Dr. A.P.J. Abdul Kalam University Indore

Two-year (Four Semester)
Bachelor of Education (B.Ed.)

Faculty of Education
B.Ed. Examination 2018-19
I, II, III & IV SEM.

Session:- 2018- 19

Dr. A.P.J. Abdul Kalam University Indore

Two-year (Four Semester)

Bachelor of Education (B.Ed.)

First Semester

Faculty of Education B.Ed. Examination 2018-19
First Semester

Dr. A.P.J. Abdul Kalam University Indore

Syllabus & Course Structure

BACHELOR OF EDUCATION (B.Ed.)

B.Ed. Course Scheme of Examination – Semester Scheme

Semester – I

Course/Paper	Hours per Week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
Group A : Core Course						
CC 1 : Childhood & Growing Up	6	100	25	9	75	27
CC 2 : Education in India -Status, Problems and Issues	6	100	25	9	75	27
CC 3 : Language across the curriculum – Part 1	4	50	15	6	35	12
CC 4 : Curriculum Development & School	6	100	25	9	75	27
EPC 1 : Reading and Reflecting on Texts	2	50	20	7	30	11
Total		**400**	**110**	**40**	**290**	**104**

Note: Assignments & Tasks for Courses 1,2,3,4

Eligibility to take the Examination

a. A candidate shall appear at the final examination if he/she satisfactorily completes, besides fulfilling all other conditions under regulation of this syllabus.

Guidelines for Internal Assessment:

1 The college shall submit to the University all the internal assessment marks pertaining to theory and practicum as detailed in above to the University a week before the commencement of the theory examination along with CD in the format supplied by the University.

2 The Registrar (Evaluation) shall arrange for scrutiny of internal marks by constituting a committee of 2-3 members. The committee shall ascertain IA marks in the light of guidelines. The Registrar (Evaluation) shall call for all the IA related records of any Affiliated College without any prior intimation or the screening committee may visit any B.Ed college at any time during the office hours without any intimation; and during such surprise visit, the screening committee shall verify the IA Records.

3 The individual colleges shall also submit the required descriptive statistics i.e., Frequency distribution, Mean, for (i)Total Internal Assessment (ii) Individual papers and (iii) Internship in Teaching as directed by the Registrar (Evaluation).

4 The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Registrar (Evaluation).

5 In the instance of any malpractice coming to the knowledge of the Registrar (Evaluation) the matter will be seriously viewed by the University for appropriate action.

6 The decision of the University shall be final.

Scheme of Examination:

1 There shall be a University Examination at the end of each semester.

2 Scheme of studies and examination of the B.Ed. Course (vide Annexure 1)

3 The External and internal assessment for each Theory and MOT paper shall be 75 and 25 marks respectively.

Theory Examination – Question Paper Pattern

Pattern of all Question Papers for B.Ed. papers (duration of examination-3 hrs)

Section	No. of questions to be Answered	Marks per question	Total marks	Nature of objectives to be covered
A	11 Questions out of 14 Questions to be Answered	5	55	Knowledge/Understanding/Comprehension type questions. Each should answered in not more than one Page (100-150) Words).
B	2 Questions out of 4 question to be answered	10	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages (400-500 Words)
		Total	75	

Note: 1. all units in a given subject/paper should be adequately represented in the question paper.

2. Due weightage in terms of marks should be given to each unit.

Attendance Marks slip

Attendance (in percentage)	90 and above	Above 80 to 90	Above 75 to 80	70 and below
Marks	**5**	**4**	**3**	**No Marks**

Internal Assessment

A. The Internal Assessment marks of the theory papers are as follows.

Particulars	Marks
1. Attendance	5 Marks
2. 1st test	5 Marks
3. 2nd test	5 Marks
4. Assignment	10 Marks
Total	**25 Marks**

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Bachelor of Education (B.Ed.) Course

Compulsory Paper

Semester – I

CC 1: Childhood & Growing Up

Max. Marks: 75
Min. Marks: 27

Objectives: •

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 into childhood.

To build an interdisciplinary frame work to interpret, analyse 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.

CONTENT

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? ; Socio-cultural 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& 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-Bowlby.

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

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 Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.

