

## EDUCATION

### B.Ed – UG Syllabus

	<b>Course Code</b>	<b>Title of the Course</b>	<b>Total</b>	<b>External</b>	<b>Internal</b>
<b>Semester- 1</b>	BED-UG-C101	Development of Learner	100	70	30
	BED-UG-C102	Education in Contemporary India	100	70	30
	BED-UG-C103	Language Across the Curriculum	50	35	15
	BED-UG-C104	Understanding Disciplines and Subjects	50	35	15
	BED-UG-C105	Reading and Reflecting on Texts	50*	--	50*
				<b>300</b>	<b>210</b>
<b>Engagement with the Field: Tasks and Assignments for Courses 101,102,103 &amp; 104</b>					
<b>Semester -2</b>	BED-UG-C201	Learning and Teaching	100	70	30
	BED-UG-C202	Knowledge and Curriculum	100	70	30
	BED-UG-C203	Assessment for Learning	100	70	30
	BED-UG-C204	Developing Creative Skills	50*	--	50*
				<b>300</b>	<b>210</b>
<b>Engagement with the Field: Tasks and Assignments for Courses 201,202 &amp; 203</b>					
<b>Semester- 3</b>	BED-UG-C301	Pedagogy of English /Vernacular Languages	100	70	30
	BED-UG-C302	Pedagogy of Social Sciences	100	70	30
	BED-UG-C303	Pedagogy of Physical Sciences	100	70	30
	BED-UG-C304	Pedagogy of Biological Sciences	100	70	30
	BED-UG-C305	Pedagogy of Mathematics	100	70	30
	BED-UG-C306	School and Society	50	35	15
	BED-UG-O307	Health and Physical Education	50	35	15
	BED-UG-O308	Peace Education	50	35	15
	BED-UG-O309	Value Education	50	35	15
	BED-UG-O310	Special Education	50	35	15
	BED-UG-O311	Environmental Education	50	35	15
	BED-UG-O312	Guidance and Counseling	50	35	15
	BED-UG-C313	Critical Understanding of ICT	50*	--	50*
				<b>300</b>	<b>210</b>
<b>Engagement with the Field: Tasks and Assignments for Courses 301,302 &amp; 303</b>					
<b>Semester- 4</b>	BED-UG-C401	School Internship	250	175	75
	BED-UG-C402	Inclusive Education	50	35	15
	BED-UG-C403	Understanding the Self	50*	--	50*
				<b>300</b>	<b>210</b>
<b>Engagement with the Field: Tasks and Assignments for Courses 401 &amp;402</b>					
<b>Total Marks</b>			<b>1200</b>	<b>840</b>	<b>360</b>

# SIKKIM UNIVERSITY

*[A Central University Established by an Act of Parliament of India, 2007]*

## **Syllabus for Two Year Bachelor of Education (B. Ed.)**

*[With effect from Session 2015-16]*



**6th Mile, Tadong - 737102**

**Gangtok, Sikkim, India**

**[www.sikkimuniversity.ac.in](http://www.sikkimuniversity.ac.in)**

## Course Structure for Two-Year B.Ed. Programme

### Semester Wise Distribution of the Courses

	Course Code	Title of the Course	Total	External	Internal
<b>Semester-- 1</b>	B.Ed.-CT-101	Development of Learner	100	70	30
	B.Ed.-CT-102	Education in Contemporary India	100	70	30
	B.Ed.-CT-103	Language Across the Curriculum	50	35	15
	B.Ed.-CT-104	Understanding Disciplines and Subjects	50	35	15
	Course EPC 1	Reading and Reflecting on Texts	50*	--	50*
			<b>300</b>	<b>210</b>	<b>90</b>
Engagement with the Field: Tasks and Assignments for Courses 101,102,103 & 104					
<b>Semester --2</b>	B.Ed.-CT-201	Learning and Teaching	100	70	30
	B.Ed.-CT-202	Knowledge and Curriculum	100	70	30
	B.Ed.-CT-203	Assessment for Learning	100	70	30
	Course EPC 2	Developing Creative Skills	50*	--	50*
			<b>300</b>	<b>210</b>	<b>90</b>
Engagement with the Field: Tasks and Assignments for Courses 201,202 & 203					
<b>Semester-- 3</b>	B.Ed.-CT-301	Pedagogy of a School Subjects (Any Two) B.Ed.-CT-301(A): Pedagogy of English /Vernacular Languages B.Ed.-CT-301(B):Pedagogy of Social Sciences B.Ed.-CT-301(C): Pedagogy of Physical Sciences B.Ed.-CT-301(D): Pedagogy of Biological Sciences B.Ed.-CT-301(E): Pedagogy of Mathematics	200	70 + 70	30 + 30
	B.Ed.-CT-302	School and Society	50	35	15
	B.Ed.-OT-303	Optional Course( Any One) B.Ed.-OT-303(A) Health and Physical Education B.Ed.-OT-303 (B) Peace Education B.Ed.-OT-303(C) Value Education B.Ed.-OT-303(D) Special Education B.Ed.-OT-303 (E) Environmental Education B.Ed.-OT-303 (F) Guidance and Counseling	50	35	15
	Course EPC 3	Critical Understanding of ICT	50*	--	50*
			<b>300</b>	<b>210</b>	<b>90</b>
Engagement with the Field: Tasks and Assignments for Courses 301,302 & 303					
<b>Semester-- 4</b>	B.Ed.-CT-401	School Internship	250	175	75
	B.Ed.-CT-402	Inclusive Education	50	35	15
	Course EPC 4	Understanding the Self	50*	--	50*
			<b>300</b>	<b>210</b>	<b>90</b>
Engagement with the Field: Tasks and Assignments for Courses 401 &402					
<b>Total Marks</b>			<b>1200</b>	<b>840</b>	<b>360</b>

**NB:** CT- Compulsory Theory, OT-Optional Theory, EPC- Enhancing Professional Capacities

\* = Result of EPC (out of 200) shall be awarded in terms of Grades Separately.

## Examination and Evaluation

### I. Paper Wise Evaluation Scheme

Semester / Paper		Sem. I			Sem. II			Sem. III			Sem. IV			Grand Total		
		EA	IA	Total	EA	IA	Total									
Theory	Compulsory	210	90	300	210	90	300	175	75	250	35	15	50	630	270	900
	Optional	-	-	-	-	-	-	35	15	50	-	-	-	35	15	50
School Internship and EPC Activities	School Internship	-	-	-	-	-	-	-	-	-	175	75	250	175	75	250
	EPC Activities	-	50*	50*	-	50*	50*	-	50*	50*	-	50*	50*	-	200*	200*
<b>Total</b>		<b>210</b>	<b>90</b>	<b>300</b>	<b>840</b>	<b>360</b>	<b>1200</b>									

*EA = External Assessment; IA = Internal Assessment*

\* = Result of EPC (out of 200) shall be awarded in terms of Grades Separately.

### II. Note on School Internship:

- (i) School Internship will be taken in three phases: Pre- Internship; Internship and Post Internship.
- (ii) **Pre-Internship:**  
It will involve the following activities for a period of **two weeks**.
  - (a) *Demonstration Lessons:* The teacher educator of the concerned method subject will present demonstration lesson for the method subject and each student teacher shall observe **two** demonstration lessons of their respective method subjects and submit the report.
  - (b) *Micro Teaching Practice:* Each student teacher will undergo micro teaching practice session for **five teaching skills** in each subject under the supervision of concerned teacher Educator. This should be followed by **two lessons** on Integration of Skills.

(c) *Macro Teaching Practice*: Each student will undergo Macro Teaching Practice session for two lessons in each subject under the supervision of concerned Teacher educator. The work performed during the pre- internship shall be evaluated internally by the concerned teacher educator on the basis of reports submitted.

During pre-internship, student teachers will also pay visit to their allotted practicing school and interact with school teachers & principal to acquire firsthand knowledge of School's academic environment and submit the report.

(iii) **Internship:**

During internship each student teacher will be attached with a particular school for a period of **twelve weeks** (three months) where he will undergo teaching practice in the actual classroom by delivering **60 lessons (30 in each method subject)** under the supervision of concerned teacher educator.

(iv) **Post Internship:**

At the end of the teaching practice a student teacher will present **two criticism lessons on two method subjects** to finally demonstrate her/his teaching competency which will be evaluated by the concerned teacher educator towards his internal assessment. It will be spread over **two weeks**.

(v) School Internship, besides teaching practice, will also involve some other school related works as a part of his/her training. The same are given as below:

- a. Teacher 's Diary
- b. Preparation of Time Table
- c. Addressing School Assembly
- d. Attending Staff Meeting and Writing Minutes

A student teacher is to perform these works during the tenure of his internship of **16 (sixteen) weeks** and submit the report for internal assessment.

### ***Evaluation Scheme of Internship***

<b>School Internship</b>	<b>(15 weeks)</b>	<b>External</b>	<b>Internal</b>	<b>Total</b>
(A) Pre-Internship :	<b>(2 weeks)</b>			
(i) Observation of two Demonstration Lessons (with report)		-	10	10
(ii) Micro Lesson Teaching Practice(With Record)		-	10	10
(iii) Macro Lesson Teaching Practice(With Record)		-	10	10
(B) Internship - Teaching Practice in Schools on Two Method Subjects (60 Lessons)	<b>(12 weeks)</b>			
(i) Teaching Practice		100		100
(ii) Observation of 30 lessons		30		30
(iii) Viva-Voce on Lesson Plans & Teaching Practice		25		25
(iv) Teaching Aids- Ten (Including One Model in Each)		20		20
(C) Post Internship–Two Criticism Lessons	<b>(2 weeks)</b>		20	20
(D) School Internship: Other Related Work				
(i) Maintaining Teacher ‘s Diary				
(ii) Preparation of Time Table				
(iii) Addressing School Assembly				
(iv) Attending Staff Meeting and Writing Minutes			25	25
<b>Total Marks</b>		<b>175</b>	<b>75</b>	<b>250</b>

### **III. Final Examination of Internship (External)**

The final external examination of School Internship will be conducted by a four member B. Ed. - Internship Examination committee constituted by the University wherein a student – teacher will demonstrate her/his teaching competency by presenting her/his teaching lesson in a school classroom (for at least one method subject) which will be followed by a viva-voce on teaching practice and all other aspects of school internship.

### **IV. Awarding Result for EPC**

Result of EPC (out of 200) shall be awarded in terms of Grades Separately as follows:

Marks in %	Grade Point Scale	Grade	Grade Point
90 and above	9.0 and above	O	10
80 – 89.99	8.0 – 8.9	A+	9
70 – 79.99	7.0 - 7.9	A	8
60 - 69.99	6.0 – 6.9	A-	7
50 - 59.99	5.0 – 5.9	B +	6
40 - 49.00	4.0 – 4.9	B	5
30 – 39.99	3.0 – 3.9	B -	4
20 - 29.99	2.0 – 2.9	C +	3
10 - 19.99	1.0 – 1.9	C	2
0 - 9.99	0.0 – 0.9	C -	1

Grade Point can be obtained on dividing the percentage figure by 10 (ten) and the Grade Point can be converted into percentage on multiplying it by 10 (ten).

