K. K. (2006) Lok-Vigyan: Samakaleen Shaikshik Rachanayen, HBCSE (TIFR), 152pp.
- Mohan, Radha, (2019) *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research & Training (2013), *Pedagogy of Science: Physical science (Part-I & II) – Textbook of B.Ed.*, New Delhi: NCERT, http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
- National Council of Educational Research & Training NCERT (2006) *National Curriculum Framework : 2005*, New Delhi: NCERT
- National Council of Educational Research & Training NCERT, (2005). *Position Paper: National Focus Group on Teaching Science*, NCERT: New Delhi
- National Council of Educational Research & Training NCERT, (2006) *Position Paper: National Focus Group on Exam Reforms*, New Delhi: NCERT. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/examination_reforms.pdf http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/examination_reforms.pdf
- National Council of Educational Research & Training NCERT, (2006) *Position Paper: National Focus Group on Teaching of Science*, New Delhi: NCERT http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/executive_summary.pdf http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/executive_summary.pdf
- National Research Council. (1997) *Science Teaching Reconsidered: A Handbook*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/5287>
- Neidorf, T. (2019) *Student Misconceptions and Errors in Physics and Mathematics*. Springer Nature ISBN 3030301885, 9783030301880
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- Park, Y. (2004) *Teaching and Learning of Physics in Cultural Contexts: Proceedings of the International Conference on Physics Education in Cultural Contexts : Cheongwon, South Korea, 13-17 August 2001*, Korea: World Scientific
- Parkinson, J. (2002). Chapter-1. *Learning to Become an Effective Science Teacher*. In *Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory*. New York: Continuum. pp. 1-12.
- Rogers, B. (2018) *The Big Ideas in Physics and How to Teach Them: Teaching Physics 11-18*. Routledge, 18. Routledge.
- Ronen, I. (2018) *Misconceptions in Science Education: Help Me Understand*, Cambridge Scholars Publishing,
- *Science curriculum resource handbook: a practical guide for K-12 science*, Kraus International Publications, 1992 NCE curriculum
- Sharma, R.C. (2013). *Modern Science Teaching*. Dhanpat Rai Publishing Company Ltd. New Delhi, pp.168-250
- Sunal, D.W. (2019) *Physics Teaching and Learning: Challenging the Paradigm*, Charlotte NC: Information Age Publishing
- Tobin, K. (Ed.). (1993). *The Practice of Constructivism Science Education*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
- Trostli, R. (1995) *Physics is Fun: A Sourcebook for Teachers* Spiral-bound – Import, Octavo Editions
- Turner, T. & Dimatea, W. (1998) *Learning to Teach Science in Secondary School*, Routledge Publication, USA

- UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
- UNESCO (2015) UNESCO SCIENCE REPORT: Towards 2030, Paris: UNESCO Publishing
- UNESCO (December 2010) Guidelines for textbook review and analysis from a gender perspective. Geneva : UNESCO Publishing. <https://docs.iiep.unesco.org/peic/2748.pdf>
- UNESCO Institute for Statistics. (2015) Women in Science. Available: <http://www.uis.unesco.org/ScienceTechnology/Documents/fs34-2015-> <http://www.uis.unesco.org/ScienceTechnology/Documents/fs34-2015-women%20in%20science-en.pdf>

- Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers.
- Wellington, J. & Osborne, J. (2001) Language and literacy in science education. Philadelphia: Open University Press
- Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge
- Yadav, M.S. (2002) Teaching of Science, Amol Publications.
- ~~<http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>~~
- ~~http://cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Physics.pdf~~
- ~~<https://www.youtube.com/watch?v=wef0pZzUjEs>~~
- ~~<https://www.youtube.com/watch?v=rLJ16LQ2t5e>~~
- ~~<https://www.youtube.com/watch?v=MYuh5yErdfA>~~
- ~~<https://www.youtube.com/watch?v=FbaXQ8u6IP8>~~~~http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf~~
- ~~http://sbef.fr/docs/The_Teaching_of_Science_Ch_7_march2011-Bybee.pdf~~
- ~~<http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>~~
- ~~<https://www.youtube.com/watch?v=5gdSZorjKSQ>~~
- ~~<https://www.youtube.com/watch?v=4-1JvVCWtIg>~~
- ~~<https://www.youtube.com/watch?v=BnlCQ45f7KM>~~
- ~~<http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>~~

- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
- http://cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Physics.pdf
- <https://www.youtube.com/watch?v=wcf0pZzUjEs>
- <https://www.youtube.com/watch?v=rLJ16LQ2t5c>
- <https://www.youtube.com/watch?v=MYuh5yErdFA>
- <https://www.youtube.com/watch?v=FbaXQ8u6IP8>http://phys205.physics.tamu.edu/WebPage/Documents/Article_UsingInquiry.pdf
- http://sbef.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf
- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
- <https://www.youtube.com/watch?v=5gdSZorjKSQ>
- <https://www.youtube.com/watch?v=4-1JvVCWtIg>
- <https://www.youtube.com/watch?v=BnlCQ45f7KM>
- <http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>

COURSE EDBBTY2: PEDAGOGY-I (A): SOCIAL SCIENCE

Course Outcomes:

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

COURSE OUTCOMES:

B.Ed. Second Semester Students will be able to –

CO 1. Develop understanding of various approaches to teaching social science

CO 2. Analyze various methods and determine their appropriateness for teaching social science

CO 3. Analyze various techniques of teaching social science

CO 4. Identify appropriate techniques for teaching social science

CO 5. Develop knowledge about various support materials and develop them

CO 6. Determine appropriate teaching aids for teaching social science

CO 7. Develop the classroom skills needed for teaching of social science.

Acquire the competence to plan for CO 8. Plan social science instruction.

~~CO 1. Acquire the ability to develop instructional support materials.~~

~~CO 2. Acquire the ability decide and develop appropriate learning recourses~~

UNIT

UNIT I: APPROACHES AND METHODS OF TEACHING SOCIAL SCIENCES

- Approaches ~~AND TECHNIQUES OF~~ and Methods in Teaching Social ~~SCIENCES~~ Science
- ~~Teaching Some~~ Approaches in Teaching Social Science: Particular to General, Concrete to Abstract, Simple to Complex, etc.
- Some Methods in Teaching Social Science: Lecture, Discussion Method, Project Method, Source Method, Social Recitation Method

UNIT II: TECHNIQUES OF TEACHING IN SOCIAL SCIENCE

- Meaning of Techniques
- Deciding Appropriate Techniques in Teaching Social Science
- Some Techniques in Teaching Social Science: Narration, Questioning, Field Trip, Story Telling, Role Playing and Simulation, Dramatization etc.

UNIT II: METHODS OF TEACHING IN SOCIAL SCIENCE

- ~~Need of Methods in Social Science~~
- ~~Deciding Appropriate Strategy/methods in Social Science~~
- ~~Some Methods: Lecture, Discussion Method, Project Method, Source Method, Social Recitation Method~~

UNIT III: TEACHING AIDS AND REFERENCE MATERIAL IN SOCIAL SCIENCE

- Deciding and Developing Appropriate ~~Learning Recourses~~ Teaching Aids
- Projected and Non-Projected Aid
- Audio, Visual and Audio-Visual Aid

UNIT IV: DELIVERING A SOCIAL SCIENCE LESSON

- ~~Objectives of Social Science Teaching~~

UNIT IV: TEACHING A SOCIAL SCIENCE LESSON

- Deciding and Framing the Objectives of Teaching-Learning

- ~~Planning of Lesson (Reflection on Teaching Skill~~
- Reflection of Teaching)- ~~Planning of Lesson~~

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Dramatization an Historical/Political/Economical/Environmental etc. events
- Role Playing an Historical/Political/Economical/Environmental etc. events
- Making Story about an Historical/Political/Economical/Environmental etc. events
- Construction of lesson plan
- Delivering the model social science lesson

MODE OF TRANSACTION: Lecture, discussion, workshop, seminar, assignment, presentation by students

Suggested Readings/Learning References:

- Agrawal, J.C. Teaching social studies, vikas publishing house pvt.Ltd. New Delhi
- Singh Rampal Samajikadhyayankashikshan, laxminarayanagrawal, Agra
- Tyagi, Gurusharan Teaching of Social Science, VinodPustak Agra.
- James Fleming The teaching of Social studies in Secondary School, Longman, Greon& Co, London.
- Bining&Bining Teaching of social studies in the Secondary school, McGraw Hill Book Co. New York.
- Sharma, A.P. Teaching of Social Studies and Civics, Gaya Prasad & Sons, Agra.
- Ralph, C. Preston Teaching Social Studies in the Elementary School (New York, Rinehart & Company).
- Maurice, P. Hunt Teaching High School Social Studies (HarparLawrance E. Metealf& Brothers, Publishers, New York).
- John Jarolimek Social Studies in Elementary Education (The Macmillan Co., New York).
- Kochhar, S. K. The Teaching of Social Studies, Sterling Publishers, Delhi, 1963.
- Forrester, I. F. Introducing Social Studies (Orient, Long Mans, Bombay) 1956.
- NCERT, (2006). *National Curriculum Framework- 2005*, NCERT. New Delhi.
- NCERT, (2005). *'Focus Group Report' Teaching of Social Science* NCERT New Delhi.
- Gupta, R. The methods of teaching Social Studies
- Web content
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

COURSE EDBBTY3: PEDAGOGY-I (B): BIOLOGY

COURSE OUTCOMES**MARKS: 50 | CREDITS: 2 | 3 Hrs/wk**~~**MARKS: 50 | CREDITS: 2 | 3 Hrs/wk**~~**B.Ed. II semester students will be able to:**

- CO 1.** analyze the meaning and nature of biological science for determining aims and strategies of teaching-learning Biology.
- CO 2.** describe and implement various approaches of teaching-learning of biological science.
- CO 3.** implement the process skill in science and role of laboratory in teaching-learning.
- CO 4.** use effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of biological science and formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects.
- CO 5.** use competencies for teaching, learning of biological science.

UNIT I: CONCERNS AND OBJECTIVES OF BIOLOGY

- Concerns (Nurturing natural curiosity of observation and drawing conclusion enhancing science process skills, stimulating creativity and inventiveness in biology, mastery learning: a vision for biology education,) of biology.
- Objectives of teaching biology at secondary level
- *Writing specific objectives in different content areas.

UNIT II: CURRICULUM AND PLANNING

- Biology curriculum: concept, and principles;
- Differentiating between curriculum and syllabus. Analysis of biology syllabi of NCERT and States/UTs at secondary level*
- *Concept, importance and Basic elements of lesson plan, implications of TPCK in teaching Biological science

UNIT III: METHODS AND APPROACHES

- Inductive and Deductive approaches: characteristics, merits & limitations
- Conventional Methods: Lecture cum Demonstration-characteristics, merits & limitations, ways to make them effective
- Innovative strategies involved in improving instructional process: *Concept maps, activity-based learning, collaborative learning, cooperative learning and brainstorming, Collaborative learning strategies- cooperative learning
- Constructivist approaches – meaning, basic considerations, five 'E's of constructivist teaching.

UNIT IV: INSTRUCTIONAL SUPPORT

- *Teaching Aids: concept, types, effective use, use of multimedia in learning biological concepts.
- exploring alternative sources; Use of ICT experiences in learning biological science (*use of online resources), audio-visual materials- exploring 3D and graphic techniques available.
- Textbooks: characteristics of a good biology textbook, Analysis of textbooks*.

MODE OF TRANSACTION: lecture cum discussion, Demonstration, group activity/projects, presentation by students, flipped and blended mode learning as & when required.

PRACTICUM

- Critical analysis of a biology text book.

