

SYLLABUS



BACHELOR OF EDUCATION

(Effective from Academic Year 2021-22)

2022-23

&

2024-25



DR. C.V. RAMAN UNIVERSITY

AN ISO 9001:2015 CERTIFIED FOR QMS
// Madhya Pradesh, Khandwa AN AISECT GROUP UNIVERSITY

Approved by : MP. Govt., AICTE, NCTE, MP PARAMEDICAL COUNCIL, PCI Recognized by : UGC Member of : AIU

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By the order of honorable Vice Chancellor 105*

Preamble

The objective of any program at Higher Education Institute (HEI) is to prepare future professionals well equipped with attitude – skills and knowledge demanded by the growing society. The CVRUK envisions all its program in the best interest of its students and in this endeavor, it offers a new vision to all its under graduate courses. It imbibes Learning Outcome - Based Curriculum Framework (LOCF) for all its under graduate program. The LOCF approach is envisioned to provide focused, outcome – based syllabus at the undergraduate level with an agenda to structure the teaching – learning experiences in a more student - centric manner.

The LOCF approach has been adopted to strengthen students' experience as they engage themselves in the program of their choice. The under graduate program will prepare the students both for academic pursuit as well as enhance her / his employability.

Each program vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The program also states the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice also skills for employability. In short, each program prepares students for sustainability and life-long learning.

The new curriculum of bachelor of education offers the students to gain the requisite knowledge, skills, and aptitude for the field of Education. The efforts are made to measure cognitive as well as applied learning. Students are not only trained on the core components but also in areas which are need based, innovative, and relevant. The course is internationally competitive.

The CVRUK hopes the LOCF approach of the program bachelor of Education will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

1. Introduction to B. Ed.

B.Ed. stands for Bachelor of Education, and it is an undergraduate professional degree program that is pursued by individuals who aspire to become teachers. This program is designed to equip aspiring educators with the necessary skills, knowledge, and methodologies required to teach students effectively at various levels of education, including primary, secondary, and higher education. The B.Ed. program typically focuses on a wide range of subjects related to education, such as educational psychology, teaching methodologies, curriculum development, classroom management, assessment and evaluation techniques, educational technology, and special education, among others. The aim of the program is to develop competent and reflective educators who can adapt to the diverse learning needs of students and foster a positive and conducive learning environment. Admission to a B.Ed. program usually requires candidates to have completed their undergraduate degree in any discipline from a recognized university. The program focuses on complete development of the student teacher particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. The program is comprised of three broad interrelated curricular areas: I) Perspective in Education II) Curriculum and pedagogic studies and III) Engagement with the field. The extensive program provides enough flexibility in respect of lecture courses, practical training and internship. Dr C. V Raman University is offering B.Ed. program as per the guidelines of NCTE. Recently, the University Grants Commission (UGC) and NCTE has stressed on speedy and substantive academic and administrative reforms in higher education for promotion of quality and excellence.

The B Ed course is of 2 - year duration which comprises of IV semesters. Each year consists of 2 semesters. This course has been prepared keeping in view, the unique requirements of B. Ed students.

The objectives of the Course are:

- To systematize experiences and strengthen the professional competencies of in-service teachers.
- To imbibe knowledge and develop an understanding of the various methods and approaches of organizing learning experiences of secondary school students.
- To develop skills required in selecting and organizing learning experiences.
- To understand the nature of the learning process.
- To develop skills involved in dealing with the academic and personal problems of learners.
- To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications.
- To develop skills involved in selecting, developing and using evaluation tools.

- To acquire knowledge and develop an understanding of various aspects of Classroom and school management.
- To develop competencies for organizing various instructional and student support Curricular and Curricular activities school related activities.
- To develop an appreciation of the role of the teacher in the prevailing socio-cultural and political system in general and the educational system in particular.

The course contents have been so designed to provide aspiring teachers with the necessary knowledge, skills, and attitudes to become effective educators in schools and educational institutions. The curriculum aims to prepare individuals to understand the principles of teaching and learning, child development, educational psychology, and various instructional methodologies.

2. Learning Outcome Based Curriculum Framework

2.1 Nature and Extent of the Program in Vanmali School of Education

The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes.

2.2 Aims of Bachelor Degree Program in Vanmali School of Education

The key objectives that underpin curriculum planning and development at the undergraduate level include Program Learning Outcomes, and Course Learning Outcomes. For the B. Ed course, it includes:

- To equip students with a comprehensive understanding of educational theories, principles, and instructional strategies, enabling them to plan and deliver effective lessons.
- To deepen students' knowledge in their chosen teaching subjects, ensuring they have a strong foundation in the content they will be teaching.
- To provide insights into the physical, cognitive, emotional, and social development of children and adolescents, enabling teachers to tailor their approaches based on individual needs.
- To promote inclusive education, encouraging teachers to accommodate diverse learners, including students with special needs and those from different cultural backgrounds.
- To equip teachers with techniques for maintaining discipline, managing classroom dynamics, and creating a positive and conducive learning environment.
- To encourage teachers to engage in self-reflection, critically analyze their teaching methods, and continuously improve their instructional practices.
- To familiarize teachers with the effective use of educational technology, enabling them to incorporate digital tools and resources into their teaching methodologies.
- To instill a sense of professional ethics, integrity, and responsibility in teachers, emphasizing their role as positive role models and influencers in their students' lives.
- To provide opportunities for supervised teaching practice in real classroom settings, allowing students to apply their theoretical knowledge and gain hands-on experience.
- To promote a commitment to lifelong learning, encouraging teachers to stay updated with the latest educational research, trends, and practices to continually enhance their teaching skills.
- To improve communication and interpersonal skills, enabling teachers to effectively interact with students, parents, colleagues, and other stakeholders.
- To develop leadership abilities in teachers, empowering them to take on leadership roles within educational institutions and contribute to educational development.
- To use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources.

3. Graduate Attributes in Vanmali School of Education

Disciplinary knowledge

Disciplinary knowledge is a foundational element in the B.Ed. course, ensuring that aspiring teachers are well-prepared to impart quality education in their specialized subjects and nurture a love for learning among their students. B.Ed. programs

typically allow students to choose one or more teaching subjects as their specialization. For example, a student may opt to specialize in Mathematics, English, Science, Social Studies, or any other subject offered at the school level. The B.Ed. curriculum ensures that students delve deep into their chosen subject(s) and gain a comprehensive understanding of the content, concepts, and methodologies relevant to those subjects.

Communication Skills

Aspiring teachers need strong communication skills to effectively interact with students, colleagues, parents, and the wider community. Communication is not just about speaking; it also involves active listening. Teachers need to pay attention to students' questions, concerns, and feedback to create an inclusive and supportive learning environment. Besides that, the teachers give various assignments that enable student to develop skills in public speaking writing and effective's interpersonal skills. Presentations in each paper enhances their confidence, ability to express themselves; presentation skills.

Research-related skills

Research-related skills in B.Ed. are essential for educators to become evidence-based practitioners and contribute to the advancement of the field of education. These skills are typically developed through coursework and practical experiences during the B.Ed. program. B.Ed. programs emphasize the development of research-related skills to equip future educators with the knowledge and expertise to make informed decisions and improve teaching practices. These research-related skills empower B.Ed. graduates to approach educational challenges with evidence-based solutions, contribute to the development of the education field, and enhance student learning outcomes. By combining theory and research, future educators are better equipped to foster a positive and effective learning environment for their students.

Cooperation/Team work

Cooperation and teamwork are essential skills that B.Ed. (Bachelor of Education) students need to develop throughout their program. As future educators, they will work closely with colleagues, administrators, parents, and, most importantly, their students. Cooperation and teamwork play a significant role as they foster a collaborative and supportive learning environment, prepare future educators for the dynamics of the classroom, and equip them with essential skills to succeed in their teaching careers.

Self-directed learning

Incorporating self-directed learning in the B.Ed. program empowers aspiring educators to become lifelong learners, critical thinkers, and proactive professionals who can continuously improve their teaching practice and make a positive impact on their students learning experiences. By fostering self-directed learning, educators aim to produce graduates who are adaptable, reflective, and committed to continuous professional development. These qualities are essential for educators to meet the diverse needs of their students and contribute positively to the ever-changing landscape of education.

Multicultural competence

Students are confident of working in diverse socio-cultural contexts. They can effectively engage with multicultural groups and teams. They have sensitivities of cross cultural and ethnic diversity which they can apply to different settings. College through a student and faculty exchange program with foreign university helps them to acquire multicultural competency. They are competent to seek higher education in foreign universities. By emphasizing multicultural competence in the B.Ed. program, future educators are better prepared to create inclusive and supportive learning environments that celebrate diversity, value cultural differences, and promote the success of all students. These skills are crucial in addressing the unique needs of diverse learners and ensuring educational equity and access for everyone.

Moral and ethical awareness/reasoning

Student has awareness of ethical conduct in different situations (academic and personal). They have skills in understanding and avoiding unethical behavior such as misrepresentation, plagiarism and environmental misuse and violence. They are formally taught ethics of research and human interventions.

Leadership readiness/qualities

Students have leadership qualities in organizing teams and their mobilization for effective problem solving in different aspects. Students apply creative leadership for realization of various goals. As a leader, they are trained to be a future educator and are prepared to take on various leadership roles within the education field. Whether as classroom leaders, curriculum developers, or advocates for educational change, these qualities enable B.Ed. graduates to positively influence the lives of their students and contribute to the improvement of the education system.

Lifelong learning

Students acquire ability to gain knowledge and skills which are necessary in life for the holistic development for meeting their professional and personal needs in varying environment and changing contexts.

4. Qualification Descriptors for Vanmali School of Education

The following descriptors indicate the expectations from B. Ed students

- Demonstrating a strong understanding of the subjects they will be teaching and staying updated with current developments in their field.
- Acquiring effective teaching strategies and techniques to engage and support diverse learners.
- Developing skills to maintain an orderly and conducive learning environment.
- Designing well-structured lesson plans aligned with learning objectives and student needs.
- Designing and implementing fair and effective assessment methods to measure student progress.
- Adapting teaching approaches to meet the diverse learning needs of students.
- Integrating educational technology to enhance teaching and learning experiences.
- Engaging in self-reflection to improve teaching practices and student outcomes.

5. Program Learning Outcome in Vanmali School of Education

The learning outcome of the course are-

Students will be able to: -

- To provide the teacher the skills required for effective instructional institutional management.
- To obtain a total perspective of the role of technologies in modern educational practices.
- The college aims at an integral and personalized training of young men and women through integral Pedagogy-context, Experience. Reflection Action and Evaluation- to be well motivated teachers, who will be intellectually competent, morally upright, socially committed and spiritually inspired.
- To select appropriate devices of evaluation
- To develop a sense of responsibility towards conservation of environment.
- To develop reasonable understanding about the note of school and education in fostering the idea of learning to live in harmony with nature.
- The students who take their training here become well-formed guides who will accompany the young learner on his journey of becoming a fully human person. The college, therefore offers an all-round training, one that is at once intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.
- To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.
- The department further aims at promoting values such as respect for Indian common cultural heritage, egalitarianism, democracy, secularism, equality of sexes, protection of environment, removal of social barriers, responsible use of cybernetics and mass media, transparency and probity in private and public life, observance of small family norms, national unity, and respect for religious and moral values.
- To understand intelligence motivation and various types of exceptional child.
- In addition, the department aims at conduction in service program for teachers and administrators already working in schools in order to update them on educational issues and findings and to develop the required skills using modern information technology and innovation practices. Besides, the department will undertake documentation and research in relevant educational areas.

6. Structure of Vanmali School of Education

The B. Ed program will be of two years duration. Each year will be called an academic year and will be divided into two semesters, thus there will be a total of four semesters. Each semester will consist of sixteen weeks.

Faculty Of Education

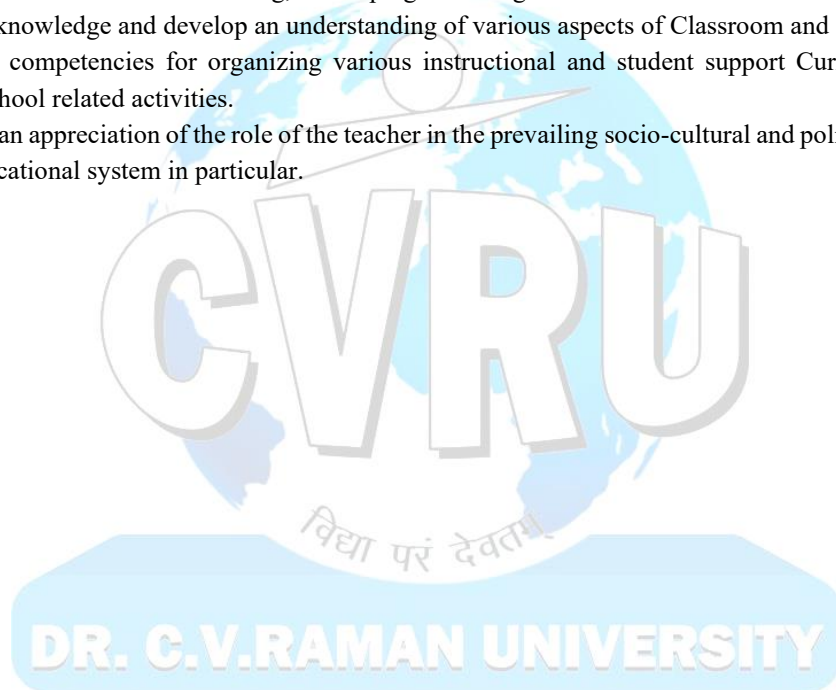
Program Code: EDUU01

Program Name: Bachelor Of Education (B.Ed. Regular)

(Two Years and 4th Semesters)

Program Objectives

- To systematize experiences and strengthen the professional competencies of in-service teachers.
- To imbibe knowledge and develop an understanding of the various methods and approaches of organizing learning.
- experiences of secondary school students.
- To develop skills required in selecting and organizing learning experiences.
- To understand the nature of the learning process.
- To develop skills involved in dealing with the academic and personal problems of learners.
- To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications.
- To develop skills involved in selecting, developing and using evaluation tools.
- To acquire knowledge and develop an understanding of various aspects of Classroom and school management.
- To develop competencies for organizing various instructional and student support Curricular and Curricular activities school related activities.
- To develop an appreciation of the role of the teacher in the prevailing socio-cultural and political system in general and the educational system in particular.



Faculty Of Education

Program Code: EDUU01

Program Name: Bachelor of Education (B.Ed. Regular)

(Two Years and 4th Semesters)

Program Outcomes

Students will be able to: -

- To provide the teacher the skills required for effective instructional institutional management.
- To obtain a total perspective of the role of technologies in modern educational practices.
- The college aims at an integral and personalized training of young men and women through integral Pedagogy-context, Experience. Reflection Action and Evaluation- to be well motivated teachers, who will be intellectually competent, morally upright, socially committed and spiritually inspired.
- To select appropriate devices of evaluation
- To develop a sense of responsibility towards conservation of environment.
- To develop reasonable understanding about the note of school and education in fostering the idea of learning to live in harmony with nature.
- The students who take their training here become well-formed guides who will accompany the young learner on his journey of becoming a fully human person. The college, therefore offers an all-round training, one that is at once intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.
- To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.
- The department further aims at promoting values such as respect for Indian common cultural heritage, egalitarianism, democracy, secularism, equality of sexes, protection of environment, removal of social barriers, responsible use of cybernetics and mass media, transparency and probity in private and public life, observance of small family norms, national unity, and respect for religious and moral values.
- To understand intelligence motivation and various types of exceptional child.
- In addition, the department aims at conduction in service program for teachers and administrators already working in schools in order to update them on educational issues and findings and to develop the required skills using modern information technology and innovation practices. Besides, the department will undertake documentation and research in relevant educational areas.

Faculty of Education

Program Code: EDUU01

Program Name: Bachelor Of Education (B.Ed. Regular)

Program Specific Outcomes:

PSO1	Childhood and growing Up: To develop an understanding of different aspects of a child's physical, motor, social and emotional development, to understand the developmental process of children with diverse abilities in social, cultural and political context, to build sensitivity towards children's developmental needs and capabilities, within their socio- cultural context.
PSO2	Education in India, status, problems and issues: "Education in India, status, problems and issues: To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P, To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education, to develop an understanding of the objectives and scope of Secondary Education, to develop an awareness of the professional ethics.
PSO3	Language across the curriculum- part-1 : Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication, Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject areas that they are going to teach, This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
PSO4	Curriculum development and school: To acquaint students with the nature and types of curriculums, to acquaint students with the context of curriculum development and Some Innovative Curriculum Models, to familiarize students with Designing of Curriculum, to give practical experience in Evaluating, Designing and Reviewing Curriculum.
PSO5	Reading and reflecting on texts: To enable the students to read and response to a Varsity of text in different ways, to develop Meta cognitive awareness, to enhance the capacities as readers and writers by becoming participants in the process of reading, to enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.
PSO6	Learning and Teaching: To build an interdisciplinary frame work to interpret, analysis observations and interactions from cross culture psychology. To develop critical deconstruction of significant events that media highlights and creates during childhood, to provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children, to develop the power to interpret how gender caste and social class may impact the lived experience of children.
PSO7	Biological science: On completion of the course the student teacher will be able to: Understand the nature, scope and importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio• Sciences, Understand the Aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioral terms, Acquaint with the Resources for teaching Biology and their effective Utilization.
PSO8	Mathematics: Upon completion of this course student teachers will be able to- Recall the meaning, nature and scope of mathematics, acquaint aims and objectives of teaching mathematics in Secondary school level, Plan teaching in mathematics at micro and macro level, prepare unit plans, resource unit

	and organize lesson to meet at different class room situations.
PSO9	Hindi: Upon completion of the course, the student-teachers will be able to: Appreciate the importance of teaching Hindi as a second, I third Language, Help the Students to understand the aims and objectives of teaching Hindi, help pupils to acquire basic skills of language teaching, Aims/Objectives.
PSO10	English: upon completion of the course the student teacher will be able to: To master the different techniques, devices of the Second language structure, sounds and vocabulary, to understand the status of English language, to distinguish between different approaches and methods of teaching English and their use in the classroom.
PSO11	Social Science: Upon completion of the course the student-teacher will be able to Understand meaning, scope and importance of Social Science in the school curriculum, Acquire content knowledge of methods of Social Science, Acquire knowledge of aims and instructional objectives of teaching Social Science, Acquire skills in planning lessons in Social Science, Understand and apply the principles of organizing content in the teaching Social Science, Acquire knowledge about Local, Regional National, and World History, Acquire the knowledge of Instructional Material and resources in teaching Social Science.
PSO12	Commerce: To introduce student teachers with the methodology of teaching used in - teaching of Commerce in schools, to make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects,
PSO13	Physical science and chemistry: Upon completion of the course, the student teacher will be able to: Understand the nature, scope and importance of Physical science with special reference to secondary school content, Understand the aims and objectives of teaching Physical science, State the specific behavioral changes under each objective.
PSO14	Language across the curriculum Part-2: It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts, They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts, Overall, areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.
PSO15	Drama and art in Education: Understanding basics of different Art forms - impact of Art forms on the human mind, enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
PSO16	Gender, School and Society: To acquaint the student teachers with the concept of gendered roles in society and their challenges, to develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
PSO17	Creating an Inclusive School: On completion of the course, the student teacher will be able to: Identify the children of special needs, Understand the nature of special needs, their psycho-educational characteristics, and functional limitations, Familiarize with assessment and placement procedures for children with special needs.
PSO18	Value Education(a): Upon completion of the course the student-teachers will be able to: understand the concept and types of values, Understand the meaning and basic-theories of axiology, Get an insight into the strategies of inculcation of values among Children.