A candidate must get a minimum of 'B' Grade to clear EPC separately so as to qualify for the B.Ed. degree

**Note:** The mark sheet issued to B.Ed. candidates shall show the result in Grade along with 'Grade Point' for EPC separately.

# Semester 1

## B.Ed.-CT-101: DEVELOPMENT OF LEARNER

**M.M. 100  
(70 Marks)**

### Course objectives:

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

- Develop understanding about the stages of child development.
- Analyze the theories of development and its educational implications.
- Explain individual development in terms of intelligence, creativity and personality.
- Describe the importance of various socio-economic and cultural influences

### Unit I: Stages of Child Development

- Infancy stage: Reflexes, Behavior traits, Physical and Cognitive abilities, Temperament and Social Skills.
- Childhood stage: Physical, Perceptual, Social and Language Development
- Adolescence: Characteristics, Problems and Remedial measures.

### Unit II: Theories of Child Development

- Havighurst Theory and Piaget's Cognitive Development Theory: Basic concepts and Educational Implications
- Erikson's Psycho-social Development Theory: Basic concepts and Educational Implication.
- Kohlberg's Moral Development Theory: Basic concepts and Educational Implications.

### Unit III. : Individual Development

- Intelligence – Concept, Effect of Heredity and Environment, Multiple Intelligence, Measurement of intelligence and Individual Differences
- Creativity – Concept, process and measures of creativity
- Personality \_ Concept, Determinants and Freudian Structure of Personality.

### Unit IV. : Socio-Economic and Cultural Influences

- Role of Family, Peers, School, Neighborhood, Community and Media.
- Impact of Culture, Social Class, Poverty, Race and Ethnicity.
- Concept of Gender and Stereotypes.

**Field Based Activities (ANY TWO)****(30 marks)**

- Case study.
- Field survey to assess the impact of family, peers, school, cultural background, social class, race and ethnicity on the development of the child.
- Psychological test : Intelligence testing
- Psychological test: Personality testing.

**Suggested Readings:**

- Aggarwal, J.C. (2000). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House.
- Berk, L.E. (2011). *Child Development*. New Delhi: Prentice Hall of India.
- Boyd, D & Bee, H. (2004). *The Developing Child*. New Delhi: Pearson Education.
- Chauhan, S.S. (2000). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Dash, M. (2002). *A Text Book on Educational Psychology*. Cuttack: Unique Publishers.
- Fetsco, T & Mclure, J. (2005). *Educational Psychology- An Integrated Approach to Classroom Decisions*. New York: Pearson Education.
- Hilgard, E. & Bower, G.H. (1966). *Theories of Learning*. USA: Englewood Cliffs: Prentice Hill.
- Hurlock, E.B. (2011). *Developmental Psychology*. New Delhi: Tata McGraw-Hill.
- Lindgren, H.C. (1980). *Educational Psychology in the Classroom*. New Delhi: Oxford University Press.
- Mangal, S.K. (2003). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.
- Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- Sahakia, W.S. (1969). *Psychology of Learning*. Chicago: Rand Menally.
- Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.

- Vygotsky, L.S. (1978). *Mind in Society*. Cambridge: Harvard University Press.
- Walia, J.S. (2000). *Foundations of Educational Psychology*. Jalandhar: Paul Publishers.
- Woolfolk, A. (2004). *Educational Psychology*. New Delhi: Pearson Education in South Asia.s
- Woolfolk, A. E. (2009). *Educational Psychology (11<sup>th</sup> Edition)*. York: My Education Lab Series.

## **B.Ed.-CT-102: EDUCATION IN CONTEMPORARY INDIA**

**M.M. 100  
(70 Marks)**

### **Course objectives:**

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

- analyze education from different philosophical and sociological perspectives.
- analyze the relationship of education with society: to understand educational institution as an agency of social change.
- understand the relationship between education and 21<sup>st</sup> century society by undertaking the study of emerging trends in education.
- understand the relation between education and social change and the necessity of Peace Education.

### **Unit I: Concept of Education:**

- Meaning, nature, scope of education.
- Aims of education in modern times-
  - for character formation
  - for democratic citizenship
  - for National integration
  - for Peace
  - for sustainable development
- Constitutional values as related to aims of education.

### **Unit II: Philosophical and Sociological Perspective in Education:**

- Implications of educational philosophy of the great educators-
  - In Indian context: Swami Vivekananda, RabindraNath Tagore, and Mahatma Gandhi.
  - In the Western Context: Rousseau, Dewey and Socrates
- Role of education in social change: School as a public space transcending barriers (caste, religion, class, and gender).
- Four Pillars of learning: Delors Commission

### **Unit III: Contemporary Issues and Policy**

- NCF-2005 in context of pedagogical and curricular shifts.
- Universalization of School Education (Elementary and Secondary)
- Education of marginalized groups- women, dalits, and tribal groups
- Right to Education

#### **Unit IV: Emerging Trends in Education**

- Life skills education and Human rights education
- Education for world citizenship
- Role of teacher in the age of globalization, and Privatization.
- Development of 21st Century skills in Teachers –  
(Communication Skills, Command on Technology)

#### **Field Based Activities (ANY TWO)**

**(30 marks)**

1. Project based on Oral history
2. A study of the functioning of School Management Committee in your neighborhood school.
3. Project relating to Life Skills Education
4. A case study of a Drop Out.

#### **Suggested Readings:**

- Aggarwal, J. C. (2002). *Philosophical and Sociological Perspectives on Education* (6<sup>th</sup> ed.). New Delhi: Shipra Publications.
- Bhatia, K.K. (2003). *Principles and Practices of Education*. New Delhi: Kalyani Publishers.
- Kabir, H. (1982) *Education in New India*, London: George Allen.
- Mathur, S.S. (2009). *A Sociological Approach to Indian Education*. New Delhi: Vinod Pustak Mandir.
- Mohan, J. (1994) *Indian Education in the Emerging Society*, New Delhi: Sterling Publishers Pvt. Ltd.
- Nath, Prem (1990). *The Bases of Education: A Philosophical and Sociological Approach*. New Delhi: S. Chand & Company Ltd.
- NCERT (1970) *Education and National Development- Report of the Education Commission (1964-66)*, New Delhi: NCERT.
- NCERT (2005). *National Education Framework*, New Delhi.
- Pandey, R.S. (2012). *Philosophizing Education*. New Delhi: Kanishka Publishers.
- Purkait, B.R. (1996). *Principles and Practices of Education*. Calcutta: New Central Book Agency.
- Ram J. M. (1998) *Human Rights and Indian Values*, New Delhi: N.C.T.E.
- Ross, James S. (2009). *Groundwork of Education*. New Delhi: Surjit Publications.
- Rusk, R. (2011). *Theory of Education*. New Delhi: Surjit Publications.
- Saxena, N.R. Swaroop (2003). *Philosophical and Sociological Foundations of Education* (Vol. I and II). Meerut: R L Book Depot.
- Sharma, Y.K.(2002). *The Doctrines of the Great Western Educators*. New Delhi: Kanishka Publications.
- Taneja, V.R.(1991). *Educational Thoughts and Practice*. New Delhi: Sterling Publishers.

## **B.Ed.-CT-103: LANGUAGE ACROSS THE CURRICULUM**

**M.M. 50  
(35 marks)**

**Course Objectives:** After completion of the course the students will be able to:

- Understand the importance of language
- Analyze the relevance of Language across the Curriculum approach
- Develop insight into different linguistic theories
- Comprehend the role of language in knowledge construction

### **Unit I: Centrality of language**

- Nature and importance of language and three language formula
- Concept and relevance of Language across the Curriculum
- Integrating language and content
- Schema theory of language learning
- Discontinuity theory of Noam Chomsky

### **Unit II: Language in School**

- Difference between Language as a school subject and as a means of learning and communication.
- Centrality of language in Learning; language as a tool for construction of knowledge
- Standard language versus Dialect
- Oral Language in the classroom: discussion as a tool for learning; nature of Questioning in the class
- Multilingualism as a classroom resource

### **Field Based Activities (ANY ONE)**

**(15 Marks)**

1. Take at least one lesson from science, Social Science and Math textbooks of any class and critically analyze the language of a text book.
2. Visiting schools in the locality and preparing a report on how three language formula is being implemented.

### **Suggested Readings:**

- Adams, T. M. (1996). Languages across the curriculum: Taking stock. "ADFL Bulletin," 28, 9-19.
- Christie, F. (1985). Language and schooling. In S. Tschudi (Ed.), Language, schooling, and society. Upper *Montclair*, NJ: Boynton/Cook.
- Corson, David (1990). "Language across the curriculum (LAC)". In: Corson, David (ed.), *Language Policy Across the Curriculum*. Clevedon: Multilingual Matters, 72-140.

- Duke, C. R., & Sanchez, R. (Eds.). (2001). *Assessing writing across the curriculum*. Durham, NC: Carolina Academic Press.
- Fichera, V. M., & Straight, H. S. (Eds.). (1997). "Using languages across the curriculum: Diverse disciplinary perspectives" (Translation Perspectives X). Binghamton: State University of New York, Center for Research in Translation.
- Helmut J. Vollmer (2007), *Language Across the Curriculum: A Didactic Perspective*, University of Osnabrueck, Germany
- Jangid, Gita. 2005. *Literacy and Language Development: a whole language perspective*. Ph.D. thesis, CIEFL, Hyderabad.
- Jolliffe, D. (2001). *Writing across the curriculum and service learning: Kairos, genre and collaboration*. In S. McLeod, et al. (Eds.), *WAC for the new millennium* (pp. 179–199). Urbana IL: NCTE.
- Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
- Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.)*. Cambridge: Cambridge University Press.
- Morgan, J. & Rinvolutri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
- National Curriculum Framework 2005, NCERT, New Delhi
- Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
- Shoenberg, R. E., & Turlington, B. (Eds.). (1998). "Next steps for languages across the curriculum: Prospects, problems, and promise." Washington, DC: American Council on Education.
- Simpson S and Kolodziejska Ewa: *Language Across the Curriculum*
- Whitehead, David (1990), *Language Across the Curriculum*, Berkley, Hamilton
- Yancey, K. B., & Huot, B. (Eds.). (1997). *Assessing writing across the curriculum: Diverse approaches and practices*. Greenwich, CT: Ablex.

## **B.Ed.-CT-104: UNDERSTANDING DISCIPLINES AND SUBJECTS**

**M.M. 50**

**(35 marks)**

### **Course Objectives:**

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

- acquire the knowledge and understand the nature & scope of different field of Science and Mathematics.
- acquire the knowledge and understand the nature & scope of Languages and Social Sciences alongwith the thinkers in the field.

### **Unit I: Understanding Sciences and Mathematics**

- Nature, Characteristics & Scope of Science and Mathematics.
- Fields of Scientific Knowledge : Astrosphere, Atmosphere, Lithosphere, Hydrosphere and Biosphere
- Correlation of Science and Mathematics with other school subjects ( Social Science, Language)
- Contribution of Scientists and Mathematicians:  
Sir C.V. Raman, Sir Albert Eienstein, Aryabhтта, Pythagoras

### **Unit II: Understanding Languages and Social Sciences**

- Meaning, Scope and Importance of Language Learning and Characteristics of Language Development
- Understanding Language Acquisition : Behaviorist & cognitive Approaches
- Emergence of Social Science as a Subject of Study, Major Social Sciences disciplines in Schools and Correlation of Various Social Science subject.
- Contribution of thinkers in Language Learning and Social Scientists:
- Chomsky, Kalidas, Karl Marx, Amartya Sen

### **Field Based Activities (ANY ONE)**

**(15 Marks)**

1. Report on recent developments in Science/Mathematics and its application in daily life.
2. Report on recent developments in Languages/ Social Sciences and its application in daily life.

