Curriculum for 2-year B.Ed. Programme

Department of Education
University of Delhi, Delhi

Curriculum for 2-year B.Ed. Programme

First Year

Foundation and Pedagogic Courses

In the first year of the course, there shall be 7 courses in all, 5 of them carrying 100 marks each, and the remaining 2 carrying 50 marks. It is expected that the 100 mark courses will be taught for 3-4 hours per week, and the 50 mark courses for 1-2 hours per week on an average. Each paper carries a provision for 30 per cent internal assessment.

The following courses will carry 100 marks each:

1. Education in Contemporary India

2. Human Development, Diversity and Learning

3. Conceptual Foundations of Education

4. Pedagogy-I (introduction to the pedagogic challenges posed by the subjects comprising any one of the FIVE broad disciplinary streams)

5. Pedagogy-II (Covering the pedagogic needs of any one subject within the stream chosen under Pedagogy 1, at all stages of secondary education)

Note:
The Practicum component of Pedagogy -II will be dealt with in the 2nd year of the programme.

The following Courses will carry 50 marks each:

6. Gender, School and Society

7. Knowledge, Disciplines and School Subjects (introduction to the disciplinary basis of all subjects)

EPC Courses

The first year will also provide 2 EPC (**Enhancement of Professional Capacity**) courses carrying 50 marks each. These will be taught in a workshop mode and evaluation will be entirely internal. These EPCs are:

EPC 1: Art, Craft and Aesthetics (with special reference to any one of the four arts or a craft)

EPC 2: Critical Understanding of ICTs in Education

Tutorial

A tutorial carrying 50 marks will be held throughout the first year. It will focus on developing the student's understanding of his or her own aims in relation to the various courses through interactive sessions. Reflective reviews of books and other readings selected by the tutor will form the basis of evaluation, apart from the student's participation in the discussions.

Field Observation: (50 marks)

As per the NCTE framework, the first year of B.Ed. will provide an opportunity for field observation in school and other educational settings for a total period of 4 weeks (i.e. 20 working days, spread across the session). A reflective journal maintained by the student during field observation will be used for evaluation out of 50 marks.

Second Year

Foundation and Elective Courses

In the second year of B.Ed., there will be three Courses, two carrying 50 marks and one elective paper carrying 100 marks. The titles are as follows:

8. The Inclusive School (ref. children with special needs): 50 marks

9. Assessment for Learning: 50 marks

10. Elective course (100 marks) on any of the options available.

The following titles constitute an initial list:
Computer and Web Technologies in Education; Art Education; Human Rights and Education; Education and Technology; Peace Education; Adolescence Education; Education for Mental Health; Environment Education;

Suggested titles for expansion of the list of electives in future: Innovations in Education; Integral Education; Nai Talim; Media and Education; Childhood and Education in Literature. More titles may be added.

EPC Courses

There will be two EPC courses. The titles are as follows:

EPC 3:   Understanding Communication (50 marks)

EPC 4:   Yoga (module to be supplied by NCTE by July and to be further reviewed by CIE) (50 marks)

School Experience Programme under Internship (300 marks)

A 16-week internship-mode School Experience Programme (SEP) for the practice of teaching and related school experiences will be offered in the first half of the second year (i.e. from August to December). Under internship, students will teach 4 days per week in schools, and the remaining day(s) will be used for course work and consultation with subject specialists. The detailed guidelines for this programme will be prepared later on the basis of the new NCTE

course framework. It is expected that under SEP, students will participate in all aspects of school life while focusing on the teaching a subject in different classes assigned to them. An attempt will be made to create opportunities to engage with the specific challenges that teaching children with special needs involves. Students will be evaluated for SEP out of 300 marks. These marks can be distributed across different domains of school internship work to be spelt out later. Each student will regularly maintain a reflective journal consisting of observations and reflections on his/her own teaching, and observations on teaching by peers. The following pattern is recommended for evaluation:

100 marks: to be given by the subject specialist on the basis of planning, use of resources, preparation of teaching aids, etc. These marks will be given in three instalments: 25 after 4 weeks, 25 after 8 weeks, the remaining 50 at the end of the internship programme.

100 marks: to be given by the regular supervisor on the basis of classroom teaching in the same kind of instalments as are mentioned above;

50 marks: to be given by 2 rotational supervisors.

50 marks: to be given by the regular supervisor on the basis of the reflective journal maintained by the student.

Size of Sections
It is recommended that the average number of students in a section should not exceed 25 as indicated by NCTE in the context of different subjects. This will enable the aims of the new B.Ed. programme to be pursued with due regard for the expected quality of teaching and interaction as envisaged by NCFTE-2009 on which the NCTE's guidelines are based.

Time-Table
The Courses carrying 100 marks are envisaged to be taught for approximately four hours a week, i.e. once in a two-hour period and twice in one-hour periods. The Courses carrying 50 marks will be taught for two hours per week. The numbers of hours will need to be adjusted during the weeks when students go out for field observation one day (or more, if required) per week. The same will apply to the workshops for EPCs. This average allocation implies a total of 26 hours for teaching and the remaining 14 hours in a working week for other institutional activities and self-study in the first year. The second year programme will follow a one-day time-table during internship when students go to schools for four days every working week for 16 weeks (i.e. 80 days). Hence, during internship, the teaching of courses and EPCs, and consultation with subject specialists, will be adjusted within the time available at the institute. Following the completion of internship, the normal amount of periods can be allotted to the three courses and EPCs.

Scheme of Examination
The B.Ed. programme, as outlined above, will carry 1400 marks. The first year will carry 800 marks and the second year will carry 600 marks. Internal assessment will constitute 30 marks in courses carrying 100 marks and 15 marks in courses carrying 50 marks. All EPCs will be evaluated internally.

B. Ed. Two Year Course Outline

I. Foundation Courses : All courses are compulsory

		Paper Title	Paper Code	Marks
1		Education in Contemporary India	F.1	100
2		Human Development, Diversity and Learning	F.2	100
3		Conceptual Foundations of Education	F.3	100
4		Gender, School and Society	F.4	50
5		Knowledge, Disciplines and School Subjects	F.5	50
6		The Inclusive School	F.6	50
7		Assessment for Learning	F.7	50

II. Pedagogy Courses

		Paper Title	Paper Code	Marks
Pedagogy I **(any one of the FIVE disciplinary streams)**				
1		Language	P.1.1	100
2		Science	P.1.2	100
3		Mathematics	P.1.3	100
4		Social Science	P.1.4	100
5		Commerce	P.1.5	100
Pedagogy II **(Teaching of any one subject)**				
1		English	P.2.1	100
2		Hindi	P.2.2	100
3		Sanskrit	P.2.3	100
4		Urdu	P.2.4	100
5		Punjabi	P.2.5	100
6		Physics	P.2.6	100
7		Chemistry	P.2.7	100
8		Biology	P.2.8	100
9		Integrated Science	P.2.9	100
10		Mathematics	P.2.10	100
11		History	P.2.11	100
12		Political Science	P.2.12	100
13		Economics	P.2.13	100
14		Geography	P.2.14	100
15		Psychology	P.2.15	100
16		Sociology	P.2.16	100
17		Social Science	P.2.17	100
18		Commerce	P.2.18	100
19		Home Science	P.2.19	100

III. Elective Course : (any one of the options available)

		Paper Title	Paper Code	Marks
1		Education for Mental Health	E.1	100
2		Art Education	E.2	100
3		Computer and Web Technologies in Education	E.3	100
4		Education and Technology	E.4	100
5		Environment Education	E.5	100
6		Human Rights in Education	E.6	100
7		Peace Education	E.7	100
8		Adolescence Education	E.8	100

IV. EPCs (Enhancement of Professional Capacity)

		Title	Paper Code	Marks
1		Art, Craft and Aesthetics	EPC.1	50
2		Critical Understanding of ICTs in Education	EPC.2	50
3		Understanding Communication	EPC.3	50
4		Yoga	EPC.4	50

V. Tutorial: 50 marks

VI. Field Observations: 50 marks

VII. School Experience Programme under Internship: 300 marks

Two Year B.Ed. Programme (year-wise outline)

First Year		
Foundation Courses	3 Courses	3 x 100 = 300 marks
	2 Courses	2 x 50 = 100 marks
Pedagogy Courses		
Pedagogy I	1 Course	100 marks
Pedagogy II	1 Course	100 marks
EPCs	2 Courses	100 marks
Tutorial	-	50 marks
Field Observation	-	50 marks
	Total	**800 marks**
Second Year		
Foundation Courses	2 Courses	100 marks
Elective Courses	1 Course	100 marks
EPCs	2 Courses	100 marks
School Experience Programme under Internship	-	300 marks
	Total	**600 marks**
	First year + Second year	**1400 marks**

Structure for the B.Ed. Student

a. Seven Foundation Courses: 500 marks

b. Two Pedagogy Courses : 200 marks

c. One Elective Course: 100 marks

d. Four EPCs: 200 marks

e. Tutorial: 50 marks
    Field Observation   : 50 marks
    School Experience Programme under Internship: 300 marks.

Please refer to B.Ed. Two Year course outline and year-wise outline for further clarity.

Foundation Courses

Ist Year

IInd Year

F.1: Education in Contemporary India

Maximum Marks: 100

Aims and Objectives

This course aims to develop an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education. Students are expected to engage with the discourses on contemporary Indian society and education, to understand the national and local contexts in which a variety of schools function, and appreciate that a democratic society must be built on a universal, just and equitable system of education. This requires building a perspective on the processes of alienation and socio-economic deprivation of a large number of students, an analysis of the complex relationship between education and equality, and a critical appraisal of policies and recommendations of major commissions and committees.

The course will enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of critical analysis and the experience of engaging with diverse communities, children and schools. The course will include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement through focus group discussion, surveys, short term project work etc. The course consists of five units, covering policy-related issues and debates, and also their socio-economic context.

Unit I: The Constitutional Context

Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties); the Right to Free and Compulsory Education2010 (RTE) and inclusion; Education in the concurrent list and its implications

Unit II: The Social Context of Educational Policy

Challenges posed for education by the socio-cultural and economic context: child-labour, child marriage, displacement and migration;

Composition of Indian society and its implications for education: Inequality, discrimination, exclusion and marginalization in the context of language, religion, caste, class, gender, region, and disability; Issues and challenges in the education of *Dalits*, OBCs, the Scheduled Tribes, girls and religious minorities; the role and agency of teachers in the education of above mentioned groups; Classroom ethos as an area of enquiry from the perspective of children from diverse socio-cultural and economic backgrounds;

Unit III: A Thematic Focus on Educational Policy

A critical review of commission reports and policy documents through a thematic focus, linking the contemporary context with salient debates since independence:

Equity in Education: Kothari Commission and the vision of Common Schooling; National Policy on Education 1986 and its review by the Ramamurthy Committee 1992; Yashpal Report 1993 and the National Curriculum Framework 2005; the Mid Day Meal programme, an inclusive space for eating together;

Linguistic Plurality and Language Policy: The Language Survey; debates on the 'medium' of learning; the 'three-language formula' for national and emotional integration, problems of implementation across states.

Work and Education: Zakir Hussain Committee, *NayeeTaleem* or Basic Education; work as a medium of learning, integrating skills with knowledge; Mudaliar Commission, multipurpose schools and citizenship education; critical analysis of the policy discourse on work, skills and vocational education;

Unit IV: Social and Educational Reform

Legacy of social reformers and their vision of education:Phule, Vidyasagar, Ambedkar, Ramabai, Gandhi and others; historical struggles for modernization of education in different regions;

Innovations and experiments: Shantiniketan, People's Science Movement, etc.

Unit V:The System and its Structures

Schools in India: types and affiliation, schools run by autonomous institutions of the Central government (KVS, NVS, Sainik Schools, etc.); schools run by the State Governments; private schools; international schools; looking at institutional structures and stratification within the context of concerns for 'quality' and equity; management and public participation; role of key institutions in shaping the policy and discourse of education: NCTE, NCERT, NIOS,Boards of Education, etc; role of Directorates of Education, local bodies, e.g. Panchayati Raj institutions, municipal bodies.

Suggested Readings

Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, *3*(3), 239–261.

Balagopalan, S. (2003)Understanding educational innovation in India: the case of Ekalavya.*Education Dialogue 1(1): 97-121.*

Chanana, Karuna (2001) *Interrogating women's education: bounded visions, expanding horizons.* Jaipur and New Delhi: Rawat

Chandra, B. (2004) Gandhiji, Secularism and Communalism.*Social Scientist, Vol. 32, No. 1/2pp. 3-29*

Deshpande, S. (2014). The problem of caste. New Delhi: Orient Blackswan

Dube, S.C. (1990, 2005) *Indian Society.* New Delhi: National Book Trust

GOI. (1966). *Report of the education commission: Education and national development.* New Delhi: Ministry of Education.

GOI. (1986). *National policy of education.* GOI.

GOI. (1992, 1998). National policy on education, 1986 (modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf

GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf

Govinda, R. (ed). (2002)*India education report: a profile of basic education.* New Delhi: Oxford University Press.

Ghosh, S. C. (2007). *History of education in India.* Rawat Publications.

Hindustani Talimi Sangh. (1938). *Basic national education: Report of the Zakir Hussain committee.* Sagaon, Wardha: Hindustani Talimi Sangh.

Letter to a teacher: By the school of Barbiana. (1970). Retrieved from http://www.arvindguptatoys.com/arvindgupta/letter.pdf

Naik, J.P. (1979) *Education Commission and After.* A P H Publishing Corporation: New Delhi. Also available in Hindi

Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children.* Indian Institute of Dalit Studies and UNICEF.

NCERT (2006/7) *National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender.* New Delhi: NCERT

NCTE (2009) *National Curriculum Framework for Teacher Education.*

PROBE (1999) *Public report on basic education in India.* New Delhi: Oxford University Press.

Parekh, B. C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory (pp. 213-230)*. Palgrave.

Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.

Rai, A. (2000) *Hindi Nationalism*. Orient Longman

Rampal, A. & Mander, H. (2013, July. 13). Lessons on food and hunger: Pedagogy of empathy for democracy. *Economic and Political Weekly 48*(28), 50-57.

Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? *Political and Economic Weekly 47*(49), 61-68.

Online links for Commission and Committee Reports:
1. Kothari, D. S. (1964). *Education and national development: Report of the education commission,* 1964-66. Available at www.mhrd.gov.in/
2. *National policy on Education (1986).* Available at www.ncert.ac.in
3. Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in
4. PROBE (1998) and PROBE 92011) Revisited available on www.academia.edu
5. NCF-2005 available on www.ncert.ac.in
6. NCFTE: http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf
7. Sachar Committee Report available athttp://ncm.nic.in/pdf/compilation.pdf

B.Ed. Two Year Programme

F.2: Human Development, Diversity and Learning

<div align="right">Maximum Marks: 100</div>

Vision

This course will facilitate an understanding of the processes of development and learning and some of the major perspectives and theories underlying them. It will also enable conceptualization and appreciation of human diversity and the challenges emanating from it in institutions and society. The course aims at promoting an appreciation of the role of context and culture on development and learning and highlighting the holistic, yet unique nature of the growing child. The interdependence of all aspects of development – physical, cognitive, emotional, moral, and social, will be emphasized. The psychosocial difficulties, problems and challenges which children experience in their development and learning, particularly in the context of diversity, will also find articulation. Emphasis will be given to creating inter-linkages between theory, research and applications, particularly facilitating the development of insights for pedagogy and assessment. Development, diversity and learning are conceptualized as highly interrelated processes, the understanding of which gets complemented by practical experiences in real contexts and not merely theoretical abstractions. The course, thus, carries a rich practicum focus. In order that the theory-practice interface becomes more meaningful, it is proposed that the course be taught keeping in mind the basic organic unity between learning, diversity and development. The Indian socio-cultural perspective would form the context in which teaching, practicum, and course transaction are located.

Objectives

To facilitate a comprehensive understanding of the development, learning and uniqueness of the growing child in diverse socio-cultural contexts.
To foster the understanding and appreciation of inter-linkages between human development, diversity and uniqueness.
To critically examine key universal constructs in developmental psychology and educational psychology and their applications from the lens of cross-cultural frames.
To embed the classroom discussions, perspective building and practicum tasks in inclusive education.
To develop the potential for perspective building located in the Indian socio-cultural context through practicum, academic readings and classroom teaching/discussion.

Unit 1: Human Development
- Concept, Issues and Debates in Human Development.
  Growth, Maturation and Development
  Growth Curve and its implications for the Human Development Life-span
  Basic Principles of Development
  Debates: Nature v/s Nurture, Continuity v/s Discontinuity, Universal v/s Contextual

- Detailed study of the theories of Piaget, Vygotsky, Erikson, Bronfenbrenner, Kohlberg and Gilligan with special reference to Childhood and Adolescence in India.

- Educational Implications of the above theories for facilitating the development and uniqueness of Children, Adolescents and Young Adults.

Focus should be on locating the understanding of childhood and adolescence in the pluralistic nature of Indian society and in the context of poverty, globalization, and adult culture. Notions of multiple childhoods and adolescences should be emphasized.

Unit 2: Human Diversity

- Nature and Concept of Human Diversity: Variation, Heterogeneity and Celebrating Uniqueness; Social and Cultural Diversity

- Understanding how children differ in the following areas: Intelligence, Creativity, Self-concept and Motivation

- Understanding children and adolescents from diverse contexts: social, cultural, community, religion, caste, class, gender, linguistic and geographic location

- Role of the Teacher and strategies to deal with the differences and diversity

- Understanding diversity in the school in the context of inclusive education with special reference to children with special needs

The focus in this unit should be on developing strategies to deal with their educational, socio-emotional needs and counseling needs. This unit should be taught through a series of field engagements with a debrief on theory.

Unit 3: Human Learning and Cognition

- Exploring developmental and cultural differences in the way children think and learn from different perspectives: Behaviorism, Social Cognition, Cognitive Information Processing, Humanism and Personal and Social Constructivism

- Implications of the above for curriculum development, design of learning activities and classroom processes, pedagogic practices, and creating democratic learning environments that include diverse children's knowledge and social experiences in the classroom.

It is expected that the theoretical concepts drawn from the above stated approaches will serve to understand:

Learning as a natural, biological process of adaptation; an interaction between inherent biological structures and processes and the environment, situating the discussion in the Piagetian perspective; conditioning and imitative/ observational learning as explained in behaviorism and social cognitive theory of Bandura.

Learning as a personal process of meaning making; Personal/ Radical Constructivism.

Learning as a social process of knowledge construction; as a process of negotiating personal knowledge, restructuring it and constructing shared understanding: Social Constructivism-Vygotsky's approach to learning; Situated cognition.

Learning as a process of becoming; Humanistic approach focused on discovery and evolution of self: Maslow and Carl Rogers.

Suggested Framework for Practicum

Objectives
To facilitate the understanding of theoretical concepts and ideas, drawing from the personal and practical field experiences of student teachers.

To develop a contextual and critical understanding of the theories and approaches students have studied, through field engagement.

To promote self reflexivity and the capacity to appreciate the interrelatedness of the processes of development, diversity and learning, through their experiences with children, schools, and communities in real contexts.

Suggested List of Tasks
Documenting and analyzing the self-description/ narratives of children/ and adolescents of two varying developmental stages to understand the development of their self-concept and identity and the factors influencing them.

Organising classroom debates on critical contemporary concerns, such as high parental expectations from children; competitive social ethos and its impact on children; examination pressures on children's psychological health; challenges of integrating children from diverse socio-economic and cultural contexts; peer pressures and the influence of social media. The discussion should focus on whether these are desirable or not, giving reasons in support of the position taken.

Planning a self-reflective task for student teachers which enable them to analyse how parenting practices, family culture and their experiences at school, influenced the development of their conscience.

Observing the peer associations, interactions and games which children of different age groups engage in. Analysing the effect of these on their gender identity, sexuality and societal attitudes with particular focus on diversity related to caste, disability, language and religion.

Interviewing children who are making the transition from primary to secondary and secondary to senior secondary stage to identify the challenges which they face and how they deal with them. Focus should be on connecting with stage theories of development and spelling out the role of teachers and parents in this regard.

Analysing the childhood experiences of student teachers which they believe enhanced or stifled their creativity and based on this, developing strategies for fostering the creative potential of their students.

Interviewing a few children who have recently migrated to Delhi and joined a mainstream school, with a view to identifying the challenges and difficulties that they face. Focus should be on adjustment, peer relations, and classroom dynamics. Based on this, developing a plan of action that will address their special needs.

Observing and interacting with any one class to identify the barriers to inclusive education. Developing a short action plan describing how the class could be made more inclusive. Focus

should be on the physical environment, psycho-social environment, interface with the whole school and networking with outside agencies.

Making student teachers identify, describe and write their initial perceptions of children's thinking and learning and revisit the same based on the theories / approaches which they study and their experiences at school.

Analyzing media influences on children's and adolescents' behaviour, ambitions, aspirations, body image and identity.

Note
Each of the above tasks may be done on student teachers or on school students as the need may be. At least five tasks should be done from the above list.

Suggested Readings
Berk, L. E. (2011).*Child Development*. (8th ed.). New Delhi: Pearson Prentice Hall.

Eggen, P. &Kauchak, D. (1999). *Educational Psychology: Windows on Classrooms*. (4th ed.). New Jersey : Prentice Hall

Farrell, M. (2009).*Foundations of Special Education: An Introduction*. (4th ed.). Wiley Blackwell

Frederickson, N. & Cline, T. (2009).*Special Educational Needs, Inclusion and Diversity*. (2nd ed.). New York: McGraw Hill Education Open University Press

Gargiulo, R.M. (2015). *Special Education in Contemporary Society 5e: An Introduction to Exceptionality*. Canada: Sage

Gilligan, C. (1982). *In a different Voice: Psychological Theory and Women's Development*. Cambridge: Harvard University Press.

Hallahan, D.P., Kauffman, J.M. & Pullen, P.C. (2012).*Exceptional Learners: An Introduction to Special Education*. (12th ed.). New Jersey: Pearson Education.

Lefrancois, G.R. (1999). *Psychology for Teaching*. (10th ed.). London: Wadsworth Publishing.

Lightfoot, C., Cole, M. & Cole, S. R.(2013). *The Development of Children*. (7th ed.). New York: Worth Publishers.

Ormrod. J.E. (2000).*Educational Psychology: Developing Learners*. (3rd ed.). New Jersey: Prentice Hall

Piaget, J. (1926). *Language and Thought of the Child*. London: Routledge & Kegan Paul.

Piaget, J. (1951). *The Psychology of Intelligence*. London: Routledge & Kegan Paul.

Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International University Press.

Ranganathan.N. (2000).*The Primary School Child: Development and Education*. New Delhi : Orient Longman

Santrock, J.W. (2007). *Adolescence*.(11th ed.).New Delhi: Tata McGraw-Hill. Saraswathi, T. S., Brown, B. B. and Larson, R. W. (2002).*The World's Youth: Adolescence in Eight Regions of the Globe*. Cambridge: Cambridge University Press.

Santrock, J.W. (2010). *Lifespan Development*. (13th ed.). New York: McGraw-Hill Higher education

Saraswathi, T.S. (Ed). (1999). *Culture, Socialisation and Human Development: Theory, Research and Application in India*. New Delhi: Sage.

Slavin, R. E. (1997).*Educational Psychology: Theory and Practice*. (5th ed.). New Jersey: Allyn and Bacon.

Vygotsky.L. (1978).*Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.

Vygotsky.L. (1986).*Thought and Language*. Cambridge: The MIT Press.

Way, N. & Chu, J.Y.(Eds) (2004). *Adolescent Boys: Exploring Diverse Cultures of Boyhood*. New York: University Press.

Woolfolk, A. (2014). *Educational Psychology*. (12th ed.). New Delhi: Pearson Education.

Woolfolk, A., Misra, G. &Jha, A.K. (2012).*Fundamentals of Educational Psychology*. (11th   ed.). New Delhi: Pearson.

B.Ed. Two Year Programme

F.3: Conceptual Foundations of Education

Maximum Marks: 100

The main objective of this paper are : (i) to promote reflective thinking among students : (ii) to sharpen their perception of the concepts involved in educational practice (iii) to enhance their capacity to formulate responses to the reality of education. The paper is divided into three units. All the three units are, to be covered.

Unit A: i) ***Basic Concepts in Philosophy of Education****:* teaching, training, learning and education in the context of the child's nature, growth and development.

ii) ***Epistemological Basis of Education:*** knowledge, reason and belief, rationality; experience and awareness, values and ideals with reference to school subjects

iii) ***Methodological Options in Education:*** Assumptions about human nature; critique of behaviorism and its three alternatives:

A. Activity: With reference to Dewey's ideas on learning and Gandhi's NaiTalim

B. Discovery: With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry

C. Dialogue: With reference to Plato (Allegory of the Cave), the Upanishads(The Nachiketa-Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher

Unit B : Basic Concepts in the Sociology of Education:

(i) Democracy and the State

(ii) **Constitutional Values**: Equality, Freedom, Social Justice, Inclusiveness and Secularism.

(iii) Socialisation, Role of family and school, Conflicts and coherence.