PSO19	Health and Physical Education: Upon completion of the course the student-teacher will be able to: Understand the significance of Health Education for the all-round development, Maintain and promote good health, Develop the understanding of physical education and its related fields, Acquire the knowledge about the teaching methods of physical education and its activities.
PSO20	Guidance And counseling in school: Upon completion of this course the student-teacher will be able to: Understand the principles, scope and need of guidance and counselling in schools, acquaint himself with nature of different problems faced by children in context of learning and development, Understand the acquisition and process of learning in children with special needs.
PSO21	Environmental Education (E): Upon completion of the course, the student-teacher will be able to: Understand the concept, significance, scope and terminologies, objectives and programs of environmental education, Develop awareness about the various types of pollution, Ecological Imbalances and life and contributions of environmental activities.
PSO22	Action research: Upon completion of this course the student-teacher will be able to: Acquire the knowledge of concept of research and educational research, Understand the concept of basic, applied and action research and their differences, Understand the meaning, significance and scope of action research.
PSO23	Understanding the self: The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self- reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality, Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society.
PSO24	Understanding of ICT: Develop skill in handling computer and using word documents, develop skill in computation, analysis and interpretation of data by using Excel Spread sheets, Understand the Educational implications of Power Point Presentation and its use in classroom context.



FACULTY OF EDUCATION

Program Code: EDUU01

Program Name: Bachelor of Education (B.Ed. Regular)

Course Outcomes: B.Ed. (Regular)

1st Sem

EBCC 101 Childhood and Growing Up	<ul style="list-style-type: none">● Student will able to understand the development process of children with divers abilities in social cultural and political context.● They also understood to develop the power to interpret the lived experience of children.
EBCC102 Education in India- Status, Problems and Issues	<ul style="list-style-type: none">● Student will able to understood the brief historical background of Indian Education with special reference to secondary Education and awareness of the professional studies
EBCC103 Language across the curriculum-Part 1	<ul style="list-style-type: none">● Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication, enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject areas that they are going to teach.● This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
EBCC104 Curriculum development and School	<ul style="list-style-type: none">● Student will able to understanding some innovative Curriculum models they will learn evaluating designing and reviewing curriculum.● They will be able to learn practical experience in Evaluating, Designing and Reviewing Curriculum.
EBEP 101 Reading and Reflecting on Texts	<ul style="list-style-type: none">● Student will able to development cognitive awareness.● They will in hence the capacities of reads and writers students will learn how to field work.

DR. C. V. RAMAN UNIVERSITY, KHANDWA (M.P.)

List of Skill Courses finalized by different departments for Implementation w.e.f. acedamic year 2023-24

S. No.	Program	Trade/ Sector	Course Name	Credit Distribution	To be arranged by resp. depart/skill academy		
					Infra	Instructor	Time Table
	IT						
1	Certificate	IT	Libre Office				Dr. C. V. RAMAN UNIVERSITY, KHANDWA (M.P.)
	MANAGEMENT						
1	Certificate	MBA	Rural Management.				
	COMMERCE						
1	Certificate	Commerce	Tally ERP 9.0				
	ARTS						
1	Certificate	Arts/Languages	Certificate in Spoken English				
2	Certificate	Arts/Languages	Personality Development				
	B VOC						
1	Certificate	IT/ITes/Computer Application	Certificate in Computer Applications				
2	Diploma	IT/ITes/Computer Application	Diploma in Computer Application (DCA)				
3	Certificate	IT/ITes/Computer Application	Certificate for Data Entry Operator				
Total number of skill courses offered in 2022-23 =				8			

Credit Based Grading System

Grade	% Marks range (based on absolute marks)	Grade Point	Description of performance
A+	91-100	10	Outstanding
A	81-90	9	Excellent
B+	71-80	8	Very Good
B	61-70	7	Good
C+	51-60	6	Average
C	41-50	5	Satisfactory
D	31-40	4	Marginal
F	30 and below	0	Fail
I		0	Incomplete
W		0	Withdrawal

1. The Semester Grade Points Average (SGPA) and cumulative Grade point Average (CGPA) shall be calculated as under:

$$SGPA = \frac{\sum_{i=1}^n c_i p_i}{\sum_{i=1}^n c_i}$$

Where C₁ is the number of credits offered in the ith subject of a semester for which SGPA is to be calculated P₁ is the corresponding grade point earned I the ith subject, where i = 1,2, n, are the number of subjects in that semester.

$$CGPA = \frac{\sum_{j=1}^n SGJ \cdot NCJ}{\sum_{j=1}^n NCJ}$$

Here NC₁ is the number of total credits offered in the jth semester, SGJ is the SGPA earned in the jth semester, where j=1,2 m, are the number of semesters in that course.

CGPA Score	Divisions
$7.5 \leq CGPA$	First Division with Honours
$6.5 \leq CGPA < 7.5$	First Division
$5.0 \leq CGPA < 6.5$	II Division
$CGPA < 5.0$	Fail

The conversion from grade to an equivalent percentage in a given academic program shall be according to the following formula applicable.

$$\text{Percentage marks scored} = \frac{CGPA \text{ obtained} * 100}{10}$$

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DR. C. V. RAMAN UNIVERSITY, KHANDWA (M.P.)													
Scheme of Examination													
Department: Education													
COURSE STRUCTURE OF B.Ed. I SEMESTER													
Subject Details		Main Examinations					Sessional ***		Credit Distribution			Allocated Credits	
Subject Code	Subject Name	Total Marks	Major		Minor		Max Marks	Min Marks	L	T	P	Subject wise Distribution	
			Max Marks	Min Marks	Max Marks	Min Marks							
Theory Group													
EBCC 101	Childhood & Growing Up	100	50	17	20	7	30	12	5	1	-	6	
EBCC 102	Education in India Status, Problems and Issues	100	50	17	20	7	30	12	5	1	-	6	
EBCC 103	Language across the curriculum Part I	50	25	8	10	4	15	6	2	1	-	3	
EBCC 104	Curriculum Development & School	100	50	17	20	7	30	12	5	1	-	6	
EBEP 101	Reading and Reflecting on Texts	50	25	8	10	4	15	6	2	-	-	2	
Internal Practical Group			Term End Practical Exam					Lab Performance					
EBEP 101	Reading and Reflecting on Texts	50	25		8		25	8	-	-	1	1	
Total		450										24	
Minimum Passing Marks are equivalent to Grade C in individual subjects L- Lectures T- Tutorials P- Practical													
*** Sessional weight age – Attendance 50%, Four Class Tests/Assignments 50%													

Subject Details		Main Examinations				Sessional ***		Credit Distribution			Allocated Credits	
Subject Code	Subject Name	Total Marks	Major		Minor		Max Marks	Min Marks	L	T	P	
			Max Marks	Min Marks	Max Marks	Min Marks						
Theory Group												
EBCC 205	Learning & Teaching	100	50	17	20	7	30	12	5	1	-	6
*	Pedagogy of a school subject Part-I	100	50	17	20	7	30	12	5	1	-	6
**	Pedagogy of a school Subject Part-II	100	50	17	20	7	30	12	5	1	-	6
EBCC 206	Language across the curriculum Part – 2	50	25	8	10	4	15	6	2	1	-	3
EBEP 202	Drama & Art in Education	50	25	8	10	4	15	6	2	-	-	2
Internal Practical Group												
EBEP 202	Drama & Art in Education	50	25	8	8		25	8	-	-	1	1
SEPE 201	Yoga Education	50	25	8	8		25	8	-	2	2	4
Total		500										28

Minimum Passing Marks are equivalent to Grade C in individual subjects L- Lectures T- Tutorials P- Practical

*Choose any one from the following subjects:

1. EBCC 207: Biological Science
2. EBCC 208: Mathematics
3. EBCC 209: Hindi
4. EBCC 210: English
5. EBCC 211: Sanskrit
6. EBCC 212: Social Science

** Choose any one from the following subjects:

1. EBCC 213: History / Civics
2. EBCC 214: Geography / Economics
3. EBCC 215: Commerce
4. EBCC 216: Physical Science (Physics / Chemistry)

*** Sessional weight age – Attendance 50%, Four Class Tests/Assignments 50%

DR. C. V. RAMAN UNIVERSITY, KHANDWA (M.P.)													
Scheme of Examination													
Department: Education													
COURSE STRUCTURE OF B.Ed. III SEMESTER													
Subject Details		Main Examinations				Sessional***		Credit Distribution			Allocated Credits		
Subject Code	Subject Name	Total Marks	Major		Minor		Max Marks	Min Marks	L	T	P	Subject wise Distribution	
			Max Marks	Min Marks	Max Marks	Min Marks							
Internal Practical Group													
	Pedagogy of a School Subject Part I	50	50	17							2	2	
	Pedagogy of a School Subject Part II	50	50	17							2	2	
EBCC 317	School Internship	350	As per scheme attached.										20*
	Educational Psychology Practical	50	50	17							2	2	
	Total	500										26	
<p>Minimum Passing Marks are equivalent to Grade C in individual subjects L- Lectures T- Tutorials P- Practical's</p> <p>* Note: Twenty weeks, four weeks practice Teaching & Sixteen weeks internship school, as per attached details</p> <p>*** Sessional weightage – Attendance 50%, Four Class Tests/Assignments 50%</p> <p>Minimum Passing Marks are equivalent to Grade C in individual subjects L- Lectures T- Tutorials P- Practical</p> <p>*Choose any one from the following subjects:</p> <p>1. EBCC 207: Biological Science 4. EBCC 210: English ** Choose any one from the following subjects:</p> <p>1. EBCC 213: History / Civics 3. EBCC 215: Commerce *** Sessional weight age – Attendance 50%, Four Class Tests/Assignments 50%</p> <p>2. EBCC 208: Mathematics 5. EBCC 211: Sanskrit 2. EBCC 214: Geography / Economics 4. EBCC 216: Physical Science (Physics / Chemistry)</p> <p>3. EBCC 209: Hindi 6. EBCC 212: Social Science</p>													

DR. C. V. RAMAN UNIVERSITY, KHANDWA (M.P.)
INTERNSHIP IN TEACHING

The activities and the allotment of marks for internship in teaching in each method of teaching school subjects are as following:

S. No.	Particulars	SEM III Marks	
		Max.	Min.
1	Micro Teaching under simulated conditions (Eight Skills)	16x3=48	37
2	Lesson planning (Practice Teaching)	100	36
3	Execution of the lesson in the actual class room situation and school work	100	36
4	Unit Plan	40	14
5	Unit Test Administration Evaluation and interpretation	40	14
6	Resource Unit/instructional kit/workbook /working models	12	4
7	Observation Records	10	4
	Total	350	125

PSYCHOLOGY TEST (ANY FIVE)

S. No.	Psychology Test
1	Intelligence Test –Verbal
2	Intelligence Test –Nonverbal
3	Educational Interest Record
4	Vocational Interest Record
5	Attitude- (Optimistic/Pessimistic) Test
6	Learning by Whole and Part Method
7	Value (Moral) Test
8	Adjustment (Adolescent) Scale
9	Adjustment (Children) Scale
10	Anxiety (State) Scale
11	Comprehensive Anxiety Test
12	Achievement (Hindi/ English / Math's) Test
13	Personality Test (Introvert / Extroverts)
14	Koh's Block Design Test
15	Alexander Pass-a-Long Test
16	Bhatia Battery of Performance Test
17	Mirror Drawing Apparatus
18	Human Maze Learning (Step)

DR. C. V. RAMAN UNIVERSITY, KHANDWA (M.P.)												
Scheme of Examination												
Department: Education												
COURSE STRUCTURE OF B.Ed. IV SEMESTER												
Subject Details		Main Examinations				Sessional ***		Credit Distribution			Allotted Credits	
Subject Code	Subject Name	Total Marks	Major		Minor		Max Marks	Min Marks	L	T	P	Subject wise Distribution
			Max Marks	Min Marks	Max Marks	Min Marks						
Theory Group												
EBCC 419	Gender, School & Society	100	50	17	20	7	30	12	5	1	-	6
EBCC 420	Educational Technology & ICT	100	50	17	20	7	30	12	5	1	-	6
EBCC 421	Creating an inclusive school	100	50	17	20	7	30	12	5	1	-	6
*	Optional Course (Any one from the Listed Courses)	100	50	17	20	7	30	12	5	1	-	6
EBEP 403	Understanding the self	50	25	8	10	4	15	6	1	-	-	1
EBEP 404	Understanding of ICT	50	25	8	10	4	15	6	1	-	-	1
Internal Practical Group		Term End Practical Exam		Lab Performance								
EBEP 403	Understanding the self	50	25	8	10	4	15	6	1	-	-	1
EBEP 404	Understanding of ICT	50	25	8	10	4	15	6	1	-	-	1
Total		600										28

Minimum Passing Marks are equivalent to Grade C in individual subjects L- Lectures T- Tutorials P- Practical

* **Optional Course (Choose any one from the following courses)**

- EBCC422: Value Education.
- EBCC423: Futurology in Education.
- EBCC424: Health & Physical Education.
- EBCC425: Guidance and Counseling in School
- EBCC426: Environmental Education.
- EBCC427: Action Research.

*** **Sessional weight age – Attendance 50%, Four Class Tests/Assignments 50%**



BACHELOR OF EDUCATION

B.Ed. I Semester

(Effective from Academic Year 2021-22)

Department: Education

EBCC101 Childhood and Growing Up

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC101	Childhood and growing up	6 (5-1-0)	50	20	30	-	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objective:

- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.
- To develop a sensitive and critical understanding of the different social/ educational /cultural /political realities at the core of the exploration in to childhood.
- To build an interdisciplinary frame work to interpret, analyses observations and interactions from cross culture psychology.
- To develop critical deconstruction of significant events that media highlights and creates during childhood
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.
- To develop the power to interpret how gender caste and social class may impact the lived experience of children.

Syllabus:**Unit 1: Perspectives in Development**

- Concept, Meaning, Scope and Function and Educational Psychology
- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous? Sociocultural contexts influencing development
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget
- Method: Longitudinal, Cross Sectional, Sequential, Cohort methods:
- Biographical, Case study and Observational method.

Unit 2: Stages of Human Development

- Child as a developing individual; a psycho-social entity; stages of development
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- Developmental tasks of childhood and adolescence and their implications
- Factors influencing development such as heredity and environment, media, nutrition, child-rearing practices, siblings and peers
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian Context-Living in an urban Slum, growing girl, and growing up in Dalit household

Unit 3: Social and Emotional Development

- Basic understanding of emotions, how differential gender socialization occurs Personality development: Freud; psycho-social development- Erikson; influence of early childhood experiences on later personality
- Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground
- Development of emotions: functions of emotions, attachment-Bowl by

Unit 4: Contexts of Socialization

- Concept of socialization: family and child relationships; parenting, child rearing practices
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner

Unit 5: Relationships with peers:

- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion

Essential Readings

- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1 Introduction.
- Papalia, D. E. and Old's, 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 b Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- 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. 6. 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.
- *Readings for Discussion 1*. Aries, P. (1965). *Centuries of Childhood social history of the family life*. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood. 2. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor and Francis. Chapter 1: A Brief History of Developmental Psychology.

Advanced readings

- Kakkar, S. (1978). *Indian Childhood: Cultural Ideas, And Social Reality*. New Delhi: Oxford.
- Nambissan, G. (2010). *Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF*.
- Kakkar S. (1991). *The Inner World: A Psycho-analytic study of childhood and society in India*. Delhi: Oxford University Press.

- Sandra, L. Bern (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic child in a gender schematic society, in M.R. Walsh, (ed). The Psychology of Women. Harvard University Press Cambridge, 206-226.
- Weiner, M. (1991). The State and the Child in India: Child Labor and Education Policy in Comparative Perspective. Princeton: Princeton University Press.



Department: Education

EBCC102 Education in India, Status, Problems and Issues

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC102	Education in India, status, problems and issues	6(5-1-0)	50	20	30	-	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives:

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.
- To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

Syllabus:

Unit 1: Concept of Education –

- Indian and Western. Aims of Education; Functions of Education.
- Education as an instrument of Social Control, Social Change,
- Preservation of Cultural Heritage and Values.
- School and the society, Culture and Education, School as a Social System. Agencies of Education - Informal, Formal and Non-formal.

Unit 2: Salient Features of Ancient Indian Education -

- Vedic, Buddhist, Islamic
- Tradition in Education.
- Major landmarks of British System of Education in Colonial India particularly
- From the viewpoint of Aims, Structure, Curricula and Methods of Education.
- Efforts towards evolving a national system of Education.