- Identification of various online resources in biology teaching
 - Comparing syllabus of state board with the syllabus of national/ international organization. (* topics will be dealt under practicum)
- (* topics will be dealt under practicum)

Suggested readings/Learning references:

- Bremmer, J. Teaching Biology
- Carin, R.A. Teaching Science through discovery
- Green, T.L. Teaching of Biology in Tropical Secondary Schools
- Miller, D.F. and Blaydes, G.W.: Methods and Materials for Teaching Biological Sciences
- UNESCO New Trends in Biology Teaching
- Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
- Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Kulshrestha, S. P Jeev Vigyan Shikshan, Lyall Book Depot, Meerut
- Rawat, D. S. Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- UNESCO Essential of learning in Environment.
- NCERT, (2006). National Curriculum Framework- 2005, NCERT. New Delhi.
- NCERT, (2005). 'Focus Group Report' Teaching of Science NCERT New Delhi.
- <https://nroer.gov.in/home>
- https://onlinecourses.swayam2.ac.in/nou22_ed04/preview
- https://onlinecourses.swayam2.ac.in/nou22_ed03/preview
- <https://epgp.inflibnet.ac.in/>

COURSE EDBBTY4: PEDAGOGY-I (B): MATHEMATICS

COURSE OUTCOMES

MARKS: 50

B.Ed. Second Semester Students will be able to:-

CO 1. Decide what to teach, and how to teach in Mathematics for school

CO 2. Effectively plan physics lessons in the socio-cognitive context of secondary learners

CO 3. Explain the psychological basis of different approaches for teaching

CO 4. Develop strategies to make the teaching-learning of physical science meaningful

CO 1. Handle and develop appropriate learning resources and teaching-learning aids effectively reflect for self-improvement

UNIT- I- INSTRUCTIONAL OBJECTIVES IN MATHEMATICS

- Meaning of Instructional objectives
- Formulation of instructional objectives in behavioural terms with respect to Arithmetic, mensuration, Trigonometry, angles, set theory and statistics
- Relationship between specific objective and general objectives

UNIT- II- PLANNING IN MATHEMATICS

- Meaning and concept of planning
- Types of planning in mathematics- Annual, Unit and Lesson Plan
- Steps of planning
- Text books of mathematics and teachers

UNIT- III- MAXIMS AND METHOD OF TEACHING MATHEMATICS

- Maxims of Teaching
- Methods of instruction in mathematics- Analytical, Synthetical, Inductive- Deductive, problem solving, Demonstration, Project method
- Advantage and limitation of method
- Mathematics Club

UNIT- IV- TECHNIQUES IN MATHEMATICS TEACHING

- Techniques of meaningful learning in mathematics- Importance and implementation
- Oral, Written, Drill and Home-work
- Self-study, Group- study, Supervised- study
- Teaching- Learning material in mathematics- PLM
- Teaching Aids concept and types- Audio- Visual

Practicum:

- 1- Preparation of five effective lesson plans on mathematics
- 2- Teaching of two lesson plan through internet/Online
- 3- Use of Computer in Teaching of Mathematics.
- 4- Use of Mathematics activities for recreation.
- 5- Development and use of Mathematics laboratory.

6-6 Prepare mathematical activities in the context of socio-cultural

aspects. MODE OF TRANSACTION

Suggested readings/Learning references:

- Kulshreshtha, A K *Teaching of Mathematics*, Meerut ,R L Book Depot.
- Jain, S.H. *GanitShikshan*.Jaipur.Raj.HindiGranthAcandmy.
- Kapoor, J.N. *VidhyalayaGanitkeliyesauprayog*.New Delhi Arya book depot.
- Mangal, S.K. *Teaching of Mathematics*- New Delhi Arya book depot.
- Rawat, M.S., *Teaching of mathematics*- Agra, Vinodpustakmandir.
- Siddhu,K.S. *Teaching of mathematics*- New Delhi Sterling Pub.
- WWW- As per required websites for concern topic.
- YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBBTY5: PEDAGOGY-I (B) ENGLISH

COURSE OUTCOMES**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk****LEARNING OUTCOMES****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

B.Ed. Second Semester students will be able to:

- CO 1.** explain the nature of English language
- CO 2.** describe various pedagogical approaches
- CO 3.** exemplify the basic concepts of prose, poetry and grammar
- CO 4.** analyze the teaching learning process in English language
- CO 5.** plan teaching skills English language
- CO 6.** inculcate good listening, communication, reading, writing and habits

UNIT I: NATURE OF ENGLISH LANGUAGE

- Language Nature, concept, types (verbal & non-verbal), functions
- The aims and pedagogical principles of teaching English language as a second language.
- Multilingualism as a resource
- Diverse social context of the learner for constructing knowledge of English language

UNIT II: LANGUAGE AND PEDAGOGICAL APPROACH

- Prose: Non fictional, Fictional, Heroic
- Poetry: Ode, Ballad, Sonnet, Elegy, Lyric; Figure of speech (hyperbole, irony, metaphor, simile, personification)
- Grammar: Descriptive and Prescriptive
- Methods and Approaches: Grammar and translation method, Direct and Bilingual method
- Structural Approach, Communicative Approach, Constructivist approach, Eclectic approach

UNIT III: PLANNING AND TEACHING SKILLS

- Teaching spelling
- Objectives of Teaching prose, poetry, grammar, composition
- Lesson planning prose, poetry, grammar, composition
- Audio-visual aids in English Language Teaching (ELT): Its importance, types and its usage

UNIT IV: INCULCATION OF HABITS

- Listening comprehension
- Communication Habits
- Good reading Habits
- Good writing Habits
- English Language Lab: Concept and Importance

PRACTICUM

- Prepare a dictionary
- Prepare any audio-visual aids for 8th std.
- Prepare Lesson plan of prose, poetry, grammar through the use of ICT
- Develop Instructional (Teaching Learning) Material
- Prepare audio visual clip/program of inculcation of communication/listening/reading habits.
- Prepare a project on English Language Lab

MODE OF TRANSACTION

Suggested Readings/Learning References

- Krishnaswamy, N. & Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
- Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Pvt Ltd, New Delhi
- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Anderson, A. and Lynch, T. (1988) Listening, Oxford University Press, Oxford.
- Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
- Nuttall, Christine (1987) Teaching Reading Skills in a Foreign Language, Heinemann Educational Books Ltd., 1982; ELBS Edn., London.
- Chall, J.S. (1983) Stages of Reading Development, McGraw-Hill Book Company, New York.
- Pincas A. (1982) Teaching English Writing, The Macmillan Press Limited, London.
- Makey, Sandra L. (1985) Teaching Grammar, Pergamon Institute of English, Oxford.
- Ur, Penny (1988) Grammar Practice Activities, Cambridge University Press, Cambridge
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

COURSE EDBBTY6: PEDAGOGY-I (B): HINDI

पाठ्यक्रम-परिणामः

MARKS: 50 | CREDITS: 50 | MARKS: 50 | CREDITS: 2 | 3 Hrs./w

बी.एड.-द्वितीय-सेमेस्टर-के-विद्यार्थी

पाठ्यक्रम परणामः

बी एड दावतीय सेमेस्टर के विद्यार्थी

CO 1 x|का स्वरूप-वर्णन एवं विशेषताओं का वर्णन करेंगे-विशेषताओं का वर्णन करेंगे

CO 2 x|की पाठयोजना निर्माण-करेंगे निमाणाकरण

● CO 3 i|का स्वरूप विशेषण करेंगे

प्रदा की पाठयोजना निर्माण-वर्णन कर करेंगे

हिन्दी CO 4 पा का पाठयोजना निमाणाकरण कर करेंगे

CO 5 हि/एदी भाषा में व्याकरण-वर्णन का स्वरूप-का विशेषण करेंगे-वर्णन का विशेषण करेंगे

व्याकरण शिक्षण CO 6 व्याकरण शिक्षण के उद्देश्य, महत्व-उद्देश्य, महत्व एवं विधियाँ-विधियाँ का रचना करेंगे-करेंगे

CO 7 मॉडल ऑफ टीचिंग का हिन्दी शिक्षण प्रयोग करेंगे टीचिंग का हि/एदी शिक्षण प्रयोग करेंगे

हिन्दी CO 8 हिंदी भाषा शिक्षण में शिक्षण सूचना संचार तकनीक-तकनीक का प्रयोग-प्रयोग करने में

CO 9 भाषाई कौशल और उनका महत्व-महत्व का वर्णन करेंगे-वर्णन करेंगे

bdkbZ 1- x| f'k{k.k %

- x|का स्वरूप-वर्णन एवं विशेषताओं का वर्णन करेंगे-विशेषताओं का वर्णन करेंगे
- x|शिक्षण शिक्षण के उद्देश्य, महत्व-उद्देश्य, महत्व एवं विधियाँ-विधियाँ का रचना करेंगे-करेंगे
- x|की पाठयोजना

bdkbZ 2- x| f'k{k.k

- i|का स्वरूप-वर्णन
- प्रदा शिक्षण शिक्षण के उद्देश्य, महत्व-उद्देश्य, महत्व एवं विधियाँ-विधियाँ का रचना करेंगे-करेंगे
- प्रदा-की पाठयोजना

bdkbZ 3- व्याकरण शिक्षण-व्याकरण शिक्षण

- हिन्दी हि/एदी भाषा में व्याकरण-वर्णन का स्वरूप-वर्णन
- व्याकरण शिक्षण व्याकरण शिक्षण के उद्देश्य, महत्व-उद्देश्य, महत्व एवं विधियाँ-विधियाँ का रचना करेंगे-करेंगे
- हिन्दी व्याकरण की हि/एदी व्याकरण का पाठयोजना

bdkbZ 4- हिन्दी हि/एदी भाषा शिक्षण में शिक्षण सूचना संचार

- भाषाई कौशल और उनका महत्व-महत्व
- हिंदी भाषा शिक्षण सूचना संचार तकनीक का प्रयोग-प्रयोग
- में सूचना संचार हिन्दी
- तकनीक शिक्षण सूचना

हिन्दी

- हिंदी भाषा शिक्षण में शिक्षण शिष्टाचार सहायक सामग्री सामग्री का उपयोग एवं महत्व महत्व
- मॉडल ऑफ टीचिंग टीचिंग एवं हिंदी शिक्षण हिंदी शिक्षण

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- हिन्दी फगुन | f'k{k.k dh i:B ;|stuk,] bdkbZ ;|stul
- x| f'k{k.k dh bdkbZ ,बं-माहगुन i:B ;|stuk,
- ,क-पुस्तकदिगLrd dh |eh{k
- प्रश्न मांzui= fuekZ.k
- |g|;क-सामग्रीllexz ds :प में दो पीपीटी तैयार करना — iespainksSkiduk

MODE OF TRANSACTION — संदर्भानुसार उपयुक्त शिक्षण विधि **TRANSACTION** संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग-भयोग

Suggested Readings/Learning references

- HlbZ योगेन्द्र जीव, हिन्दी भाषा f₁xsxlnz₁l₁r₁ fgUnhHkk'kk'k{k.k} विनोद पुस्तक मंदिर अमरस fousniqlrdeafnjvixj
- {f=; ds0 ekr'भाषा f₁Hkk'kk'k{k.k} विनोद पुस्तक मंदिर अमरस fousniqlrdeafnjvixj
- लाल रामन बिहारी, हिन्दी f₁kyjeufcgkjh₁ fgUnh'k{k.f रस्तोमी प्रकाश f₁Lrksxh₁zdk'ku₁ esjB
- j?नुनाथ हिन्दी f₁qukFkfgUnh'k{k.f विरि₁fof/k₁ iatc ?र जालं j₁tya/j
- "kekZ y{euij; .l भाषा f₁Hkk'kk'k{k.k} dh fof₁;। और पाठ नियोजन, विनोद पुस्तक मंदिर अमरस f₁Sij₁Budstuisniqlrdeafnjvixj

- शुक्ल-सामन्वय, हिन्दी भाषा का इतिहास, कठ नई दिल्ली
- प्राणदेय श्रुतिकान्त, हिन्दी भाषा और इसकी शिक्षण विधियाँ, पब्लिक लर्निंग प्राइवेट दिल्ली

- "qDyJkelpnzI qQhHkK'kk dk bfrqI! ubZfnYyh
- पाँडेय आुतिकांत. हिहःदी भाषा और इसका िशेण िविधयाँ पि&लक लिनःग याइवेत िदली
- Agnihotri, R.K.(2007).Hindi: An Essential Grammar. London: Routledge.
- WWW- As per required websites for concern topic.
- You -Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBBGA1: DRAMA & ART IN EDUCATION

COURSE OUTCOME

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

B.Ed. Second Semester students will be able to -

CO 1. Compare different forms of art in given situation

CO 2. Summarize the role of art in human life and teaching learning process.

CO 3. Plan creative initiatives for better learning in the given content/subject.

CO 4. Implement learned art and drama techniques in the teaching of content/subject allotted.

CO 5. Organize different curricular and co-curricular events for developing critical thinking of the learner.

CO 6. Infer Art as a medium of expression.

CO 7. Attribute the role of Art as a medium of perception and reflection in teaching learning process.

CO 8. Produce Art as an alternative language to experience and communicate concepts in teaching-learning for the given content/subject.

WORKSHOP-I: UNDERSTANDING ART AND CREATIVE PLAY –Suggested themes:

- Nature, need & importance, values, different forms of art (Aesthetic, Visual and Performing Art)
- Building imagination, memory, associative thinking by Designing games and conducting intra-inter group games involving
- Interconnecting different forms of art like music, dance, fine arts, performing arts
- Interconnecting Indian festivals and their artistic significance.

WORKSHOP-II: EXPERIENCING, APPRECIATION AND ENGAGEMENT IN DRAMATICS–Suggested themes

- Developing script, designing background music, costume, stage, seating arrangement, evaluation system
- Enacting in small group a play/skit/drama/mime/ any other form of dramatic arts on any of the following themes suggested: Child and education, being a teacher, School and society, crisis in adolescence, social issues, any concept of a school subject area

WORKSHOP-III: ART AND CRAFT–Suggested themes:

- Engagement in and designing of and explaining evaluation schemes for any **four** of the following activities focussing on colour, textures, form, composition and thematic content: Poster making, origami and paper crafts, drawing comic strips or books, screen painting (pat chitra), pottery, terracotta, carving, collage, Local folk paintings, mehndi, cone painting/murals/etc., candle/diya making, paper meehhe, low cost and innovative teaching learning material.