(iv) Knowledge and political ideology in relation to curriculum and textbooks.

(v) The role of culture, economy, and historical forces in shaping the aims of education. Dominance, conflict and resistance in the context of education.

Unit C: Introduction to the main ideas of the following thinkers concerning aims of education and pedagogic practices:

John Dewey, Gandhi, Tagore, Freire and J. Krishnamurti

Project
 A detailed study of one of the thinkers mentioned in the entire syllabus

Suggested Reading List

Cohen, Brinda. 1969. Educational Thought: An Introduction. Macmillan: Britain

Moore, T.W. 1974. Educational Theory: An Introduction. London: Routledge & Kegan Paul

Wilson, J and Cowell, Barbara. 1928. Taking Education Seriously. London: The Falmer Press

Montessori, Maria. 1965 Spontaneous Activity in EducationNew York: Schocken Books

Montessori, Maria. 2012. The Absorbent Mind. New Delhi: Aakar Books

Kumar, Krishna. 1977. Raaj Samajaur Shiksha. Delhi: Rajkamal

Kumar, Krishna. 1998. Shaikshik Gyan Aur Varchasv. Delhi: Granthshilpi

Kumar, Krishna. 2002.Shikshaaur Gyan. Delhi: Granthshilpi.

Kumar, Krishna.2004. What is Worth Teaching? Delhi: Orient Longman

Buber, Martin. 2006'Teaching and Learning' in The Writings of Martin Buber.Author: Will Herberg.Universal Digital Library.The World Publishing Company: New York.

Hanh, Thich Nhat, 1987. *Being Peace*, Parallex Press, Unified Buddhist Church.Berkeley.

Hanh, ThichNhat, 2013 *Peace of Mind.:Becoming Fully Present*. Bantam Press.

Dhankar, Rohit(2006) Shiksha Aur Samajh Haryana: Aadhar Prakashan

Woozley, A.D. 1949. Theory of Knowledge: An Introduction. London: Hutchinson's University Library. (Hindi Translation: Gyanmeemansa Parichay Patna: Bihar Hindi Granth Academy)

Mascaro, Juan, 1965. The Upanishads. England: Penguin

Freire, Paulo. 1970. Pedagogy of the Oppressed. London: Penguin Books

Elmhirst, L.K. 1994. Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan.

Dewey, John. 1902. The Child and the Curriculum. Chicago: The University of Chicago Press

Dewey, John. 1915. The School and Society. The University of Chicago Press

Jiddu, Krishnamurti 1975. Lutyens, Mary, ed. Freedom from the Known . San Francisco: Harper

Krishnamuri, Jiddu. 1992. Education and the Significance of Life. India: Krishnamurti Foundation India.

Sykes, Marjorie. 1988. The Story of NaiTalim: fifty Years of Education at Sevagram. Wardha: Nai Talim Samiti.

F.4: Gender, School and Society

Maximum Marks: 50

Unit I: Key Constructs in Gender
Patriarchy, power, resources and opportunities, sex, A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.

Unit II: Social Construction of Gender
2.1   Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature;

2.2   Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialized male and female identities and the introduction to third gender; discourse of LGBT

Unit III: Gender and School
3.1   Girls as learners, hidden curriculum(teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender

3.2   Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.

Suggested Projects
Analysis of films including songs, advertisements in print and electronic media.

Analysis of folk songs, literature in different languages and myths

An analytical study of textbooks published by different states, private publishers and NCERT.

A study of data about girls from scheduled castes and tribes, minorities and rural backgrounds from different sources such as, enrollment in school and university at different levels, results of Grade X and Grade XII examinations and enrollment in different programmes in higher education.

A critical study of schemes such as KGBV, NPEGEL, Ladli and so on.

A comparative study of the daily routine of a girl and boy from the same family.

Suggested Reading List
Chanana, Karuna. 1988 Socialization, Education and Women. Nehru Memorial Museum and Library: New Delhi

Dube, Leela. 2000 Anthropological Explorations in Gender: Intersecting Fields. Sage Publications: New Delhi

Dube, Leela 1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia (New York: United Nations University Press)

Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi

Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', *Daedalus*, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX

Engineer, Asghar Ali. 1994. 'Status of Muslim Women', *Economic and Political Weekly*, Vol. 29, No. 6 (Feb.): 297-300

Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', *Daedalus*, Vol.93, No.2, The Woman in America (Spring): 582-606

Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', *Indian Journal of Social Science*, 7(3 & 4): 355-62

Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), *Culture, Socialization and Human Development*Delhi: Sage Publication India Pvt. Ltd.

Gardner, Carol Brooks. 1983. 'Passing By: Street Remarks, Address Rights, and the Urban Female', *Sociological Inquiry* 50: 328-56

Gilligan, Carol. 1982. In a Different Voice England: Harvard University Press

Government of India. 1975 a. *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India)

Government of India. 1994.The Girl Child and the Family: An Action Research Study. Department of Women and Child Developmen*t* Delhi: HRD Ministry, Government of India

Hasan, Zoya and Menon, Ritu.. 2005. Educating Muslim Girls: A Comparison of Five Indian Cities Delhi: Women Unlimited

Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' *Economic and Political Weekly* Vol. XLV No. 17 April 24

Kumar, Krishna. 2013 *Choodi Bazar Mein Ladki.* Rajkamal: New Delhi

Patel, Tulsi. 2007.'Female Foeticide, Family Planning and State-Society Intersection in India' in Tulsi Patel (ed.), *Sex- Selective Abortion in India* Delhi: Sage Publications

Ridgeway, Cecilia L. and Correll, Shelley J. 2004. 'Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations', *Gender and Society*, Vol. 18, No. 4 Aug.

West, Candace and Zimmerman, Don H. 1987. 'Doing Gender', *Gender and Society*, Vol. 1, No. 2 Jun.: 125-151

B.Ed. Two Year Programme

F.5: Knowledge, Disciplines and School Subjects

<div align="right">Maximum Marks: 50</div>

This compulsory course aims to introduce all the students to the basis on which knowledge is classified into disciplines and subjects. The syllabus has the following specific aims:

1. To enable students to analyze the structure of knowledge as reflected in disciplinary streams and subjects;

2. To enable students to notice the links between disciplines and school subjects

3. To examine the structure of the school curriculum from the primary to the secondary stages in terms of the underlying structure of knowledge;

4. To encourage students to reflect on their own education and notice how their interests and capacities have been shaped by the structure of curriculum and other external factors. This aim will be achieved with the help of a practicum.

Unit I: Introduction
Key question: 'Why does knowledge need to be classified?'; Introduction to epistemology; Knowledge, curiosity and inquiry; Knowledge as a system: the role played by our concept of knowledge in shaping our teaching and learning practices.

Disciplinary streams: their historical origins and evolution; the problem of classifying them; levels of classification, e.g. 'Science' and 'Arts'; 'Humanities' and 'Social Science';

Unit 2: Streams and Subjects
Nature of knowledge (i.e. ways of knowing and bodies of knowledge) placed under distinct disciplinary streams: Science, Social Science, Language, Mathematics; interrelationships among streams; overlaps and gaps in different kinds of classification; the idea of 'subjects' to be learnt at school; their distinct pedagogical demands at different stages of school education; the school time-table as a structuring device: its treatment of the relative importance of different streams and the subjects placed under them at different stages of education; Problem of classifying and accommodating certain areas of learning, e.g. arts, crafts, work, peace, etc. Implications of curricular divisions for learner-centred pedagogy: issues and challenges.

Unit 3: Knowledge and Curriculum Policy
Study of relevant parts and recommendations of major reports that have shaped curriculum policies in India since Independence (relevant parts of the following documents to be studied in order to examine the assumptions about knowledge underlying their recommendations):
Secondary Education Commission (Mudaliar Report)

Education Commission (Kothari Report)
The Ten-Year School (Ishwar Bhai Patel Report)
Learning without Burden (Yash Pal Report)
National Curriculum Framework

Persistent debates in curriculum policy: integrated approach vs. subject-specific teaching; can values be taught?; academic vs. vocational subjects; etc.

Unit IV: Knowledge in Syllabus and Textbooks
Distinction and relation between 'Curriculum' and 'Syllabus'
Relation between Syllabus and Textbooks; implications of 'prescribing' a textbook; importance of other sources and resources of knowledge; role of different agencies and their functions in shaping the syllabus: Boards of Examination, NCERT, etc; 'examination' as a system; impact of the examination system on socially popular concept of knowledge and the practices of teaching based on it;

Unit V: Disciplinary Streams, Choices and Opportunities
The idea of choice in the 10+2 system; factors affecting choice of subjects by students; Internal factors, (e.g. interest, teacher, etc.) vs. external factors (e.g. availability, family, market, etc.); interdisciplinary combinations and choices;

Social perceptions and stereotypes: why are certain subjects considered more difficult?; the impact of knowledge-related stereotypes on choices made by schools, parents and students; Knowledge and opportunities: employment and careers. Knowledge, status and power.

Practicum: Analysis of factors that have shaped personal trajectories of students in the context of disciplines and subject choices made in school and college, interest and capacities, leading to a reflective essay.

Readings
Apple, Michael: Ideology and Curriculum

Dewey, John: How We Think

Krishna, Daya: Gyan Meemansa.

Kumar, Krishna: What is Worth Teaching?

NCERT: National Focus Group Position Papers on the Teaching of Science; Social Science; Mathematics; Curriculum, Syllabus, Textbooks; Work and Education

Piaget, Jean. Child and Reality

Russell, Bertrand, 'Knowledge and Wisdom'

Joseph Schwab: The Structure of Knowledge and the Curriculum

Paulos, John Allen 1990 Innumeracy Mathematical Illiteracy and its Consequences Vintage Books

B.Ed. Two Year Programme

F.6: The Inclusive School

Maximum Marks: 50

This course encompasses the nature and needs of children with diverse needs in an inclusive educational set up - social, academic and emotional; and the role of teachers in addressing these needs. But, the thrust of the course is on the needs of children with disabilities as the socially, linguistically and economically marginalised children and their needs are covered in the other core papers of the programme.

Aim of the Course
This course is designed to enable the students to:
- demonstrate knowledge of different perspectives in the area of education of children with disabilities

- develop sensitivity and positive attitudes towards children with special needs identify the needs of children with diversities

- appreciate the significance of special schools and regular schools in the education of children with disabilities

- plan need-based programmes for all children with varied abilities in the classroom

- use human and material resources in the classroom

- use specific strategies involving skills in teaching special needs children in inclusive classrooms

- modify appropriate learner-friendly evaluation procedures

- incorporate innovative practices to respond to education of children with special needs

- critique policies and contribute to the formulation of policy

- critique implementation of policies and contribute to implementation of laws pertaining to education of children with special needs.

UNIT I: Concept of special needs and inclusion with reference to children with disabilities
1. Understanding diversities: concept, types (disability as a dimension of diversity)

2. Disability as a social construct, classification of disability and its educational implications:

    a. Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind)

    b. Cognitive Disabilities: (Autism Spectrum Disorder, Intellectual Disability and Specific Learning Disability)

    c. Physical Disabilities: (cerebral palsy and loco motor)

3. Philosophy of inclusion with special reference to children with disabilities

(Discussion on Inclusive education as the best alternative across all levels and categories of disabilities)

The significance of the positioning of special schools and inclusive schools in the education of children with disabilities

The language of inclusion- putting people first rather than the disability a person may have)

4. Process of inclusion: Concerns and issues across disabilities

5. Contextualization of inclusion for diverse learners

6. Modification of curriculum including assessment

7. Universal design for teaching learning process

8. Reasonable accommodations

9. Instructional adaptations

UNIT II: Towards inclusion: Paradigm and policy perspective with reference to children with disabilities

1. Historical perspective and contemporary trends:

2. Journey from charity , medical, social towards human rights based model

3. Succession from segregation, integration and inclusion

4. Constitutional provisions: PwD Act   (1995), RTE (2006), NPE of Students with Disabilities (1986), and NPE (2006)

5. Salamanca Statement (1994) and UNCRPD (2006), IEDSS (2000),

6. Special role of institutions for education of Children with Disabilities: RCI (2002),

7. National Institutes of disabilities (Indian), National Trust (1999) and NGO's

UNIT III: Inclusive practices in classrooms: Position of teacher, support structures and networks

1. School readiness (infrastructural including technologies, pedagogical and   attitudinal) for addressing the diverse needs of children with disabilities

2. Role of Teachers (both regular and special)

3. Pedagogical strategies: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach

4. Supportive services required for meeting special needs in school and collaboration required for meeting special needs in the classroom: general teacher, special teacher, speech therapist, occupational therapist, child and clinical psychologist and other outsourced experts, family, multi disciplinary team (along with child in the decision making process)

5. Collaboration between teacher and special educator, parents, outsourced experts, students and others as a continuous process

Practicum

- Visits to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visits to be submitted and presented.

- Preparation of individualised learning materials to meet the needs of a child with any of the disabilities discussed with a report on how it/they can be effectively used.

- Carry out case study of a child with any of the disabilities discussed, with a presentation in the class.

- Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom. The inclusive classroom should have at least 2 students with disability.

Suggested Reading List

Julie Alan, 2010 The sociology of disability and the struggle for inclusive education. British Journal of Sociology of Education, Vol. 31, No. 5, THE SOCIOLOGY OF DISABILITY AND EDUCATION (September 2010), pp. 603-619

Nidhi Singal. An ecosystemic approach for understanding inclusive education: An Indian case study. European Journal of Psychology of Education. Vol. 21, No. 3 (September 2006), pp. 239-252

SRIKALA NARAIAN. Dis/ability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education. Curriculum Inquiry, Vol. 43, No. 3 (JUNE 2013), pp. 360-387

Rebecca Bond and Elizabeth Castagnera. Peer Supports and Inclusive Education: An Underutilized Resource. Theory into Practice. Vol. 45, No. 3, Inclusive Schooling Practices: From Why to How (Summer, 2006), pp. 224-229

Roger Slee .Inclusive Education? This Must Signify 'New Times' in Educational Research
British Journal of Educational Studies Vol. 46, No. 4 (Dec., 1998), pp. 440-454

Leslie C. Soodak. Classroom Management in Inclusive Settings. *Theory into Practice* Vol. 42, No. 4, Classroom Management in a Diverse Society (Autumn, 2003), pp. 327-333

A. K. Mishra and Ruchika Gupta. Disability Index: A Measure of Deprivation among Disabled. *Economic and Political Weekly.*Vol. 41, No. 38 (Sep. 23-29, 2006), pp. 4026-4029

Dianna L. Stone and Adrienne Colella. A Model of Factors Affecting the Treatment of Disabled Individuals in Organizations. *The Academy of Management Review* Vol. 21, No. 2 (Apr., 1996), pp. 352-401

Katherine Corbett, Susan Shurberg Klein and Jennifer Luna Bregante. The Role of Sexuality and Sex Equity in the Education of Disabled Women. *Peabody Journal of Education.* Vol. 64, No. 4, Sex Equity and Sexuality in Education (Summer, 1987), pp. 198-212

Anita Ghai. Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia*
Vol. 17, No. 3, Feminism and Disability, Part 2 (Summer, 2002), pp. 49-66

Todd Lekan. Disabilities and Educational Opportunity: A Deweyan Approach Transactions of the Charles S. Peirce Society. Vol. 45, No. 2 (Spring 2009) (pp. 214-230)

Sheila Riddell, Teresa Tinklin and Alastair Wilson. New Labour, Social Justice and Disabled Students in Higher Education. *British Educational Research Journal* Vol. 31, No. 5, Education Policy and Social Justice (Oct., 2005), pp. 623-643

India Moves Towards Equal Rights For Disabled People. *BMJ: British Medical Journal* Vol. 310, No. 6994 (Jun. 17, 1995), p. 1556

F.7: Assessment for Learning

Maximum Marks: 50

Unit 1: Basic Concepts and Overview

1.1 Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.

1.2 Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions

Unit 2: Analysis of Existing Practices of Assessment

2.1 A critical review of current evaluation practices and their assumptions about learning and development; examination for selection or rejection; role of traditional examinations in maintaining social and cultural hierarchy; impact of examination-driven teaching on school culture and on pedagogy; content-confined testing; critique of prevailing quiz culture and popular tests such as ASSET and Olympiad; commercialization of testing

2.2 Impact of the prevailing assessment practices on students' learning, their motivation and identity; detrimental effects of labeling students as slow or bright or declaring them failures; perspective behind no-detention policy in elementary grades under RTE

Unit 3: Assessment in the Classroom and Record Keeping

3.1 Expanding notions of learning in a constructivist perspective; ability to develop indicators for assessment; tasks for assessment: projects, assignments, formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses, observation of learning processes by self, by peers, by teacher; organising and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, group activities for assessment

3.2 Dimensions and levels of learning, assessing conceptual development, recall of facts and concepts, application of specific skills, problem-solving; application of learning to diverse and new situations.

3.3 Assessment of meaning-making propensity, abstraction of ideas from experiences, identifying links and relationships; inference, analysis and reflection, originality and initiative, flexibility.

Unit 4: Feedback

4.1 Feedback as an essential component of assessment; types of teacher feedback (written and oral); feedback to students and feedback to parents; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile; challenges of assessment

Suggested Reading List

Deshpande, J.V. Examining the Examination System *Economic & Political Weekly,* April 17, 2004 Vol XXXIX, No. 16.

Nawani, D (2015). Re-thinking Assessments in Schools, *Economic & Political Weekly,* Jan 17, Vol L, No. 3.

Nawani, D (2012), Continuously and comprehensively evaluating children, *Economic & Political Weekly,* Vol. XLVIII, Jan 12, 2013.

NCERT(2007) National Focus Group Paper on Examination Reforms

Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher.*

Peer feedback and evaluation in Sanctuary Schools Dr Sudha Premnath and Ranjani Ranganathan (http://www.ashanet.org/projects-new/documents/701/Peer%20feedback%20and%20evaluation%20in%20Sanctuary%20Schools.pdf)

ए. के. जलालुद्दीन. (मार्च – अप्रैल, 2011).रटनसेअर्थनिर्माणतक: पाठ्यचर्या , शिक्षणशास्त्रऔरमूल्यांकनमेंफेर –बदल. शिक्षाविमर्श.

Black, P. (2015). Formative assessment – an optimistic but incomplete vision. *Assessment in Education: Principles, Policy & Practice, 22*(1).

Broadfoot, P. (1979). *Assessment, schools and society.* London, USA: Methuen & Co.

Byrnes, D.A. (1989), Attitudes of students, parents and educators toward repeating a grade. In L.A. Shepard & M.L. Smith (eds.), *Flunking grades: Research and policies on retention.* London: Falmer Press.

Darling-Hammond, L. (1998), Alternatives to grade retention. *The School Administrator, 55,*7.

Dweck, C. S. (2006). *Mindset : The new psychology of success.* New York: Ballantine Book

वैजयंतीशंकर. बड़ेपैमानेपरआंकलन: अनुभवऔरनजरिया. शिक्षा- विमर्श. मार्च – अप्रैल, 2013.

Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), *Sage handbook of research on classroom assessment.* California, USA: Sage.

Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. *Assessment in Education: Principles, Policies and Practices, 6*(2),

Source Books on Assessment for Grades I-V for Hindi, English, Mathematics and EVS NCERT (2008)

P.1.1 : Language

Maximum Marks: 100

Unit 1: General Introduction on Language
What is Language? various components of language; Functions of language;
How different are different languages? Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical ;Characterizing mother tongue, first language, and second language, bilingual and multilinguals.

Unit 2: Language Policies and Politics
Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; The recommendations of NCF-2005 on language education

Unit 3: Language and Literacy in the Context of School
Language environment of school and the varied nature of Indian classrooms; Language Learner's profile: language environment at home; Characterizing bilingualism and multilingualism; Notions about interference or bridge; School's Expectations: Views relating to child's home language and literacy practices;
What is viewed as "right" and "wrong" language in schools and the underlying assumptions; Critically understanding "errors" and the insights they provide.

Unit 4: Language Acquisition
Language learning in early childhood; Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher; Second language acquisition

Unit 5: Language Processes and the Classroom Context
Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence. Creating secure classroom environment for language use; Space for "risk taking"; Reading: Engaging with books of different types ;Comprehension of stories and non-fiction (content area texts) ;Response to literature: Aesthetic and emotive aspect of reading; Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Unit 6: Examining the language curriculum

Syllabus of different languages; Review of textbooks, use of literature in language textbooks, critical analysis of exercises and; Moving beyond the textbook: Children's literature for different age groups ;Classroom practices in India

Unit 7: Challenges in Language Learning

Issues of non-comprehension; lack of independence in language use; Examining the role of school context in creating difficulties for language learners ;Understanding language "disability" and the language teacher's role in dealing with it.

Readings

Agnihotri, R. K. (1996). KaunBhashaKaunBoli. Sandarbh 13, 37-43

Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.

Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj. Deshkal Publications.

Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth:.Heineman.

Kunwar, N. (2015). 'Right writing' in Indian clasroom: learning tobe artificial. Language and language teaching.Vol 4, No. 1, Issue 7.

Rai, M. (2015). Writing in Indian schools: the product priority.Language and language learning.Vol 4, No 1, Issue 7, 32-36

Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and

Language Teaching, 1:1. 22- 26.

Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Education

P.1.2 : Science

Maximum Marks: 100

Course Objective

This course would enable the pupil teachers to understand Science as a discipline through its philosophical and epistemological perspectives. The insights into the nature of science and how children construct knowledge science would help in developing a critical understanding about the curriculum in science and how it unfolds through the transactional processes at the various levels of school education. Thus, this course aims to lead the pupil teachers from an understanding about science discipline to a holistic understanding about science-education situated in learner context and social realities.

Unit I : Nature of Science and Science Education
- The nature of science- science as a process and science as a body of knowledge, as a social enterprise; Science-Technology-Society-Environment (STSE) Interface.
- A historical perspective: the development of science as a discipline; awareness of the contributions of Popper and Kuhn.
- A critical understanding of science as a subject at the various levels of school education and thereby of the purpose of science education at the various levels of school education.
- Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of a developing country.

Unit II: The learner Context
- Children's conceptualisation of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level); Misconceptions and 'alternative frameworks' in science.
- Understanding children's fear of science addressing their inabilities to correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations. .
- Construction of knowledge in science: conceptual schemes, concept maps.
- Role and limitation of language: its contribution towards expression, articulation and the understanding of science.
- Addressing Learner-diversity: gender issues, special need-learners, contextual factors.

   Practicum (Unit I-II): Project/assignment based on school ~~experience~~ observations.

Unit III: The science curriculum
- The nature and underlying criteria for a science curriculum and content organization.
- Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinarity.

- A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum, Hoshangabad Science Teaching Programme (HSTP) ; An awareness about science curricula at international level such as Nuffield Science, Harvard Science, project 2061 etc .
- Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

Practicum: Critical analysis of existing science syllabi and textbooks.

Unit IV : Enrichment of Content Knowledge
- Devising content analysis and enrichment programme for selective content areas in physics, chemistry and biology (working through group/workshop/seminar modes).
- Developing representations/creative expressions of the outcomes of content enrichment.
- Taking comprehensive feedback from peers regarding the processes and outcomes of content enrichment.

Unit V: Professional Development of Science Teacher
- Need for professional development
- Professional development at the individual, organisational and governmental level.
- Teacher as a researcher: Action research by teachers in collaboration with research institutions, voluntary organizations, etc.

Practicum : Conducting Action Research in any area related to science education.

Suggested Reading List

Aikenhead, W. W. (1998). Cultural aspects of learning science. *Part one* , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.

Barba, H.R. (1997).*Science in Multi-Cultural Classroom: A guide to Teaching and Learning*. USA: Allyn and Bacon.

Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers.

Cobern, W. W. (1998). *Socio-Cultural Perspectives on Science Education.* London: kluwer Academic Publisher.

Deo, M.G. & Pawar, P.V. (2011), General Article**:** Nurturing Science Talent in Villages, In *Current Science*, Vol. 101, No. 12, pp1538-1543.

Hines, S. M. (Ed.). (2005). Multicultural science Education: Theory, Practice, and Promise (Vol. 120). New York, U.S.A: Peter Lang.

Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. *International Journal of Science Education* 30(10), 1343-1363(21), August

Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. *Teachers College Record , 105* (3), pp 465-489.

Lynch, S. J. (2000). *Equity and Science Education Reform.* Mahwah, NJ: LawrenceErlbaum Associates, Inc.

National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10), NCERT: New Delhi

National Curriculum Framework, (2005), NCERT: New Delhi

Newsome, J. G. & Lederman, N. G. (Eds.) (1999), *Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education*. Kluwer Academic Publishers, The Netherlands

Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In *Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory*. New York: Continuum. pp. 1-12.

Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. International Educational Studies , 2 (1), pp 76-88.

Rashtriya Madhyamik Shiksha Abhiyan (2005), MHRD: New Delhi

Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In *Journal of Research in Science Teaching*, Vol. 45, No. 1, pp 79-100.

Sears, J. and Sorensen, P. (Eds.). (2000) *Issues in Science Teaching*. Routledge Falmer, The Netherlands.

Tobin, K. (Ed.). (1993). The Practice of Constructivism Science Education . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.

Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. *Journal of Research in Science Teaching*, 38(2), 137-158, February

Wallace J. and Louden W. (eds.). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. London: Routledge Falmer. pp. 191-204.

Wang, H. A and Schmidt, W. H. (2001). - History, Philosophy and Sociology of Science in Science Education: Results from the Third International Mathematics and Science Study. In F. Bevilacqua, E. Giannetto, and M.R. Mathews, (eds.). *Science Education and Culture: The Contribution of History and Philosophy of Science*. The Netherlands: Kluwer Academic Publishers. pp.83-102.

B.Ed. Two Year Programme

P.1.3 : Mathematics

Maximum Marks: 100

UNIT 1: Introduction to Mathematical Thinking

(i) Mathematics as study of creating, discerning and generalising patterns: Identifying and analysing abstract patterns, patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns.

(ii) Understanding Mathematics as a humanly created subject: Creating Mathematical structures: idea of axioms, postulates and proofs, what is a proof? Different methods of proofs: direct proof, indirect proof, counter examples, proof by induction.

(iii) Socio-cultural, economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc.

(iv) Societal beliefs related to 'knowing' and 'doing' mathematics. Critically challenging the sociological beliefs related to mathematical abilities, mathematics confined to arithmetic.

Readings and resources

Bishop, A. J. (1988). The interactions of mathematics education with culture.*Cultural Dynamics*, *1*(2), 145–157.

D'Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics.*For the Learning of Mathematics*, *5*(1), 44–48.

Devlin K. (2011). Introduction to Mathematical thinking.

Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 43–64). Routledge.

Gutstein, E. (2007). "And that's just how it starts": Teaching mathematics and developing student agency. *Teachers College Record*, *109*(2), 420–448.

Kazemi, E., &Stipek, D. (2001).Promoting conceptual thinking in four mathematics classrooms.*The Elementary School Journal*, *102*(1), 59–80.

MESE -001(2003).Teaching and Learning Mathematics. IGNOU series

Newman, J. (2003). The World of Mathematics: A Four-Volume Series. Washington Tempus

Sautoy, M. du. (2008). The Story of Maths. UK: BBC Four Documentary. (Also available as a book)

Timothy Gowers (2002). Mathematics: A Very Short Introduction. Oxford University Press

Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, *3*(1).

UNIT 2: Learning Mathematics

(i) Developmental progression in the learning of mathematical concepts- Piaget, Skemp, Bruner and Vygotsky; Fischbein on intuitive thinking

(ii) Processes of dealing with abstractions, particularisation and generalisation. Studying algorithms; what works and how?

(iii) Focus on mathematical processes- Problem solving, problem-posing, patterning, reasoning, abstraction and generalisation; argumentation and justification

(iv) Sociocultural perspectives in mathematics learning- Situated learning; social construction of knowledge; social interaction and community of practice

(v) Historical evolution of concepts –understanding how concepts evolved, power-play in legitimising concepts

Readings

Boaler, J. (2010). *The elephant in the classroom. Helping children love and learn maths*. Souvenir Press Ltd

Boaler, J. & Staples, M. (2005). Transforming students'lives through an equitable mathematics approach: The case of Railsideschool. Available for download on: www.stanford.edu/~joboaler/

Boaler, J. (2013, March). Ability and Mathematics: The mindset revolution that is reshaping education. In *Forum* (Vol. 55, No. 1, pp. 143-52).Symposium Journals.

Burns, M. (2007).*About teaching mathematics: A K–8 resource*, Third Ed. Math Solutions Publications.

Gray, E, &Tall, D (1994). Duality, ambiguity, and flexibility: A "Proceptual" view of simple arithmetic. *Journal for Research in Mathematics Education*, *25*(2), 116-140.

Jackson, K. J., Shahan, E., Gibbons, L., & Cobb, P. (2012).Setting up complex tasks.*Mathematics Teaching in the Middle School*, (January), 1–15.

Skemp, R. (1978). Relational understanding and instrumental understanding. *Arithmetic Teacher26* (3), 1-16.

UNIT 3: How Should we Teach Mathematics?

(i) Culture of learning- Creating dynamic classroom environments; sharing and exploring ideas, encouraging diverse and innovative procedures, using multiple ways to solve problems, making conjectures, seeking generalisations; respecting diverse capabilities; use of context; metacognition

(ii) Role of Communication in classroom- Math talk; building a community of mathematicians in classrooms; constructing mathematical ideas by providing scope for exploration, explanation and evaluation of children's work

(iii) Use of resources, activities, story-telling and technology in initiating mathematical thinking.

(iv) Notions related to mathematical 'ability'; promoting growth mindset, depth versus speed; math anxiety

(v) Teacher's beliefs and knowledge about the nature of mathematics and mathematical learning, teachers'agency in school math reform.

Readings and resources

Ball, D. L., & Bass, H. (2003). Making mathematics reasonable in school.In *A research companion to principles and standards for school mathematics* (pp. 27–44).

Ball. D.L, Hill H.C. & Bass, H.(2005). Knowing mathematics for teaching.*American Educator.*Fall 2005.

Boaler, J. & Humphreys, C. (2005).Connecting mathematical ideas: Middle school video cases to support teaching and learning (Portsmouth, NH, Heinemann).

Boaler, J. (1993). The role of contexts in the mathematics classroom: Do they make mathematics more"real"? *For the Learning of Mathematics*, *13*(2), 12–17.

Chapin, O'Connor, & Anderson (2009).*Classroom discussions: Using math talk in elementary classrooms*. Math Solutions.

Cirillo, M. (2009).Ten things to consider when teaching proof.*Mathematics Teacher*, *103*(4), 250-257.

Fuller, E., M Rabin, J., &Harel, G. (2011).Intellectual need and problem-free activity in the mathematics classroom.*Jornal Internacional de Estudosem EducaçãoMatemática*, *4*(1).

Hiebert, J., Carpenter, T., Fennema, E., Fuson, K., Wearne, D., Murray, H. (1997). *Making Sense: Teaching and learning mathematics with understanding*. Portsmouth, NH: Heinemann.

Kazemi, E. (1998). Discourse that promotes conceptual understanding.*Teaching Children Mathematics*, *4*(7), 410- 414.

Knuth, E., Choppin, J., &Bieda, K. (2009). Proof: Examples and beyond. *Mathematics Teaching in the Middle School*, *15*(4), 206-211.

Lampert, M. (2001).*Teaching problem and problems for teaching*.Yale University.

Lockhart, P., & Devlin, K. J. (2009).*A mathematician's lament*. New York: Bellevue Literary Press.

Martino, A.M. & Maher, C. (1999). Teacher questioning to promote justification and generalization in mathematics: What research practice has taught us?.*Journal of Mathematical Behavior*, *18*(1), 53-78.

NCERT (2012). *Pedagogy of mathematics: Textbook for two year B.Ed. course.* New Delhi: NCERT.

Parish, S. (2014).*Number talks: Helping children build mental math and computation strategies, Grades K-5, Updated with Common Core Connections.* Math Solutions.

Reinhart, S. (2000). Never say anything a kid can say! *Mathematics Teaching in the Middle School*, *5*(8), 478-483.

Schifter, D. (2001). Learning to see the invisible. What skills and knowledge are needed in order to engage with students'mathematical ideas? In T. Wood & B. Scott Nelson & J. Warfield (Eds.), *Beyond classical pedagogy: Teaching elementary mathematics*. Mahwah, (pp. 109-134). NJ: Lawrence Erlbaum Associates

Smith & Stein (2011).*Five practices for orchestrating productive mathematics discussions.*

Solomon, Y., & Black, L. (2008). Talking to learn and learning to talk in the mathematics classroom. In N. Mercer & S. Hodgkinson (Eds.), *Exploring talk in school* (pp. 73–90).

TIMSS Videos of mathematics classrooms available at:
http://www.timssvideo.com/videos/Mathematics

Deborah Ball video on eliciting student thinking, MSRI interview of 6th graders.
http://www.msri.org/workshops/696/schedules/16544

UNIT 4: Mathematics for Equity and Social Justice
    (i)   Why teach 'mathematics to all'? –Concerns and challenges

    (ii)   Issues of gender, class and culture in mathematics learning and achievement - Expectations, attitudes and stereotypes; access to higher mathematics; interrogating the notion of 'achievement gap'; construction of learners'identity in a mathematics classroom

    (iii)   Addressing the concerns of societal as well as mathematical equity

Readings:
Davis, B. (1995). Why teach mathematics? Mathematics education and enactivist theory. *For the Learning of Mathematics*, *15*(2), 2–9.

Davis, B. (2001). Why teach mathematics to all students? *For the Learning of Mathematics*, *21*(1), 17–24.

Dweck, C.S. (2006). Is math a gift? Beliefs that put females at risk. In W.W.S.J.Ceci (Ed.), *Why Aren't More Women in Science? Top Researchers Debate the Evidence*. American Psychological Association.

Eccles, J & Jacobs, J.E. (1986). Social forces shape math attitudes and performance. *Signs: Journal of Women in Culture and Society*, *11*(21), 367-380.

Greer, B., Mukhopadhyay, S., & Powell, A. B. (Eds.). (2009). *Culturally responsive mathematics education*. Routledge.

Gutstein, E., Lipman, P., Hernandez, P. & de los Reyes, R. (1997). Culturally relevant mathematics teaching in a Mexican American context, *Journal for Research in Mathematics Education*, *28*(6), 709- 737.

Rampal, A., Ramanujam, R. &Saraswathi, L.S. (1999).*Numeracy counts!* and *Zindagikahisaab*(2001). National Literacy Resource Centre, Mussoorie. Available at www.arvindguptatoys.com

Rousseau, C.,&Tate,W. (2003). No time like the present: Reflecting on equity in school mathematics. *Theory Into Practice*, *42*(3).

Schoenfeld,A.(2002).Making mathematics work for all children: Issues of standards, testing and equity. *Educational Researcher,31*(1), 13-25.

Engagement with the Field
An understanding of the relationship between the discipline and a selection of school curriculum will be enhanced through observations and projects to address the following issues: What knowledge is valued? How is mathematics experienced in school settings and how are learner identities constructed? How do communities shape knowledge production and, there, what counts as useful mathematical knowledge? How might scholars and teachers

work with community-based knowledge makers to develop collaborative knowledge resources?

Assignments/Projects

1. Analysis of books, folk games, and other resource materials
2. Observation of children doing everyday math, playing folk games; community numeracy practices
3. Classroom observations and analysis of mathematics classrooms
4. Use and setting up of a mathematics lab
5. Development of manipulatives, games, low-cost activity materials

B.Ed. Two Year Programme

P.1.4 : Social Science

Maximum Marks: 100

Objectives of the Course

To enable the prospective teachers to address the following questions:

- What is the nature and philosophy of Social Science?
- What is his/her reflective understanding of contemporary society and the relevance in teaching of social science in schools?
- What is the status of learning social science at secondary school level?
- What are the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices?
- How does one evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers?

Units of Study

Unit I Evolutionary Framework of Social Science
- An Overview of the Foundations of each Discipline:
    a) History and Geography- Temporal and Spatial Dimensions.
    b) Political science and Economics – The Systems and Processes of Society.

- Specialised Knowledge versus Inter Disciplinary Knowledge
- Trajectory of Social Science Evolutionary Process:
  Philosophical and Theoretical discourses
- Concept of Social Science and Social Studies
- Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit II Social Science in Schools
- Challenges in the development of Social Science Curriculum
- General Approaches in the construction of social science curriculum: thematic organization: Interdisciplinary, multi disciplinary and fused frameworks
- Cross Cultural perspectives and issues in social science
- Teaching of Social Science:
  Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional perspectives

Unit III Pedagogical practices in Social Science Curriculum
- Social Science and Indian School Curricula in search of new Directions.
- Review different Commissions/Committees Reports
- National Curriculum Frameworks-1975,1988,2000 and 2005
- Critical Review of Social Science Text books from class 6th to 10th
- Concerns in Teaching Social Science: Diversity, Gender and Special Needs

Unit IV Contexts in Social Science instruction
- Inclusive Classroom
- Democratic Spaces
- ICT in Social Sciences
- Development of Unit Plan: Thematic mapping of curricular content

Unit V Evaluation in Social Science
- Challenges in evaluation:
  Assessing learners' perspectives on various social issues ,
  Assessing learners' action for a social change at the individual level

Unit VI Professional Development of Social Science Teacher
- Social Science Teacher as A Reflective Practitioner
- In-Service Teacher Development Programmes

Suggested Practicum
a) Collaborative projects on selected cross curricular areas taken from school syllabus: written assignments on issues, seminar presentation, action research with peers' involvement.
b) Establishment and Enrichment of Social Science Resource Centre
c) Enrichment of the subject areas like geography, history, political and social life and economics.
d) Engagement with curriculum policies/documents and curriculum frameworks.
e) Critical appraisal of existing social science curriculum and text book at school level
f) Development of Unit / Thematic Plan.
g) Organizing field trips as learning experience.
h) Collection and Maintenance of relevant instructional resources.

Suggested Readings

- Arora &Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.

- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.

- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.

- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.

- Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.

- Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.

- Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.

- Gallanvan &Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.

- George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.

- Hamm, B. (1992).Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).

- Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.

- Haydn Terry,Arthur James and Hunt Martin. (2002),Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.

- Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi, Delhi.

- Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.

- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).

- Misra, Salil and Ranjan, Ashish (2012)Teaching of Social Sciences:History,Context and Challenges in VandanaSaxena (ed.),Nurturing the Expert Within, Pearson, New Delhi

- Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.

- Prigogine, I., &Stengers I. (1984). Order Out of Chaos: Man's New Dialougewith Nature. Batnam Books.

- UNESCO-World Social Science Report (2013)

- Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.

- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.

- Webb,Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.

- Winch,Peter (1958).The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.

- Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

P.1.5 : Commerce

Maximum Marks: 100

Rationale
This paper is aimed at encouraging Commerce students to re-engage with their discipline and revisit prevalent conceptualizations and practices. The paper focuses on the place of commerce education in society and the potential role that it can play in developing commercially conscientious citizens

Unit 1 Nature of Commerce

- Commerce Education: Evolution and Foundations
    - Historical and Socio-Political Context of Commerce Education
- Relationship of Commerce with business, trade, industry and economy: A Macro Perspective

Unit 2 Understanding Knowledge in Commerce

- Interrelationships within Commerce (Accountancy and Business Studies/ Management)
- Commerce and Social Sciences (linkages with Economics, Sociology, Geography and Law.

Unit 3 Commerce and Society

- Understanding Ethics and Values
- Contemporary Business Environment and Commerce Education

Unit 4 Commerce as a School Subject

- Place of Commerce in School Curricula (Curriculum Frameworks/ Policy and Perspectives, National and International Position)
- Commerce Syllabus and Textbooks: Development and Organization
- Theory and Practice: Mending the Gaps in Commerce Curriculum

Unit 5 Understanding Commerce Pedagogy

- Commerce Classroom: Processes and Challenges.
    - Needs of commerce learners: Andragogy/Pedagogy.
- Understanding Pedagogy in Accountancy and Business Studies: Specifics of Classroom Transaction

Suggested Readings

- Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan. Doctoral Thesis. University of Punjab, Lahore.
- Carmona, S., Ezzamel, M., Gutiérrez, F. (2004). Accounting History Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History. 1, 24-53.
- Cherunilam, F. (2000). *Business Environment*. (11thed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business)
- Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management
- Lal, J. (2002). Accounting Theory. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.
- Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. *MERI Journal of Education.* III (2), 52-59

P.2.1 : English

Maximum Marks: 100

A. Theory

Unit 1: Approaches and Methods in English Language Teaching

Various approaches, methods and techniques in use for teaching English.
- The Direct Method
- The Structural Approach
- Communicative Language Teaching
- Task-based Language Learning
- Language Learning in the Constructivist Paradigm

Unit 2: Listening and Speaking Skills

2.A   Listening
- a.   The Concept of Listening
- b.   Sub-skills of Listening
- c.   Tasks, Materials and Resources for developing the Listening skill: story-telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.
- d.   Assessing Listening.

2.B   Speaking
- a.   Phonetics: the consonant and vowel system, intonation, stress, pitch.
- b.   Tasks, materials and resources for developing the speaking skill including story telling, dialogues , situational conversations, role plays, simulations, speech games and contexts, language laboratories, pictures, authentic materials and multi-media resources.

Unit 3: The Reading Skill
- a   Teaching Reading : Theories; the mechanics of Reading; the sub skills of Reading; Reading as a process. The various stages of different types of Reading : extensive and intensive reading.
- b   Tasks, Materials and Resources for developing the Reading Skill through practice activities and games including skimming, scanning and comprehension.
- c   Developing study skills including using a thesauruses, dictionary, encyclopedia.
- d   Assessing Reading.

Unit 4: The Writing Skill

4.a   Teaching Writing: The mechanics of writing including punctuation, spelling, hand-writing, indentation; writing as a process; the various stages of different types of writing.

4.b   Tasks, Resources and Materials for developing the writing skills through practice activities and games for messages, reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisements; creative writing such as poetry – writing, short stories.

4.c   Developing study skills: referring to dictionary, thesaurus / encyclopedia, note making, note taking, summarizing, making bibliographic entries.

4.d   Assessing Writing, Giving feedback

Unit 5: Teaching Grammar and Vocabulary

5.a   Concerns in teaching of Grammar and Vocabulary

5.b   Teaching Grammar : Grammar components :direct / indirect speech, parts of speech, active / passive voice, modals / auxiliaries, types of sentences, semantic markers, determiners' and so on.

5.c   Teaching Vocabulary :Adhoc, Active, Passive Vocabulary, Compound Words, Root words, Base words, Content and Structure words.

5.d   Tasks, Materials and Resources for teaching grammar and vocabulary

5.e   Assessing Grammar and Vocabulary

Unit 6: Teaching Literature

6.a   Literature in the School Curriculum : Need, Objectives and Relevance

6.b   The relative importance of classics and popular literature in English

6.c   Tasks and materials for developing study skills in English Literary forms including essays, short one – act play, short story, novel, long play, poetry, biography, autobiography

6.d   Planning lessons in prose, poetry, drama, novel, short story at various schools levels..

Unit 7: Planning and Organisation in ELT

7.a   Developing and using audio-visual aids, including CALL programmes

7.b   Assessing syllabi in use in schools in India

7.c   Selecting course materials for teaching English at various levels

7.d   Selecting, adapting and using authentic materials for use in the English Class

7.e   Using textbooks, teachers guides, supplementary readers and wider library materials effectively

7.f   Organising co-curricular activities

7.g   Planning tasks for remedial teaching in LSRW

7.h   Avenues for professional growth and leadership

Unit 8: Evaluation in English language and Literature
    8.a   Formative and Summative Evaluation : Objectives and Implications
    8.b   Issues and concerns in the Assessment of English at various schools levels

B. Practicum
- Planning lessons based on different ELT approaches
- Development a detailed activity bank for different skill areas for learners from different types of schools
- Developing resources such as props, charts, flash cards, audio-cassettes, games and CALL programmes for teaching speaking and listening
- Developing Extensive Reading Lists an anthologies for Learners of varying linguistic ability
- A detailed analysis of the course materials in use at different class levels in different types of schools the English textbooks used during School Experience Programme
- Developing Bridge courses and Remedial Programmes
- Organization of co-curricular activities including extempore, elocution, declamation, speech, poetry recitation, debate, book discussion, poetry writing, slogan writing, poster making and so on.
- Board Work
- Developing a Question Paper
- Developing linguistic profiles of learners

Reading List
Doff, A. (1988) Teach English. CUP : Cambridge.

Morgan J. & Rinvolucri M. (1986). Vocabulary, OUP : Oxford.

Hayes, B.L. (ed) (1991). Effective Strategies for Teaching Reading. Allyn & Bacon.

Grellet, F. (1981). Developing Reading Skills, CUP : Cambridge.

Nutall, Chrishrine (1987) Teaching Reading Skills in a Foreign Language. London : Heinemann Educational Books Ltd.

Parrott, M. (1993). Tasks for Language Teachers. Cambridge : CUP.

Richards & Lockhart (1994) Reflective Teaching in Second Language Classrooms. Cambridge: CUP.

Hughes, A. (1989). Testing for Language Teachers Cambridge : CUP.

Nunan, D. and C. Lamb (1996). The Self-directed Teacher : Managing the Learning Process. Cambridge: CUP.

Weir, C. J. (1993). Understanding and Developing Language Texts. London's Prentice Hall.

Asher, R. E. (ed.) (1994). The Encyclopedia of Language and Linguistics.

Hedge,T.(1998). Writing : Resource Book for Teachers. Oxford : OUP.

Bygate, M. (1987). Speaking : Oxford: OUP.

Kuppel, F. (1984). Keep Talking : Communicative Fluency Activities for Language Teaching. Cambridge : CUP.

Littlewood, W. (1992). Teaching Oral Communication. Oxford : Blackwell Publishers.

Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge : CUP.

Anderson & Lynch (1988). Listening. Oxford: OUP.

Brumfit, C. (ed.) (1983). Teaching Literature Overseas : Language – Based Approaches, ELT Document : 115, Oxford : Pegamon.

Brumfit and Carter (1986). Literature and Language Teaching : Oxford : OUP.

Underhill, N. (19870. Testing Spoken Language : Cambridge : CUP.

Ur, P. (1991). Discussions that work. Cambridge : CUP.
Ur,P. (2014). A Training Course in Teaching of English. CUP: Cambridge

Richards and Rodgers (1986). Approaches and Methods in Language Teaching. Oxford : OUP.

Prabhu, N. S. (1987). Second Language Pedagogy. Oxford : OUP.

Agnihotri & Khanna (eds.) (1991). Second Language Acquisition. New Delhi : Sage.

Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford : OUP.

