



DEPARTMENT OF EDUCATION

Central University of Orissa, Koraput

(B. Ed. Programme)

Two Years

B.Ed. Syllabus (Session: 2018-19 Onwards)

As Per NCTE Teacher Education Regulations 2014 Norms and Standards

Department of Education

CENTRAL UNIVERSITY OF ORISSA, KORAPUT

Two Year B.Ed. Course (w.e.f.- Session: 2018-19 Onwards)

As per NCTE teacher education regulations 2014 Norms and standards

Duration: Two Year (Semester System)

1. Rationale

The emerging scenario of school education in India in terms of quantity and quality warrants corresponding reforms in teacher education. The NCTE Regulations 2014 stipulates to evolve a standard pattern of syllabus for Teacher Education for the whole country. In the light of the recommendations of NCTE(2014) the B.Ed course of the University focussing three broad inter-related curricular areas – i) Perspectives in Education ii) Curriculum and Pedagogic Studies, and iii) Engagement with the field has been developed. While developing the detailed design of this syllabus, the recommendations as suggested in the following documents have been taken into consideration:

- Curriculum Framework : Two-year B.Ed. Programme 2014, NCTE
- National Curriculum Framework- 2005,
- National Curriculum Framework for Teacher Education 2009,
- The Right of Children to Free and Compulsory Education Act 2009
- Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for Universalization of access to and improvement of quality at the secondary stage, 2008
- Sarva Shiksha Abhiyan: Framework for implementation based on the Right of

The following principles have guided the development of this syllabus :

- Reducing the gap between theory and practice,
- Eliminating mismatch between teacher education curriculum and school realities,
- Updating of curricular areas of teacher education in terms of enrichment content knowledge and pedagogical competence of prospective teachers,
- Using variety of approaches and methods for transaction of the course contents,
- Incorporating multimodal strategies for effective continuous and comprehensive assessment of the performance of the student-teachers.

2. Objectives

On the completion of the course, the student-teacher shall:

- understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.

- plan learning experiences that are based on learner's existing proficiency, interests, experiences.
- understand how students come to view, develop and make sense of subject matter contained in the learning experiences.
- use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical developments of the learner.
- develop self identity as a teacher through school-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

3. Duration and Credits

- B.Ed. Degree shall be awarded to candidates on successful completion of a four semester programme of study.
- B.Ed. programme will have courses of 80 credits distributed in four semesters, as given below:

(1 credit= 16 hours/16 periods in each semester)*

Total credits per Semester: Semester-I = 20 credits
 Semester-II = 20 credits
 Semester-III = 20 credits
Semester-IV = 20 credits
 Total = 80 credits

4. Curricular Areas

Group	Paper Code	Title	Semester	Credits	Weightage/Marks
Perspectives in Education	B.Ed. 301	Childhood and Growing Up	I	4	100
	B.Ed. 302	Education, School and Society	I	4	100
	B.Ed. 303	Knowledge and Curriculum	I	4	100
	B.Ed. 305	Basics of Learning and Teaching	II	4	100
	B.Ed. 402	Education and Contemporary India	IV	4	100
	B.Ed. 403	Understanding the Self and Guidance services	IV	4	100
	B.Ed. 404	Gender Issues and Inclusive Education	IV	2	50
	B.Ed. 405	School Management	IV	2	50
		Total		28	700
Curriculum and Pedagogic Studies	B.Ed. 304	Language across Curriculum and Reflecting on Text	I	4	100
	B.Ed. 306	Assessing the Learner	II	4	100

	B.Ed. 321/ B.Ed. 322/ B.Ed. 323/ B.Ed. 324/	Pedagogy of Physical Science Pedagogy of English Pedagogy of Odia Pedagogy of Hindi	II	4	100
	B.Ed. 325 B.Ed. 326/ B.Ed. 327	Pedagogy of Mathematics Pedagogy of Biological Science Pedagogy of Social Studies	II	4	100
	B.Ed. 441/ B.Ed. 442/ B.Ed. 443/ B.Ed. 444/ B.Ed. 445/ B.Ed. 446	Optional Courses(Any one Course) Fine Art Performing Art (Drama) Spinning and Weaving Tailoring Wood Work Fruit and Vegetable Preservation	IV	4	100
		Total		20	500
Engagement with the Field – the Self, the Child, Community and School	B.Ed. 331	Initiatory School Experiences	I	4	100
	B.Ed. 332	Field Experience and Practical	II	4	100
	B.Ed. 431	Field Experience and Practical	III	4	100
	B.Ed. 450	School Internship	III	16	400
	B.Ed. 432	Field Experience and Practicum	IV	2	50
	B.Ed. 333	Learning through ICT	IV	2	50
		Total		32	800

5. Course Structure (Semester System)

Semester – I

Paper Code	Paper Title	Credits	Weightage/Marks		
			Internal	External	Total
B.Ed. 301	Childhood and Growing Up	4	40	60	100
B.Ed. 302	Education, School and Society	4	40	60	100
B.Ed. 303	Knowledge and Curriculum	4	40	60	100
B.Ed. 304	Language Across Curriculum and Reflecting on Text	4	40	60	100
B.Ed. 331	Initiatory School Experiences (Field Placement)	4	40	60	100
Semester- I Total		20	200	300	500
Semester – II					
Paper Code	Paper Title	Credits	Weightage/Marks		
B.Ed. 305	Basics of Learning and Teaching	4	40	60	100
B.Ed. 306	Assessing the Learner	4	40	60	100

B.Ed.321/ B.Ed.322/ B.Ed.323/ B.Ed. 324	*Pedagogy of School Subject-I B.Ed. 321: Pedagogy of Physical Science B.Ed. 322: Pedagogy of English B.Ed. 323: Pedagogy of Odia B.Ed. 324: Pedagogy of Hindi	4	40	60	100
B.Ed. 325/ B.Ed. 326/ B.Ed. 327	*Pedagogy of School Subject-II B.Ed. 325: Pedagogy of Mathematics B.Ed. 326: Pedagogy of Biological Science B.Ed. 327: Pedagogy of Social Studies	4	40	60	100
B.Ed. 332	Field Experience and Practical	4	100	-	100
Semester- II Total		20	260	240	500
Semester – III					
Paper Code	Paper Title	Credits	Weightage/Marks		
			Internal	External	Total
B.Ed. 431	Field Experience and Practical	4	100		100
B.Ed. 450	School Internship	16	300	100	400
Semester- III Total		20	400	100	500
Semester – IV					
Paper Code	Paper Title	Credits	Weightage/Marks		
			Internal	External	Total
B.Ed. 402	Education in Contemporary India	4	40	60	100
B.Ed. 403	Understanding Self and Guidance Services	4	40	60	100
B.Ed. 404	Gender Issues and Inclusive Education	2	20	30	50
B.Ed. 405	School Management	2	20	30	50
B.Ed. 441/ B.Ed. 442/ B.Ed. 443/ B.Ed. 444/ B.Ed. 445/ B.Ed. 446	Optional Courses(Any one Course) B.Ed. 441: Fine Art B.Ed. 442: Performing Art B.Ed. 443: Spinning and Weaving B.Ed. 444: Tailoring B.Ed. 445: Wood Work B.Ed. 446: Fruit and Vegetable Preservation	4	40	60	100
B.Ed. 432	Field Experience and practicum	2	50	-	50
B.Ed. 433	Learning through ICT	2	50	-	50
Semester- IV Total		20	260	240	500

***The student-teacher will select two teaching specializations one from Pedagogy of School Subject-I and any one from Pedagogy of School Subject-II.**

A student teacher belonging to Science Stream has to choose one of the following combinations as his/her method subjects under Pedagogy of School Subjects.

- **Physical Science and Mathematics**
- **Physical Science and Bio Science**

A student teacher belonging to Arts Stream has to choose Social studies and English/Hindi/Odia as his/her method subject under Pedagogy of School Subjects.

6. Modes of Learning Engagement

With a view to moving away from theoretical discourses and lectures, the student-teacher is required to be engaged with various kinds of learning experiences. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the student teachers will be of the following kinds:

Lecture-Discussion Session: The teacher educator provides the student-teachers a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.

Focused Reading and Reflection: Student-teachers would be led to focused readings of various themes with questions inviting reflections either individually or in small groups.

Observation-Documentation-Analysis: Simulated and real school/ community experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.

Projects: Projects on educational issues and socio-economic problems having educational implications are to be undertaken, probed and analyzed.

Group Presentations: Student-teachers are to be engaged with educational issues, discuss among the group members, listening to points and counter points and making a presentation.

Seminar: Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.

School-Based Practical: Learning experiences would be provided through several school-based practicums for development of certain professional qualities and competencies. The school based practical would include opportunities for planning and implementation of learning experiences and strategies, and reflecting on their appropriateness and effectiveness.

Workshops: A series of learning experiences in a given performance area would be provided to student-teachers in the form of workshop, engaging them in modeling-practice-feedback sequence with a view to developing specified competencies required for a teacher.

Interactions with the Community: The student-teachers need to be encouraged to hold interaction with the community in multiple socio-cultural environments during their school internships in order to internalize the relationship of school and community at large.

7. Examination and Certification

- a) Medium of Instruction and Examination Shall be English.

- b) For B.Ed. Programme a student is required to have at least 80% of attendance in all course work and practicum, and 90% for school internship; however, there will be a 15% relaxation on genuine medical ground subject to condition of producing Medical Certificate issued by Registered Medical Practitioner.
- c) Evaluation will be done on the basis of Relative Grading System followed by the university. All other conditions for conduct of examination and declaration of result shall be determined by the Central University of Orissa, Koraput, as per their ordinance/regulations.

Semester-I

Paper: B.Ed. 301: Childhood and Growing Up

Credit-4
Maximum Marks: 100
40 Internal, 60 External

Objectives:

After completion of this course the student teacher will be able to:

- ✧ develop an understanding of the nature and scope of Psychology with reference to the study of childhood.
- ✧ understand the concept of human growth and development
- ✧ Understand the nature and importance of learning and motivations.
- ✧ get knowledge related to mental health and adjustment of learners
- ✧ familiarize the concept of motivation, intelligence and creativity and personality.

Course content:

Unit- I: Growth and development

- Concept and nature, principles of growth and development
- Childhood: physical, cognitive, emotional, social and moral development
- Adolescence: Physical, cognitive, emotional social and moral development
- Nature of Psychology: Definition, Concept, Branches of Psychology – Educational Psychology: Definition, Nature and Scope: The Learner, Learning Process, Learning Experience, Learning environment, Significance of Educational Psychology to the teacher.

Unit-II: Nature and Importance of Learning and Motivation

- Nature and Importance of Learning - Factors influencing the learning
- Theories of Learning – Conditioning : Classical and Operant (Pavlov, Skinner), Trial and Error (Thorndike), Learning by Insight (Kohler) – Constructivism- Piaget's Cognitive Learning theory Novak, Vygotsky, Transfer of Learning, Motivation and Learning Motivation in the classroom context.

Unit- III: Mental Health and Adjustment

- Concept and principles of mental health
- Characteristics of mentally healthy person
- Mental Conflict – Types of Conflict – Defense Mechanism

Unit-IV: Intelligence and Creativity

Intelligence – Concept, Nature, Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford's structure of the Intellect – Assessment of Intelligence – Uses of Intelligence tests.

- Multiple Intelligence, Emotional Intelligence
- Creativity–Meaning, Definition, The Process of Creativity- Factors fostering creativity.