WORKSHOP-IV: INTEGRATING DIFFERENT ART FORMS IN TEACHING LEARNING PROCESS –Suggested themes:

- Identification of local performing art forms and their integration in teaching – learning.
- Listening/viewing performing art forms of music, dance, puppetry and theatre.
- Evaluation strategies; assessing the different forms of Art.
- Including Music into school situations: Prayer (All faith prayers, Patriotic), Games, etc.

Mode of transaction: (i) talks (ii) Critical Reading (iii) Engagement in activities for different creative expressions in group and in individual involving critical awareness, probing into and exploring the society and the world around, structured exercises for coordinating, enhancing and translating imagination into physical expression, situation building (IV) Individual and Group Presentation

Evaluation scheme: Grades and credits will be awarded on practical performance and participation for enthusiastically and democratically organising such activities and demonstrating ability to use the learned ideas into practice, ability to design and undertake dramatics and other art forms in education and develop justifiable evaluation criteria so as to become able leaders for promoting co-curricular activities in the schools.

Practicum:

1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report.
2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan
3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama.
4. **Organise** a show on dance, music or dramas.
5. **Organise** curricular and cocurricular activity during the school visit.
6. Preparation of Scrap book.
7. Prepare an art form from workshop III topics and submit the same.

Suggested Reading/References/Online resources

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Dewey, J. (1934). *Art as experience*. New York: Minton.
- Reed, H. (1968). *Education through art*. New York: Faber and Faber.
- Eisner, E. W. (1972). *Educating artistic vision*. New York: Macmillan.
- John, B., Yogin, C., & Chawla, R. (2007). *Playing for real: Using drama in the classroom*. New York: Macmillan.
- Jefferson, B. (1969). *Teaching art to children – Continental view point*. Boston: Allyn Bacon.
- Tagore, R. (1962). *Lectures and addresses*. New Delhi: Macmillan.
- Coomaraswamy, A. K. (1974). *Christian and oriental philosophy of art*. New Delhi: MunshiramManoharlal.

COURSE EDBBEF1: SCHOOL VISIT-II (UPPER PRIMARY TO HIGHER SECONDARY)

COURSE OUTCOME

MARKS: 50 | CREDITS: 2 | 2 weeks

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 2 weeks

To help the prospective teachers to:

CO-1 understand different types of interaction going on in an actual classroom

CO-2 be able to reflect various skills in an integrated fashion

CO-3 have a critical reflection on how to be an effective teacher

CO-4 get acquainted with various types of school activities and their role in education process

After an exposure to the school system as a whole, the second phase of school visit purports to bring the prospective teachers in close observation of the actual classroom teaching in various kinds of schools. While they are practising the teaching skills, newly introduced to them, they are expected to observe the teaching strategies adopted by the school teachers, their classroom management strategies to understand the factors leading to effective teaching. Moreover, it is expected that they observe the innovations, styles, and effectiveness of teaching to incorporate in their own teaching. They may also see the laboratory activities and other co—curricular activities related to their subject. They are expected to present a report of their observation and reflection on the following points:

- Methodologies used
- Nature ~~and Level~~ and Level of student—teacher interaction
- Student participation
- Resources used
- Whether constructivism followed
- Student interest
- Innovations
- Student motivation for higher order thinking
- Issues of discipline, homework, evaluation
- Nature of Lab work and student-teacher interaction in lab
- Any other relevant aspect related the subject chosen

This phase also gives scope to the students to visit various schools that are different in nature than the normal schools, for example, innovative schools, vocational schools, schools for orphans and marginalised sections, adult schools, special schools, etc. This is expected to widen their view of education, understand various requirements in educational sector, appreciate the leadership of educationists working in such different sectors and look into themselves to be prepared for such services.

COURSE EDBBGF2: PRACTICING TEACHING SKILLS

COURSE OUTCOME:

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

COURSE OUTCOMES:

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

To help the prospective teachers to:

CO1. understand the significance of various skills that the teachers may use for making teaching effective

CO2. analyse the use of various skills part by part and focus on mastering them

CO3. integrate skills in their teaching for effective communication and classroom learning

This will be a handshand—on practice session for the basic teaching skills in a small peer group simulated condition. It is expected to break the inertia among the prospective teachers and build up confidence on the fundamental processes of teaching within the classroom interaction situation. The prospective teachers will be expected to think over, plan and practice some of the basic skills required for an effective teaching–learning to ensure active student participation in the learning process. Some of the skills to be practiced are the following:

- Framing instructional objectives for different approaches of teaching
- Exposing or introducing a new topic or theme for learning and connecting with previous knowledge by engaging the students into some physical or mental activity
- Exploring and developing any concept with the help of students
- Explaining a concept to the students drawing appropriate examples in various subject areas
- Appropriate Questioning for ensuring active participation of all
- Assessing learners and encouraging higher level thinking through appropriate probing
- Making students explain their own learning
- Creating situations for students to extend or elaborate their learning to new situations
- Evaluating learning and helping students to assess their own learning
- Motivating students
- Handling teaching aids
- Working on Blackboard: basics, developing concept maps or diagrammatical structures

COURSE EDBCTT1: ASSESSMENT & EVALUATION

COURSE OUTCOMES

| | | | | |
|------------|-----------------|----------------|------------|----------|
| MARKS: 100 | MEASUREMENT: 50 | ASSESSMENT: 50 | RECORDS: 4 | 6 Hrs/wk |
|------------|-----------------|----------------|------------|----------|

B.Ed. Third Semester students will be able to -

- CO 1.** compare measurement, assessment and evaluation
 - CO 2.** Explain various issues in assessment and evaluation.
 - CO 3.** implement trend in assessment and evaluation for examine the learners.
 - CO 4.** differentiate the use of various assessment tools.
 - CO 5.** execute various data analysis technique for reporting learner performance.
-

UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION

- Measurement, Assessment and Evaluation: Concepts; Differences
- Clarification of the terms- Appraisal, Test and Examination,
- Distinction between 'Assessment of Learning-' (summative) and 'Assessment for Learning'-
← (formative)
- Instructional objectives in three domains- cognitive, psychomotor and affective

UNIT 2: RECENT TRENDS IN ASSESSMENT AND EVALUATION

- Marking and Grading System. Semester System. Open Book Examination System. On Demand
- Examination. Online Examination. Choice Based Credit System (CBCS)
- Continuous and comprehensive assessment (CCE).

UNIT 3: ASSESSMENT OF SUBJECT-BASED LEARNING

- Assessment tools
- Kinds of tasks: projects and assignments
- Kinds of Achievement tests and their constructions (teacher made, standardized)
- Quantitative and qualitative aspects of assessment: Appropriate tools for each (in brief).

UNIT 4: DATA ANALYSIS, FEEDBACK AND REPORTING

- Graphical representation of data; Types of Graphs & its use.
 - Measures of Central tendency ← (in brief)- Comparison of Mean, Median and Mode.
Selection of appropriate average for use.
 - Percentile & percentile rank –calculation and uses
 - Types of teacher feedback (written comments, oral); Peer feedback
 - Developing and maintaining a comprehensive learner profile; anecdotal records, progress reports, portfolios, rubrics
-

MODE OF TRANSACTION: Lecture, discussion, power point presentations.

PRACTICUM:

- Preparation of a rubrics/ portfolio/anecdotal record
 - Preparation of a teacher made test
-

Suggested Reading/References/Online resources:

- Asthana, Bipin & Agrawal, R.N.: Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra.
- Bloom & Krathwohl Taxonomy of Educational Objectives Handbook II, Affective Domain, 1964
- Ebel, R.L. Essentials of Educational Measurement; Prentice Hall, New Jersey, 3rd Ed. 1979
- Anastasi A. Psychological Testing (4th edition), New York, McMillan Pub Co, 1976
- Bhargava, M. Mapan Evam Mulyankan, Bhargava Publication
- Cronbach L J. Essentials of Psychological Testing (3rd edition), New York, Harper & Row publishers, 1970
- Edwards A. L. Techniques of Attitude Scale Construction, Bombay, Feiffer & Simons private Ltd, 1975
- Freeman F. S. Theory and Practice of Psychological Testing, (3rd Ed.), New Delhi, Oxford & IBH Pub. Co., 1976
- Gupta, S.P. Mapan Evam Mulyankan, New Delhi, Sharda Prakashan
- Harper (Jr.) A. E. & Harper E.S. Preparing Objective Examination, A Handbook for Teachers, Students and Examiners, New Delhi, Prentice Hall, 1990
- Linn, R.L. & Gronlund, N.E. Measurement and Assessment in Teaching, Pearson Education pvt. Ltd. (Singapore), Indian Branch, 482 F.I.E., Patanj, Delhi, 110092, India.
- WWW- As per required websites for concern topic.
- YouTube Channel/ Moocs/OER/E-Pathshala- As per topic/points
- Books- As per standard of content

COURSE EDBCTY1: PEDAGOGY–II (A): PHYSICAL SCIENCE

COURSE OUTCOMES

| | | | |
|-----------|------------|--------------|---------------------|
| MARKS: 50 | CREDITS: 3 | MARKS/Hr: 50 | CREDITS: 2+3 Hrs/wk |
|-----------|------------|--------------|---------------------|

B.Ed. Third Semester students will be able to

- CO 1.** critically reflect upon physical science curricula and co-curricular in schools
 - CO 2.** identify various possible teaching-learning resources to be used in instructional planning for various purposes
 - CO 3.** critically analyse and reflect upon the suitability of school textbooks of physical science and to select, and effectively use textbook as a resource
 - CO 4.** use popular media in curricular and cross-curricular purposes
 - CO 5.** identify and meaningfully organize co-curricular activities related to physical science
 - CO 6.** plan, design and provide effective laboratory experience for operant and exploratory experimentation and learning
 - CO 7.** develop various strategies on different dimensions of evaluation
 - CO 8.** diagnose students' misconceptions through various techniques
-

UNIT I: PHYSICAL SCIENCE CURRICULUM

- Understanding the structure of school curriculum and syllabus in the context of Physical Science (thematic and topical designs; elements of subject content, skills, attitudes; integrated curriculum, cross curricular scope, and other issues)
 - Critical study of the School Curriculum of Science and syllabus in reference with Physical sciences at Secondary level as per NCF-2005 (discussion should bring in comparison with the same curricula given by various national, state and international agencies)
-

UNIT II: CURRICULAR RESOURCES FOR TEACHING-LEARNING PHYSICAL SCIENCE

- Role of Textbook and suitable structure of its contents (along with text, examples, diagrams, etc.), evaluation components and language, Criteria of a good textbook as a potential resource in Indian context
 - Physical science laboratory: Design, basic requirements; Conducting experiments: shift from confirmatory to exploratory approach, safety measures
-

UNIT III: EXTENDED RESOURCES FOR TEACHING-LEARNING IN PHYSICAL SCIENCE

- Co-curricular activities in physical science: meaning of co-curriculum, role & planning of CCA
 - Popular media (like, News Papers, etc.) as a resource for popularization of science (in contexts like, major scientific issues across the nations, indigenous sciences, contemporary scientists, scientific literacy and scientific communication, etc.)
-

UNIT IV: EVALUATING STUDENTS LEARNING IN PHYSICAL SCIENCE

- Dimensions of evaluation in physical science; Subjective and objective type evaluation, ~~Preparing~~blue-print for teacher made tests; technology assisted tools for assessment
- Understanding students' Misconceptions in science learning; Role of language, daily life experience, teaching-learning experience, diagnosing misconceptions (through tools like questionnaire, concept maps, concept cartoons, etc.)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical analysis of the school textbooks of CBSE and state boards
- Critical Analysis of a given Text Book
- Design and plan for a co-curricular activity for a particular class and simulate
- Preparing objective and subjective items for achievement testing
- Preparing online tests for assessments
- Designing diagnostic tool to identify misconceptions
- Case-study for explaining misconceptions

MODE OF TRANSACTION: Lectures, Video clips, Discussion, Small group activity/projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

Suggested Reading/References/Online resources:

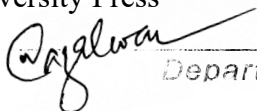
- Abell, Sandra K. &Lederman, Norman G. (2007) Handbook of Research on Science Education, Volume 1, Psychology Press,
- Angela Di Michele Lalor (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
- Braund, Martin. (2012). Performing Science: Teaching physics, chemistry and biology through drama..
- Das, R.C. (2007) *Science Teaching in Schools*. New Delhi: Sterling Publishers Private Limited.
- Department of Gender Studies, NCERT () Analysis of the Textbooks of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan: An Overall Report
- Driver, R., Squires, A., Rush worth, P. and Wood- Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: Rutledge Palmer.
- Eilam, B. & Gilbert, John K. (Eds.) (2014) Science Teachers' Use of Visual Representations. Switzerland : Springer International Publishing
- Gibbs, K. (2011) The New Resourceful Physics Teacher: Creative Ideas and Experiments for