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-A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood. 2. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & 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. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children 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 Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.

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CC 2. Education in India- Status, Problems and Issues

Max. Marks: 75
Min. Marks: 27

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.

CONTENT

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 Programme 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.,

Secondary School Teacher–Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.

Role of Secondary school teacher in Emerging India.

Unit - 4: Teacher Education and Secondary School Curriculum

Status, Aims and Objectives of Teacher Education in India.

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

Professional organization in the field of Teacher education

Rastriya Madhyamika Shikshana Abiyana (RMSA), NCF-2005

Programmes for enhancing efficiency and productivity of school teachers- In-service training – orientation and content enrichment programmes.

Assignments: (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 important 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 association 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, Jaeques (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 R S. (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 Prakashan.

Mookherjee K.K. (1972) *Some Great Educators of the World*. Fas Gupta & 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 & Quantity: The Elusiue Tringle of Indian Education* Bombay : Allied Publishers.

NCTE (1988) *Gandhi on Education* , New Delhi

Salamaliha(1979) *Education in Social Context*. New Delhi. NCERT.

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CC 3. Language across the curriculum – Part 1

Max. Marks: 35

Min. Marks: 12

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 programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Course outline

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)

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)

UNIT 2: 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.

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 3: 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:

1. Bose, R. B. N. & Sterling, T. S. : Elements of English Rhetoric and Prosody; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.
2. Bright, J. A. & McGregor, G. P.; Teaching English as a Second Language, ELBS & Longman, London, 1978.
3. Brumfit, C. J. & Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
4. Heaton, J. B. : Language Testing, Modern English Publication Ltd., Great Britain, 1982.
5. Hornby, A. S. : Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.
6. Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
7. Johnson, K. : Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.
8. Jones, D. : English Pronouncing Dictionary, ELBS, London, Latest Edition.
9. Kemp, et al.; Designing Effective Instruction, Macmillan College Publishing Company, 1994.
10. 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 andLinguistic 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 Programmes, 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

Khulchandani, L.M. 1988: Language in a plural society, Delhi, Motiram Banarasidas 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, Universityof 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

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CC 4. Curriculum Development & School

Max. Marks: 75

Min. Marks: 27

OBJECTIVES:

CREDITS: 3

To acquaint students with the nature and types of curriculum.

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.

CONTENT:

UNIT I:

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

UNIT II:

Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc.

UNIT III:

Steps of Designing different Curriculum. Selection, Gradation and Organization of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

UNIT IV: PRACTICALS

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.

Kerr, J.E. (Ed.): Changing the Curriculum. University of London Press Ltd., London, 1970.

Lawton, D.: Class, Culture and the Curriculum. Rouletdge 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.

Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kanishka Publishers, 1997.

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.

Wiles, Jon. & Bondi, Joseph C.: Curriculum Development –A Guide to Practice. London: Charles E. Merrill Publishing Co., 1984.

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EPC 1 READING AND REFLECTING ON TEXTS

Max. Marks: 30

Min. Marks: 11

OBJECTIVES

To enable the students to read and response to a Varity 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.

UNIT I 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 II Reading with comprehension

Reading for global and local comprehension

Inferences, analysis and extrapolation

Reading strategies including word-attack strategies

Discourse analysis

Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet

Using ideas of critical literacy to analyze chapters from textbooks.

Acquisition of Reading Skills

UNIT III Types of text

Expository

Autobiographical Narratives

Field Notes

Ethnographies

Addressing different types of skills and strategies

Narrative Text

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

1. Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.). Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge:. Cambridge University Press.
4. Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

Advanced Readings

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

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Two-year (Four Semester)
Bachelor of Education (B.Ed.)

Second Semester

Faculty of Education

B.Ed. Examination 2018-19

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Syllabus & Course Structure

BACHELOR OF EDUCATION (B.Ed.)

