# SCHOOL OF EDUCATION & LIBRARY SCIENCE

# Bachelor of Education (B.Ed.)

# SEMESTER-IV

# EKLAVYA UNIVERSITY, DAMOH (M.P.)

## Scheme of Examination

### B.Ed IV Sem

#### Subject wise distribution of marks and corresponding credits

| S.No. | Subject Code | Subject Name | Maximum Marks Allotted — Theory Slot End Sem | Mid sem | Assignment/ Attendance | Practical Slot End Sem | Lab Work/ sessional | Total Marks | Contact Periods Per week L | T | P | Total Credits |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | BBEDU20S401 | Gender School and Society | 60 | 30 | 10 | 0 | 0 | 100 | 6 | 0 | 0 | 6 |
| 2 | BBEDU20S402 | Educational Technology and ICT | 60 | 30 | 10 | 0 | 0 | 100 | 6 | 0 | 0 | 6 |
| 3 | BBEDU20S403 | Creating an Inclusive School | 60 | 30 | 10 | 0 | 0 | 100 | 6 | 0 | 0 | 6 |
|  |  | Optional Course (Any of the subject mentioned below) |  |  |  |  |  |  |  |  |  |  |
|  | BBEDU20S404 | Value Education |  |  |  |  |  |  |  |  |  |  |
|  | BBEDU20S405 | Futurology in education |  |  |  |  |  |  |  |  |  |  |
| 4 | BBEDU20S406 | Health and Physical Education | 60 | 30 | 10 | 0 | 0 | 100 | 6 | 0 | 0 | 6 |
|  | BBEDU20S407 | Guidence and Counseling in School |  |  |  |  |  |  |  |  |  |  |
|  | BBEDU20S408 | Environmental Education |  |  |  |  |  |  |  |  |  |  |
|  | BBEDU20S409 | Action Research |  |  |  |  |  |  |  |  |  |  |
| 5 | BBEDU20S410 | Understanding the Self | 0 | 0 | 0 | 60 | 40 | 100 | 4 | 0 | 2 | 6 |
| 6 | BBEDU20S411 | Understanding the ICT | 0 | 0 | 0 | 60 | 40 | 100 | 4 | 0 | 2 | 6 |
|  |  | **Total** | 240 | 120 | 40 | 120 | 80 | 600 | 32 | 0 | 4 | 36 |

Induction programme of three weeks (MC): Physical activity, Creative Arts, Universal Human Values, Literary, Proficiencey Modules, Lectures by Eminent People, Visits to local Areas, Familiarization to Dept./Branch & Innovations.

| Course Code | GENDER, SCHOOL AND SOCIETY (Fourth Semester) | L | T | P | C |
|---|---|---|---|---|---|
| BBEDU20S401 | | 6 | 0 | 0 | 6 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 100 Marks | | | |

## Course Objectives

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

## Course Outcome

- Develop basic understanding and familiarity with key concepts of gender, gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region.
- Understand how Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy).

## Student Learning Outcomes (SLO)

- Understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period

| Unit-I | **Gender Issues: Key Concepts** | 18 Hrs |
|---|---|---|
| | ➢ The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods | |
| | ➢ Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state | |
| | ➢ Unequal access of education to girls, access to schools, gender identity construction at home and in society | |
| | ➢ Indian societal context: Power and authority in Indian Social System (patriarchy) | |
| | ➢ Socialization of child into a specific gender influences and opportunities for education | |
| Unit-II | **Gender Challenges and Education** | 18 Hrs |
| | ➢ Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc. | |
| | ➢ Representation of gendered roles, relationships and ideas in textbooks and curricula. | |
| | ➢ Schools nurture or challenge creation of young people as masculine and feminine selves | |
| Unit-III | **Gender Issues and Role of Teacher** | 18 Hrs |
| | ➢ Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their | |

| | students', instead of shying away from the same.) <br> ➤ Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues). <br> ➤ Identification of sexual abuse/ violence and its verbalization, (combating the dominant societal outlook of objectification of the female body, and so on.) | |
|---|---|---|
| Unit-IV | **Role of the Media and Life Skills Education** <br> ➤ Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication at school <br> ➤ Life Skills courses in school: provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self | **18 Hrs** |
| Unit-V | ➤ Gender equality Education of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state) | **18 Hrs** |

**# Mode: Flipped Class Room, Case Discussion, Lectures**

**Text Book(s) & Reference Books**

- Aeker,S. (1994) Feminist theory and the study of gender and education; In S.
- Acker, Gendered Education: Sociological Reflections on women, Teaching and
- Feminism, Buckigham: Open University Press.
- Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsf*ord.*
- *Kumar, K. (1991) Political agenda of Education, New Delhi: Sage.*
- *Lips, Hilary M. (1989)* Sex and Gender an Introduction, California
- Mountainview, Mayfield Publishing Company.
- Shokeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.
- Crapo, H. (ed.) (1970) Family, Class and education, London: Longman
- David, Mirrian, E. (1980) State the Family and education, London: Routledge and kegan Paul Desai, 12. Tyler, W. (1977) The sociology of educational inequality, London: Methuen.
- Chandra, Karuna (1984) Structures and ideologies: Socialization and Education of girl child in South Asia', Indian. Journal of Social Sciences.Vol 3 No. 1.
- Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', New frontiers in higher education, Vol.- XV No. 3.

*Assignment:*

➤ *Group Discussion*: B. Ed. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.

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

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

| Course Code | EDUCATIONAL TECHNOLOGY AND ICT | L | T | P | C |
|---|---|---|---|---|---|
| BBEDU20S402 | | 6 | 0 | 0 | 6 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 100 Marks | | | |

## Course Objectives

- Explain meaning, components, functions of computer and its historical backgrounds.
- Understand the computer peripherals and its organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of PowerPoint Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

## Course Outcome

- To provide education in use of Information and Communication Technology (ICT).
- To encourage higher-level thinking and creativity through ICT.
- To deliver students with a learning experience in instructional technology.
- To promote computer-based educational resources.
- To make students aware of Information Technology.
- To determine the practical use of technology integration.