Unit 3: Secondary Education

- General Aims and Objectives of Secondary Education and Structure., Education during Post Independence Period. Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission
- 1964-66, New Education Policy 1986 with Program of Action 1992,
- Different streams of Secondary Education 1) C.B.S.E. 2)
- I.C.S.E. and 3) KSEEB with respect to curriculum.4) Examination System etc.,

Unit 4: Secondary School Teacher

- Secondary School Teacher-Qualifications, Competences, Job Role of Secondary school Teacher in Emerging India.
- Role of Secondary school teacher in Emerging India.
- Teacher Education and Secondary School Curriculum
- Status, Aims and Objectives of Teacher Education in India.

Unit 5 Role and Responsibilities of NCTE NCERT, DSERT, CTE, IASE

- NCTE NCERT, DSERT, CTE, IASE
- Professional organization in the field of Teacher education
- Rastriya Madhyamika Shikshana Abiyana (RMSA), NCF-2005
- Programs for enhancing efficiency and productivity of school teachers- In service training - orientation and content enrichment programs.

Assignment: (Any two of the following.)

- Prepare and execute a plan for making at least two children and one adult literate from the community.
- Plan and organize a field trip/excursion to a nearby area of educational importance and submit a report.
- Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
- Prepare one project for institutional planning.
- Critically Study the working of the one of the parent teacher associations in any two secondary schools.
- A critical survey of co-curricular activities in secondary schools. Reference:
- Anand C. L. et al., (1993) Teacher and Education in the emerging Indian society NCERT New Delhi.
- Coombs Philips H (1985) The World Crisis in Education. New York. Oxford University Press, New York
- Delors, Jacques (1996) Learning the Treasure within Report to
- UNESCO of the Internal Commission on Education for Twenty First Century UNESCO.
- Dewey I (1952) Experience in Education, Collier Macmillan.
- Dewey S (1956) Democracy in Education New York: Macmillan.
- Gandhi M. K. (1956) Basic Education, Ahmedabad Nalijiban.
- Government of India (1952) Report of the Secondary Education Commission, New Delhi: - Ministry of Education.
- Government of India (1966) Report of Education Commission Ministry of Education, New Delhi.
- Government of India MHRD (1986) (Revised 1992) National Policy of Education. New Delhi.
- Government of India (1992) Report of Core Group on Value Orientation of Education Planning Commission.
- Kneller G. F. (1978) Foundation of Education. New York: Johri Willy and Sons.
- Kneller George (1978) Introduction to Philosophy of Education,

- New York: John Willey and Sons INC.
- Mani RS. (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Mathur S.S. (1988) A Sociological Approach to Indian Education, Agra. Vindo Prashan.
- Mookherjee K.K. (1972) Some Great Educators of the World. Fas Gupta and Ce Put Ltd. Calcutta.
- Mukherjee S. N. (1966) History of Education in India, Baroda. Acharya Book Depot.
- Naik J.P. and Syed N (1974) A Student's History of Education in India New Delhi. Macmillan Co.
- Naik J. P. (1975) Equality, Quality and Quantity: The Elusive Tringle of Indian Education Bombay: Allied Publishers. NCTE (1988) Gandhi on Education, New Delhi
- Salamaliha (1979) Education in Social Context. New Delhi. NCERT.

Department: Education

EBCC103 Language Across the Curriculum- Part-1

(Credits: Theory-2, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.	
			Theory			Practical			Theory	Practical
			Major	Minor	Sessional	End Sem	Lab Work	Total		
EBCC103	Language across the curriculum-part-1	3(2-1-0)	25	10	15	-	-	50	3 hr	-

Pattern:

The question paper will consist of six questions. Question no. 1 will have 5 objective type questions of 5 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 04 marks each, one from each of the five Units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives:

- Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.
- Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject areas that they are going to teach.
- This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- It is likely that student teachers will begin the program with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

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

- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories. Suggested Activities
- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Re-telling the account - in one's own words/from different points of view (taking turns in a smaller group)

Unit 2: Narrating

- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations - sharing interpretations and points of view (in a smaller group)
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

Unit 3: Engaging with Popular Subject-Based Expository writing

- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Unit 4: Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'Reference frame' in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

Unit 5: Engaging With Journalistic writing

- The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

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

References:

- Bose, R. B. N. and Sterling, T. S.: Elements of English Rhetoric and Prosody; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.
- Bright, J. A. and McGregor, G. P.; Teaching English as a Second Language, ELBS and Longman, London, 1978.
- Brum fit, C. J. and Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
- Heaton, J. B.: Language Testing, Modern English Publication Ltd., Great Britain 1982.
- Hornby, A. S.: Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.
- Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford 1979.
- Johnson, K.: Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.
- Jones, D.: English Pronouncing Dictionary, ELBS, London, Latest Edition.
- Kemp, et al.; Designing Effective Instruction, Macmillan College Publishing Company, 1994.
- Krashen, S.; Second Language, Acquisition and Second Langu., Learning, Pergamum Press, New York, 1979.

Suggested Reading:

- Agnihotri, R.K., Khanna, AL, 1994(Eds). Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India (RALI), New Delhi, Sage Publication
- Baruah, T.C. 1984, The English Teachers Handbook, New Delhi, Sterling Publishers.
- Bansal, R.K. and Harrison, J.B., 1972: Spoken English in India, Madras, Orient Longman
- Brown, J.D. 1996: Testing in Language Programs, Upper Saddle River, NJ, Prentice
- Hall Regents Chomsky, N. 1986. Knowledge of Language, New York Praeger
- Crystal David, 1997. Globalization of English, Cambridge; Cambridge University Press
- Ellis, R. 1992, The Study of Second Acquisition, Oxford, Oxford University Press
- Khubchandani, L.M. 1988: Language in a plural society, Delhi, Motiram Banarsidas and Shimla
- Lewis. M. 1993, The Lexical Approach: The State of ELT and a way Forward, Hove: Language Teaching Publications.
- Lock, G. 1996. Functional English Grammar, Cambridge: Cambridge University Press
- Mohanty, Bilingualism in a Multilingual Society: Psycho Social and Pedagogical Implication, Mysore: CIIL
- Nagaraj, Geeta:2001: English Language Teaching, Orient Longman Limited, Kolkata
- NCERT, 2000, Continuous and Comprehensive Evaluation, New Delhi NCERT, 2005. National Curriculum Framework, 2005, New Delhi Nuna,
- D. 1991, Language Teaching Methodology, London Prentice Hall
- Richards, J.C, and Rodgers, T.S. 1986, Approaches and Methods in Language Teaching, University of Hawaii, Maroo: Cambridge University Press
- Vygotsky, L.S. (1978), Mind in Society, Harvard University Press: Cambridge. Widdowson, H.G. 1992, Aspects of Language Teaching, Oxford University Press



Department: Education
 EBCC104 Curriculum Development and School
 (Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC104	Curriculum development and school	6(5-1-0)	50	20	30	-	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08marks each, one from each of the five Units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives:

- To acquaint students with the nature and types of curriculums.
- To acquaint students with the context of curriculum development and Some Innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

Syllabus:

Unit 1:

- Curriculum - Meaning and Nature, types of Curriculums, Syllabus and Text books -their interrelationship. Issues and problems of existing curriculum.

Unit 2:

- Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences.

Unit 3:

- Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc.

Unit 4: Steps of Designing

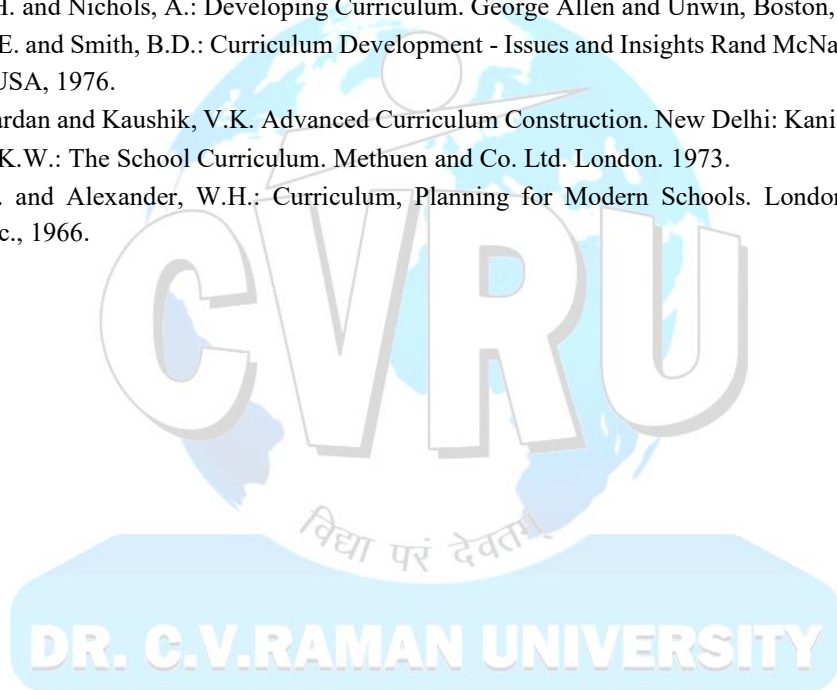
- Different Curriculum. Selection, Gradation and Organization of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

Unit 5: Practical's

- Evaluation of B. Ed. Curriculum.
- Designing a Curriculum in a given condition Reviewing of Syllabus/Books.

References:

- Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.
- Doll, Ronald C.: Curriculum Improvement - Decision Making and Process. London; Allyn and Bacon, 1996.
- Eccles tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.
- Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child. New York: Maxwell McMillan International, 1994.
- Hooper, R.: The Curriculum Context, Design and Development. The Chaucer Press Ltd., Great Britain, 1977.
- Kaushik, S.L.: *Shikshakram Vikas*. Rajasthan Granth Academy. Jaipur, 1977.
- Kelly, A.V.: The Curriculum - Theory and Practices. Harper and Row Publishers, London, 1982.
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- Lawton, D.: Class, Culture and the Curriculum. Routledge and Kegan Paul Ltd., London, 1975.
- Lowy, A. (Ed.): Handbook of Curriculum Evaluation. International Institute for Educational Planning, New York, 1977.
- Lowy, A.: The International Encyclopedia of Curriculum. New York: Pergamum Press, 1991.
- Mamidi, M.R. and Ravishankar: Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983.
- Nichols, S.H. and Nichols, A.: Developing Curriculum. George Allen and Unwin, Boston, London, 1976.
- Oriosky, D.E. and Smith, B.D.: Curriculum Development - Issues and Insights Rand McNally College Publishing Company, USA, 1976.
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- Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd. London. 1973.
- Saylor, J.G. and Alexander, W.H.: Curriculum, Planning for Modern Schools. London: Holt, Rinehart and Winston, Inc., 1966.



Department: Education
 EBEP101 Reading and Reflecting on Texts
 (Credits: Theory-2, Practical-1)
 Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.	
			Theory			Practical			Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work	Total		
EBEP101	Reading and reflecting on texts	2(2-0)	25	10	15	02	02	50	3 hr	--

Pattern:

The question paper will consist of six questions. Question no. 1 will have 5 objective type questions of 5 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 04 marks each, one from each of the five Units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives

- To enable the students to read and response to a variety of text in different ways
- To develop Meta cognitive awareness
- To enhance the capacities as readers and writers by becoming participants in the process of reading
- To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.

Syllabus:

Unit 1: Reading Skills

- Creating environment for reading - reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different texts types like stories, poems, riddles, jokes, and instructions for games

Unit 2: Reading with comprehension

- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies

Unit 3: Discourse analysis

- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
- Using ideas of critical literacy to analyses chapters from textbooks.
- Acquisition of Reading Skills

Unit 4: Type of text

- Narrative text
- Expository

- Autobiographical Narratives

Unit 5: Field Notes

- Ethnographies
- Addressing different types of skills and strategies

Mode of Transaction

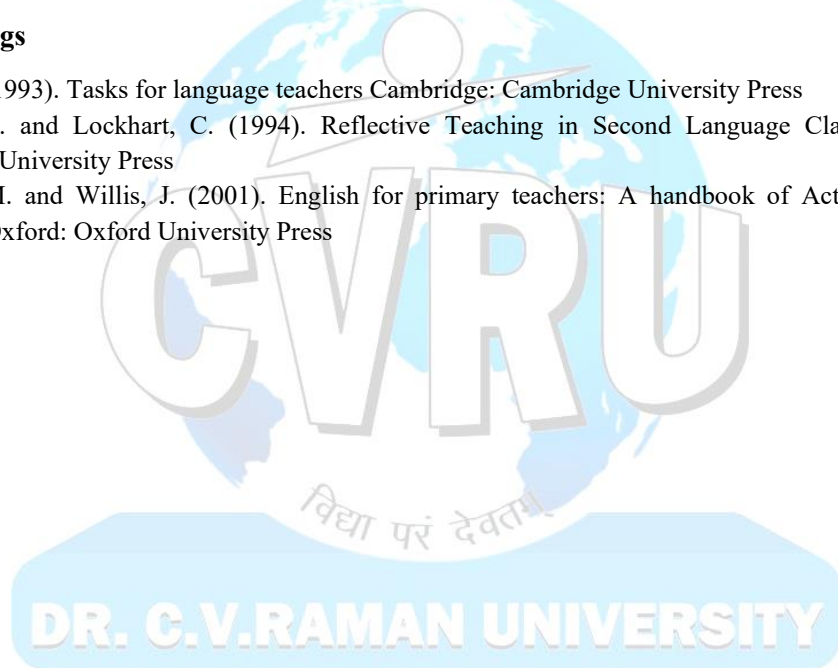
- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.
- Text analysis of school textbooks to improve skills in critical literacy.
- Reflecting on one's own learning to make connections with pedagogy.

Essential Readings

- Lightbown, P. M and Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press
- Maley, A. and 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. and Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.
- Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

Advanced Readings

- Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press
- Richards, J. and Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press
- Slatterly, M. and Willis, J. (2001). English for primary teachers: A handbook of Activities and classroom language. Oxford: Oxford University Press





BACHELOR OF EDUCATION

B.Ed. II Semester

(Effective from Academic Year 2021-22)

Department: Education
EBCC205 Learning and Teaching
 (Credits: Theory-5, Tutorial-1)
 Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC205	Learning and teaching	6(5-1)	50	20	30	02	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objective:

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on Cognitive views of learning as well as social- constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school;
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

Syllabus:**Unit 1: Theoretical perspectives On Learning**

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviorist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

Unit 2: Role Of Learner in Learning

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: (a) transmitter of knowledge, (b) model (c) facilitator (d) negotiator (e) co-learner. (The focus is on building understanding of different psychological
- perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

Unit 3: Learning In 'Constructivist' Perspective

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge' :
 (i) Experiential learning and reflection

- (ii) Social mediation
- (iii) Cognitive negotiability
- (iv) Situated learning and cognitive apprenticeship
- (v) Meta-cognition.

- Creating facilitative learning environments, teachers' attitudes, expectations - enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

Unit 4: Individual Differences Among Learners

- Dimensions of differences in psychological attributes-cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligence's perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.

Unit 5: Understanding differences

- Understanding differences based on a range of cognitive abilities- learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective. (The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for class room practices and teaching)

References

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- Aggarwal, J.C. Essential of Educational Psychology, Vikas Publishing House, New Delhi, 1994.
- Bhargava, Mahesh, Introduction of Exceptional Children, Sterling Publishers, New Delhi, 1994.
- Bhatia, H.R., A Text Book of Educational Psychology, Delhi: McMillan Co., New Delhi, 1977
- Bhatia, K.K. Educational Psychology and Techniques for Teaching, Kalyani Publishers, Ludhiana, 1994.
- Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing New Delhi, 1996
- Dandapani, S., Advanced Educational Psychology. New Delhi. Anmol Publications Pvt. Ltd., 2000.
- DeCecco, John P., Psychology of Learning and Instruction, Prentice Hall, New Delhi, 1987.
- Driscoll, Mercy P.M Psychology of Learning for Instruction, Allyn and Bacons, USA, 1993.
- Eshwar, H.S. and Nataraj P., *Shaikshanika Manovijnana, Parichaya*: Bhaga I and II, Institute of Kannada Studies, Union of Mysore, Mysore, 1985.
- Gagne, R.M. Conditions of Learning and Theory of Instruction, 4th Edition, Holt Rinehart and Winston, New York, 1977
- Ghangadharappa, N.R. *Shaikshanika Manovijnana Rekha Pradhsna Davengere*, 1996.
- Goleman, Daniel, Emotional Intelligence. New York: Bantam, 1995
- Govinda Rao., A.V. *Shikshandalli Manovijnana*, Vidyanidhi Pradshana, Gadaga, 1996
- Kar, Chintamani, Exceptional Children, Sterling Publishers, New Delhi.
- Kundu, C.L. and Tutoo, D.N., Educational Psychology, Sterling Publishers, New Delhi, 1980.
- Kundu, V.L and Tutoo, D.N., Educational Psychology, Sterling Publishers, New Delhi.
- Lingren, H.C., Educational Psychology in the Classroom, 6th Ed. Oxford University Press, New Delhi, 1980.
- Mangal, S.K. Advanced Educational Psychology, Prentice Hall of India. Pvt.Ltd., 1999.
- Mathur, S.S., Educational Psychology, 9th Ed., Vinod Pustak Mandir, Agra, 1981.
- Raul, Lizy T., (1998) *Educational Psychology*, CMC Mary Matha, Kerala.
- Sharma, R.N. Educational Psychology and Guidance, Vikas Publishers, New Delhi, 1998.
- Shivashankara H.V. and Basakumar P., *Shaikshanika Manovijnana Hanji Prakashana Davangere*, 1977.
- Skinner, C.E. (Ed) Educational Psychology, 4th Ed., Prentice Hall of India Pvt., Ltd., New Delhi, 1996
- Walia, J.S. Foundation of Educational Psychology, Paul Publishers, Jalandhar, 2001.

- Walia, J.S. Foundations of Educational Psychology, Paul Publishers Jalandhar, Punjab, 1999
- Yelon, S.L. and Weinstein, G.W., A Teacher's World: Psychology in the Classroom, McGraw Hill Co., Tokyo, 1977.



Department: Education

EBCC206 Language Across the Curriculum Part-2

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC206	Language across the Curriculum Part-2	3(2-1)	25	10	15	2	-	50	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 5 objective type questions of 5 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 04 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objective:

- It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts.
- They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.
- They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.

Syllabus:

Unit 1: Engaging with Subject- Related Reference Books

- For this unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of Activities

- Selecting the topic for research and articulating some guiding questions
- Searching and locating relevant reference books (could be from a school library or the institute library)

Unit 2:

- Scanning, skimming and extracting relevant information from the books by making notes
- Collating notes and organizing information under various subheadings

Unit 3:

- Planning a presentation - with display and oral components
- Making presentations to whole subject group, fielding questions.