B.Ed. Course Scheme of Examination – Semester Scheme

Semester – II

Course/Paper	Hours per week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
Group B : Core Course						
CC 1 : Learning & Teaching	6	100	25	9	75	27
2. PC (1) Pedagogy of a school subject-Part-I (**Subject:** 1 Physical Science (Physics/Chemistry) Biology/Maths/Social Sciences (SS)/Language - Hindi/English/ Urdu/ Sanskrit/Other Region-Specific lang.)	6	100	25	9	75	27
3. PC (II) Pedagogy of a School (Part-II) : **Subject** Knowledge and the Related Pedagogic Dimensions (**Subject** : 1 Science-Chemistry/ Physics/History/Civics/Geography / Economics/ Commerce)	4	100	25	9	75	27
4 CC 6 Language across the curriculum- Part-2	6	50	15	6	35	12
EPC 2 : Drama & Art in Education	2	50	20	7	30	11
Total		**400**	**110**	**40**	**290**	**104**

Note: Assignments & Tasks for Courses 1,2,3,4

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CC 1: Learning & Teaching

Max. Marks: 75

Min. Marks: 27

Aims of the Course

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; and

Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

Implicit knowledge and beliefs about learning (demystifying misconceptions).

Perspectives on human learning: Behaviorist (conditioning paradigm in brief), cognitive, 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 Vygotky'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 intelligences 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.

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 classroom practices and teaching)

References

Aggarwal, J.C. *Essential of Educational Psychology*, Vikas Publishers, Delhi, 1998

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

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CC 2. Pedagogy of a School Subject – Part 1

Hindi (A)

Max. Marks: 75
Min. Marks: 27

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

1. Appreciate the importance of teaching Hindi as a second / third Language.
2. Help the Students to understand the aims and objectives of teaching Hindi.
3. Help pupils to acquire basic skills of language teaching, Aims/Objectives.
4. Know the different methods of teaching.
5. Prepare a lesson notes and teach accordingly.
6. Appreciate and use of modern educational media.

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 and 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

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 behavioural changes.

Unit 2: 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.

Unit 3: Language Skills

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, 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 – Ritti period – Modern period. Composition – Exercises, Assignments and remedial teaching activities and

Grammar – Translations

Curriculum development and evaluation.

Seminar Topics (any one)

a) Preparing scheme of assessment

b) A study of an author / poet.

c) Developing Linguistics Skills.

d) System our examination.

e) Importance of teaching materials for effective teaching.

Practicum

a) Review of Books – 8, 9 standard school text books.

b) Resource Unit Uses.

c) Unit plan processing.

d) A study of an Author / Poet.

e) Developing Linguistics Skills.

Assignments (any one)

1. Solving grammar exercise of 8^{th} and 9^{th} Standard Text books of second language Hindi/Third Language. Hindi
2. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
3. Construction of substitution – tables on the concerned texts
4. Report on constitutional provisions – provided to Hindi and the implication.

(Note: Records should be maintained).

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CC 2. Pedagogy of a School Subject – Part 1

Sanskrit (B)

Max. Marks: 75
Min. Marks: 27

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

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

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 & Objectives of teaching Sanskrit with reference to three language formula.

Instructional Objectives- Specifications of each objective in the form of specific behavioural 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.

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.

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CC 2. Pedagogy of a School Subject – Part 1

English(C)

Max. Marks: 75
Min. Marks: 27

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

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

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

a. Grammar Translation Method.
b. Direct Method
c. Bilingual method.
d. Structural approach- Dr. WEST method
e. Communicative approach.

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.

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CC 2. Pedagogy of a School Subject – Part 1
Physical Science (Physics and Chemistry)

Max. Marks: 75

Min. Marks: 27

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

1) Understand the nature, scope and importance of Physical science with special reference to secondary school content.
2) Understand the aims and objectives of teaching Physical science.
3) State the specific behavioral changes under each objective.
4) Understand and make use of different approaches & methods of teaching Physical science.
5) Prepare objective based lesson plans and use them in their internship.
6) Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
7) Plan, use and maintain the physical science laboratory systematically.
8) Understand the principles of text-book construction.
9) Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
10) Understand the importance of principles of curriculum construction in the organisation of Physical science contact.
11) Get mastery in Physical science content and imbibe the special qualities of Physical Science teacher.
12) Prepare and use different tools of evaluation to assess the achievements of students in Physical Science.
13) Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.
14) Organize co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.

15) Apply the knowledge of physical science to develop scientific thinking and scientific outlook.

16) Develop skills in analyzing the content in terms of concepts and in learning experiences.