### **Suggested Readings:**

- Alfred, Hooper (1961); *Makers of Mathematics*, London Faber & Faber
- Anderson R.D (1960); *Developing Children's thinking through Science*, New Delhi, Prentice Hall

- Arora, G.L (1988); *Curriculum and Quality in Education*, New Delhi, NCERT.
- Baruah, T.C. (1992). *The English Teachers' Handbook*. New Delhi: Sterling Publishers Private Limited.
- Bernal J.D. (1969); *Science in History*, Penguin Books, Chicago.
- Bhatia, K.K. (2000). *Teaching and Learning English as Foreign*, New Delhi: Kalyani Publishers
- Binning and Binning (1952), *Teaching Social Studies in Secondary Schools*, New York McGraw Hills,
- Boyer, Car B.H. (1968); *History of Mathematics*, New York John Wiley
- Das R.C. (1985); *Modern Teaching in Schools*, New Delhi, Sterling Publications
- Dey, S. K. (2013). *Teaching of English*. Noida: Dorling Kindersley Pvt. Ltd.
- Doff, A. (1988). *Teach English-A Training Course for Teachers*. Cambridge University Press.
- Ferris, J. Pamela (2003); *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, New York McGraw Hills.
- Frank P. (1961); *Modern Science and its Philosophy*, Collier Books 1961.
- Freeman , D. L. & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. United Kingdom: Oxford .
- GOI (1993); *Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development*, New Delhi. Department of Education,
- GOI (2005); *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report*, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development.
- Golding, C. (2015) *Integrating the disciplines: Successful interdisciplinary subjects*. The University of Melbourne.
- Harre.R. (1960); *Introduction to the Logic of Sciences*, London, Macmillian & Co Ltd.
- Indian Economic Association Trust for Research and Development (1991), *Teaching of Economics in India*. New Delhi Interest Publications,
- Jack Zevin, (2000); *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- James Hemming (1953); *Teaching of Social Studies in Secondary Schools*, Longman Green & Co, London.
- Jhunjhunwala, Ashok (1993); *Indian Mathematics*, New Delhi Wiley Eastern Ltd. 1993
- Kapur J.N.(1964); *The spirit of Mathematics*, New Delhi, Arya Book Depot
- Kapur, S.K. (1998); *Foundations of Higher Vedic Mathematics*, New Delhi, Arya Book Depot
- Kent, A., (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Kothare A.N. et.al. (1997); *Of Science and Scientists – An Anthology of Anecdots*.
- Kulshreshta, A.K. (2012); *Teaching of Mathematics*, Meerut, Lall Book Depot
- Lambert, D and Balderstone, D (2000); *Learning to Teach Geography in Secondary School: A Companion to School Experience*, London Routledge Falmer.
- Mangal, S.K. (1981); *Teaching of Mathematics*, Ludhiyana, Tandon Publications
- Mill, J.S. (2010); *Philosophy of Scientific Method*, New Delhi,, Cosmo Publications.

- Miller, M. & Boix Mansilla, V. (2004). *Thinking Across Perspectives and Disciplines. Interdisciplinary Studies Project, Project Zero*: Harvard Graduate School of Education.
- Nanda, V. K. (2005). *Teaching of English*, New Delhi: Anmol Publications.
- National Council for the Social Studies. “*What Is Social Studies?*” *Expectations of Excellence: Curriculum Standards for Social Studies*. Used with permission.
- Pathak, A., (2002); *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, New Delhi. Rainbow Publishers,
- Popper K.R (1968); *The Logic of Scientific Discovery*, London: Hutchison & Co Ltd.
- Rao D.B. and Rao, R (2007); *Techniques of Teaching Economics*, Sonali Publications, New Delhi.
- Shanker, P. (2003). *Teaching of English*. New Delhi: APH Publishing Corporation.
- Sharma. Y.K. (2003); *Teaching of Physical Science New Delhi*, Kanishka Publishers.
- Siddiqui, M.H. (2005); *Teaching of Mathematics*, New Delhi, APH Pub. Corp.
- Singer, A. J., (2003); *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Mahwah, New Jersey. Lawrence Erlbaum Associates.
- Singh, Y.K. (2000). *Teaching of English*. New Delhi: APH Publishing Corporation.
- Smith M.(2002); *Teaching Geography in Secondary Schools: A Reader*, London. Routledge Falmer,
- Sommerville J. (1953); *The Way of Sciences – Its Growth & Method*.
- Steve Alsop & Keith Hilicks (2003); *Teaching Science*, Kogan Page India Pvt Ltd.

## **EPC: - I**

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

**M.M. 50**

Each candidate shall be required to select any TWO from the following areas and prepare a reflective report which may be personal, creative or critical or all of these together.

- Autobiographies and biographies of eminent personalities
- Novels, novellas or dramas
- Policy documents
- Educational Policy
- Constitution of India
- Right to Education act
- NCF (School Education and Teacher education)

## Semester-II

### B.Ed.-CT-201: LEARNING AND TEACHING

**M.M. 100  
(70 Marks)**

#### Course objectives:

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

- understand the fundamentals of learning.
- analyze the educational implications of different theories of learning.
- develop the skill of instructional planning & writing the instructional objectives.
- develop different teaching skills and ability to choose teaching methods according to the content.

#### Unit I: Learning Process

- ❖ Learning- concept, characteristics, principles, types, domains;
- ❖ Transfer of learning- concept, types, theory of transfer of learning (theory of mental discipline, apperception, identical elements and generalization) and its educational implications.
- ❖ Learning disabilities- meaning, characteristics & identification of learning disabled children, approaches & techniques for helping learning disabled children.

#### Unit II: Theories of Learning & their Educational Implications

- ❖ Behavioral or Stimulus-Response connection theory – Pavlov’s classical conditioning learning, Thorndike trial & error learning, Skinner’s operant conditioning learning)
- ❖ Gestalt theory – (Kohler’s insightful learning, Tolman’s sign learning)
- ❖ Gagne’s hierarchical theory of learning.

#### Unit III: Management of Teaching

- ❖ Teaching – meaning, system approach to instruction, Instructional objectives, classes of objectives
- ❖ Operational phases of Teaching: Pre-active, interactive, Post-active
- ❖ Management of Teaching – steps: Planning, organizing, controlling and coordinating

#### Unit IV: Different types of instruction

- ❖ Teacher-controlled instruction – lecture, demonstration, inductive-deductive, discussion, team teaching;
- ❖ Learner controlled instruction – programmed instruction, computer assisted, personalized system, grouped controlled, project method, problem solving method, instruction based on the ability, needs & interest of the child.
- ❖ Group control instruction-discussion, debate, team teaching, group activities.

#### Field Based Activities (ANY TWO)

**(30 Marks)**

- ❖ Concept mapping in any particular topic of any school subject.

- ❖ Writing a report on observation of any learning experiences or any group activity or any learner controlled instruction.
- ❖ Identification of learning difficulties of children in a subject
- ❖ Observation of a Classroom Teaching.

### **Suggested Readings:**

- Aggarwal, J.C. (2007). *Essentials of Educational Psychology*. New Delhi; Vikas Publishing House.
- Aggarwal, J.C. (2009). *Psychology of Learning & Development*. Delhi: Shipra Publication.
- Bruner, R.F.(1978). *Psychology Applied To Teaching*. Boston: Houghton Miffling.
- Chadha, D.S.(2004). *Classroom Teaching and Learning*. New Delhi: Mittal Publications.
- Chand Tara (2007). *Advanced Educational Psychology*. New Delhi: Kaniska Publications Pvt Ltd.
- Crow & Crow (1964). *Educational Psychology*. New Delhi. Eurasia Publishing House.
- Dash, M. (2000). *Education for the Exceptional Children*. Agra. P. Bhargava Book House.
- Dececco, J.P.(1977). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall.
- Goswamim M (2014): *Fundamentals of Educational Psychology*, Guwahati: Ashoka Publications
- Hurlock, E.B.(1974). *Developmental Psychology*. New Delhi: TMH.
- Mangal, S.K (2008): *Essentials of Educational Psychology*, New Delhi: Prentice Hall of India Pvt Ltd.
- Mathur, S.S. (2008). *Development of Learner and Teaching Learning Process*. Agra. Vinod Pistak Mandir.
- Pathak, R.P (2012). *Educational Psychology*, Noida: Pearson
- Piaget, J. (1999). *Judgement and Reasoning in the child*. London: Rutledge.
- Sharma, R.A. (2005). *Development of Learner and Teaching-Learning Process*. Meerut (U.P.): R. Lall Book.
- Sharma, Yogendra, K. (2007). *Textbook of Educational Psychology*. New Delhi: Kanishka Publisher.
- Skinner, C.E. (1999). *Educational Psychology*. New Delhi. Prentice Hall India.
- Vygostsky, L. (1986). *Thought and Language. (A Kazulin, Trans)*. Cambridge. M.A: MIT Press.
- Woodworth, R.S. (1948). *Contemporary Schools of Psychology*. London.

## **B.Ed.-CT-202: BASICS OF KNOWLEDGE AND CURRICULUM**

**M.M. 100  
(70 Marks)**

### **Course objectives:**

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

- develop the understanding between disciplinary & pedagogical knowledge
- acquaint themselves with the methods of acquiring knowledge
- understand about the determinants of curriculum
- learn the relationship between curriculum, teaching & learning

### **Unit 1: Understanding Knowledge**

- Concept of Knowledge: Indian & Western View, Distinction between Knowledge & Information and Knowledge & Belief
- Sources (Metaphysics, Epistemology and Axiology)
- Relationship between Language and Thought, Knowledge Acquisition Process
- Method of Acquiring Knowledge: Experience, Reasoning, Authority and Empiricism

### **Unit II: Foundations of Curriculum**

- Meaning, Nature and Scope of Curriculum
- Principles of Curriculum Construction
- Determinants of Curriculum: National Ideology, Social, Economics and Psychological Factors, Scientific & Technological Advancement.
- Distinguishing between Curriculum, Syllabus and Textbook

### **Unit III: Curriculum Development**

- Principles and Approach to Curriculum Development: Principles and Knowledge Approach, Activity Approach & Life Centered Approach
- Curriculum as per Secondary Education Commission (1952-54) and Kothari Commission (1964-66)
- Salient Features of National Curriculum Frame Work (2005)
- School Curriculum as per National Policy of Education (1986)

### **Unit IV: Knowledge, Curriculum and Pedagogy**

- Knowledge about the Learner, Curriculum, Pedagogy and their Integration
- Relationship between Curriculum, Teaching and Learning
- Curriculum and Teaching Learning Material: Textbook & Allied Instructional Material
- Evaluation of Textbooks

### **Field Based Activities (ANY TWO)**

**( 30 Marks)**

- Report/Project on Evaluation of Secondary School Curriculum in Sikkim
- Content Analysis on any school subject
- Evaluation of a textbook.