Physics Teaching, [School physics](#) Publications

- Gupta, A. (1978) New UNESCO source book for science teaching. New Delhi: Oxford & IBH Publishing house. <http://www.arvindguptatoys.com/arvindgupta/unesco-source-new.pdf>
- Heywood, D. & Parker, J. (2010) The Pedagogy of Physical Science (Contemporary Trends and Issues in Science Education) Springer
- Kalra, R. M. (2008) Science Education for Teacher Trainees and In-service Teachers: Learning to Learn Modern Science, New Delhi: PHI Learning Pvt. Ltd.,
- Kerkhoven, A.H., Russo, P. Land-Zandstra, A.M., Saxena, A and Rodenburg, F. J. (2016) Gender Stereotypes in Science Education Resources: A Visual Content Analysis. PLoS One. 11(11). doi: 10.1371/journal.pone.0165037
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- Lagu, R. G. (Eds.) (2009) How and why in Science : Senior series Book 2, Oxford University Press
- [Lalor, Lalor](#), Angela Di, M. (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
- Lattery, M. J. (2016) Deep Learning in Introductory Physics: Exploratory Studies of Model-Based Reasoning (Science & Engineering Education Sources), Charlotte NC: Information Age Publishing
- Liu, X. (2010) Essentials of Science Classroom Assessment: SAGE Publications, 2010
- Mangal, S. K. (2019) *Pedagogy of Physical science*, New Delhi: Arya Book Depot
- Mishra, K. K. (2004) Vigyan: [Maanav kii Yashogatha](#) [MaanavkiiYashogatha](#), the Hindi version of Science: "A Human Saga" , Mumbai: HBCSE (TIFR)
- Mishra, K. K. (2006) Lok-Vigyan: [Samakaleen Shaikshik](#) [Raachanayen](#) [Samakaleen Shaikshik Raachanayen](#), HBCSE (TIFR), 152pp.
- Mohan, Radha, (2019) *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research & Training (2013), Pedagogy of Science: Physical science (Part-I & II) – Textbook of B.Ed., New Delhi: NCERT, http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
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- National Council of Educational Research & Training NCERT, (2005). Position Paper: National Focus Group on Teaching Science, NCERT: New Delhi
- National Council of Educational Research & Training NCERT, (2006) Position Paper: National Focus Group on Exam Reforms, New Delhi: NCERT. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/examination_reforms.pdf
- National Council of Educational Research & Training NCERT, (2006) Position Paper: National Focus Group on Teaching of Science, New Delhi: NCERT

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

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- Turner, T. & Dimatea, W. (1998) *Learning to Teach Science in Secondary School*, Routledge Publication, USA.
- UNESCO (1966) *Source Book for Science Teaching*: UNESCO: Paris.
- UNESCO (2015) *UNESCO SCIENCE REPORT: Towards 2030*, Paris: UNESCO Publishing
- UNESCO (December 2010) *Guidelines for textbook review and analysis from a gender perspective*. Geneva : UNESCO Publishing. <https://docs.iiep.unesco.org/peic/2748.pdf>
- UNESCO Institute for Statistics. (2015) *Women in Science*. Available: <http://www.uis.unesco.org/ScienceTechnology/Documents/fs34-2015-women%20in%20science-en.pdf>
- Vaidya N. (1999) *Science Teaching for the 21st Century*, Deep and Deep Publishers.
- Wellington, J. & Osborne, J. (2001) *Language and literacy in science education*. Philadelphia: Open University Press



- Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge
- Yadav, M.S. (2002) Teaching of Science, Amol Publications.

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- http://cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Physics.pdf
- <https://www.youtube.com/watch?v=wcf0pZzUjEs>
- <https://www.youtube.com/watch?v=rLJ16LQ2t5c>
- <https://www.youtube.com/watch?v=MYuh5yErdfA>
- <https://www.youtube.com/watch?v=FbaXQ8u6IP8>
- http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf
- http://sbcfr.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf
- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
- <https://www.youtube.com/watch?v=5gdSZorjKSQ>
- <https://www.youtube.com/watch?v=4-1JvVCWtIg>
- <https://www.youtube.com/watch?v=BnlCQ45f7KM>
- <http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>

- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
- http://cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Physics.pdf
- <https://www.youtube.com/watch?v=wcf0pZzUjEs>

- <https://www.youtube.com/watch?v=rLJ16LQ2t5c>
- <https://www.youtube.com/watch?v=MYuh5yErdfA>
- <https://www.youtube.com/watch?v=FbaXQ8u6IP8>
- http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf
- http://sbcfr.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf
- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
- <https://www.youtube.com/watch?v=5gdSZorjKSQ>
- <https://www.youtube.com/watch?v=4-1JvVCWtIg>
- <https://www.youtube.com/watch?v=BnlCQ45f7KM>
- <http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>



COURSE EDBCTY2: PEDAGOGY–II (A): SOCIAL SCIENCE

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

B.Ed. Third Semester Students will be able to:

- CO 1.** develop social concerns and citizenship education
- CO 2.** develop the ability to construct test items
- CO 3.** develop evaluation ability in social science
- CO 4.** develop the ability to construct test items
- CO 5.** understand diagnosis and remedial teaching

UNIT I: SOCIAL CONCERNS

- Social concerns and issues
- Citizenship education
- Developing citizenship skill

UNIT II: EVALUATION IN SOCIAL SCIENCE

- Meaning and Types of Evaluation in Social Science
- Evaluation techniques- Observation, Checklist, rating scale, anecdotal record etc.

UNIT III: SOCIAL SCIENCE TEST ITEMS

- Teacher made paper and pencil test
- Essay and objective type test items
- Preparing Blue print and Achievement Test

UNIT IV: DIAGNOSIS AND REMEDIAL TEACHING IN SOCIAL SCIENCE

UNIT IV: DIAGNOSIS AND REMEDIAL TEACHING IN SOCIAL SCIENCE

- Meaning of Diagnosis and Remedial Teaching
- Objectives of Remedial Teaching
- Methods and the Strategies of Remedial Teaching

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Preparing a diagnostic test
- Organizing a remedial class based on the diagnostic test conducted
- Prepare a blue print
- Construct the test items to assess learning in social science

Suggested Reading/References/Online resources

- Balagopalan, S. Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiya et al (eds.) Thinking diversity, building cohesion: a transnational dialogue on education, Amsterdam: Rozenburg Publications.

- Batra, P. (ed.) Social Science Learning in Schools: Perspective and Challenges, New Delhi: Sage.
- Bhattacharya, N. Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal. 67(1), 99-110.
- Billinge, M. et al. (eds) Recollections of a revolution: Geography as spatial science, London: Macmillan
- Bose, S. and Sardana, A. 'Teaching Economics in Schools', Economic and Political Weekly, August 9, 2008, pp 54-60.
- Carr, E. H. What is History? England: Penguin
- Chakravarty, U. Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India', New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.
- Eklavya Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad: Eklavya.
- Geetha, V. et al. Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu. Nirantar: New Delhi
- George, A. and Madan, A. Teaching Social Science in Schools. Sage: New Delhi
- George, Alex M. Children's Perception of Sarkar: The Fallacies of Civics Teaching, Contemporary Educational Dialogue 1:2, 228-257 and published by Eklavya
- Hursh, W., D. and E. W. R. Democratic Social Education Social Studies for Social Change, New York: Falmer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, 135-148.
- Jain, M. Social Studies and Civics: Past and Present in the Curriculum, Economic and Political Weekly, 60(19), 1939-1942.
- John Dewey School and Society, chapter on Social Science
- Kumar, K. Learning From Conflict. Orient Longman: Delhi pp. 25-41, 79-
- Mehlinger, Howard D. (ed.) UNESCO Handbook of Social Studies. France: UNESCO Publications.
- NCERT Social Science Textbooks for classes VI – XII. NCERT: New Delhi
- NCERT Position Paper National Focus Group on Teaching of Social Sciences. NCERT: New Delhi
- Paliwal, R. et al 'On Contextualization of Curriculum' Contemporary Education-dialogue, Learning Curve, APF, 200..
- Ross, E. Wayne (ed.) The Social Studies Curriculum: Purposes, Problems and Possibilities. Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36.
- Sunny, Yemuna. 'Experience and Science in Geography Education', Economic and Political Weekly, June 14, 2008, pp 45-49
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDBCTY3: PEDAGOGY–II (B): BIOLOGY**COURSE OUTCOME**

MARKS: 50 | CREDITS: 2 | 3 Hrs/wk

MARKS: 50 | CREDITS: 2 | 3 Hrs/wk **OUTCOMES****B.Ed. Third Semester Students will be able to:**

- CO 1.** explain the principles of learning and the contemporary views on learning.
- CO 2.** use the different community resources in biology.
- CO 3.** explain the importance of planning field visits to different natural and manmade habitats.
- Identify CO 4.** identify different community resources available for biology teaching in their nearby environment.
- Differentiate CO 5.** differentiate between the process skills in science
- Organize CO 6.** organize biology laboratory and explain its importance in biology teaching.
- Plan CO 7.** plan development of scientific attitudes in learners.
- Construct CO 8.** construct appropriate assessment tools for evaluating learning of biological science.

UNIT I HOW STUDENTS LEARN? PSYCHOLOGICAL BASIS OF TEACHING & LEARNING BIOLOGY

- Science process skills and contemporary perspectives on learning: Dewey, Ausubel, Bruner, Piaget & Vygotsky's view on learning (**brief**)
- Principles of learning

UNIT II ENRICHMENT OF BIOLOGY EDUCATION

- * Field visits: concept, need & planning (as per grade level); Zoo, Sea shore life, Botanical Garden, etc.
- Identification and use of learning resources in biological science from immediate environment and community resources, Using community resources for biology learning; pooling of learning resources in school complex/block/ district level; Handling hurdles in utilization of resources.
- Enriching Biology teaching: virtual labs, & organization of science club.

UNIT III: LABORATORY & RESOURCES IN BIOLOGY

- Biology Lab: Need, Set- up/ Construction, Guidelines for organizing practical work, safety measures to be followed, assessment of laboratory work.
- *Development and use of low-cost innovative aids, science kit.

UNIT IV: ASSESSMENT IN BIOLOGY

- Assessment: Formative & Summative; concept and need in reference to constructivist classroom.
 - * Preparation of blueprint and preparation of different test items in biology, teacher made achievement test, diagnostic and remedial test in biology, concept & preparation.
- Modern assessment tools (rubrics, portfolios, online tools)

MODE OF TRANSACTION: lecture cum discussion, Demonstration, group activity/projects, presentation by students, flipped and blended mode learning as & when required.

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PRACTICUM

- Preparation of a report on the biology lab of the school, visited by the student during internship.
- Preparation of a question bank.
- Constructing a diagnostic test. (* topics will be dealt under practicum)

Suggested Reading/References/Online resources:

- Bremmer, J. Teaching Biology
- Carin, R.A. Teaching Science through discovery
- Green, T.L. Teaching of Biology in Tropical Secondary Schools
- Miller, D.F. and Blaydes, G.W. Methods and Materials for Teaching Biological Sciences
- UNESCO New Trends in Biology Teaching
- Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
- Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Kulshrestha, S. P Jeev Vigyan Shikshan, Lyall Book Depot, Meerut
- Rawat, D. S. Vigyan shikshan, Vinod Pustak Mandir, Agra.
- UNESCO Essential of learning in Environment.
- NCERT, (2006). *National Curriculum Framework- 2005*, NCERT. New Delhi.
- NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.
- <https://nroer.gov.in/home>
- https://onlinecourses.swayam2.ac.in/nou22_ed04/preview
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- https://onlinecourses.swayam2.ac.in/nou22_ed03/preview
- <https://epgp.inflibnet.ac.in/>



COURSE EDBCTY4: PEDAGOGY–II (B): MATHEMATICS**COURSE OUTCOME****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk OUTCOMES****The Third Semester Students will be able to:**

CO 1. identify various possible teaching-learning resources to be used in instructional planning for various purposes.

CO 2. critically analyzes and reflects upon the suitability of school textbooks of mathematics.

CO 3. use popular media in curricular and cross-curricular purposes.

CO 4. identify and meaningfully organize co-curricular activities related to mathematics.

~~CO 1. develop various strategies on different dimensions of evaluation.~~

UNIT-I- MATHEMATICAL CONTENT AND ITS INSTRUCTIONS MATHEMATICAL CONTENT AND ITS INSTRUCTIONS

- Nature of content in mathematics
- Use of content in instructional design
- Content mastery and its maintenance

UNIT- II- INSTRUCTIONAL SKILLS OF MATHEMATICS TEACHERS INSTRUCTIONAL SKILLS OF MATHEMATICS TEACHERS

- Meaning and content of instructional skill.
- Instructional Skill- Preparatory, Presentation and classroom management.
- Other Attributes- Regulatory, punctuality, Discipline and attitude towards teaching mathematics.
- Meaning and concept of CCE in mathematics

UNIT- III- COMMUNICATION IN MATHEMATICS TEACHING COMMUNICATION IN MATHEMATICS TEACHING

- Meaning and concept of communication components.
- Types of Communication in mathematics class- verbal and Non-verbal
- How to make effective mathematics teaching through communication
- Construction and concept of Achievement test- preparation of blue print

UNIT- IV- COMPUTER IN MATHEMATICS TEACHING COMPUTER IN MATHEMATICS TEACHING

- Basic Introduction of computer- CPU, Memory, Input- Output, Hardware and Software
- Interpretation of mathematical data through computer
- Preparation of tables through computer
- Types of questions- Subjective type and Objective type

PRACTICUM: 1-Construction of CAI in mathematics for secondary students.