17) Construct and administer unit test, conduct experiments improves teaching aids.

CONTENT

Unit 1: Meaning, Nature and Impact of Physical Science 8 hours

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:

1 Personal development aim,

2 Learner's academic and process skills development aim,

3 Disciplinary aim and

4 Cultural aim.

Objectives of teaching physical science:

1 Bases for formulation of objectives

2.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 8 hours

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

Audio-Visual Aids (Preparation and Use)

I Charts;

ii Models;

iii OHP transparencies;

iv Filmstrips;

v slides;

vi Video tapes;

vii Films;

viii Educational C.D.'s

Mass Media –
Television (T.V.)

Radio - Meaning and importance.

Community Resources and Self learning materials

Meaning and importance.

Physical Science Library;

Importance & organizing of physical science library;

Sections of science library;

Choice of book for science library.

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CC 2. Pedagogy of a School Subject – Part 2

History/Civics

Max. Marks: 75

Min. Marks: 27

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

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

CONTENT

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

1.2. Meaning and scope of civics

2.1.1 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 behaviours of learners.

Spelling out Instructional objectives and learning outcomes

History and civics based hobby clubs, societies

Correlation of History and Civics with other School Subject

Meaning and Importance of correlation
Types of correlation.

Correlation of History with Geography, Economics, Literature

2.4.3 Co curricular /Activities in History and Civics

2.4.5 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.

Instructional Materials in History and civics :

Collateral Reading – Importance, Reading materials, Historical Novels

Auto biographic, Magazines, News papers Drams, 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

a. History Room-Meaning and Importance, planning equipping
b. Computers, multimedia packages and Internet as an Instructional aid.

Practical

1. Critical evaluate History civics content of 8^{th}, 9^{th} &10 th Standard.
2. Conducting quiz Competition in History/civics.
3. Survey of the locality and collection of information about places or institutions of historical interests.
4. Organizing short field trip to a place of historical / political interests
5. Preparing resource unit on a topic of your choice in History and Civics.
6. Preparation of materials for a History room or museum
7. Student is also allowed to do his own interested practical work pertaining to the syllabus.

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CC 2. Pedagogy of a School Subject – Part 2

Geography/Economics

Max. Marks: 75

Min. Marks: 27

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

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

CONTENT

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

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 3: 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 4: 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

1. Preparation of charts, globe and models of Geography.
2. Preparation of transparencies about- section of volcanoes, seabed, plains etc.
3. Interpretation of weather maps
4. Drawing of geographical maps
5. Preparation of resource unit in Geography

Assignments

1. Visit to an observatory, planetarium or Geography museum
2. Collection of specimens
3. Preparation of a project report – based on local geographical survey.

Note

1. Submission of report after doing any one of the above practical work

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CC 2. Pedagogy of a School Subject – Part 2

Commerce

Max. Marks: 75
Min. Marks: 27

Objectives:

1. To introduce student teachers with the methodology of teaching used in - teaching of Commerce in schools.
2. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.
3. 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.
4. To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.
5. To equip student teachers with the curriculum.

COURSE CONTENT:

UNIT-1

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

UNIT – II

1. Different methods of teaching commerce, uses and critical analysis.
    a. Lecture Method
    b. Discussion Method
    c. Problem-Solving Method
    d. Project Method
    e. Survey Method
    f. Demonstration Method

2. Commerce Text-books and Supplementary Materials.

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

UNIT – III

1. Analysis and Discussion on skills of teaching Commerce (practice for developing at least 5 micro skills).
   a. Skill of introducing the lesson
   b. Skill of questioning
   c. Skill of explanation
   d. Skill of stimulus variation
   e. Skill of black board writing
2. Lesson planning in commerce, Meaning, need and importance, construction of composite lesson plan. Lesson Plan according to Active Learning Strategies.
3. Development and utilization of teaching aids (projects, Non-projected and performing arts) required for commerce programme.