Unit- V: Personality

- Meaning and nature of personality
- Determinants of personality and personality development

- Personality theories: type theory, trait theory and Freud's psycho-analytic theory
- Assessment of personality: Projective and Non-projective techniques
- Role of school in integrating personality

Sessional Work :

Each student-teacher is required to submit **any two** assignments from the following

- Administration of any one Psychological Test (Intelligence test, performance non-verbal, verbal)/ Aptitude Test / Creativity Test/ Personality Test/ Attitude Test
- Case Study of a Problem Child/ a slow learner/ a disadvantaged child
- Preparation of five activities for promoting creativity among the school students
- Analysis of the common behavioural problems observed in the classroom suggesting the ways to address them

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

REFERENCE:

- ✧ Berk, L.E (2012) child development (6th edu), Prentice Hall of Indian, New Delhi.
- ✧ Chachan S.S, (2005). Advanced educational psychology 7th edition, vikas publishers house Pvt Ltd, Noida.
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- ✧ Dandapani, S. (2007), A text book of Advanced educational Psychology: Anmol Publications Pvt Ltd, New Delhi.
- ✧ Fiest and fiest. (2009). Theories of personality (7th edition), Mc Grwhill publishers, New Delhi.
- ✧ Hurlock, B. Elizabeth (2003), Development psychology, Mc graw-hill, New Delhi.
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- ✧ James Fadiman and Robert frager, (2007). Personality and Personal growth 6th edition, Pearson prentice hall, New Delhi.
- ✧ Kundu, C. L. & Tutoo, D. N. (1984). Educational Psychology. N. Delhi: Sterling Publishers.
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- ✧ Pandey, K. P., Bhardwaj, A. & Pandey, A. (2010). Advanced Educational Psychology, New Delhi: Shipra Publishers.
- ✧ Parhi, R. K. (2003) Educational psychology. APH Publishing Corporation, New Delhi.
- ✧ Trow, W. C. (1974). Psychology in Learning and Teaching, N. Delhi: Eurasia Publishing.
- ✧ Mangal, S. K, (2010). Essentials of Educational Psychology, New Delhi: PHI Pvt. Ltd.
- ✧ Mangal, S. K. (2010). Advanced Educational Psychology, New Delhi: PHI Pvt. Ltd.

Paper : B.Ed. 302 : Education, School and Society

Credit-4
Maximum Marks : 100
40 Internal, 60 External

Objectives :

On completion of this course, the student-teacher shall

- ✧ *state the narrow and broad meaning of education and form own concept on education.*
- ✧ *identify various modes and processes of education.*
- ✧ *explain the foundations of education and the aims of education as*
- ✧ *recommended by different Commissions, education policies and educational thinkers.*
- ✧ *state the relationship between school and education, school and community and among education, society and culture.*
- ✧ *elaborate the linkage between education and national development.*

Course Content

Unit-I: Understanding Education

- Meaning : derivational, narrow and wide; Eastern and Western viewpoints
- Process: Bi-polar, tri-polar, multi-polar; Life-long process
- Mode: formal/institutional, Informal/Incidental, Non-formal,
- Aims: Individual and social
- Aims of education according to Secondary Education Commission 1953

Unit-II: Foundations of Education

- Philosophy and Education: Meaning and relationship; Influence of philosophy in determining aims, curriculum and methods of Education
- Sociology and Education: Meaning and relationship; Implications of
- Sociology for aims, curriculum and methods of Education
- Psychology and Education: Meaning and relationship;
- Implications of psychology for Education in organizing contents and understanding the teaching-learning process

Unit-III : Education and School

- School as a formal agency of Education: Purpose
- School Activities: Curricular and other curricular activities- Components, mode of transaction and organization
- School Environment: Learner and Learning-friendly- Characteristics and components; strategies for ensuring learning-friendly environment
- Resource Requirements: Knowledge, Human, Material, Infrastructural, Technological; Their sources and utilization
- School-Community Interface: Importance, Aspects of interface, strategies for strengthening their inter-relationships, and their roles in building learning communities

Unit-IV: Education, Society and Culture

- Society as a system; Education as sub-systems; Their interrelationships
- Education as an instrument of social change: Meaning, dimensions and types of social change; Role of education effecting social change; Social change influencing education

- Education and Modernization: Meaning of modernization; Characteristics of modernized society; Adaptive demands of modernization and role of education;
- Education and culture: Meaning and elements of culture; Role of education for preservation, transmission and enrichment of culture; influence of culture on education, in general, and promotion of meaningful learning, in particular

Unit- V: Education and National Development

- National development – Dimensions and Indicators
- Education as an investment for Human Resource and Socio-economic Development
- Education for sustainable development environment cultural, technological, spatial
- Education to meet the situations arising out of conflicts, insurgencies, national calamities and disasters

Sessional Work

Each student-teacher is required to submit **any two** assignments from the following:

- Preparation of a paper on the aims of education as recommended by the commissions, education policies and educational thinkers for comparative analysis.
- Appraisal of aims of education and curriculum proposed by one of the educational thinkers in the present socio-cultural context of India.
- Survey of a community and working out strategies for mobilization of resources available in the community for improvement of school practices.
- Preparation of a paper on how school has been responsible for modernization of the community within which the school is situated.
- Preparation of a blueprint on the different areas of possible school community interface.

Scheme of Evaluation :

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class test and written projects / assignment.
- The external examination paper will have 05 questions with internal choice. Each question carries equal marks

References :

- ✧ Anand, C.L. et.al. (1983). *Teacher and education in emerging in Indian society*, New Delhi: NCERT.
- ✧ Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. New Delhi: Sage Publication.
- ✧ Dewey, John (1916/1977). *Democracy and education*. New York: MacMillan.
- ✧ Dewey, John (1956). *The Child and the curriculum, school and society*. Chicago, Illinois: University of Chicago Press.
- ✧ Dewey, John (1997). *Experience and education*. New York: Touchstone.
- ✧ Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). *Culture and making of identity in India*. New Delhi: Sage Publications.
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- ✧ Srinivas, M.N., (1986). *Social changes in modern India*. Bombay: Allied Publishers.

Paper : B.Ed.303 : Knowledge and Curriculum

Credit-4

Maximum Marks : 100

40 Internal, 60 External

Objectives :

On completion of this course, the student- teachers shall

- ✧ *state and explain the nature of knowledge.*
- ✧ *describe the process of constructing knowledge.*
- ✧ *differentiate different types of curriculum.*
- ✧ *explain the processes and principles of curriculum planning development.*
- ✧ *elaborate the transaction, evaluation and renewal processes of curriculum.*

Course Content

Unit-I : Understanding the Nature of Knowledge

- Knowledge: Concept (difference between knowledge and skill, knowledge and information, teaching and training, reason and belief) and Nature
- Types and theories of knowledge
- Knowledge Acquisition: source of knowledge and process of acquisition

Unit-II: Construction of knowledge

- Process of knowing : activity, discovery and dialogue-views of Dewey, Ausubel and Bruner
- Construction of knowledge : theories of Piaget and Vygotsky; implications for curriculum
- Knowledge transmission (teacher-centric) vs. Knowledge construction (learner-centric)

Unit-III: Understanding curriculum

- Concept (difference between curriculum and syllabus), types (subjectcentered, teacher-centered, learner-centered, learning-centered, experience-centered, activity-centered, hidden–manifest) and components (core-elective)
- Mandates for formulation of curriculum policy (Constitutional, socio-cultural, political, economic, global concerns, environmental, etc.)
- Curriculum framework – Concept, principles and coverage; NCF 2005, SCF 2009 and NCFTE 2009 – objectives, aspects and recommendations.

Unit –IV: Curriculum planning and development

- Determinants of curriculum development
- Principles of curriculum development
- Approaches to curriculum planning
- Processes / stages of curriculum development (preparation, tryout and finalization)

Unit-V: Curriculum transaction, evaluation and renewal

- Transaction: Planning (time, space, manpower, material and scheme of lessons), Preparation of curricular materials and activities(text and support materials, learning activities), conducting classroom transaction(preparation of lesson plans/notes, mode of transaction, learners' involvement, use of TLMs, use of assessment mechanism for learning etc.
- Evaluation: Mode (internal and external), periodicity (continuous, periodic), Mechanism (research studies, on-site observation, FGD, on-line feedback)
- Renewal: Use of evaluation feedback / inputs for 1) Immediate / long-term revision; 2) Specific / comprehensive improvement

-Current provisions and practices for curriculum development, transaction, evaluation and renewal in School Education and Teacher Education in the State

Sessional Work

Each student-teacher is required to submit **any two** assignments from the following:

- Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices.
- Identification of learning resources and designing of beyond classroom activities for transacting a lesson.
- Preparation of a transactional blue print of any content unit in any school subject at the secondary level.
- Preparation of an appraisal report on the curriculum renewal process during post NPE (1986) period.

Scheme of Evaluation :

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class test and written projects / assignment.
- The external examination paper will have 05 questions with internal choice. Each question carries equal marks

References:

- ✧ Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
- ✧ Dewey, John (1956). *The child and the curriculum*. Chicago, Illinois: University of Chicago Press.
- ✧ Dewey, John (1997). *Experience and Education*. New York: Touchstone.
- ✧ Dewey, John (1997). My pedagogic creed. in D.J. Flinders and S.J. Thorton(eds.), *The Curriculum studies reader*. New York: Routledge, Kegan & Paul.
- ✧ Egan, K. (2005). *An imaginative approach to teaching*. San Francisco: Jossey-Bass.
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- ✧ Vygotsky, Lev (1986). *Mind in society*. Cambridge, MA: Harvard University Press.

Paper:B.Ed. 304:Language Across Curriculum and Reflecting on Text

Credit-4

Maximum Marks : 100
40 Internal, 60 External

Objectives:

After completion of this course the student teacher will be able to:

- ✧ understand the nature of language interplay of language and society
- ✧ reflect upon the developmental process of language acquisition
- ✧ understand the functions of Language and how children use them as a tool at secondary school level
- ✧ Critically analyse the role of language in teaching learning process in different subjects.
- ✧ facilitate learners to understand different types of writing and writing styles
- ✧ enable the learners to write reports and to handle professional writing
- ✧ engage learners with journalistic writing
- ✧ develop creative writing skills amongst learners

Course content:

Unit-I: Language Acquisition and Development

- Relationship of Language and Society: Identity, power and discrimination
- Nature of multilingualism: Differential status of Indian language classroom
- Development of the four language skills: the synergistic relationship.
- Children's background and School Experience Preparing schools for children –the social diversity paradigm

Unit-II: Language across the Curriculum

- Function of Language: In the classroom, outside the classroom
- Language in Education and Curriculum
- Learning language and Learning through Language
- Challenges of teaching language in a diverse classroom.

Unit-III: Language in Classroom

- Nature of classroom discourse and significance of language
- Communication skills – promotion of oral skills through questions, discussion, sharing and interaction.
- Language across various disciplines.
- Role of language in ensuring optimum learning in subject areas.

Unit-IV: Reading and Reflecting on Text -I

- Reading in different content areas for information and data gathering, critical understanding; Strategies for developing reading skills such as scanning, skimming, in-depth reading.
- Reading-writing connection in different content areas – Use of note making for preparing a write-up, use of information gathering for summarizing.

Tasks to be Done: Writing reports, writing book reviews, film reviews, editorials, articles, film scripts.

Unit-V: Reading and Reflecting on Text- II

- Writing for various purposes – Report writing, writing paragraph, explanatory notes, expansion of ideas, presenting information in various forms such as Flow-chart, Diagram, Pie chart, Tree diagram and Bar graph.
- Process writing – generating / gathering ideas, drafting, revising and finalizing.