2- Preparation of three lesson plan of mathematics teaching through computer.



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- 3- ~~3~~ Preparation of evaluation sheet for CCE.
- 4- ~~4~~ Conducting of Action Research for selected problems.
- 5- ~~5~~ Development and ~~try-out~~ of Teaching-learning strategy for teaching of particular Mathematical concepts.

Suggested Reading/References/Online resources

- Kulshreshtha, A.K. Teaching of Mathematics, Meerut. R L Book Depot
- Fuch, W.R. Mathematics for modern mind, New york: McMillan& comp.
- Clements D.H. Computer in early and primary education-, Prentice Hall,
- Saxena N.R.S. and Oberio S.C., Technology of Teaching- Meerut R. Lal Book Depot.
- Molenda Michel, Russel, J.D. et al Instructional media and the new technology of Instruction-: Mcmillan Publishing company, New york.
- Sharma, R.A. Technology of Teaching- Meerut, R. Lal Book Depot.
- Devnani K.K. Make Computer your Friend (Learning Computer). Agra. Part. IV friend publication.
- WWW- As per required websites for concern topic.
- YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content.



COURSE EDBCTY5: PEDAGOGY–II (B) ENGLISH

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

B.Ed. Third Semester students will be able to:

- CO 1. explain the characteristics and principles of curriculum construction
- CO 2. develop the understanding of the qualities and role of English language teacher
- CO 3. organize co-curricular activities in English language teaching
- CO 4. implement continuous and comprehensive evaluation (CCE)
- CO 5. analyze the process of evaluation and assessment

CO 5. analyze the process of evaluation and assessment

UNIT I: SCHOOL CURRICULUM

- Curriculum of English Language: characteristics and principles of curriculum construction
- Text Book of English Language: Criteria of good text book

UNIT II: ENGLISH LANGUAGE TEACHER AND COCURRICULAR ACTIVITIES

- Qualities of English Language teacher
- Role of English language teacher in teaching learning process
- Need of English teacher association for professional development
- Co-curricular activities in English language teaching; class magazine, language games
- Role of English Language teacher in organizing co-curricular activities

UNIT III: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

- Diagnostic test: concept and importance
- Need and utility of remedial teaching
- Concept of continuous and comprehensive evaluation

UNIT IV: EVALUATION AND ASSESSMENT

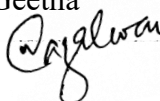
- Evaluation of scholastic area
- Assessment of Co scholastic aspects of students learning
- Different types of tests; their advantages, limitations and suggestions for improvement

PRACTICUM

- Preparation of Test papers/Question papers
- Preparation of diagnostic test for 8thstd.
- Prepare a report of co-curricular activities
- Prepare a text book of English Language for 9thstd. of state board/CBSE/ICSE/IB to develop students' interest in Indian English writings.
- Prepare a class magazine through the use of ICT
- Prepare a report of constructing curriculum of English for 11th/12th std of CBSE to develop students social/moral understanding.
- Prepare a report on the success and failure of CCE in secondary school.

Suggested Readings/Learning References:

- Krishnaswamy, N. & Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
- Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques,



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- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Anderson, A. and Lynch, T. (1988) Listening, Oxford University Press, Oxford.
- Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point



COURSE EDBCTY6 : PEDAGOGY-II (B): HINDI**COURSE OUTCOMES****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk****उद्देश्य:****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

- हिन्दी भाषा पाठ्यक्रम निर्माण के आधार, सिद्धांत एवं महत्व का वर्णन करेंगे
- निर्माणात्मक मूल्यांकन, अर्थ, संकल्पना एवं महत्व स्पष्ट करेंगे

निकष संदर्भित **CO 1** fgUnhHkk'kkikB~;dzefuekZ आ.क थदार्स, िसह्नांत एवं महत्व का वर्णन करेंगे

CO 2 िनमाणात्मक मडू यांकन, अथ, संकल्पना एवं महत्व ऒपट करवगे

CO 3 िनकष संदिभत एवं मानक संदर्भित परीक्षण अर्थ प्रकृति संदिभत परीण अथ ऒकृति एवं महत्व की विवेचना करेंगे महत्व का विवेचना करवगे

निकष संदर्भित **CO 4** िनकष संदिभत एवं मानक संदर्भित परीक्षण निर्माण करेंगे संदिभत परीण िनमाण करवगे

निदानात्मक **CO 5** िनदानात्मक एवं उपचारात्मक परीक्षण उपचारात्मक परीण का निर्माण िनमाण एवं प्रयोग करेंगे ऒयोग करवगे

bdkbZ 1 % हिन्दी भाषा पाठ्यक्रम निर्माण के आधार, सिद्धांत एवं महत्व का वर्णन करेंगे

- ilB~;dze dk vFkZ , बं सम्प्रत्यय ऒa||iz; ;
- हिन्दी भाषा पाठ्यक्रम निर्माण के आधार, सिद्धांत एवं महत्व का वर्णन करेंगे

bdkbZ -2 :- हिन्दी भाषा शिक्षण में मूल्यांकन िशेष ऒमूयांकन

- समग्र मूल्यांकन, अर्थ, संकल्पना एवं महत्व
- निर्माणात्मक मूल्यांकन, अर्थ, संकल्पना एवं महत्व
- वस्तुनिष्ठ समूह मडू यांकन, अथ, संकल्पना एवं महत्व
- निमाणात्मक मडू यांकन, अथ, संकल्पना एवं महत्व
- वैतिनिक एवं विषयनिष्ठ मूल्यांकन विषयनिष्ठ मडू यांकन

इकाई 3: हिन्दी भाषा शिक्षण में परीक्षण िशेष ऒपरीण

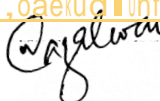
- निदानात्मक िनदानात्मक एवं उपचारात्मक परीक्षण का अर्थ प्रकृति उपचारात्मक परीण का अथ ऒकृति एवं महत्व महत्व
- निकष संदर्भित िनकष संदिभत एवं मानक संदर्भित परीक्षण अर्थ प्रकृति संदिभत परीण अथ ऒकृति एवं महत्व महत्व

इकाई 4: हिन्दी भाषा में परीक्षण निर्माण ऒपरीण िनमाण

- विषयनिष्ठ विषयनिष्ठ एवं वस्तुनिष्ठ प्रश्न: अर्थ, महत्व वैतिनिक ऒji; अथ, महत्व एवं निर्माण िनमाण
- नीलीछाया एवं प्रश्न पत्र (निदानात्मक ऒji; पय (निदानात्मक एवं उपचारात्मक परीक्षण) निर्माण उपचारात्मक परीण) िनमाण
- निकष संदर्भित िनकष संदिभत एवं मानक संदर्भित परीक्षण निर्माण संदिभत परीण िनमाण

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- निकष सन्दर्भित एवं मानक सन्दर्भित परीक्षण (CRT&NRT)
- fud'k||nfHkZr , oaeukd||nfHkZr i|dRT&NRT½



- funukRed , बं उपचासत्मक परीक्षण (CRT) $\frac{1}{2}$
- uhyhNk;k , oaz" न पयु = fuekZ.k
- एक पुस्तक की समी. digLrd dhleh{k

MODE OF TRANSACTION — संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

MODE OF TRANSACTION संदर्भानुसार

UnHkZlwpht और उपयुक्त शिक्षण विधि का प्रयोग

- HkkbZ ;sxshztir हिन्दी भाषा — fgUnhHkk'kkl" k{k.k] विनोद पुस्तक मंदिर आमस fousniqlrdeafnjvixji
- {if; ds0 ekr'Hkk'kkf" k{k.k ;_ fousniqlrdeafnjvixji
- लल रमन बिहारी, हिन्दी शिक्षण रसतोमी प्रका Ykyeufcgkjh] fgUnh" k{k.kjLrIsxhiizdl" ku] esjB

- j?मुनाथ हिन्दी RqukFkfgUnh" k{k.k विRfof/k] iat: jitiya/j
- "kekZ y{elulj; .l] भाषा — Hkk'kkl" k{k.k dh fof?;k और पाठ नि vSjiBfu;lstu] विनोद पुस्तक मंदिर आमस fousniqlrdeafnjvixji

● प्राण्डेय श्रुतिकान्त, हिन्दी भाषा और इसकी शिक्षण विधियाँ पब्लिक लर्विंग प्राइवेट दिल्ली

- पाAडेय Aिु तकांत. िहAदी भाषा और इसका िशेण िविधयाँ पि&लक लिन«ग yाइवेट िदली
- "qDyjieplnz] हिन्दी भाषा का इतिहास, DPHfgUnhHkk'kkdkbfrgk DPH ubZfnYyh
- Hkk"kk EizkflrewY; kadu के.जी. रसतोमी — t: qLsrIsxh
- ukxjhfyfiivkSjfgUnhorZuh&vuUrpks/kjh
- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content.



COURSE EDBCGA1: READING & REFLECTING ON TEXT

COURSE OUTCOME

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

OUTCOMES

B.Ed. Third Semester students will be able to:

- CO-1 Develop reading comprehension
 - CO-2 Examine the pedagogy of reading and writing
 - CO-3 Analyze variety of texts for reading.
 - CO-4 Synthesize the relation of reading and writing
 - CO-5 Apply the best practices and strategies in their reading.
-

ACTIVITY- I: READING COMPREHENSION

- Language Skills: Listening, Speaking, Reading and Writing
- Reading comprehension: Need and importance
- Types of reading; Intensive and Extensive reading, Loud and Silent reading

ACTIVITY- II: PEDAGOGY OF READING

- Levels of Reading- literal, interpretative, critical and creative
- Reading Techniques – Skimming and Scanning.
- Methodology of Reading

ACTIVITY-III: READING VARIETY OF TEXTS

- Reading of variety of texts: empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- Importance of Different Texts in Curriculum

ACTIVITY-IV: READING, WRITING SKILLS AND BEST PRACTICES

- Different types of reading skills and strategies
 - Combining reading and writing leads to the development of critical skills
 - Analyze of various text structures: these contribute to the comprehension of a text
 - Writing with sense of purpose and audience; writing within the context of other's ideas
-

PRACTICUM

- Workshop on reading variety of texts
 - Prepare a report on best practices in reading/writing texts with the help of ICT
 - Prepare a field note
 - Prepare pedagogical aspects of reading/writing
 - Draft a report on entire activities
 - Divide the group and provide one text and suggest students to make different interpretations
 - Design vocabulary games to enhance vocabulary
-

Suggested Readings/Learning References:

- Bright, J. A., and McGregor, G. P. (1970). Teaching English as a Second Language. ELBS: Longman.

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- Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press.
- Hill, L. A., and Dobbyn, M. A. (1979). Training Course, Trainer's Book. London: Cassell.
- Hubbard, P., and Hywel, J. et al. (1983). A Training Course for TEFL. Oxford University Press.
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point



COURSE EDBCLF1: PSYCHOLOGICAL TESTING**COURSE OUTCOME****MARKS: 50 | CREDITS: 2 | 4 Hrs./wk****MARKS: 50 | CREDITS: 2 | 4 Hrs./wk OUTCOMES****B.Ed. Third Semester Students will be able to:****Organise** **CO 1. Organize** psychological testing on students**CO 2.** Classify and Calculate data scientifically**CO 3.** Interpret the results and provide guidance if needed in desired direction

The prospective teachers are expected to understand the psychology of school students to help them understand their qualities and guide them for future prospects and solve their problems. They have to conduct minimum **five** of the psychological testing in the following suggested areas:

- **Interest**
- **Aptitude**
- **Intelligence**
- **Aspiration**
- **Fear and Anxiety**
- **learning**
- **attitude**
- **Adjustment**
- **Reading Disorder**
- The evaluation will be based on their detailed learning how to conduct the test, record and analyze the findings, which will take place during the classes' (classroom performance) and the students would be required to submit their records on that particular day. The prospective teachers would have to administer the test on different subjects and submit the brief reports separately during the end exam which will be followed by a viva-voce.



COURSE EDBCEF2: SCHOOL INTERNSHIP-I (UPPER PRIMARY TO HIGHER SECONDARY)

COURSE OUTCOMES:

| | | | | | |
|-------|------|---------|---|-------|---|
| MARKS | 2000 | CREDITS | 8 | Weeks | 8 |
|-------|------|---------|---|-------|---|

The Prospective teachers, after this field experience, will be able to

CO-1 Understand the Broader concept of internship apart from the practice teaching.

CO-2 Participate in the various types of activities in internship, as members of the school

CO-3 Show competence in core teaching skills.

CO-4 Become a reflective teacher capable of self-regulating learning to teach

In the two-year B.Ed. Programme, internship is professional preparation of a prospective teacher. The term internship refers to an arrangement under which a prospective teacher can acquire **first hand** experience as a teacher in situation closely resembling those in which s/he would be working upon entering the profession. It has been designed to provide each student with a comprehensive experience similar to actual teaching and working as a **full-time** teacher in the cooperating schools in a block of 3rd and 4th semester. In this phase of Internship, the students are engaged in teaching- learning process at allocated school for least eight weeks. It shall be planned and coordinated by Department of Education, GGV, in cooperation with one or more school system under the supervision of a teacher nominated by the Head of the department or by the Head of the practicing schools or by any experienced teacher nominated by concerned school principals.

