



# **BANARAS HINDU UNIVERSITY**

**ORDINANCES GOVERNING**

## **B.Ed. and B.Ed. (Special) Programme & Syllabus**

*(Effective from Academic Session 2013-2014)*

*Offered by*

**FACULTY OF EDUCATION**

# FACULTY OF EDUCATION

## Ordinances governing B.Ed. and B.Ed. (Special Education) Degree Programme (Effective from 2013-14)

Under the powers conferred by Section 4A of the Banaras Hindu University Act 1915, as amended and under the provision of Section 18 of this Act, the University hereby institutes the two semester programme of the B.Ed. and B.Ed. (Special Education) Degree and makes the following ordinances governing admission, courses of study, examination and other matters relating to B.Ed. and B.Ed. (Special Education) Degree under the Faculty of Education, Banaras Hindu University.

### B.Ed. and B.Ed. (Special Education) Programme

#### I. Structure

1. B.Ed. and B.Ed. (Special Education) Degree shall be awarded to candidates on successful completion of a two semester programme of study.
2. Admission, studies, examinations, continuance from semester to semester, promotion and declaration of results for the B.Ed. and B.Ed. (Special Education) Degrees are given in the following ordinances.
3. B.Ed. and B.Ed. (Special Education) Programme will have courses of 44 credits each distributed in two semesters, as given below:

#### i) B.Ed.

<b><u>I-Semester</u></b>			
<b>Course Category</b>	<b>Credits</b>	<b>No. of Courses</b>	<b>Total Credits</b>
Core Theory Courses	3	2	6
Core Elective Theory Courses - Pedagogy	4	2	8
Core Practical Courses	8	1	8
Compulsory Courses	1	1	1
Audit Courses*	1	2	2
<b>Total Credits in I-Semester</b>			<b>23+2</b>
<b><u>II-Semester</u></b>			
<b>Course Category</b>	<b>Credits</b>	<b>No. of Courses</b>	<b>Total Credits</b>
Core Theory Courses	4	3	12
Electives (Specialization)	4	1	4
Compulsory Courses	1	5	5
Audit Courses*	1	2	2
<b>Total Credits in II-Semester</b>			<b>21+2</b>
<b>Total Credit requirement for B.Ed.</b>			<b>44</b>

ii) B.Ed. (Special)

<b>I-Semester</b>			
<b>Course Category</b>	<b>Credits</b>	<b>No. of Courses</b>	<b>Total Credits</b>
Core Theory Courses	3	4	<b>12</b>
Theory Specialisation	3	1	<b>3</b>
Core Practical Courses	5	1	<b>5</b>
Compulsory courses	1	3	<b>3</b>
Audit Courses*	1	2	2
<b>Total Credits in I-Semester</b>			<b>23+2</b>
<b>II-Semester</b>			
<b>Course Category</b>	<b>Credits</b>	<b>No. of Courses</b>	<b>Total Credits</b>
Core Theory Courses	4	1	<b>4</b>
Theory Specialisation	4	2	<b>8</b>
Electives	4	1	<b>4</b>
Compulsory Courses	3+2	3+1	<b>5</b>
Audit Courses*	1	2	2
<b>Total Credits in II-Semester</b>			<b>21+2</b>
<b>Total Credit requirement for B.Ed. (Special)</b>			<b>44</b>

**Note: \* Optional**

4. The semester-wise details of Courses/Credits are given below:

**i) B.Ed.**

		<b>I-Semester</b>		
<b>Course Code</b>		<b>Course Name</b>	<b>Course Category</b>	<b>Credits</b>
BED	111	Techniques of Teaching and Classroom Management	Core Theory Course	3
BED	112	Psychology of learner an Learning – I	Core Theory Course	3
<b>Elective Courses</b>				
BED		Pedagogy Courses: Teaching of School Subject I(BED 151-162 )	Course Elective Theory	4
BED		Pedagogy Courses: Teaching of School Subject II(BED 151-162 )	Course Elective Theory	4
<i>List of Subjects for BED 151 &amp; 162</i>				
BED	151	Teaching of Biological Science	Core Elective Theory	4
BED	152	Teaching of Physical Science	Core Elective Theory	4
BED	153	Teaching of Home Science	Core Elective Theory	4
BED	154	Teaching of Mathematics	Core Elective Theory	4
BED	155	Teaching of History	Core Elective Theory	4
BED	156	Teaching of Civics	Core Elective Theory	4
BED	157	Teaching of Geography	Core Elective Theory	4
BED	158	Teaching of Economics	Core Elective Theory	4