- Comparison of curricula of two different School Boards.

### **Suggested Readings:**

- Agarwal, J.C (1990): Curriculum Reforms in India, Delhi: Doaba House.
- Bhatt, B.D & Sharma, S.R (1992): Principles of Curriculum Construction, Delhi
- Bloom, B.S.(1977):Tryout and Revision of Educational Materials and Methods. A handbook of Curriculum Evaluation, UNESCO.
- Bruner, J.S (1960/1977): the Process of Education. Harvard University Press,
- Dhiman, O.P (2008). *Foundations of Education*, New Delhi: A.P.H. Publishing Corporation.
- Eisner, E.W. (1979): The educational Imagination. New York: Macmollan.
- Goswami, M (2014).*Principles and Foundations of Education*, New Delhi: Lakshi Publication.
- Mrunalini Talla (2012). *Curriculum Development: Perspectives, Principles and Issues*, Noida: Dorling Kindersley (India) Pvt. Ltd.
- Murray Print (1993). *Curriculum Development and Design*, Crows Nest, Australia Murray Print.
- Murty S.K. (1982).*Philosophical & Sociological Foundations of Education*, Ludhiana: Prakash Books, 546, Book Market.
- NCERT (2005). *National Curriculum Framework* New Delhi.
- Pathak, R.P. (2012). *Philosophical & Sociological Principle of Education*, New Delhi: Pearson.
- Ravi, S.S (2011). *A Comprehensive Study of Education*. New Delhi: DHI Learning Pvt Ltd.
- Sharpes, D.K (1988): Curriculum Tradition and Practices. London: Routeledge.
- Srivastava, H.S. (2006). *Curriculum & Methods of Teaching*. Delhi Shipra Publications
- Stenhouse, L. (1975): An Introduction to Curriculum Research and Development. London. Heinemann.
- Swaroop Saxena, N.R. (2011). *Philosophical and Sociological foundations of Education*.
- Wesley, Null (2011). *Curriculum: From Theory to Practice*. Maryland, United
- Wheeler, D.K. (1987): Curriculum Process. University of London Press.

## **B.Ed.-CT-203: - ASSESSMENT FOR LEARNING**

**Course objectives:**

**M.M. 100  
(70 Marks)**

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

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm)
- Be exposed to different kind and forms of assessment that aid student learning
- Become cognizant of the use of a wide range of assessment tools and learn to select and conduct these appropriately
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view

### **UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION**

- Clarifying the terms: Assessment, evaluation, test, examination, measurement, and their inter-relationships, Assessment of Learning and Assessment for Learning, Current issues in Assessment and Evaluation
- Purpose of evaluation: placement, diagnosis of learning difficulties, monitoring learning, providing feedback, grading, promotion and certification
- Classification of assessment based on : purpose (Placement, formative, diagnostic, summative), scope (Teacher made, standardized), Nature of Interpretation (Norm-referenced Vs criterion referenced), context (Internal, External)
- Continuous and Comprehensive Assessment: concept, nature, process, implementation strategies
- Constructivist Perspective on Assessment and Evaluation of learning: Purposes of assessment in a constructivist paradigm

### **UNIT 2: LEARNING ASSESSMENT**

- Assessment of cognitive learning : Instructional objectives, types and levels of cognitive learning
- Assessment of affective learning: Instructional objectives, types and levels of affective learning
- Assessment of psychomotor learning: Instructional objectives, types and levels of psychomotor learning

- Steps of Construction: Planning (content and objectives focusing on blue print), Preparing Trying-out and Evaluation
- Principles of Constructing Different types of Test-items (Objective type , Essay type and interpretative exercises)
- Characteristic of a good test: Reliability, Validity, Objectivity and Usability (only concept and use)

### **UNIT 3: RECENT TRENDS AND ISSUES IN ASSESSMENT**

- Existing practices: unit tests, half-yearly and annual examinations, semester system, use of question banks
- Issues and problems: Objective Vs Subjectivity of test items, Close ended Vs Open ended test items
- Emerging practices in assessment: Standard based assessment, online examination, computer based examination, oral examination and open book examination
- Grading - concept, types and applications

### **UNIT 4: APPLICATION OF STATISTICS ON THE ANALYSIS OF ASSESSMENT**

Statistics—meaning, uses, variable, data, its organization, graphical representation (Bar graph, Histogram, Pie, Line)

Measures of central tendency—mean, median, mode; measures of variability—standard deviation, average deviation, quartile deviation, and percentiles.

#### **Field Based Activities (ANY TWO)**

**(30 Marks)**

- Construction of an achievement test on any topic (carrying 25 marks), its administration and interpretation of results.
- Appraisal of current evaluation practices in the secondary schools
- Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.
- Graphical representation of achievement scores in a subject.

## Suggested Readings:

- Agarwal, Y.P. (1990). Statistical Methods: concepts, applications and Computation, New Delhi: Sterling Publishers
- Black, P., Harrison, C., Lee, C., Marshall, B. & William, D.(2004). Working inside the Black box: Assessment for Learning in the Classroom, Phi Delta Kappan, 86(1), 8-21.
- Burk, K. (2005). How to assess authentic learning (4<sup>th</sup> Ed). Thousand Oaks, CA: Corwin
- Burk, K., Fogarty, R., & Belgrad, S. (2002). The portfolio Connection: Student work linked to standards (2<sup>nd</sup> Ed.) Thousand Oaks, C.A. Corwin.
- Brandsford, J. Brown, A.L., & Cocking, R.R.(Eds), (2000). How people learn: Brain, mind, experience and school. Washington, DC P: National Academy Press.
- Carr. J.F. & Harris, D.C. (2001). Succeeding with Standards: Linking Curriculum, assessment and action planning. Alexandria, VA P: Association for Supervision and Curriculum Development
- Gentile, J.R. & Lalley, J.P. (2003) Standards and Mastery Learning : Aligning teaching and assessment so all children can learn: Thousand Oaks, CA: Corwin
- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning, Thousand Oaks, CA. Corwin
- Garrett, H.E. (1973), Statistics in Psychology and education (6<sup>th</sup>ed). Bombay: Vakils, Feffors& Simon.
- Natrajan V. and Kulshreshta SP (1980). Assessing non-Scholastic Aspects – Learning Behaviour, New Delhi: Association of Indian Universities
- Newman, F.M. (1996) Authentic achievement: Restructuring Schools for intellectual quality, San Francisco, CA :Jossy-Bass
- Nibco.A.J. (2001) Educational assessment of students (3<sup>rd</sup> Ed) . Upper Saddle River. NJ: Prentice Hall.
- Norris N. (1990) Understanding Educational Evaluation, Kogan Page(in association with CARE)
- Potham, W.J. (2010). Classroom assessment: What teachers need to know (6<sup>th</sup>ed.). New York : Prentice Hall.
- Sing H.S. (1974). Modern Educational Testing, New Delhi, Sterling Publication

**COURSE: EPC 2**  
**Developing Creative Skills**

**M.M. 50**

Any Two of the following Activities (With Report)

- i. Art work (Drawing, Painting, Sketching etc.,)
- ii. Craft Work (Puppet Making, Models making, Flower Making Doll Making, Local Handicraft etc.)
- iii. Performing Art (Dance, Drama, Singing, Recitation, Instrument Playing, Role Playing etc.)
- iv. Creative Writing (Story, Poem, Songs, Literary/Academic Article etc.)

### **Semester-III**

### **B.Ed.-CT-301**

**(Choose any Two School Subjects from your group)**

### **B.Ed.-CT-301(A): PEDAGOGY OF ENGLISH**

**M.M. 100  
(70 Marks)**

#### **Course objectives:**

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

- learn the nature and objectives of English Language.
- develop the required language skills.
- assess and evaluate students learning in skills of language.
- acquire techniques for obtaining feedback for self evaluation and evaluation of students success in teaching and learning language,

#### **UNIT – I: English Language Teaching in India**

- Development of language policy in India: NPE.
- Aims, objectives and general principles of teaching English.
- Nature and importance of English language with reference to Sikkim.
- Development of four languages skills-listening speaking, reading and writing, Three language formula and NCF 2005.

#### **UNIT –II: Approaches and Methods of Teaching English**

- Need for method and approaches of teaching.
- Grammar translation method, Direct method, Desuggestopedia method, Bilingual method and Silent Way method.
- Functional communicative approach, content based approach, task based approach, participatory approach, constructive approach and natural approach.
- Teaching of prose, poetry and grammar.

#### **UNIT- III: Resources and Planning for English Language Teaching.**

- Materials of instruction for language teaching- audio visual aids, use of technology and use of mass media.
- Uses of Language laboratories, dictionaries and pronouncing dictionaries.
- Development of unit plan and lesson plan.
- Pedagogical analysis of teaching English.

#### **UNIT- IV: Evaluation in English.**

- Concept of evaluation.
- English language testing of the four basic language skills.
- Test techniques in framing test question: multiple choice, short answer type, gap filling type and true /false type.
- Preparation of achievement test – planning, preparation, try out and evaluation.

#### **Field Based Activities (Any TWO)**

**(30 marks)**

- Development of an English Reading Comprehension Test.
- Development of a diagnostic test in any one of the basic skills of language.
- Development of an achievement test in English and its try out.
- Choose a content of your choice and design a task to convey the meaning using functional communicative approach.

#### **Suggested Readings:**

- Baruah, T.C. (1992). *The English Teachers Handbook*, New Delhi: Sterling Publishers Private Limited.
- Baruah, T.C. (1992). *The English Teachers' Handbook*. New Delhi: Sterling Publishers Private Limited.
- Bhatia, K.K. (2000). *Teaching and Learning English as Foreign*, New Delhi: Kalyani Publishers
- Bhatia, K.K. (2000). *Teaching and Learning English as Foreign*. New Delhi: Kalyani Publishers
- Dey, S. K. (2013). *Teaching of English*. Noida: Dorling Kindersley Pvt. Ltd.
- Doff, A. (1988). *Teach English-A Training Course for Teachers*. Cambridge University Press.
- Doff, Adrian, (1988). *Teach English- A training Course for Teachers*, Cambridge University Press.
- Freeman, D. L. & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. United Kingdom: Oxford.
- Nanda, V. K. (2005). *Teaching of English*, New Delhi: Anmol Publications.
- Nanda, V.K. (2005). *Teaching of English*. New Delhi: Anmol Publications.
- Shanker, P. (2003). *Teaching of English*. New Delhi: APH Publishing Corporation.
- Shanker, Prem. (2003). *Teaching of English*, New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2000). *Teaching of English*, New Delhi: APH Publishing Corporation.
- Singh, Y.K. (2000). *Teaching of English*. New Delhi: APH Publishing Corporation.

## **B.Ed.-CT-301(B) PEDAGOGY OF SOCIAL SCIENCES**

**M.M. 100  
(70 Marks)**

### **Course Objectives**

After completion of the course, the teacher trainees will be able to:

- understand the meaning, need, scope, importance for learning Social Science.
- acquire knowledge about various learning resources for teaching Social Science subjects.
- acquire the ability to develop instructional support materials for teaching Social Sciences.
- acquire knowledge and techniques for evaluation of student learning in different Social Science subjects.