## Student Learning Outcomes (SLO)

- Explain meaning, components, functions of computer and its historical backgrounds.
- Understand the computer peripherals and its organization in computer system.
- Develop skill in handling computer and using word documents.

| Unit-I | **Fundamentals of Computer** | 18 Hrs |
|---|---|---|
| | ➢ History and Generations of Computer | |
| | ➢ Meaning, Definition and Characteristics of Computer | |
| | ➢ Basic Functions of Computer: Input-Process, Output-Concepts | |
| | ➢ Anatomy of Computer | |
| | ➢ Classification of Computers: Based on size and capacity (Micro, Mini, Mainframe and Super Computers.), Based on working principle (Analog, Digital and Hybrid Computers.) | |

| Unit-II | **Computer Organization: Hardware and Software** | 18 Hrs |
|---|---|---|
| | *Input Devices* | |
| | ➢ Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board | |
| | ➢ Central Processing Unit | |
| | ➢ Arithmetic and Logic Unit, Control Unit and Memory Units | |
| | ➢ Memory Devices (Storage devices): | |
| | *Primary memory Devices* | |
| | ➢ RAM, ROM, PROM, EPROM and EEPROM. | |
| | *Secondary memory Devices* | |
| | ➢ Hard Disk, CD-Rom, DVD, Optical Disk, Pen drive. | |
| | *Output Devices* | |
| | ➢ Monitor, Printer, Plotter, Speaker | |
| | ➢ Operating System: Needs and Functions of Operating System | |
| | *Types of Operating System- single user and multi user* | |
| | ➢ Programming Languages: Types of Languages- LLL and HLL | |
| | *Computer Software* | |
| | ➢ System Software, Application Software and Operating System | |

| | ➤ Computer Virus and its prevention | |
|---|---|---|
| **Unit-III** | **Microsoft Windows (System Software)- I** | **18 Hrs** |
| | ➤ Introduction to MS-Windows, Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer | |
| | ➤ Application Programme: MS-OFFICE (Application Software) MS-WORD, MS-EXCEL AND MS- POWERPOINT. | |
| | ➤ Microsoft Word: Parts of Ms-Word windows, MS-Word Standard, Formatting, Drawing Toolbars, Starting Ms-Word, Opening a new document. Opening old document, naming the new document, saving the document using save and save as commands, Formatting the Document | |
| | ➤ Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing. Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list, Shadings. | |
| | ➤ Page Setup: Paper orientation, Margins and Paper size. Alignment: Centre, Left, Right, Justified | |
| | ➤ Editing the Document: Cut, copy, paste, paste special, undo, redo, select all, find, replace, go to, page number, clear | |
| | ➤ Inserting: Frame, objects, pictures, headers, footers, page number, date and time | |
| | ➤ Tabs, Tables, Columns: Insert table, delete cells, merge cells, split cells, select row, select column, select table, table auto format, cell height and width headings, sort text and formula | |
| | ➤ Working with the Drawing Tools: Line, rectangle, ellipse, arc, style, freeform, text box, callout, format callout, fill colour, line colour, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip vertical, rotate right, reshape, Page setting and printing the document and Mail merge | |
| | ➤ Educational based applications: Preparation of lesson plans using Ms Word | |
| **Unit-IV** | **Microsoft Windows (System Software)- II** | **18 Hrs** |
| | ➤ Microsoft Excel: Parts of Excel windows, Excel Standard, Formatting, Drawing Toolbars, Creating a new worksheet, Opening as existing worksheet, saving the worksheet, Working with worksheet, Inserting and deleting rows & columns merge cells, formulae, sorting, inserting charts, Preparation of School Time Table, Marks list, Salary Bill etc. | |
| | ➤ Microsoft Power Point: Parts of PowerPoint windows, PowerPoint Standard, Formatting, Drawing Toolbars, Working with Text-Changing Fonts, Changing Font Size and Bold, Alignments, Moving text etc., Working with Graphics- Moving the Frames and Inserting Clip Arts, Inserting pictures, Inserting New Slide, Organisation of Charts, Tables, Designing Templates, Master Slide, Colour box etc., Presentation of Slides- Saving Slides, Auto Content Wizard Slide Show, Animation, etc., Educational based application, use of the Power Point | |
| **Unit-V** | **Applications Information and Communication Technology in Education** | **18 Hrs** |
| | ➤ Introduction to ICT: Meaning, Need and importance of ICT | |
| | ➤ Introduction to Multi Media: Meaning of Multi media, Scope of | |

| | Multi media, Components of Multi media, Pre-requisites of Multimedia PC, Graphic Effects and Techniques, Sound and Music |
| --- | --- |
| | ➢ Uses of Multimedia for teaching, Developing a lesson plan using a multimedia package, Introduction to Internet, Meaning of Internet, Characteristics of Internet, Uses of Internet, Educational based applications of Internet, Computer Application in Education |
| | ➢ Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and demerits |
| | ➢ Computer Assisted Testing: concept, characteristics, modes, merit and demerits |
| | ➢ Computer Managed Instruction: concept, characteristics, modes, merits and demerits |
| | ➢ Introduction to website: meaning and importance |
| | ➢ Social websites (Blog/ Twitter/ facebook) |

**# Mode: Flipped Class Room, Case Discussion, Lectures**

## Text Book(s) & Reference Books

- Balaguruswamy E. (2001), *Programming in Basic*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Casanova and Molina (1996), *Multi media : Production, Planning and Delivery*, New Delhi : Prentice-Hall of India Private Limited.
- Gupta, Vikas (1997) , *Micro soft Windows*, New Delhi : Pustak Mahal.
- Gupta, Vikas (1997), *Rapidex Computer Course*, New Delhi : Pustak Mahal.
- Harley, Hahn (1996) , *The Complete Internet Reference*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Jain, V.K. (1997), *Computer for Beginners*, New Delhi : Pustak Mahal.
- Leon, Alexis and Mathews (1998), *E mail in a Nutshell*,Chennai : Leon Tech World.
- Leon, Alexis and Mathews (1999), *Fundamentals of Information Technology, Chennai*: Leon Tech World.
- Milan, Milenkovic (*1987), Operating System - Concept and Design*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Rajaraman V. (1992) , *Fundamentals of Computer*, New Delhi : Prentice-Hall of India Private Limited.
- Ron, Mansfield (1994), *The Compact Guide to Microsoft Office*, New Delhi: B.P.B Publication.
- Singh, Vishnu Priya and Singh, Meenakshi (1998), *Multimedia Illustrate*, New Delhi: Prentice-Hall of India Private Limited.

## *Requirements*:

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

## *Assignments*: (Any One Uniform pattern)

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

| Course Code | CREATING AN INCLUSIVE SCHOOL | L | T | P | C |
|---|---|---|---|---|---|
| BBEDU20S403 | | 6 | 0 | 0 | 6 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 100 Marks | | | |

## Course Objectives

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

## Course Outcome

- Understand concept, meaning and significance of inclusive education.
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Identify and utilize existing resources for promoting inclusive practice.