Engaging With Educational Writing

- Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this unit.

Suggested Activities

Unit 4:

- Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs)
- Analyzing the structure of the argument-identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)

Unit 5:

- Discussion of the theme, sharing responses and point(s) of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group)



Department: Education

EBCC207 Pedagogy of a School Subject Part –I Biological Science

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC207	Pedagogy of a school subject Part –I Biological science	6(5-1)	50	20	30	2	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: On completion of the course the student teacher will be able to:

- Understand the nature, scope and importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio• Sciences.
- Understand the Aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioral terms
- Acquaint with the Resources for teaching Biology and their effective Utilization.
- Get exposed to Micro teaching and preparing Resource unit, unit Plan and Lesson Plans.
- Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision
- Be introduced to various methods, approaches and models of teaching Biological Science and implement them in their teaching practice.
- Understand and prepare the different types of test items for the Evaluation of student's performance in Biology.
- Appreciate and inculcate the Competencies and commitments needed for a biological Science Teacher.
- Plan and execute various curricular and co-curricular activities related to teaching of Bio-Science

Syllabus:

Unit 1: Introduction to Teaching Biological Science

- Biological Science: Meaning, Nature and Scope
- Relationship between Biology and human welfare
- Latest developments in the field of Biology

Co-curricular Activities and Resources in Teaching Biological Science

- Bio Science laboratory - Need and importance, equipping, Bio-lab, Organizing the practical Work
- Project Activities: Aquarium, Vivarium, Terrariums, Museum, School Garden,
- Preservation of specimen through plastination- Meaning, Importance and Steps.
- Meaning, importance and Organization of Co-Curricular Activities
- Bio-Science Club - organization and its activities

Bio Science Exhibition

- Field trips
- Bio-Science Quiz
- Nature Study

Bird watching

Collection and Preservation of Specimens-Plants and Animals

Unit 2: Aims and Objectives

- Utilitarian, Cultural and Disciplinary Aims Scientific Attitude and Training in Scientific Method
- Instructional objectives:**
- Bio – Science in Secondary schools:
 - As per NCERT Curriculum Framework-2000
 - As per NCTE Curriculum Framework
 - As per National Curriculum Framework-2009
- Behavior Specifications of Instructional Objectives:**
- Knowledge, Understanding, Application

Unit 3: Approaches, Methods and Models of Teaching Biology

Approaches:

- Structure and function Approach
- Types specimen Approach
- Inductive and Deductive Approach

Unit 4: Method and Models

Methods of Teaching

- Guided Discovery Method

Models of Teaching:

- Biological Science Enquiry Model (Joseph Schwab)
- Memory Model (J. Lucas)

Unit 5: Instruction Design in Teaching Biological Science.

- **Pedagogical Analysis:** Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka State
- **Lesson Planning-** Meaning, Importance and format according to active learning strategies.
- **Unit Plan** - Meaning, importance and steps
- **Resource unit** - Meaning, importance and components.

Assignments (any one)

- Preparing power point slides for any selected unit in VIII or IX class Biology.
- Preparing a set of (OHP) transparencies
- Slides for a selected unit in 10th Std. Biology.

Practicum:

- Writing of instructional objectives and behavioral specifications on a selected unit.
- Preparing improvised apparatus in Biology
- Preparing a lesson Plan on any topic in Biology using any innovative Method I
- Model of Teaching
- Developing an achievement test / Diagnostic test

Reference:

- Buffaloe, N.D. Throneberry (1969) - Principles of Biology, Prentice Hall of India, New Delhi.
- Chikara and Sharma (1989) Teaching of Biology, Prakash Bros. Ludhiana.
- Green T.L. (1965) - Teaching of Biology in Tropical Secondary Schools, Oxford, University Press, London.
- Guddalli NM (1993) - Vignana Bhodane, Bharat Book Dept. Dharwad.

- Mangal S.K., (1997) Teaching of Physical and Life Sciences Avg. Book Depot. New Delhi.
- Miller and Blaydes (1962)- Methods and Materials for teaching of Biological Science, Tata Mc. Grahill Pub. Co - New Delhi.
- Narendra Vaidya (1971) The Impact of Science Teaching, Oxford and IBH Pub.Co. New Delhi.
- NCERT (1982) Teaching of Science in Secondary Schools, New Delhi.
- Patil S. S and Rakkasagi (1998) - Jeeva Vignana Bhoodane, Vidyanidhi Prakashan, Gadag.
- Sharma L.N. (1977) Teaching of Life Science, Dhanpat Rai and Sons, New Delhi.
- Sivashankar H.V., and Basavakumaiah, P. (1987) Vignana Bhoodane, Hanji Prakashan, Davangere.
- Sood J.K. (1987) Teaching of Life Sciences, Kohli Pub. Chandigarh.
- Thurber and Colletta (1964) Teaching of Science in Today's Secondary School, Prentice Hall Pvt. Ltd, New Delhi
- UNESCO (1978) - New Source book of Science Teaching, Oxford and BH Pub. Co. Ltd., New Delhi.
- Yadav K. (1995)- Teaching of Life Sciences, Anmol Pub. New Delhi.

Department: Education

EBCC208 Pedagogy of a School Subject Part-I Mathematics

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC208	Pedagogy of a school subject Part-I Mathematics	6(5-1)	50	20	30	2	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon completion of this course student teachers will be able to-

- Recall the meaning, nature and scope of mathematics.
- Acquaint aims and objectives of teaching mathematics in Secondary school level.
- Plan teaching in mathematics at micro and macro level.
- Prepare unit plans, resource unit and organize lesson to meet at different class room situations.
- Analyses and evaluate the curriculum of mathematics at Secondary school level.
- Apply different approaches and methods of teaching mathematics in classroom situations.
- Prepare and use instructional materials in teaching mathematics.
- Prepare different kinds of test and understand the comprehensive evaluation.
- Participate and organize the different co-curricular activities in mathematics.
- Understand the professional competencies, commitments and expectations of mathematics teacher.

Syllabus:**Unit 1: Meaning, Nature and Scope of Mathematics****Meaning of Mathematics**

- As a Science of Number
- As a Science of Quantity
- As a Science of Measurement
- As a Science of Logical reasoning
- Nature of Mathematics
- Scope of Mathematics
- Place of Mathematics in day-to-day life activities
- Mathematics use in day-to-day life activities
- Relation with School subjects
- Relation with other Disciplines - Engineering, Agriculture, Medicine

Unit 2: Aims and Objectives of Teaching Mathematics

- Aims and Values of Teaching Mathematics

- Meaning of Aim/Values
- Utilitarian Aim / Values
- Disciplinary Aim/Values
- Cultural Aims Disciplinary Aim/Values
- Intellectual Aim/Values
- Aesthetic and Recreational Aim N Values
- Instructional objectives of Teaching Mathematics
- Meaning of Instructional Objectives
- Instructional Objectives and their specifications of teaching mathematics
- Knowledge, Understanding, Application, Skill, Attitude, Appreciation, Interest
- Formulation and Statement of objectives in behavioral terms

Unit 3: Instructional Design in Mathematics and Co-curricular Activities in Mathematics:

- **Lesson Planning:** Meaning, Steps, Importance and Format of Lesson Plan
- **Unit Plan**-Meaning, Steps, Importance and Format of Lesson Plan
- **Resource unit** -Meaning, Steps, Importance and Format of Lesson Plan
- **Yearly Planning**-Meaning, Principles and Format
- **Mathematics Club:** Objectives of Math's club,
- **Mathematics Olympiads:** objectives and importance
- **Mathematics Quiz:** Organization and importance
- **Mathematics Museum:** Organization and importance
- **Mathematics Fair:** Organization and importance
- **Mathematics Laboratory:** Objective, importance and
- **Recreational activities in mathematics:** Games, Puzzles,
- Ethnos Mathematics

Unit 4: Approaches, Methods and Techniques of Teaching Mathematics

Learner Centered Approach

- Inductive method and Deductive method
- Analytical method and Synthetic method

Activity Centered Approach

- Guided discovery method and Problem-Solving Method
- Project Method and Discovery Learning Method
- Active Learning Strategies
- CAI in Teaching Mathematics
- Concept Mapping-Meaning, Advantages and Disadvantages

Unit 5: 5 Techniques of teaching Mathematics

- Supervised study
- Oral work and written work
- Drill and Review
- Assignment in Math's
- Home work

References

- Butler and Wren (1960) The Teaching of Secondary Mathematics, Tokyo; McGraw Hill Book Company.
- Henderson, K. et al (1975) Dynamics of Teaching Secondary Mathematics, London Houghton Mifflin.
- Jantli, R. T. (2000) Subodha Ganitha Bodhane, Vidyanidhi Prakashan, Gadag.
- Krulik and Weise (1975). Teaching Secondary School Mathematics. London W.B. Saunders.
- Kuppaswamy Ayyangar, N. (1988) The Teaching of Mathematics in New Education, Bangalore.
- Mangal, S. K. (1989) Teaching of mathematics. Ludhiana: Prakash Brothers Publishers.
- Sidhu, K. S. Teaching of Mathematics, B'lore Sterling Publishers.
- Wren (1973). Basic Mathematical concepts, New York, McGraw Hill. M. Yadawad and Rabanal R.T., (2000) Vishayadharit Ganit Bodhane, Vidyanidhi akashan, Gadag.

Department: Education

EBCC209 Pedagogy of a School Subject Part- I Hindi

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.	
			Theory			Practical			Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work	Total		
EBCC209	Pedagogy of a school Subject Part- I Hindi	6(5-1-0)	50	20	30	2	-	100	3 hr	-

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon completion of the course, the student-teachers will be able to:

- Appreciate the importance of teaching Hindi as a second, I third Language.
- Help the Students to understand the aims and objectives of teaching Hindi.
- Help pupils to acquire basic skills of language teaching, Aims/Objectives.
- Know the different methods of teaching.
- Prepare a lesson note and teach accordingly.
- Appreciate and use of modern educational media.

Syllabus:**Unit 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi**

- Meaning and concept of language.
- Nature and importance of language
- Three language formula in Hindi
- Place of Hindi in the Secondary School Curriculum of M.P.
- Present position of Hindi in India
 - a. In the constitution
 - b. In the life of Indian people

Unit 2: Aims of teaching Hindi as a second/third language.

- Functional aims of Hindi Teaching.
- Cultural Aims of Hindi Teaching.
- National and International Aims of Hindi Teaching.
- Instructional objectives with practical -- Theoretical background Writing of instructional objectives of Hindi Teaching
- Modification of Objectives in terms of behavioral changes.

Unit 3: Planning Lessons, Resource Units, Unit Plan, Drill Lessons

- Planning of prose, poetry and Grammar lessons.
- Processing of lesson notes and micro lesson plans.
- Meaning and importance of a unit plan and administration.
- Resource units- Use and implications.

- Plan and process of lessons in Practice teaching.
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator d) negotiator, e) co-learner. (The importance - activities for its development)
- **Speaking - Objectives** - activities for its development - role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation - Remedial Measures
- **Reading- Objectives** -Types of reading silent and loud, intensive - methods of teaching reading
- **Writing - Objectives** - Characteristics of handwriting - dictation
- **Composition - Objectives** - Types - Oral, written and picture composition - Free and guided composition
- **Translation - Objectives-** Importance's - Characteristics of good translation

Unit 4: Curriculum Design

- Principles of Curriculum construction of Hindi
- Curriculum Design in Hindi-Subject centered, Learner Centered, Problem centered.
- Transaction of curriculum / Co-curricular, Extracurricular activities
- pertaining to teaching and learning.
- Curriculum of prose, poetry and composition.
- Prose - Ancient /Medieval
- Modern prose versions Poetry - Bhakti period - Riti period -Modern period.
- Composition - Exercises, Assignments and remedial teaching activities

Grammar - Translations

- Curriculum development and evaluation.

Seminar Topics (any one)

- Preparing scheme of assessment
- A study of an author I poet.
- Developing Linguistics Skills.
- System our examination.
- Importance of teaching materials for effective teaching.

Practicum

- Review of Books - 8, 9 standard school text books.
- Resource unit Uses.
- Unit plan processing.
- A study of an Author I Poet.
- Developing Linguistics Skills.

Assignments (any one)

- Solving grammar exercise of 8th and 9th Standard Text books of second language Hindi/Third Language. Hindi
- Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
- Construction of substitution - tables on the concerned texts
- Report on constitutional provisions - provided to Hindi and the implication. (Note: Records should be maintained).

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- Bhai. Y (1978) *Hindi Bhasashikshan. Vinod Pustak Mandir Agra.*
- *Bhasha Visheshshank* Patrick (1980) Department of Education, Rajasthan, Bikaner
- Chaturvedi, V.S. (1999) *Adhayapan Kala.* Varanasi: Ggopinath Bhargav and Kishor and Sons.
- Jha, L. (1940) *Bhasha Shikshan Paddhbat.* Allahabad: N.G. Saigal. U.P Press.
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- Keshav Prasad (1984) *Hindi Shikshan.* Delhi; Dhanapatrai and Sons
- Kothari Commission Report (1968) Govt. of India, New DelhiNarang and Bhatia (1987) - Hindi - Shikshan Vidhi. Ludhiana Prakash Brothers.

- Nirajkumar Sinha (1990) *Madhyamik- Vidyalayome Hindi Shiksha*. Jaipur: Hindi Grantha Academy.
- Robert. L. (1964) *Language Teaching: A Teacher's Book*. New York: Megrewtill.
- Ryburn, W.M. (1950) *The Teaching of the Mother Tongue*.
Madras: Oxford University Press
- Sattigeri, K.I (1997) *Nutan Hindi Shikshan*. Belgaum: Vijaya
Sattigeri.
- Srivastava, B.D. (1968) *The Structural Approach to the Teaching of English*. Agra: Ram Prasad and Sons
- Sugandhi, Deepak (2004) *Hindi Shikha Pranali*. Ilkal: Neha Prakashn. Karnataka
- Sugandhi, V. (2003) *Hindi Adhayapan*. Kolhapur, Creative Publishers.
- Syandhya Mukarji (1989) *Hindi Bhasha Shikshan*. Lucknow: *Prakshan Kendra*.



Department: Education

EBCC210 Pedagogy of a School Subject Part-I English.

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted					Duration of Exam.		
			Theory			Practical		Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work			
EBCC210	Pedagogy of a school subject part-I English.	6(5-1-0)	50	20	30	2	-	100	3 hr	-

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: upon completion of the course the student teacher will be able to:

- To master the different techniques, devices of the Second language structure, sounds and vocabulary.
- To understand the status of English language.
- To distinguish between different approaches and methods of teaching English and their use in the classroom.
- Acquire the basic skills of language learning.
- Plan and execute of different types of lessons in prose, poetry according to classroom situations.
- To appreciate the importance and use of suitable audio -visual aids in class room situations.
- To know the principles of curriculum construction.
- To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
- To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
- To guide the students to use the language correctly.

Syllabus:

Unit 1: Nature of English Language

- Language its nature and structure - Meaning of language, Functions of language - Informative, expressive and Directive Linguistic Principles.
- Structure of English Language- phonological, morphological, Syntactic, Semantic and graphic (a brief explanation of the concepts)

Unit 2: Aims and Objectives of Teaching English

- Aims and objectives of teaching English at the Secondary School level as first and second language.
- English as a library language, link language and international language

- Position of English in India before and after Independence - The three-language formula its meaning and scope.

Unit 3: Instructional design of Teaching English Language

- **Teaching of Prose** - detailed and non-detailed Objectives - Methods and Approaches steps in lesson planning.
- **Teaching of poetry** - Objectives-Methods and Approaches - Steps in lesson planning.
- **Teaching of Grammar** - Objectives - Formal and Functional -Methods of teaching grammar.
- Use of mother tongue in teaching of English, different occasions for its effective use
- Preparation of Unit plan, Resource Unit.

Units 4: Methods, Approaches to Develop English Language Skills

- Psychological principles of learning English as a foreign language
- **Methods and approaches of Teaching English**
 - Grammar Translation Method
 - Direct Method
 - Bilingual method
 - Structural approach- Dr. WEST method
 - Communicative approach

Unit 5:

- **Development of language skills** - listening objectives and importance - activities for its development.
- **Speaking - Objectives** - Activities for its development, role of learning by heart, role• play, extempore and prepared speeches, debates, language games, substitution table need for correct pronunciation, defects in pronunciation - Remedial Measures.
- **Reading - Objectives** - Types of reading - silent and a loud, intensive - methods of teaching reading.
- **Writing - Objectives** - Characteristics of handwriting - dictation.
- **Composition** - Objectives - Types (oral, written and picture composition) Free and guided composition
- **Translation** - Objectives- Importance – Characteristics of good translation.

DR. C.V.RAMAN UNIVERSITY

Department: Education

EBCC211 Pedagogy of a School Subject Part-I Sanskrit

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC211	Pedagogy of a school subject part-I Sanskrit	6(5-1-0)	50	20	30	2	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives- Upon completion of the course the student-teacher will be able to:

- Understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration.
- Understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioral changes.
- Prepare objective based lesson plans and implement them.
- Understand the basic skills of language learning.
- Understand the principles of curriculum construction in Sanskrit.
- Understand the different methods of teaching Sanskrit and use them in his practice teaching lessons.
- Understand the importance of appropriate instructional material and use them in his practice teaching lessons.
- Understand the importance of Language Laboratory.
- Understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.
- Understand the importance of co-curricular activities in language learning.
- Imbibe the special qualities of Sanskrit teacher.

Syllabus:

Unit 1: Sanskrit Language - Nature and Importance

- Importance of Sanskrit language
- Contributions of Sanskrit to other Indian Languages to Indian culture and tradition and to emotional integration

Unit 2: Place of Sanskrit in the Secondary School Curriculum

- Aims and Objectives of teaching Sanskrit with reference to three language formula.
- Instructional Objectives- Specifications of each objective in the form of specific behavioral changes.