B.Ed. Two Year Programme

P.2.2 : Hindi

अधिकतम अंक : 100

उद्देश्य :

- शिक्षा एवं विद्यालयी पाठ्यचर्या में भाषा के महत्व को रेखांकित कर सकेंगे।
- हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।
- अपने विद्यार्थियों में अपेक्षित भाषा कौशलों के विकास के लिए स्वयं में भी भाषा- कौशलों के विकास के लिए सतत प्रयत्नशील रहेंगे।
- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।
- अपने विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

इकाई 1   हिन्दी भाषा- शिक्षण: सैद्धान्तिक परिप्रेक्ष्य

- भाषा: अर्थ, महत्व एवं प्रकार्य, हिन्दी भाषा की प्रकृति,
- भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन
- हिन्दी की व्याकरणिक व्यवस्था - ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार,
- हिन्दी शिक्षण के उद्देश्य- प्रथम भाषा एवं अन्य भाषा के रूप में, संपर्क भाषा एवं राजभाषा के रूप में, विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ, विद्यालयों में हिन्दी की यथार्थ स्थिति

इकाई 2   भाषा कौशलों का विकास

- भाषा कौशलों से अभिप्राय, भाषा शिक्षण में उनका स्थान एवं महत्व
- श्रवण कौशल - तात्पर्य, महत्व, उद्देश्य, प्रकार , शिक्षण विधियाँ, कौशल विकासक क्रियाएँ, मूल्यांकन
- मौखिक अभिव्यक्ति कौशल - तात्पर्य, महत्व, उद्देश्य, प्रकार ,मौखिक रचना की विशेषताएँ, उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण,कौशल विकासक क्रियाएँ, मूल्यांकन
- पठन कौशल - तात्पर्य, महत्व, उद्देश्य, पठन की विशेषताएँ,उद्देश्यों के संदर्भ में पठन के प्रकार,सस्वर तथा मौन पठन, गहन अध्ययननिष्ठ पठन तथा व्यापक पठन, पठन कौशल विकासक क्रियाएँ, पठन दोष- कारण तथा निराकरण

- लेखन कौशल - तात्पर्य, महत्व,शिक्षण- उद्देश्य, प्रभावी लेखन की विशेषताएँ, लिखित अभिव्यक्ति के विविध रूप,लेखन कौशल विकासक क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य, रचना शिक्षण- निर्देशित लेखन, स्वतंत्र लेखन
- उच्च स्तरीय भाषिक कौशलों का विकास

इकाई 3 हिन्दी भाषा तथा साहित्य का शिक्षण

- हिन्दी भाषा शिक्षण में व्याकरण का स्थान,महत्व एवं उपयोगिता, शिक्षण उद्देश्य तथा विधियाँ
- भाषा और साहित्य - अन्तःसंबंध और भिन्नता, साहित्य के सौन्दर्यबोध के तत्व
- कविता का रसास्वादन - महत्व, उद्देश्य,आस्वाद के धरातल,कविता -शिक्षण के पक्ष- भाव एवं कला पक्ष, शिक्षण- विधियाँ,आस्वादन में शिक्षक की भूमिका,सौंदर्यबोध विकासक युक्तियाँ, मूल्यांकन
- गद्य शिक्षण - महत्व, उद्देश्य, गद्य विधाओं के विविध रूप(निबंध एवं निबंधेतर) तथा उनकी शिक्षण - विधियाँ, गहन अध्ययननिष्ठ पाठ एवं विस्तृत अध्ययननिष्ठ पाठों की शिक्षण विधि में अंतर, मूल्यांकन
- भाषा एवं साहित्य की विभिन्न विधाओं के माध्यम से सृजनात्मकता एवं जीवन कौशलों का विकास,
- हिन्दी भाषा और जनसंचार, जनसंचार के विविध रूप, जनसंचार माध्यमों की भाषा और विद्यार्थियों की भाषा पर उसका प्रभाव, हिन्दी शिक्षण में जनसंचार माध्यमों की भूमिका

इकाई 4 हिन्दी-शिक्षण : साधन और सामग्री

- हिन्दी पाठ्यक्रम तथा पाठ्यपुस्तकें - हिन्दी पाठ्यक्रम का आलोचनात्मक अध्ययन, पाठ्यपुस्तकों तथा पूरक पुस्तकों का महत्व, उद्देश्य, विशेषताएँ, निर्माण प्रक्रिया एवं मूल्यांकन, पाठ्यपुस्तक समीक्षा एवं पाठ्यपुस्तकों का समीक्षात्मक विश्लेषण
- हिन्दी शिक्षण में प्रयुक्त शैक्षिक उपकरण - शैक्षिक उपकरणों का महत्व एवं उनकी उपयोगिता, उपकरणों के विविध रूप- यांत्रिक एवं अयांत्रिक उपकरण, हिन्दी शिक्षण में सूचना प्रोद्योगिकी का उपयोग, ई-अधिगम संसाधन, उपकरणों एवं संसाधनों का प्रसंगानुकूल उपयोग
- पाठ्यचर्या सहगामी क्रियाएँ- स्वरूप, प्रकार एवं भाषाभिव्यक्ति के विकास में उनका महत्व और योगदान

इकाई 5 मूल्यांकन

- मूल्यांकन की संकल्पना, महत्त्व एवं विधियाँ, उद्देश्यनिष्ठ मूल्यांकन की आवश्यकता,सतत एवं व्यापक मूल्यांकन, मौखिक/ लिखित परीक्षण, परीक्षण प्रश्नों के प्रकार एवं उनकी निर्माण प्रक्रिया,सभी प्रकार के प्रश्नों के निर्माण का अभ्यास
- विद्यार्थियों के भाषा अधिगम में सामान्य त्रुटियाँ, निदानात्मक एवं उपचारात्मक कार्य

प्रायोगिक पक्ष : समुन्नयन क्रियाएँ (कोई तीन)

- आस - पास के किसी क्षेत्र के किसी विशिष्ट समुदाय के लोगों की भाषा का सर्वेक्षण और उनकी शब्दावली का अध्ययन - विश्लेषण
- भाषा कौशलों संबंधी भाषा खेल निर्माण
- कल्पना प्रधान एवं भावप्रधान मौलिक निबंध लेखन के लिए विषय सूची निर्माण तथा उनमें से किन्हीं दो विषयों पर निबंध लेखन
- पत्र- पत्रिकाओं में प्रकाशित रचनाओं,नई समकालीन साहित्यिक पुस्तकों का अध्ययन - विश्लेषण
- पाठ्य पुस्तकों में निर्धारित पाठों की अंतर्वस्तु से मिलती - जुलती रचनाओं का संकलन
- पाठ्यपुस्तकों में निहित अन्तःकथाओं का संकलन
- पाठ्यपुस्तकों में संकलित मुहावरों, लोकोक्तियों का स्वतंत्र प्रयोग एवं उनके अर्थ से मिलते जुलते मुहावरों, लोकोक्तियों का संकलन
- हिन्दी भाषा एवं साहित्य के संवर्धन एवं प्रोत्साहन के लिए दिए जाने वाले पुरस्कार, पुरस्कृत रचनाकार एवं उनकी रचनाओं की सूची का निर्माण
- पाठ्यपुस्तकों में निर्धारित पाठों में से किसी एक के प्रतिपाद्य विषय का चयन कर परियोजना निर्माण

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B.Ed. Two Year Programme

P.2.3 : Sanskrit

अधिकतम अंक : 100

उद्देश्य

- वृहत्तर शिक्षणशास्त्रीय विमर्श के मध्य संस्कृत शिक्षण के उद्देश्य एवं संस्कृत अध्यापन की समझ विकसित करने में सहयोगी होना।

- बहु—भाषिकता एवं लोकतांत्रिक मूल्य से संस्कृत अध्ययन—अध्यापन के संबंध की समझ बनाने में मददगार होना।

- प्रतिबिम्बात्मक, सर्जनात्मक, आलोचनात्मक एवं शोधार्थी, शिक्षक—प्रशिक्षक बनने में सहयोग देना।

ईकाई—1ः संस्कृत—शिक्षण की अवस्थिति और उद्देश्य

1.1 भारतीय विद्यालयों में संस्कृत अध्ययन—अध्यापन की अवस्थिति एवं संभावना

क.   राष्ट्रीय पाठ्यचर्या की रूपरेखा—2005, 2000, 1988

ख.   राष्ट्रीय शिक्षा नीति — 1992, 1986, 1968

ग.   भारतीय संविधान एवं त्रि—भाषा सूत्र का विमर्श — कमेटी एवं कमिशन की रपटें — भारतीय संविधान की अपेक्षाएँ, विश्वविद्यालय आयोग : 1948, माध्यमिक शिक्षा आयोग : 1952—53, राष्ट्रीय शिक्षा आयोग : 1964—66, प्रबुद्ध एवं मानवीय समाज की ओर : 1990, संस्कृत आयोग का प्रतिवेदन (1956—57)

1.2 संस्कृत अध्ययन—अध्यापन के उद्देश्य

- संस्कृत—शिक्षणशास्त्र के उद्देश्यों की विविधता एवं उनका समाजो — दार्शनिक और शिक्षणशास्त्रीय आधार

- पाठ्यचर्चा के शिक्षणशास्त्रीय उद्देश्य, पाठ्यक्रम एवं संस्कृत की पाठ्यपुस्तकें

- संस्कृत—शिक्षण के उद्देश्य एवं पाठ्यपुस्तक निर्माण की चुनौतियाँ

ईकाई–2 : संस्कृत–शिक्षणशास्त्र का विमर्श

2.1 बहुभाषिकता एवं संस्कृत–शिक्षण–भारत की भाषाओं के साथ संस्कृत का और संस्कृत के साथ भारत की भाषाओं के का सम्पर्क–संवाद

2.2 संस्कृत भाषा का वैशिष्ट्य – संस्कृत बतौर श्रेण्य भाषा एवं संस्कृत बतौर आधुनिक भाषा

2.3 संस्कृत अध्ययन–अध्यापन की विधियाँ एवं शिक्षणशास्त्रीय विमर्श

क. बालकेन्द्रीय उपागम

ख. निर्मितिवादी उपागम

ग. संस्कृत–शिक्षण की विधियाँ – पाठशाला विधि, भण्डारकर विधि, पाठ्यपुस्तक विधि, संप्रेषणात्मक विधि, प्रत्यक्ष विधि, विश्लेषणात्मक विधि, व्याख्या विधि, व्याकरणविधि, मूल्यांकनविधि, सूक्ष्म–शिक्षण उपागम, परियोजना कार्य, अभिक्रमिक अनुदेशन, निदानात्मक एवं उपरात्मक, आगमन एवं निगमन, समस्या–समाधान, पर्यवेक्षण, दल–शिक्षण, कम्प्यूटर आधारित शिक्षण

घ. संस्कृत साहित्य की विभिन्न–विधओं का शिक्षण – गद्य, पद्य, नाटक, पत्र

घ आलोचनात्मक शिक्षणशास्त्र

ईकाई–3 : संस्कृत अध्ययन–अध्यापन की कठिनाईयाँ एवं नवाचार

3.1 विद्यार्थी उन्मुखीकरण, उत्प्रेरण एवं रसास्वादन के मार्ग में आने वाली कठिनाईयाँ एवं उनका संबोधन, संस्कृत अध्ययन–अध्यापन में निहित संभावनाएँ

3.2 संस्कृत अध्ययन–अध्यापन में नवाचार – राष्ट्रिय संस्कृत संस्थान के प्रयास, श्री अरविन्द आश्रम के प्रयास, संस्कृत भारती के प्रयास

3.3 संस्कृत अध्ययन–अध्यापन का सूचना संसार माध्यम एवं तकनीकों में आ रहे बदलाव के साथ समायोजन

ईकाई–4 : संस्कृत अध्ययन–अध्यापन में मूल्यांकन की मौजूद विधियाँ और मूल्यांकन का नव–विमर्श

वर्षान्त परीक्षा एवं उसकी समीक्षा

सत्रान्त परीक्षा एवं उसकी समीक्षा

सतत्, व्यापक एवं संचयी मूल्यांकन का विमर्श एवं उसकी समीक्षा

ईकाई—5 : पाठ योजना के विभिन्न उपागम

- व्यवहारवादी उपागम

- निर्मितिवादी उपागम

- आलोचनात्मक शिक्षणशास्त्र का उपागम

परियोजना एवं प्रायोगिक पक्ष

- पाठ्यपुस्तक, पाठ्यक्रम, पाठ्यचर्या, विश्लेषण

- समसामयिक संस्कृत लेखन एवं उसकी समीक्षा

- नवाचारी शिक्षण एवं संसाधन की समीक्षा

- वर्तमान संस्कृत शिक्षण पद्धति की समीक्षा

- संस्कृत शिक्षण के उद्देश्यों का अन्य भाषा शिक्षण उद्देश्यों से तुलना एवं समीक्षा

- वर्तमान समय में चल रहे संस्कृत शिक्षण की विभिन्न परंपराओं का दस्तावेजीकरण एवं समीक्षा

- संस्कृत शिक्षण सामग्री का निर्माण

सन्दर्भ ग्रन्थ

● आप्टे, डी. जी, 1960 : टीचिंग ऑफ संस्कृत इन सेकेण्ड्री स्कूल्स, आचार्य बुक डिपो, बड़ोदा

● चतुर्वेदी, आर. एस. : संस्कृत शिक्षण पद्धति

● त्रिपाठी, राधाबल्लभ 1999 : संस्कृत साहित्य; 20वीं शताब्दी, राष्ट्रिय —संस्कृत—संस्थानम्, नई दिल्ली

● पाण्डेय, रामशुक्ल, 2000 : संस्कृत—शिक्षण, मेरठ, विनोद पुस्तक भंडार, आगरा

● बोकील, वी. पी, 1956 : ए न्यू एप्रोच टू संस्कृत, चित्रशाला प्रकाशन, पूना

● भारत सरकार, शिक्षा—मंत्रलय : संस्कृत आयोग का प्रतिवेदन (1956—57)

● मानव संसाधन विकास (दिसम्बर 1990): राष्ट्रीय शिक्षा नीति 1986 की समीक्षा समिति की रिपोर्ट (प्रबुद्ध और मानवीय समाज की ओर)

● _____ : राष्ट्रीय शिक्षा नीति 1968, 1986, 1992

● मिश्र, प्रभाशंकर, 1979 : संस्कृत—शिक्षण, चण्डीगढ़, हरियाणा ग्रन्थ अकादमी

● मित्तल, संतोष, 2000 : संस्कृत—शिक्षण, आर. लाल बुक डिपो, मेरठ

● राष्ट्रीय शैक्षिक अनुसंधान और
  प्रशिक्षण, (जून 2009) : राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005, भारतीय भाषाओं का शिक्षण, राष्ट्रीय फोकस समूह का आधार पत्र

● _____ (मई 2006) : राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005

● _____ (जून 2006) : सिलेबस फॉर क्लासेज एट द एलीमेन्ट्री लेवल, वाल्यूम—1

● _____ (मार्च 2006) : सिलेबस फॉर सेकेण्ड्री एण्ड हायर सेकेण्ड्री क्लासेज, वाल्यूम 2

● _____ (नवम्बर 2000) : विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा

● _____ (नवम्बर 2001) : गाइड लाइन्स एण्ड सिलेबाई फॉर अपर प्राइमरी स्टेज

● _____ (नवम्बर 2001) : गाइड लाइन्स एण्ड सिलेबाई फॉर सेकेण्ड्री स्टेज

● _____ (नवम्बर 2001) : गाइड लाइन्स एण्ड सिलेबाई फॉर हायर सेकेण्ड्री स्टेज

● _____ (मई 1988) : प्रारंभिक और माध्यमिक शिक्षा का राष्ट्रीय पाठ्यक्रम : एक रूपरेखा

● _____ (फरवरी, 1988) : गाइड लाइन्स एण्ड सिलेबाई फॉर अपर प्राइमरी स्टेज

● _____ (फरवरी 1988) : गाइड लाइन्स एण्ड सिलेबाई फॉर सेकेण्ड्री स्टेज

● _____ (फरवरी 1995) : सिलेबस फॉर हॉयर सेकेण्ड्री स्टेज

- राज किशोर, 1975   : संस्कृत भाषा विज्ञान, विनोद पुस्तक मन्दिर, आगरा

- शर्मा, देवीदत्त   : संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय, हरियाणा ग्रन्थ अकादमी

- शर्मा, नन्दराम, 2007   : संस्कृत–शिक्षण, साहित्य चन्द्रिका, प्रकाशन, जयपुर

B.Ed. Two Year Programme

P.2.4 : Urdu

<p align="right">Maximum Marks: 100</p>

Unit-1: Position of Urdu in India

Evolution of Urdu as an Indian Language; Different forms of Urdu language; Status of Urdu inpre-and post-partition India; Role of Urdu language in national integration; Urdu at international level; challenges of teaching and learning Urdu

Unit-2: Urdu Language, Literature & Aesthetics

Different Creative Forms of Urdu Language: Understanding different forms of Urdu literature; Literature in the school curriculum—Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation—Importance and Need; Translation as a Creative Activity—through examples of translated texts into Urdu from different languages.

Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama: Introduction of various literary forms of Urdu language; Classical Urdu literature and modern Urdu literature; Planning lessons in Urdu prose, poetry and drama at various school levels.

Unit-3: Acquisition of Language Skills in Urdu

Urdu grammar and vocabulary in context

*Tasks, materials, and resources for developing the listening and speaking skills in Urdu***:**

Storytelling; dialogues; situational conversation; role plays; simulations; speech; games and contexts; language laboratories; pictures; authentic materials and multi-media resources

Developing the skills of Reading and Writing in Urdu: Importance of developing of reading skills; Reading aloud and reading silent; Extensive and intensive reading; Study skills including using thesauruses, dictionary, encyclopedia, etc.;

Stages of Writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogues, speech, advertisement, etc.; reference skills; Higher order skills

Unit-4:Teaching-Learning of Urdu

Approaches/Methods of Teaching Urdu: Grammar translation method; Direct method; Structural-situational method; Audio-lingual method; Natural method; Communicative approach; Total physical response; Thematic approach (inter-disciplinary)

Use of Teaching-Learning Materials & Aids in Urdu Teaching: Print media; Other reading materials, such as learner chosen texts, magazines, news-papers, class-libraries, etc.; ICT, audio-visual aids including CAL programmes; Radio, TV, Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

Unit-5: Assessment in Urdu Teaching

The role and importance of assessment in Urdu language teaching; Progress and assessment of development of language; Continuous & Comprehensive Evaluation—Oral, Written, Portfolio; Close test, Self evaluation; Peer evaluation; Group evaluation.

Typology of questions; Activities and tasks (open ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking; Enhancing imagination and environmental awareness; feedback to students, parents and teachers

Suggested Readings

Rai, Alok. 2001 India Nationalism: Tracks for Times: Orient Longman

Shahabuddin,Syed *Economic and Political Weekly*Vol. 34, No. 10/11 (Mar. 6-19, 1999), p. 566

Russell, Raplh.Urdu in India since Independence *Economic and Political Weekly* Vol. 34, No. 1/2 (Jan. 2-15, 1999), pp. 44-48

Ather Farouqui, Urdu Education in India: Four Representative States*Economic and Political Weekly* Vol. 29, No. 14 (Apr. 2, 1994), pp. 782-785

Reflections on Teaching Urdu in GermanyChristina Oesterheld*Economic and Political Weekly*Vol. 37, No. 2 (Jan. 12-18, 2002), pp. 112-115

Minorities, Education and Language: The Case of UrduHasan Abdullah*Economic and Political Weekly*Vol. 37, No. 24 (Jun. 15-21, 2002), pp. 2288-2292

A History of Urdu Literature. Second Edition, Revised and Enlarged. by Muhammad Sadiq

Trouble over Urdu and ArabicMukundan C. Menon*Economic and Political Weekly*Vol. 15, No. 35 (Aug. 30, 1980), pp. 1467-1468

Perspectivs on Urdu Language and Education in India, Mazhar Hussain., *Social Scientist*Vol. 31, No. 5/6 (May - Jun., 2003), pp. 1-4

Linuistic Diversity in Global Multicultural Civic Politics: The Case of Urdu in India, Jagdish S. Gundara S*ocial Scientist*Vol. 31, No. 5/6 (May - Jun., 2003), pp. 38-56

Urdu Language and Education in India, David J. Matthews, *Social Scientist*Vol. 31, No. 5/6 (May - Jun., 2003), pp. 57-72

The Appeal of Urdu: Its Significance and Potential. Daniel Gold. *Social Scientist*Vol. 31, No. 5/6 (May - Jun., 2003), pp. 73-79

B.Ed. Two Year Programme

P.2.5 : Punjabi

Maximum Marks: 100

Unit I
Position of Punjabi Language in India

The origin and development of Punjabi language.

The multilingual situation in India and the place of Punjabi language in the Indian school curriculum.

Aims and objectives of teaching Punjabi.

Study of Punjabi as mother tongue/first language and as the second/third language.

The phonetic, lexical and morphological, syntactic, semantic and written structure of Punjabi language.The relation between the standard language and its dialects.

Special problems of teaching Punjabi in different school contexts at different levels.

Unit II
Listening and Speaking

Oral language development in the classroom.

Tasks, materials and resources for developing oral language- listening and speaking, story-telling, dialogue, situational conversation, role-play, speech games and contexts.

Language laboratories, pictures, authentic material and multimedia resources.

Unit III
Developing the skills of Reading and Writing

Importance of developing reading skills - reading aloud and silent reading, reading informational texts.

Stages of writing, process of writing, formal and informal writing such as poetry, short stories, letter, diary notices, articles, reports, dialogues, advertisements etc.

Unit IV
Teaching-learning of Punjabi literature, grammar and vocabulary, using of teaching learning material

Literature in the school curriculum, Punjabi language learner and the background knowledge, role of Punjabi texts in the class room – text structure, genre and text selection.

Concerns in teaching of grammar and vocabulary - teaching grammar in context, teaching vocabulary strategies in context, task materials and resources for teaching grammar and vocabulary.

Use of teaching learning material and aids in teaching Punjabi: print media, other reading material, magazines, charts, newspapers, class libraries, audio visual aids, TV, films, radio etc.

Planning co-curricular activities – discussions, debates, recitations, story-telling workshops, seminars and symposiums etc.

Unit V

Assessment and Evaluation

Role and importance of assessment and evaluation in the teaching/learning of Punjabi language, continuous and comprehensive evaluation, oral, written and portfolios.Evaluating achievement in different language skills at different levels.

Typology of questions, activities and tasks, problem solving, critical and creative thinking.

Class tests, peer evaluation, group evaluation and self-evaluation.

Diagnostic and remedial work.

Suggested Reading

Jaswant Singh Jass&JasbirKaur (2010) MaatBhasha Di SikhiyaVidh. Jalandhar, New Book Company.

MitaliTalwar (2006) Punjabi Sahit De BadaldeJhukaavan Da Adhiyan. Ludhiana, Lahore Book Shop.

Narinder Singh Duggal (2009) Punjabi VyakaranTeRachnavali. Jalandhar, New Book Company.

Dr. K.S. Kaang (1992) Punjabi BhashaTeGurmukhiLipi. Amritsar, KastooriLal and Sons.

Dr. AmarjeetKaur (2003) GurmukhiLipi Par Hindi BhashaKaPrabhav. Delhi, ManpreetParkashan.

Dr. H.K. Dally and H.S. Dimple (2008-2009) Punjabi Bhasha Da Adhyapan. Ludhiana, Gurusar Book Depot.

Professor (2005) BhashaVigian, Punjabi BhashaTeGurmukhiLipi. Jalandhar, Sunder Book Depot

P.2.6 : Physics

Maximum Marks: 100

Course Objective

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the Physics curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Unit I Pedagogical Underpinning

- Place of physics in school curriculum - Nature of physics as a science discipline and its linkages with other disciplines.

- The concept of Pedagogical Content Knowledge (PCK) and its implications for Physics teaching.

- Aims of teaching physics at the senior secondary level with linkages to upper-primary and secondary level.

- Objectives of teaching physics with special reference to the development of thinking and process skills

Unit II Classroom processes

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).

- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research

- Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.

- Planning for conduct of activities, experiments and laboratory work in Physics with a critique of the current practices

Practicum

1. *Planning and discussion of lessons for the school experience programme.*
2. *Developing remedial or enrichment programmes.*
3. *Conduct of activities/Experiments.*

Unit III Teaching- Learning Resources

- Criteria for selecting/designing Teaching-Learning Resources : content based, learner based and context based.

- Textbook, reference books, encyclopaedia, newspaper and alike

- Improvisations and Science Kits

- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources(OER) etc.

- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

Practicum: Developing Teaching-Learning resources

Unit IV Organization of the Physics Laboratory
- Layout and design of the physics laboratory.

- Storage of apparatus, consumable and non-consumable items/materials

- Maintenance of laboratory records.

- Making arrangements for the conduct of experiments.

Practicum: Laboratory work- management of laboratory, activities and project work.

Unit V Assessment
- Nature of learning and assessment, analysis and critique of the present pattern of examinations.

- Design and analysis of

    o Formative assessment tasks

    o Summative Assessment

- Assessment of laboratory work and project work

- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills

- Developing learner profiles and portfolios; participatory and peer assessment.

Practicum: Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment.

Suggested Reading List

- Bal, V. (2005). *Women scientists in India: Nowhere near the glass ceiling*. Current Science: 88(6). pp. 872-878.

- Bevilacqua F, Giannetto E.& Mathews M.R. (Ed.) (2001), *Science Education and Culture The Contribution of History and Philosophy of Science* . Netherlands: Kluwer Academic Publishers.

- Bowling, J. & Martin, B. (1985). *Science: a masculine disorder?* Science and Public Policy: 12(6). pp. 308-316

- Cobern W.W.(Ed.) (1998), *Socio-Cultural Perspectives on Science Education An international Dialogue*. Netherlands: Kluwer Academic Publishers.

- Cole, Jonathan R. and Harriet Zuckerman. 1987. "Marriage and Motherhood and Research Performance in Science" Scientific American 256: 119-125.

- Hiroko, H. (2012).Modernity, Technology and Progress of Women in Japan: Problems and Prospects. In D. Jain & D. Elson(Ed.), *Harvesting feminist Knowledge for Public policy Rebuilding Progress.* New Delhi :Sage Publication.

- Kumar, N. (Ed.)(2009). *Women and Science in India A Reader.* India: Oxford University Press.

- Oakes, J. 2007 More than misplaced technology : A normative and political response to Hallinan on tracking in *Sociology of Education* by Alan R. Sadovnik (Ed.). New York: Routledge

- Okebukola, O. J. (1991). The Effect of Instruction on Socio-Cultural beliefs Hindering the Learning of Science. *Journal of Research in Science Teaching, 28* (3), pp 275-285.

- Osborne, J. F. (1996). Beyond Constructivism. *Science Education, 80* (1), pp 53-82.

- Sur, A. (2011). Dispersed Radiance: Caste, Gender and Modern Science in India. Navayana : India

- Taylor, P.C. &Cobern W. W. 1998 Towards a Critical Science Education in Socio-Cultural Perspectives on Science Education- An international Dialogue By William W. Cobern (Ed.) Dordrecht: Kluwer Academic Publishers.

- Wallace J.& Louden W (Ed.) (2002)*Dilemmas of Science Teaching Perspectives on Problems of Practice.* Routledge: NewYork.

P.2.7: Chemistry

Maximum Marks: 100

Course Objective
This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the Chemistry curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Unit I Pedagogical Underpinning
- Place of Chemistry in school curriculum
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Chemistry teaching.
- Aims of teaching Chemistry at the senior secondary level with linkages to upper-primary and secondary level.
- Objectives of teaching Chemistry with special reference to the development of thinking and process skills

Unit II Classroom processes
- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research
- Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities, experiments and laboratory work in Chemistrywith a critique of the current practices

Practicum:

1. *Planning and discussion of lessons for the school experience programme.*
2. *Developing remedial or enrichment programmes.*
3. *Conduct of activities/Experiments.*

Unit III Teaching- Learning Resources
- Criteria for selecting/designing Teaching-Learning Resources : content based, learner based and context based.
- Textbook, reference books, encyclopaedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources (OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

Practicum: Developing Teaching-Learning resources

Unit IV Organization of the Chemistry Laboratory
- Layout and design of the Chemistry laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.

Practicum: Laboratory work- management of laboratory, activities and project work.