## Student Learning Outcomes (SLO)

- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, understand the nature of difficulties encountered by children.

| Unit-I | Special needs and education | 18 Hrs |
|---|---|---|
| | ➤ Concept and types of special needs. | |
| | ➤ Education of children with special needs and its implication for universalization of elementary education | |
| | ➤ Understanding and respecting diversity | |
| | ➤ Trends of education for children with special need in India | |
| | ➤ Policies schemes and legislations about the education of children with special educational needs | |

| Unit-II | Nature, Types and Characteristics Of Children With Special Needs | 18 Hrs |
|---|---|---|
| | ➤ Psycho-social and educational characteristics functional limitations with reference to Locomotors impairment, Hearing impairment, Visual impairment, Learning disability, Gifted and disadvantaged children, Mental retardation and slow learners | |

| Unit-III | Inclusive Education | 18 Hrs |
|---|---|---|
| | ➤ Concept and philosophy of inclusive education | |
| | ➤ Teaching competencies required for inclusive education | |
| | ➤ Roll of class teachers and resource teachers in inclusive education | |
| | ➤ School and classroom management for implementing inclusive education | |
| | ➤ Guidance and counseling in inclusive education | |
| | ➤ Specific roll of family and community participation | |
| | ➤ Support services needed for inclusive schools | |

| Unit-IV | Identification and Assessment of Children with Special Educational Needs- I | 18 Hrs |
|---|---|---|
| | ➤ Concept and techniques of assessment | |
| | ➤ Identification and functional assessment of children with special needs | |

| | ➢ Implication of assessment for instructional planning and curriculum<br>➢ Curriculum, adaptation, teaching strategies and evaluation in inclusive school<br>➢ Principles and methods of curriculum adaptation and adjustment to address diversity | |
|---|---|---|
| Unit-V | **Identification and Assessment of Children with Special Educational Needs- II**<br>➢ Teaching learning strategies for children with special educational needs: Comparative learning, peer tutoring, behavior modification, multisensory approach, perceptual strategy and system approach.<br>➢ Individual educational program (IEP) and use of emerging technology<br>➢ Adaptation in evaluation procedures | **18 Hrs** |

**# Mode: Flipped Class Room, Case Discussion, Lectures**

**Text Book(s) & Reference Books**

- Montgomary,D. (1990),special need in ordinary schools:children with learning difficulties, Cassel Educational limited ,londan
- Ainscow,M.(1990)special needs in the classroom: A Teacher education resource pack UNESCO
- Hallahan and Kuffiman J.M.(1984) excetional children ,Prentice hall
- Haring N.G.(1986)Exceptional Children and youth Ohio:Columbus Charles E Meml Publishing Co. A Bell and Howell Co.
- Hegarty S. and Mithu Alur(2002)Education and children with Special

*Practicum: Any one of the following-*
(suggested practicum but more activities can be taken up by the teacher based on any topic from above unit)
➢ Preparation of a report on importance of education for children with special needs.
➢ Case study of children with special needs school in school situation.
➢ Observation of class room situation and identification of special needs.
➢ Identification of gifted/ creative/ slow learner/ children with learning disability using standardized test.
➢ Preparation of teaching plan for accommodation special need (Any one type) in regular classroom.
➢ List out the resources for effective implementation of integration programme with reference to any one category of special needs.
➢ Apart from the above similar activities from the five units will be identified.

| Course Code | VALUE EDUCATION Optional Course (Any One) | L | T | P | C |
|---|---|---|---|---|---|
| BBEDU20S404 | | 6 | 0 | 0 | 6 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 100 Marks | | | |

## Course Objectives

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

## Course Outcome

- Understand the views of different philosophies about value education.
- Understand importance of value education and factors responsible for disturbing peace.
- Understand and resolve conflicts within self and in society.
- Use pedagogical skills and strategies in and out of classroom for promoting value education.

## Student Learning Outcomes (SLO)

- Explain about value education, their relevance and connection to inner harmony as well as harmony in social relationships.

| Unit-I | **Introduction to Values** | 18 Hrs |
|---|---|---|
| | ➢ Values: Concept, Nature, Types and Significance | |
| | ➢ Classification of Values: Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values | |
| | ➢ Contemporary Values in Indian Context | |
| | ➢ Panchakosha Theory of Values | |
| | ➢ Basic Human Values: Truth, Beauty, Goodness, Love, Peace, Non-Violence | |
| | ➢ Contemporary Values: Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment | |
| Unit-II | **Strategies of Inculcation of Values- I** | 18 Hrs |
| | ➢ Sources of Value Education: Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc. | |
| Unit-III | **Strategies of Inculcation of Values- II** | 18 Hrs |
| | Techniques of Inculcating Values in Life | |
| | ➢ Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana, and Samadhi) | |
| | ➢ Role of Teachers in Value Education | |
| Unit-IV | **Role of Social Agencies in Value Education** | 18 Hrs |
| | ➢ Family, Religion, Educational Institutions, Community | |
| | ➢ Mass Media (Print and Electronic), Information and Communication Technology (Computer and Internet) | |
| Unit-V | **Value Education in Secondary Schools** | 18 Hrs |
| | ➢ Integrated approach, Direct Approach, Incidental approach | |
| | ➢ Co-curricular and Extra-Curricular Activities | |

|  | ➢ Resolving Value Conflicts (value crisis) |  |
|  | ➢ Discussion of Burning Social and Moral Problems |  |
|  | ➢ Project Work and Community Centered Activities |  |

**# Mode: Flipped Class Room, Case Discussion, Lectures**

**Text Book(s) & Reference Books**

- Broudy S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.
- Dewey, J. (1916) Democracy and Education. New York: Macmillan.
- Doyle, T.F. (1973) Educational Judgments. London: Roufledge and Kegam Paul.
- Feather T., Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co.
- Gupta, N.L. (1986) Value-education: Theory and Practice, Amjeer, Krishna brothers.
- Kneller, G.F., (1971) Introduction to the Philosophy of Education. New York: Johnwilly and Sons.
- Lowenthal, F. and Vandamme F. Eds. (1986) Pragmatics and Education. New York. Planeum.
- Marlow A.H., Ed. (1959) New Knowledge in Human Values. London: Harper and Row
- Peters, R.S. (1963) Authority, Responsibility and Education. London: George Allen and Unwin.
- Rogers, C.R. (1980) A Way of Being. Houghton Mifflin, Boston.
- Russell, B. (1972) Education and the Good Life. New York: Leveright.
- Venkataiah N. (Ed), (1998) Value Education. New Delhi: APH Publishing Corporat

*Assignments (any one)*

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

| Course Code | **FUTUROLOGY IN EDUCATION**<br>**Optional Course (Any One)** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|---|
| **BBEDU20S405** | | 6 | 0 | 0 | 6 |
| **Pre-requisite** | **Nil** | **Syllabus version** |
| | | **100 Marks** |

**Course Objectives**

- To develop the knowledge and skills of students for Forecasting Futures of Education through methods and techniques.