Tasks to be Done: Writing poems, stories, travelogue, diary and writing for children, writing letters, resume, note, official minutes and memos

Sessional Work:

Each student-teacher is required to submit **any two** assignments from the following:

- Study the language related arrangements made in the schools of respective areas as medium or subject.
- Make a list of at least 20 words in your mother tongue translate these words into different languages spoken in the islands including English.
- Review the textbook of any one language used in secondary classes.
- Preparation of a report on language diversities of learners in a secondary grade with strategies to address the challenges.
- Devising an action plan for developing the components (sub-skills) of reading / writing skill of the learners at the secondary level
- Expansion of an idea / ideas from the secondary level texts and presentation of the same in the form of flow-chart / pie-chart / tree diagram.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

References:

- ✧ Arora, G.L. (1984). *Reflections on curriculum*. New Delhi: NCERT.
- ✧ Dewey, John (1956). *The child and the curriculum*. Chicago, Illinois: University of Chicago Press.
- ✧ Dewey, John (1997). *Experience and Education*. New York: Touchstone.
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- ✧ Vygotsky, Lev (1986). *Mind in society*. Cambridge, MA: Harvard University Press.

Paper: B.Ed.- 331:Initiatory School Experience

Credit-4

Maximum Marks : 100
40 Internal, 60 External

Objectives

The pupil teachers would be exposed to different innovative centres of pedagogy and learning and observe lessons of regular school teachers, interact with children, community and report.

The objectives of the activities are to:

- *Develop understanding about good practices in teaching learning in innovative centers of pedagogy/schools*
- *Develop understanding about the school activities*
- *Develop the process of engaging students in classrooms through observing the process adopted by regular teachers*
- *Experience of interacting with students to learn their background and their interest in learning and socio-cultural environment.*

The pupil teachers would be exposed to different innovative centres of pedagogy and learning and observe lessons of regular school teachers, interact with children, community and report.

The purpose of Initiatory School Experience is to provide student teachers an opportunity to have hands on experiences related to the functioning of the school. During first semester as a guided activity the student teachers in group with university mentor/supervisor will visit school to be acquainted with the school environment and the day-to- day functions. Each pupil teacher performs the following activities under the guidance of institute supervisor, operating teachers and prepare separate reports on all the activities. The report will be evaluated as indicated below.

Sl.No	Activities
1	<i>Visit to innovative centres of Pedagogy and learning. During the semester exposure visit will be arranged to visit innovative centres of Pedagogy and learning i.e schools for differently bled children, Navodaya School, Ekalavya, KGVb,KV, innovative schools run by other organisations .One day feedback session will be organised in the university after the visit and the student teachers have to share their reflections in plenary as well as in small groups sessions.</i>
2	<i>Observation of lessons engaged by school teachers (student teachers observe lessons individually or in small groups). To observe means to watch keenly and note down what happens. For observation of classes prior planning must be done. Reflective Diary will be maintained on observation.</i>
3	<i>Meeting students in an informal setting to learn their background and their interest in learning and socio-cultural environment.</i>
4	<i>Observation of School Process and Reporting. To take a stock of the learning facilities, prepare a check list of essential learning facilities needed and take the list of available facilities.</i>
5	<i>Conducting 02 psychological practical along with report</i>
6	<i>Collecting relevant data related to CCE reporting and feedback</i>

In addition to above relevant activities can be added by the department. The department will issue a list of activities in each session.

The report dully signed by cooperating teacher/mentor* and authenticated by institute supervisors will be submitted to the Department.

Scheme of Evaluation:

Each activity will be internally and externally assessed .The marks (40 Internal and 60 External will be submitted separately. Internal evaluation will focus on student teachers involvement, participation, and reflection from report. The average marks will be calculated to show the performance of student teachers.

**A teacher/mentor would be one who has a degree in teaching and should be nominated by heads of the school.*

- Four weeks in the Semester

Semester-II

Paper : B.Ed. 305 : Basics of Teaching and Learning

Credit - 4

Max. Marks: 100

Internal : 40, External : 60

Objectives :

After completion of this course the student teacher will be able to :

- ✧ Acquaint with the concept of teaching and its components.
- ✧ Develop an understanding about the concept of learning; relation between teaching and learning.
- ✧ Identify teaching as a profession.
- ✧ Understand the different teaching methods.
- ✧ Familiarize with the importance of evaluation of teaching and learning.

Unit - I: Teaching

- Pedagogy: Definition, meaning and characteristics
- Teaching: Definition, Meaning, Concept, Nature, Variables, Principles
- Characteristics of Good teaching.
- Flanders Interaction Analysis
- Reflective teaching: concept and strategies for making teachers reflective practitioners
- Theories of teaching

Unit – II: Learning

- Learning: Definition, meaning, Concept, Nature, Goals, Characteristics, Process Types
- Structure and phases of learning
- Factors influencing learning- Learning styles
- Teaching and Learning: Relationship, significance, principles.
- Levels of learning: memory level, understanding and reflective level.

Unit – III: Teaching Profession

- Profession: Meaning, definition, characteristics
- Teaching as Profession: Characteristics and Professional traits and ethics
- Teacher Appraisal and accountability
- Effective teacher: Qualifications, Qualities, Duties and Responsibilities
- Training of teachers: Pre-service and In-service.

Unit – IV: Teaching Methods

- Teaching Methods: Meaning, definition, characteristics, types and Factors
- Various Teaching method: Lecture, Demonstration, Discussion, Project, Assignment, Seminar, Brainstorming, Team Teaching, Computer Assisted Instruction.

Unit – V: Teaching Effectiveness

- Concept, Principles and Criteria
- Teacher evaluation: Need, significance, competency, efficiency and effectiveness
- Tools: Observation, checklist, maintaining records
- Modes of teacher evaluation: Higher authorities, student's evaluation-Self and Peer evaluation
- Competency Based Teacher Evaluation.

Sessional Work :

Each student-teacher is required to submit **any two** assignments from the following

- Prepare a report based on your learning through reflective practices in classroom.

- Prepare a Case Study of secondary school teacher with special reference to their teaching.
- Analyze the curricular components included in the pre-service training programme as recommended by NCTE, 2015.
- Report teacher-student classroom activities with special reference to their teaching and learning styles based on your observation.

References :

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- ✧ Percy Nunn, (2012). *Principles of Education*, Discovery Publishing House, New Delhi.

Paper : B.Ed. 306: Assessing the Learner

Credit-4
Maximum Marks : 100
40 Internal, 80 External

Objectives: After completion of this course the student-teacher shall be able to

- *Understand the nature, purpose and types of educational assessment and evaluation.*
- *Develop and use different types of tools and techniques to assess learning in the school situation.*
- *Analyze the trends and issues in learning and learner assessment.*
- *Analyze and interpret results of the assessment.*

Course content:

Unit 1: Perspectives on Assessment and Evaluation

- Test, Measurement, Assessment and Evaluation: Meaning and concept; Interrelationship between assessment and evaluation in Education.
- Purpose of Evaluation: Placement, diagnosis of learning difficulties, Monitoring Learning, Providing feedback, Grading, Promotion, Certification.
- Classification of Assessment based on: Purpose (Placement, Formative, Diagnostic, Summative), Scope (Teacher-made, Standardized), Attribute Measured (Achievement, Attitude, Aptitude etc.), Nature of Information gathered (Qualitative, Quantitative), Mode of Response (Oral, Written and Performance), Nature of Interpretation (Norm-Reference vs Criterion-referenced), and the Context (Internal, External) (the terms to be explained in brief with suitable examples)
- Continuous and Comprehensive Assessment: Concept, nature, process, implementation strategy.

Unit 2: Learning Assessment

- Assessment and learning: Assessment of learning; Assessment for learning; Assessment as learning.
- Assessing cognitive, affective and psychomotor dimensions of learning
- Tools and Techniques of assessment of learning: Test and Rating

- Tools and Techniques of assessment for learning: Portfolio, Rubric, self, Peer,
- Tools and Techniques of assessment as learning: Peer and Self assessment in collaborative and cooperative learning situations

Unit 3: Test Construction and Its Use

- Steps of test construction: Planning (focusing on blue print), Preparing, Trying-out and Evaluation.
- Principles of Constructing Different types of Test-items (Extended and Restricted response types, Objective types), Objective type and objective based type.
- Characteristics of a good test: Reliability, Validity, Usability(only concept and use)
- Administration of the test and analysis of student performance
- Preparation of report and its further use in enhancing learning

Unit 4: Trends and Issues in assessment

- Existing practices: Over emphasis on Summative Assessment (Periodic and common examinations) and marking.
- Issues and Problems: Marking vs. Grading, objectivity vs subjectivity of test items, Close-ended vs. Open-ended test items
- Policy perspectives and assessment: online examination, computer-based examination and open-book examination

Unit 5: Elementary Statistics

- Measures of Central Tendency: Mean, Median and Mode – their uses and Limitations
- Measures of Variability : Range, Average Deviation, Quartile Deviation, Standard Deviation – their uses and limitations
- Correlation : Meaning and uses; calculation of correlation coefficients by Rank difference and Product moment methods
- Characteristics of normal curve and its uses
- Standard Scores : Z-score, T-score and Percentile

Sessional Work:

Each student-teacher is required to submit **any two** assignments from the following

- Prepare 5 objective-based items from each type of test item in any school subject
- Construct of an achievement test on any topic (carrying 25 marks), its administration and interpretation of the results.
- Develop a two dimensional rubric for assessment of learner performance
- Preparation of a plan for CCA activities for any class during an academic session.
- Appraisal of current evaluation practices in the secondary schools
- Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

Reference:

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Danielson, C. (2002) *Enhancing student achievement : A framework for school improvement*. Alexandria, VA : Association for Supervision and Curriculum Development.

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Newman, F.M. (1996). *Authentic achievement : Restructuring schools for intellectual quality*. San Francisco, CA : Jossey-Bass.

Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.) Upper Saddle River, NJ: Prentice Hall.

Popham, W.J. (1993). *Educational evaluation*. Boston :Allyn and Bacon.

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Paper : B.Ed. 321 : Pedagogy of Physical Science

Credit - 4

Max. Marks: 100

Internal : 40, External : 60

Objectives :

After completion of this course the student teacher will be able to :

- ✧ Learn the Nature and scope of Physical Science.
- ✧ Understand the Objectives of teaching Physical Science.
- ✧ Gain the skill of writing and analyzing lesson plans.
- ✧ Practice various methods of teaching Physical Science.
- ✧ Know the various evaluation procedure in physical science teaching.

Course Content

Unit - I: Aims and Objectives of Teaching Physical Science

- Nature of Science
- Aims of teaching Physical Science at Primary, Secondary and Higher Secondary levels
- Values of Teaching Science
- Objectives of teaching Physical Science: Bloom's Taxonomy

Unit - II: Lesson Planning

- Microteaching -Meaning and Definition- Microteaching cycle- Skills in Micro teaching
- Unit Plan-Steps in Unit Planning-Characteristics of Unit Plan
- Lesson Planning: Meaning, definition, importance, steps and format
- Distinguishing Lesson plan and unit plan

Unit - III: Methods of Teaching Physical Science

- General methods of Teaching Physical Science- Lecture method, Lecture cum Demonstration, Heuristic Approach, Individual Practical Method, Project method, Scientific method - Programmed Instruction: Linear and Branching and Computer Aided Instruction
- Selecting a suitable method for teaching a topic in Physical Science.

Unit - IV: Resources for Learning Physical Science

- Edger Dales cone of experience- it's implications in the teaching of physical science
- Classification of Audio Visual Aids.
- E-teaching of science- using technology for self-learning.
- Qualities of a good science textbook- Evaluation of Science textbooks.
- Physical Science Laboratory advantages - Organization and Maintenance of science laboratory - Improvisation of Apparatus.

Unit V: Evaluation in Physical Science Teaching

- Evaluation: Definition, need and, importance
- Tests and its types
- Criterion and Norm referenced tests
- Formative and Summative evaluation
- Continuous and comprehensive evaluation
- Prognostic test -Diagnostic testing and Remedial teaching
- Principles of good science test
- Construction of achievement test in Physical Science.