### **Unit –I: Concept of Social Sciences**

- Meaning, scope, need, types and importance of Social Sciences, Features of Social Sciences, Similarities and difference between Social Studies and Social Sciences.
- Aims and objectives of teaching Social Sciences with a special reference to NCF – 2005.
- Approaches to Teaching Social Science Curriculum (Discipline based, Interdisciplinary based and integrated)
- Curricular Approaches to teaching Social science (Curriculum-Co-ordination, Correlation, concentration, spiral, unit approaches)

### **Unit – II: Instructional Strategies / Methods adopted for Teaching Social Sciences**

- Instructional Strategies; Distinction between strategies and methods, Types of Teaching Strategies, Teaching Models-meaning and characteristics.
- Methods of Teaching-Need for variety of methods, characteristics of a good teaching method; Different methods with objectives, Principles and advantages and limitations; Lecture, Discussion, Lecture cum Discussion, Project, Socialized Recitation, Source methods, supervised study, Skills of Questioning, - objectives, kinds, defective forms, manner of asking questions and receiving answers.
- Use of Black Board- Hints to write, importance of drawing sketches, Use of Dramatisation Techniques – meaning, objectives, structure characteristics of a drama, steps, advantages and limitations.
- Role Playing and Story Telling – Skills needed, simulation – meaning, assumptions, importance advantages and limitations.

### **Unit – III: Learning Resources in Teaching Social Sciences**

- Audio-visual Aids in teaching Social Sciences importance, types (Audio, visual and audio visual) with need and importance in different subject areas.

- Field Trips, Social Studies Clubs, Laboratories, Museums, Fairs in different subject areas of Social science curriculum.
- Development of learning materials- Year Plans, Unit Plans, Lesson Plans (Importance, steps in planning along with instructional objectives)
- Pedagogical Analysis and use ICT in learning Social Sciences.

#### **Unit – IV: Evaluation**

- Purposes-Formative and Summative
- Techniques of Evaluation (Difference between examination and evaluation, Tests, Scale and Check lists, Principles, Criteria and use of different techniques in the process of evaluation.
- Writing Tests items according to Bloom’s Taxonomy –Essay and objectives Tests, Rules and suggestions for writing essay and different objective types of tests.
- NRT and CRT in Social Sciences; Diagnostic and Remedial Teaching in Social Sciences

#### **Field Based Activities (Any TWO)**

**(30 marks)**

- Organisation of field trip to a place of importance according to the relevant subject under social science, collection of data and report writing and presentation of the report.
- Undertaking a Project on the own subject areas and report writing.
- Development of Improvised Aids to teach two topics on own subject areas with principles of construction, use and studying its effectiveness.
- Development of micro-teaching lesson plans or the skills of the following.
  - Set Induction
  - Reinforcement
  - Explanation
  - Illustration with examples

#### **Suggested Readings:**

- Aggarwal, J.C. (1997). *Teaching of History a practical Approach*. New Delhi: Vikas Publishing House.
- Biswal, J.N. (2002). *Content-cum Methods of Teaching Geography*. Cuttack: Mahabeer Printers.
- Dash, B.N. (2002). *Content cum Methods of Teaching Social Studies*. New Delhi: Kalyani Publishers.
- Dhillon, Satinder & Chopra, Kiran, (2002). *A New Approach to Teaching Economics*. New Delhi: Kalyani Publishers.
- Kaur, B. (1996). *Teaching Geography: New Trends and Innovations*. New Delhi: Deep & Deep Publishers.

- Khan, Z.A. (1998) Text book of Practical Geography. New Delhi: Concept Publishing Company.
- Kochhar, S.K. (2004). *Teaching of History*. New Delhi: Sterling Publishers.
- Mangal, S.K. (2008). *Teaching of Social Studies*. New Delhi: PHI Private Limited.
- Mukherjee, Sutopa. (1996) Understanding Physical Geography through Diagrams. Kolkata: Orient Publication
- Pandey, Veena Pani. (2004). Teaching of Geography. New Delhi: Mohit Publications.
- Paul, S. (2004). Effective Methods of Teaching Social Studies. Jaipur: ABD Publishers.
- Rao, M.S. (1993). Teaching of Geography, New Delhi: Anmol Publishing Pvt.
- Rudramamba, Laxmi Kumari, Rao, V.B. & Digumart. (2004). Methods of Teaching Economics, New Delhi: Discovery Publishers.
- Ruhela, S.P. (2007). *Teaching of Social Sciences*. Hyderabad: Neelkamal Publications.
- Sarkar, Ashis. (2002). Practical Geography: A Systematic Approach, Kolkata: Orient Logman.
- Saxena, N.R. and et. al. (2003). *Teaching of Social Science*. Meerut: R. Lall Book Depot.
- Siddique, M.H. (2004). Teaching of Geography. New Delhi: APH Publishing Corporation.
- Singh, R.P. (2003). *Teaching of History*. Merrut, Surya publication.
- Singh, R.P. (2011). Teaching of Geography, Meerut: R. Lall Book Depot.
- Srinivas Rao, Moturi, Prasada, I. Bhaskara Rao et. al. (2004). *Method of Teaching History*. Delhi: Tarun offset Printers.
- Verma, O.P. (2005). Teaching of Geography, New Delhi: Sterling Publishers Private Limited.

## **B.Ed.-CT-301(C): PEDAGOGY OF PHYSICAL SCIENCES**

**M.M. 100  
(70 Marks)**

### **Course objectives:**

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

- develop understanding of the need, scope, nature and objectives of teaching Physical Sciences at Secondary Level.
- knowledge about different learning resources in Physical Sciences.
- develop lesson and instructional support materials for classroom transactional process.
- acquire techniques for obtaining feedback for self evaluation of students' success in learning physical sciences.

### **Unit – I: Concept of Teaching Physical Science**

- Meaning, nature, scope and importance of physical science in human life
- Physical Sciences and its branches and its correlation with other school subjects.
- Aims and objectives of teaching physical sciences in schools.
- Recommendations of NCF 2005 on teaching physical sciences.

### **Unit – II: Instructional Methods of Teaching Physical Science.**

- Needs for various methods of Teaching Physical Sciences.
- Methods of Teaching Physical Science- Demonstration Method, Demonstration cum Discussion Method, Problem Solving Method, Project Method, Laboratory Method.
- Scientific Attitudes and strategies for inculcating scientific attitude in the learner.
- Constructive Approach to Teaching Physical Sciences.

### **Unit – III: Learning Resources in Physical Sciences**

- Unit Plan and lesson Plan in Physical Science, Pedagogical Analysis of teaching Physical Science.
- Physical Science laboratories and its maintenance.
- Science Fair, Science Club, Science museum, Science Quiz, Field Trip.
- Audio –visual aids in Teaching Physical Science, Improvised Teaching in Physical Science.

#### **Unit –IV: Evaluation in Physical Science**

- Evaluation in Physical Science, Tools and Techniques, Principles of constructing –Essay Type, Short Answers and Objective Type Tests, Developing test for measuring specific outcomes.
- Construction of an Achievement Test in Physical Science-Planning, Preparation, Try Out and Evaluation.
- Evaluation of Text Book in Physical Science-Criteria of a Good Text Book.
- Diagnostic Test and Remedial Teaching in Physical Science, Planning for CCE.

#### **Field Based Activities (Any TWO)**

**(Marks -30)**

- Write the detailed procedure to prepare an improvised teaching aid along with its implications.
- Select a problem in physical science and solve it through problem solving method.
- Construct an achievement test in physical science.
- Develop a lesson plan on any topic in physical science.

#### **Suggested Readings:**

- Das, R.C.(1990). Science Teaching in Schools. New Delhi: Sterling Publishers.
- Ediger, M. and Rao, D.B. (2003). Teaching Science Successfully. New Delhi: Discovery Publishing.
- Ganguli, A. (2005). New Method of Teaching Science, Jaipur: ABD Publishers.
- Gupta, S.K. (1995). *Teaching of Physical Science in Secondary Schools*, New Delhi: Sterling Publishers.
- Kohli, V.K (1964). How to Teach Science: An upto date Treatise on Methodology of Teaching, Aambala: Vivek Publishers.
- Kulsharestha, S.P. (2010). *Teaching of Physical Science*, Meerut (U.P.): R. Lall Book Depot.
- Kumar Amit (1999). *Teaching of Physical Science*, Agra: H.P. Bhargava, Book House.
- Kumar, A (1995). *Teaching of Physical Science*, New Delhi: Anmol Publications.
- Mangal, S.K. (1995). *Teaching of Physical and Life Sciences*, New Delhi: Arya Book Depot.
- Mittal, A. (2004). Teaching of Chemistry. New Delhi: APH Publishing Corporation.
- Mohan, R. (1995). *Innovative Science Teaching for Physical Science teachers*, New Delhi: Prentice Hall of India.
- Nair, C.P.S (1971). *Teaching Science in our Schools*, New Delhi: S.Chand & Co. Pvt Ltd. Ramnagar.

- Nayak, A.K. (2004). Teaching of Physics. New Delhi: APH Publishing House.
- Radha Mohan (1995). *Innovative Science Teaching for Physical Science Teachers*, Prentice New Delhi: Hall of India Pvt. Ltd.
- Sharma, R.C. (2004), Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Company (P) Ltd.
- Sharma, Y.K. (2003). Teaching of Physical Science: Methods and Techniques. New Delhi: Kanishka Publishers, Distributors.
- Siddique, M.H (2005). Teaching of Science. New Delhi: APH Publishing Corporation
- Susandhya, M(1960). *Teaching of Science in Secondary Schools*, New Delhi: Deep & Deep Publications.
- Vanaja, M (2005). *Method of Teaching Physical Science*, Neelkamal Publications.

## **B.Ed.-CT-301(D): PEDAGOGY OF BIOLOGICAL SCIENCES**

**M.M. 100  
(70 Marks)**

### **Course objectives:**

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

- Develop a broad understanding and appreciate the significant contribution of Modern Science to the world of Education.
- Develop lesson plan for classroom transactional process.
- Utilise different approaches and methods in teaching Sciences.
- Learn the techniques for obtaining feedback for self evaluation and evaluation of students' success in learning.

### **Unit – I: Concepts of Bio Science**

- Nature of Modern Sciences, Impact of Science on daily life and globally, Globalisation and Science.
- Justification for including Bio Science as a subject of study in school curriculum and its correlation with other school subjects.
- Aims and objectives of teaching Bio Sciences in school.
- Recommendation of NCF-2005 on teaching Bio Science

### **Unit – II: Instructional Methods of Teaching Bio Science**

- Needs for various methods of Teaching.
- Instructional methods used for Biological Science Instruction-Demonstration cum discussion, Observation, Problem Solving, Laboratory, Project Method, Experimentation, Heuristic Methods
- Constructivist approach in teaching Biological Science.
- Strategies for Inculcation of Scientific attitude.

### **Unit – III: Learning Resources in Bio Science**

- Unit Plan and Lesson Plan in Bio Sciences, Pedagogical analysis of Teaching Bio Science.
- Modes of popularizing Biological Science, Field Trips, Science Club, Science Fairs, Science Museum.
- Maintenance of Aquarium, Herbarium, Vivarium and Terrarium; Bio Science laboratories and its maintenance.