**Course Outcome**

- To acquaint students with the significance of the study of Futures in general and Futurology in particular.

**Student Learning Outcomes (SLO)**

- To develop critical thinking of students about the problem and prospects of school education in future.

| Unit-I | **Concept of Future and Future studies** | **18** |
|---|---|---|
| | ➤ Needs, Scope and Significance of Futures Studies in General | **Hrs** |

| Unit-II | **Concepts of Futurology in Education and Futuristic Education:** | **18** |
|---|---|---|
| | ➤ Needs and relevance of study of Futurology in Education at Teacher Education | **Hrs** |

| Unit-III | **Parameters of Forecasting Educational Futures.** | **18** |
|---|---|---|
| | ➤ Different methods of Futures Studies: simple Trend Extrapolation, Brain Storming, Delphi, Future Wheel, Role Playing, and Scenario Writing | **Hrs** |

| Unit-IV | **Futures of Educational System- I** | **18** |
|---|---|---|
| | ➤ Library, Classroom, Methods, Media and Teaching Aids, Textbooks, Examination System<br>➤ Futures School Teachers and Students. | **Hrs** |

| Unit-V | **Futures of Educational System- II** | **18** |
|---|---|---|
| | ➤ Futures of Primary and Secondary Education in the Context of Social and Technological Change | **Hrs** |

**# Mode: Flipped Class Room, Case Discussion, Lectures**

**Text Book(s) & Reference Books**

- Ekisirh Sade ke Liya Shiksha. Palash, Madhya Pradesh Shishak Prashikshan Mandal, Bhopal, Jan., 1990.
- NIEPA Report: Education in the 2001, New Delhi, 1986.
- Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.
- Reddy, N.: Problems of Futurology. Sterling Publishing Co., New Delhi, 1985.
- Sapra, C.L., and Dadauz, S.S.: Education of the Future Management Challenges. National Book, New Delhi, 1986.
- Seth, S.C.: India- The Next 7000 days. Wiley Eastern Ltd., New Delhi, 1986.
- Seth, S.C.: Future Scan and anticipatory Management. Centre for Anticipatory Management, New Delhi.
- Sharma, P.L.: India the Fourth World. Pankaj, New Delhi, 1985.
- Srivastava, A.P.: Teaching and Learning in XII Century. The Learning Laboratory, New Delhi, 1987.
- Toffler, A.: The Third Wave. Pan book, London, 1980.

| Course Code | HEALTH AND PHYSICAL EDUCATION Optional Course (Any One) | L | T | P | C |
|---|---|---|---|---|---|
| BBEDU20S406 | | 6 | 0 | 0 | 6 |
| Pre-requisite | Nil | Syllabus version |
| | | 100 Marks |

## Course Objectives
- Understand the significance of Health Education for the all-round development.
- Acquire the knowledge about the teaching methods of physical education and its activities.
- Know about the effective organization of physical education activities.

## Course Outcome
- Understand the concept, aims & objectives of Health & physical education.
- Understand various communicable diseases
- Understand and practice good posture, Balance diet, first aid
- Understand the characteristics of hygienic environment along with contributing factors and its importance.
- Understand the rules & regulations and develop skill of organizing different physical education activities.
- Conduct tournaments, competitions & Athletic Meets

## Student Learning Outcomes (SLO)
- Maintain and promote good health
- Develop the understanding of physical education and its related fields.

| Unit-I | **Health and Physical Education** | 18 Hrs |
|---|---|---|
| | ➤ Health: Meaning, Aims and Objectives, Importance and Scope | |
| | ➤ Physical Education: Meaning, Aims and Objectives, Importance and Scope | |
| | ➤ Related fields: Recreation, Health Education and Education | |
| | ➤ National and Emotional Integration through Sports and Physical Education | |
| | ➤ Yoga: Meaning, Astanga Yoga, Significance in Modern Society | |

| Unit-II | **Health Service and Supervision** | 18 Hrs |
|---|---|---|
| | ➤ Medical Inspection: Meaning, Procedure and Importance | |
| | ➤ Personal Care: Skin, Eyes, Ears and Teeth | |
| | ➤ Safety Education: Meaning and Significance, Safety in Classrooms, Play field, Gymnasium, Roads and Homes | |
| | ➤ First Aid: Meaning, Significance, principles of giving first aid | |
| | ➤ Fatigue: Meaning, Causes and Remedies | |
| | ➤ Balanced DIET: Meaning and Benefits | |

| Unit-III | **Leadership, Discipline, Incentives and Awards- I** | 18 Hrs |
|---|---|---|
| | ➤ Leadership, Qualities of good leader in physical education | |
| | ➤ Teacher leadership | |
| | ➤ Student leadership | |

| Unit-IV | **Leadership, Discipline, Incentives and Awards- II** | 18 Hrs |
|---|---|---|
| | ➤ Discipline: Meaning, Common forms of indiscipline in schools, Causes for indiscipline, Steps to check indiscipline | |
| | ➤ Rewards and discipline | |
| | ➤ Punishment and discipline | |
| | ➤ Incentives and Awards | |
| | ➤ Letter- Crest | |
| | ➤ Cup, Trophy, Medal, Honour Board, Scholarship, Certificate | |

| | | |
|---|---|---|
| | ➤ Cash prize based on the Player's Performance | |
| **Unit-V** | **Organization of Physical Education Activities** <br> ➤ Intramural and Extramural Competitions: Meaning, Organization, Benefits <br> ➤ Tournaments: Meaning, Types- Knock-out and league, Benefits <br> ➤ Sports meet: Meaning, Organization, Benefits <br> ➤ Camps and Hikes: Meaning, Organization, Benefits | **18 Hrs** |

**# Mode: Flipped Class Room, Case Discussion, Lectures**

**Text Book(s) & Reference Books**

- Kamalesh and Sangral, (2000), *Principles and History of Physical Education*, Ludhiana : Tandon Publication,.
- Nadgir, K.G. (1998) , *Sharir Shikshanad Vidhanagalu*, Dharwad : Mallesajjan Vyayama Shale.
- Nadgir, K.G.(1997), *ArogyaMuttu AragyaShikshana*, Dharwad: Mallasajjana Vyama Shale.
- Prakash Brothers (2000) *Organization, Administration and Recreation in Physical Education*, Ludhiana : Prakash Brother Publication.
- Rao, V. K. (2003), *Physical Education*, New Delhi : A.P.H. Publishing Corporation.
- Sarojkant Bihari and Prasanna Kumar Chowdhary (2003*), Health and Physical Education*. Ludhiana : Kalyeni Publishers.
- Vijendra Kumar (2000), *Modern Methods of Teaching Physical Education*, New Delhi : Sarup & Sons.