Sessional Work :

Each student-teacher is required to submit **any two** assignments from the following

- Analyze the objectives of teaching Science with reference to NCF 2005 and NCFTE 2009
- Prepare a linear programmed material of any concept in Physical Science
- Prepare five lesson plans on any topic from Physical Science included in the Science text book of secondary school.
- Prepare of a working model based on any principle of Physical Science
- Prepare a Powerpoint (ppt) of any concept in Physical Science

Scheme of Evaluation :

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

References :

- ✧ Carin & Robert Sund, (1989). Teaching Modern Science (5th Ed.). U.S.A: Merrill Publishing Co.
- ✧ Dhananjay Joshi, (2012), Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Optional - I (Page 138)
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- ✧ Heiss, Obourn & Hoffman (1985). Modern Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
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- ✧ Natrajan, C. (Ed.). (1997). Activity Based Foundation Course on Science Technology and Society. Mumbai: Homi Bhabha Centre for Science Education.
- ✧ Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
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- ✧ Thurber, Walter, A., and Collette, Alfred, T. (1964). Teaching Science in Today's Secondary School, Prentice Hall of India Pvt. Ltd.
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- ✧ Vanaja, M. (2010). Educational technology. New Delhi: Neelkamal Publishers.

B.Ed. 323: Pedagogy of Language (Odia)

Credit-4

Maximum Marks : 100

40 Internal, 60 External

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

- ✧ Understand the concept, importance and objectives of mother tongue at secondary stage;
- ✧ Know different skills and strategies of language teaching learning;
- ✧ Know different elements in language;
- ✧ Decide appropriate pedagogic approaches of language teaching and apply in teaching Odia;
- ✧ demonstrate a critically reflective attitude towards text books and resource materials in teaching Odia;
- ✧ Prepare subject specific lesson plan for improvement of language skills;
- ✧ Plan and construct test to assess language skills and content areas ;
- ✧ Use the pedagogical tools like concept map for language learning
- ✧ Use the modern technology for effective language teaching and
- ✧ Reflect on the practical issues of language teaching and deal with these issues effectively.

Course Content

Unit-I Odia as Mother Tongue in School Curriculum

- Importance of Mother Tongue in the life and education of an Individual
- Place Of mother tongue in school curriculum in Odisha in the context of NPE(1986) and NCF-2005
- Aims and objectives of teaching Oriya in secondary schools.

Unit-II: Skills and Strategies of Language Learning

- Basic language skills and interrelation between skills;
- Reading – mechanics of reading, type of reading, silent reading. Loud reading, intensive reading, extensive reading, qualities of good reading, importance of pronunciation, pause, punctuation and recitation;
- Writing – organization of the writing skill, thinking and expression, creative writing, styles of writing;

- Linguistics in Odia Language; Elements of language (Sound, Vocabulary and structure)

Unit-III Curriculum and Pedagogic Approaches to Language Teaching and Learning

- Methods for developing text-book supplementary instructional materials and teachers handbook in Odia
- Nature and characteristics of a good textbook in MIL (Odia)
 - Different methods and approaches of teaching Odia; Prose, poetry, grammar and composition: reading and composition method, recitation and narration method and interactive-communicative approach

- Constructive learning situation. Pedagogical analysis for creating different learning situations

Unit-IV Planning for Teaching Mother Tongue and Assessment (Odia)

- Preparation of unit plan,
- Preparation of lesson plan on Odia from constructivist point of view
- Learning materials and learning activities
- Assessment of objective based learning process
- Assessment of specific language skills
- Types of evaluation: Formative and summative
- Preparation of test items-Essay type,, short answer and objective type
- Diagnosis of learning difficulties and organization of remedial teaching and portfolio assessment

Unit-V: Pedagogical tools and resources for language teaching

- Concept mapping techniques;
- Concept map as tool for learning new vocabulary and comprehending texts;
- Tools for information processing, assimilating and synthesizing in meaningful ways that signifies language for context learning;
- Teaching aids and their relevance for effective transaction;
- Use of audio visual aids;
- Use of multimedia and ICT for language teaching

Sessional Work: Each student-teacher is required to submit assignments selecting any two of the following:

- review of Odia articles published in Journal and newspaper
- preparation of unit plan, lesson plan(using constructivist approaches), concept map
- preparing a dictionary of Odia words from text books of class IX and X
- development of objective based test items
- evaluation of Odia text books/work books
- preparation of a model question paper
- identification of common errors in pronunciation and remedial teaching
- preparation of teaching aids and learning material
- critical appraisal of language curriculum at secondary level
- identification of competencies/skills to be developed in students unit/sub-unit wise and evolving methodology of developing the competencies identified
- identification of teacher competencies to be required to transact contents of Odia in Classes IX and X

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

References :

- Gurrey,P(1956).The teaching of Mother tongue in secondary schools, Longman and Greenco
- Kochhar,K (1990).Teaching of Mother Tongue,Sterlinhg ,New Delhi
- Mohanty,B(1970).OdiaBhasaraUtpati o Amara Bikas,FriendsPublication,Cuttack
- Mohanty,J et al(1983).OdiaSikshyadanaPadahti,Nalanda,Cuttack
- Pattnaik,D.P(1996).Mother tongue and Destiny
- Ryburn,W.M.(1954).Teaching of Mother Tongue,OUP

B.Ed. 322: Pedagogy of Language (English)

Credit – 4

Max. Marks: 100

Internal : 40, External : 60

Objectives: After completion of this course the student-teacher shall be able to

1. *Understand what a natural language is and its various characteristics (properties).*
2. *Gain insight into general theories of language acquisition and language learning.*
3. *Know how to plan different types of lessons in English with the help of the given guidelines and execute the same in a classroom situation.*
4. *Understand the traditional as well as modern techniques and methods of teaching English and find ways as to how they could effectively be used in the classroom.*
5. *Develop thorough familiarity with the various textual items like prose, poetry, short stories, etc. and how they can be used as a springboard for launching various learning activities with a view to developing various linguistic competencies of the learners.*
6. *Gain awareness into as well as skills as to how to make use of various audio visual aids in the classroom.*
7. *Gain insight as to how to develop the various receptive as well as productive skills in English.*
8. *Develop skills to evaluate learner performance through written as well as other types of tests.*
9. *Pick up awareness as to the role that English plays in national, social and personal development.*
10. *Develop study skills in English.*

Course Content

Unit 1: Nature, Need and Objectives of Teaching English

- The status of English in Indian Education before and after independence.
- Present status of English in India.
- English as a second language.
- Features of English language.
- Language Learning theories – Behaviouristic, Cognitive and Psycholinguistic Theories.
- Aims and Objectives of teaching English at Elementary Secondary and Higher Secondary level.
- Classification of English Vowels, Diphthongs and consonants.
- Word Stress, Sentence Stress, strong and weak forms of words and Intonation

Unit 2: Acquisition of language skills

1. Listening Skills
 - Difference between hearing and listening
 - Types of listening.
 - Sub-skills of listening.
 - Activities to develop listening skills.
2. Speaking Skills
 - Sub-skills of speaking
 - Features of effective oral skill lesson
 - Activities to develop Speaking skills.
3. Reading Skills
 - The sub-skills of reading.
 - Types and Strategies.
 - Different exercises to develop reading skills.
4. Writing Skills
 - Purpose and process of writing
 - Mechanics of writing.
 - Sub-skills of writing.
 - Activities to develop Writing skills.

Unit 3: Different methods and approaches to language learning and teaching

- Maxims of teaching English
- Micro teaching – Principles, Steps, Skills and Uses
- **Approaches-** Structural Approach, Communicative Approach, Eclectic Approach and Suggestopedia.
- **Methods-** Grammar Translation Method, Bilingual Method, Direct Method and Dr. West's New Method - Merits and Demerits

Unit 4: Teaching the Text

- Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader
- Teaching of Poetry – Poetic devices , Differences between teaching Prose and Poetry
- Teaching of Composition - Oral and Written
- Teaching of Grammar - Methods (Inductive and deductive)
- Planning for Instruction - Designing unit plans and lesson plans.

Unit 5: Resources and Tools of Evaluation in Teaching English **Construction and use of Teaching Aids**

1. Importance and classification of teaching aids.

2. Preparation and use of teaching aids.
3. Integration of ICT for language teaching.

Tools of Evaluation

1. Difference between measurement and evaluation
2. Concept of Evaluation - Types of evaluation continuous and comprehensive evaluation – formative and summative assessment
3. Types of achievement tests - oral test - written test - teacher made test - standardized test.
4. Objective tests - One word answer - Fill in the blanks - Matching - Multiple choices – Error recognition.

Sessional Work:

Each student-teacher is required to submit *any two* assignments from the following

- Analysis of advertisements aired on Radio/Television/Newspaper on the basis of language and gender.
- Take a few passages from Science, Social Science and Maths textbooks of Classes VI to IX and analyse:
 - (i) How the different registers of language have been introduced?
 - (ii) Does the language clearly convey the meaning of the topic being discussed?
 - (iii) Is the language learner-friendly?
 - (iv) Is the language too technical?
 - (v) Does it help in language learning?

Mode of Transaction:

Lecture, Lecture cum Discussion, Practical, Assignments.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

Suggested Reading :

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2. Valdmen., (1987) “Trends in Language Teaching, New York, London Mac Graw Hill.
3. Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford, Pergamon Press
4. Widdowson, HG (1979): Teaching language as Communication, London, OUP.
5. David, E (1977): Classroom Techniques- Foreign Languages and English as a Second Language, New York, Harcourt Brace.

6. Parrot, M (1993): Tasks for the Classroom Teacher, London, Pergamon.
7. Grillett, M (1983): Developing Reading Comprehension, London, CUP.
8. Byrne, D (1975): Teaching Writing, London, Longman.
9. Morgan & Rinvoluri (1991): New Ways of Dictation, London, Longman.
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13. Thomson & Wyatt HG: Teaching of English in India, University of London.
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15. Kohli, A. L.: Techniques of Teaching English
16. Jain, R. K.: Essentials English Teaching
17. Bhatia K. K: New Techniques of Teaching English as a Foreign Language
18. Venkateshwaran, S: Principles of Teaching English
19. Yoakum G.A. & Simpson R.G.: Modern Methods and Techniques of Teaching
20. Dave, Pratima S, (2002): Communicative Approach to the Teaching of English as a Second Language, Himalaya Publish House, Mumbai
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Paper : B.Ed. 324 : Pedagogy of Hindi

Credit - 4

Max. Marks: 100

Internal : 40, External : 60

Objectives : After completion of this course the student-teacher shall be able to

1. *acquaint with the fundamental principles governing the teaching of Hindi.*
2. *attain efficiency and effectiveness in teaching and learning Hindi Language.*
3. *have a critical study of learning Hindi as a first language in the multilingual Indian society.*
4. *understand the role of Hindi in India and decide its place in the school curriculum so as to improve Hindi Language Attainment and Cognitive Skills.*
5. *teach with skill using interaction mode.*
6. *inculcate right language habits in students.*
7. *acquire accurate knowledge of the Devanagari Script and correct pronunciation.*
8. *develop low-cost learning materials for teaching Hindi and to remedy the errors that pupils make.*

Course Content

Unit I: Importance of Hindi as National Language

1. Reasons for selecting Hindi as National language
2. Responsibilities of Hindi, being National language.
3. Efforts needed to spread Hindi in entire nation.
4. Objectives of Teaching Hindi.
5. Main Principles of Teaching Hindi
6. Teaching of Hindi in non-Hindi speaking states.

Unit II: Planning for Teaching Hindi

1. Yearly course planning: Sequencing the units, month-wise division of units, periodical tests and annual tests, and other curricular activities like drama, story writing, debates and other competitions.
2. Main considerations in course planning -
3. Monthly planning of the course
4. Unit planning
5. Lesson planning

Unit - III: Methods of Teaching Hindi and Development of Skills.