Unit V Assessment
- Nature of learning and assessment, analysis and critique of the present pattern of examinations.
- Design and analysis of
  - Formative assessment tasks
  - Summative Assessment
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Practicum: Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment.

P.2.8: Biology

Maximum Marks: 100

Course Objective

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the Biology curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Unit I   Pedagogical Underpinning
- Place of Biology in school curriculum and its changing character
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Biology teaching.
- Aims of teaching Biology at the senior secondary level with linkages to upper-primary and secondary level.
- Objectives of teaching Biology with special reference to the development of thinking and process skills

Unit II   Classroom processes
- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research
- Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities, experiments and laboratory work in Biology with a critique of the current practices

Practicum
1. *Planning and discussion of lessons for the school experience programme.*
2. *Developing remedial or enrichment programmes.*
3. *Conduct of activities/Experiments.*

Unit III Teaching- Learning Resources
- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- Textbook, reference books, encyclopaedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources(OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

Practicum: Developing Teaching-Learning resources

Unit IV Organization of the Biology Laboratory
- Layout and design of the Biology laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.

Practicum: Laboratory work- management of laboratory, activities and project work.

Unit V Assessment
- Nature of learning and assessment, analysis and critique of the present pattern of examinations.
- Design and analysis of
  - Formative assessment tasks
  - Summative Assessment
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Practicum: Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment.

Reading List

Chiappetta, L. Eugene and Koballa, R. Thomas (2010) *Science Instruction in the Middle and Secondary Schools,* Seventh Edition, Allyn& Bacon.

Coll, R. K. (2007). Opportunities for Gifted Science Provision in the Context of a Learner-centered National Curriculum, In K. S. Taber (Ed.), Science Education for Gifted Learners (pp. 59-70). London: Routledge

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Driver, R., Squires, A., Rushworth, P. and Wood- Robinson, V. (2006) *Making Sense of Secondary Science: Research into Children's Ideas,* London: RoutledgeFalmer.

Eklavya, *BalVigyan – Class 6, 7, 8. (1978) Madhya Pradesh PathyaPustak Nigam*; Bhopal, (English & Hindi Versions both).

Friedrichsen, P.M. & Dana, T. M. (2005). Substantive-Level Theory of Highly Regarded Secondary Biology Teachers' Science Teaching Orientations. Journal of research in science teaching vol. 42, no. 2, pp. 218–244

Kuhn, T. S. (1970, 2nd Ed)*The Structure of Scientific Revolutions*. Chicago: the University of Chicago

Lovelock, James (2000) [1979]. Gaia: A New Look at Life on Earth (3rd ed.). Oxford University Press

Martin R., Sexton, C. Wagner, K. Gerlorich, J. (1998) *Science for all Children*: Allyn and Bacon: USA.

Minkoff, E. C. & Baker, P. T. *(2004) Biology Today – An Issues Approach* (III Ed.), Garland Science.

Muralidhar, K., '*What Organisms Do?' in* Rangaswamy*, N. S. (Ed.) Life and Organism, Vol. XII (Part 6)* in Chattopadhyaya, D. P. (Gen. Ed.). *History of Science, Philosophy and Culture in Indian Civilization.* MunshiramManoharlal Publishers Pvt. Ltd., New Delhi.

Pollard, A (2005) *Reflective Teaching*, London: Continuum.

Reiss, M. (Ed.). (1999) *Teaching Secondary Biology*. Association for Science Education.

Siddiqi and Siddiqi. (2002) *Teaching of Science Today and Tomorrow*, Doaba House, New Delhi.

Siddiqi and Siddiqi. *Teaching of Biology*, Doaba House, New Delhi.

Sundarajan, S. (1995) *Teaching Science in Middle School : A Resource Book*. Orient Longman: Hyderabad.

Turner, T. & *Dimatea,* W. *(*1998) *Learning to Teach Science in Secondary School*, Routledge Publication, USA.

UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.

Vaidya N. (1999) *Science Teaching for the 21st Century,* Deep and Deep Publishers.

Wallace, J and Louden, W. (Eds.)(2001) Dilemmas of Science Teaching: Perspectives on Problems of Practice. Routledge, London.

Wellington, J. (2004) *Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches*, London: Routledge.

Wilson, E. O. (1999). Consilience: *The Unity of Knowledge, Vintage Books*. New York.

Journals
1. School Science, NCERT, New Delhi
   The American Biology Teacher
2. National Association of Biology Teachers

B.Ed. Two Year Programme

P.2.9: Integrated Science

Maximum Marks: 100

Course Objective
This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Unit I Pedagogical Underpinning
- Place of science in school curriculum
- The concept of Pedagogical Content Knowledge (PCK) and its implications for science teaching.
- Aims of teaching science at the upper-primary and secondary level.
- Objectives of teaching science with special reference to the development of thinking and process skills

Unit II Classroom processes
- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research
- Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of science, experiments and laboratory work with a critique of the current practices

Practicum
1. *Planning and discussion of lessons for the school experience programme.*
2. *Developing remedial or enrichment programmes.*
3. *Conduct of activities/Experiments.*

Unit III Teaching- Learning Resources
- Criteria for selecting/designing Teaching-Learning Resources : content based, learner based and context based.
- Textbook, reference books, encyclopaedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction in science, multi-media packages, interactive software, websites, open Educational Resources (OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

Practicum: Developing Teaching-Learning resources

Unit IV Organization of the science Laboratory
- Layout and design of the science laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.

Practicum: Laboratory work- management of laboratory, activities and project work.

Unit V Assessment
- Nature of learning and assessment, analysis and critique of the present pattern of examinations.
- Design and analysis of
    - Formative assessment tasks
    - Summative Assessment
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Practicum: Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment.

Suggested Reading List
Collette, T. Alfred. And Chiappetta, L. Engene. (1994) *Science Instruction in the Middle and Secondary Schools, Macmillan Company.*
Driver Rosalind and Rushworth Peter et.al. *Making sense of Secondary Science Research into Children's Ideas.*
Harlan, Jean, (5th Edition), *Science Experience for the Early Childhood Years.*
Harley, Wynne & Elstgest, Jos, *UNESCO Sourcebook for Science in Primary School. A workshop approach on teacher education.*
Mohan, R. (196) *Innovative Teaching of Physical Science,* McGraw Hill Publishing
Company Richard, Sandra Amos (2002). Aspects of teaching secondary science, The Open University Press.
Vaidya, N. (1999) *Science Teaching Science for the 21st Century*, Deep and Deep Publishers.
Vidya. N. (1998) *How to think Scientifically*, Deep and Deep Publishers.
Wallace, John and Louden, William (2002) *Dilemmas of Science Teaching,* Routledge Publishers.
Web resources:
http://www.arvindguptatoys.com/
https://phet.colorado.edu/
http://www.nasa.gov/
http://undsci.berkeley.edu/teaching/ and http://undsci.berkeley.edu/
http://www.plantingscience.org/
http://edheads.org/
https://www.discoveryeducation.com/teachers/
http://www.ncert.nic.in/NCERTS/textbook/textbook.htm?jesc1=0-16
http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/Practice_17.pdf

Maximum Marks: 100

UNIT 1: Content Specific Pedagogy

Student-teachers shall engage with each of the content areas stated below by examining important concepts. The focus shall be on critically examining existing teaching practices, textbooks and curriculum in relation to different concepts. By drawing from an understanding of children's reasoning patterns and misconceptions, student-teachers shall be expected to develop teaching strategies and assessment practices for engaging classroom cultures that enhance conceptual understanding of diverse learners. Student-teachers' understanding of the concepts shall be facilitated through questions and activities that can also be suitably used with children to help them build complex mathematical understanding. Student-teachers shall be challenged to refine, review and explain their thinking without falling back on standard rules and procedures. The unit shall make use of personal reasoning and reflection as well as offer time to discuss among themselves the material and resources for teaching.

I.   What is geometry? Development of Euclidean geometry, what makes it popular, origin and significance of axioms and postulates; types of proof, processes of proving: making generalisations and justifications. Development of new geometries and their historical importance.

II.   Exploring different dimensions of geometry: one dimension, two dimensional and three dimensional systems and objects, representing objects in different dimensions, projective geometry, Coordinate system, change of axes: translation ,rotation; idea of locus, spatial aspect of the physical world and representing nonvisual mathematical concepts and relationships. Conceptual understanding of symmetry, congruency and similarity; attributes of different geometrical shapes - surface area and volume,

III.   Fundamental ideas related to trigonometry, topology, motion

IV.   Use of software applications to teach and learn geometry- Examining and visualising 3D shapes and their representation in 2D

Statistics & Probability

I.   Understanding different statistical concepts of data collection and representation, use and meaning of central tendencies, analyzing variations; statistical analyses of

practical examples embedded in social contexts such as studying inequities, government budgets, population growth, environmental issues etc.

II.	Investigating basic concepts of probability such as nature of distributions, randomness, sample space, independent events, mutually exclusive and exhaustive events; law of large numbers, law of small numbers; relationship between statistics and probability

III.	Understanding subjective probability and discerning classical and experimental approaches of probability, Intuitive sources of probabilistic thinking in children; children's informal notions about chance and randomness; conducting probability experiments using standard and non-standard randomisers; making subjective judgments in probabilistic situations and revising one's estimates in the light of subsequent data/information

Number systems and Number Theory

I.	Use of numbers and integers, and quantitative methods as a means of communicating, processing and interpreting information.

II.	Exploring properties associated with numbers including their geometric representations, exploring fundamental theorems of arithmetic, sequences and series including arithmetic and geometric progressions

III.	Different interpretations of rational numbers –fractions as a part-whole relationship, rational number as the result of division of two numbers, as a ratio etc.; proportional relationship; and real life context for teaching rational numbers

IV.	Children's reasoning in relation to integers and rational numbers, role of 'number talks' in promoting number sense

Patterns, Functions and Algebra

I.	Relationship between arithmetic and algebra

II.	Big ideas in algebraic reasoning such as finding, describing and using patterns, idea of functions,using functions to make predictions, understanding linearity and proportional reasoning, understanding non-linear functions and exploring algebraic structure, equations and inequalities

III.	Development of algebraic reasoning leading to more sophisticated ideas related to growth and decay, optimization, making different types of graphs (linear and non-linear) and drawing interpretations from the nature of graphs

IV.	Elementary calculus: graphs and functions; rate of change; limits, continuity and discontinuity.

Readings

AMT-01 Block 3 Unit-9: Negative Numbers (These are part of the IGNOU materials)

AMT-01 Block 3, Unit-10: Generalizing Arithmetic to Algebra

Clements, D.H., & Battista, M.T. (1992).Geometry and spatial reasoning. In D.A. Grouws (Ed.), Handbook of research on mathematics teaching and learning (pp. 420-464). New York, Macmillan

Devlin K. (2011). Introduction to Mathematical thinking.

Dhar, A. (1999). Wonderful geometrical figures.Sandarbh, 23–36.

Gould, S. J. (1995). Lie and figures. Sandarbh, 5–14. (Hindi)

Kieran, C. (1992). The learning and teaching of school algebra. In Grouws, D.A. (Ed.), Handbook of Research on Mathematics Teaching and Learning, New York: MacMillan Publishing Company, 390–419.

Lamon, S. (2005).Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers, Mahwah, NJ: Erlbaum

LMT -01. IGNOU Series

Subramaniam, J. (2005). Teaching negative numbers to school children.Sandarbh, 4(52), 44–55.(in Hindi)

Zazkis, R. &Liljedahl, P. (2002). Generalization of patterns: The tension between algebraic thinking and algebraic notation. Educational Studies in Mathematics, 49, 379-402.

Knuth, E.,Choppin, J., &Bieda, K.(2009). Proof: Examples and beyond. Mathematics Teaching in MiddleSchool, 15(4), 206-211Steen L.A. (1990) On the shoulders of the giant. New approaches to numeracy.National Academic Press.

Mason J.,Graham A., Wilder S. J. (2005).Developing thinking in Algebra. Sage Publication

Wilder S. J. , Mason J.(2005) Developing thinking in Geometry. Sage Publication

Graham A. (2006). Developing Thinking in Statistics. Sage Publication

MESE -001(2003).Teaching and Learning Mathematics. IGNOU series

Newman, J. (2003). The World of Mathematics: A Four-Volume Series. Washington Tempus

Sautoy, M. du. (2008). The Story of Maths. UK: BBC Four Documentary. (Also available as a book)

Timothy Gowers (2002). Mathematics: A Very Short Introduction. Oxford University Press

Wheeler D (1983). Mathematisation matters. For the Learning of Mathematics, 3(1).

UNIT 2: Designing and Planning a Unit and Lessons

I. Engagement with the National curriculum, syllabus and textbooks. Critical study of all three in light of the conceptual understanding of concepts dealt in Unit 1

II. Studying the curriculum: relating to what is worth knowing and experiencing in mathematics, understanding the nuances between intended curriculum and implemented curriculum.

III. Developing unit plans and concept maps: understanding children's cultural knowledge and misconceptions; designing constructive lesson plans, understanding the role of communication, mathematical community and group dynamics in classrooms

IV. Critical engagement with ICT, mathematics laboratory, simulations and mathematical modelling in promoting mathematical thinking

Readings

NCERT.(2006). Syllabus for classes at the elementary level (Vol. 1). New Delhi: NCERT.

NCERT.(2006). Syllabus for secondary and higher secondary classes. New Delhi: NCERT.

LMT-01 Block 2, Unit-05: Building a Constructive Classroom (classroom organization, material and assessment)

Boaler, J. (2013). Ability and Mathematics: The mindset revolution that is reshaping education. FORUM, 55, 1, 143-152.

UNIT 3: Assessment and Evaluation

I. Critical role of assessment in enhancing learning-Explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners, relationship of assessment with self-esteem, motivation, and identity as learners, assessment for learning and role of feedback

II. Traditional assessment vs. assessment within a constructivist paradigm. Engaging critically with the existing system of assessment, analysing its shortcomings. Understanding and suggesting ways for creating a continuum between assessment and learning.

III. Assessing reasoning, argumentation and logical thinking in mathematics - Performance based assessment

Readings

Boesen, J., Lithner, J., & Palm, T. (2010).The relation between types of assessment tasks and the mathematical reasoning students use.Educational Studies in Mathematics, 75, 89–105.

Cooper, B., & Dunne, M. (1998).Any one for tennis?Social class differences in children's responses in national curriculum mathematics testing.The Sociological Review, 46(1), 115-148.

Grant, D. A. (2000). What's on the test? An analytical framework and findings from an examination of teachers' math tests.Educational Assessment, 6(4), 221-256.

Hamilton, T. M. (2010). Mathematics learners and mathematics textbooks: A question of identity? Whose curriculum? Whose mathematics? Curriculum Journal, 21(1), 3-23.

Morgan, C., & Watson, A. (2002). The interpretative nature of teacher's assessment of students' mathematics: Issue for equity. Journal for Research in Mathematics Education, 33(2), 78-110.

NCERT.(2006). Position paper-National focus group on assessment(NCF 2005). New Delhi: NCERT.

Swaffield, S. (2011).Getting to the heart of authentic assessment for learning, Assessment in Education: Principles, Policy & Practice, 18(4), 433-449.

Assignments/Projects/Practicum

• Textbook analysis

• Activity analysis

• Analysing student's oral and written responses

• Undertaking performance based assessment in a classroom

• Small action research on children's conceptions related to a mathematical concept

• Designing field based projects for middle or secondary school children

• Designing mathematical games and puzzles

• Mathematical modelling

• Investigation of proofs without words

• Using historical anecdotes as means for promoting mathematical communities in classrooms

• ICT-based projects for linking higher mathematics

• Analyzing 'math-talks'

• Creating documentaries of students' mathematical work

B.Ed. Two Year Programme

P.2.11 : History

<div align="right">Maximum Marks: 100</div>

Objectives of the Course

To enable the prospective teachers to:
- Appreciate the need for teaching-learning of History in secondary classes.
- Develop a systematic and critical understanding of History in a democratic and secular country with a diverse socio-cultural milieu and relevance in the contemporary context of a globalised world.
- Promote critical perspectives on the nature and philosophy of History and methods of enquiry.
- Comprehend, analyse, evaluate and integrate source material critically as historical evidence.
- Understand the organisation of History curriculum and its pedagogical concerns.
- Engage with the classroom processes in History and its transactional implications.
- Critique and develop suitable evaluation mechanisms in History.
- Nurture the ability to organize curricular activities and community resources for promoting History learning
- Become a reflective practitioner capable of translating theoretical perspectives into innovative pedagogical practices.
- Acquaint with the need and processes of continuous professional development

Units of Study

Unit I : Evolution and Development of History
- Emergence of History as a discipline and a school subject to the present stage
- Philosophical bases of History
- Construction of knowledge and process of knowledge generation in History.
- Perspectives on thinking historically
- History and Social Science/ Natural Science.
- Cross Cultural perspectives on the meaning of history;the post-modernist challenge.

Unit II : History Curriculum: Principles and Practices
- General Principles and Approaches for the construction and thematic organization of history curriculum at different stages
- Aims and Objectives of teaching-learning History in a democratic, secular country with plural societies
- Place of History at different stages of secondary school curriculum and linkages between different stages
- Analysis of Curriculum, Syllabus and Text books

Unit III : Issues and Challenges in Teaching-Learning of History
- Pre-conceptions and misconceptions in History
- Dates and periodization;cultivating sense of time and space

- Scientific Orientation to Historical facts; Objectivity in History
- Gender in History
- Subaltern perspectives and issues of inclusion
- Controversial issues in History

Unit IV : Pedagogy and Processes in History
- Purpose and Approaches of teaching History:
  Inductive, Deductive, Inter-disciplinary and Constructivist approaches in the teaching of History; Critical pedagogy in History
- Methods and Techniques:

Textbook, dialogue, debate, discussion, narratives, observation and interpretation, decoding/ deconstruction strategies and analysis of historical sources, personal/family history, case study, reflective enquiry and report writing, project, problem solving, dramatization, current events analysis, comparative analysis, reviewing audio-visual resources, Activities around local history-critical engagements with museum and archives, heritage walk and field trips as learning experiences, interpretation of historical maps and construction of timelines, other class room based activities.

- Theoretical basis: concept mapping and development of Unit Plan
- Dynamics of lesson planning: teaching strategies and organisation of learning experiences in different contexts
- Material Sources, curriculum sites and learning resources,
  ICT in History Classroom
- Teaching of History and the differently abled learners

Unit V : Conceptual Renewals and Contemporary Trends
- Trends in Indian Historiography
- History and international understanding, Peace & conflict resolution
- Global challenges related to marginalisation
- Local History
- History teacher as a reflective practitioner
- History Resource Centre

Unit VI : Evaluation in History
- Evaluation and Assessment in History- Formative, Summative, Continuous and Comprehensive, Assessment at different stages; issues in assessment
- Innovations in Assessment: Self-assessment, Peer assessment, Learners' profile, Open Text Book Assessment, etc.
- Preparation of a Question Paper and Analysis.

Suggested Practicum

A)   *Organization of a Subject Forum (History Society);*
     Visit to Museum/Archives/Local Monument; Historical excursions and evaluating learning processes; Films and theatre ; Talks and discussions, etc.

B)   *Term Paper and Seminar Presentation*
        Critical appraisal of curriculum policies/documents and curriculum frameworks, existing curriculum of History and text books at school level.

        Development of Unit Plan
        Development of Lesson Plan, Critical Lesson.

C)   *Research Project/Action Research around select theme :*
        Evolution of History as a discipline ; Perspectives in Indian Historiography ; History as a scientific enquiry; Construction of historical facts by school children ; Place of History in school curriculum; History in global context; Peace and conflict resolution; Educational technology and History; Chronology and problems of periodization; Controversial issues in History; Oral history; Feminist perspectives in History; Place of subaltern history; Indigeneous histories; local history ; Comparative perspectives on history of different countries; etc.

Suggested Readings

Andrews, Thomas and Berk, Flannery (2007).What does it mean to think historically in Perspectives in History, The Newsmagazine of American Historical Association,January issue (Also available in Hindi in Digantar'sShiksha Vimarsh,2008 edition)

Apple,MichaelW.andSmith,Christian L.(ed.),The Poltics of the Textbook,Routledge,New York

Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.

Arthur, James and Phillips, Robert (2004),Issues in History Teaching, Routledge Falmer ,London

Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.

Batra. P, Nawani, D,(2010) Social Science Texts: A pedagogic perspective in P. Batra (Eds) Social Science Teaching in Schools: Challenges and Perspectives (197-262).Sage,New Delhi

Bhasin,Kamla (1994).What is Patriarchy?Kali for Women,New Delhi

Bhog,Dipta (2002),Gender and Curriculum,Review of Women Studies,Economic and Political Weekly,37(17):1638-1642

Carr, E. H. (1961). What is History, University of Cambridge and Penguin, India. (Also available in Hindi as Itihaaskyahai Published by McMillan)

Childe,V.Gordon,(1963).Social Evolution,FontanaLibrary,C.A.Watts:London

Das,Veena (1989). Subaltern as Perspective in RanajitGuha(ed.)Subaltern Studies No.6 Writings on South Asian History and Society,Oxford University Press,London

Dewey,John(1916).Democracy and Education,The Free Press,New York

Digantar,(2008).Edition on Teaching of History in ShikshaVimarsh.Shaikshikchintanaursamvadkipatrika,Yr. 10,No.6-Nov-Dec.,Jaipur (in Hindi)

Eklavya (1994).SamajikAdhyayanShikshan:EkPrayog. Eklavya,Bhopal (in Hindi)

Gallanvan&Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.

George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.

Giroux,H.(1981).Ideology,Culture and the Process of Schooling.FalmerPress,London

Haydn Terry,Arthur James and Hunt Martin. (2002),Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.

Habib,Irfan (1995).Essays in Indian History – Towards a Marxist Perception.TulikaBooks,Delhi

Hobsbawm,Eric(1992).Nations and nationalism since 1780:Programme,Myth,Reality.Cambridge Press.

Ilaiah,Kancha (1996).Why I Am Not a Hindu: A Sudracritique of hindutvaphilosophy, culture and political economy.Samya, Calcutta (Also available in Hindi as Main Hindu kyonnahi- translated by Om Prakash Valmiki and published by Bhatkal and Sen)

Khilnani,Sunil (1999).The idea of India. Farrar,Straus and Giroux,New York (also available in Hindi as Bharatnama published by RajkamalPrakashan in 2009).

Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers, New Delhi.

Kottler Ellen and Gallavan Nancy P. (2008), Secrets to success for Social Studies teachers, Corwin Press, Sage Publications Co., Thousands oak, California.

Kumar,Krishna (2001),Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan,Penguin,New Delhi (Also available in Hindi as MeraDeshTumharaDesh published by Rajkamal in 2007).

Kumar,Krishna (1992, 3rd edition in 2004).What is Worth Teaching,OrientBlackswan,Delhi

Kumar,Krishna (2013),Politics of Education in Colonial India,Routledge Taylor and Francis Group,India

Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi, Delhi.

Lemon, M. C. (2003), Philosophy of History, Routledge, Oxon, New York.

Menon,N.(2010),History,truth and Nation:Contemporry debates on education in India in Vinayak,A.&Bhargava, R. Eds)Understanding Contemporary India:CriticalPerspectives.OrientBlackswan,New Delhi.

Misra, Salil and Ranjan, Ashish (2012).Teaching of Social Sciences: History,Context and Challenges in VandanaSaxena (ed.),Nurturing the Expert Within, Pearson,Delhi

National Curriculum Framework 2005 Position Paper by National Focus Group on Teaching of Social Sciences,N.C.E.R.T. New Delhi

Nambiar, Jayashree (2010).Beyond Retention:Meaningful Assessment in Social Science

Nawani, Disha (2015). Re-thinking Assessments in Schools,Economic& Political Weekly,Jan 17, Vol L, No. 3, 37-41.

Parker,Walter C.(2010),Social Studies Today-Research and Practice.Routledge Taylor and Francis,New York and London

Pathak, S.P. (2005), Teaching of History- The Paedo Centric Approach, Kanishka Publishers, New Delhi.

PaliwalRashmi&Subramanian,C.N.(2010).Texts in Schools, in Learning Curve,IssueXV,August-Special issue on Social Science in Schools.AzimPremjiFoundation,Bangalore

Phillips, Robert (2002), Reflective Teaching of History, 11-18, Continuum Studies, in Reflective Practice and Theory, Continuum, London, New York.

Phillips,Ian (2008),Teaching History.Sage,South Asia Edition,Delhi

Ranjan, Ashish (2009), "History curriculum" in T.Geetha (ed.) A Comparative Study of Curriculum inI.B., C.I.S.C.E. And C.B.S.E. Boards,Project Report of The International Baccalaureate,Singapore

Roy,Kumkum (2010).The Power of Gender and the Gender of Power: Explorations in Early Indian History, Oxford University Press, New Delhi

Seminar (# 522, February, 2003),Rewriting History-A Symposium on ways of representing our shared past- articles by NeeladriBhattacharya,SumitSarkar,C.N.Subramaniam,RashmiPaliwal,TanikaSarkar,KumkumRoy,UrvashiButalia,KrishnaKumar,ParthaChatterjee and others.