*Practicum*

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

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| Course Code | GUIDANCE AND COUNSELING IN SCHOOL Optional Course (Any One) | L | T | P | C |
|---|---|---|---|---|---|
| BBEDU20S407 | | 6 | 0 | 0 | 6 |
| Pre-requisite | Nil | Syllabus version |  |  |  |
| | | 100 Marks |  |  |  |

## Course Objectives

- Acquaint him/ her with nature of different problems faced by children in context of learning and development.
- Understand the acquisition and process of learning in children with special needs.
- Acquaint himself with learning disabilities of children and its remedies.
- Take up minimum guidance programme at school level.

## Course Outcome

- To develop an understanding of the concepts of guidance and counseling.
- To acquaint the students with the testing devices and techniques of guidance.
- To develop an understanding of collection and dissemination of occupational guidance.
- To sensitize student-teachers to the problems faced by students in the contemporary world.
- To create an awareness of the working of guidance centers.
- To provide guidance & counseling for school level students.

## Student Learning Outcomes (SLO)

- Understand the principles, scope and need of guidance and counseling in schools.

| Unit-I | **Guidance and Counseling** | 18 Hrs |
|---|---|---|
| | ➢ Introduction to Guidance and Counseling | |
| | ➢ Nature, Purpose and Scope of Guidance and Counseling | |
| | ➢ Difference between Guidance and Counseling | |
| | ➢ Counseling: Principles, Approaches | |
| | ➢ Areas of Guidance | |
| | ➢ Educational Guidance | |
| | ➢ Vocational Guidance | |
| | ➢ Personal Guidance | |
| Unit-II | **Problems of Developments in Children- I** | 18 Hrs |
| | ➢ Problems related to physical development | |
| | ➢ Common problems faced by children | |
| | ➢ Nutrition | |
| | ➢ Problems related with Emotional Development | |
| | ➢ Adjustment to Home | |
| | ➢ Adjustment to School | |
| | ➢ Adjustment to Peer Group | |
| | ➢ Problems related to academic achievement | |
| Unit-III | **Problems of Developments in Children- II** | 18 Hrs |
| | ➢ Problems related to Gender bias and Gender related issues | |
| | ➢ Applications of the whole child concept for parents, teachers and counselors | |
| | ➢ Acquisition and Process of Learning | |
| | ➢ Concept of learning | |
| | ➢ Factors affecting learning | |
| | ➢ Physiological factors | |
| | ➢ Psychological factors | |
| | ➢ Socio-emotional factors | |

| | ➤ Educational factors | |
|---|---|---|
| **Unit-IV** | **Learning Disabilities of Children**<br>➤ Factors Contributing to Learning Problems<br>➤ External factors: Psychological and Educational<br>➤ Internal factors: Low general ability, Attention, Specific reading, writing etc.<br>➤ Assessment of the child<br>➤ Case history<br>➤ Assessment of general abilities<br>➤ Remediation<br>➤ Principles of Guidance Services<br>➤ Designing remedial strategies | **18 Hrs** |
| **Unit-V** | **Guidance for Children with Special Needs**<br>➤ Meaning, definitions and types of exceptional children<br>➤ Gifted and Creative children<br>➤ Slow learners and backward children<br>➤ Strategies for helping exceptional children to overcome their problems | **18 Hrs** |
| **# Mode: Flipped Class Room, Case Discussion, Lectures** | | |
| **Text Book(s) & Reference Books** | | |

- Adams, J.F.(1965) *Counselling and Guidance : A Summary*, New York : The Mc Millan company Ltd.
- Aggarwal. J. C. *Educational & Vocational Guidance & Counselling*. Delhi : Doaba House.
- Asha Bhatnagar (1999) *Guidance and Counselling : Theoretical Perceptive*. Vol- 1.
- New Delhi : Vikas Publishing House.
- Berki B. G. & Mukhopadhya. B.*Guidance & Counseling : A Manual,*New Delhi: Sterling Publishers.
- Byrne, M. and Sheranian. C (1977), *Introduction to Communicative Deriders*, New York: Harper and Row.
- Cattle, W.C. and Downnie N M (1970) *Preparation for Counselling*, Eaglewood Cliffs. N J : Prentice Hall.
- Hammil, D D and Bartel N R (Eds) (1975) *Teaching Children with Learning and Behavioural Disorder*. Boston : Allyn and Bacon.
- Harr, E L and Cramer, S H (1972) *Vocational Guidance and Career Developments in the Schools: Towards a Systems Approach*. Boston : Houghton Mifflin.
- Jones, A J. (1963) *Principles of Guidance*. New York: McGraw Hill.
- Kochhar. S. K *Educational & Vocational Guidance in Secondary Schools*. Sterling Publishers : New Delhi.
- Learner, J.C (1985) *Learning Disabilities,* Boston, Houghton Miffilin.
- Lowning, L. N. (1968) *Guidance and Counselling Services: Introduction*, Mc.Grow Hill Book Company.
- Myers, G. *Principles and Techniques of Vocational Guidance*. New York : McGraw Hill.
- Rao. S. N *Counselling & Guidance*. New Delhi : Tata McGraw Hill.
- Sharma. S. R. *Research in Educational & Vocational Guidance*. New Delhi : Anmol Publications.
- Shertzer, B E and Peter H J (1965) *Guidance: Techniques of Individual Appraisal and Development*. New York : McGraw Hill.
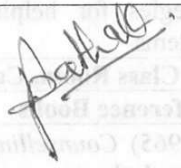- Traxler, A C and Narh, R D. (1966) *Techniques of Guidance*. New York : McGraw

Hill.

- Vashita. S. R *Vocational Guidance in Elementary Schools*, New Delhi : Anmol Publications.
- Warters, J (1960) *Group Guidance: Principles and Practices*. New York : McGraw Hill.
- Weomberg, C (1966) *Social Foundations of Guidance*. New York : Free Press.