Unit 3: Lesson Plan in Sanskrit Language

- Planning lesson plans in prose, poetry, grammar and composition.
- Unit plan: importance, characteristics, format
- Resource Unit: importance, characteristics, format

- Micro lesson plan: importance, format, practice

Unit 4: Development of Language Skills, Curriculum Design

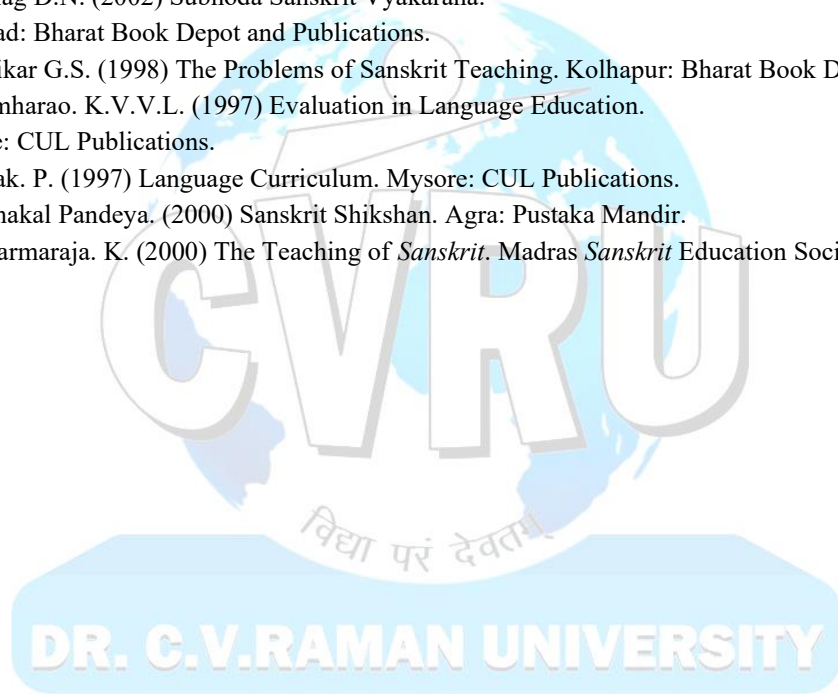
- **Listening:** importance, activities for its development.
- **Speaking:** importance, characteristics of good speaking, activities for its development.
- **Reading:** mechanics of reading, objectives, different kinds of reading - silent reading and loud reading.
- **Writing:** importance of good handwriting - specialties of the Devanagari script, causes of spelling mistakes, remedial measures.

Unit 5:

- Principles of curriculum construction of Sanskrit.
- Curriculum design in Sanskrit: subject centered, learner centered, problem centered.
- Transaction of curricular/ co-curricular activities.
- Curriculum development and evaluation.

Reference

- Apte. D.G. (2000) Teaching of Sanskrit. Bombay: Padma Publications.
- Shanbhag D.N. (2002) Subhoda Sanskrit Vyakarana.
- Dharwad: Bharat Book Depot and Publications.
- Hulkerikar G.S. (1998) The Problems of Sanskrit Teaching. Kolhapur: Bharat Book Depot.
- Narasimharao. K.V.V.L. (1997) Evaluation in Language Education.
- Mysore: CUL Publications.
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- Ramashakal Pandeya. (2000) Sanskrit Shikshan. Agra: Pustaka Mandir.
- Ramavarmaraja. K. (2000) The Teaching of *Sanskrit*. Madras *Sanskrit* Education Society.



Department: Education
 EBCC212 Pedagogy of a School Subject Part-I Social Science
 (Credits: Theory-5, Tutorial-1)
 Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC212	Pedagogy of a school subject part-I Social Science	6(5-1-0)	50	20	30	-	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon completion of the course the student-teacher will be able to

- Understand meaning, scope and importance of Social Science in the school curriculum.
- Acquire content knowledge of methods of Social Science.
- Acquire knowledge of aims and instructional objectives of teaching Social Science
- Acquire skills in planning lessons in Social Science
- Understand and apply the principles of organizing content in the teaching Social Science.
- Acquire knowledge about Local, Regional National, and World History.
- Acquire the knowledge of Instructional Material and resources in teaching Social Science
- Preparing suitable teaching devices and using them and organizing field trips.
- Proficiency in correlating Social Science with other school subjects.
- Cultivate the qualities of a good Social Science teacher
- Acquire the knowledge of content of Social Science for viii to xth standard in Karnataka
- Evaluate Social Science text books and prescribed courses
- Develop necessary skills in the application of methods and techniques in the classroom

Syllabus:

Unit 1: Objectives, Scope and Curriculum

- Meaning and nature of social studies.
- Aims and objectives of teaching of social studies at school stage and skills to be developed among school students.
- General principles of curriculum framing, principles of selection and organization of content.
- Presentation of the subject matter of social studies at secondary level.

Unit 2: Methods of Teaching and Resources of History

- General principles and maxims of teaching in relations to History.
- Method and techniques of teaching History.
- Traditional Method- (i) Modern method. (ii) Importance and need of textbooks.
- Qualities of History Teachers.

Unit 3: Teaching Aids for History

- Traditional Aids-Black board, Text books.
- Verbal aids-Story, Example, and Dramatization.
- Visual Aids- Bulletin Board, Historical Charts, Historical Maps, Real objects, Specimen, Models, Pictures, Photographs.
- Audio Aids- Radio, Tape-recorder.
- Audio - visual Aids- Historical filmstrips, T.V. History Room/ Corner in school.
- Excursion, Excavation, Field work, Exhibition of Social and Cultural life of people.

Unit 4: Lesson Planning: Meaning, Importance and Approaches

- Year Plan,
- Unit Test,
- Lesson Plan: Steps, Exponents of Lesson Plan,
- Unit Plan

Unit 5: Evaluation in History

- Meaning and purpose of evaluation, steps of evaluation.
- Techniques of Evaluation: Essay type, short answers and objective type test items, evaluation and values related to History.
- Construction of Unit test
- Writing objective type test items under the cognitive, affective and psychomotor domains. (In Hindi)

References

- Agarwal J.C. (2002) Essential of Educational technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
- Bhattacharya S. (1966) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
- Bruce Joyce and Marshal Weill (1990) Models of Teaching. Third Edition - Prentice - Hall of India Pvt. Ltd. New Delhi.
- Kochhar S.K. (1989) Teaching of Social Studies. Sterling Publisher New Delhi
- N.C.E.R.T. (1970) Effective Teaching of History in India. A Handbook for History Teachers.
- Taneja U.R. (1910) Fundamentals of Teaching Social Sciences. Mahendra Capital Publishers. Chandigarh.
- Vajreshwari R (1973) A Hand Book for History Teachers. Allied Publisher's New Delhi.

DR. C.V.RAMAN UNIVERSITY

Department: Education

EBCC213 Pedagogy of a School Subject Part- II History/ Civics

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC213	Pedagogy of a school subject Part- II History/ Civics	6(5-1-0)	50	20	30	2	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon completion of the course the student-teacher will be able to

- Understand meaning, scope and importance of History and civics in the school curriculum.
- Acquire content knowledge of methods of history and civics.
- Acquire knowledge of aims and instructional objectives of teaching history and civics
- Acquire skills in planning lessons in History and civics
- Understand and apply the principles of organizing content in the teaching history and civics.
- Acquire knowledge about Local, Regional National, and World History.
- Acquire the knowledge of Instructional Material and resources in teaching History and Civics
- Preparing suitable teaching devices and using them and organizing field trips.
- Proficiency in correlating History and civics with other school subjects.
- Cultivate the qualities of a good History and civics teacher
- Acquire the knowledge of content of History and civics for viii to xth standard in Karnataka
- Evaluate History and civics text books and prescribed courses
- Develop necessary skills in the application of methods and techniques in the classroom

Syllabus:

Unit 1: Nature and Scope of History and Civics

- Meaning, Nature, and scope of history
- History - an art or Science
- Modern Concept of History, exploration, criticism synthesis and exposition.
- Different levels of History - World History, National, Regional and Local History
- Meaning and scope of civics
- Man as a social animal and as a citizen

Unit 2: Aims and Objectives of Teaching History and Civics

- Meaning and Importance of teaching History and civics in Secondary Schools. Aims of teaching History and Civics

- Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.
- Functional awareness of Rights and Duties of citizens.
- Instructional objectives and values of Teaching History and civics Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviors of learners.
- Spelling out Instructional objectives and learning outcomes
- History and civics-based hobby clubs, societies
- Correlation of History and Civics with another School Subject
- Meaning and Importance of correlation
- Types of correlation.
- Correlation of History with Geography, Economics, Literature
- Co-curricular Activities in History and Civics
- Importance of organization of field trips, visits.

Unit 3: Instructional design in Teaching History and Civics

- Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.
- Resource unit
- Unit Plan

Unit 4: Methods, Techniques, and Instructional Materials of teaching History and civics

- Meaning and need of methods
- Methods and techniques of teaching History -discussion, project, problem solving, source, dramatization and biographical, Active Learning Strategies.
- Methods of teaching Civics - Survey observation, comparative and demonstration, Active Learning Strategies.

Unit 5: Instructional Materials in History and civics:

- Collateral Reading - Importance, Reading materials, Historical Novels
- Auto biographic, Magazines, Newspapers Drama,
- Journals Audio-Aids Radio, Tape recorder,
- Visual-Aids-Maps- Importance,
- Types, procedure of using maps, pictures, charts, models, film Strips, diagrams,
- Audio-Visual Aids-Films, TV
- History Room-Meaning and Importance, planning equipping
- Computers, multimedia packages and Internet as an Instructional aid.

Practical:

- Critical evaluate History civics content of 8th 9th 10th Standard.
- Conducting quiz Competition in History/civics.
- Survey of the locality and collection of information about places or institutions of historical interests.
- Organizing short field trip to a place of historical I political interests
- Preparing resource unit on a topic of your choice in History and Civics.
- Preparation of materials for a history room or museum.
- Student is also allowed to do his own interested practical work pertaining to the Syllabus.

References

- Agarwal J.C. (2002) Essential of Educational technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
- Bhattacharya S. (1966) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
- Bruce Joyce and Marshal Weill (1990) Models of Teaching. Third Edition - Prentice - Hall of India Pvt. Ltd. New Delhi.
- Kochhar S.K. (1989) Teaching of Social Studies. Sterling Publisher New Delhi
- N.C.E.R.T. (1970) Effective Teaching of History in India. A Handbook for History Teachers.
- Taneja U.R. (1910) Fundamentals of Teaching Social Sciences. Mahendra Capital Publishers. Chandigarh.
- Vajreswari R (1973) A Hand Book for History Teachers. Allied Publisher's New Delhi.

Department: Education

EBCC214 Pedagogy of a School Subject Part -II Geography/ Economics

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC214	Pedagogy of a school subject Part -II Geography/ Economics	6(5-1-0)	50	20	30	2	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon completion of the course the student-teacher will be able to

- Acquire knowledge about basic facts, concepts, laws principles and trends in Geography and Economics
- Acquire knowledge and understanding of the aims and objectives of Geography
- Realize the values of learning geography
- Make use of Audio-visual aids about Geography and Economics
- Develop skills in equipping the geography (i) Museum (ii) Room (iii) Library
- Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
- Acquire the knowledge of Geography Curriculum

Syllabus:**Unit 1: Meaning, Nature and Scope of Geography and Economics**

- Meaning, Nature, Scope and importance of Geography
- Branches of Geography and their importance- physical, economic, human and political.
- Meaning, Nature, Scope and importance of Economics.
- International relations and study of Geography and Economics

Unit 2: Aims and Objectives of teaching Geography and Economics

- Aims/ Values of teaching Geography and Economics
- Intellectual aims
- Cultural aims
- Environmental aims
- Utilitarian aims
- Aesthetic aims

Unit 3: Taxonomy and objectives of teaching Geography and Economics

- Knowledge.
- Understanding.

- Application.
- Attitude and interest.
- National Integration. International Understanding.
- Co-relation of Geography and Economics with History, Science, Mathematics and languages.
- Trends in Geography Education.
- Importance and Organization of Field trips, Visits.
- Geography based hobby clubs/societies (National geography specials).

Unit 4: Instructional Design in Geography and Economics:

- Meaning, importance and format of lesson plan.
- Principles of lesson planning.
- Characteristics of a lesson plan.
- Prepare Lesson Plan according to Active Learning Strategies
- Unit plan.
- Resource unit.

Unit 5: Methods of Teaching Geography and Economics

- Meaning and importance of methods of teaching Geography and Economics.
- Different Methods of teaching Geography and Economics.
- Lecture Method.
- Laboratory Method.
- Observation Method.
- Excursion Method.
- Project Method.
- Discussion Method.
- Active Learning Strategies.

Practicum

- Preparation of charts, globe and models of Geography.
- Preparation of transparencies about- section of volcanoes, seabed, plains etc.
- Interpretation of weather maps.
- Drawing of geographical maps.
- Preparation of resource Unit in Geography

Assignments

- Visit to an observatory, planetarium or Geography Museum
- Collection of specimens
- Preparation of a project report - based on local geographical survey.

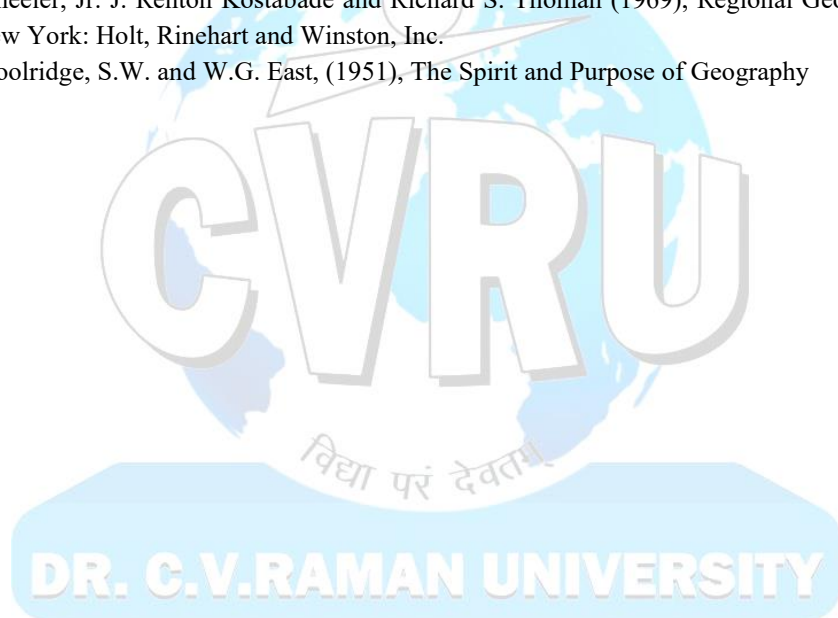
Note

Submission of report after doing any one of the above practical works

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- Brianlt, E.W. and D.W. Shave, (1965), Geography in and out of School, London, Harrap and Co.
- Brock, Jan O.M., (1965), Geography, Its Scope and Spirit, Ohio, Charles E. Merrill.
- Charley, R.J. and P. Haggett (Eds) (1967), Frontier in Geographical Teaching, Methuen Educational Ltd
- Cons, G.J. (1957) Handbook for Geography Teacher, London, Methuen Educational Ltd.
- Gabler, Robert, et al, (1945), Introduction to Physical Geography. San Francisco, Holt, Rinehart and Winston
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- Graves, N.J. (1971), Geography in Secondary Education, London, Geography
- Association Graves, N.J. (1972), New Movement in the Study and Teaching of Geography, Australia, F.W. Cheshire Publishing Printing Ltd.

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 - Indian National Committee for Geography, (1968), Indian Regional Studies, Calcutta, 21st IGU Publication
 - Indian National Committee for Geography, (1968), Mountains and Rivers of India, Calcutta, 21st IGU Publication
 - Kendeaw, W.G. (1938), Climatology, London, Oxford University Press.
 - Lake, Philip, (1974), Physical Geography, Madras, Macmillan Co. of India Ltd.
 - Leong, Goh, Cheug, (1971), Certification Physical and Human Geography, Singapore, Oxford University Press.
 - Long and Robertson, (1968), Teaching of Geography, London, Heinemann Educational Books Ltd.
 - Long, M.L (Ed) (1974), Handbook for Geography Teachers, London Methuen Educational Ltd.
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 - Robinson, Arthur H. (1960), Elements of Cartography, New York, John Wiley and Sons, Inc.
 - Seninthirajah, N. and J. Weira, (1971), Evaluation in Geography, Ontario, Ontario Institute of Education
 - Standing Sub-committee in Geography, (1954,) Handbook for Geography Teacher, London, Methuen Educational Ltd.
 - Treqartha, Gelnn T., (1954), An Introduction to climate, New York, McGraw Hill Book Company Inc.
 - UNESCO (1965) Source Book for Geography Teaching, London, Longman, Longman Co.
 - Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), Regional Geography of the World, New York: Holt, Rinehart and Winston, Inc.
 - Woolridge, S.W. and W.G. East, (1951), The Spirit and Purpose of Geography



Department: Education

EBCC215 Pedagogy of a School Subject – Commerce

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted					Duration of Exam.		
			Theory			Practical		Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work			
EBCC215	Pedagogy of a school subject – Commerce	6(5-1-0)	50	20	30	2	-	100	3 hr	-

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives:

- To introduce student teachers with the methodology of teaching used in - teaching of Commerce in schools.
- To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.
- To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.
- To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.
- To equip student teachers with the curriculum.

Syllabus:

Unit 1:

- Meaning, nature, scope and concept of Commerce.
- Place of commerce in secondary school curriculum and its critical appraisal.
- Commerce and its relationship with other Social Sciences.

Unit 2:

Different methods of teaching commerce, uses and critical analysis.

- Lecture Method
- Discussion Method
- Problem-Solving Method
- Project Method
- Survey Method
- Demonstration Method
- Commerce Text-books and Supplementary Materials.

Techniques of teaching commerce subject: Questioning - Answering, Assignment, Observation, Explanation and Illustration.

Unit 3:

Analysis and Discussion on skills of teaching Commerce (practice for developing at least 5 micro skills).

- Skill of introducing the lesson
- Skill of questioning
- Skill of explanation
- Skill of stimulus variation
- Skill of black board writing

Unit 4:

- Lesson planning in commerce, Meaning, need and importance, construction of composite lesson plan. Lesson Plan according to Active Learning Strategies.
- Development and utilization of teaching aids (projects, non-projected and performing arts) required for commerce program.