In this phase of internship in this semester includes a wide variety of experiences in one or more schools but with a major focus on managing classroom teaching.

- *Teaching-I*

Teaching of Sub-I (40 marks)

Teaching of sub-II (40 marks)

Teaching of sub-II (40 marks)

- *Teaching-II*

Teaching of sub-I (60 marks)

Teaching of sub-II (60 marks)

- Prospective teachers are expected to plan and execute classroom teaching in both of their chosen subjects I and II. They are expected to take at least one lesson in a working day and complete within the duration of 8 weeks, minimum 50 classroom lessons with nearly equal weight on both the subjects.

- It is expected that the Prospective teachers will put effort to integrate various skills to create learning environment that generates scope of students' active participation in the learning process, scope of higher order thinking rather than rote learning and constant motivation for learning taking care of the existing individual differences.

- Every Prospective teacher is expected to reflect upon his teaching experience in detail after each day's teaching to critically **analyse** the strength, flaws and possible corrections or alternative pathways to her/his own strategies for successful fulfillment of instructional objectives under the guidance of supervisor.

- **Evaluation:** The evaluation of the performance of the prospective teacher will include her/his sincere efforts, novelty and variety in teaching as well as the records of gradual improvements throughout the total period which will be regularly monitored by the concerned Departmental

supervisor, and will evaluate his/her Teaching I: Teaching of Subject-I and Subject-II(40 Marks for each Subject). Teaching II: Teaching of Subject-I and Subject-II (60 Marks for each Subject), in which two lessons one from each will be observed and evaluated by a panel of teachers towards the end of the Internship programme.



COURSE EDBDTT1: SCHOOL MANAGEMENT AND LEADERSHIP

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

B.Ed. Fourth Semester students will be able to –

- CO 1.** Explain the meaning, nature and concept of school leadership in a school complex.
- CO 2.** Classify the human and material resources in the given school.
- CO 3.** Compare the different types of school management i.e. CBSC and State Board schools.
- CO 4.** Summarize the role, duties, personal and professional qualities of school principals and teacher.
- CO 5.** Plan the steps of decision making in the given situation
- CO 6.** Compare the leadership styles of given school principals.
- CO 7.** Implement the theories of school leader in given situation.
- CO 8.** Implement distributed leadership in given situation.
- CO 9.** Explain the meaning, nature and concept of financial management in schools.
- CO 10.** Implement financial management process in their preparation of an annual budget.

UNIT I: SCHOOL MANAGEMENT AND DECISION MAKING

- Concept of Management; functions of management-planning, organizing, coordinating, staffing, directing, and controlling.
- Managing Time-school timetable; types, needs, and importance.
- Steps and types of the decision-making process.
- Need and importance of democratic decision-making.

UNIT II: FINANCIAL MANAGEMENT IN SCHOOLS

- What is financial management and why is it important for schools?
- Financial Management Act 1999
- School Funding: Agencies and sources
- Financial record keeping: its need and importance
- Financial planning, Distribution and Evaluation

UNIT III: ORGANISATIONAL COMMUNICATION

- Meaning, component, and concept of organizational communication and participants involved in the school management process.
- Importance of communication; essentials of effective communication for school managers and teachers.
- Models of communication
- Barriers of communication

UNIT III: LEADERSHIP IN EDUCATIONAL ORGANIZATION

- Meaning, concept and nature of leadership.
- Different styles of leadership.
- Teacher as a leader, innovator and social change agent.
- Leadership roles, duties and personal and professional qualities of head master and school teacher.



- Encouraging the distribution of leadership in the school management process.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Identifying leadership qualities through inventories
- Designing an effective school time-table and academic calendar in a given situation
- Developing fund planning and infrastructure development for a school building
- Observation and maintain different types of registers for record maintaining
- ~~Organisational~~Organizational communication in a simulated condition on a given issue
- Prepare the annual budget for the school.

Suggested Readings/Learning References:

- Agrawal J. C. (2002). *Organization and practice of modern education*, Shipra Publication, Delhi.
- Anand W. P. *General principles of management for educational planner and administrators*, Paris, UNESCO.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- Fred Luthens (1996). *Organisational Behaviour*, Tokyo, McGraw Hill, International Book Co.
- Goel, S. D. (1987). *Modern Management Techniques*, New Delhi: Deep and Deep, Publication.
- Kaushik, V., & S.R. Sharma (2004). *Education and Human Resources Development*, Anmol Publication Pvt., New Delhi.
- NIEPA (1971). *Modern Management Techniques in Educational Administration*. New Delhi: ~~Asian Institute of Educational Planning and Administration.~~ Asian Institute of Educational Planning and Administration.
- NIEPA (1986). *Educational Management in India*. NIEPA, New Delhi.
- Northhouse, P. G. (2010). *Leadership (5th Edition)*. New Delhi: Sage Publication.
- Middlehurst, R. (2012). *Leadership and management in higher education: A research perspective* Maastricht school of management. Kingston University UK.
- SeemaYadav (2005) *School Management and Pedagogics of Education*, Anmol Publication Pvt., New Delhi.
- Sharma, R. A. (2008). *Educational Administration and Management*. Meerut: R. Lall Book ~~Depot.~~ Depot.
- Snowden, P. & Gorton, R (2002) *School Leadership and Administration* (6th ed.) Bostan: McGra-Hill.
- OECD (2005), *Improving Financial Literacy: Analysis of Issues and Policies*, ISBN 92-64-01256-7,
- OECD (2005), *Recommendation on Principles and Good Practices for Financial Education and Awareness*, available free on the OECD Web site: www.oecd.org/dataoecd/7/17/35108560.pdf.
- SWAYAM Course Materials: 1) **Leadership And Governance In Higher Education.**

COURSE EDBDTT2: CREATING AN INCLUSIVE SCHOOL

B.Ed. Fourth Semester Students will be able to:

| | | | |
|-------|-----------|---------|---------|
| MARKS | WORKSHEET | CREDITS | Hrs./wk |
|-------|-----------|---------|---------|

- To **CO 1**, create the inclusive environment in the class and development of Inclusive Education.
- To **CO 2**, critically analyze the Education Policy for Disabled Children.
- To **CO 3**, create the Curriculum for differently able children
- To **CO 4**, draw the Inclusive Classroom setting and teaching strategies.
- To **CO 5**, evaluate the recent program for Inclusive Education.

UNIT- I: PERSPECTIVES AND DEVELOPING ASPECTS OF INCLUSIVE EDUCATION.

- Historical perspectives and contemporary trends of VI, HI and Intellectual disabilities.
- Viewing VI, HI, and Intellectual disabilities through Charity Model, Physical Model and Human right Model.
- Development aspects- Special Education, Integrated and Inclusive Education.
- Meaning and concept of Evaluation in inclusive setup.

UNIT- II: EDUCATIONAL POLICIES FOR DIFFERENTLY ABLE CHILDREN.

- Educational Policies for differently able children- National Policy on education with disability 1968, 1986.
- Program of action (POA)- 1992
- National Policy on disabilities- 2006
- Scheme of inclusive education for the disable at secondary school (IEDSS-2009).

UNIT- III: CURRICULUM FOR DIFFERENTLY ABLE CHILDREN

- Meaning and concept of curriculum.
- Curriculum in the context of different disabilities with reference- VI, HI and intellectual disabilities.
- Community based education curriculum for disable children.
- Documentation record keeping and maintenance about inclusive classroom setup.

UNIT- IV: INCLUSIVE CLASSROOM AND TEACHING STRATEGIES

- Concept of inclusive Classroom with reference to- Infrastructure, Human resources; attitude of teachers.
- Classroom setting- Management for differently able children.
- Teaching Strategies- Content analysis, lesson planning and developing teaching learning materials (TLM).
- Recent trend of Evaluation- CCE Pattern


Practicum:

Understanding classroom diversity and reporting the same.



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Preparation of model to Use ICT for teaching in inclusive situation
Preparation of a diagnostic test for inclusive Classroom.



Collection of data regarding children with special needs from Municipal records.
Visit to Inclusive Schools and to observe classroom transaction of any one of such schools in Bilaspur city and make a report of the same.
Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.

Suggested Readings/Learning References:

- Panda, K.C. Exceptional Children
- Bhargava, M. Vishist Balak- H.P. Bhargava Book Publishers Agra.
- Pathak, K.K. Inclusive Language and communication- S.R. Publication New Delhi.
- Shrivastava, D.N. & Shrivastava, P. Experimental Psychology, Vinod Pustak Mandir Agra
- Report of Kothari Commission, Education and National development. MHRD New Delhi.
- MHRD Report of New Education Policy 1986 New Delhi.
- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content



COURSE EDBDTT3: GENDER, SCHOOL AND SOCIETY

COURSE OUTCOME

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk OUTCOMES

B.Ed. Fourth Semester students will be able to:

CO 1. differentiate the sex and gender.

CO 2. interpret the concept of Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Stereotyping etc. in the current situation.

CO 3. critique the concept history, and theories of feminism in the present context.

CO 4. critique the concept, history, and theories of masculinity in the present context.

CO 5. check awareness about violence against women in the given situation.

CO 6. comparing inequality based on gender in the curriculum, textbooks, classroom, and management of the school,

CO 7. plan gender-inclusive classroom teaching strategy.

CO 8. implement learned strategies to remove the gender inequality and violence against women in the given context.

UNIT I: GENDER: KEY CONCEPTS

- Difference between Sex and Gender
- Social construction of Gender, gender socialization and Gender Roles.
- Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Stereotyping, and its consequences.

UNIT II: ~~GENDER AND SCHOOL~~ GENDER AND SCHOOL

- Gender bias in the school (enrolment, attitudes, etc.)
- Gender Issues in School (Sexual Abuse, Sexual Harassment etc.)
- Gender issues in curriculum, textbooks, classroom and management of the school.
- Creating Gender Inclusive Classroom.

UNIT III: ~~GENDER AND SOCIETY~~ GENDER AND SOCIETY

- Construction of Gender Role (by Family, Religion, Culture, Media etc.)
- Women in India (Ancient, Vedic, Post Vedic, Medieval and Present India)
- Feminism: Concept, meaning, History and theories
- Masculinity: Concept, meaning, History and Theories

UNIT IV: ~~SEXUALITY AND POWER~~ AND POWER

- Sexuality: meaning, its relation with power
- Violence against women: Empirical Examples, Impact on the Lives of Women
- Strategies for Change: Policy and management in the school, Women's action groups and Mass media.
- Laws related to women, National women commission and other national and international agencies.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Visit to institution working for women/Visit to online website of NCW and prepare a report on it.
 - Where gender discrimination is: an analytical study of a village.
 - Gender issues in school education – case studies
 - Develop an awareness programme related to gender issues
 - Analysis of a particular film/advertisement/ newspaper with respect to representation of masculinity or femininity.
 - Responding to various forms of gender discrimination
 - Writing a report of growth of boys and girls of a village
 - Develop a programme for women empowerment in the context of Indian society
-

MODE OF TRANSACTION: Lecture, Observation, field visit, a virtual visit to website, individual and group presentation, video lecture, and use of social media app.

Suggested Readings and Online Resources:

- Bandyopadhyay, M. & Subrahmanian, R. (April 2008). Gender equity in education: a review of trends and factors. Create Pathways to Access: research monograph no. 18. New Delhi: NUEPA.
- Bhattacharjee, N. Through the looking-glass: Gender Socialization in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.
- Ghai, A. Gender and Inclusive education at all levels In VedPrakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after. NUEPA: New Delhi
- Govinda, R. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, NUEPA, New Delhi.
- Jain, S. (2003). Gender equality in education Community based initiative in India. *Background Paper for the EFA Monitoring Report, 2003-04*. Gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/28, Paris: UNESCO.
- Jeffery, P. et al Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.
- Kamla, B. (2004) *Exploring Masculinity*. New Delhi: Raj Press.
- Kamla, B. (2003). *Understanding Gender*. New Delhi: Raj Press.
- Kumkum, R. (2010). *The power of gender & the gender of power*. New Delhi: Oxford University Press.
- Mehrotra, D.P., (2012). India: Sexism and Patriarchy in the Textbooks, Good Girls are submissive and subsidiary Thursday 22 November 2012, South Asia Citizen's Web.
- NCERT [National Council of Educational Research and Training]. (2006): Gender in Education. National Focus Group. Position paper New Delhi: NCERT.
- Ramachandran, V. (2003) Gender Equality in Education in India. *Background Paper for the EFA Monitoring Report, 2003-04*: gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/59, Paris: UNESCO.
- Ramachandran, V. (2009). Education for All Mid Decade Assessment Towards Gender Equality in Education. New Delhi: NUEPA.
- Wilson, D. (2003). Human rights: promoting gender equality in and through education.

- *Background Paper for the EFA Monitoring Report, 2003-04.* Gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/78, Paris: UNESCO.
 - WWW- As per required websites for concern topic.
 - U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
 - Books- As per standard of content
 - Swayam ARPIT course material on Gender/Women Studies (Developed by Prof. Anisur Rahman, HRDC, Jamia Milia Islamia University, New Delhi)
 - WWW- As per required websites for concern topic.
 - YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points
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COURSE EDBDTD1: PEACE EDUCATION

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3

B.Ed. Forth Semester students will be able to:

MARKS: 50 | CREDITS: 2 | 3

CO 1. Explain the concept and ideas of various philosopher on peace education.