*Assignments* (any one)

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

| Course Code | ENVIRONMENTAL EDUCATION Optional Course (Any One) | L | T | P | C |
|---|---|---|---|---|---|
| BBEDU20S408 | | 6 | 0 | 0 | 6 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 100 Marks | | | |

## Course Objectives

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

## Course Outcome

- To understand philosophical and epistemological basis of EVS as a composite area of study that draws upon the science, social science and environmental education.
- Understanding about the issues of conservation and environmental regeneration has been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop in the pupil teachers a sense of awareness about the environment hazards and its causes and remedies.

## Student Learning Outcomes (SLO)

- Helping student teacher develop the ability to plan comprehensive units for holistically view, analysis, intellectual discourse and essential projects.

| Unit-I | Introduction to Environmental Education | 18 Hrs |
|---|---|---|
| | ➢ Environmental Education: Concept , Importance and Scope | |
| | ➢ Objectives and Principles of Environmental Education. | |
| | ➢ Basic Concepts in Environmental Education | |
| | ➢ Ecology, Eco-System, Ecological Balance | |
| | ➢ Food Chain | |
| | ➢ Pollution and Pollutants | |
| | ➢ Natural Resources | |
| | ➢ Green House Effect | |
| | ➢ Bio-degradable and Non-degradable Materials | |
| | ➢ Bio-sphere – Bio-Diversity | |
| | ➢ National Environment Awareness Campaign ( NEAC) | |
| | ➢ Environmental Orientation for School Education ( EOSE) | |
| | ➢ Environmental Information System (ENVIS). | |

| Unit-II | Environment and Pollution- I | 18 Hrs |
|---|---|---|
| | ➢ Meaning of Environment | |
| | ➢ Types of Environment | |
| | ➢ Types of Environmental Pollution | |
| | ➢ Air Pollution: Meaning, causes The Air (Prevention and Control of Pollution) Act- 1981. | |
| | ➢ Water Pollution: Meaning, causes, The Water ( Prevention and Control of Pollution) Act- 1977 | |
| | ➢ Soil Pollution: Meaning, causes, Remedies | |
| | ➢ Sound Pollution: Meaning, causes , Remedies | |
| | ➢ Ecological Imbalances | |

| | | |
|---|---|---|
| | ➤ Deforestation | |
| | ➤ Soil Erosion | |
| | ➤ Extinction of Wild life | |
| Unit-III | **Environment and Pollution- II** | 18 Hrs |
| | ➤ Depletion of Ozone layer | |
| | ➤ Life and Contributions of Environmental Activists | |
| | ➤ Mahesh Chandra Mehta | |
| | ➤ Sunderlal Bahuguna | |
| | ➤ Vandana Shiva | |
| | ➤ Maneka Gandhi | |
| | ➤ Shivaram Karanth | |
| Unit-IV | **Agencies in Environmental Education** | 18 Hrs |
| | ➤ United Nations Environment Programme (UNEP) | |
| | ➤ International Union for Conservation of Nature and Natural Resources (IUCN) | |
| | ➤ Union Ministry of Environment and Forests. | |
| | ➤ Central Pollution Control Board ( CPCB) | |
| | ➤ Centre for Environment Education (CEE) | |
| | ➤ National Afforestation and Eco-Development Board (NAEB) | |
| | ➤ Environment Protection Movements in India | |
| | ➤ Chipko Movement, Appiko Movement | |
| | ➤ Narmada Bachao Andolan (NBA). | |
| | ➤ Western Ghats Protection Movement | |
| Unit-V | **Methods of Teaching Environmental Education** | 18 Hrs |
| | ➤ Direct (Specialized) Approach | |
| | ➤ Integrated (Multi-Disciplinary) Approach | |
| | ➤ Incidental Approach | |
| | ➤ Co-curricular and Extra-Curricular activities | |
| | ➤ Project Work | |
| | ➤ Intellectual Meets – Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming | |
| | ➤ Field Outreach and Extension Activities | |
| | ➤ Eco-Clubs / Nature Clubs | |
| | ➤ Problem Solving Activities related to Burning Ecological Problems | |
| | ➤ Quiz, Poster Making, Models Making and Exhibitions | |
| | ➤ Evaluation in Environmental Education: Formative Evaluation, Summative Evaluation. | |
| # Mode: Flipped Class Room, Case Discussion, Lectures | | |
| Text Book(s) & Reference Books | | |

- Government of India (2001) *India – 2001 – A Reference Annual*, New Delhi : Ministry of Information and Broadcasting.
- Carson, Sean Mc. B. (1978) *Environmental Education – Principles and Practices*, London : Edward, Arnold Publishers.
- Dash, M. C. (1993) *Fundamentals of Ecology*, Tata McGraw Hill.
- Khopkar, S. M. (1995) *Environmental Pollution Analysis*, New Delhi : New Age International Pvt. Ltd.
- Krishamacharyelu, V. and Reddy, G. S. (2000) *Environmental Education*, Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mallik, S. C. and Bhattacharya, D. K. (1986) *Aspects of Human Ecology*, New Delhi : Northern Book House.

- National Council of Educational Research and Training (1981) *Environmental Education at the School Level*, New Delhi.
- Patro, S. N. and Panda, G. K. (1994) *Eastern Ghats in Orissa : Environment, Resources and Development*, Bhubaneswar : Orissa Environmental Society.
- Purushotham Reddy and Narasimha Reddy, D. (2002) *Environmental Education*, Hyderabad: Neelkamal Publications Pvt. Ltd.
- Saxena, A. B. (1986) *Environmental Education*, Agra : National Psychological Corporation.
- Sharma, R. C. (1981) *Environmental Education*, New Delhi.
- Sharma, R. C. (1985) *Inter Disciplinary Approaches in Environmental Education*, Paris.
- Sharma R. K. and. Kaur, H (2000 ) *Air Pollution*, Meerat : Goel Publishing House.
- Sharma, B. K. and Kaur, H. ( 2000 ) *An Introduction to Environmental Pollution*, Meerat : Goel Publishing House.
- Sharma, B. K. and Kaur, H. (1994) *Soil and Noise Pollution*, Meerat: Goel Publishing House.
- Sharma, J. N. (1991) *An Introduction to Water Pollution*, Meerat : Krishna Prakash
- Mandir.
- UNESCO, *Environmental Education – Principles of Teaching and Learning*, Paris.
- (1985) *Evaluation of Environmental Education in Schools – A Practical Guide for*
- *Teachers*, Paris.
- (1985) *Interdisciplinary Approaches in Environmental Education*, Paris.
- (1985) *Living the Environment*, A Source Book in Environmental Education.
- (1987) *Trends in Environmental Education*, Paris.
- (1985) *Guide on Environmental Value Education*, Paris.