- Audio-visual aids in teaching Bio Sciences, Improvised Teaching Aids in Bio Science

#### **Unit –IV: Evaluation in Bio Science**

- Evaluation in Bio Science, Tools and Techniques, Principles of constructing – Essay Type, Short and Objective Type Tests, Developing test for measuring specific outcomes.
- Construction of an Achievement Test in Bio Science-Planning, Preparation, Try Out and Evaluation.
- Evaluation of Text Book in Bio Science-Criteria of a good Text Book.
- Diagnostic Testing and Remedial Teaching in Bio Science, Planning for CCE

#### **Field Based Activities (Any TWO)**

**Marks -30**

- Set up an experiment to show osmo -regulation in plants. Study and submit a report.
- Study slides of different types of tissues both in plants and animals and prepare a record.
- Construct an Achievement Test in Bio Science for any class.
- Prepare an improvised teaching aid on any topic on Bio-Science along with its educational implications.

#### **Suggested Readings:**

- Aharka, L.M. (1991). *Teaching Science and Life Science*, Delhi: Dhanpat Rai & Sons.
- Bhatnagar, A.B. (2008). *Teaching of Science*, Meerut (U.P.): R. Lall Book Depot.
- Chandra, S.S. (2005). *Contemporary Science Teaching*, NewDelhi: Subject Publications.
- Choudhury,S. (2004). *Teaching of Biology*. New Delhi: Anmol Publications.
- Das, B.N. (2004). *Teaching of Science*, New Delhi: Dominant Publications.
- Kalra, R.M. (2007). *Teaching of Science for Primary and Secondary Pre and In-service Teachers*, New Delhi: Shipra Publications.
- Kulshreshtha, S.P. & Pasricha, M. (2008). *Teaching of Science*, Meerut: R.Lall Book Depot.
- Lakshmi, G.B. (2004). *Method of teaching Life Science*, New Delhi: Discovery Publishing House.
- Mangal, S.K. (2000). *Teaching of Physical and Life Sciences*, New Delhi: Arya Depot, Karolbagh.
- Miller and Blades. (2000). *Methods & Materials for Teaching in Biological Science*.
- NCERT. (2000). *Textbooks and Teacher Guides in Biology for Middle and Secondary Schools*, New Delhi: NCERT,
- Pandey, V.P.2004. *Teaching of Biology*. New Delhi. Sumit enterprises
- Pecfar, M.J. et al. (2003). *Microbiology*. New Delhi: Tata McGraw Hill Publishing Company.
- Ratho, T. N. (1996). *Emerging Trends in Teaching Botany*, Agra: Bhargava Book House.
- Sharma H.S. Parashar, R. Singh, S.K. (2006). *Teaching of Science*, Agra: Radha Prakashan Mandir.

- Sharma, R.C. (2000). *Modern Science Teaching*, Ludhiana: Zandon Publications.
- Siddique, M.H. (2005). *Teaching of Science*, New Delhi: A.P.H. Publishing Corporation.
- Sree, K.( 2004). *Method of Teaching Science*. New Delhi: Discovery Publication House.
- Tulasi, G. (2004). *Methods of teaching Elementary Science*. New Delhi: Sumit Enterprises
- Yadav, S. et. al. (2004). *Teaching of Life Science*. New Delhi: A.P.H Publishing Corporation

## **B.Ed.-CT-301(E): PEDAGOGY OF MATHEMATICS**

**M.M. 100  
(70 Marks)**

### **Course objectives:**

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

- understand and appreciate the uses and significance of Mathematics in daily life.
- learn successfully various approaches and methods of teaching Mathematics.
- prepare curricular activities relevant to teaching Mathematics.
- acquire techniques for obtaining feedback for self evaluation and evaluation of students' success in teaching and learning Mathematics.

### **Unit – I: Concept of Mathematics**

- Meaning, nature and scope of Mathematics.
- Aims and objective of teaching Mathematics in the School curriculum.
- Value of teaching Mathematics.
- Correlation of Mathematics with other school subjects.
- Recommendation of NCF-2005 on teaching Mathematics.

### **Unit – II: Instructional Method of Teaching Mathematics.**

- Needs for methods of teaching Mathematics.
- Method of teaching Mathematics-Inductive, Deductive, Analytic-Synthetic, Heuristic, Project, Laboratory and Problem Solving Method.
- Constructivist approach of teaching Mathematics.
- Teaching different part of Mathematics- Arithmetic, Algebra & Geometry.

### **Unit – III: Learning Resources in Teaching Mathematics**

- Various Aids in teaching Mathematics-Audio Visual, Projective etc.
- Planning and preparation of lesson plan, unit plan & annual plan.
- Preparation of teaching aids, models & chart.
- ICT in teaching Mathematics.
- Mathematics Library& Mathematics Club.
- Co-curricular activities in Mathematics-Organizing Quiz Programme, Skill development in solving puzzles, riddles, magic & Using Mathematics as a game for recreation.
- Pedagogical analysis of teaching mathematics.

#### Unit – IV: Evaluation in Mathematics

- Evaluation procedure-placement, formative, diagnostic and summative.
- Principles for construction of objective, short answer and essay type tests and their comparative advantages.
- Preparation of Achievement Test in Mathematics-planning, preparation tryout and evaluation.
- Diagnostic test and remedial measures

#### Field Based Activities (Any TWO)

Marks -30

- 1) Devices on Mathematics for pleasure (at least 10 devices and reporting).
- 2) Development of Two Improvised Aids for Teaching of Mathematics, its procedure and utility and reporting.
- 3) Construction of a diagnostic test and its remedial measures on any subject of Arithmetic, Algebra, Geometry along with procedure and submitting a report.
- 4) Construction of an Achievement Test in Mathematics and reporting.

#### Suggested Readings:

- Aggarwal, S.M. (1996). *Course in Teaching of Modern Mathematics*, New Delhi: Dhanpat Rai & Sons.
- Gupta, V.K. (1995). *Readings in Science and Mathematics Education*, Ambala: The Associated Publishers.
- James, Anice, (2005). *Teaching of Mathematics*: Hyderabad: Neelkamal Publication Pvt. Ltd.
- James, Anice. (2007). *Teaching of Mathematics*, New Delhi: Neel Kamal Publications,
- Kulshreshtha, A.K. (2003). *Teaching of Mathematics*. Delhi: Surya Publication
- Kulshreshtha, A.K. (2005). *Teaching of Mathematics*, Meerut (U.P.): R. Lall Book Depot,
- Kumar Sudhir. (1998). *Teaching of Mathematics*, Agra: H.P. Bhargava.
- Malhotra, V. (2007), *Methods of Teaching Mathematics*. New Delhi: Discovery Publishing House
- Malhotra, V. (2007). *Methods of Teaching Mathematics*. New Delhi: Crescent Publishing corporation.
- Mangal, S.K. (1981). *A Textbook on Teaching of Mathematics*, New Delhi: Sterling Publishers.
- Marlow Ediger (2000). *The Teaching Mathematics successfully*. Agra: H.P. Bhargava, Book House.
- Pandya,B. (2006) . *Teaching of Mathematics*, Agra: Radha Prakashan Mandir, -2.
- Rai, B.C. (1993). *Methods of Teaching of Mathematics*, Ludhiana: Prakash Brothers.
- Rani, T.S. (2008). *Handbook for Teacher Research in Teaching of mathematics*, New Delhi: APH Publishing Corporation.

- Rao , Suneetha, E. and Rao, D.B. (2004). *Methods of Teaching Mathematics*. New Delhi: Discovery Publishing House.
- Sharan, R. Sharma, M (2006). *Teaching of Mathematics*. New Delhi: APH Publishing
- Sharan, R. Sharma, M (2006). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.
- Sharma, H.S. & Mangal, U.C. (2005). *Teaching of Mathematics* Agra: Radha Prakashan Mandir, - 2.
- Siddiqui, M.H. (2005). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.
- Sidhu, K.S (2002). *The teaching of Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.

## **B.Ed.-CT-302: SCHOOL AND SOCIETY**

**M.M. 50  
(35 Marks)**

### **Course objectives:**

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

- appreciate the diverse nature of Indian Society
- understand the relationship between school & community
- understand the role of education in the process of socialization and social interaction
- develop a deeper understanding of the influence of group dynamics on pupil's learning

### **Unit I: Society & Social System**

- Meaning of Society and Diverse Nature of Indian Society
- Concept of Social System, School as a Social Sub-System.
- Home, School and Society as agencies of Education
- Concept, Nature and Processes of Socialization and Social Interaction
- Role of the Teacher in the process of Socialization & Social Interaction
- Urban and Rural Divide

### **Unit IV: School and Society**

- Type of Schools (Government, aided, private, minority and self-financing)
- Place of School in a Democratic Social System, School as a Miniature of Society
- School as a Social Unit and Social Climate of the School
- School and Community relationship
- Social Change: causes and factors and role of education as an instrument of social change

### **Field Based Activities (Any One)**

**Marks -15**

- Study of school climate and reporting.
- Role of community in qualitative improvement in schools: a status study.

### **Suggested Readings:**

- Abraham, F.M. (2003). *Modern Sociological Theory: An Introduction*. New Delhi: Oxford University Press.
- Aikaria, Jacob (2004). *School and Society Education: Sociological Perspective*. Delhi: Rawat Publications.
- Bhattacharya, D.C. (2009). *Sociology*. Kolkata: Vidya Publishing House.
- Bhattacharya, Srinibas (2003). *Sociological Foundations of Education*. Delhi: Atlantic Publishers.
- Bhusan, Vidya and Sachdeva, D.R. (2008). *An Introduction to Sociology*. Allahabad: Kitab Mahal.
- Deva, Indira and Shrirama (1986). *Traditional Values and Institutions in Indian Society*. New Delhi: S. Chand and Co.

- Giddens, Anthony (1991). *Introduction to Sociology*. Cambridge: Mitchell Brooks.
- Haralambos, M. and Heald, R.M. (2007). *Sociology Themes and Perspectives*. New Delhi: Oxford University Press.
- Henslin, J.M. (1992). *Essentials of Sociology*. Pearson.
- Nath, P. (1990). *The Bases of Education: A Philosophical and Sociological Approach*. New Delhi: S. Chand and Co.
- Prasad, Janardan (2004). *Education and Society: Concepts, Perspectives and Suppositions*. New Delhi: Kanishka Publishers.
- Ranikumar, S.K. (2003). *Educational Sociology*. Jaipur: Mangal Deep Publications.
- Shah, B.V. and Shah, K.B. (1998). *Sociology of Education*. New Delhi: Rawat Publications.
- Srinivas, M.N. (2008). *Social change in Modern India*. New Delhi: Orient Longman Pvt Ltd.

## **B.Ed.-OT-303: Optional Course (Any One)**

### **B.Ed.-OT-303 (A) HEALTH AND PHYSICAL EDUCATION**

**M.M: 50**

#### **Course objectives:**

**(35 Marks)**

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

- Develop an understanding of aims, objectives and importance of teaching Health and Physical education in schools/institutions.
- Provide direction for creating awareness regarding Health, Physical education and Sports.
- Become efficient and effective Health and Physical education teachers.
- Make the teaching of Health and Physical Education more interesting and innovative.