Sreedharan, E. (2004), A Textbook of Historiography 500 B.C. to A.D. 2000, Orient Longman, New Delhi.

Thapar,Romila (1975).The Past and Prejudice (Sardar PatelMemorial Lectures), National Book Trust, New Delhi

Thapar,Romila (2014).The Past As Present: Forging Contemporary Identities Through History, Aleph,New Delhi

Tyagi, Gurusharan Das (1995).ItihasShikshan,VinodPustakMandir,Agra.(In Hindi)

Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.

Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. VistaarPublications,Delhi.

Webb,Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.

Winch,Peter (1958)The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.

Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

P.2.12 : Political Science

Maximum Marks: 100

Objectives of the Course
To enable the prospective teachers to:
- Understand the need for teaching-learning of Political Science in secondary classes.
- Develop a critical understanding about the aims and objectives of Political Science in a Democratic and Secular country.
- Develop a critical understanding about the nature and philosophy of Political Science and its interface with society.
- Understand the nature of Political Science curriculum and its pedagogical issues.
- Engage with the classroom processes in Political Science and its transactional implications.
- Critique and develop suitable evaluation mechanisms in Political Science.
- Develop the ability to organize co-curricular activities and community resources for promoting Political Science learning.
- Become a reflective practitioner capable of translating theoretical perspectives into pedagogical practices through processes of innovative action.
- Acquaint with need and processes for professional development

Unit I Aims and Objectives of teaching Political Science
- Political Science in a democratic secular country; transition from 'civics' to political science
- Place of Political Science in secondary and senior secondary school curriculum; linkages between different stages; relations between Political Science and Social Science, Natural Science.
- Syllabi and Text books at different stages.

Unit II Issues and Challenges in Teaching-Learning of Political Science
- Pre-conceptions and misconceptions in Political Science
- Critical pedagogy in Political Science: Study of children's Idea of various concepts- Democracy, Government, Panchayat, Constitution, Rights, Duties etc. Its meanings, paradoxes' and challenges, limitations.
- Inclusive and Democratic Classroom for Political Science

Unit III Political Science Pedagogy
- Purpose, Approaches and Methods of teaching- learning of Political Science
- Inductive, Deductive, Interdisciplinary and Constructivist approaches in teaching-
  learning of Political Science
- Methods, Techniques and Resources:
  Traditional: lecture, question-answer, discussion, text book, storytelling,.
  Modern: dialogue, problem solving, project, observation, debate, source, excursion, dramatization, current events, empirical, comparative, community resource, mass media, case study, reflective enquiry and report writing.

- Theoretical basis and Development of Lesson Plan
- Teaching Learning Material: Need, objectives and preparation
  ICT in Political Science Classroom, Using PowerPoint, Excel, YouTube, Moodle, Blogs, etc. in the classroom.
  Use of Encyclopedia/Newspaper/Articles/Magazines/Journals in Social Science.
  Use of Maps/Charts/Graphs/Models/Pictures/Cartoons.

Unit IV Enriching Political Science
- Evolution and Development of Political Science
  Contemporary Trends in Political Science: Political Science in global context,Political- Social Dimension of Caste/Class/Religion/Gender with respect to current syllabi and textbooks
- International Understanding and Peace & conflict resolution, Changing role of UN, Era of Coalition Government, , Youth and Technology in Political affairs, Neo-liberalism and its implications, Role of Media and Judiciary in India
- Political Science Teacher: Personality, Outlook and Reflective Practitioner

Unit V Evaluation in Political Science
- Formative, Summative, Continuous and Comprehensive, Assessment at different
  stages.
- Assessment Modes: Self-assessment, Peer assessment, Learners' profile, Open text
  book assessment.
- Preparation of a Question Paper and Analysis.

Suggested Practicum
a) Organization of Subject Society
b) Term papers on current issues: Citizenship, Gender issues in Indian Politics, Political Education, Political Science and scope of scientific enquiry, Exit polls etc.
c) Analysis of curriculum policies /documents and curriculum frameworks.
d) Critical appraisal of existing Political Science curriculum and text books at senior secondary school level
e) Development of Lesson Plan, Critical Lesson.
f) Visit to Parliament/Assembly in Session
g) Preparation of a Question Paper and Analysis
h) Action Research

Suggested Readings

Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.

Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.

Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.

Batra, P. (Ed. 2010). Social Science Learning in Schools: Perspective and

Challenges. Sage Publications India Pvt. Ltd. New Delhi.

Bining, A.C. & Bining, D.H.(1932), Teaching of political science in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.

Edgar, B.W. & Stanely (1938), Teaching social studies in high school, Heath and company, Boston D.C.

Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.

George, A., M. &Madan, A. (2009).Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.

Hamm, B. (1992).Europe - A Challenge to the Social Sciences. International Social Science Journal (vol. 44).

Kochhar, S.K. (1983), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.

Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi,

Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods

and Scope, New York, The free press.

Mayor, F. (1992).The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).

Popper, Karl. (i9yi).The Open Society and its Enemies. Princeton University

Press.

Prigogine, I., & Stengers I. (1984). Order Out of Chaos: Man's New Dialogue with

Nature. Batnam Books.

The idea of a Social Science and its relation to Philosophy (1938), by Peter Winch,

Pub.- Routledge and Kegan Paul, London, New York: Humanities Press.

Wagner, P. (1999). The Twentieth Century - the Century of the Social Sciences?

World Social Science Report.

Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.

Zevin,]., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

P.2.13 : Economics

Maximum Marks: 100

The major objectives of the course are to:
- enable the prospective teachers to understand the nature and purpose of economics courses introduced in schools for Indian children.
- develop the required competencies to present the subject matter of economics from a social science perspective.
- help the teacher to do a pedagogical analysis of the subject matter they are to teach at different levels.
- help them acquire knowledge and understanding to establish the cross curricular linkages while teaching economics.
- help the teacher identify basic economic concepts, as integral in the to the syllabus and plan the suitable methodology to teach.
- help them think critically on the economic issues, problems, policies and solutions from the local, national and international perspective.
- prepare teachers who can think and work innovatively, be resourceful to create a learning environment whereby the students would develop an interest and love for economics and find it relevant for their personal and professional lives.

Unit I. Perceptions, Ideologies and Approaches in Economics Education
- Nature of economics as a discipline
- Economics as a part of social science programme in Indian schools. The perspectives presented by NCF-2005
- Economics education for beginners; a rationale for when should we begin teaching economics and what should be taught at different levels?
- Diverse programmes and approaches in economics education. Study of economics as a social reality, study of economic systems, contemporary models of growth.
- Challenges in teaching of economics with regard to
  - i)   Understanding the learner.
  - ii)   Coping with the learning environment.
  - iii)   The economics teacher.

Unit II Elements of Knowledge, Skills and Values in School Economics
- The elements of knowledge : facts, concepts, values and generalizations
- Contribution of economics in labeling countries as developing and developed with a critical perspective
- Development of skills required in economics.

  Skill categories: Basic and Complex skills
  - i)   Mastering skills.
  - ii)   Assessing Skills.
- Value orientations: Social and Economic values.

Unit III Selection and Organization of Instructional Components
- Setting the goals and defining objectives of teaching economics at school level.
- Approaching the content and developing strategies for a learner-centered economic education programme.

- Situating learning in the context of learner, teachers and the existing learning environment.
- Working out a comprehensive knowledge and skill development programme for the learners at the school level.
- Tapping sources, preparing materials and framing meaningful assignments for effective teaching and learning of economics.

Unit IV. Pedagogic Planning
- Preparation of unit plans and daily lesson plans along with the resources
- Class and out of class activities to establish school, family and community linkages.
- Reading beyond the textbooks: using textbook with other reference materials such as newspaper and GOI Reports
- Project based learning, problem-solving and ability to take decisions.

Unit V. Assessing for Learning
- Critical Understanding of the existing pattern of assessment
- Stages of evaluation: diagnostic, formative and summative.
- Continuous and Comprehensive Assessment
- Objective testing: construction of test items.
- Evaluation procedures for group projects and other outdoor activities in economics.

Suggested Assignments and other activities
- Reviewing a subject related book/selected articles from some economics journals/ magazines; presenting it in the class.
- An in-depth study of an economics thinker with pedagogical guidelines; accompanied with classroom presentation.
- Maintenance of a resource file from the beginning of the session to the end and getting it assessed in a phased manner.
- Conducting a field study – Departmental, community or market – based. Collecting and analysing the data, preparing the report.
- Undertaking of a project or a survey individually/in a group on a topic of individual choice. To be selected after class discussion. (Planning to be done early in the first term and carried on till the third term.)
- Critical analysis of economics textbooks from different publishers

Suggested Readings
- Agarwal Manju, *'Consumer Education',* (2013) Study Material for Secondary Level Economics' – NIOS, Delhi.
- Agarwal, Manju, Arora, N. (2014), *'Concept Learning in Economics, at Secondary Level: ACurricular Dimension'.A report of* National Seminar on Economic Curriculum in Schools. Emerging Trends and Challenges, NCERT, (Follow the link – http://www.ncert.nic.in/departments/nie/ dess/publication/non print/seminars.pdf).
- Agarwal, Manju (2012), *"Planning for Effective Economics Teaching: Teaching economics in India-* A Teachers' Handbook' NCERT Delhi.
- Agarwal Manju (2012) *'Teaching a Topic of Indian Economy using Unit Plan Approach'.* Teaching Economics in India - A Teacher's Handbook, NCERT Delhi Follow the link http://www.ncert.nic.in/departments/nie/dess/publication/print_material/ teaching-economics-in-india.pdf).
- Agarwal Manju (2011), *'Economics as a Social Science' National Seminar on Economics in Schools.* NCERT (Follow the link

http://www.ncert.nic.in/departments/nie/dess/publication/print_material/ teaching-economics-in-india.pdf).

- Hutchings,A N S.Assistant Masters Association 1971.Teaching of Economics in Secondary schools
- Katty R Fox (2010), *"Children making a difference : Developing Awareness of Poverty Through Service Learning".* The Social Studies',Vol. 101, Issue 1, 2010.
- .Lutz,Mark A,1999,Economics for the Common Good-Two Centuries of Social Economic Thought in the Humanistic Tradition,Routledge: London.
- Thomas Misco and James Shiveley (2010): *Seeing the Forest Through the Trees : Some Renewed Thinking on Dispositions Specific to Social Studies Education",* The Social Studies, Vol. 101, Issue 3, May/June 2010, Routledtge, Taylor and Francis Group.
- Shiva Vandana; Kester Kevin, Jain Shreya (2007): *The Young Ecologist Initiative, Water Manual, Lesson Plans for Building Earth Democracy'.* Pub. by Navdanyas, Research Foundation for Science Technology and Environment/
- Shiva Vandana, Singh Vaibhav (2011), *Health per acre, Organic Solutions to Hunger and Malnutrition.* Pub. byNavdanya, Research Foundations for Science, Technology and Environment.
- Shiva Vandana (1998), *'Towards the Real Green Revolution*, *RFSTE, Navdanya.*.
- Shiva Vandana (1998) *Biodiversity, A Third World Perspective*, RFSTE, Navdanya.
- Shiva Vandana, Jain Shreya (2011): *The Young Ecologist Imitative, Garden's of Hope Lesson Plan for Cultivating Food Democracy.* RFSTE, Navdanya.
- Walstad,WilliamB,Sopar JohnC.1994.EffectiveEconomic Education in the Schools:Reference and Resource Series.Joint Council on Education and the National Educational Association:New York.

Magazines / Journals
- Yojana, A Development Journal, Published by the Ministry of Inofrtmation and Broadcasting (Available in 13 Languages).
- Kurukshetra, A Monthly Journal on Rural Development (Special Issues on Food Security, 2013, and others).
- The Hindu: Survey of the Environment and others. (Published Annually).
- The Hindu: Survey of Indian Agriculture' (Published Annually).
- The Hindu: Survey of Indian Industry (Published Annually).
- Tahalka, June 2012, Special issue on 'Earth Aid' – Environment Day Special.
- Economic Survey – (Annual) Government of India Publication: (Available in Hindi and English).
- Seminar : A bimonthly. Magazine..
- 'Down to Earth' : Published by Centre for Science and Environment.

Websites
- Janchetna.blogspot.com (Hindi)
- Janchetna.blogspot.com (English).
- www.cseindia.org (for documentary films and DVD's).
- www.india-seminar.com.
- www.navdanya.org.

B.Ed. Two Year Programme

P.2.14 : Geography

Maximum Marks: 100

To engage the potential geography teacher with following quires

- what is the nature of Geography in terms of its evolution as a discipline ?
- what are the basic ideas in geography in the context of broader educational ideologies? What are the implications in articulating the aims and objectives of Geography education?
- What goes into the making of geography curriculum?
- What are the pedagogical strategies and material base appropriate for geography teaching at Senior Secondary level?
- How does one assess the process of learning of Geography concepts?
- How does one profile a professional geography teacher?
- What are the issues and challenges faced by geography teachers ?
- How does a geography teacher become a researcher?

Unit I: Evolution of Geography as a discipline
The changing nature of geography
- Nature of geographical knowledge
- Foundations of scientific geography
- Geography as a discipline of synthesis
- Paradigms of Geography:
  Areal differentiation, Man-Environment, Regions and Regionalization and Spatial Organization
- Geography themes: location, interaction, distance, scale, and change

Unit II: Basic ideas, Aims and Objectives of Teaching of Geography
- Epistemological basis of geographical knowledge
- Psychological basis of geography teaching- learning process
- Sociological perspectives in of geography teaching- learning process
- Aims and Objectives of Teaching of Geography informed by above three

Unit III: Geography Curriculum: Theory into Practice

    Theoretical understanding of Geography Curriculum
- General Curriculum model
- Objectives model – behaviorist pedagogy
- Process model – constructivist pedagogy
- Organization of Curriculum: Spiral sequencing, Regional approach, Thematic arrangement

Analysis of Geography Curriculum in India
Comparative Analysis of Curriculum in various countries

Unit IV: Pedagogical Strategies in teaching of Geography

Approaches, Strategies and Resources in teaching of Geography
- Approaches to teaching: Inductive-deductive, inter-disciplinary and constructivist approaches
- Strategies : Observation, Project, Regional, Comparative, Problem-solving, Laboratory/ scientific experimental, Narrative,
- Resources for teaching and learning :
  Maps and diagrams, GIS, Satellite images, Aerial photograph, photograph and slides, National Geography: resources from audio- video and journals, establishment and maintenance of geography room**,** Decision-making exercises, Printer material : textbooks, collated reading, journal & newspapers articles. Computers in geography teaching.

Field work: Organization: planning, execution, and evaluation

Planning and execution of a lesson : Curricular mapping, Concept mapping, Development of Lesson-plan,

Unit V: Assessment process in Geography Learning

- Assessment and Evaluation in Geography
- Subjective and objective tests; Unit test, Oral test etc
- Formative: Continuous and Comprehensive assessment strategies and formats
- Summative: Need and Formats

Assessment Analysis: Development of Learners' Portfolio, Progression of conceptual learning, Misconceptions developed and remedial strategies, Statistical interpretation of the assessment, Reflections after execution of lessons and holistic appraisal of the teaching- learning process.

Unit VI: Geography Teacher
- Trainee teachers to reflective practitioner
- Professional growth
- Career entry profile
- As a researcher

Unit VII: Issues in Geography Teaching
- Geography standard
- University-School links
- Public image of geography
- Geography literacy

- Informed citizen

Unit VIII: Research fields and methods in geography education
- Case Study
- Action Research
- Textbook Content Analysis
- Field Study

Unit IX: Practicum

Assignments, and Seminar Presentation
- Criteria of selection of text books and collateral readers: private and public publishers
- Development and Analysis of Curriculum and Concept mapping : content and sequencing
- Lesson planning exercises: Development of variety of lesson plans in terms of nature of content, and pedagogical practices
- Collection and Review of ICT resources for geography education
- Analysis of Geography Standards across countries
- Annotated bibliography on any topic related to geography education
- Preparation of video and film strips
- Review of Documentary features regarding Geography content martial

Minor Research Projects
Contemporary development in Geographical Education: Seminar Presentation
- Geography, Psychology and Social Theory
- Post-modern geographies
- Feminist theory and geography of gender
- Children's attitudes to other nationalities

B.Ed. Two Year Programme

P.2.15 : Psychology

Maximum Marks: 100

Part -1: Psychology: Evolution, Identity and Issues

Objectives

To enable the student-teachers to:
- Develop an understanding of the evolution of Psychology through a critical examination of major theoretical perspectives with reference to their philosophical and methodological orientations.
- Locate Psychology as a discipline on the Science-Social Science continuum.
- Understand and examine the contemporary concerns and challenges within and to the discipline.
- Trace the evolution of psychology as a school subject in India with specific reference to the issues and challenges resulting from it.

Unit I.1: Psychology: Evolution and Identity

I. The Historical Evolution of Psychology: A Critical Re-visit
   a) Renaissance, Enlightenment and 'Psychology as a Science'
   b) A critical appraisal of the major thought traditions in Psychology with reference to Ontological assumptions, Epistemological assumptions, and Ethical concerns
   c) Foregrounding 'The Human' : The Movement towards Social Science

II. The Nature of Psychology
   a) Nature of Science
   b) Nature of Social Science
   c) Locating Psychology on the Science-Social Science Continuum

Unit I.2: Debates and Contemporary Concerns in Psychology

I. Key Debates
   a) Human Nature
   b) Nature of Knowledge and Learning c) Methods of Inquiry

II. Contemporary Concerns and Developments
   a) Specializations and Compartmentalisation in Psychology
   b) The Politics of Knowledge Generation
   c) Some 'Alternative' Developments: Positive Psychology, Critical Psychology, Indian Psychology, etc.

Unit I.3: Psychology In Schools: The Indian School Context

I.   Psychology in Schools : Understanding the Rationale and Evolution
II. Psychology as a School Subject : Issues and Challenges
     a)   As a Secondary School Subject
     b)   The Interface of Psychology and Other Disciplines/Subjects c) Examining Linkages with Higher Education

Part II: Psychology in Schools

Objectives

To enable the student-teachers to:
- appreciate the concerns and issues involved in teaching psychology at the senior secondary level.
- reflect on the philosophical assumptions that influence a teacher's
- approach towards teaching- learning.
- develop a critical understanding of the roles of and expectations from 'a
- psychology teacher' in the school context.
- develop a nuanced understanding of the processes of teaching, learning and evaluation.

Unit II.1: Teaching Psychology at the Senior Secondary Level
I.   Senior Secondary Level: Complexities and Concerns
     a)   Understanding the Adolescent Learner
     b)   Intensification of Subject Specialisation c)   High Stakes Evaluation

II. Aims & Objectives of Teaching Psychology

Unit II.2: The Teacher of Psychology

I.   The Teacher and her Philosophical Assumptions: Examining the Ontological and Epistemological Stance(s)

II. Roles and Functions of a Psychology Teacher
     a)   Demystifying Psychology
     b)   Engaging with the Syllabus and Textbook of Psychology c)   Beyond Academics

III. Deconstructing Personal and Institutional Expectations

Unit II.3: Methodology and Evaluation in Teaching Psychology

    I.   Unit Plans and Lesson Plans: Meaning, Aims and Interface
    II.   Teaching Psychology: Methods, Techniques and Strategies
    III.   Development of Teaching- Learning Resources
    IV.   Assessment and Evaluation: Purpose, Approaches and Strategies.

Reading List: Part I (Essential)
- Burrell, G. & Morgan, G. (1979). *Assumptions about the Nature of Social Science*. In Sociological Paradigms and Organisational Analysis. USA: Ashgate Publishing Limited.
- Chikkara, A. (2006). *Revisiting Psychology: A Multilevel Analysis*. Unpublished M.Ed Dissertation. Department of Education, University of Delhi.
- Henriques, G.R. (2004). *Psychology Defined*. Journal of Clinical Psychology, 60: 1207-1221.
- Hergenhahn, B.R., & Henley, T. (2013). *An Introduction to the History of Psychology*.(7th ed). USA: Wadsworth. Chap 1 and 20
- Kumar, V. (2011). *Critical Analysis of School Psychology Curriculum in Light of Recent Developments in Psychology*. Unpublished M.Ed. Dissertation, Department of Education, University of Delhi. pp 4-18, 79-103.
- Smith, J.A., Harre, R., & Langehove, L.V. (Eds.). (1995). *Rethinking Psychology*. New Delhi: Sage Publications. Chap 1,2,12 and 13.
- Staats, A.W. (1999). *Uniting Psychology requires new infrastructure, theory, method, and aresearch agenda.* Review of General Psychology, 3, 3–13.
- Watts, S. (2010). *How Psychology Became Science.* In Essential Psychology: A Concise Introduction (Ed.) Banyard, P., Davies, M.N.O, Norman, C. & Winder, B. **DOI:** http://dx.doi.org/10.4135/9781446251461. Sage Publication.

(Advanced)
- Driscoll, M. P. (2004). *Psychology of Learning for Instruction*. (3rd ed.). London: Allyn and Bacon.
- Fox, D., Prilleltensky, I., & Austin, S. (Eds.). (2009). *Critical Psychology: An Introduction*.(2nd ed). New Delhi: Sage Publications. Chap 2,3,19 and 20.
- Gorlow, L., & Katkovsky, W. (Eds.). (1968). *Readings in the Psychology of Adjustment*.(2nd ed).New York: McGraw-Hill Book Company. Section 1 and 6 (531-541).
- Hjelle, L.A., & Ziegler. D.J. (1992). *Personality Theories: Basic Assumptions, Research, and Applications*. (3rd ed). New York: McGraw-Hill. Chap 1 and 2.
- Leahey, T.H. (2004). *A History of Psychology: Main Currents in Psychological Thought*. (6th ed). New Delhi: Pearson Education. Chap 1.
- Schultz. D.P., & Schultz, S.E. (2011). *A History of Modern Psychology*. (8th ed). USA: Wadsworth. Chap 1 and 15.
- Yanchar, S.C., & Slife, B.D. (1997). *Pursuing Unity in a Fragmented Psychology: Problems and Prospects*. Review of General Psychology, 1(3), 235-255.

Reading List: Part II
- Radford, J. & Rose, D. (Eds). (1980). *The Teaching of Psychology: Method, Content and Context.* New York: John Wiley & Sons.
- Buskist, W. & Davis, S. F. (Eds.). (2002). *The Teaching of Psychology: Essays on Honor of Wilbert J. Mc Keachie and Charles L. Brewer.* Mahwah, London: Lawrence Erlbaum. Chap 3, 5,7, and 16.

- Buskist, W. & Davis, S. F. (Eds.). (2006). *Handbook of the Teaching of Psychology.* Oxford, U.K: Blackwell. Chap 5, 8, 11,12,13,14, and 51.
- Lefrancois, G. R. (1996). *Psychology for Teaching.*(10th ed). Wadsworth Publishers. Chap 1.
- National Curriculum Framework. (2005). New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005). *Aims of Education.* New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005).*Curriculum Syllabus and Textbooks.* New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005).*Examination Reform.* New Delhi: National Council for Educational Research and Training.
- Mishra, G., Brootra, K.D., Tripathi, L.B., Srivastava, A.K., & Sibia, A. (2002). *Introduction to Psychology, Part I & Part II,* New Delhi: National Council for Educational Research and Training.
- Lucas, S.G. & Bernstein,D.A. (2008). *Teaching Psychology: A Step by Step Guide.* Mahwah, New Jersey: Taylor & Francis. Chap 1,2,5, and 8.

Suggested Practicum (indicative list): Part I

- Select any one refereed journal of psychology (national or international) and critically examine the author guidelines for preparation and submission of scholarly manuscripts. Carefully analyse the nature of published manuscripts to ascertain the selected journal's positioning on the issue of Psychology as a Science and/or Social Science.

- Initiate and record a discussion with students on 'Rethinking Classic Experiments in Psychology' with respect to ethics in psychological research.

Suggested Practicum (indicative list): Part II

- Conduct an interview with the teacher of Psychology in your school and identify some issues or challenges faced by him/her regarding the learners, subject-matter, or any other pertinent area of concern. Select and probe any one such issue, formulate a plan of action and try to implement it. Critically reflect and document your experience to self-assess the executed plan and make recommendations for improved future action.

- Select any one commonly suggested Psychology textbook at the senior secondary level and critically appraise it by developing a suitable framework of analysis.

- Select any five topics from the prescribed syllabus of Psychology for the senior secondary level and develop case-vignettes on them.

- Prepare a brief synopsis of books/films/television-series that highlight the content areas in the prescribed syllabus of Psychology for the senior secondary level.