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

| Course Code | ACTION RESEARCH Optional Course (Any One) | | L | T | P | C |
|---|---|---|---|---|---|---|
| BBEDU20S409 | | | 6 | 0 | 0 | 6 |
| Pre-requisite | Nil | | Syllabus version | | | |
| | | | 100 Marks | | | |

## Course Objectives

- Acquire the knowledge of concept of research and educational research.
- Understand the concept of basic, applied and action research and their differences.
- Understand the meaning, significance and scope of action research

## Course Outcome

- Become aware of action research problems in different areas in schools.
- Acquire the knowledge of steps involved and tools used in action research.

## Student Learning Outcomes (SLO)

- Acquire the skills of conducting action research and to develop the skills of interpreting and reporting the findings of action research.

| Unit-I | **Research and Educational Research** | 18 Hrs |
|---|---|---|
| | ➢ Research: meaning, definition and importance | |
| | ➢ Educational Research: meaning, definition and importance | |
| | ➢ Steps in Educational Research | |
| | ➢ Types of Research: Fundamental/ Basic, Applied and Action Research- meaning, definition and importance | |
| | ➢ Methods of research: Historical, Experimental and Survey | |
| | ➢ Differences between applied and action research with reference to i) purpose ii) definition iii) hypotheses iv) sample v) data collection instruments vi) data analyses vii) generalization viii) limitations | |

| Unit-II | **Action Research** | 18 Hrs |
|---|---|---|
| | ➢ Meaning, definition and scope of action research | |
| | ➢ Importance of action research to classroom teachers, administrators and guidance personnel | |
| | ➢ Limitations of action research | |
| | ➢ Action problems in different areas in schools | |

| Unit-III | **Research Steps and Tools** | 18 Hrs |
|---|---|---|
| | ➢ Steps in Action Research | |
| | ➢ Identifying the problem area (examples- experimental design and qualitative design) | |
| | ➢ Pinpointing the problem | |
| | ➢ Problem analysis in terms of causes | |
| | ➢ Identifying the objectives | |
| | ➢ Formulating action hypotheses | |
| | ➢ Designing action plan | |
| | ➢ Execution of the plan | |
| | ➢ Analysing the data | |
| | ➢ Findings | |
| | ➢ Reporting | |

| Unit-IV | **Tools of Data Collection** | 18 Hrs |
|---|---|---|
| | ➢ Achievement Test, Questionnaire, Interview Schedule, Checklist, Rating Scale– meaning, need, advantages and limitations. | |
| | ➢ Tests/ Inventories of Aptitude, Attitude, Interest, Personality, | |

| | Values, Intelligence and Creativity (Knowledge of at least 2 tests in each category). | |
|---|---|---|
| | ➤ Measures in classroom: Sociometric technique and Classroom Social Distance Scale (uses of these tools in action research) | |
| | ➤ Quantitative and Qualitative data: meaning and examples | |
| | ➤ Analysis of the Data: frequency distribution, measures of central tendency, variability, Co-efficient of correlation (Pearson's rank difference method) | |
| | ➤ Interpretation of data with an example: descriptive and graphical (Note : to be discussed without computation) | |
| **Unit-V** | **Action Research Report** | **18** |
| | ➤ Format of report in terms of steps of action research | **Hrs** |
| | ➤ Summary, bibliography and appendix | |

**# Mode: Flipped Class Room, Case Discussion, Lectures**

**Text Book(s) & Reference Books**

- Aggarwal, J.C. (1975), *Educational Research : An Introduction*. New Delhi : Arya Book Depot.
- Best, J. W. and Kahn, J. V. (2002), *Research in Education*, (7th Ed.) New Delhi : Prentice Hall Pvt. Ltd.
- Corey, S.M. (1953), *Action Research to Improve School Practices*, New York: Bureau of Publications, Columbia University.
- Fox, D. J. (1969), *The Research Process in Education*. New York : Holt, Rinehart and Winston, Inc.
- Garrett, H.E. (1969), *Statistics in Psychology and Education*. Bombay : Vakils, Feffer and Simons, Ltd.
- Koul, L. (1984), *Methodology of Educational Research*, New Delhi : Vikas Publishing House Pvt. Ltd.
- McLean J.E. (1995), *Improving Education through Action Research*, California : Corwin Press, INC.
- NCERT (1979), *Research in Classroom*, New Delhi : Volume I to IV.
- Sharma, R.N. (1993), *Methodology of Research in Education*, New Delhi : Surjeet Publications.
- Sidhu, K. S. (1984), *Methodology of Research in Education*, New Delhi : Sterling Publishers Pvt. Ltd.
- Van Dalen, D. (1973) *Understanding Educational Research : An Introduction*. New Delhi: McGraw Hill Book Co.

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

| Course Code | UNDERSTANDING THE SELF | L | T | P | C |
|---|---|---|---|---|---|
| BBEDU20S410 | | 4 | 0 | 2 | 6 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 100 Marks | | | |

## Course Objectives

- The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality.

## Course Outcome

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

## Student Learning Outcomes (SLO)

- Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.

| Unit-I | **Exploring the Aim of Life Objectives** | **18 Hrs** |
|---|---|---|
| | ➢ To enable students to develop a vision of life for themselves. | |
| | ➢ To encourage students to give conscious direction to their lives to take responsibility for their actions. | |
| | ➢ To develop a holistic and integrated understanding of the human self and personality. | |
| | *Workshop Themes* | |
| | ➢ Vision as a person: Aspiration and purpose of life. | |
| | ➢ Giving a conscious direction to life. Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life. | |

| Unit-II | **Discovering one's True Potential** | **18 Hrs** |
|---|---|---|
| | ➢ To facilitate the personal growth of the students by helping them to identify their own potential. | |
| | ➢ To develop the power of positive attitude. | |
| | ➢ To encourage students to develop the capacity for self-reflection and personal integration. | |
| | *Workshop Themes* | |
| | ➢ Understanding one's strengths and weaknesses through self observation exercises and | |
| | ➢ Taking responsibility for one's own actions. | |
| | ➢ Developing positivity, self esteem and emotional integration. | |
| | ➢ Exploring fear and trust, competition and cooperation, Developing skills of inner self organization and self reflection, Writing a self-reflective journal | |