Unit 5:

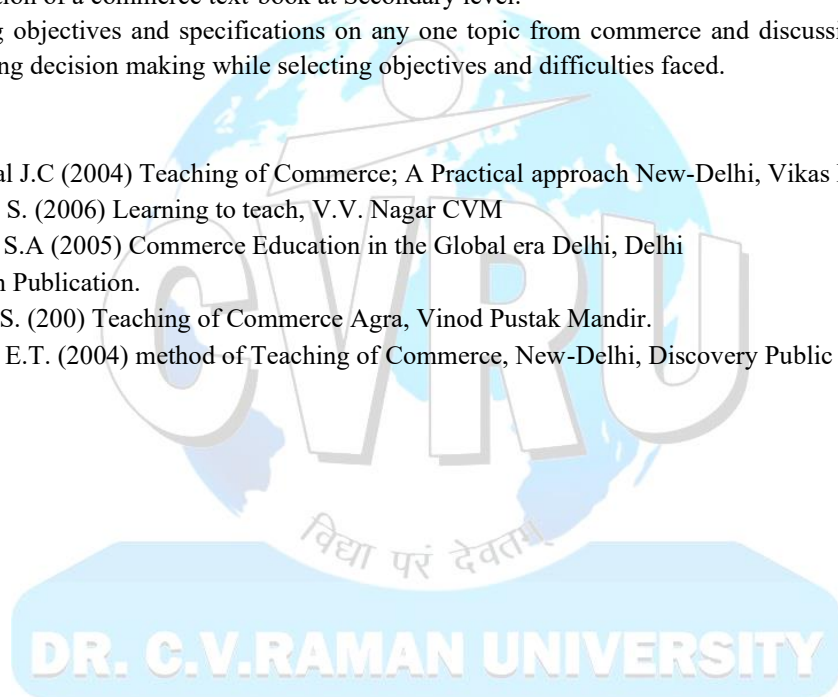
- Qualification, Qualities and Professional growth of Commerce Teacher.
- Role of Co-curricular activities in commerce.
- Types and Techniques of evaluation.

Practical's:

- Evaluation of a commerce text-book at Secondary level.
- Writing objectives and specifications on any one topic from commerce and discussions among the group regarding decision making while selecting objectives and difficulties faced.

Reference

- Agarwal J.C (2004) Teaching of Commerce; A Practical approach New-Delhi, Vikas Public House.
- Nataraj S. (2006) Learning to teach, V.V. Nagar CVM
- Tewari S.A (2005) Commerce Education in the Global era Delhi, Delhi
- Adhyan Publication.
- Tomar S. (200) Teaching of Commerce Agra, Vinod Pustak Mandir.
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Department: Education
EBCC216 Pedagogy of a School Subject Part-II
Physical Science (Physics/Chemistry)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC216	Pedagogy of a school subject part-II Physical science and chemistry	6(5-1)	50	20	30	2	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon completion of the course, the student teacher will be able to

- Understand the nature, scope and importance of Physical science with special reference to secondary school content.
- Understand the aims and objectives of teaching Physical science.
- State the specific behavioral changes under each objective.
- Understand and make use of different approaches and methods of teaching Physical science.
- Prepare objective based lesson plans and use them in their internship.
- Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- Plan, use and maintain the physical science laboratory systematically.
- Understand the principles of text-book construction.
- Understand the importance of appropriate instructional materials (hardware's and software's) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
- Understand the importance of principles of curriculum construction in the organization of Physical science contact.
- Get mastery in Physical science content and imbibe the special qualities of Physical Science teacher.
- Prepare and use different tools of evaluation to assess the achievements of students in Physical Science.
- Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organization.
- Organize co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc. through the science club.
- Apply the knowledge of physical science to develop scientific thinking and scientific outlook.
- Develop skills in analyzing the content in terms of concepts and in learning experiences.
- Construct and administer unit test, conduct experiments improves teaching Aids.

Syllabus:

Unit 1: Meaning, Nature and Impact of Physical Science

- Concept of science - Science as process and science as a product;

- Nature and Scope of Physical Science
- Impact of Science and Technology on modern living.
- Scientific Attitude - Meaning definition and importance.
- Qualities of a person who possesses scientific attitude.
- Scientific Method-Meaning, importance and steps involved (with an illustration).

Unit 2: Aims and Objectives of Teaching Physical Science

Aims of teaching Physical science in Secondary school:

- Personal development aim,
- Learner's academic and process skills development aim,
- Disciplinary aim and
- Cultural aim.

Objectives of teaching physical science:

- Bases for formulation of objectives
- Objectives of teaching Physical science at Secondary level;(To be discussed keeping in view of the objectives of teaching Physical science enunciated in the physical science syllabi of secondary school of M.P.); Instructional objectives of teaching physical science and stating them in observable behavioral changes (i) Knowledge (ii) Understanding, iii) Application, iv) Skill, v) Attitude, vi) Interest, vii) Appreciation.

Unit 3: Approaches and Methods of Teaching Physical Science

- Enquiry Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages
- Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
- Demonstration Method- Meaning, uses, Advantages and disadvantages.
- Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages.
- Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages.
- Individual Instruction Techniques and Active Learning Strategies.
- Concept Mapping: Its use for summarizing a unit and evaluating students understanding

Unit 4: Instructional Design, Resources and Teaching Aid for teaching Physical Science:

- Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies.
- Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan
- Resource unit-Meaning, Steps, Importance and Format of Lesson Plan

Unit 5: Audio- Visual Aids (Preparation and Use)

- Charts;
- Models;
- OHP transparencies; IV Filmstrips;
- Slides;
- Video tapes;
- Films;
- Educational C.D.

Mass Media -

- Television (T.V.).
- Radio - Meaning and importance.
- Community Resources and Self-learning materials –Meaning and importance.
- Physical Science Library.
- Importance and organizing of physical science library.

- Sections of science library.
- Choice of book for science library.

References

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- Siddiqi N. N. and Siddiqi M.N. (1994) Teaching of Science Today and Tomorrow, Doaba House, Delhi – 110 006.
- Sood S. K. (1988) New Direction in Science Teaching, Indian Publishers, Delhi.
- The Importance of Art Activities for Science Teaching: A Hand Book for Teacher (1984) Published by Centre for Cultural Resources and Training, Bahawalpur House, New Delhi.
- UNESCO (1985) Teaching School Chemistry, Sterling Publishers Pvt. Ltd., New Delhi.
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- Waiter A Thurkar and Alferd T. Collette (1964) Teaching Science in Todays Secondary Schools, New Delhi, Prentice Hall

Department: Education

EBEP202 Drama and art in Education

(Credits: Theory-2, Practical-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.	
			Theory			Practical			Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work	Total		
EBEP202	Drama and art in Education	3(2-0-1)	25	10	15	2	-	100	3 hr	-

Pattern:

The question paper will consist of six questions. Question no. 1 will have 5 objective type questions of 5 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 04 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to Class X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use

of Arts for holistic development of the learner, as a teacher as well as an individual.

DR. C.V.RAMAN UNIVERSITY

Objectives

- Understanding basics of different Art forms – impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

Syllabus:**Unit 1: Visual Arts and Crafts (Practical)**

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

Unit 2: Performing Arts: Dance, Music, Theatre and Puppetry (Practical)

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms.

Unit 3:

- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

Appreciation Of Arts

Unit 4:

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education.
- What is the difference between Education in Arts and Arts in Education.
- Identification of different performing Art forms and artists; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose).

Unit 5:

- Know ledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- Indian festivals and artistic significance. Project Work (units 1 and 2)
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc.-how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/ Maths /Social Sciences/ Languages etc.) while integrating different art forms.

Workshop

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centered. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Practical Part

- Body movement-different theatre games, exercises, martial arts, folk dances.
- Meditation- focus, concentration.
- Script writing-characterization, dialogue, time and space, beginning, middle, end
- Poetry recitation- *Rigved Mantras, Vaachik Abhinay*.
- Selection of play for children.
- Casting.
- Building of a character.
- Parts of speech- Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.
- Design of a production.

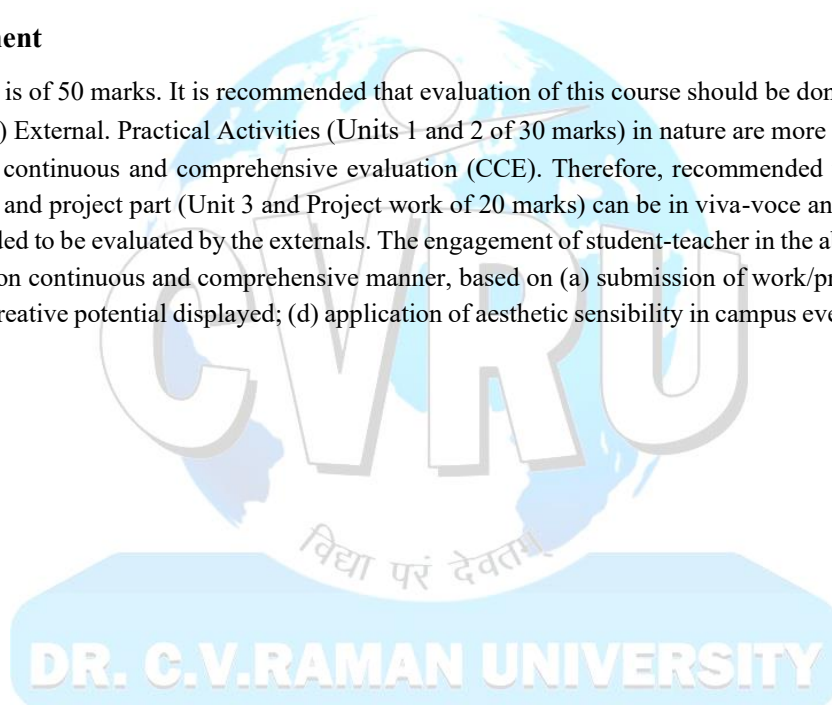
- Production- poster making, audience, execution of different aspects of Production, Analysis of Increase in Understanding of Children through

Drama

- Suggested Approach for Teaching-learning Process.
- Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/ commercials/events etc. to enhance their aesthetics sensibility.
- A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.
- Applications of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organize and participate in the celebrations of festivals, functions, special days, etc.

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation (CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities



Department: Education

SEPE-201 YOGA EDUCATION

(Credits: Theory-0, Tutorial-2 Practical-2)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.	
			Theory			Practical		Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work			
SEPE-201	Yoga Education	4(0-2-2)	-	-	-	25	25	50	-	-

Unit 1: Introduction

- Meaning and Definition of Yoga.
- Aims and Objectives of Yoga.
- Yoga in Early *Upanisads*.
- The *Yoga Sutra*: General Consideration.
- Need and Importance of Yoga in Physical Education and Sports.

Unit 2: Foundation of Yoga

- The *Astanga Yoga*: *Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi*.
- Yoga in the *Bhagavadgita* - *Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga*.

Unit 3: Asanas

- Effect of *Asanas* and *Pranayama* on various system of the body.
- Classification of *asanas* with special reference to physical education and sports.
- Influences of relaxative, meditative posture on various system of the body.
- Types of *Bandhas* and mudras
- Type of kriyas.

Unit 4: Yoga Education

- Basic, applied and action research in Yoga.
- Difference between *yogic* practices and physical exercises.
- Yoga education centers in India and abroad.
- Competitions in *Yogasananas*.

References:

- Brown, F. Y. (2000). How to use yoga. Delhi: Sports Publication.
- Gharote, M. L. and Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaixydhahmoe.
- Rajjan, S. M. (1985). Yoga strenthening of relaxation for sports man. New Delhi: Allied Publishers.

Shankar. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers. Shekar, K. C. (2003). Yoga for health. Delhi: Khel



BACHELOR OF EDUCATION

B.Ed. III Semester

(Effective from Academic Year 2021-22)

DR. C.V.RAMAN UNIVERSITY

Department: Education

EBCC317 School Internship

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC317	School internship	--	--	--	--	--	--	--	350	--	--

INTERNSHIP IN TEACHING

The activities and the allotment of marks for internship in teaching in each method of teaching school subjects are as following:

S. No.	Particulars	SEM III Marks	
		Max.	Min.
1	Micro Teaching under simulated conditions (Eight Skills)	16x3=48	37
2	Lesson planning (Practice Teaching)	100	36
3	Execution of the lesson in the actual class room situation and school work	100	36
4	Unit Plan	40	14
5	Unit Test Administration Evaluation and interpretation	40	14
6	Resource Unit /instructional kit/workbook /working models	12	04
7	Observation Records	10	04
	Total	350	125

Department: Education

*Micro Teaching

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted					Duration of Exam.		
			Theory			Practical		Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work			
*	Micro Teaching	6(5-1-0)	50	30	20	-	-	-	-	-

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives:

- To enable Students to responds to a variety of Maxims of Teaching.
- To develop the teaching skills of Students.

Syllabus:**Unit 1: Maxims of Teaching and Micro Teaching**

- Meaning, Nature and Types of Maxims of Teaching

Unit 2: Meaning, Definition, Principles of Micro Teaching Micro Teaching Cycle, Process of Micro Teaching Advantages, limitations and uses of Micro Teaching

Unit 3: Teaching Skills

- Introduction Skill.
- Fluency in Questioning.
- Probing Question.
- Explaining.
- Illustrating and use of Examples.

Unit 4: Teacher's silences and Non-Verbal Cues

- Lecturing.
- Reinforcement.
- Stimulus variation.
- Black board.
- Effective Communication.
- Recognizing and Attending Behaviors.
- Self-Induction.

Unit 5:

- Classroom Management.

- Planned repetition.
- Achieving Closure.

References:

- Prof. Singh L.C, Micro Teaching, H.P Bhargava Book House publishers and distributors 4/230 Kahin Ghat, Agra -282004.
- (Micro Teaching and Models by Teaching).
- (Teaching Practice through micro).

Department: Education

EBCC318 Educational Psychology Practical

(Credits: Theory-3, Tutorial-1, Practical-2)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted					Duration of Exam.		
			Theory			Practical		Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work			
EBCC318	Educational Psychology practical	6(3-1-2)	25	-	25	-	-	50	3 hr	2 hr

SYLLABUS**PSYCHOLOGY TEST (ANY FIVE)**

S. No.	Psychology Test
1	Intelligence Test –Verbal
2	Intelligence Test –Nonverbal
3	Educational Interest Record
4	Vocational Interest Record
5	Attitude- (Optimistic/Pessimistic) Test
6	Learning by Whole and Part Method
7	Value (Moral) Test
8	Adjustment (Adolescent) Scale
9	Adjustment (Children) Scale
10	Anxiety (State) Scale
11	Comprehensive Anxiety Test
12	Achievement (Hindi/ English / Math's) Test
13	Personality Test (Intro word /Extroverts)
14	Koh's Block Design Test
15	Alexander Pass-a-Long Test
16	Bhatia Battery of Performance Test
17	Mirror Drawing Apparatus
18	Human Maze Learning (Step)

References:

डॉ. एस. एस. माथुर, अग्रवाल पब्लिकेशन अट्‌टाईसर्वो संस्करण / 2007 / 2008, शिक्षा मनोविज्ञान,

Education Psychology

आर. एन. सिंह / एस. एस. भारद्वाज, उच्च प्रायोगिक मनोविज्ञान Advance Experimental Psychology अग्रवाल पब्लिकेशन, मनोविज्ञान विभाग आगरा
Modern Experimental Psychology Modern Experimental Psychology



BACHELOR OF EDUCATION

B.Ed. IV Semester

(Effective from Academic Year 2021-22)

DR. C.V.RAMAN UNIVERSITY

Department: Education
 EBCC419 Gender, School and Society
 (Credits: Theory-5, Tutorial-1)
 Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted					Duration of Exam.		
			Theory			Practical		Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work			
EBCC419	Gender, school and society	6(5-1)	50	20	30	2	-	100	3 hr	-

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives:

To enable the Student Teacher to:

- To acquaint the student teachers with the concept of gendered roles in society and their challenges.
- To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
- To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
- To help student teachers to develop abilities to handle notion of gender and sexuality.

Syllabus:

Unit 1: Gender Issues: Key Concepts

- The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
- Unequal access of education to girls; access to schools; gender identity construction at home and in society.
- Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influence, and opportunities for education.

Unit 2: Gender Challenges and Education

- Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.
- Representation of gendered roles, relationships and ideas in textbooks and curricula.
- Schools nurture or challenge creation of young people as masculine and feminine selves.

Unit 3: Gender Issues and Role of Teacher

- Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same.)
- Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).

- Identification of sexual abuse/violence and its verbalization, (combating the dominant societal outlook of objectification of the female body, and so on.)

Unit 4: Role of the Media and Life Skills Education

- Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.
- Life Skills courses in school: provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self.
- Gender equality Education: of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state).

Assignment

1. Group Discussion: B.Ed. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket

team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.

2. Group work and activities, brainstorming, audio-visual presentations: prospective teachers to attend and themselves undertake sessions of open verbalization with school students, voluntary cum friendly involvement in discussions, together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).

3. Assignments and Projects: Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.

References:

- Acker, S. (1994) Feminist theory and the study of gender and education; In S. Acker, *Gendered Education: Sociological Reflections on women, Teaching and Feminism*, Buckingham: Open University Press.
- Barks, O. (1971) *Sociology of Education* Ed. 2 London: Batsford.
- Kumar, K. (1991) *Political agenda of Education*, New Delhi: Sage.
- Lips, Hilary M. (1989) *Sex and Gender an Introduction*, California Mountainview, Mayfield Publishing Company.
- Hokeshaft, Charol (1989). *Women in education administration*, New Bury Park: Sage Publication.
- Crapo, H. (ed.) (1970) *Family, Class and education*, London: Longman.
- David, Mirrian, E. (1980) *State the Family and education*, London: Routledge and Kegan Paul Desai.
- Tyler, W. (1977) *The sociology of educational inequality*, London: Methuen. Chandra, Kamna (1984) *Structures and ideologies: Socialization and Education of girl child in South Asia*, Indian. *Journal of Social Sciences*. Vol 3 No. 1.
- Ahmad, Kamna (1984) 'Social context of Women's Education 1921-81', *New frontiers in higher education*, Vol.- XV No. 3.