UNIT – IV

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

PRACTICALS:

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

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CC 2. Pedagogy of a School Subject – Part 1

Mathematics

Max. Marks: 75
Min. Marks: 27

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

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

CONTENT

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 today 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/Values of Teaching Mathematics

Meaning of Aim/Values

Utilitarian Aim/Values

Disciplinary Aim/Values

Cultural Aim/Values

Intellectual Aim/Values

Aesthetic and Recreational Aim/Values

Instructional objectives of Teaching Mathematics

Meaning of Instructional Objectives

Instructional Objectives and there specifications of teaching mathematics

Knowledge

Understanding

Application

Skill

Attitude

Appreciation

Interest

Formulation and Statement of objectives in behavioural terms

Unit 3: Instructional Design in Mathematics and C0-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 Maths club, organisation and activities

Mathematics Olympiads : objectives and importance

Mathematics Quiz : Organisation and importance

Mathematics Museum : Organisation and importance

Mathematics Fair : Organisation and importance

Mathematics Laboratory : Objective, importance and uses

Recreational activities in mathematics : Games, Puzzles, Riddles, etc.,

Ethno 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

4.1 Concept Mapping-Meaning, Advantages and Disadvantages

Techniques of teaching Mathematics
Supervised study

Oral work and written work

Drill and Review

Assignment in Maths

Home work

References

Butler and Wren (1960) *The Teaching of Secondary Mathematics*, Tokyo; McGraw Hill Book Company.

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CC 2. Pedagogy of a School Subject – Part 1

Biological Science

Max. Marks: 75
Min. Marks: 27

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

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

CONTENT

Unit 1:1.1 Introduction to Teaching Biological Science

Biological Science: Meaning, Nature and Scope

Relationship between Biology & 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, Viverium, Terrariums, Museum, School garden,

Preservation of specimen through plastination-Meaning, Importance and Steps.

Meaning, importance and Organization of Co-Curricular Activities

Bio-Science Club – organisation & its activities

Bio Science Exhibition

Field trips

Bio-Science Quiz

Nature Study

Bird watching

Collection & Preservation of Specimens-Plants and Animals

Unit 2: Aims and Objectives

2.1.1 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

Methods of Teaching

Guided Discovery Method

Models of Teaching:

Biological Science Enquiry Model (Joseph Schwab)

Memory Model (J. Lucas)

Unit 4: 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)

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

Practicum:

1. Writing of Instructional objectives & behavioral specifications on a selected Unit.
2. Preparing improvised apparatus in Biology
3. Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching
4. Developing an Achievement test / Diagnostic test

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CC 6. Language across the curriculum – Part 2

Max. Marks: 35

Min. Marks: 12

Objectives

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 emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

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)
- Scanning, skimming and extracting relevant information from the books by making notes

- Collating notes and organising information under various sub-headings
- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions.

UNIT 2: 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

Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs)

Analysing 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)

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)

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EPC 2: DRAMA AND ART IN EDUCATION

Max. Marks: 30
Min. Marks: 11

Introduction

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.

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.

COURSE CONTENT

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 modeling, 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

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.

UNIT 3: APPRECIATION OF ARTS

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)

Knowledge 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 its 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-centred. 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

1. **BODY MOVEMENT-**Different theatre games, Exercises, Martial Arts, Folk Dances.
2. **MEDITATION-** Focus, Concentration.
3. **SCRIPT WRITING-**characterization, dialogue, time and space, beginning, middle, end
4. **POETRY RECITATION**- Rigved Mantras, Vaachik Abhinay.
5. **SELECTION OF PLAY FOR CHILDREN.**
6. **CASTING.**
7. **BUILDING OF A CHARACTER.**
8. **PARTS OF SPEECH-** Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.

9. **DESIGN OF A PRODUCTION.**

10. **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 organise 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.

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Two-year (Four Semester)
Bachelor of Education (B.Ed.)



Third Semester

Faculty of Education
B.Ed. Examination 2018-19

Dr. A.P.J. Abdul Kalam University Indore

Syllabus & Course Structure

BACHELOR OF EDUCATION (B.Ed.)

B.Ed. Course Scheme of Examination – Semester Scheme

Semester – III

Course/Paper	Hours per week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
Group A : Core Course						
CC 1 : Pedagogy of a School Subject (Part-II)		50	15	06	35	12
2. School Internship		350	150	54	200	72
3. EPC 1- Educational Psychology Practical		50	10	04	40	14
Total		**450**	**175**	**64**	**275**	**98**

Note: Twenty weeks (four weeks) practice Teaching & (Sixteen weeks) internship school.