| Unit-III | **Developing Sensitivity** | **18 Hrs** |
|---|---|---|
| | ➢ To enable students to examine and challenge the stereotypical | |

| | attitudes and prejudices that influence identity formation and the process of individuation. | |
| --- | --- | --- |
| | ➢ To encourage students to develop the capacity for perspective taking and appreciating different points of view. | |
| | ➢ To develop sensitivity towards needs of children by connecting with one's own childhood experiences Workshop Themes. | |
| | ➢ Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media). | |
| | ➢ Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness. | |
| | ➢ Developing the capacity for empathic listening and communication skills. | |
| | ➢ Understanding one's own childhood and adult-child gaps in society. | |
| **Unit-IV** | **Peace, Progress and Harmony** | **18 Hrs** |
| | ➢ To develop the capacity to establish peace within oneself | |
| | ➢ To develop the capacity to establish harmony within a group and methods of conflict resolution | |
| | ➢ To understand the meaning of leadership and develop attitudes and skills of a catalyst | |
| | ➢ To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change | |
| | **Workshop Themes** | |
| | ➢ Establishing peace within oneself: exercises of concentration and meditation | |
| | ➢ Understanding group dynamics and communication | |
| | ➢ Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution | |
| | ➢ Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change | |
| **Unit-V** | **Facilitating Personal Growth: Applications in Teaching** | **18 Hrs** |
| | ➢ To explore attitudes and methods needed for facilitating personal growth in students. | |
| | ➢ To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum. | |
| | **Workshop Themes** | |
| | ➢ Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching. | |
| | ➢ Observing children: appreciating social, economic, cultural and individual differences in children and relating with them. | |
| | ➢ Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching. | |

**# Mode:** There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on

them. The resource materials are an aid in this process. The resource materials can also include newspaper/ web articles on contemporary concerns and movies/ documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualised and updated periodically. Expertise/ Specialization required to teach this course Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology

**Text Book(s) & Reference Books**

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

*Suggested Audio-Visual Resources*

- Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com
- Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (http://www.arvindguptatoys.com/films.html)
- Personality Development (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation
- The House on Gulmohar Avenue by Samina Mishra (www.cultureunplugged.com)
- Advanced Readings 1. Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins. 2. Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust. 3. Dalal, A.S. (2001). A Greater Psychology. Pondicherry, India: Sri Aurobindo Ashram Trust

| Course Code | UNDERSTANDING THE ICT | L | T | P | C |
|---|---|---|---|---|---|
| BBEDU20S411 | | 4 | 0 | 2 | 6 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 100 Marks | | | |

## Course Objectives

- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.

## Course Outcome

- Understand the Educational implications of Power Point Presentation and its use in classroom context.

## Student Learning Outcomes (SLO)

- Understand the applications of Information Technology in the field of teacher education programme and training.

| Unit-I | **Computer Fundamental** | 18 Hrs |
|---|---|---|
| | ➢ Instructions on operating the Computer | |
| | ➢ Connecting of all peripherals to CPU for a system | |
| | ➢ Switching on/ off/ restart | |
| | ➢ Inserting/ removing a floppy from the floppy drive | |
| | ➢ Running a file from a floppy using floppy drive | |
| | ➢ Copying a file from hard disk to floppy disk | |
| | ➢ Inserting/ removing a CD from the CD-ROM drive | |
| | ➢ Running a file from a CD-ROM using CD-ROM drive | |
| | ➢ Copying files from one drive to another | |
| | ➢ Creating a new folder | |
| | ➢ Running a file from hard disk | |
| | ➢ Connecting the printer and print out hard copies | |

| Unit-II | **Exercise in Ms-Word** | 18 Hrs |
|---|---|---|
| | ➢ Creating a new document | |
| | ➢ Formatting and editing of a document | |
| | ➢ Inserting pictures, objects, frames and tables | |
| | ➢ Practicing Mail-Merge facility | |
| | ➢ Working with the drawing tools | |

| Unit-III | **Exercise in Ms-Excel** | 18 Hrs |
|---|---|---|
| | ➢ Creating a new worksheet | |
| | ➢ Inserting and deleting rows/columns in worksheet | |
| | ➢ Formatting and editing of a document - sorting | |
| | ➢ Preparation of statement of marks and using of some statistical concepts – Descriptive Statistics | |
| | ➢ Preparation of School Time Table | |
| | ➢ Preparation of Tables | |

| Unit-IV | **Exercise in Ms-Power Point** | 18 Hrs |
|---|---|---|
| | ➢ Preparation of MS-PowerPoint presentation using text, picture, sound, word art, clipart, and the other available tools with animation | |

| Unit-V | **Exercise in Information and Communication Technology** | 18 Hrs |
|---|---|---|
| | ➢ Browsing the Internet and down loading – search word using search engine | |
| | ➢ Working with Multimedia | |
| | ➢ Receiving/ Sending of E mail and attachment | |

# Mode: Flipped Class Room, Case Discussion, Lectures

## Text Book(s) & Reference Books

- Balaguruswamy E. (2001), *Programming in Basic*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Casanova and Molina (1996), *Multi media : Production, Planning and Delivery*, New Delhi : Prentice-Hall of India Private Limited.
- Gupta, Vikas (1997), *Micro soft Windows*, New Delhi : Pustak Mahal.
- Gupta, Vikas (1997), *Rapidex Computer Course*, New Delhi : Pustak Mahal.
- Harley, Hahn (1996), *The Complete Internet Reference*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Hayes, J.P. (1998), *Computer Architecture and Organisation*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Jain, V.K. (1997), *Computer for Beginners*, New Delhi : Pustak Mahal.
- Leon, Alexis and Mathews (1998), *E mail in a Nutshell*, Chennai : Leon Tech World.
- Leon, Alexis and Mathews (1999), *Fundamentals of Information Technology*, Chennai: Leon Tech World.
- Milan, Milenkovic (*1987), Operating System - Concept and Design*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Rajaraman V. (1992), *Fundamentals of Computer*, New Delhi : Prentice-Hall of India Private Limited.
- Ron, Mansfield (1994), *The Compact Guide to Microsoft Office*, New Delhi: B.P.B Publication.
- Singh, Vishnu Priya and Singh, Meenakshi (1998), *Multimedia Illustrate*, New Delhi: Prentice-Hall of India Private Limited.
- Subramanian N. (1986), *Introduction to Computer Fundamentals*, New Delhi: Tata McGraw Hill Publishing Company Limited.