Department: Education

EBCC420 Education Technology and ICT

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC420	Education Technology and ICT	6(5-1-0)	50	20	30	-	-	100	3hr	2 hr	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon the completion of the course the student-teachers will able to: Explain meaning, components, functions of computer and its historical backgrounds.

- Understand the computer peripherals and its organization in computer System.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education program and training.

Syllabus:

UNIT 1: Fundamentals of Computer

- History and Generations of Computer
- Meaning, Definition and Characteristics of Computer
- Basic Functions of Computer - Input-Process-Output Concepts
- Anatomy of Computer
- Classification of Computers:
- Based on size and capacity (Micro, Mini, Mainframe and Super Computers.)
- Based on working principle (Analog, Digital and Hybrid Computers.)

Unit 2: Computer Organization: Hardware and Software Input Devices:

- Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board
- Central Processing unit Arithmetic and Logic unit, Control unit And Memory units.
- Memory Devices (Storage devices):
- Primary memory Devices: RAM, ROM, PROM, EPROM and EEPROM.
- Secondary memory Devices: Hard Disk, CD-ROM, DVD, Optical Disk, Pen drive.
- Output Devices: Monitor, Printer, Plotter, Speaker
- Operating System:
- Needs and Functions of Operating System
- Types of Operating System - single user and multi user
- Programming Languages: Types of Languages - LLL and HLL
- Computer Software: System Software, Application Software and Operating System
- Computer Virus and its prevention.

Unit 3: Microsoft Windows (System Software)

- Introduction to MS- Windows
- Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer
- Application Program: MS-OFFICE (Application Software) MS- WORD, MSEXCEL AND MS- POWERPOINT.

Microsoft Word:

- 1 Parts of MS-Word windows, MS-Word Standard, Formatting, Drawing Toolbars.
- Starting MS-Word, Opening a new document. Opening old Document, naming the new document, saving the document using save and save as commands.
- Formatting the Document.
- Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing. Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list, Shadings. Page Setup: Paper orientation, Margins and Paper size. Alignment: Centre, Left, Right, Justified.

Editing the Document

- Cut, copy, paste, paste special, undo, redo, select all, find, replace, go to, page number, clear
- Inserting: Frame, objects, pictures, headers, footers, page number, date and time
- Tabs, Tables, Columns: Insert table, delete cells, merge cells, split cells, select row, select column, select table, table auto format, cell height and width headings, sort text and formula
- Working with the Drawing Tools: Line, rectangle, ellipse, arc, style, freeform, text box, callout, format callout, fill color, line color, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip horizontal, rotate right, reshape
- Page setting and printing the document and Mail merge
- Educational based applications: Preparation of lesson plans using MS Word

Microsoft Excel:

- Parts of Excel windows, Excel Standard, Formatting, Drawing Toolbars.
- Creating a new worksheet, opening as existing worksheet, saving the worksheet.
- Working with worksheet, Inserting and deleting rows and columns merge cells, formulae, sorting, inserting charts.
- Preparation of School Time Table, Marks list, Salary Bill etc.

Microsoft Power Point:

- Parts of PowerPoint windows, PowerPoint Standard, Formatting, Drawing Toolbars.
- Working with Text-Changing Fonts, Changing Font Size and
- Bold, Alignments, Moving text etc.
- Working with Graphics - Moving the Frames and Inserting Clip Arts, inserting pictures, Inserting New Slide, Organization of Charts, Tables, Designing Templates, Master Slide, Color box etc.
- Presentation of Slides - Saving Slides, Auto Content Wizard Slide Show, Animation, etc.
- Educational based application, use of the Power Point.

Unit 4: Applications Information and Communication Technology in Education

- Introduction to ICT: Meaning, Need and importance of ICT.
- Introduction to Multi Media.
- Meaning of Multimedia.
- Scope of Multimedia.
- Components of Multimedia.
- Pr-requisites of Multimedia PC.
- Graphic Effects and Techniques.
- Sound and Music.
- Uses of Multimedia for teaching.

- Developing a lesson plan using a multimedia package.
- Introduction to Internet.
- Meaning of Internet
- Characteristics of Internet
- Uses of Internet
- Educational based applications of internet
- Computer Application in Education
- Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and demerits.
- Computer Assisted Testing: concept, characteristics, modes, merit and demerits
- Computer Managed Instruction: concept, characteristics, modes, merits and demerits
- Introduction to/ website -meaning and importance
- Social websites (Blog/Twitter/Facebook)

Requirements:

- Infrastructure requirements: In order to implement ICT literacy in- service teacher education and ICT laboratory/Multimedia center may have to be setup No. of PCs /Systems will be required.
- It is recommended that for each student teacher get hands on experience at least one hour per week. College is free to design the practical time table.
- It is recommended that out of 4 Hours a week. (2 Hours theory and 2 hours practical' s.)
- Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA

Assignments: (Any One Uniform pattern)

- Write the History and Generations of Computer.
- Write the Input, Output and Storage devices of Computer system.
- Preparation of a Lesson Plan, Student List, Letters, Invitations -Hard copy and soft copy.
- MS Excel: Preparation of a School Time table, Marks List - Analysis of Data and Graphical representation - Hard copy and soft copy. MS Power Point: Preparation of Animated slides (Insert Pictures, ClipArt's, Word art, sound, effects, animation, etc.) for teaching any concept on your subjects.
- Internet: Surfing Educative websites, downloading, taking a printout, creating Email Id.

Reference

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- Singh, Vishnu Priya and Singh, Meenakshi (1998), Multimedia Illustrate, New Delhi: Prentice-Hall of India Private Limited.
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Department: Education

EBCC421 Creating and Inclusive School

(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC421	Creating and Inclusive School	6(5-1-0)	50	20	30	2	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives:

On completion of the Course the Student Teacher will be able to:

- Identify the children of special needs.
- Understand the nature of special needs their psycho educational characteristics and functional limitation.
- Familiarize with assessment and placement procedure for children with special needs.
- Development understanding about accommodating special needs in regular classroom.
- Appreciate the education of children with special needs.

Syllabus:**Unit 1: Special needs and education**

- Concept and types of special needs.
- education of children with special needs and its implication for universalization of elementary education.
- understanding and respecting diversity.
- trends of education for children with special need in India.
- policies schemes and legislation about the education of children with special educational needs.

Unit 2: Nature, types and character is ties of children with special needs

- psycho-social and educational characteristics functional limitations with reference.
- locomotor impairment.
- hearing impairment.
- visual impairment.
- learning disability.
- gifted and disadvantaged children.
- mental retardation and slow learners.

Unit 3: Inclusive Education

- concept and philosophy of inclusive education.
- teaching competencies required for inclusive education.
- Roll of class teachers and Resource teachers in inclusive education.
- School and classroom management for implementing inclusive education.
- guidance and counselling in inclusive education.
- Specific roll of family and community participation.
- Support services needed for inclusive schools.

Unit 4: Identification and assessment of children with special educational needs

- Concept and techniques of assessment
- Identification and functional assessment of children with special needs
- Implication of assessment for instructional planning and curriculum.
- curriculum, adaptation, teaching strategies and evaluation in inclusive school.
- Principles and methods of curriculum adaptation and adjustment to address diversity.
- teaching learning strategies for children with special educational needs:
- Comparative learning, peer tutoring, behavior modification, multi-sensory approach, perceptual strategy and system approach.
- Individual educational program (IEP) and use of emerging technology.
- Adaptation in evaluation procedures.

Practicum: Any one of the following:

(suggested practicum but more activities can be taken up by the teacher based on any topic from above unit)

- Preparation of a report on importance of education for children with special needs
- Case study of children with special needs school in school situation.
- Observation of class room situation and identification of special needs.
- Identification of gifted /creative /slow learner/children with learning disability using standardized test.
- Preparation of teaching plan for accommodation special need (Any one type) in regular classroom.
- List out the resources for effective implementation of integration program with reference to any one category of special needs. Apart from the above similar activities from the five units will be identified and given.

References:

- Montgomery, D. (1990), special need in ordinary schools: children with learning difficulties, Cassel Educational limited, London
- Ainscow, M. (1990) special needs in the classroom: A Teacher education resource pack UNESCO
- Hallahan and Kauffman J.M. (1984) exceptional children, Prentice Hall Haring N.G. (1986) Exceptional Children and youth Ohio: Columbus Charles E Meml Publishing Co. a Bell and Howell Co.

Department: Education
OPTIONAL PAPER
 EBCC422 Value Education
 (Credits: Theory-5, Tutorial-1)
 Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.	
			Theory			Practical		Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work			
EBCC422	Value Education	6(5-1-0)	50	20	30	2	-	100	3 hr	-

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon completion of the course the student-teachers will be able to:

- Understand the concept and types of values.
- Understand the meaning and basic-theories of axiology.
- Get an insight into the strategies of inculcation of values among children.
- Develop awareness about the different agencies working in the sphere of value education.
- Develop skills and techniques needed to teach value education.
- Understand the role of the teacher in value education.

Syllabus:**Unit 1: Introduction to Values**

- Values: Concept, Nature, Types and Significance
- Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values
- Contemporary Values in Indian Context
- *Panchakosha* Theory of Values
- Basic Human Values -Truth, Beauty, Goodness, Love, Peace, Non-Violence
- Contemporary Values - Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

Unit 2: Strategies of Inculcation of Values

- Sources of Value Education - Autobiography and Biography of Great People, Parables, *Vedas*, *Bhagavadgita*, *Shlokas*, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.
- Techniques of Inculcating Values in Life - *Ashtangayoga* (*Yama*, *Niyama*, *Asana*, *Pranayama*, *Pratyahara*, *Dhyana*, *Dharana*, and *Samadhi*).
- Role of Teachers in Value Education.

Unit 3: Role of Social Agencies in Value Education

- Family.
- Religion.
- Educational Institutions.

- Community.
- Mass Media (Print and Electronic).
- Information and Communication Technology (Computer and Internet).

Unit 4: Value Education in Secondary Schools

- Integrated approach.
- Direct Approach.
- Incidental approach.
- Co-curricular and Extra-Curricular Activities.
- Resolving Value Conflicts (value crisis).
- Discussion of Burning Social and Moral Problems
- Project Work and Community Centered Activities

Assignments (any one)

- Visit to religious institutions which are involved in educational endeavor
- Documentation of the contributions of the great personalities and institutions for the promotion and protection of values
- Selection of incidences/ episodes from the biographies depicting particular/ selected value
- Preparation of Value Judgment Scale

Reference:

- Broudy S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.
- Dewey, J. (1916) Democracy and Education. New York: Macmillan.
- Doyle, T.F. (1973) Educational Judgments. London: Routledge and Kegam Paul.
- Feather T., Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co.
- Gupta, N.L. (1986) Value-education: Theory and Practice, Amjeer, Krishna's brothers.
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- Peters, R.S. (1963) Authority, Responsibility and Education. London: George Allen and Unwin.
- Rogers, C.R. (1980) A Way of Being. Houghton Mifflin, Boston.
- Russell, B. (1972) Education and the Good Life. New York: Liveright.
- Venkataiah N. (Ed), (1998) Value Education. New Delhi: APH Publishing Corporate.

Department: Education
OPTIONAL PAPER

EBCC 423 Futurology in Education. (B)
(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC 423	FUTUROLOGY IN Edu. (B)	6(5-1-0)	50	20	30	2	-	100	3 hr	--	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives:

- To acquaint students with the significance of the study of Futures in general and Futurology in particular.
- To develop the knowledge and skills of students for Forecasting Futures of Education through methods and techniques.
- To develop critical thinking of students about the problem and prospects of school education in future.

Syllabus:

Unit 1: Concept of Future and Future studies:

Needs, Scope and Significance of Futures Studies in General

Unit 2: Concepts of Futurology in Education and Futuristic Education:

Needs and relevance of study of Futurology in Education at Teacher Education stage and School stage

Unit 3: Parameters of Forecasting Educational Futures.

Different methods of Futures Studies: simple Trend Extrapolation, Brain Storming, Delphi, Future Wheel, Role Playing, and Scenario Writing.

Unit 4: Futures of Educational System:

Library, Classroom, Methods, Media and Teaching Aids, Textbooks, Examination System, Futures School Teachers and Students. Futures of Primary and Secondary Education in the Context of Social and Technological Change

Activity:

Group Activity (ONE)

Development of Scenario on any one area of Education as specified in units 4 and 5 using the activities specified in unit 3.

Individual Activity (ONE)

- Designing futuristic course content of own subject at school level on the basis of study of Literature.

- Writing Scenario of Future of Students/ Teachers/School/ Environment/ Library/ Teaching Aids/ Textbooks; etc. using Future Wheel Exercise.
- Using Future Wheel Exercise.

References:

- Ekisirh *Sada Ke Liya Shiksha*. Palash, *Madhya Pradesh Shishak Pratiksha Mandal, Bhopal*, Jan., 1990.
- NIEPA Report: Education in the 2001, New Delhi, 1986.
- Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.
- Reddy, N.: Problems of Futurology. Sterling Publishing Co., New Delhi, 1985.
- Sapra, C.L., and Dadauz, S.S.: Education of the Future Management Challenges. National Book, New Delhi, 1986.
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- Seth, S.C.: Future Scan and anticipatory Management. Centre for Anticipatory Management, New Delhi.
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- Srivastava, A.P.: Teaching and Learning in XII Century. The Learning Laboratory, New Delhi, 1987.
- Toffler, A.: The Third Wave. Pan book, London, 1980.

Department: Education
OPTIONAL PAPER

EBCC424 Health and Physical Education (C)
(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC424	Health and Physical Education (C)	6(5-1-0)	50	20	30	2	-	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon completion of the course the student-teacher will be able to:

- Understand the significance of Health Education for the all-round development.
- Maintain and promote good health.
- Develop the understanding of physical education and its related fields.
- Acquire the knowledge about the teaching methods of physical education and its activities.
- Know about the effective organization of physical education activities.

Syllabus:

Unit 1: Health and Physical Education

- Health: Meaning, Aims and Objectives, Importance and Scope.
- Physical Education: Meaning, Aims and Objectives, Importance and Scope.
- Related fields - Recreation, Health Education and Education.
- National and Emotional Integration through Sports and Physical Education.
- Yoga - Meaning - *Astanga Yoga* - Significance in Modern Society.

Unit 2: Health Service and Supervision

- Medical Inspection - Meaning, Procedure and Importance
- Personal Care - Skin, Eyes, Ears and Teeth.
- Safety Education - Meaning and Significance, Safety in Classrooms.
- Play field, Gymnasium, Roads and Homes.
- First Aid - Meaning, Significance, principles of giving first aid.
- Fatigue - Meaning, Causes and Remedies.
- Balanced DIET - Meaning and Benefits.

Unit 3: Leadership, Discipline, Incentives and Awards

- Leadership.
- Qualities of good leader in physical education.
- Teacher leadership.
- Student leadership.
- Discipline.
- Meaning.
- Common forms of indiscipline in schools.
- Causes for indiscipline.
- Steps to check indiscipline.
- Rewards and discipline.
- Punishment and discipline.
- Incentives and Awards.
- Letter – Crest.
- Cup.
- Trophy.
- Medal.
- Hon our Board.
- Scholarship.
- Certificate.
- Cash prize - based on the Player's Performance.

Unit 4: Organization of Physical Education Activities

- Intramural and Extramural Competitions: Meaning, Organization, Benefits.
- Tournaments: Meaning, Types - Knock-out and league, Benefits.
- Sports meet: Meaning, Organization, Benefits.
- Campus and Hikes: Meaning, Organization Benefits.

Practicum

- Participation in any one major game and one sports item.
- Ground marking for selected games and sports.
- Commands, line formation and marching, ceremonial parade.
- Participation in two National festival programs for flag hoisting.

References

- Kamallesh and Sangral, (2000), Principles and History of Physical Education, Ludhiana: Tandon Publication,
- Nadgir, K.G. (1998), *Sharirik Shikshana and Vidhanagalu*, Dharwad: Mallesajjan Vyayamashala.
- Nadgir, K.G. (1997), *Arogya Muttu Arogya Shikshana*, Dharwad: Mallasajjana Vyayamashala.
- Prakash Brothers (2000) *Organization, Administration and Recreation in Physical Education*, Ludhiana: Prakash Brother Publication.

- Rao, V. K. (2003), Physical Education, New Delhi: A.P.H. Publishing Corporation.
- Sarojkant Bihari and Prasanna Kumar Chowdhary (2003), Health and Physical Education. Ludhiana: Kalyani Publishers.
- Vijendra Kumar (2000), Modern Methods of Teaching Physical Education, New Delhi: Sarup and Sons.



Department: Education
OPTIONAL PAPER

EBCC425 Guidance and Counseling in School
(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.	
			Theory			Practical			Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work	Total		
EBCC425	Guidance And counseling in school	6(5-1-0)	50	20	30	2	-	100	3 hr	-

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon completion of this course the student-teacher will be able to:

- Understand the principles, scope and need of guidance and counselling in schools
- Acquaint himself with nature of different problems faced by children in context of learning and development.
- Understand the acquisition and process of learning in children with special needs.
- Acquaint himself with learning disabilities of children and its remedies
- Take up minimum guidance program at school level.

Syllabus:

Unit 1: Guidance and Counselling

- Introduction to Guidance and Counselling.
- Nature, Purpose and Scope of Guidance and Counselling.
- Difference between Guidance and Counselling.
- Counselling.
- Principles.
- Approaches.
- Areas of Guidance.
- Educational Guidance.
- Vocational Guidance.
- Personal Guidance.

Unit 2: Problems of Developments in Children

- Problems related to physical development.

- Common problems faced by children.
- Nutrition.
- Problems related with Emotional Development.
- Adjustment to Home.
- Adjustment to School.
- Adjustment to Peer Group.
- Problems related to academic achievement.
- Problems related to Gender bias and Gender related issues.
- Applications of the whole child concept for parents, teachers and counselors.
- Acquisition and Process of Learning.
- Concept of learning.
- Factors affecting learning.
- Physiological factors.
- Psychological factors.
- Socio-emotional factors.
- Educational factors.

Unit 3: Learning Disabilities of Children

- Factors Contributing to Learning Problems.
- External factors – Psychological and Educational.
- Internal factors – Low general ability, Attention, Specific reading, writing etc.
- Assessment of the child.
- Case history.
- Assessment of general abilities.
- Remediation.
- Principles of Guidance Services.
- Designing remedial strategies.