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)	16×3= 48	17
2.	Lesson planning (Practice Teaching)	100	36
3.	Execution of the lesson in the actual class room situation & 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**

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Third Semester

CC1 Pedagogy of a School Subject part 2

Max. Marks: 75
Min. Marks: 27

Objectives:

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

COURSE CONTENT

Unit I- Maxims of Teaching and Micro Teaching

Meaning , Nature and Types of Maxims of Teaching

Meaning , Definition, Principles of Micro Teaching

Micro Teaching Cycle, Process of Micro Teaching

Advantages , limitations and uses of Micro Teaching

Unit II- TEACHING SKILLS

1) Introduction Skill
2) Fluency in Questioning
3) Probing Question
4) Explaining
5) Illustrating and use of Examples
6) Teacher's silences and Non Verbal Cues
7) Lecturing
8) Reinforcement
9) Stimulus variation
10) Black board
11) Effective Communication
12) Recognizing and Attending Behaviours

13) Self Induction
14) Classroom Management
15) Planned repetition
16) Achieving Closure

EPC 1 Educational Psychology Practical

PSYCHOLOGY TEST (ANY FIVE)

1. Intelligence Test- Verbal
2. Intelligence Test- Non Verbal
3. Interest Test
4. Attitude Test
5. Learning by Whole and Part Metho
6. Personality test -Introvert and Extrover
7. Value Test
8. Adjustment Test 9.Anxiety Test
9. Achievement Test

Dr. A.P.J. Abdul Kalam University Indore

Two-year (Four Semester)
Bachelor of Education (B.Ed.)

Fourth Semester

Faculty of Education
B.Ed. Examination 2018-19

Dr. A.P.J. Abdul Kalam University Indore

Syllabus & Course Structure

BACHELOR OF EDUCATION (B.Ed.)

B.Ed. Course Scheme of Examination – Semester Scheme

Semester – IV

Course/Paper	Hours per week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
Group B : Core Course						
CC 7 : Gender, School & Society	6	100	25	09	75	27
ICT 1. Educational Technology	6	100	25	09	75	27
ICT 2. Creating an inclusive school	6	100	25	09	75	27
ICT 3. Optional course : **(Any one ofthe subject mentioned below)**	6	100	25	09	75	27
a. Value Education	---	---	---	---	---	---
b. Futurology in Education	---	---	---	---	---	---
c. Health and Physical	---	---	---	---	---	---
d. Guidance and Counseling in School	---	---	---	---	---	---
e. Environmental Education	---	---	---	---	---	---
f. Action Research	---	---	---	---	---	---
EPC 3 : Understanding the self	2	50	20	07	30	11
EPC 4 : Understanding of ICT	2	50	20	07	30	11
Total		**500**	**140**	**50**	**360**	**130**

Note: Assignments & Tasks for Courses 1,2,3,4

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Fourth Semester

CC 1 Gender, School and Society

Max. Marks: 75
Min. Marks: 27

Course Objectives:

To enable the Student Teacher to:

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

COURSE CONTENTS:

UNIT I Gender Issues: Key Concepts

1. 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.
2. Unequal access of education to girls; access to schools; gender identity construction at home and in society.
3. Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for education.

UNIT II Gender Challenges and Education

1. Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.

2. Representation of gendered roles, relationships and ideas in textbooks and curricula.
3. Schools nurture or challenge creation of young people as masculine and feminine selves.

UNIT III Gender Issues and Role of Teacher

1. 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.)
2. Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).
3. Identification of sexual abuse/violence and its verbalization, (combating the dominant societal outlook of objectification of the female body, and so on.)

UNIT IV Role of the Media and Life Skills Education

1. Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.
2. 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.
3. 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 & 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:

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CC 2. Educational Technology & ICT

Max. Marks: 75
Min. Marks: 27

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 programme and training.

CONTENT

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 Programme: MS-OFFICE (**Application Software**) MS-WORD, MS-EXCEL AND MS-POWERPOINT.

Microsoft Word :

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 colour, line colour, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip vertical, 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 & columns merge cells, formulae, sorting, inserting charts.