Methods of Teaching Prose, Poetry, Grammar, Composition.

1. Indirect Methods
2. Direct Method
3. West's Method or New Method
4. Structure Method
5. Communicative Approach

Jerk Technology: Meaning, Tools and its use in Teaching Hindi.

Concept Attainment Model for Teaching Hindi Concepts.

Development of Skills

Listening Comprehension: Type and Modes of Spoken Hindi; Implications of Stress and Intonation; Making Notes While Listening; Reading Comprehension

Communication: Use of Spoken form in dialogue Stories, Reading aloud, Dramatization and Poetry reading; Correct Use of Stress and Intonation and Division of Utterance into Meaningful Word-Groups

Good Reading Habits: Reading with Appropriate Speed for Various Purposes Such as studying, Looking for Information, Scanning etc.; Reading for Overall Comprehension; Reading for Evaluation; Reading for Appreciation of Form, Style and Author's Personality; Reading for Facts, Reasoning, Logical Relationship, Definitions, Generalization, Understanding Diagrams; Reading Manuals, Charts, Schedule and Rule Books.

Good Writing Habits: Advanced Mechanics of Writing i.e. spelling, punctuation, indenting, title and subtitle of section. Underlining quotation, Use of parentheses, Use of abbreviation. Capital Letters and Correct Forms of Address in Letters, Applications etc.; Organisation of Subject Matter and Paragraph in an Essay or any writing

Unit IV: Text Books and other Materials

1. Need of Text Books
2. Books for intensive reading & extensive reading
3. Criteria for selection of text-books.
4. Different teaching aids for teaching Hindi.
5. Qualities of a good Hindi Teacher

Unit V: Evaluation Procedures in Hindi

1. Different aspects to be evaluated in Hindi
2. Deciding and developing appropriate evaluation devices according to the objectives under different aspects. Activity: Development of rating scales (i) reading (ii) Writing.

Sessional Work:

Each student-teacher is required to submit **any two** assignments from the following

1. Dividing Syllabus into units and arranging them in proper sequence.
2. Critical study of any one Hindi textbook prescribed for Classes IX, X, XI or XII.
3. Preparation of a language kit for teaching Hindi.
4. Preparation of a lesson plan for All India Radio Broadcast.
5. Preparation of question papers.
6. Developing two games for teaching any Hindi Topic

Practical Activities:

1. Annual Planning
2. Preparation of Blue Print
3. Conducting co-curricular activities like, debate, story writing, antyakshari, kavi sammelan etc.

4. Life-skill and multiple intelligence based lesson plan preparation.
5. Identifying mistakes related to language learning and providing remedies.

Transactional Mode:

1. Lecture Method
2. Discussion
3. Seminar
4. Group Activities
5. Language Laboratory visit

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

Suggested Reading :

1. Lahree, R. (1966). *Hindi Shikshan*. Agra: Raghunath Printing Press.
2. Mukerjee, S. N. (1965). *Rashtra Bhasha Ki Shiksha*. Baroda: Acharya Book Depot.
3. Patel, P. A. (1965). *Hindi Bhasha, Abhinava Adhyapan*. Ahmedabad: Bharat Prakashan.
4. Rastogi, G. K. et al. (1998). *Matru Bhasha Hindi Shikshan*. New Delhi: NCERT.
5. Sharma, B. N. (1968). *Hindi Shikshan*. Agra: Harihar Press.
6. Srivastava, V. (1967). *Bhasha Shikshan Vidhi*. Varanasi: Hindi Pracharak Pustakalaya.

B.Ed. 327: Pedagogy of Social Studies

Credit-4

Maximum Marks : 100

40 Internal, 60 External

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

- ✧ understand the nature and structure of Social Studies.
- ✧ know the importance of teaching Social Studies at the secondary School level.
- ✧ specify the skills and competencies to formulate specific learning
- ✧ know the methods, and approaches for organizing Social Studies curriculum.
- ✧ enable the student trainees to critically examine the Social Studies syllabus and develop skills to periodically modify and update the text books.

Course Content

Unit 1: Social Studies as an Area of Study

- Meaning and Nature and scope of Social Studies
- Significance of social Studies
- Aims and Objectives of Teaching Social Studies in the curriculum of 10 year schooling.
- Writing Objectives in Social Studies Content:
 - . General Objectives
 - . Specific Objectives
- Instructional objectives of Social studies

Unit 2: Organization of the Social Studies Curriculum

- Principles of Curriculum Development
- Approaches for Organising the Subject Matter of Social Studies: Unit Approach, Concentric Approach, Correlation Approach, Integrated Approach, Topical Approach, Chronological Approach
- Development of Teaching-Learning Materials Preparation and Uses.
- Timeline – Concept, Aspects, Type and Use

Unit: 3. Methods and Approaches to Teaching-Learning for Social Studies Instruction

- Story-telling
- Narration-cum-discussion
- Dramatization
- Source Method
- Project method
- Field Trips
- Inductive and Deductive
- Problem solving method

Unit: 4. Transactional Strategies and integration of ICT in Social-Studies.

- Meaning, significance and components
- Preparation of unit plans
- Preparation of lesson plans
- Group Discussion and Debate
- Maintenance of Portfolio
- Integration of ICT in Social-Studies classroom.

.Unit 5: Evaluation in Social Studies

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminate Type Item, Development and Standardization of Achievement Test in Social Science.

Sessional Work:

Each student-teacher is required to submit assignments selecting any two of the following:

- Case study on school-community collaboration in school improvement
- Observation of SMC/SMDC meeting and preparation of report
- Survey of resources available in a school and the manner of their utilization.
- Appraisal of a School Development Plan.
- Assessment of the existing monitoring mechanism at the secondary level

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

References :

1. Agrawal, J. C. *Teaching of Social Studies*. New Delhi: Vikas Publishing House.
2. Bhattacharya, S., and Darji, D. R. (1966). *Teaching of Social Studies in India Schools*. Baroda: Acharya Book Depot.
3. Binning, A. C. *Teaching Social Studies in Secondary Schools*. New York: McGraw Hill and Co.
4. Desai, D. B. *Samaj Vidyana Shikhan*. Ahmedabad: Balgovind Prakashan.
5. George, A. M., and Madan, A. *Teaching Social Science in School. NCERT's new textbook initiative*. New Delhi: Sage Publications India Pvt. Ltd.
6. Greene, H. A., Jozgensen, A. N., and Gerberi, J. R. (1959). *Measurement and Evaluation in the Secondary School*. New York: Mongmans, Green and Co.
7. Konli, A. S. (1996). *Teaching of Social Studies*. New Delhi: Anmol Publications Pvt. Ltd.
8. Marlow, E., and Rao, D. B. *Teaching Social Studies successfully*. New Delhi: Discovery Publishing House.
9. Mathias, P. (1973). *The Teacher's Handbooks for Social Studies*. London: Blandford Press.
10. Mehlinger. H. D. (ed.) (1981). *Handbook for the Teaching of Social Studies*. London: Gareem Helm, UNESCO.
11. The Association of Teachers of Social Studies. (1967). *Handbook for Social Studies Teaching*. New York: Holt, Rinchart and Winston, INC

Paper : B.Ed. 325 : Pedagogy of Mathematics

Credit - 4

Max. Marks: 100

Internal : 40 , External : 60

Objectives :

After completion of this course the student teacher will be able to :

- ✧ Acquire knowledge of the nature and scope of mathematics
- ✧ Understand the objectives of teaching mathematics
- ✧ Develop effective instructional skills and competency in structuring lesson plans.
- ✧ Apply the different methods and techniques of teaching mathematics.
- ✧ Know the various evaluation procedure.

Course Content

Unit I : Nature and Scope of Mathematics

- Mathematics: Meaning, definitions, and nature
- Characteristics of mathematics: Logical sequence, structure, precision, abstractness, symbolism
- Mathematics and its relationship with other disciplines
- Contribution of eminent mathematicians: Ramanujam, Aryabhatta, Euler, Gauss.

Unit II: Objectives and Values of Teaching Mathematics

- Objectives of Teaching Mathematics: Bloom's Taxonomy
- Objectives of Teaching Mathematics at Primary, Secondary and Higher Secondary levels - Values of teaching Mathematics
- Objectives of teaching Mathematics with reference to NCF 2005 and NCFTE 2009
- Instructional Vs Behavioural objectives of teaching Mathematics

Unit III : Lesson Planning

- Micro teaching - need, procedure, cycle of operation and uses.
- Macro teaching - lesson plan, unit plan & year plan – Principles and steps of a typical lesson plan.
- Micro and macro teaching skills for mathematics.

Unit IV: Approaches and Strategies in Teaching and Learning of Mathematics

- Methods of teaching Mathematics: Analytic and synthetic, Induction and Deduction, Project method-Heuristic approach –Dalton Plan – Problem solving method.
- Modern methods of teaching Mathematics: Cooperative learning, supervised study, Programmed Instruction, Computer Aided Instruction, Integration of ICT in Social-Studies classroom.
- Activities enriching mathematics learning – cooperative learning ensuring equal partnership of learners with special needs.
- Teaching aids in mathematics - Utilizing Additional Resources for learning Mathematics- organising mathematics laboratory, library and club - its uses - use of mass media in teaching mathematics- learners participation in developing instructional materials.

Unit V: Evaluation in Mathematics Teaching

- Evaluation: Definition, need and, importance
- Tests and its types
- Criterion and Norm referenced tests
- Formative and Summative evaluation
- Continuous and comprehensive evaluation
- Prognostic test -Diagnostic testing and Remedial teaching
- Principles of good mathematics test

- Construction of achievement test in Mathematics.

Sessional Work :

Each student-teacher is required to submit **any two** assignments from the following

- Project on Mathematics and its relationship with other disciplines.
- Prepare two improvised aids in Mathematics
- Prepare five lesson plans on any topic from Mathematics included in the Mathematics text book of secondary school.
- Prepare of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.
- Diagnosis of learner difficulty in Mathematics and preparation of remedial exercise.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

References :

- ✧ Aggarwal, J. C. (2008). Teaching of mathematics. UP: Vikas Publishing House Pvt Ltd.
- ✧ Ballard, P. B. (1959). Teaching the essentials of arithmetic. London: University of London Press Limited.
- ✧ Bishop, G. D. (1965). Teaching mathematics in the secondary school. London: Collins Publication.
- ✧ Butter, C. H., & Wren, F. L. (1965). The teaching of secondary mathematics. London: Mc Graw Hill Book Company.
- ✧ ICFAI. (2004). Methodology of teaching mathematics. Hyderabad: ICFAI University Press. Joyce., & Well., (2004). Models of teaching. U.K: Prentice hall of India.
- ✧ Iyengar, K. N. (1964). The teaching of mathematics. New Delhi: A Universal Publication.
- ✧ Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot
- ✧ Land, F. W. (1966). New approaches to mathematics teaching. New Delhi: Mac Millan, St. Martin's press.
- ✧ Mangal, S. K., & Mangal, S. (2005). Essentials of educational technology and management. Meerut: loyal book depot.
- ✧ Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks.
- ✧ Sharan, R., & Sharma, M. (2006). Teaching of Mathematics. New delhi: A.P.H. Publishing Corporation.
- ✧ Siddizui, M. H. (2005). Teaching of mathematics. New Delhi: A.P.H. Publishing Corporation.
- ✧ Sidhu, K. S. (2006). The teaching of mathematics. New Delhi: Sterling Publishers private Ltd.
- ✧ Singh, M. (2006). Modern teaching of mathematics. New Delhi: Anmol Publications Pvt. Ltd.

Paper : B.Ed.326: Pedagogy of Biological Science

Credit - 4

Max. Marks: 100

Internal : 40, External : 60

Objectives :

After completion of this course the student teacher will be able to :

- ✧ Learn the Nature and scope of Biological Science.
- ✧ Understand the Objectives of teaching Biological Science.
- ✧ Gain the skill of writing and analyzing lesson plans.
- ✧ Practice various methods of teaching Biological Science.