CO 2. Recognize the relevance of peace education for humanity and to individual, national, and international development.

CO 3. Execute various methods in order to establish peace in and around the educational institution.

~~CO 1. Interpret be aware of knowledge, attitudes, and skills for culture of peace.~~

~~CO 2. The philosophy of peace education and global concerns for peace.~~

CO 4. Apply sustainable development through peace.

CO 5. Implement democratic values and human values in their day to day practices

UNIT I: INTRODUCTION TO PEACE EDUCATION

- Peace Education-concept, Need in school education,
- Various philosophers on peace education: Vivekananda, Rabindranath Tagore, M.K.Gandhi, Aurobindo, J. Krishnamurthy

UNIT II: GLOBAL CONCERNS FOR PEACE

- Challenges to peace and peace process in present scenario
- Socio-Psycho-Eco-Cultural causes, affects, and control of war and violence
- Role of UNO(UNESCO) in peace education and peace keeping around the world
- Indian contribution for establishing international peace

UNIT III: METHODOLOGY OF PEACE EDUCATION

- Peace education at school level-
- Teacher's role in classroom
- Methods of teaching for peace education
- Learning of peace through activities
- Learning conflict resolution skills

UNIT IV: EDUCATION FOR PEACE

- In the context of avoiding violent behavior and developing culture of peace in the society the education for-

~~education for-~~

- Sustainable development, Human rights
- Disarmament, knowledge-attitude-skills of peace
- Environment, Cross-cultural perspectives
- Democracy, Human values



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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- A group presentation on thoughts of peace education of various thinkers other than mentioned [insyllabusin syllabus](#)
- Critical analysis of NCF 2005 in the context of peace education and presentation
- Preparing curriculum and content plan for effective initiation for promoting peace
- Designing co-curriculum for promoting peace initiatives
- Textbook analysis of different subjects for promoting education for peace

Suggested Readings/Learning References:

- Upadhyay Pratibha. Education for Peace Utopia or Reality, KalpzPublication
- Sharma, Premala Modern Methods of Education For International Understanding, Swarup Sons, New Delhi.
- NCERT, Education For Peace ,National Focus group's paper, first edition 2006, NCERT, New Delhi.
- NCERT, Training Course on Peace Education for Teachers, Department of Educational Psychology and foundation of Education ,NCERT, New Delhi,
- CBSE, Value Education A Handbook For Teachers, CBSE, Delhi.
- Saroj Panday, Peace Education Self Instructional Package for Teacher Educators, NCERT New Delhi..
- NCERT, (2005). Focus Group Report' Teaching of Science NCERT New Delhi.
- NCERT, (2006). National Curriculum Framework- 2005, NCERT. New Delhi.
- Dr. B.R. Ambedkar, Bhagwan Buddha and his Dhammas, BAIAE, Japan, Digital Publication.
- Ambedkar, B. Bhagwan — [BudhaAourUnakaDhamma](#) [Budhaa our Unaka Dhamma](#), Dr. [Babasaheb Ambedkar Intrenational](#) [Babasaheb Ambedkar Intrenational](#) Association, Japan Publication
- WWW- As per required websites for concern topic
- YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content

COURSE EDBDTD2: VOCATIONAL & WORK EDUCATION

COURSE OUTCOME

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

CREDITS: 2 | 3 Hrs./wk OUTCOMES

B.Ed. fourth semester students will be able to:

CO 1. Critically ~~analyse~~analyze the vocational and work education.

CO 2. Inculcate habits of Carrying out vocational assessment and make vocational education plan.

~~Acquiring~~**CO 3.** Acquire the concept of independent living and empowerment.

CO 4. Critically reflect upon various issues regarding curriculum and policies on vocational and Work Education at school education

UNIT-I: WORK EXPERIENCE IN SCHOOL

- Role of Work experience in school education: Working habits, Relating work habits with personality development and Social needs in the context of Modern India,
- Socially Useful Productive Work—concept and need

UNIT-II: WORK AND VOCATIONAL EDUCATION

- Work Education and Vocational Education: concept and objectives; Historical perspective; Vocational Education vs. Vocational Training;
- System of Work Education and Vocational Education at different levels; current structure of vocational education

UNIT-III: CURRICULAR ISSUES

- Work education: implementation, curricular options and management in schools; Issues of Evaluation;
- Vocational education: major challenges; National Vocational Education Qualification Framework (NVEQF)

UNIT-IV: POLICY INITIATIVES

- Centrally Sponsored Scheme of “~~Vocationalisation~~Vocationalist of Secondary and Higher Secondary Education”;
- Place of Vocational and work Education in National Curriculum Framework 2005; *National Skill Development Initiatives*

COURSE WORK/FIELD ENGAGEMENT&/PRACTICUM:

- Analysis of vocational/work education curricula at any level of central/state board
- Developing curriculum on any vocational skill.
- Administering any vocational assessment tool.
- Visit to any vocational Institution.
- Critical analysis of vocational education in Indian schools in Global perspective

MODE OF TRANSACTION: Lecture Method, Project, Discussion, School-Visit.

Suggested Readings/Learning References:

- DSEL, MHRD, Vocational Education, at <http://mhrd.gov.in/vocational-education-overview>
- Symbiosis Open Education Society (2011) Concept Note on Need for Vocationalisation of Education in India, at <http://www.scdl.net/http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf>
- Central Board of Secondary Education (2004) Work Education in Schools, CBSE: New Delhi at <http://cbse.nic.in/workeducation.pdf>
- The World Bank (2006, January) Skill Development In India: The Vocational Education And Training System, Human Development Unit, South Asia Region, The World Bank, at <http://info.worldbank.org/etools/docs/http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf>
- UNESCO (2014) Vocational Pedagogy: what it is, why it matters and how to put it into practice: Report of the UNESCO-UNEVOC online conference, 12-26 May 2014 at <http://www.unevoc.unesco.org/go.php?q=Online>
- MHRD, GOI, (2012) National Vocational Education Qualifications Framework (NVEQF), New Delhi at http://mhrd.gov.in/sites/upload_files/Delhi_at
- Clarke, L and Winch, C (2008) Vocational Education: International Approaches, Developments and Systems, New York: Routledge
- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content.

COURSE EDBDTD3: LEGAL EDUCATION

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

The B.Ed. Fourth Semester students will be able to:

- CO 1.** describe various offences and corresponding legal issues in the context of their expected professional life
- CO 2.** enumerate the offences against children and women, and their consequences
- CO 3.** enlist the measures to safeguard the rights and dignity of children and women
- CO 4.** exemplify and analyze the legal issues related to use of media and freedom of speech
- CO 5.** plan and generate methods to secure national integrity in and around their work place

UNIT I: PROTECTIVE ISSUES RELATED TO CHILDREN

- Child Rights, Violation of Child Rights and Offences against children–Legal issues and Consequences,
- Abuses against children: Physical (Corporal punishment), emotional & social (child marriage, child labour, etc.): Legal issues and Consequences
- Major acts/policies related to children: RTE, reservation; Horizontal and Vertical Reservation, POCSO; characteristic features.

UNIT II: PROTECTIVE ISSUES RELATED TO WOMEN

- Protecting dignity and life of a Women; concept & issues
- Offence against women in workplace: Important Rights of Women (in primary context of workplace around a teacher) and their violation: Issues (particularly of indignity, discrimination, abuses) and the Consequences (in brief reference to The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013, and at least to IPC Sec. 294, 354, 509)

UNIT III: ISSUES RELATED TO SAFETY & SECURITY OF NATIONAL INTEGRITY

- Offences related to threatening of national integrity: various important aspects of such offences in relation to religion, region, caste, language, national security, etc.;
- Legal issues (in primary context of professional life of a teacher) and their Consequences IPC Sec. 153, 153A, 153B 295, 295 A, 298, 505

UNIT IV: ISSUES RELATED TO EXPRESSION AND USE OF MEDIA

- Issues of Freedom of speech and expression; Offences related to use of various media with special reference to cyber bullying/ crime
- Legal issues (in context of professional life of a teacher and use of media for expression of thought) and their Consequences (Referring to IPC Sec. 51, 67, 469, 499, etc.)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Presentation on legal problems in educational institutes related to children, women, reservation, implementation of RTE, national integrity or use of media
- Study on offences faced by women, Girl–child in educational context
- Presenting a report on newspaper cuttings/online news on offences in the context of education
- Preparing merit–list on the basis of reservation policy
- Presentation on legal provisions of RTE
- Presentation on the Legal issues related to Public Servants and their duties

MODE OF TRANSACTION: lecture cum discussion, Demonstration, group activity/projects, presentation by students, flipped and blended mode learning as & when required.

Suggested Readings/Learning References:

- Crime against Children at <http://ncrb.gov.in/CD-CII2012/cii-2012/Chapter%206.pdf>
- IPC and other Local & Special Laws Pertaining to Crimes Against Children at http://mahilakalyan.up.nic.in/child/IPC_and_other_Local_n_Special_Laws.pdf
- The Protection of Children from Sexual Offences Act, 2012 at <http://pib.nic.in/newsite/PrintRelease.aspx>
- National Commission for Protection of Child Rights. Guidelines for eliminating corporal punishment in schools http://www.ncpcr.gov.in/view_file.php?fid=108
- Corporal Punishment: Violation of Child Rights in Schools at <http://www.legalservicesindia.com/articles/punish.htm>
- Child Rights and Law: a guidebook for legal interventions at <https://www.childlineindia.org.in/pdf/Law-Manual.pdf>
- National Commission for Women. Sexual Harassment of Women at Work Place Act 2013 at <http://new.nic.in/PDFFiles/SexualHarassmentofWomenatWorkPlaceAct2013.pdf>
- National Commission for Women. The Indecent Representation of Women Prohibition Act 1986 <http://new.nic.in/acts/TheIndecentRepresentationofWomenProhibitionAct1986.pdf>
- <http://new.nic.in/Acts/TheMinimumWagesAct1948.pdf>
- <http://ncw.nic.in/Acts/TheMinimumWagesAct1948.pdf>
- The Protection of Child Marriage Act at <http://new.nic.in/acts/pema2006.pdf>
- critical-analysis-sexual-harassment <http://www.legalindia.com/critical-analysis-sexual-harassment-ipc/>
- Indian penal code at <http://www.childlineindia.org.in/CP-CR-Downloads/Indian%20penal%20code%201860.pdf>
- Cyber crimes and the law at <http://www.legalindia.com/cyber-crimes-and-the-law/>
- Indian penal code in hindi at <http://indiacode.nic.in/indiacodeinhindi/index.htm>
- Indian penal code at <http://www.cyberpolicebangalore.nic.in/pdf/Cyber%20law%20IPC.pdf>
- The Equal Remuneration Act, 1976 at <http://new.nic.in/frmReportLaws23.aspx>
- <https://nroer.gov.in/home>

COURSE EDBDGA1: UNDERSTANDING THE SELF

COURSE OUTCOMES

MARKS: 50| CREDITS: 2 |4Hrs./wk

MARKS: 50| CREDITS: 2 |4 Hrs./wk

B.Ed. Fourth Semester Students will be able to:

CO 1. develop an understanding of their own ‘self’ and ‘identity’ through a critical introspection

CO 2. develop an alert and sensitive personality capable of faithful rapport

CO 3. explore their creative ‘self’ and develop appreciation in creative pursuance for self-development

CO 4. appreciate yoga in converging body–mind–soul and in creating a fully functioning self

WORKSHOP I: SELF AND IDENTITY

Basic idea of Self and identity: multiple identity, ~~Discovering~~ discovering personal ‘self’ and understanding the ‘identity’ as a teacher reflecting upon aspirations, conflicts, strengths, weaknesses, belief system and prejudices, cultural background; Self–concept, self–esteem, self–efficacy, particularly in the role of a school teacher; fully functional self

Suggested mode of transaction: (i) Talks (ii) Critical Reading of inspirational texts (iii) Psychological testing

WORKSHOP II: UNDERSTANDING OTHERS

Listening and observing ‘Self’: Importance for a teacher to holistically understand human nature; becoming a good listener with faithful rapport; becoming an objective observer;

Suggested mode of transaction: (i) Video clip/discussion/Activity on listening and observation skills, ~~(ii) intrapersonal communication, (iii) one to one interaction for understanding human nature~~ (ii) intrapersonal communication, (iii) one to one interaction for understanding human nature

WORKSHOP III: CREATIVE EXPRESSION AND SELF DEVELOPMENT

Exploration and Engagement in creative Expression of ‘self’: Understanding Creativity and its importance for human mind; Discovering the creative ‘self’ within in any form of creative ~~endeavour~~ endeavor; Putting persistent effort for adding novelty to the chosen form of creative task;

Suggested mode of transaction: (i) talks (ii) Critical Reading of inspirational texts (iii) Activities and reflection for creative expression

WORKSHOP IV: YOGA FOR SELF DEVELOPMENT

Yoga for integrating body, mind and soul, appreciating the philosophy of yoga and practicing yoga and other meditative techniques

Suggested mode of transaction: (i) talks (ii) Practical exposure to yoga

Suggested Readings/Learning References:

- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

COURSE EDBDEF1: SCHOOL INTERNSHIP–II (UPPER PRIMARY TO HIGHER SECONDARY)**COURSE OUTCOME****1144NS2000 CREDITS: 8+8 weeks****OUTCOMES****B.Ed. fourth semester students will be able to:**

CO 1. Critically analyse the concept of internship apart from the practice teaching. **CO 2.** Organize the various types of activities in internship as a member of the school **CO 3.** Practice Various formats to be used in the teacher training programmes.