Unit 4: Guidance for Children with Special Needs

- Meaning, definitions and types of exceptional children.
- Gifted and Creative children.
- Slow learners and backward children.
- Strategies for helping exceptional children to overcome their problems.

Assignments (any one)

- Case study of a child with special problem.
- Publication of a career bulletin based on authentic sources of Jobs. Employment
- Organization of career conference, Campus Interviews, etc.
- Organization of Counseling session for (Individual / Groups) students who are genuinely in need of Counseling.
- Organization of Guidance sessions about services and facilities available in a school or college.

References

- Adams, J.F. (1965) *Counselling and Guidance: A Summary*, New York: The Mc Millan company Ltd.
- Aggarwal, J. C. *Educational and Vocational Guidance and Counselling*. Delhi: Doaba House.
- Asha Bhatnagar (1999) *Guidance and Counselling: Theoretical Perceptive*. Vol-1. New Delhi: Vikas Publishing House.
- Berki B. G. and Mukhopadhyay. B. *Guidance and Counselling: A Manual*, New Delhi: Sterling Publishers.
- Byrne, M. and Sherinian. C (1977), *Introduction to Communicative Deriders*, New York: Harper and Row.
- Cattle, W.C. and Downnie N M (1970) *Preparation for Counselling*, Eaglewood Cliffs. N J: Prentice Hall.
- Hammil, D D and Bartel N R (Eds) (1975) *Teaching Children with Learning and Behavioural Disorder*. Boston: Allyn and Bacon.
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- Kochhar. S. K *Educational and Vocational Guidance in Secondary Schools*. Sterling Publishers: New Delhi.
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- Myers, G. *Principles and Techniques of Vocational Guidance*. New York: McGraw Hill.
- Rao. S. N *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Sharma. S. R. *Research in Educational and Vocational Guidance*. New Delhi: Anmol Publications.
- Shertzer, B E and Peter H J (1965) *Guidance: Techniques of Individual Appraisal and Development*. New York: McGraw Hill.
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Department: Education
OPTIONAL PAPER

EBCC426 Environmental Education (E)
(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.	
			Theory			Practical			Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work	Total		
EBCC426	Environmental Education (E)	6(5-1-0)	50	20	30	2	-	100	3 hr	-

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon completion of the course, the student-teacher will be able to:

- Understand the concept, significance, scope and terminologies, objectives and programs of environmental education.
- Develop awareness about the various types of pollution, ecological Imbalances and life and contributions of environmental activities.
- Interpret the environmental legislations in conservation and protection of the environment.
- Understand the role of governmental and non-governmental Agencies in environmental education.
- Apply the methods of teaching and evaluation in environmental education.

Syllabus:

Unit 1: Introduction to Environmental Education

- Environmental Education - Concept, Importance and Scope.
- Objectives and Principles of Environmental Education.
- Basic Concepts in Environmental Education.
- Ecology.
- Eco-System.
- Ecological Balance.
- Food Chain.
- Pollution and Pollutants.
- Natural Resources.
- Green House Effect.
- Bio-degradable and Non-degradable Materials.

- Bio-sphere - Bio-Diversity.
- National Environment Awareness Campaign (NEAC).
- Environmental Orientation for School Education (EOSE)
- Environmental Information System (ENVIS).

Unit 2: Environment and Pollution

- Meaning of Environment.
- Types of Environments.
- 3 Types of Environmental Pollution.
- Air Pollution Meaning causes The Air (Prevention and Control of (Pollution)Act- 1981
- Water Pollution: Meaning, causes, The Water (Prevention and Control of Pollution) Act 1977.
- Soil Pollution: Meaning, causes, Remedies.
- Sound Pollution: Meaning, causes, Remedies
- Ecological Imbalances.
- Deforestation.
- Soil Erosion.
- Extinction of Wild life.
- Depletion of Ozone layer.
- **Life and Contributions of Environmental Activists.**
- Mahesh Chandra Mehta.
- Sunderlal Bahuguna.
- Vandana Shiva.
- Maneka Gandhi.
- Shivaram Karanth.

Unit 3: Agencies in Environmental Education

- United Nations Environment Program (UNEP)
- International Union for Conservation of Nature and Natural Resources (IUCN).
- Union Ministry of Environment and Forests.
- Central Pollution Control Board (CPCB).
- Centre for Environment Education (CEE).
- National Afforestation and Eco-Development Board (NAEB)
- Environment Protection Movements in India.
- *Chipko* Movement
- *Appiko* Movement
- *Narmada Bachao Andolan* (NBA).
- Western *Ghats* Protection Movement

Unit 4: Methods of Teaching Environmental Education

- Direct (Specialized) Approach.

- Integrated (Multi-Disciplinary) Approach Incidental Approach.
- Co-curricular and Extra-Curricular activities.
- Project Work.
- Intellectual Meets-Seminars, Symposia, Workshops, Conferences, Group Discussion Debates, Special Lectures, Brain Storming.
- Field Outreach and Extension Activities.
- Eco-Clubs I Nature Clubs.
- Problem Solving Activities related to Burning Ecological Problems.
- Quiz, Poster Making, Models Making and Exhibitions.
- Evaluation in Environmental Education.
- Formative Evaluation.
- Summative Evaluation.

Practicum /Assignments (any one)

- Visit any one of the following organizations and prepare a report on the history, structure, functions and activities.
- District Environment office.
- Paryavaran Vahini.
- Eco-clubs /Nature clubs.
- Collect articles published in News Papers I Periodicals Concerning environment and write a critical comment on them.
- Prepare a Directory of individuals and institutions working for Protection of the purity of the environment in your district I state And Document the activities of any three individuals and three institutions.
 - Collect Twenty-Five complaints published in Newspapers/Periodicals concerning pollution of the environment and suggest plan of action for solution of the complaints.
 - Prepare an Annotated Bibliography of 50 Websites concerning Environment, Ecology, Forests, Nature, Environmental Education.
 - Prepare a list of academic courses/programs run by 50 Universities educational institutions about Environmental Science, Environment Education and Ecology, Environment Engineering etc.
 - Create a Garden in your college and document your experiences.
 - Organizing environment education activities for school students (any two) Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawing competitions.
 - Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20 families.

References

- Government of India (2001) India - 2001 -A Reference Annual, New Delhi: Ministry of Information and Broadcasting.
- Carson, Sean Mc. B. (1978) *Environmental Education - Principles and Practices*, London: Edward, Arnold Publishers.
- Dash, M. C. (1993) *Fundamentals of Ecology*, Tata McGraw Hill.
- Khopkar, S. M. (1995) *Environmental Pollution Analysis*, New Delhi: New Age International Pvt. Ltd.
- Krishnamacharyelu, V. and Reddy, G. S. (2000) *Environmental Education*, Hyderabad: Neelkamal Publications Pvt. Ltd.

- Mallik, S. C. and Bhattacharya, D. K. (1986) *Aspects of Human Ecology*, New Delhi: Northern Book House.
- National Council of Educational Research and Training (1981)
- *Environmental Education at the School Level*, New Delhi.
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- *Environmental Education*, Hyderabad: Neelkamal Publications Pvt. Ltd.
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- Sharma, B. K. and Kaur, H. (2000) *An Introduction to Environmental Pollution*, Meerat: Goel Publishing House.
- Sharma, B. K. and Kaur, H. (1994) *Soil and Noise Pollution*, Meerat: Goel Publishing House.
- Sharma, J. N. (1991) *An Introduction to Water Pollution*, Meerat: Krishna Prakash Mandir.
- UNESCO, *Environmental Education -Principles of Teaching and Learning*, Paris.
- (1985) *Evaluation of Environmental Education in Schools - A Practical Guide for Teachers*, Paris.
- (1985) *Interdisciplinary Approaches in Environmental Education*, Paris. w ----- (1985) *Living the Environment, A Source Book in Environmental Education*.
- (1987) *Trends in Environmental Education*, Paris.
- (1985) *Guide on Environmental Value Education*, Paris.

Department: Education
OPTIONAL PAPER

EBCC427 Action Research
(Credits: Theory-5, Tutorial-1)

Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBCC427	Action Research	6(5-1-0)	50	20	30	2	--	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. 1 will have 10 objective type questions of 10 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 08 marks each, one from each of the five Units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon completion of this course the student-teacher will be able to:

- Acquire the knowledge of concept of research and educational research.
- Understand the concept of basic, applied and action research and their differences.
- Understand the meaning, significance and scope of action research
- Become aware of action research problems in different areas in schools.
- Acquire the knowledge of steps involved and tools used in action research.
- Acquire the skills of conducting action research and to develop the S skills of interpreting and reporting the findings of action research.

Syllabus:

Unit 1: Research and Educational Research

- Research - meaning, definition and importance.
- Educational Research- meaning, definition and importance.
- Steps in Educational Research.
- Types of Research: Fundamental/Basic, Applied and Action Research- meaning definition and importance.
- Methods of research: Historical, Experimental and Survey.

Differences between applied and action research with reference to

- Purpose.
- Definition.
- Hypotheses.
- Sample.
- Data collection instruments.
- Data analyses.
- Generalization.
- Limitations.

Unit 2: Action Research

- Meaning, definition and scope of action research.
- Importance of action research to classroom teachers, administrators and guidance personnel.
- Limitations of action research.
- Action problems in different areas in schools - examples.

Unit 3: Research Steps and Tools

- Steps in Action Research.
- Identifying the problem area (examples- experimental design and qualitative design).
- Pinpointing the problem.
- Problem analysis in terms of causes.
- Identifying the objectives.
- Formulating action hypotheses.
- Designing action plan.
- Execution of the plan.
- Analyzing the data.
- Findings
- Reporting.
- Tools of Data Collection.
- Achievement Test, Questionnaire, Interview Schedule, Checklist, Rating Scale - meaning, need, advantages and limitations.
- Tests/Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity (Knowledge of at least 2 tests in each category).
- Measures in classroom - Sociometric technique and Classroom Social Distance Scale (uses of these tools in action research)
- Quantitative and Qualitative data: meaning and examples.
- Analysis of the Data-frequency distribution, measures of central tendency, variability,
- Co-efficient of correlation (Pearson's rank difference method).
- Interpretation of data with an example - descriptive and graphical. (Note: to be discussed without computation)

Unit 4: Action Research Report

- Format of report in terms of steps of action research (as in 3.1 above).
- Summary, bibliography and appendix.

Assignments (any one)

- Preparation of an action plan on a classroom problem such as:
- identifying causes of poor reading ability and suggesting remedial measures.
- identifying the causes and types of spelling errors and suggesting remedial measures.
- identifying the causes of poor map-reading skills and suggesting remedial measures.
- identifying the causes for poor drawing of diagrams and suggesting remedial measures.
- identifying the causes of truancy and suggesting remedial measures.
- identifying the causes of problem behavior of students in the classroom and suggesting remedial measures. (any other problems similar to above mentioned)

Reference

- Aggarwal, J.C. (1975), Educational Research: An Introduction. New Delhi Arya Book Depot.
- Best, J. W. and Kahn, J. V. (2002), Research in Education, dh Ed.) New Delhi: Prentice Hall Pvt. Ltd.
- Corey, S.M. (1953), Action Research to Improve School Practices, New York: Bureau of Publications, Columbia University
- Fox, D. J. (1969), The Research Process in Education. New York: Holt, Rinehart and Winston, Inc.
- Garrett, H.E. (1969), Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons, Ltd.
- Koul, L. (1984), Methodology of Educational Research, New Delhi : Vikas publishing House Pvt. Ltd.
- McLean J.E. (1995), Improving Education through Action Research,
- California Corwin Press, INC.

- NCERT (1979), Research in Classroom, New Delhi: Volume I to IV.
- Sharma, R.N. (1993), Methodology of Research in Education, New Delhi: Surjeet Publications.
- Sidhu, K. S. (1984), Methodology of Research in Education, New Delhi Sterling Publishers Pvt. Ltd.
- Van Dalen, D. (1973) Understanding Educational Research: An Introduction. New Delhi: McGraw Hill Book Co.



Department: Education
 EBEP 403 Understanding the Self
 (Credits: Theory-1, Practical-1)
 Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.		
			Theory			Practical			Total	Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work				
EBEP 403	Understanding the self	2(1-0-1)	25	10	15	25	25	100	3 hr	-	

Pattern:

The question paper will consist of six questions. Question no. will have 5 objective type questions of 5 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 04 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives:

- The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self- reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality.
- Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.
- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Syllabus:

Unit 1: Exploring the Aim of Life Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.

Workshop Themes

- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way m which they influence the dynamics of identity formation, values and direction of life.

Unit 2: Discovering one's True Potential

- To facilitate the personal growth of the students by helping them to identify their own potential
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

- Understanding one's strengths and weaknesses through self-observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self-esteem and emotional integration.
- Exploring fear and trust; competition and cooperation
- Developing skills of inner self organization and self-reflection
- Writing a self-reflective journal

Unit 3: Developing Sensitivity

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences
Workshop Themes • Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).
- Defining consciously, one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

Unit 4: Peace, Progress and Harmony

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst
- To understand the basis of social disharmony, the factors that contribute to it and ways to facilitate change

Workshop Themes

- Establishing peace within oneself: exercises of concentration and meditation.
- Understanding group dynamics and communication.
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution.
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change.

Unit 5: Facilitating Personal Growth: Applications in Teaching

- To explore attitudes and methods needed for facilitating personal growth in students.
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum.

Workshop Themes

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them.
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching.

Mode of Transaction

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think afresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualized and updated periodically. Expertise/ Specialization required to teach this course Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology.

Essential Readings

- Antoine de Saint-Exupery. (1977). *The Little Prince*. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
- Dalal, A.S. (2001). *Our Many Selves*. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). *Man's Search for Meaning*. New York: Pocket Books.
- Joshi, K. (ed) (2005). *The Aim of Life*. Auroville, India: Sailer.
- Krishna murti, J. (1953). *Education and the Significance of Life*, Ojai, California, USA: Krishna murti Foundation Trust.
- NCERT, (2006). *Education for Peace, Position Paper*. New Delhi: NCERT. 7. *Walk with Me: A Guide for Inspiring Citizenship Action*. (2006). New Delhi: Pravah Pub.
- Readings for Discussion 1. Bach, R. (1994). *Jonathan Livingston Seagull*, London, UK: Harper Collins Publications.
- Chatterjee, D. (1998). *Leading Consciously*, MA, USA: Butterworth-Heinemann.
- Gibran, K. (1996). *The Prophet*, Calcutta, India: Rupa and Co.
- Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen. *Economic and Political Weekly*, 63(6), 35-41.
- Halder, B. (2006). *A Life Less Ordinary*. New Delhi: Penguin Books. Translated by Urvashi Butalia.
- Hall, E. and Hall, C. (1988). *Human Relations in Education*. London, UK: Routledge.
- Joshi, K. (1996). *Education for Character Development*. Dharam Hinduja International Centre for Indic Research.
- Joshi, P. (2006). *Negotiating Identity: Voices of Children with Disabilities in Regular Schools*. *Contemporary Education Dialogue*. 3(2), 1175-195.
- Kumar, K. (1986). *Growing Up Male*, Seminar, No. 318.
- Seminar, *Identity*. No. 387, November 1991. New Delhi. 11. UNESCO, (2001). *Learning the Way of Peace: A Teachers' Guide to Peace Education*. New Delhi: United Nations Educational, Scientific and Cultural Organization.

Suggested Audio-Visual Resources

- *Aim of Life* by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com
- *Full of Life: A sensitive Japanese Teachers explores feelings, death with 10-year-old*. (<http://www.arvindguptatoys.com/films.html>)
- *Personality Development (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules*, Indus Quality Foundation
- *The House on Gulmohar Avenue* by Samina Mishra

Advanced Readings

- Csikzentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*. New York: Harper Collins.
- Dalal, A.S. (1987). *Living Within*, Pondicherry. India: Sri Aurobindo Ashram Trust.
- Dalal, A.S. (2001). *A Greater Psychology*. Pondicherry, India: Sri Aurobindo Ashram Trust.



Department: Education
EBEP 404 Understanding of ICT
 (Credits: Theory-1, Practical-1)
 Scheme of Examination

Subject Code	Subject Name	Credits	Maximum marks Allotted						Duration of Exam.	
			Theory			Practical			Theory	Practical
			Major	Minor	Sessional.	End Sem	Lab Work	Total		
EBEP404	Understanding of ICT	2(1-0-1)	25	10	15	25	25	100	3 hr	-

Pattern:

The question paper will consist of six questions. Question no. 1 will have 5 objective type questions of 5 marks, covering entire syllabus. Objective questions should have right mix of questions to test the logic, problem solving skill and reasoning. Each objective question should have four choices to pick up from. Remaining five questions will carry 04 marks each, one from each of the five units of the syllabus and may have internal choice. These five questions will have two parts A and B, preferably one theoretical and other numerical/short notes. Questions should test the concepts, knowledge and application. Candidates are required to answer all the questions.

Objectives: Upon the completion of the course the student-teachers will able to:

- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education program and training.

Practicum:

1. Computer Fundamental

- Instructions on operating the computer.
- Connecting of all peripherals to CPU for a system.
- Switching on/off/restart.
- Inserting/removing a floppy from the floppy drive.
- Running a file from a floppy using floppy drive.
- Copying a file from hard disk to floppy disk.
- Inserting/removing a CD from the CD-ROM drive.
- Running a file from a CD-ROM using CD-ROM drive.
- Copying files from one drive to another.
- Creating a new folder.
- Running a file from hard disk.
- Connecting the printer and print out hard copies.

2. Exercise in MS-Word

- Creating a new document.
- Formatting and editing of a document.
- Inserting pictures, objects, frames and tables.
- Practicing Mail- Merge facility.
- Working with the drawing tools.

3. Exercise in MS-Excel

- Creating a new worksheet.
- Inserting and deleting rows/columns in worksheet.
- Formatting and editing of a document – sorting.
- Preparation of statement of marks and using of some statistical Concepts Descriptive Statistics.
- Preparation of School Time Table.
- Preparation of Tables.

4. Exercise in MS-Power Point

- Preparation of MS-PowerPoint presentation using text, picture, sound, word art, clipart, and the other available tools with animation

5. Exercise in Information and Communication Technology

- Browsing the Internet and down loading - search word using search engine.
- Working with Multimedia.
- Receiving/Sending of Email and attachment.