B.Ed. Two Year Programme

P.2.16 : Sociology

Maximum Marks: 100

Unit I Basic Concepts

Nature and scope of sociology, emergence of sociology as an independent discipline; sociology in India; relationship of sociology with other social science disciplines, acquisition of sociological perspective to critically explore and question familiar social reality; critical enquiry of the popular perception that sociology is a non-utility subject; objectives of teaching sociology as a school subject; teaching to develop capacity for critical analysis rather than teaching definitions and concepts

Unit II Curriculum and Textbooks of Sociology

Analysis of the sociology syllabus and textbooks developed under NCF-2005 for Grades XI and XII; critical analysis of the topics, presented with a sociological perspective, in upper-primary level social science textbooks;
Role of textbooks for pedagogic challenges (problem-posing education): contextualization; nature of questions; types of data utilized for grasping social reality, use of patterns in understanding society

Unit III Understanding Indian Society

Use of locally relevant content in the teaching-learning process; Resources of data to develop a sociological understanding of Indian society: Census, National Sample Surveys, National Crime Records Bureau, UNIECF and UNESCO Reports, health and education related data, and so on; Analysis of language, social customs, myths, folk lore, music and popular music as a source of data to study social institutions, relationships and division of labour and power in Indian society. family, kinship, caste; tribe; religion; language; social change; customs, rituals, beliefs; modernity and modernization; role of education;

Unit IV Assessment and Evaluation

Role of assessment in expanding the student's learning in sociology; interest in social phenomenon; capacity for objective analysis; grasp of theory; ability to apply concepts for making sense of everyday social reality and situations; capacity to relate sociological insights with other social sciences.

Suggested Readings

Richard J. Gelles"Teaching Sociology" on Teaching Sociology *Teaching Sociology*

Vol. 8, No. 1 (Oct., 1980), pp. 3-20

Paul J. Baker Does the Sociology of Teaching Inform "Teaching Sociology"?

Teaching Sociology Vol. 12, No. 3, Sex and Gender (Apr., 1985), pp. 361-375

Blue, J. T. (1955) "Conceptual errors common in the teaching of sociology." SOCIAL FORCES 33 (March): 286-289.

Bogardus, E. S. (1921) "Problems in teaching sociology." J. OF APPLIED SOCIOLOGY 6 (December): 19-24.

--- (1953) "Obtaining a position in sociology." SOCIOLOGY & SOCIAL RESEARCH 38 (September-October): 38-45. "

Cantor, N. (1949) "The teaching and learning of sociology." AMERICAN J. OF SOCIOLOGY 55 (July): 18-24

Hughes, E. C. (1970) "Teaching as fieldwork." AMERICAN SOCIOLOGIST 5 (February): 13-18.

Kulp, D. H. (1930) "Preparing sociology teachers." SOCIOLOGY & SOCIAL RESEARCH 15 (November-December): 135-144.

Mills, C. W. (1961) THE SOCIOLOGICAL IMAGINATION. New York: Grove Press.

Park, R. E. (1941) "Methods of teaching: impressions and a verdict." SOCIAL FORCES 20 (October): 36-46.

Apostle, C. N. (1968) "An approach to teaching introductory sociology." AMERICAN SOCIOLOGIST 3 (February): 31-33.

Baker, P. J. (1975) "Social awareness project." TEACHING SOCIOLOGY 3 (October): 74-80.

Bogardus, E. S. (1960) "Selected sociological concepts for beginning students in sociology." SOCIOLOGY & SOCIAL RESEARCH 44 (January-February): 200-208.

Clark, S. G. (1974) "An innovation for introductory sociology: Personalized System of Instruction." TEACHING SOCIOLOGY 1 (April): 131-142.

Conover, P. W. (1974) "The experimental teaching of basic social concepts: an improvisational approach." TEACHING SOCIOLOGY 2 (October): 27-42. Utilizes improvisational games as a learning technique.

Dukes, R. L. (1975) "Teaching introductory sociology: the modular approach." TEACHING SOCIOLOGY 2 (April): 165-176. Hendershot, G. E. and K. W. Eckhardt (1968) "New approaches to the teaching of sociology: 'doing sociology' in an introductory course." AMERICAN SOCIOLOGIST 3 (February): 34-37.

Jones, R. A. (1975) "The use of literature in teaching introductory sociology: a case study." TEACHING SOCIOLOGY 2 (April): 177-196.

Knop, E. (1967) "Suggestions to aid the student in systematic interpretation and analysis of empirical sociological journal presentations." AMERICAN SOCIOLOGIST 2 (May): 90-92.

B.Ed. Two Year Programme

P.2.17 : Social Science

Maximum Marks: 100

Objectives of the Course

To enable the prospective teachers to:
- get an insight into the nature of social science curriculum and its pedagogical issues.
- Enquire critically the aims and objectives of social science education.
- Explore and establish the Inter-disciplinarity in social science.
- Comprehend the uniqueness of teaching-learning process of social science at secondary level.
- Engage with the classroom processes and its transactional implications in terms of different strategies and techniques.
- Develop appropriate evaluation mechanisms in social science.
- Understand the needs and processes for professional development of social science teachers as researchers

Unit I   Aims and objectives of teaching Social Science
- Social Science Education:
  for a democratic secular society
  for an identity in the post-modern and globalised world in terms of historical,   political, economic and environmental perspectives
  for an informed and empowered citizen

- Organization of learning experience in Social Science Curriculum
   its status in Secondary School Curriculum
   its inter-disciplinary nature: **Revisited**
  its presentation in thetext books

Unit II Pedagogical Strategies in Social Science
- Purpose, Approaches and Strategies teaching- learning processes:
  approaches: inductive, deductive, interdisciplinary and constructivist approaches
  strategies: Narration, Dialogue& Discussion, Problem Solving, Project, Storytelling, , Data collection and analysis, Field trips as learning experience, Dramatization, Archives& other historical Sources and their interpretation , reviewing Video Shows on social issues, Current event , Comparative method, Cartographic techniques, time-line construction and other activities
- Development of Thematic Lesson Plan and its execution

Unit IV Resources in Social Science
- Teaching Learning Material: Need and objectives; collection and preparation
- ICT in Social Science Classroom
- Social Science Resource room: Need, Establishment, components and management.

- Social Science Teacher: Nature: Personal ideology and Personality traits; Academic and Professional competencies; and as a Reflective Practitioner

Unit IV Evaluation and Assessment in Social Science
- Formative assessment: Strategies and tools in Continuous and Comprehensive Assessment
- Summative assessment: Objective and subjective strategies

Assessment at different stages: secondary level

Unit V Issues and Challenges in Teaching-learning of Social Science
- Pre-conceptions and misconceptions in Social Science
- Social Science as an integrated subject.
- Critical pedagogy in action.
- Teaching children with special needs
- Democratic Classroom
- Social sciences and Global challenges related to marginalization, violence, environmental problems and financial crisis

Suggested Practicum
a) Organization of Opinion Forum
b) Surveys on the spot.
c) Term papers on current issues : Citizenship, Gender issues, Stock Market, Local History
d) Enrichment of the subject areas like geography, history, political and social life and economics.
e) Establishment and Enrichment of Social Science Resource Centre
f) Analysis of curriculum policies/documents and curriculum frameworks.
g) Critical appraisal of existing social science curriculum and text books at school level
h) Critical Lessons(issue- based) Planning and Execution.
i) Organizing field trips and evaluating learning process

Suggested Readings

- An Introduction to problems in the Philosophy of Social Sciences (1995) By Keith Webb, Pub.- Pinter, London, New York.

- Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.

- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.

- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.

- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.

- Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.

- Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.

- Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.

- Gallanvan&Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.

- George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.

- Hamm, B. (1992).Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).

- Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.

- Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.

- Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi, Delhi.

- Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.

- Learning to Teach History in the secondary school, A companion to school experience (2nd Edition, 2002) By Terry Haydn, James Arthur and Martin Hunt, Pub.- Routledge, Falmer, (Taylor and Francis group), London, New York.

- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).

- Misra, Salil and Ranjan, Ashish (2012).Teaching of Social Sciences:History,Context and Challenges in VandanaSaxena (ed.),Nurturing the Expert Within, Pearson, New Delhi

- Pathak, S.P. (2005), Teaching of History- The Paedo Centric Approach, Kanishka Publishers, New Delhi.

- Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.

- Prigogine, I., & Stengers I. (1984). Order Out of Chaos: Man's New Dialougewith Nature. Batnam Books.

- The idea of a Social Science and its relation to Philosophy (1958), by Peter Winch, Pub.- Routledge and Kegan Paul, London, New York: Humanities Press.

- Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.

- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.

- Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

P.2.18 : Commerce

Maximum Marks: 100

Rationale
This paper attempts to prepare reflective teachers who are prepared to address the needs of a Commerce classroom. They will be able to reflect on appropriate teaching needs of the commerce classroom, based on individual differences in learners and the school context. They will also develop new and use existing resources for teaching.
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Unit 1 Planning for Classroom Teaching

- Developing objectives and meeting educational aims
- Enriching preparation for teaching
- Unit and lesson planning

Unit 2 Exploring Pedagogic Options

- Methods of Teaching- Lecture, Demonstration, Case Study, Interaction, Project, Discussion, Simulation and Role play, Seminar.
- Choice of an appropriate pedagogy
- Classroom management

Unit 3 Curriculum Development and Syllabus of Commerce

- Curriculum development- theories, processes and practices.
- Understanding Commerce curriculum (different national and international boards).

Unit 4 Developing Teaching Content and Resources

- What to teach: Developing teaching content
- Place of textbooks in the classroom
- Relevance and selection of resource materials
- School context and suitability of learning material
- Technology in commerce classroom (including e-Learning environments)

Unit 5 Evaluation in Accountancy and Business Studies

- Evaluation and assessment of learners in Commerce- Examining contemporary trends
- Construction of tests
- Moving towards alternative assessment modes

Unit 6 Developing a culturally responsive and inclusive classroom

- Embracing social and cultural diversity
- Building an inclusive classroom environment
- Addressing learners' needs

Unit 7 Developing reflective practitioners

- Critical pedagogy in Accountancy and Business Studies
- Reflective teaching
- Teachers as Researchers

Practicum

- Comparative Analysis of Commerce curriculum of different national and international boards.
- Analyzing textbooks of Accountancy and business studies.
- Development of learning material and resources for commerce classroom.
- Designing an Action Research project.
- Writing reflective journals
- Designing alternate assessment models.
- Developing tests and analyzing question papers.
- Undertaking commerce based research project that may involve- field based inquiry into the commercial and personal lives of small scale entrepreneurs/ develop a biography of a local entrepreneur/ develop profile of local artisans or craftsmen/ review biography/autobiography of an entrepreneur or manager.

Suggested Readings
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P.2.19 : Home Science

This course is to deal with the entire range of activities associated with the teaching of Home Science at the Secondary and Senior Secondary level. The emphasis has been on the knowledge, understanding and application of various approaches/methods/strategies associated with the teaching of Home Science effectively in School. The specific course objectives and unit wise content are given as below:

Objectives:

The student teacher will be able to:
- Enumerate on the meaning, nature, scope and objectives of teaching Home Science at Secondary and Senior Secondary level.
- State the importance of teaching Home Science in Schools.
- Apply various techniques and approaches of Teaching Home Science at secondary and senior secondary level.
- Plan instructions effectively for teaching learning process of Home Science at school level.
- Plan and modify the setup of Home Science laboratory to conduct practical's according to the changing needs of the curriculum.
- Evaluate student performance with a holistic perspective.

Unit I: Nature of Home Science and its role in family and community
- The nature and scope of Home Science as a discipline in science.
- Historical perspective and major landmarks in the evolution of home science as a subject.
- The contemporary meaning of Home Science and its place in school education.
- Home Science in socio-cultural context with focus on societal issues and concerns.
- Interface between Home science and skill development.

Unit II: Curriculum and pedagogic issues in Home Science
- objectives of teaching of Home Science at elementary, secondary and senior secondary level
- unit planning
- lesson planning
    - (i)   Discussion Method
    - (ii)   Demonstration Method
    - (iii)   Practical Method

Unit III: Methods & Approaches in teaching Home Science

(a)
- Demonstration
- Discussion
- Practical
- Project
- Problem solving
- Seminar
- Experimentation
- Field trips
- ICT
- Market Survey
- Exhibition
- Displays
- peer learning
- Role play
- Brain storming

(b) Optimal utilization of community resources
(c) Simulated teaching.

Unit IV; Audio-Visual Aids in Home Science
- Introduction
- Needs and importance
- Dale's cone of Experience
- Types of Teaching Aids
    - On the basis of sense organs involved
    - On the basis of size of learner group
    - On the basis of learners control over teaching aid
    - On the basis of experience provided by an aid
- Effective use of teaching aid

Unit V: Curriculum in Home Science
- Introduction
- Principles of curriculum construction
- Curriculum organization: critical analysis
- Correlation of Home Science with other subjects
- Role of Home Science teacher in curriculum development and transaction
- Home Science Text Book

Unit VI: Laboratory organization and experimentation in Home Science
- Report, records and registers:
  - (i) Purchase, storage and maintenance of material and equipment
- Characteristics, organization and management of Home Science laboratory
- Layout of design :
  - (i) single subject Home Science laboratory
  - (ii) multipurpose home science laboratory
- Sustainability through innovative designs
- Guidelines for teachers

Unit VII: Evaluation in Home Science
- Measurement vs Assessment vs Evaluation
- Concept and Types of Evaluation
  - (i) Diagnostic
  - (ii) Formative
  - (iii) Summative
- Evaluation as a continuous and comprehensive evaluation
- Techniques and devices of evaluation in Home Science

Practicum
- Illustrations & reflective analysis of Teaching Learning Process of different areas of Home Science (Human Development and Childhood Studies, Foods and Nutrition, Fabric and Apparel Science, Resource Management and Design Application, Development Communication and Extension)
- Enrichment of major concept in Home Science through peer learning
- Home Science Laboratory:
  - Critical evaluation of existing Home Science laboratory in the school and suggest modification for effective use.
  - Planning of ideal Home Science Laboratory for both single subject and Multipurpose use
- Prototype construction of Home Science laboratory
- Development of unit and lesson plan
- Construction of multimedia programmes in Home Science
- Development of curriculum

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B.Ed. Two Year Programme

E.1 : Education for Mental Health

Maximum Marks: 100

Rationale
The paper aims to enable students to understand the nature and evolution of the discipline of mental health. It focuses on developing an informed perspective on the key concepts, issues and debates in the field. The focus is on developing practitioners in education who are able to identify and address mental health concerns and issues within the personal and social realm. The paper facilitates the development of a personal reflective approach in building sensitivity towards mental health concerns within school and community settings.It also aims to build some basic guidance and counselling skills in student teachers.

UNIT-I: Mental Health: Historical and Contemporary Perspectives
- History and Evolution of Mental Health, with special reference to the three forces of psychology.
- Key Debates and Issues in Mental Health: Mental Hygiene vs. Mental Health; Universalism vs. Cultural Relativism; Nomothetic and Idiographic approach; Statistical and Ideological Perspective.
- Notions of a Healthy Personality.

UNIT-II: Mental Health: A Life Span Perspective
- Understanding issues of mental health at home, school and society, with reference tochildhood, adolescence and young adulthood.
- Mental health concerns
    - Frustration, conflict, stress and anxiety: Sources and management. Conflict and Frustration: Sources and Management
    - Development of Life Skills and Building of Resilience

UNIT-III: Mental Health in Schools
- School Based Issues and Concerns: Home-school continuity – discontinuity; diverse school contexts; mental health concerns of teachers.
- Guidance and Counselling
    - Concept, need and techniques
    - Notion of teacher as a counselor
    - Designing and evaluating mental health interventions and programmes

UNIT-IV: Social Issues in Mental Health
- Media, technology and communication
- Contemporary lifestyles and related issues
- Negotiating stereotypes: Gender, caste, class, region, and religion.
- Gender roles and sexual orientations
- Religion and Morality

Suggested Practicum
Students are expected to undertake three practicum tasks which maybe as follows:
- Collect and analyse five newspaper reports or articles from magazines or research papers from journals each, on at least **three** different themes, such as: Violence and

aggression in schools; insensitive teacher attitudes; parental pressures and inter-generational conflicts; academic stress and competitiveness; substance abuse in school going children; peer sub cultures.

- Identify a Feature Film or Documentary film depicting one or more mental health issues and concerns. Draft an in-depth review based on your understanding of the issues in Mental Health as well as Educational Psychology.

- Choose a mental health issue and identify at least three resources that can be used to develop a deeper understanding on the concern. Present your understanding through annotations of the resources and share them in the mental health group.

- Identify mental health concerns of school going children across the different life stages. Develop a detailed report on the same based on your observations in schools.

- Identify stereotypes presented, propagated, or challenged, in popular media such as magazines, films, television, radio, etc. and analyse the same.

- Conduct a field based project on teachers' mental health concerns through observations and interviews. Develop a report of the same and give suggestions for promotion of mental health of school teachers.

- Identify the various community based mental health services offered in your residential area. Visit any one NGO/ clinic/ hospital providing mental health services and document the experiences of practitioners in the setting, particularly those that relate to school going children.

- Develop a questionnaire and conduct a brief survey to identify and analyse social perceptions towards mental health and illness.

Suggested Reading List

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Sanyal, A. (Director). (2011). A Drop of Sunshine [Documentary]. India: PSBT.

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E.2 : Art Education

Maximum Marks: 100

Objectives
- Develop the conceptual understanding of Art and its fundamentals.
- Sensitize/appreciate the relevance of Art in human life
- Acquire a conceptual understanding of the key ideas in Art Education.
- Develop critical understanding of value development in Art Education.
- Develop an understanding of the implications of Art in Education.
- Sensitize towards the problems and issues in Art Education.
- Develop art appreciation .
- Develop critical understanding of different teaching strategies, evaluation techniques and curriculum problems in art education.

Theory
- An Introduction to Art Education – A consideration of the formal and informal theory in Art education with emphasis on building a theoretical basis for education in the arts - Lectures , reading, discussions covering the history, theory and profession , Literature of Art Education .
- Conceptual studies in art education-An examination of theories of aesthetics , criticism and jugdement as foundation to art education in school. Emphasis on a conceptual analysis of art its fundamentals and its relation with life. beauty, Reality, Idea, Truth and Taste and so on.
- Curriculum problems in Art Education –An examination of curricular plans as tool for transforming selected concepts in art education into teacher –student activities in the classroom.
- Instructional strategies in Art Education – Analysis and Evaluation of Teaching Methods – Emphasis on involvement interaction, inquiry, analysis of psychology of performance (motivation, inspiration, aptitude etc).
- Interaction and motivation in art education –An examination of the meaning, different types and medium of motivation.
- Special Problems in small / large group instruction –An examination of problems in small/large group with reference to total programme planning, evaluation etc.

Suggested Practicum
Department of Mulimedia Material for Art Education in Senior Ssecondary Schools.
Preparation of Instructional material for education in the arts for Secondary School.
Organising the Art Club.
Case studies of the children's work of art and their understanding of the concept of Art.

Reading List

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B.Ed. Two Year Programme

E.3 : Computer and Web Technologies in Education

Maximum Marks: 100

Aim

The course intends to develop an understanding of use of Computers and Web technologies in Educational Context. Specifically the Course will have the following aims: Become aware of fundamentals of computers and widespread use of various application software in education; become familiar with web technologies and their role in pedagogical approaches; become aware of the potential and practical issues / problems of computer and web technologies usage in their own subject area.

Unit I: Computers in Education
Fundamentals of Computer
- Hardware and Software
- Troubleshooting, Networking and Internet Security

Introduction to Application Software in Education
- Proprietary and Open Source Software
- Generic (Office, VUE etc.) and Subject specific application software
- Assistive technologies in Education

Unit II: Web Technologies in Education
- Introduction to Web technologies: Web.1.0, Web.2.0, & Web.3.0
- Web 2.0 technologies for classroom learning
- Learning Objects: concept and its applications to educational contexts
- Computer / web supported pedagogical approaches (Computer Assisted Learning (CAL), Problem Based Learning, Project Based Learning, etc.)
- Computer / Web Technologies in School Administration
- Web tools for assessment of/for learning
- Information literacy: Concept, Components, Standards, and its application to educational contexts

Unit III: Introduction to programming
- Basic, LOGO, and C

Unit IV: Issues related to Technology Integration in Education
- Practical issues in integrating computer and web technologies for classroom learning

Sessional Practical

Project Work (in small groups) on subject specific themes using application software and web technologies

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Lockyer, L. B. (2009). *Handbook of Research on Learning Design and Learning Objects: Issues, Applications, and Technologies.* Hershey: Information Science Reference.

Song, H. &. (2010). Handbook of Research on Human Performance and Instructional Technology. Hershey: Information Science Reference

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Web Links:

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E.4 : Education and Technology

Maximum Marks: 100

Course Objectives

The paper aims to enable prospective teachers to:

- develop an understanding of the concept, nature, scope and importance of Educational Technology.
- distinguish between communication and instruction in order to design sound instructional system.
- create an awareness about models of teaching and teaching-learning aids in Educational Technology.
- obtain total perspective of the role of techniques in educational practice.
- acquaint with emerging trends in Educational Technology.
- reflect upon application of educational technology, as a whole, in the field of education.

Course Contents

UNIT- I: Understanding Educational Technology

1. Concept of Educational Technology: Types of Educational Technology, difference between hardware & software technology, their role in modern educational practice.
2. Educational Technology: Nature and assumptions, factors influencing the application of Educational Technology, development of Educational Technology.

UNIT- II: Psychological Bases of Modern Technology

1. Psychological bases of modern technologies with reference to Ausubel, Skinner and Bruner.
2. Instructional design - cybernetic psychology and system analysis.
3. Bloom's (Revised) taxonomy of objectives, constructivism and educational technology.

UNIT – III: Communication & Interaction

1. Communication & Interaction: Theory of communication, types of communication, communication & language, communication in the classroom, barriers in communication.
2. Print & non-print media in communication, various types of print & non-print media.

1

3. Educational Technology as a tool for social change: Reach, mobility and accessibility.

UNIT – IV: Models of Teaching & Teaching-Learning Aids

1. Concept, meaning and characteristics of models of teaching, models of teaching strategies, assumptions and fundamental elements of teaching models.

2. Teaching aids: Edgar Dale's cone of experience and components.

UNIT – V: Innovations in Educational Technology

1. Multimedia in Education: Computer Assisted Instruction (CAI), Tele-Conferencing, Programmed Instruction, Satellite Communication, Internet and use of multimedia presentation, web 2.0 tools, Open education resources and Information and communication technologies, ethical, social and technical issues.

2. Recent trends in Educational Technology

3. Issues in context: Differently abled learners, teacher replacing technology, learner's interpersonal relationship and technology.

Practicum/Mini Projects (Any three of the following) –

1. Development of the Programmed Instruction – Branching, Linear.

2. Writing of a term paper on the given course contents.

3. Development of communication plan.

4. Development of Multimedia Presentations.

5. Critical review of Educational program presented through video-cassettes, TV, CDs or any other medium (any two).

6. Interface with educational technology industry (through excursion).

7. Application and use of a recent technology tool in the classroom activities.

Suggested Readings

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B.Ed. Two Year Programme

E.5: Environment Education

Maximum Marks: 100

Objectives
- To make student-teachers aware of the concept of environment and development.
- To enable future teachers to understand the conflicts and inequalities that result from the complex interaction of social and environmental factors.
- To encourage inquiry into the role that teachers can play in dealing with curricular areas that focus on environment.

Unit 1: Concept of Environment
- Meaning of the term Environment and its relation to human beings;
- Critical examination of its historical and conceptual antecedents;
- Assessing the state of the environment;
- Study of environmental concerns including perspectives from both social and natural sciences;
- The emergent inter-disciplinary perspective

Unit 2: Understanding Development in the context of Environment
- Notion of Development as continued social, political and economic progress; Significance of 'well-being' of the global community
- Addressing the real and complex issues of Development; Their relationship to the natural and social systems
- Issues of sustainable development; Need for and challenges to sustainable development; Study of alternative approaches to sustainable development

Unit 3: Educational Issues and Challenges
- Study of policy documents pertaining to environment; Policy Formulation and Analysis vis-à-vis development concerns
- Significance and scope of environmental issues at the global, national & local levels in school curriculum
- Role of teachers; Development of skills and abilities to deal with curricular areas related to environment in the classroom

Practicum
- Analysis of relevant documents depicting voices of concern for environment
- Analysis of case-studies from different contexts and settings symbolising traditions and attitudes to environment.
- Project-work- Dealing with any one topic related to issues of environment in the school curriculum

List of Readings

Agarwal, A et. al. (ed.) (2001). Green Politics : Global Environment Negotiations. New Delhi: Centre for Science and Environment

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Kumar, Krishna (1996). Learning from Conflict. New Delhi: Orient Longman.

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Scrase, T. J. (1993). Image, Ideology and Inequality. New Delhi: Sage Publication

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UNESCO – UNEP (1980). Environment Education: What, Why, How . . . Paris: International Education Series.

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Yencker, D., Fier, J. & Sykes, H. (2000). Environment Education and Society in the Asia– Pacific. London & New York: Routledge Publication.