Course Content

Unit - I: Objectives of Teaching Biological Science

- Science: Meaning, definition and Nature of Science
- Impact of Biological Science on modern communities.
- Objectives of teaching Biological Science: Bloom's Taxonomy
- Instructional Vs Behavioural objectives of teaching Biological Science.

Unit - II: Lesson Planning

- Scientific skills, Micro and macro teaching skills for Biological Science
- Lesson Planning: Meaning, Definition, importance, steps and types
- Developing Unit plans and Lesson Plans

Unit - III: Methods of Teaching Biological Science

- General methods of teaching Biological Science: Scientific method, Induction and Deduction, Lecture method-Lecture cum demonstration method-Project method- Heuristic approach -Laboratory method-Historical and Biographical approaches.
- Modern methods of teaching Biological Science: Group discussion, Panel discussion, Seminar, Workshop, Team teaching, Cooperative learning, Integration of ICT in Social-Studies classroom.

Unit - IV: Learning Resources in Biological Science

- Biological Science Laboratory: Structure and Design-Organization and Maintenance of Various Register
- Accidents and First Aid Safety.
- Museum: Importance of Museum - Preparation of Museum Material -Maintenance of Aquarium-Vivarium -Terrarium, Field-trip.
- Educational Technology: Integration of ICT in Biological Science Classroom - Edger Dales Cone of Experience-It's Implications in the Teaching of Biological Science-Classification of Audio-Visual Aids.

Unit - V: Evaluation in Biological Science Teaching

- Evaluation: Definition, need and, importance
- Tests and its types:
- Criterion and Norm referenced tests
- Formative and Summative evaluation
- Continuous and comprehensive evaluation
- Prognostic test -Diagnostic testing and Remedial teaching
- Principles of good science test
- Construction of achievement test in Biological Science.

Sessional Work :

Each student-teacher is required to submit **any two** assignments from the following

- Identify any topic in Biological Science of your choice and prepare a teaching plan using Project Method
- Develop five activities / experiments in Biological Science.
- Prepare lesson plans on any topic of Biological Science included in the Science text book of secondary school.
- Prepare unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

References :

- ✧ Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karanpaper Books. New Delhi.
- ✧ Anderson, R.D. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado.
- ✧ Buffaloe, Neal., Throneberry, J.B. (1972) Principles of Biology University Press, New Delhi: Prentice- Hall of India Ltd.
- ✧ Carin. &Robert, S. (1989).Teaching Modern Science (5th edition). U.S.A: Merill Publishing Co.
- ✧ Green, T.L. (1965). The Teaching of Biology in Tropical Secondary Schools, London: Oxford University Press.
- ✧ Gupta, S.K. (1985).Teaching of Physical Science in Secondary Schools. New Delhi, Sterling Publishing (Pvt. Ltd).
- ✧ Heiss. E.D., Obourn. S., & Hoffman. C.W. (1985) Modern Science Teaching. New Delhi: Sterling Publishing (Pvt) Ltd. Macmillian Company Press.
- ✧ Heiss, Obourn., & Hoffman. (1985) Modern Science in Secondary Schools. New Delhi: Sterling Publishing Private Ltd.
- ✧ Nayak, (2003). Teaching of Physics. New Delhi: APH Publications.
- ✧ Pandey ,(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- ✧ Passi, B.K. (1976). Becoming a Better Teacher : Micro Teaching Approach, Ahemedabad: Sahitya Mudranalaya.
- ✧ Patton, M.Q. (1980).Qualitative Evaluation Methods. New Delhi: Sage Publications.
- ✧ Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
- ✧ Siddifit, S. (1985). Teaching of Science Today and Tomorrow. New Delhi : Doba's House.
- ✧ Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications.

Paper: B.Ed. - 332: Field Experience and Practical

Credit-4

Total Marks:100

i. - SUPW/ Work Experience: 40 marks

ii.	<p>Learning to Functions as a Teacher (Process based development of skills including Micro Teaching) :-60 marks</p> <p>Each student-teacher practices minimum five skills in small groups under the close supervision of faculty members of the department in simulated condition. All the skills are practiced and evaluated for each student through the semester.</p> <p>Objective-To develop in pupil teachers' mastery in class room teaching skills</p> <p>Transaction Mode: The theoretical input and practice of following classroom teaching skills will take place in the specified hours through discussion, demonstration and micro teaching session. At the closure of the practice of individual skills a lesson to be delivered</p> <p>By linking all skills together (For obtaining feedback of each lesson tools will be provided)</p> <ul style="list-style-type: none">• Introducing a lesson/topic: the importance of motivation in teaching, techniques of introducing a lesson to provide motivation, meeting the motivational needs of the disadvantaged learners, movement from familiar to unfamiliar, introduction of dramatic element, strategies for sustaining attention and interest.• Questioning : its various forms : thought provoking, interpretative questions, questions to measure analytical ability, application ability, rephrasing, question to test judgment ability, synthesis ability, probing questions distribution and delivery of instruction, suggestions for handling pupil's questions and promoting pupil-pupil interaction in diverse context• Explaining : Clarity, continuity, relevance to the content, using beginning and concluding statements, covering essential points Illustrating with Examples - simple, interesting and relevant to the points being explained• Reinforcing : principles of reinforcement, varieties of reinforces and their uses-positive and negative, verbal and non-verbal : guidelines for use of reinforcement• Stimulus Variation : Meaning, components-movement, gesture, change in voice, stress, focusing change in interaction pattern, pause, pupil participation and aural and visual aids• Use of Blackboard: techniques of using blackboard in different ways.• Skill of Effective Communication.• Integration of ICT for effective pedagogical classroom transaction.
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Scheme of Evaluation:

Field experience activities along with the reports will be evaluated internally.

Semester III

Paper: B.Ed.- 450:School Internship

Credit-16

Total Marks: 400

(Internal 300, 100 External)

Specific Objectives of Internship in Teaching Programme:

The student teachers have to be involved in school based internship activities for a period of 16 weeks. The programme aims at developing competence and skills required for class management, evaluation of learning outcome, organization of co-curricular activities. The programme will help in developing professionalism and positive attitude to teaching and help them understand the facilitating role of a teacher. The specific objectives are as follows:

- To help the student-teacher in acquiring different types of knowledge and performance competencies through preparation of lesson plans and teaching slow learners, talented learners, large-size classes and self learning strategies with planned scheme of lessons and activities.
- To acquaint the student-teachers with the methodologies of action research.
- To offer the student-teachers opportunities to critically observe peer teaching to improve the teaching-learning process and achievement of the learners.
- To help the student-teachers to plan, design and conduct Scholastic Achievement tests appropriate to the level of the students.
- To offer the student-teachers to examine critically the secondary school curriculum and text-books and prepare teaching learning materials/ teaching aids.
- To offer opportunities to utilize/ integrate the theory studied with the practice in the real classroom situations.
- To help them to understand the facilitating role of a teacher in the school plant.
- Developing professional capacities, teacher sensibilities and sustained engagement of student-teachers
- Equipping the student-teachers with required skills and competencies to cater to diverse needs of the learners in schools
- Exposing the student-teachers to multicultural contexts of the society which influence the school environment and its functioning
- Validating the theoretical understanding of the student-teachers
- developed through various perspective and pedagogic courses

Duration

- 16 weeks in III semester

Levels

- -Upper Primary Level (Class VI-VIII), Secondary Level (Class IX-X) and Higher Secondary Level (Class XI-XII).

Details of Academic Work of the Student-Teachers during the Internship in Teaching Programme:**a. Pre-internship Activities**

- Orientation of the student-teachers
- Observation of school site and activities by the student-teachers
- Sharing meeting with the teachers and headmasters of the cooperating schools in the institution and working out the programme details for the internship
- Demonstration lessons by the faculty members followed by post demonstration discussion
- Preparation of lesson plan
- Demonstration of lesson (PC 1 & PC2)
- Criticism lesson by the student-teachers (PC 1 & PC2)
- Placement of student-teachers in cooperating schools for internship activities.

b. During Internship Activities

- Preparation of lesson plans by the student-teachers in their concerned method subjects
- Delivery of practice lessons by the student-teachers with supervisory support and feedback from faculty members. Each student-teacher shall deliver minimum of 40 lessons. (20 lessons in each method subject) excluding criticism lesson. Out of the 40 lessons, 25% (10nos.) shall be delivered at the elementary classes (Class VI-VIII) and remaining 75% (30 nos.) lessons in Secondary classes (Class IX-X) or Higher Secondary Level (Class XI-XII).
- Observing five peer-lessons and recording of the performance of the peer student-teachers with authentication by concerned supervisors.
- Feedback session in the Teacher Education Institution after each spell of ten-day practice teaching to be attended by all student-teachers for sharing their experiences.
- Administration of diagnostic tests on the students and identifying their learning difficulties by the student-teachers
- Attending school assembly
- Participating in campus cleaning and beautification activities
- Taking arrangement classes as and when required
- Organizing and participating in school literary and recreational activities
- Participating in school games and sports activities
- Organizing of and participating in science exhibition, science fair, science club/nature study club/eco club activities
- Organizing awareness campaigns on HIV/AIDS, blood donation, conservation and protection of environment etc.
- Preparing reports on Annual sports and celebration of important occasions and events
- Preparing reports on maintenance of registers and records by the school

- Preparing scheme of lessons in any subject for any class
- Having dialogue with SMC / SMDC members and preparing reports on their meetings in the school
- Conducting case studies, action research, school-based project etc. As indicated under Tasks and Assignments in each course
- Liaisoning with parents, community and authorities
- Sharing learner perceptions and parental / community perceptions on school and its functioning

c. Post-Internship Activities

- Presentation of innovative and creative work done by the student-teachers during internship.
- Suggestions and feedback from the teachers and Heads of the cooperating schools for further improvement of the internship activities
- Sharing of student-teachers' internship experiences in the institution and their feedback on overall organization of internship programme for future action.
- Presentation of Internship Experiences.
- Preparation and presentation of reflective diary

Components of Assessment of Internship performance

A Certificate of satisfactory performance of training / student-teacher by the mentor and school Head of the concerned cooperating- school shall be issued to the candidate after completion of Internship. During internship the performance of students will be assessed continuously by internal and at the completion of internship the performance shall be assessed by the external examiner. These are the following activities to be assessed:

- **Preparation of lesson plan**
- **Demonstration of lesson (PC 1 & PC2)**
- **Criticism lesson (PC 1 & PC2)**
- **Assessment of Lesson plan record**
- **Observation of Lessons of Peer Teaching**
- **Scholastic Achievement Test Record**
- **Action Research Project**
- **Preparation & use of Teaching Learning materials**
- **Assessment of Reports prepared on school activities**
- **Assessment of Final teaching practical (by external and Internal examiners)**
- **Assessment by Head-Master**
- **Presentation of Internship Experiences.**
- **Evaluation of reflective diary**

Scheme of Assessment of Internship in Teaching

Activities	Internal Mark	External Mark	Total
<u>Pre-internship :-</u>			
i. Preparation of lesson plan	10		
ii. Demonstration of lesson (PC 1 & PC2)	20	-	50
iii. Criticism lesson (PC 1 & PC2)	20		
<u>During Internship :-</u>			
i. Assessment of Lesson Plan Record	10+10=20	-	
ii. Observation of Lessons of Peer Teaching	10+10=20	-	
iii. Scholastic Achievement Test Record	10+10=20	-	
iv. Action Research Project	20	-	
iv. Preparation & use of Teaching Learning materials	20	-	300
v. Assessment of Reports prepared on School Activities	20	-	
vi. Assessment of Final teaching practical	40+40=80	40+40=80	
vii. Assessment by Head-Master	-	20	
<u>Post-internship :-</u>			
i. Presentation of Internship Experiences.	20	-	50
ii. Evaluation of reflective diary			
a. Preparation of report	10	-	
b. Presentation of report	20	-	
Total	300	100	400

Paper: B.Ed.- 431:Field Experience and Practical

Credit-4
Total Marks:100

01. Working with community (awareness/outreach programme): 50 marks

- a. Observe the documents related to involvement of village panchayat and other organisations in running institutions . Role of Village Education Committee, School Management Development Committee in the light of RTE-2009 and Environmental Awareness and submit a report.
- b. Survey parental attitude towards education of their children. Submit report on social custom, traditions, belief and child rearing practices/ exploiting the community resources and finding means and ways for using them in schools.