Preparation of School Time Table, Marks list, Salary Bill etc.

Microsoft Power Point :

3.5.1 Parts of PowerPoint windows, PowerPoint Standard, Formatting, and 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, Organisation of Charts, Tables, Designing Templates, Master Slide, Colour 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 Multi media

Scope of Multi media

Components of Multi media

Pre-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

6. Introduction to/ website –meaning and importance

Social websites (Blog/Twitter/face book)

Requirements:

1. Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia centre may have to be setup No. of PCs /Systems will be required.
2. 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.

3. It is recommended that out of 4 Hours a week. (2 Hours theory and 2 hour practical's.)
4. Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA

Assignments: (Any One Uniform pattern)

1. Write the History and Generations of Computer.
2. Write the Input, Output and Storage devices of Computer system.
3. Preparation of a Lesson Plan, Student List, Letters, Invitations – Hard copy and Soft copy.
4. MS Excel: Preparation of a School Time table, Marks List – Analysis of Data and Graphical representation - Hard copy and Soft copy.
5. MS PowerPoint: Preparation of Animated slides (Insert Pictures, Cliparts, Word art, sound, effects, animation, etc…)for teaching any concept on your subjects.
6. Internet: Surfing Educative websites, downloading, taking a printout, creating E-mail Id.

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CC3: CREATING AND INCULSIVE SCHOOL

Max. Marks: 75

Min. Marks: 27

Objectives:

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

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

COURSE CONTENT

Unit 1- Special needs and education

Concept and types of special needs.

Education of children with special needs and its implecation for universilisation of elementary education.

Understanding and respecting diversity.

Trends of education for children with special need in India.

Policies schemes and legislations about the education of children with special educational needs.

Unit 2- nature, types and characteristics of children with special needs

Psycho-social and educational characteristics functional limitations with reference to-

locomotors impairment

hearing impairment

visual impairment

learning disability

gifted and disadvantaged children

Mental retardation and slow learners.

Unit III 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 counseling in inclusive education.

Specific roll of family and community participation.

Support services needed for inclusive schools

UNIT IV- 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, multisensory 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)

1. Preparation of a report on importance of education for children with special needs
2. Case study of children with special needs school in school situation.
3. Observation of class room situation and identification of special needs.
4. Identification of gifted /creative /slow learner/children with learning disability using standardized test.
5. Preparation of teaching plan for accommodation special need (Any one type) in regular classroom.
6. List out the resources for effective implementation of integration programme 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:

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CC 4. Optional Course:

(Any One of the Subject mentioned below)

(a) Value Education

Max. Marks: 75
Min Marks: 27

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

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

CONTENT

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

2.2.1 Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, 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)

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

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OPTIONAL SUBJECT
(B) FUTUROLOGY IN EDUCATION

Max. Marks: 75

Min. Marks: 27

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.

CONTENT

UNIT I: Concept of Future and Future studies:

Needs, Scope and Significance of Futures Studies in General

UNIT II: 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 III: Parameters of Forecasting Educational Futures.

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

UNIT- IV: 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)

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

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

c. Using Future Wheel Exercise.

References:

Ekisirh Sade ke Liya Shiksha. Palash, Madhya Pradesh Shishak Prashikshan Mandal, Bhopal, Jan., 1990.

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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.

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OPTIONAL PAPER

(C) Health and Physical Education

Max. Marks: 75

Min. Marks: 27

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

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

CONTENT

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

Honour 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.

Camps and Hikes: Meaning, Organization, Benefits.

Practicum

1. Participation in any one major game and one sports item
2. Ground marking for selected games and sports
3. Commands, line formation and marching, ceremonial parade
4. Participation in two National festival programmes for flag hoisting

References

Kamalesh and Sangral, (2000), *Principles and History of Physical Education*, Ludhiana : Tandon Publication,.

Nadgir, K.G. (1998) , *Sharir Shikshanad Vidhanagalu*, Dharwad : Mallesajjan Vyayama Shale.