#### **Unit I: Health and Physical Education: Concept, features and significance**

- Meaning, Nature, Scope, Significance and Objectives of teaching Health and Physical Education in school curriculum.
- Problems of Health and Physical education and its suggestions.
- Recreation: Meaning, Significance and recreational programmes in schools.
- Posture: Meaning and Importance of good posture.
- First Aid: Meaning, need and its importance.

#### **Unit II: Health and Physical Education: Policies and Approaches**

- Essential qualities of Health and Physical instructor.
- Planning for Health and Physical education, National Health Policy – 2002.
- Health and Physical education through community participation.
- Teaching methods – Lecture cum Discussion method, command method, Project method, and Demonstration method.
- Importance of audio-visual aids in teaching Health and Physical education.

#### **Field Based Activities (Any One)**

**(15 Marks)**

- Participation in Athletic/Games.
- Project Work related to Health and Physical Education.
- Organization of exhibitions/demonstrations/camps/tours and other related activities.

#### **Suggested Readings:**

- *Aao Kadam Uthaein: Ek Sahayak Pustika*, USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)

- Ashtekar, S. (2001), *Health and Healing: A Manual of Primary Health Care, Chapter 36-Childhood Illnesses*, Chennai: Orient Longman.
- Baru, R. V. (2008). *School Health Services in India: An Overview*. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.
- Brar, T.S. (2002). *Officiating Techniques in Track and Field*. Gwalior: Bhargava Press.
- Bucher, C.A. (1979). *Foundation of Physical Education*. St. Louis: C.V. Mosby & Co.
- CSDH, (2008), *Closing the gap in a generation*, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.
- Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU
- Goel, S.L. (2007). *Health Education, Theory and Practice*. New Delhi: Deep & Deep Publishers Pvt. Ltd.
- Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in Physical Education*. Ludhiana: Prakash Brothers.
- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurusar Sadhar: Gurusar Book Depot. Publications.
- Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). *Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage
- Sandhu, S.S. (2009). *Teaching of Physical Education*. Ludhiana: Chetna Prakashan.
- Singh, Ajmer, et. al. (2004). *Essentials of Physical Education*. Ludhiana: Kalyani Publication.
- Thorkildson, George, (1992). *Leisure and Recreation Management*. London: E. & F.N. Sports.
- Trinaryan & Hariharan (1986). *Methods in Physical Education*. Kareaikudi: South India Press.

## **B.Ed.-OT-303 (B) PEACE EDUCATION**

**M.M: 50  
(35 Marks)**

### **Course objectives:**

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

- understanding about the concept of peace and peace education
- understand the need of peace and peace education based on philosophy of various thinkers on Peace.
- acquire the ability to strengthen self by continual reflection leading to reduction in stereotypes and transcending barrier of identity and socialization.

### **Unit 1: Introduction to Peace Education**

- Concept nature and scope.
- Factors responsible for disturbing Peace: Psychological, Socio-religious, Political and Cultural
- Challenges to peace: by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Awareness on relevance of peace, awareness of choices in response to crises in personal, social and professional life.

### **Unit 2:**

### **Unit III: Philosophies on Peace and Peace Education**

- Philosophy of Gautama Buddha, M.K.Gandhi, Rabindranath Tagore, Dalai Lama, Nelson Mandela and Martin Luther King with special reference to Peace
- Empowerment for Peace and Sustainable Peace Development
- Role of UNO, UNESCO, Human Rights Commissions and Red Cross Society in Peace Keeping Process

### **Field Based Activities (Any One)**

Experiential learning session on yoga, meditation, communication skills, conflict, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature, to experience harmony

- Healthy discipline among school children and reporting.

## Suggested Readings:

- Adans, D. (Ed). (1997). Unesco and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
- Bajaj, M. (Ed.) (2008). Encyclopedia of Peace Education. Charlotte, North Carolina: Information Age Publishing, Inc. ISBN: 978-1-59311-898-3
- Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- Fernadiz, Fransisco and Robben, Antinous C. G. M., (Ed.) (2007). *Multidisciplinary Perspective on Peace and Conflict Research: A View from Europe*. University of Deusto, Bilbao. I.S.B.N.: 978-84-9830-068-0. Printed in Spain/Impreso en España
- Hicks, D. (1985). Education for peace: Issues, Dilemmas and Alternatives. Lancaster: St. Martin's College.
- Ian, Harris. (Ed.) (2013). *Peace Education from the Grassroots*, University of Wisconsin, Milwaukee
- Johan, G. (1996). Peace by peaceful means. New Delhi: Sage Publication.
- Kumar, M. (Ed). (1994). Non-violence, contempory issues and challenges. New Delhi: Gandhi peace foundation.
- Malan, Jamie (2000). Making Peace Education Appealing to the Adversarially Minded. African Centre for the Constructive Resolution of Disputes (ACCORD). Paper presented at the 18th General Conference of IPRA, Tampere, Finland, 5-9 August 2000.
- Mishra, Loknath. (2009). *Peace Education Framework for Teachers*. New Delhi: A.P.H Publishing Corporation.
- Morrison, M. L. (2003). Peace education. Australia: McFarland.
- Page, James. (2008). *Peace education: Exploring Ethical and Philosophical Foundations*, Charlotte, NC: Information Age Publishing, INC 231 pp, ISBN 978-1-59311-889-1
- Salomon, G. and Nevo, B. (Ed.) (2012). *Peace Education: the Concept, Principles and practices around the World*. University of Haifa .Mahwah, NJ. LEA (pp. 3-15) .
- Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.

## B.Ed.-OT-303 (C) VALUE EDUCATION

M.M: 50

### Course objectives:

(35 Marks)

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

- To understand the nature and importance of values and value education.
- To appreciate values enshrined in the Indian constitution.
- To enable them to understand the approaches to value development.

### Unit I: Value Education and Culture

- Need and importance of value education in the existing social scenario.
- Indian culture and Human values
- Values as enshrined in the Constitution of India
- Realization of values through education.

### Unit II: Approaches to Value Development

- Psycho-analytic approach.
- Learning theory approach, especially social learning theory approach.
- Cognitive development approach-
  - Jean Piaget.
  - Kohlberg  
(Stages of moral development – their characteristics and features)

### Field Based Activities (Any One)

(15 Marks)

- Describe some strategies that can be used to impart value-education to the students at secondary stage.
- Detail the theory of Moral Judgment by Lawrence Kohlberg and prepare a presentation on it.

### Suggested Readings:

- Bagchi, J.P. & Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II.* Jaipur: University Book House.
- Bhatt, S.R. (1986). Knowledge, *Value and Education: An axiomatic analysis.* Delhi: Gian Publications.
- Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching.* USA: Houghton MifflinCom pany.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives.* New Delhi: Kanishka Publishers.
- Dagar, B. S. (1992). *Shiksha Tata Manav Mulya (Hindi).* Chandigarh: Haryana Sahitya Academy.

- Dagar, B. S. and Dhull Indira (1994). *Perspective in Moral Education*, New Delhi: Uppal Publishing House.
- Dash, M. & Dash, N. (2003); *Fundamentals of Educational Psychology*. Delhi: Atlantic Publishers and Distributors.
- Josta, Hari Ram(1991). *Spiritual Values and Education*. Ambala: Associated Press.
- Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated
- Mangal, S.K.(2011); *Advanced Educational Psychology* (2nd Ed.) New Delhi: PHI Learning Private Limited.
- McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practice*. USA: Allyn and Bacon Company.
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India*. New Delhi: Regency Publications.
- Pandey, V.C(2005). *Value Education and Education for Human Rights*. Delhi: Isha Books.  
Publications.
- Sharma, S.R.(1999) *Teaching of Moral Education*, New Delhi: Cosmo Publications.
- Shivapuri, Vijai (2011). *Value Education* Varanasi: Manish Prakashan.
- Singh, Samporan (1979). *Human Values*. Jodhpur: Faith Publications.
- Thomas, B. (2004); *Moral and Value Education*. Jaipur: Avishkar Publishers.
- Verma, Yoginder (2007). *Education in Human values for Human Excellence*. New Delhi: Kanishka Publishers and Distributors.
- Verma, Yoginder (2007); *Education in Human Values for Human Excellence*. New Delhi: Kanishka Publishers and Distributors.

## **B.Ed.-OT-303 (D) SPECIAL EDUCATION**

**M.M: 50**

### **Course objectives:**

**(35 Marks)**

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

- acquire basic knowledge on history, nature, process and philosophy of special education.
- Internalize the aims and functions of education in general and special education in particular.
- know various systems of education with reference to general and special education.
- understand the role of educational system in the context of Modern Ethos like democracy, socialism and secularism.

### **Unit 1: Introduction to Special Education**

- Special education- Definition, aims & objectives, Principles and functions of special education
- Historical perspective of Special Education
- Rehabilitation Council of India (RCI), Integrated Education for Disabled Persons (IEDS), Persons with Disability Act 1995, National Trust Act 1999, Biwako Millennium-Framework , IYDP, UNCRPD- Framework and implications to Special Education, Role of home, community school, society, and mass media, Community Based Rehabilitation for special education.
- Resource mobilization through funding agencies and concessions/facilities for the disabled Education.

### **Unit 2: Nature and Needs of various disabilities**

- Concept of impairment, disability and Handicap
  - Blindness and Low Vision - Definition, Identification, and Characteristics
  - Hearing Impairment - Definition, Identification, and Characteristics
  - Mental Retardation – Definition, Identification, and Characteristics
  - Learning Disability - Definition, Identification, and Characteristics
  - Multiple Disabilities - Definition, Identification, and Characteristics
  - Leprosy cured, Neurological and Loco motor disabilities - Definition, Identification, and Characteristics
  - Autism Spectrum Disorders - Definition, Identification, and Characteristics
  - Role of special schools and special teachers/educators in facilitating their education

**Field Based Activities (Any One)****Marks - 15**

1. Presentation on current issues in special education in India.
2. Seminar on Government initiatives on acts and policies on disabled in the light of UNCRPD.

**Suggested Readings:**

- Ahuja, A., Jangira, N.K.(2002). Effective Teacher Training: Cooperative Learning Based Approach. New Delhi: National Publishing House.
- Ainscow, M. & Booth, T.(2003); The Index of Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
- Berdine W.H. & Blackhurst A.E. (1980). An introduction to Special Education (eds.), Harpers Collins Publishers, Boston.
- Hallahar D.P. & Kauffman, J.M., (1991). Exceptional Children Introduction to Special Education, Allyn & Bacon Massachusetts.
- Hewett Frank M. & Foreness Steven R. (1984). Education on Exceptional Learners, Allyn & Bacon, Massachusetts.
- Jangira, A. Mani, M.N.G.(1990).; Integrated Education for Visually Handicapped. Gurgaon: Academic Press.
- Jha, M.(2002); Inclusive Education for All: Schools without Walls. Chennai: Heinemann Educational Publishers.
- Kirk S.A. & Gallagher J.J. (1989). Education of Exceptional Children; Houghton Mifflin Co., Boston.
- Sharma, P.L.(1990); Teacher Handbook on IED-Helping Children with Special Needs. New Delhi: NCERT Publications
- Sharma, P.L.(2003); Planning Inclusive Education. Mysore: Regional Institute of Education Publications.
- Singh, N.N. and Beale, I.L. (1992). Learning Disabilities – Nature, Theory and Treatment (eds.), springer – Verlag, New York, Inc.