NB : Reports under Field Based Activities (i.e. Community Study Project) should be computer typed (Double spaced, A4 sized bond paper) duly signed by the Supervisor (Two copies each) and be submitted to the Centre for Teacher Education, Central University of Orissa, Koraput. The report should be approximately 3000 words and be at least in spiral binding form containing the context, strategies adopted and reflections etc. of the scholar.

2. Organization of environmental awareness programmes among the local community and reporting: 25 marks

03. Preparing profile of eminent educationists/social reformers/ social activists/poets/novelists/statesmen/historians: 25 marks

Scheme of Evaluation:

Field experience activities along with the reports will be evaluated internally.

Semester-IV

Paper : B.Ed. 402: Education in Contemporary India

Credit - 4

Max. Marks:

100

Internal : 40, External : 60

Objectives :

After completion of this course the student teacher will be able to :

- ✧ Know the Educational heritage of the country
- ✧ Understand the role of education and role of teacher in society.
- ✧ Analyze the various challenges, solutions and reforms in education.
- ✧ Create involvement in students of society and development.
- ✧ Familiarize the concepts of Values in education.

Course Content

Unit - I: Development of Education in India

- Education in India - Education in Pre-independent and post-independent periods.
- Influence of Hinduism – Buddhism – Jainism – Islam & Christianity on Education
- Reports of commissions - Secondary education commission 1952, Kothari commission report-1964-66, National Policy on Education 1986 and its revised formulation – 1992, National Knowledge Commission.

Unit - II: Educational Thoughts and Contributions

- Educational Ideas, thoughts and contributions of Indian philosophers
- Salient features of the 'philosophy and practice' of education - Rabindranath Tagore - Liberationist pedagogy, M.K.Gandhi - Basic education or education for self-sufficiency, Aurobindo Ghosh: Integral education, J.Krishnamurthi - Education for individual and social transformation
- Western philosophers - Plato – Rousseau – Dewey – Froebel – Montessori.

Unit - III: Education and Development

- Educational rights in Constitution
- Secularism and education
- Equalization of educational opportunities, achieving equity and issues of quality for girl child and weaker sections as well as differently abled children
- Education for National and International understanding
- Education for Economic development - Liberalization, Privatization, Globalization and Industrialization
- Education for Rural Development

Unit - IV: Challenges in Education

- Pre primary – infrastructure – enrolment & quality
- Primary Education – problems and solutions
- Secondary and Higher secondary Education
- UEE, RTE, RMSA
- Various systems of education – State board – Matriculation – CBSE, ICSE and NCERT.

- Tertiary Education- Role of colleges and universities
- Quality concerns in education
- Employability – Distance education and Open learning systems
- Emerging trends in the interface between political process and education; and socio-cultural changes and education.

Unit - V: Emerging Global Concerns and Education

- Education for Peace
- Issues of National and International conflicts, social injustice, communal conflict, individual alienation - Pro-active role of individuals in making peace
- Values - definition, concept, importance and types - National goals and value education
- Education for Environmental Conservation - Global environmental crises and local environmental issues.

Sessional Work :

Each student-teacher is required to submit *any two* assignments from the following

- Appraisal of Educational aims and methods proposed by any one educational thinker in the present socio-cultural context.
- Assess the quality indicators of elementary school education.
- Analysis of the impact of modernization in the transformation of the local community.
- Prepare a Framework of Action to achieve Universalisation of Secondary Education in India.
- Analysis of any one textbook with regard to incorporation of environmental concerns.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

References :

- ✧ Anand, C.L. et al. (1993). *Teacher and Education in the Emerging Indian Society*, New Delhi: NCERT.
- ✧ Bhangaa M. (1998) *Introduction to Exceptional Children, Their Nature and Educational Provisions*, New Delhi, Sterling Publications Pvt, Ltd.
- ✧ Banerjee A.C. (1999). *Sociological and Philosophical Issues in Education*, Book enclave publishers, Jaipur.

- ✧ Chaube. S.P. and Akhilesh Chaube, (2002). *Western Educational Thinkers*, Concept Publishing Company, New Delhi.
- ✧ Mani Sharma, (2009). Educational practices of classical Indian philosophers, Bhargava Book House, Agra.
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Paper : B.Ed. 403 : Understanding Self and Guidance Services

Credit - 4

Max. Marks: 100

Internal : 40, External : 60

Objectives :

After completion of this course the student teacher will be able to :

- ✧ Understand the concept and need of guidance in education.
- ✧ Understand principles and problems of various guidance and services
- ✧ Understand the concept and process of counseling
- ✧ Understand different yogic practices in India

Course Content:

Unit-I: Self Concept

-What is self?

-Dimensions of individual self,

-Self-identity and self-esteem

-Self acceptance: ability to see and recognize all aspects of one's own self without judgments either positively or negatively, involves self understanding - a realistic awareness of one's strengths and weaknesses.

Unit-II: Development of Self-Actualization

- Self-awareness: Ability to see oneself objectively – both strengths and weaknesses, living in the present moment, free of past conditioning and reactions, observing oneself as the first step to awareness, Self awareness as a necessary condition for effective living
- Self-motivation: Critical awareness about one's abilities and opportunities to develop independent thinking, critical thinking and creative thinking, decision making and problem solving
- Self-actualization: Meaning and strategies of development Maslow's Hierarchy of Needs

Unit - III : Introduction to Guidance and Counselling Service

- Meaning. Nature and Significance of Guidance
- Principles of guidance
- Bases of guidance
- Types of guidance: Educational, vocational and personal guidance and group guidance
- Meaning, nature and scope of counselling.
- Functions of counseling
- Types of counseling-directive, non-directive and eclectic counseling
- Necessary qualities of an effective counselor
- Guidance programmes: Career Talks, career conferences, career tour, career corners
- Role of career master, counselor, Headmaster/principal, Teacher and parents

Unit- IV: Testing and Non-Testing Techniques in Guidance

- Testing in guidance service: intelligence, aptitude, interest, attitude and personality
- Administering, scoring and interpretation of test scores
- Non-testing technique: observation, interview and questionnaire
- Evaluating the student through performance in class and co curricular activities/ rating scale, autobiography, sociogram

Unit- V: YOGA EDUCATION

Concept of Yoga : What is Yoga? - Misconceptions about Yoga - Streams of Yoga - Raja Yoga: Eight Fold Path - Anand Mimamsa

Basis of Yoga : Patanjala Yogasutra - Hathayoga Pradipika - Gherandasamhita

Theories of Yoga Practices - Asana - Pranayama - Kriyas - Dhyana

Application of Yoga : Benefits of Yogic Practices - Self Management of Excessive Tension - Personality Development - Relationship between yogic practices and life goals - Relationship between learning process and Yogic practices

Sessional Work :

Each student-teacher is required to submit two assignments form given below:

- Identification and documentation of one's assets and limitations as well as one's opportunities and difficulties in the participated context.
- Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.
- Identify a problem among students in a classroom of your choice and report a detailed plan for a group guidance.
- Organization of career talks
- Organization career corner

- Testing the vocational aptitude of secondary school students.
- Analyze the status of the 'guidance services' available at different school levels.
- Preparing a report on different yogic practices in India.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.
- The term-end semester examination paper will have 05 questions with internal choice. Each question carries equal marks.

References :

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Paper: B.Ed. 404: Gender Issues and Inclusive Education

Credit - 2

Max.

Marks: 50

Internal : 20, External : 30

Objectives :

After completion of this course the student teacher will be able to :

- ✧ Develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereo type, empowerment, gender parity, equity and equality, patriarchy and feminism.
- ✧ Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- ✧ Enable the students to understand the concept, need, importance and emerging trends in the education of students with special needs.
- ✧ Provide adequate knowledge and skills about the causes, characteristics, identification and assessment of students with special needs.

Unit - I: Gender Studies - Paradigm Shifts

- Paradigm shift from women's studies to gender studies
- Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth century's with focus on women's experiences of education.
- Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

Unit - II: Gender Issues in Curriculum

- Gender, culture and institution: Intersection of class, caste, religion and region
- Curriculum and the gender question
- Construction of gender in curriculum framework since Independence
- Gender and the hidden curriculum
- Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)
- Teacher as an agent of change
- Life skills and sexuality.

Unit –III: Concept of Inclusive Education

- Inclusive Education: Definition, rationale, characteristics and principles
- Difference between Special Education, Integrated Education and Inclusive Education
- Inclusion in Education- a human right (Right to Access, Equality and Quality Education)
- Need for Inclusive Education in India
- Types of marginalized /disabled children (physical, social and/or emotional) and their needs
- Problems in schooling the CWSN: Physical, Cognitive, Emotional
- Barriers to inclusion in school: Psycho-social, Infrastructural, Resource, Whole class-based instruction, Lack of participation

Sessional Work :

Each student-teacher is required to submit any one assignment from the following

- Analyse a text book having gender issues.

- Make a reflection on various provisions for gender equality in Indian constitution.
- Observation of an inclusive classroom set up and reporting.
- Preparation of a report on classroom problems faced by any category of CWSN and the strategies adopted by the teacher.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 20 marks and externally out of 30 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and Written Projects/Assignment.

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Paper: B.Ed. 405: School Management

Credit-2
Maximum Marks: 50
20 Internal, 30 External

Objectives:

After completion of this course the student teacher will be able to:

- ✧ Spell out the structure of educational management at different levels – from national to institution level.
- ✧ Explain the implications of various policies and provisions in respect of educational management.
- ✧ Identify and utilize various resources for effective school functioning.
- ✧ Actively participate in the preparation of school development plan.
- ✧ Explain the role of monitoring and feedback mechanism for effective school functioning.

Course content:

Unit: 1. Educational Management:

- Concept, Scope and Types- centralized and decentralized, participatory and non-participatory, democratic and authoritarian
- Structure at national, state, district, sub-district and institution levels and their roles

Unit: 2. School-based Management & Resource management:

- Concept, importance, scope and processes
- School Management Committee (SMC) and School Management Development Committee (SMDC)

- Infrastructural resources – physical space (building, open space, furniture, water and sanitation facilities, etc.), barrier free environment.
- Material resources – equipment and TLMs
- Financial resources – Grants, Donations, Fees, Funds Generation, other sources
- Human resources – Students, Teachers, Parents, Community and local resource persons – their interrelationship

Unit: 3. Review, Monitoring and Feedback Mechanisms

- Monitoring – Meaning, importance, scope and objectives
- Monitoring Mechanisms – Structure, personnel and functions, existing monitoring practices and related issues
- Feedback Mechanism – Structured vs. Unstructured; Use feedback for effective school functioning

Sessional Work: Each student-teacher is required to submit assignments selecting any two of the following:

- Case study on school-community collaboration in school improvement
- Observation of SMC/SMDC meeting and preparation of report
- Survey of resources available in a school and the manner of their utilization.
- Appraisal of a School Development Plan.
- Assessment of the existing monitoring mechanism at the secondary level

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 20 marks and externally out of 30 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and written Projects/Assignment.