मिश्र, अनुपम (1985). दे ा का पर्यावरण. नई दिल्ली : गाँधी प्रतिष्ठान।

मिश्र, अनुपम (1993). आजभी खरे है तालाब. नई दिल्ली : गाँधीप्रतिष्ठान।

Reports and Journals for study

- Journal "Terra Green" by TERI, India.
- Journal of Environmental Sciences, Elesvier

<div align="center">**B.Ed. Two Year Programme**</div>

<div align="center">**E.6: Human Rights Education**</div>

<div align="right">Maximum Marks: 100</div>

Aim

This course seeks to help students:

- Develop analytical skills to question and appraise Human Rights policies and practices at national and international levels;
- Explore the substantive knowledge of policies concerning Human Rights Education, prevailing trends in the field of Human Rights Education and of the challenges and contributions of critics;
- Perceive improvements, discern ambiguities and identify contradictions in the field of Human Rights Education ;
- Understand the roles of various state and non-state agencies in the promotion and enforcement for Human Rights; and
- Identify potential roles for oneself in the promotion of Human Rights Education

UNIT-1 Conceptualizing Human Rights and Human Rights Education

- Introduction to Rights, Human Rights and Human rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective.
- Approaches to Human Rights: western political liberalism, socialism and social welfare principles, cross-cultural rights traditions, and the UN instrument.
- Understanding Human Rights from policy perspective

Unit-2 Emerging Concerns in Human Rights

- Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights, West versus Rest
- Methods of Human Rights Research and Human Rights as pedagogy
- Critical review of Democracy with reference to Human rights
- Revisiting of Indian constitution with reference to Human Rights
- Critical review of Human Right in globalized world

Unit-3 School Education and Human Rights Perspective

- Human Rights perspective in curriculum
- Human Rights perspective in teaching-learning Processes
- Human Rights Perspectives in Assessment
- Human Right Perspective and school ethos and culture
- Inclusion and Exclusion

UNIT- 4 Issues, Movements and Promotion of Human Rights
- Understanding Human Rights of Children, Women, Minorities, Dalits, Differently abled and Homosexuals.
- Role of Government, Non-Government Organizations, Education, family and self in promotion of Human Rights.

Practicum
Learner may take any two tasks from the following:
- A case involving violation of human rights
- Human rights in a socio-cultural context
- Short placements with programmes or projects dealing with Human Rights Education
- Review and Critical Analysis of National Policy Documents with reference to Human Rights Perspective
- Awareness Camp to promote Human Rights Education
- Series of Street plays (nukkadnaatak) about Human Rights Education
- Any other task after consolation with teacher

Suggested Readings

Baxi, Upendra, 'From Human Rights to the Right to be Human; Some Heresies', in UpendraBaxi (ed.) The Right to be Human, New Delhi: Lancer International

Dennis Altman 2004, 'Sexuality and Globalization', Agenda: Empowering Women for Gender Equity, No. 62, African Feminisms Volume 2,1: Sexuality in Africa (2004), pp. 22-28: on behalf of Taylor & Francis, Ltd.

Desai, A.R. 'Democratic and Authoritarian Faces of the Indian constitution', in A.R. Desai (ed.) Violation of Democratic Rights in India, Bombay: Popular Prakashan

Ellen Messer, 1997, 'Pluralist Approaches to Human Rights' , Journal of Anthropological Research, Vol. 53, No. 3, Universal Human Rights versus Cultural Relativity (Autumn, 1997), pp. 293-317: University of New Mexico

Emilie M. Hafner-Burton and KiyoteruTsutsui , 2005, 'Human Rights in a Globalizing World: The Paradox of Empty Promises',American Journal of Sociology, Vol. 110, No. 5 (March 2005), pp. 1373-1411, The University of Chicago Press

FonsCoomans, Fred Grünfeld, Menno T. Kamminga, 2010, 'Methods of Human Rights Research: A Primer',Human Rights Quarterly, Volume 32, Number 1, February 2010, pp.179-186 (Article):The Johns Hopkins University Press

J. K. Patnaik, 2004, 'Human Rights : the concept and perspectives : a third world view', The Indian Journal of Political Science, Vol. 65, No. 4 (Oct.-Dec., 2004), pp. 499-514, Indian Political Science Association

Jack Donnelly, 1982, 'Human Rights and Human Dignity: An Analytic Critique of Non-Western Conceptions of Human Rights', The American Political Science Review, Vol. 76, No. 2 (Jun., 1982), pp. 303-316: American Political Science Association

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Kothari, Smitu, 1989, The Human Rights Movement In India: A crtical overview', in Smitu Kothari and Harsh Sethi (eds.) Rethinking Human Rights: Challenges for theory and action, New York: New Horizons Press and Delhi: Lokayan

Nilanjana Jain, 2006, 'Human Rights under Democracy', The Indian Journal of Political Science, Vol. 67, No. 1 (JAN. - MAR., 2006), pp. 143-152: Indian Political Science Association

Sen, Amartya, 2004, 'Elements of a Theory of Human Rights, Philosophy and public-Affairs, 32. No.4

Alam, Aftab (2000), Human Rights in India: Issues and Challenges, Delhi, Raj Publication.

Bajpai, Asha(2010) Child Rights in India: Law, Policy and Practice, Oxford University Press: New Delhi.

Baxi, Upendra (2010) The Future of Human Rights, Oxford University Press: New Delhi.

Byrne, Darren, J.O. (2000), Human Rights: An Introduction, New Delhi, Pearson Education Limited.

Chandohoke, Neera (2012) Contested Secession: Rights, Self-determination, Democracy, and Kashmir, Oxford University Press, New Delhi

Chaudhary, Dashrath (2004), Human Rights and Education, New Delhi, Rainbow Publishers Ltd.

Conventions on the Rights of the child (2000), MHRD Govt of India.

Dagar, B.S. (1948), Perspectives in Human Rights Education, Chandigarh, .Haryana Sahitya Academy.

Donnelly, Jack (1989), Universal Human Rights in Theory and Practice, Cornell, Cornell University Press.

Elbers, Frank (2002), Human Rights Education Resource book, Cambridge, MA: Human Rights Education Associates.

Gopalan, S.B. (1998) India and Human Rights, New Delhi, LokSabha Secretariat.

Gupta, Madan (2001) What will be Human Rights of students, New Delhi, Jnanada Pub.

Hugh (1991) The challenges of Human Rights, London, Cassell, Education Ltd.

Illich, Ivan (1972)Deschoolingsociety , Middlesex, England, Penguin Books Ltd.

Krishanmurthy, J. (2001), The First and Last Freedom, Chennai, Krishanmurthy Foundation.

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NHRC (2005), Human Rights Education for beginners, New Delhi, National Human Rights Commission.

Pachuari, S.K. (1995), Children and Human Rights, Delhi, APH, Publication.

Pachuari, S.K. (1995), Women and Human Rights, Delhi, .APH, Publication.

Philip, Kavita (2004), Constructing Human Rights in the Age of Globalization, PHI: New Delhi.

E.7: Peace Education

Maximum Marks: 100

Objectives
- To make future teachers aware of the scale and variety of conflicts affecting contemporary life;
- To encourage inquiry into the complex role that institutionalized education plays in the context of different types of conflicts;
- To enable students to develop personal initiative and resources for the pursuit and promotion of peace.

Unit I : Conceptual Introduction
- Role of Education in Personal, Social, National, Global and Universal spheres; coherence and contradictions among these roles; Origin of Jealousy, Hostility, and Violence; Relations between humans and nature: the question of environment.
- Self and Identity: the enabling functions of 'self' in the context of motivation, development and adjustment; Freud's theory of the structure of the psyche.
- Individual and collective self; duality and conflict: interpersonal, communal, national.
- Understanding Conflict: The use of perspective, symbols, stereotypes, and rhetoric in analyzing communication and representation of contentious issues in television and other modern midea; analysis of textbooks from the perspective of peace.
- Analysing life at school: culture of competition; corporal punishment and its consequences; role of family; gender roles and stereotypes.

Unit II: Preparation for Peace
- Introspection, Mediation, Persuasion: Cultivating the perspective and skills necessary for peace;
- Sources of stress and conflict: analysis and reflection of circumstances leading to stress and conflict.
- Dialogue: The concept and its applications in life in the family, school, and among peers;

Unit III : Philosophical Resources
Some Thinkers of Harmony: Study of relevant extracts from the writings of:

Gandhi ('Brute Force' and 'Passive Resistance' in *Hind Swaraj*)

Tagore ('Civilization and Progress' and 'Nationalism in India'),

Sri Aurobindi ('The Ideal of Human Unity'),

Krishnamurti, J. ('Education and World Peace'),

Montessori ('Peace and Education')

Russell ('Knowledge and Wisdom),

Iqbal ('Is Religion Possible');

Dalai Lama ('Universal Responsibility).

Other extracts from the writings of these thinkers can be added.

Unit III : Issues and Challenges

Justice and Peace: The Constitution as a means of conflict-resolution.

Study of ongoing conflicts in the political, economic, socio-cultural and ecological spheres; Case studies of major conflicts between nation-states; Study of successful struggles for peace and ongoing processes of dialogue; Nationalism and its critics; war and markets; globalization: Economy, Politics, Technology; meanings and implications;

Childhood in conflict settings: case study of areas where conflicts of different kinds have led to displacement, violence or persistent social turmoil.

Practicum

Excursion to sites or monuments symbolizing introspection; Organizing morning assembly, mediation, exhibition, etc. on peace - related themes.

End of tern project: Each students will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.

Reading List

Alfassa, Mirra. Education

Dalai Lama, H.H. The Art of Living and Dying in Peace.

Fromm, E. Sane Society.

Hanh, T. N. Being Peace

Franklin, Ursula. The Real World of Technology (available in Hindi)

Karve, I. Yuganta.

Kesavan, M. Secular Common Sense.

Krishnamurti, J. Education and the Significance of Life

Kumar, K. Learning from Conflict.

Kumar, K. Battle for Peace.

Michie, David. The Dalai Lama's Cat

Montessori: Peace and Education

NCERT. Ways to Peace

Norberg - Hodge, H. Ancient Futures.

Russell, B. Common Sense and Nuclear Warfare.

Sheehan, V. Mahatma Gandhi

Singh, N. Loktantra, Sanskriti aur Shiksha (also available in English in Kumar, K. (ed.) Democracy and Education in India).

Teresa, Mother. Reaching out in Love

UNICEF. The State of the World's Children (reports of the last five years).

UNESCO. Learning the Way of Peace : Teacher's Guide.

Websites:

Hiroshima Peace Memorial Museum

Peace Education: INEE Site (endorsed by UNESCO)

E.8: Adolescence Education

Maximum Marks: 100

General Aim
- To enable the student teachers to develop sensitivity, understanding and knowledge about Adolescence issues.
- To facilitate a positive attitude towards the importance of Adolescence Education Programmes at the school level.

Specific Objectives

Pupil Teachers will be enabled to:
- Develop knowledge and sensitivity on matters related to reproductive health, sex and sexuality and communicate effectively on these issues.
- Develop understanding about physical, physiological, psychological, socio-cultural and interpersonal issues related to the processes of growing up.
- Inculcate a healthy attitude towards sex and sexuality, respect for the opposite gender and an understanding of responsible sexual behavior.
- Develop an understanding about the desired life skills.
- Build a perspective on the socio-legal and cultural issues related to sex and sexuality.
- Acquire skills to use certain techniques such as question box, role play, value clarification and case studies, for enacting Adolescence Education Programmes.

UNIT-1   Adolescence Education: Introduction
- Adolescence: Understanding of physiological, socio-emotional, cognitive and cultural aspects.
- Adolescence Education: Concept, Need and Relevance.
- Issues and Challenges during Adolescence
- Role of Social Agencies in Adolescence Education.
  - ➢ School, Family, Media, Community

UNIT 2   Life Skills Education
- Understanding the need, concept, and significance of Life Skills Education
- Relationship between Life Skills and Adolescence Education
- Detailed study of Core Life Skills**.**

UNIT 3   Sexual and Reproductive Health
- Understanding Sexual and Reproductive Health
- Myths and Misconceptions
- STIs and HIV/AIDS: Causes, Prevention, Cure and Skills of Coping

UNIT 4   Empowering Student Teachers

- **Preparation of Teachers**
  Dealing with personal self constraints, Socio- cultural issues, Class room issues and challenges

- **Pedagogical Approaches to Adolescence Education**
  Case studies and Critical Incidents, Brainstorming, Role-playing, Buzz groups, Gaming, Value clarifications, Question Box, Discussions and Debates, Puppet shows, Role Reversal, Walkabouts, Video shows.

Suggested Practicum
a)   Field visit/s
b)   Review and analysis of the work done by Government and Non Government Organisations (NGO) at national and international level.
c)   A research study or detailed case study:
- Adolescents' behavior in different socio-economic settings.
- A study on child abuse victims
- Adolescents in drug rehabilitation centers
- Adolescents residing in the precincts of industrial areas and factory establishments
- Adolescents in the educational regions showing either higher or lower drop-out rates.
- Adolescents belonging to communities in which social evils affecting them are manifested like child marriages.
- Conducting Adolescence Education sessions in School.

Suggested Readings List

Arora, Pankaj, (2008);"Sex Education in Schools", Delhi, Ocean Books Pvt. Ltd.

ASHE (2001, Preparing For the VIBES – In the World of Sexuality- Revised Edition for Schools. Jamaica, USAID.

CBSE (1999), Population & Adolescence Education- A Training Package, Delhi.

Choudhry, G.B. (2014) Adolescence Education, Delhi: PHI Learning Pvt Limited.

Department of Education & State AIDS Control Society (2005) YUVA- School Adolescence Education Programme- Handbook for Teachers, Delhi.

Department of Family Welfare, Ministry of Health and Family Welfare, Govt. of India, IEC division, June 2004; Adolescent Health: Module for Basic Heath functionaries learning to work with Adolescents.

Greenberg, Jerrold S. (1989); Preparing Teachers for Sexuality Education, Theory into practice; Sexuality Education, Lawrence Erlbaum Association, Inc., Vol 6,No 3,pp 227-232,

Growing up in a World with HIV/AIDS,FAQ Booklet for students, Adolescence Education Programme; MHRD,NACO and UNICEF.

Harrison, Jennifer K.,(2000); Sex Education in secondary Schools; Buckingham, Philadelphia, Open University Press,

MHRD (2004) Life Skills Modules, Adolescence Education Programme, MHRD< NACO & UNICEF, Delhi.

NACO and UNICEF, (2005); Knowledge is Power-Adolescence Education: National framework and state action plan (2005-06)

Nagpal, Jitendra and Prasad, Divya, (2000); Sex Education; Encyclopaedia of Indian Education; Rajput, J.S., Ed., Vol-II (L-Z); NCERT

NCERT & NACO (1994) AIDS Education In School: A Training Package, Delhi.

NCERT (1988, 2000 & 2005) National Curriculum Framework for School Education, New Delhi.

NCERT,(2005); Adolescence Education in Schools- Life skills Development General Framework; National Population Education Project, Deptt. Of Education in Social Science and Humanities, New Delhi, India.

NCERT,(2005); National Curricular Framework 2005; New Delhi, India

Package of Lessons and Curriculum Materials. Bangkok , Thailand.

Prabhu, Vithal, (1998); Sex Education to Adolescence: With Guidelines for Program/Curriculum; Mumbai, Majestic Prakashan.

UNESCO (1991) Adolescence Education, UNESCO Principal Regional Office for Asia and The Pacific, Bankok.

UNESCO (2001) Life skills on Adolescence Education Reproductive Health:

Yadav, Saroj Bala,(2000); Adolescent Education; Encyclopaedia of Indian education; Rajput, J.S., Ed. Vol.I (A-K); NCERT.

Yadav, Saroj, (2007); ICT- A Strategy for Adolescence Education; Indian Journal of Population Education, No. 36, Indian Adult Education Association, National Documentation Center on Literacy and Population Education.

Websites

Adolescent & Youth Reproductive Health in India: Status, Policies, Programs & Issues, http://www.policyproject.com/pubs/countryreports/ARH_India.pdf

Culture & Adolescent Development, www.ac.wwu.edu

Health Needs of Adolescents in India, www.icrw.org

Joseph Ammo, The World According to Adolescents, www.hsph.harvard.edu

Patel, Andrews et at, 'Gender, Sexual Abuse & Risk Behaviors in Adolescents: A Cross-Sectional Survey in Schools in Goa, India, www.who.int

Sex & the Adolescent, www.webhealthcentre.com

Sexual Behaviour among Adolescents in Delhi, India: Opportunities Despite Parental Control, www.iussp.org/Bangkok2002/s30 Mehra.pdf

www.ncte-in.org/

www.cbse.nic.in/

www.ncert.nic.in/

www.ignou.ac.in/

www.nacoonline.org/

www.prerna.org/

www.chetnaindia.org/

B.Ed. Two Year Programme

EPC.1: Art, Craft and Aesthetics

Maximum Marks: 50

The EPC will offer options in different areas of arts and crafts for students, after an initial introduction to the general theme of the EPC with the help of the following topics:

Concepts in Aesthetics and their application in the different domains of art, such as visual art, music, theatre, dance, and in the sphere of India's heritage crafts.

Introduction to crafts: material, tradition, design, technique; applying these concepts in any one craft selected by the student

Art appreciation: Developing sensibility and aesthetic appreciation in any art form selected by the student.

The following syllabus of two options has been approved. The syllabi for more options can be drawn by different institutions.

Option I: Drawing and Painting

Objectives
The EPC has been designed to giving weightage to discover for oneself new abilities, whether limited or superior, to walk in fresh paths of self-expression and to feel life is a never ending adventure. It focuses on developing understanding of art, its relation with life and its experiences. It is may give pupil teacher a brighter outlook, develop independent decision making, develop the attitude to explore and experiment; opportunity to commune with oneself , express oneself fearlessly with originality, develop stand alone spirit, experience peace and joy within self ; inculcate the value of non- verbal expression and inward self sufficiency. The process also weaves in developing appreciation towards the artistic heritage and folk arts. Improvement in the direction of quality will come as a matter of experience.

Concept of art
Meaning of Art, its purpose and relation with life. Misconceptions in Art.   Discussions on art through the examples of the works of arts of old masters and contemporary artists, child art, folk art and artistic heritage.

Method and material
Orientation to different methods and material. Know the different medium, their nature and characteristics.

Composition
- Compositions based on topic/theme with any material and medium and method and technique(water/poster colours /oil pastels, mixed media, pencil/charcoal/oil /acrylic or any innovative medium) on the sheet / canvas / hard board.
- Outdoor sketching-Study of textures in nature- study of variations in nature-study of light and shadow.
- Calligraphy with freehand.
- Print making with different methods and techniques including exploration and experimentation with new material/method (marble printing/ usage of different easily available material for taking prints)

Mounting and Framing

Mounting the work. Display of mounted /framed work (with any material such as glass or mounting with chowksi board/pastel or Ivory sheet or any material used innovatively).

Option II Drama in Education

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and body. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the 'curricular' encompasses all, and is not separated from the co- curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through Drama in Education (John, Yogin, & Chawla, 2007), which helps learners to extend their awareness, through multiple perspectives: to look at reality through the imaginary. The challenge is for prospective teachers to firstly, draw out and refine their own creative capacities and then, to understand drama along with its pedagogical foundations in order to draw up well - planned drama – based explorations. In planned drama, the emotions, intellect, senses and social aspects of the child are harnessed, challenged, extended and reflected upon by students, both individually and as group. It gives opportunities for learners to recognise their agency, for transformational action. Drama helps the student to:

- Experience another time and people – their everyday life, behaviour, customs and values and so discover their heritage
- Make significant connections between the subjects in the curriculum – how they intersect and interplay both conceptually and in everyday life
- Experience the relevance of taught subjects with issues connected with their own lives. For instance, what are the links between the traditions of the Indian national movement and their lived lives today?
- Prepare themselves for life now and the future in terms of facing difficult situations, weighing options, making informed decisions and taking responsibility for their repercussions.
- Cultivate an understanding, sensitivity and sensibility to others who come from varied social, cultural and economic background and see themselves as part of a

larger multi – dimensional whole. In the present context where children are growing up in starkly segregated environments, bounded by caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of 'othering' happening in different lives?

- Explore and make choices for themselves of values as they impact on life, decisions and their repercussions.

Adopting drama as a learning-teaching methodology requires the teacher to be teacher – facilitator – artist rolled into one. Among other things, s/he needs to:

- Inculcate, extend and hone in her creative capacities and skills
- Identify themes worth exploring through drama,
- Plan and execute it,
- Take on roles herself even as she leads children into it,
- Adopt a range of drama and other strategies
- Understand and play the role of facilitator
- Help children reflect and internalize their learning

While the focus of this module is on drama in the classroom rather than history and forms of theatre, the student will also be given an understanding of specific forms like folk and street theatre that have educational value.

Games / Play / Drama – distinctions & their role as learning methodologies • Pioneers of drama - in - education. • Theatre heritage • Drama, language and Inter-connections	• Building artistic capacities: imagination, action, rhythm • teaching through arts: integrating image, music, word, movement • Teacher as facilitator of learning / teacher as artist	• Strategies of participatory learning. Role play, etc • Ethics of drama practice in the classroom
Approach	**Methodology**	**Methodology**
• The above components will largely use an integrated approach incorporating both theory and practice	• Playing games • Improvisation • Practical individual / group exercises for the body and imagination • Writing and reflection	• Art and music based appreciation & exercises • Group planning and practice with peers

B.Ed. Two Year Programme

EPC.2: Critical Understanding of ICTs in Education

Maximum Marks: 50

Aim

This course focuses on providing practical experience and reflective engagement on critical issues related to Information and Communication Technologies in a workshop mode through presentations and seminars around selected readings. The course intends to engage student teachers to understand the role of ICT in education in relation to various policies and curriculum frameworks on ICT and in diverse socioeconomic contexts.

The course aims to provide a rich learning experience for student teachers through various ICT tools to enable them to engage diverse classroom contexts, to critically ssess the quality and efficacy of resources and tools available, to access and suitably modify open educational resources, to develop their own pedagogic materials and pursue lifelong learning to strengthen their professional capabilities.

Unit 1 ICT in Education: Critical Perspectives
- ICT in the neoliberal era
- Technological determinism and its fallacy in education
- Free and open source movement and its impact on education
- Harnessing ICT's potential for education towards an egalitarian society
- Locating ICT in the context of National Policy on ICT in school education, national policies in education, curriculum frameworks for school and teacher education
- Legal and ethical issues of ICT use in education

Unit 2 Engaging with ICT for Teaching-Learning
- Understanding how to create and use documents, presentations, spread sheets
- Acquiring basic information literacy (web searching for discerning information sources)
- Understandingmodes of web learning (virtual learning, blended learning etc.)
- Engaging in collaborative learning through synchronous and asynchronous ICT tools (email, web chat, blogging, micro blogging, wikis, and ICT technological tools)
- Understanding and using web supported pedagogical approaches (problem/project based learning, computer assisted learning etc.) through ICT tools
- ICT for assessment of/for learning
- Critical review of proprietary vs open source software use in education - open digital eco-system, open educational resources (OER), open connectivity, (free and) open source, open hardware.
- Developing functional skills to use discipline specific ICT tools (Geogebra, PhET ,Stellarium, Open Street Map, Marble, Turtle Art etc.)
- Developing an understanding of assistive technologies for inclusive classrooms
- Observing Netiquette

Unit 3 Professional Development through ICT
- Setting up teacher professional networks
- Lifelong learning through OERs, MOOC and other possibilities
- ICTs for material development;TPACK framework

Practicum

The student teachers will get practical experience of the ICT tools mentioned in Unit 2, to actively engage in learning, critically review/adapt open educational resources, create digital learning resources and participate in seminars and presentations.

Assessment

a. Preparing ICT integrated lessons based on teaching a subject/ theme
b. Individual student's portfolio on tasks related to critical understanding of ICT
c. Portfolio of digital resources for teaching learning; developing subject specific resources

References

1. GoI (2012) *National Policy on ICTs in School Education*, MHRD, Govt. of India.

2. DSERT Karnataka (2012). *Position Paper on ICT Mediation in Education*. DSERT

3. Castells, M. (2009)*The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I, II and III*. John Wiley & Sons

4. Benkler, Y (2006) *The Wealth of Networks: How social production transforms markets and freedom.* Yale University Press

5. Cuban, L. (2001). *Oversold & Underused: Computers in the classroom*. Cambridge, MA: Harvard University Press.

B.Ed. Two Year Programme

EPC.3 : Understanding Communication

<div align="right">Maximum Marks: 50</div>

The following topics are suggested for detailed planning of this EPC by the resource person or faculty member who conducts this course in the 2nd year of the B.Ed. prorgramme.

Teacher as Communicator: Awareness of audience as a key factor in communication; children as learners; communication and curriculum; using knowledge about learner psychology as a factor in shaping classroom interaction; the concept of language across the curriculum;

Interpreting response in oral interaction; feedback as communication;
Reading as resource; choice of readings; analyzing a text from the perspective of students; communication through different media.

Communication as a factor in Institutional Ethos;
Improving one's own language proficiency in oral and written modes: narrating, describing, analyzing; Communication, language and ethics.

Writing Skills for Teachers: Writing letters, applications, reports, minutes, and essays; writing about research; writing annotations, references and bibliography; writing journals and reflective diaries, etc.

B.Ed. Two Year Programme

EPC.4 : Yoga

Maximum Marks: 50

The module developed by the NCTE will be adapted and used.