CO 4. Exhibit various skills in teaching, evaluation, remedying, administrative activities, conducting curricular activities, studying students' and solving their problems, etc.

In the two-year B.Ed. Programme, internship is the professional preparation of a prospective teacher. After foeussing on the teaching aspects in the third semester (for 8 weeks), the last phase of school internship here is expected to prepare the prospective teachers for a holistic participation in the school situation. This will create a situation for the prospective teachers to undertake multiple job-roles of a teacher at a time and handle all of them with efficiency and commitment. This prepares them to feel the pressure and pleasure of performing multiple roles as a teacher, to feel how their participation makes a change among the learners and, thus, to develop a respect for the noble profession. The prospective teachers are expected to participate in teaching, evaluation, administrative tasks, conducting curricular activities, preparing learning material for catering students' needs as well as in a closer understanding of students in individual or in group through undertaking case studies, action research, etc. This phase of the school internship will again be of 8 weeks duration in the schools. The details of the tasks to be undertaken by the prospective teachers are as follows:

- **Case study/individual portfolio** — **(25 marks)** – Prospective teachers are expected to undertake this activity and complete it within the period. They may have a close observation on a single student or a small group during this period so as to produce a case study report or/and a portfolio reflecting a holistic understanding of these students. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitises them about biological–psychological–social space of learners in which they are embedded and to enhance their self–efficacy as an effective problem solver as well as reflect upon maintaining an inclusive classroom situation and school ethos.
- **School participation** — **(25 marks)** – Prospective teachers are expected to participate in various school activities other than classroom teaching like the Morning assembly, conducting sessional tests, administrative works, etc. as and when allotted by the school and the teacher-in-charge.
- **Teaching and Subject assessment** — **(50 marks)** – Prospective teachers are expected to be able to assess comprehensively and continuously their students in both scholastic and co-scholastic dimensions of learning. This will include designing situations for diagnostic testing to assess learning and reflect upon the possible causes for it. This in turn will be an input for the remedial teaching designs as described in the preceding point. They are also expected to design the means for preparing strategies for assessing co-scholastic aspects and submit an evidence based detailed report.



- **Action research: (25 marks)**—The prospective teachers may identify some problem situation and undertake an action research to put effort to a practical solution for it. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to ~~sensitises~~sensitize them about biological–psychological–social space of learners in which they are embedded and to enhance their self– efficacy as an effective problem solver and as a teacher–a friend, philosopher and guide.
- **Administrative Work (attendance record/time table/ register/ stock/ exam duty, etc.)—(25 marks)** —Prospective teachers are expected to participate in the administrative functions also like a real teacher does in the school. This will include maintaining records like the attendance record, student record, registers, stock, etc. under the guidance of the school teachers. They should also participate in planning school activities through preparing different time tables and programmes. The overall experience through such participation during this phase is expected to prepare the prospective teachers for fulfilling various administrative responsibilities and inculcate leadership qualities.
- **Conducting morning assembly and CCA —(25 marks)**—Prospective teachers are expected to conduct morning assembly regularly during the period. They are expected to bring innovation to make the assembly an interesting activity for the students to participate and so to enhance student participation. They should regularly ~~organise~~organize CCA in the school to enrich students with various art, literature and culture as a whole. They should take care to design such activities giving equal opportunity to all learners creating a multicultural ethos in the school system encouraging democratic thoughts and action. This will also include celebration of days of national or regional importance so as to acquaint the students of our vast cultural and national heritage.
- **Preparation of TLM—(25 marks)** Prospective teachers are expected to prepare at least two suitable Teaching Learning Materials, either in Hard or Soft form, on their own subject area. The materials should be justified in their use in the real situation. This may include model, working model, PPT presentation for higher level learning, Braille material, etc.



COURSE : GENDER AND SOCIETY

CODE: EDBAMDT1

MARKS:100 | CREDIT: 03 | HRS. 2TH+1P/TU

Examination Scheme:

Internal Assessments : 30 Marks (02 Formative Evaluations of 15 marks each)

End-semester Examination : 70 marks

Attendance and all other criteria remain same as per existing university rules for the undergraduate programmes.

COURSE OUTCOMES:

UG students will be able to:

CO 1.interpret the concept of Gender, Gender Identity, Gender Discrimination, Gender Socialisation, Patriarchy, Gender Bias, Gender Stereotyping etc. in the current situation.

CO 2.Critique the gender socialization process at family and school.

CO 3.identify the stereotypes about girls and women prevalent in the society, media and literature;

CO 4.Explain the causes of gender discrimination.

CO 5.Discuss the issues of third gender in the society.

CO 6.Write the types of gender identity

CO 7.Critique the issues related to Access, Enrolment, Retention, Participation, and Overall Achievement.

CO 8.Explain the Constitutional and Legal Aspects related to Women.

CO 9.Plan gender-inclusive classroom teaching strategy.

CO 10. Plan and evaluate implementation strategies to remove the gender inequality and violence against women in the given context.

UNIT I: KEY CONSTRUCTS IN GENDER

- Concept of Gender, gender socialization and Gender Roles.
- Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Matriarchy, Gender Bias, Gender Stereotyping, and Gender equity and equality.

UNIT -II SOCIAL CONSTRUCTION OF GENDER

- Gender socialization in the family, and school, and stereotypes about girls and women prevalent in the society, media and literature.
- Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas);

UNIT III GENDER IDENTITY AND SOCIETY

- Gender Identity, formation of Gender Identity, factors affecting gender identity and types of Gender Identity
- Gender Concerns Related to Access, Enrolment, Retention, Participation, and Overall Achievement
- Introduction to third gender; discourse of LGBT.

UNIT IV:CONSTITUTIONAL AND LEGAL ASPECTS RELATED TO WOMEN

- Laws Related to Rape, Dowry, Remarriage,Divorce, Property Inheritanceand Trafficking
- The Indian Constitutional Provisions Related to Women (Constitutional Privileges)



- Legal Provisions (Human Rights and Women's Right)

UNIT V: GENDER ISSUES AND EDUCATION

- Developing Positive Self Concept and Self Esteem among Students
- Girls as learners, and hidden curriculum (teacher attitudes, expectations and peer culture).
- Creating Gender Inclusive Classroom.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Visit to institution working for women/Visit to online website of NCW and prepare a report on it.
- Where gender discrimination is: an analytical study of a village.
- Gender issues in school education – case studies
- Develop an awareness programme related to gender issues
- Analysis of a particular film/advertisement/ newspaper with respect to representation of boy and girl.
- Responding to various forms of gender discrimination
- Writing a report of growth of boys and girls of a village
- Develop a programme for women empowerment in the context of Indian society.

MODE OF TRANSACTION:

Lecture, Observation, field visit, a virtual visit to website, individual and group presentation, video lecture, and use of social media app.

Poster making, slogan writing, drama and Rangoli making activities will be also organized for it.

Suggested Readings and Online Resources:

Bandyopadhyay, M. & Subrahmanian, R. (April 2008). Gender equity in education: a review of trends and factors. Create Pathways to Access: research monograph no. 18. New Delhi: NUEPA.

Bhattacharjee, N. Through the looking-glass: Gender Socialization in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.

Ghai, A. Gender and Inclusive education at all levels In VedPrakash&K.Biswal (ed.)

Perspectives on education and development: Revising

Education commission and after. NUEPA: New Delhi

Govinda, R. Towards Gender Equality in Education: Progress and challenges in Asia Pacific Region, NUEPA, New Delhi.

Jain, S. (2003). Gender equality in education Community based initiative in India. Background Paper for the EFA Monitoring Report, 2003-04. Gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/28. Paris: UNESCO.



Jeffery, P. et al Killing My Heart's Desire: Education and Female Autonomy in Rural India.

in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125171.

Kamla, B. (2004) *Exploring Masculinity*. New Delhi: Raj Press.

Kamla, B. (2003). *Understanding Gender*. New Delhi: Raj Press.

Kumkum, R. (2010). *The power of gender & the gender of power*. New Delhi: Oxford University Press.

Mehrotra, D.P.,(2012). India: Sexism and Patriarchy in the Textbooks, Good Girls are submissive and subsidiary Thursday 22 November 2012, South Asia Citizen's Web.

NCERT [National Council of Educational Research and Training]. (2006): Gender in Education. National Focus Group. Position paper New Delhi: NCERT.

Ramachandran, V. (2003) Gender Equality in Education in India. *Background Paper for the EFA Monitoring Report, 2003-04: gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/59*, Paris: UNESCO.

Ramachandran, V. (2009). Education for All Mid Decade Assessment Towards Gender Equality in Education. New Delhi: NUEPA.

Wilson, D. (2003). Human rights: promoting gender equality in and through education. *Background Paper for the EFA Monitoring Report, 2003-04. Gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/78*, Paris: UNESCO.

- WWW- As per required websites for concern topic.

- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

Books- As per standard of content

Swayam ARPIT course material on Gender/Women Studies (Developed by Prof. Anisur Rahman, HRDC, Jamia Milia Islamia University, New Delhi) WWW- As per required websites for concern topic.

YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points



COURSE: PEACE EDUCATION

CODE: EDBAVAT1

MARKS:100 |CREDIT: 02| HRS. 2TH+1P/TU

Examination Scheme:

Internal Assessments: 30 Marks (02 Formative Evaluations of 15 marks each)

End-semester Examination: 70 marks

Attendance and all other criteria remain same as per existing university rules for the undergraduate programmes.

Course Outcomes:

After the completion of course, students will be able to:

CO 1 explain the meaning and significance of Peace Education.

CO 2 examine the role of Peace Education in cultivating tolerance, and harmony

CO3 apply various strategies and methods for Peace Education

CO4 demonstrate non-violent behaviour in various contexts

CO5 assess the relationship between peace education and sustainable development

Unit -1: Introduction to Peace Education

- Meaning and Need of Peace Education.
- Great Educational Thinkers in Peace Education: Mahatma Gandhi and Swami Vivekananda

Unit-2: Understanding Peace as a Dynamic Social Reality

- Challenges to Peace: stresses, conflicts, crimes, terrorism, violence, and wars.
- Role of Peace education in the development of Tolerance, and Harmony.

Unit 3: Strategies and Agencies for Peace Education

- Strategies and Methods: Meditation, Yoga, Dramatization, Debate etc.
- Role of Social Agencies: Family, Mass Media, Community, and Schools.

Unit 4: Global Concerns for Peace

- Challenges to peace and peace process in the present scenario.
- Role of UNESCO in peace-keeping around the world.

Unit 5: Promoting Peace and Harmony

- Human rights and Values
- Disarmament, knowledge-attitude-skills of peace
- Environment, Cross-cultural perspectives

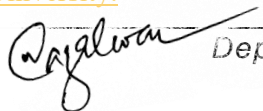
PRACTICUM

- Group Discussions: Divide students into groups to discuss and define the meaning and concept of Peace Education. Encourage them to share their perspectives and insights.
- Role Play Scenarios: Create scenarios that depict challenging situations related to peace (e.g., resolving conflicts, mediating disputes). Have students role-play these scenarios and explore peaceful resolutions.
- Workshop: students can experience and learn various peace education strategies like meditation and yoga
- Debates: Hold debates on global issues related to peace, such as socio-psychological, economic, and cultural causes and effects of war and violence.

Suggested Readings/Learning References:

CBSE. (2012). Values Education: A Handbook For Teachers. New Delhi:CBSE.

Fountain, S. (1988). Learning Together – Global Education. New York: Stanley Thrones Publishers Ltd, New York University.



NCERT. (2006). *Education For Peace*, National Focus group's paper, first edition 2006, New Delhi: NCERT Pandey, S. (2004). *Education for Peace: Self Instructional Package for Teacher Educators*. New Delhi:

NCERT

UNESCO (1998). *Learning to Live together in Peace and Harmony*. A UNESCO APNIEVE Source Book for Teacher Education and Tertiary Level Education. Bangkok, Thailand: UNESCO Principal Regional Office for Asia and the Pacific.

UNESCO (2001). *Learning the Way of Peace. A Teachers' Guide to Education for Peace*. New Delhi: UNESCO.

Dhand, H. (2000). *Teaching Human Rights: A Handbook for Teacher Educators*. Bhopal: Asian Institute of Human Rights Education.

Upadhyay, Pratibha. (2010). *Education for Peace Utopia or Reality*. New Delhi: Kalpaz Publications WWW- As per the required websites for the concerned topic

YouTube Channel/ MOOCS/OER/E-Pathsala- As per topic/points