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B.Ed. 441: Fine Art

Credit-4

Maximum Marks : 100

Internal 40, External 60

Objectives:

After completion of this course the student teacher will be able to:

- ✧ prepare report on different Art forms
- ✧ develop the skill of preparing two dimensional and three dimensional teaching aids
- ✧ collect materials from the locality and prepare low cost and no cost teaching aids
- ✧ organize exhibitions of different Art forms

Course content:**Unit: 1. Visual Art**

Creativity in visual art, Characteristics of child art and folk art, Distinctive characteristics of Fine Art, The scope and utility of developing skills of school children in visual art. Development of a workable plan for implementation of utility based art activities in the School.

Unit: 2. Survey of the natural resources

Survey of the natural resources around the dwelling place which can be utilized for preparing useful artistic material collection of specimens of useful artistic material preparation in the locality. Submission of report along with specimens.

Unit: 3. Reproduction of Art

Reproductions of child art, tribal art, handicrafts, landscape, flowers, vegetables, trees, birds, animals, book illustrations comprising human figures, book covers, newspapers advertisements, invitation and greeting cards are to be collected at least six of each kind and submitted in the form of an album with proper captions. Drawing vegetables, fruits, flowers, animals, birds, human figures and houses in simple form on the black board.

Unit: 4. Finished Drawing

Outlines of flowers, birds, animals and human figures. Multicolored design with geometrical forms and floral motif suitable for textile designs, book cover, invitation and greeting cards. Technique of preparing designs for line block and halftone printing.

Unit: 5. Pencil and colored layouts

Preparing pencil and colored layouts for book cover designs, invitation and greeting card designs and poster designs. Practice in simple and decorative lettering suitable for block designs and signboards. Mounting pictures and organizing exhibitions.

Sessional Work: Each student-teacher is required to submit assignment on any one of the following:

- Collection of any three forms of folk art and bringing out their defining characteristics – preparation of a report
- Conducting a survey of neighborhood resources and preparing specimens of visual art – preparation of a report
- Collection of greeting cards representing concerns for children and preparation of album with an appropriate caption

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and written Projects/Assignment.

B.Ed. 442: Performing Art

Credit-4
Maximum Marks : 100

Objectives:

After completion of this course the student teacher will be able to:

- ✧ study the function of drama as a tool of instruction to move beyond the classroom and to invoke collective consciousness.
- ✧ develop awareness regarding the rich heritage of drama and contributions of artists.
- ✧ recognize the role of drama as education in the secondary school
- ✧ learn to identify areas that are best suited for drama exploration
- ✧ examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students.
- ✧ learn the use of drama in teaching- learning.
- ✧ explore the role of the teacher as creative guide in learning that is drama driven.

Course content:

Unit: 1. Introduction to Drama

- Meaning and relevance of drama to life today
- Elements of Drama: Literary elements, Technical elements, Performance elements; Character, Plot, Theme, Dialogue, Convention, Genre, Audience.

Unit: 2: Forms and Styles of Theatre

- Comedy and Tragedy; Solo performance, Mime, Melodrama, Musical theatre, Realism, Symbolism, Ballet and Dance, Street theatre, Folk theatre, etc
- Activity: Acting exercises for body and movement.
- Activity: Acting exercises for voice and speech
- Activity: Viewing films or videos to identify and discuss dramatic styles
- Activity: Creating a performance of a story based on student's own experiences

Unit: 3. Indian Folk and Street Drama

- Regional folk theatre – Jatra , Nabaranga, Swang
- Influence of Folk Theatre on Street Play
- Street Play as social education
- Role of Street Drama as teaching-learning tool
- Activity: Viewing Street Drama live or on video
- Activity: Student Journals and video record of activities

Unit: 4. Drama Production

- Play production : Choosing a play: considering language, style, characters, Casting a play; Designing a play: sets, costumes, lighting, sound design,
- Rehearsals and Staging a play

Unit: 5: Use of dramatics in curriculum transaction

- Activity: Choosing /writing a Street Play
- Activity : Casting for the chosen play
- Activity: Designing the costumes, music for the chosen play
- Activity: Directing the chosen play
- Activity: Staging the chosen play
- Activity: Student Journals and video record of activities

Sessional Work: Each student-teacher is required to submit assignment on any one of the following:

- Observation of performance of a folk form in the immediate cultural region and preparation of a report.
- Developing a script on any social issue for a street play.
- Dramatize any topic for classroom presentation

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and written Projects/Assignment.

B.Ed. 443: Spinning and Weaving

Credit-4
Maximum Marks : 100
Internal 40, External 60

Objectives:

After completion of this course the student teacher will be able to:

- ✧ develop a sense of appreciation towards Khadi
- ✧ know the processing of cotton for Khadi
- ✧ master the skill of spinning and weaving
- ✧ develop proficiency in spinning yarn of counts

Course Content

Unit: 1. Khadi

- Preparation of Khadi and weave Khadi

Unit: 2. Picking and Processing of Cotton

- Knowledge and practice in picking cotton and its processing: - such as learning, spinning, processing, carding and silver making.

Unit: 3. Spinning Yarn of Counts

- Proficiency in spinning yarn of counts.

Unit:4. Twisting Preparing 'Toni'

- Practice in twisting preparing 'Toni' realign simple designing and all the processes of weaving on handloom.

Unit: 5. Estimating Yarn and Price

- Ability to estimate the weight of yarn, count of yarn, strength of yarn and finished product of yarn.
- Ability to estimate the price of a 'Than' prepared.

Sessional Work:

Practicals as appropriate to the topics detailed above shall be conducted simultaneously along with the discussion of the theoretical aspects.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.

- Sessional work shall be assessed internally on the basis of class tests and written Projects/Assignment.

B.Ed. 444: Tailoring

Credit-4
Maximum Marks : 100
Internal 40, External 60

Objectives:

After completion of this course the student teacher will be able to:

- ✧ know different parts of the sewing machine and its maintenance
- ✧ develop skills in stitching, mending and cutting the garments
- ✧ develop aesthetic and creative abilities through tailoring
- ✧ design different garments
- ✧ organize exhibition in various type of designed garments

There will be no separate theoretical instruction. Such theory as is needed for practical work may be given during practical work.

Course Content

Unit: 1. Machine Parts and Their Maintenance

- Study of the various parts of the sewing machine. Process of oiling and cleaning the parts.

Unit: 2. Different kinds of stitches

Use of the different kinds of stitches, such as hem, back stitch, French seam, button-hole stitch.

Unit: 3. Cutting and Finishing

Cutting and finishing on machine of the following garments: Jumpers, Kamis, Junghiyas, banyans, Kurtas, shirts, half pants, blouses, frocks. different stitches, such as hem, back stitch, French seam, button holes.

Unit: 4. Mending of Clothes

Mending of clothes as round holes, rectangular holes, torn slits.

Unit: 5. Measurement for various garments

Measurement for various garments and calculation of the quantity of materials of different width.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and written Projects/Assignment.

B.Ed. 445: Wood Work

Credit-4

Maximum Marks : 100

Internal 40, External 60

Objectives:

After completion of this course the student teacher will be able to:

- ✧ Know different types of tools and their safe uses
- ✧ Develop skills in preparing wooden products like pointer, duster, blackboard, chair, table stool etc.
- ✧ Know different types of timbers for preparing various finished products and
- ✧ process of protecting wooden materials

Course Content

Unit: 1. Concept of woodwork

Need, importance and scope of woodwork.

Unit: 2. Workshop Activities

Workshop discipline, safety, precaution, safe handling of tools, first aid; definition of push and pull saw, fret saw and saw sharpening.

Unit: 3. Tools for Woodwork

Types of timber and its structure, selection of the size of wood to be planed first, face side marks: setting of marking gauges. Martice gauge and testing with try square. Different types of chisels, mallets and hammers. Hardware uses in the wood section

Unit: 4. Timber and its protection

Timbers- their sources and uses, structure of trunk properties, Insects and wood protection. Natural and artificial seasoning, commercial firm of timber, plywood, particle boards, glues.

Unit: 5. Quantifying timber and wood finishes

Calculation of measures of timber, Preparing, cutting . Wood finishing: Polish, varnish and paints. In course of discussion of the above theoretical aspects and related practical work, the following articles Hangers, wall-brackets, book-shelves, tools, bench, desk, chair, black-board, pointer, duster, stationery rack, round table, pet table. Wood turning work such as cups, plates, roller, table lamp and other ornamental designs.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and written Projects/Assignment.

B.Ed. 446: Fruit and Vegetable Preservation

Credit-4

Maximum Marks : 100

Internal 40, External 60

Objectives:

After completion of this course the student teacher will be able to:

- ✧ develop economic values through fruit and vegetable preservation

- ✧ gain knowledge about fruit preservation industry
- ✧ gain knowledge about different type of preservatives for different type of preservation
- ✧ have appropriate use of fruits and vegetables by avoiding wastage and spoilage

Course Content

Unit: 1. Need and Importance

- The need for fruit preservation industry-its relationship with horticultural development, developing and modernizing.
- Fruit preservation as a home scale industry and as an educative craft, causes of wastage and spoilage and remedies.

Unit: 2. Raw Materials

- Raw materials for fruits and vegetables preservation-kinds, varieties and types of useful raw materials, Geographical and seasonal distribution, quantity produced.
- Medicinal value, suitability for processing and preservation,
- Effects of processing on the food value of preserved fruits and vegetables and possible industrial applications

Unit: 3. Principles and Methods of Preservation

- Various types of tin and glass containers and packing materials, general principles of preservation-selecting, grading, washing, bunching, peeling and pitting of fruits and vegetables-pasteurization and sterilization.
- Methods of preservation: Heating, drying, salting freezing, use of oil and vinegars, use of sugar, use of chemicals by fermentation and by the production of vinegar.

Unit: 4. Acquaintance with learning and the operation of various equipments improvising cheap equipments for purpose of processing.

- Selecting, grading, washing, peeling and pitting of fruits for processing and preservation.
- .Preparation of sugar syrups and brine testing syrups strength.
- Bottling of fruits, Preparation and preservation of fruit juices, squashes cordials and syrups of locally available fruits.
- Canning - canning of fruits in syrups, vegetables in brine and curried vegetables.

Unit: 5: . Preparation of jams, jellies, marmalades and cordials.

- Preparation of oil and vinegar pickles, chutneys, ketchups and sources.
- Preparation of fruit vinegars.
- Drying and dehydration-sun drying and dehydration by the home made drier.

Scheme of Evaluation:

- The performance of each student-teacher shall be assessed internally out of 40 marks and externally out of 60 marks at semester end examination.
- Sessional work shall be assessed internally on the basis of class tests and written Projects/Assignment.

Paper: B.Ed.- 432:Field Experience and Practical

Credit-2

Total Marks: 50

- 01 Identification of different types of children with special needs and reporting: 25 marks
- 02 Prepare a report on job opportunities, career talk etc., : 25 marks

Scheme of Evaluation:

Field experience activities along with the reports will be evaluated internally.

Paper: B.Ed.- 433:Learning through ICT

Credit-2
Total Marks:50

The objective of learning through ICT is to test the preparedness of students to employ information and communication technologies in Teaching-Learning process. This would be tested through the following:

1. Ability to search the World Wide Web for required information and use **Open Education Resources** for 'Blended learning'
2. Able to adopt/ adapt material on World Wide Web for self study and teaching.
3. Use power point for classroom lecture and Incorporate material available in Word and Excel files in Power Point Presentations, and also include Graphics, photographs, Animations, Audio & Video file in power point Presentations.
4. Creating Website and hosting lessons on free hosting sites
5. Join and communicate through social networking sites

Out Put: Students would develop at least 10 power point presentations in both method papers appropriate for teaching the identified topics.

Scheme of Evaluation:

Learning through ICT activities along with the reports will be evaluated internally.