## **B.Ed.-OT-303 (E) ENVIRONMENTAL EDUCATION**

**M.M: 50**

### **Course objectives:**

**(35 Marks)**

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

- understand the concept and develop a sense of awareness about environmental studies.
- understand the contemporary issues related to environment and importance of sustainable development.

### **Unit 1: Components of Environment:**

- Environment and Eco System- biotic and abiotic; Environmental and Energy, Concept of Biodiversity and its importance
- Natural Resources- renewable and non-renewable and its conservation.
- Environmental pollution, global issues and remedial measures- meaning, causes: Air pollution, water pollution, soil pollution noise pollution, nuclear hazards. Causes and impact of pollution
- Waste management: causes, effects and control measures of urban and industrial wastes.

### **Unit 2 Environmental Education**

- Environmental Education- concept, aims, objectives and needs
- Approaches to Environmental Education—Interdisciplinary and Multidisciplinary
- Methods of Teaching Environmental Education: Project, Discussion, Problem-solving, Field visit
- Role of schools in restoration of Environmental Balance, protection of natural resources, cleanliness of environment, eradication of pollution and solid waste management.

### **Field Based Activities (Any One)**

**(15 Marks)**

1. Study of Biodiversity of the locality and submitting a report.
2. Survey of Eradication of environmental pollution- measures taken in schools and submitting a report.

### **Suggested Readings:**

- Agarwal S.K(1991); Automobile Pollution, New Delhi: Ashish Publishing House.
- Agarwal S K Tiwari Swarnalatha, Dubey P.S (1996); Biodiversity and Environment, New Delhi: A.P.H Publishing.
- Anjaneyulu, Y. (2004) Introduction to Environmental Science, Hyderabad: B.S. Publications.
- Balla, G.S.(1986); Environment and Natural Resources , New Delhi: Jugminder Book Agency.
- Bharucha, E. (2005) Text Book of Environmental Studies for Undergraduate Courses, Hyderabad: University Press Pvt. Ltd.

- Botkin Daniel B & Keller Edward A (2000) . Environmental Science, Earth a living Planet , New York: John Wiley & Sons Inc.
- Chawan I.S & Chauhan Arun (1998); Environmental Degradation, Jaipur : Rawat Publications.
- Dhyan S.N (1993); Management of Environmental Hazards, New Delhi: Vikas Publishing House Pvt.Ltd.
- Garg M.R. (2000); Environmental Pollution and Protection, Guwahati: DVS Publication,
- Gokulanathan Pai P.P(eds), (2000); Environmental Education , Shillong: NEHU Publication.
- Gurcharan Singh , Agarwal S.K , Sethi Inderjee. (1993); Degrading Environment, New Delhi: Commonwealth Publisher.
- Hussain Zahaid .(1996); Environmental Degradation and Conservation in North East India, New Delhi: Om sons Publications.
- Jain, K. (2005) An Introduction to Environmental Education, New Delhi: Mohit Publications.
- Kannan, K. (1995) Fundamental of Environmental Pollution, New Delhi: S. Chand & Company Ltd.
- Kumar, B. (2004) Environmental Education, New Delhi: Dominant Publishers & Distributions.
- Prakash, R. (2004) Man & Environmental Science, Jaipur: ABD Publishers.
- Ranjan, R. (2004) Environmental Education, New Delhi: Mohit Publications.
- Shrivastava, K.K. (2004) Environmental Education, New Delhi: Kanishka Publishers.
- Shukla, C. (2004) Principles of Environmental Education, New Delhi: Summit Enterprises.
- Trivedi, P.R. (2004) Environmental Education, New Delhi, Efficient Offset Printers.
- Yadav, P.R. & Mishra, R.S. (2004) Environmental Biology, New Delhi: Discovery Publishing House.

## **B.Ed.-OT-303 (F) GUIDANCE AND COUNSELLING**

**M.M: 50**

### **Course objectives:**

**(35 Marks)**

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

- understand the need and importance of guidance & counseling alongwith development of awareness among the student teachers about the tools & techniques of guidance
- develop understanding about the role & professional ethics of the counselor

### **Unit-1: Guidance**

- Meaning, Nature, Scope, Needs, Principles and Importance of Guidance.
- Types of Guidance their meaning, objectives, need and importance.
- Organization of Guidance Services in Educational Institutions., Individual Inventory Service, Occupational Service, Placement Service: their importance and organization.
- Role of different personnel in Guidance- Teachers, Parents, Counselors and Career masters.

### **Unit- 2: Counseling**

- Meaning, Nature objectives and importance of Counseling. Differences between Guidance & Counseling.
- Types of Counseling – Individual and Group Counseling
- Techniques of Counseling- Directive, Nondirective, Eclectic- Meaning, characteristics and steps.
- Role and qualities of a Counselor. Professional code of ethics in Counseling
- Group Dynamics and resolution of conflicts.

### **Field Based Activities (Any One)**

**(15 Marks)**

The student teacher has to carry out one of the following practical activities and submit a report.

1. Development on any one of the following activity- Career talk, Career Exhibition, Class talk
2. Visit to a school to study guidance services and write a report.

### **Suggested Readings:**

- A.K. Narayana Rao (2002) Guidance and Counseling, APH Publishing Corporation, New Delhi.

- Arulmani,G & Arulmani, S.Nag (2004) : Career Counseling : A Handbook, New Delhi, Tata Mc Graw hill Publishing Company Limited.
- Asha, Bhatnagar(1999). Guidance and Counseling: Theoretical Perspective, Vol. 1, New Delhi: Vikas Publishing House.
- Baker, B. Stanley (1992) School Counseling for the Twenty First Century, New York.
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- Bhattacharya (1984); *Guidance and Counselling* , Bombay: Sheth Publications.
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**COURSE: EPC 3**  
**Critical Understanding of ICT**

**M.M. 50**

**Any two of the following:**

- Power point presentation (select a topic of secondary level and develop a lesson and present in PowerPoint)
- Utilize the internet to collect information and develop a lesson/report on any problem.
- Tabulation of results by using excel and interpretation.
- Select a topic on any current issue and write a report in word format and convert it into PDF format.
- Select a problem of school set up, prepare a questionnaire and administer it through internet and prepare a report.
- Preparation of Animate text, Animate Slides and Insert Time
- Making graphical Representation (Histogram, Bar, Frequency Curve)
- Learning HTML.

**Semester-IV**  
**B.Ed.-CT-401: SCHOOL INTERNSHIP**

**M.M. 250**

**Course objectives:**

**(35 Marks)**

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

- develop various teaching skills for effective teaching
- develop competencies for class room transaction
- get practice in preparing various kinds of teaching aids
- prepare teachers dairy of their day-to-day work

**Course Content:**

**A: Pre-Internship (2 Weeks)**

- Observation of Two Demonstration Lessons (with report submission)  
(One each in Method Subjects)
- Observation of a School (with report submission)
- Practising teaching skills through Micro-teaching  
(Five Skills each in Two Method Subjects)
- Practising Integration of Teaching Skills through Macro lessons  
(Two lessons each in Two Method Subjects)

**B: Internship (12 Weeks )**

- Teaching Practice in Schools in Two Method Subjects  
(60 lessons-30 each in Two Method Subjects)
- Observation of 30 Lessons by Peer Student Teachers
- Preparation of Teaching Aids – Ten (Five in each Method Subjects - Including One Model in each Subject)

**C: Post –Internship (2 Week)**

- Criticism Lesson on First Method Subject
- Criticism Lesson on Second Method Subject

**D: School Internship : Other Related work**

- Maintenance of Teacher’s Dairy
  - Preparation of Time Table
  - Addressing School Assembly
  - Attending Staff Meeting and writing minutes
- } (with  
report  
submission)

**Note:** This course will carry 250 marks as follows

- (i) External Evaluation ----- 175 Marks (70%)
- (ii) Internal Evaluation ----- 75 Marks (30%)

Sessional Work (For Internal Assessment)

- (i) Work of the Pre-Internship under **A** shall be evaluated internally out of 30 Marks.
- (ii) Work of the Post- Internship under **C** shall be evaluated internally out of 20 Marks.
- (iii) Work of School – Internship: Other Related Work under **D** shall be evaluated internally out of 25Marks.

## **B.Ed.-CT-402: INCLUSIVE EDUCATION**

**M.M: 50**  
**(35 Marks)**

### **Course objectives:**

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

- understand the global and national commitments towards the education of children with diverse needs.
- familiarize with the trends and issues in inclusive education.
- analyze special education, integrated education, mainstream and inclusive education practices.

### **Unit- 1: Introduction to Inclusive Education**

- Inclusive Education- concept and importance; merits and demerits. Transition from Segregation to Inclusion
- Inclusive Strategies and Education for children with Diverse Needs.
- Characteristics of children with diverse needs: Sensory, Visual, hearing, physical and mental problems.
- Building learning friendly classrooms.
- Inclusive Education a rights based model
- Barriers in Inclusive Education and overcoming the barriers: Attitudinal, Social and Educational.

### **Unit –2: Utilization of resources for Inclusive Education**

- Human and material resources, creating conducive environment for inclusive schools
- Mobilizing appropriate and administer resources for inclusive education
- Creating and sustaining inclusive education
- Role of teachers working in inclusive settings and resource teacher/educator in facilitating inclusive education
- National and international initiatives

### **Field Based Activities (Any One)**

**( 15 Marks)**

1. Visit to any Inclusive school and write a report on it.
2. Conduct a survey about barriers in social inclusion

## Suggested Readings:

- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.
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- Gathoo, V. (2004). *Curriculum Strategies and Adaptations for Children with Hearing Impairment*. New Delhi: Kanishka Publishing
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- Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford: Heinemann
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- Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992) *A guide for educating mainstreamed students*. Boston: Allyn & Bacon.
- Narayan J. (1990). *Towards Independence Series- 1 to 9*, Secunderabad : NIMH, Secunderabad.
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- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R.I. E. Mysore
- Sharma, P.L. (1990) *Teachers Handbook on IED-Helping Children with Special Needs* N. C. E R T Publication.18. SPASTN (2000) *Towards Inclusive Communities*. Chennai Spastic society of Tamilnadu.
- Stakes, R. and Hornby, G. (2000). *Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers* (2nd ed).
- Subrahmanian, R. Sayed, Y. Balagopalan, S. and Soudien, C. (Eds.) (2003). *Education Inclusion and Exclusion: Indian and South African perspectives*, *IDS Bulletin*, 34(1).

## **EPC 4: UNDERSTANDING SELF**

**M.M. 50**

### **Field Based Activities (Any Two)**

1. Self-appraisal and presenting a report.
2. Appraisal of Self-concept and writing a report.
3. Assessment of Self-efficacy.
4. Assessment of self-accountability as a teacher and present a report.
5. Identify the components influencing the development of self and write a report.
6. Write a report elaborating the influence of a person on development of yourself.