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OPTIONAL PAPER

(D) GUIDANCE AND COUNSELING IN SCHOOLS

Max. Marks : 75

Min. Marks : 27

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

1. Understand the principles, scope and need of guidance and counseling in schools
2. Acquaint himself with nature of different problems faced by children in context of learning and development.
3. Understand the acquisition and process of learning in children with special needs.
4. Acquaint himself with learning disabilities of children and its remedies
5. Take up minimum guidance programme at school level.

CONTENT

Unit 1: Guidance and Counseling

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

2.2.5. 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)

1. Case study of a child with special problem.
2. Publication of a career bulletin based on authentic sources of Jobs. Employment
3. Organization of career conference, Campus Interviews, etc.
4. Organization of counseling session for (Individual / Groups) students who are genuinely in need of Counseling.
5. 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 & Vocational Guidance & Counselling*. Delhi : Doaba House.

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OPTIONAL PAPER

(E) Environmental Education

Max. Marks: 75

Min. Marks: 27

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

1. Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.
2. Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
3. Interpret the environmental legislations in conservation and protection of the environment.
4. Understand the role of governmental and non-governmental agencies in environmental education.
5. Apply the methods of teaching and evaluation in environmental education.

CONTENT

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.

3.3.9 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 Environment

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 Programme (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 / 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)

1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities
    1. District Environment office
    2. Paryavaran Vahini
    3. Eco-clubs /Nature clubs
2. Collect articles published in News Papers / Periodicals concerning environment and write a critical comment on them.
3. Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your district / state and document the-

activities of any three individuals and three institutions.

4. Collect Twenty Five complaints published in Newspapers/Periodicals concerning pollution of the environment and suggest plan of action for solution of the complaints.
5. Prepare an Annotated Bibliography of 50 Websites concerning Environment, Ecology, Forests, Nature, and Environmental Education.
6. Prepare a list of academic courses/programmes run by 50 universities/ educational institutions about Environmental Science, Environment Education and Ecology, Environment Engineering etc.
7. Create a Garden in your college and document your experiences.
8. Organizing environment education activities for school students (any two) Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawing competitions.
9. Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20 families.

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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.

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------ (1985) *Interdisciplinary Approaches in Environmental Education*, Paris.

------ (1985) *Living the Environment*, A Source Book in Environmental Education.

------ (1987) *Trends in Environmental Education*, Paris.

------ (1985) *Guide on Environmental Value Education*, Paris.

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OPTIONAL PAPER

(F) Action Research

Max. Marks: 75

Min. Marks: 27

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

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

CONTENT

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 –

i) purpose, ii) definition, iii) hypotheses, iv) sample, v) data collection instruments, vi) data analyses, vii) generalization, viii) 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.

Analysing 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:

a. Identifying causes of poor reading ability and suggesting remedial measures.
b. Identifying the causes and types of spelling errors and suggesting remedial measures.
c. Identifying the causes of poor map-reading skills and suggesting remedial measures.
d. Identifying the causes for poor drawing of diagrams and suggesting remedial measures.
e. Identifying the causes of truancy and suggesting remedial measures.
f. Identifying the causes of problem behaviour of students in the classroom and suggesting remedial measures.

(any other problems similar to above mentioned)

Reference

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Best, J. W. and Kahn, J. V. (2002), *Research in Education*, (7th 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.

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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.

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EPC 3: Understanding the Self

Max. Marks: 30

Min. Marks: 11

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-mindeness, 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

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 in 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 ones 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 those 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

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 a fresh 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 contextualised 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

1. Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
2. Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
3. Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
4. Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
5. Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
6. 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.
7. Readings for Discussion 1. Bach, R. (1994). Jonathan Livingston Seagull, London, UK: Harper Collins Publications.
8. Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.
9. Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.
10. Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen. Economic and Political Weekly, 63(6), 35-41.
11. Haldar, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by

Urvashi Butalia.

12. Hall, E. and Hall, C. (1988). Human Relations in Education. London, UK: Routledge.
13. Joshi, K. (1996). Education for Character Development. Dharam Hinduja International Centre for Indic Research.
14. Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3(2), 1175-195.
15. Kumar, K. (1986). Growing Up Male, Seminar, No. 318.
16. 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

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

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

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EPC 4: Understanding of ICT

Max. Marks: 30

Min. Marks: 11

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 programme 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

sReceiving/Sending of E mail and attachment