BED	159	Teaching of Sanskrit	Core Elective Theory	4
BED	160	Teaching of Hindi	Core Elective Theory	4
BED	161	Teaching of English	Core Elective Theory	4
BED	162	Teaching of Music	Core Elective Theory	4
		<b>Practicals / Activity Based Courses</b>		
BED	113	Co-curricular activity (Organization of Morning Assembly, Celebration of National Festivals)	Compulsory Course	1
BED	114	School based Practical Courses [Micro-Simulated teaching, Demonstration of Teaching Skills/Lessons, Preparation of Teaching Learning Materials(TLM) with respective Pedagogical Courses, School based practical courses (Record) and Comprehensive student teaching in schools)	Core Practical Course	8
		<b>Audit Courses</b>		
BEDA	001	Educational Ethics	Audit Course	1
BEDA	002	Personal Development and Soft Skills	Audit Course	1
			<b>Credit of I Semester</b>	<b>23 + 2</b>
<b>II-Semester</b>				
BED	121	Teacher and Education in the emerging Indian Society	Core Theory Course	4
BED	122	Psychology of learner and Learning-II	Core Theory Course	4
BED	123	Measurement and Evaluation	Core Theory Course	4
		<b>Elective (Specialization in any one of the following)</b>		
BED	163	Audio Visual Education	Deleted	
BED	164	School Administration and Management	Core Elective Theory	4
BED	165	Special Education	Core Elective Theory	4
BED	166	Health Education	Core Elective Theory	4
BED	167	Environmental Education	Core Elective Theory	4
BED	168	Computers for Teachers	Core Elective Theory	4
BED	169	Gender, Education and Society	Core Elective Theory	4
BED	170	Physical Education and Yoga	Core Elective Theory	4
BED	171	Population Education	Core Elective Theory	4
BED	172	History of Education	Core Elective Theory	4
BED	173	Value Education	Core Elective Theory	4
BED	174	Educational and Vocational Guidance	Core Elective Theory	4
BED	175	Curriculum Construction and textbooks preparation	Core Elective Theory	4

BED	176	Music Education	Core Elective Theory	4
BED	177	Action Research	Core Elective Theory	4
BED	178	Education for Inclusive Society	Core Elective Theory	4
<b>Practicals / Activity Based</b>				
BED	124	Scout and Guide	Compulsory Course	1
BED	125	Socially Useful and productive Work	Compulsory Course	1
BED	126	Community based field work OR Work education	Compulsory Course	1
BED	127	Co curricular activities II ( Organization of Morning Assembly, Celebration of National Festivals and other activities)	Compulsory Course	1
BED	128	Games and Sports (to be organized in both semesters)	Compulsory Course	1
		<b>Total</b>		<b>5</b>
<b>Audit Courses</b>				
BEDA	001	Educational Ethics	Audit Course	1
BEDA	002	Personal Development and Soft skills	Audit Course	1
			<b>Credit of II Semester</b>	<b>21 +2</b>
<b>Grand Total of Credit Requirement for B.Ed.</b>				<b>44</b>

**NOTE:**

- a) Based on the eligibility possessed by the students admitted to the I-Semester, an admitted student shall have to offer any two Core Elective Pedagogy courses from amongst the courses listed from BED-151 to BED -162.
- b) During the II-Semester, a student shall offer only one Core Elective Theory course from amongst the courses listed from BED 163 to 177. The allotment of elective shall be done strictly on the basis of merit as there are only 40 seats in each elective.
- c) Two Audit Courses would be conducted in both the Semesters. These Courses are optional and there would be no evaluation and their credits shall not be accounted for CGPA and SGPA calculation. However, a student offering the said programme shall have a minimum of 80% attendance for clearing the course. These courses can also be opted by B. Ed. (Special ) students.
- d) Except for the provision of limited choice available during the two semesters, as aforesaid, a student admitted to the B.Ed. programme shall be required to earn 44 credits as detailed above, and 44 credit for B. Ed. (Special) as given below:

**ii) B.Ed. (Special)**

<b>I-Semester</b>				
BES	111	Nature and Needs of Various Disabilities : An Introduction	Core Theory Course	3
BES	112	Psychology and Learners with Disabilities	Core Theory Course	3
		Teaching of Schools Subjects Group		
BES	113	A: Language	Core Theory Course	3
		<b>OR</b>		
BES	114	Science		3
BES	115	B: Social Studies	Core Theory Course	3
		<b>OR</b>		
BES	116	Mathematics		3
BESV	117	Instructional Methods and Strategies for teaching Visually Impaired Children	Theory Specialization	3
		<b>OR</b>		
BESH	118	Introduction to Audiology, Development of Speech and Language in Hearing Impaired Children	Theory Specialization	3
			<b>Total</b>	<b>15</b>
<b>Practicals/ Activity Based Compulsory Courses</b>				
BES	117	School based Practical Courses [Microteaching and Simulated teaching, Lesson Planning, teaching in Inclusive/ Exclusive schools, Preparation of T.L.M, Community Based Rehabilitation (CBR)]	Core Practical Course	5
BESV	111	Braille Proficiency (Hindi and English)	Compulsory Course	1
BESV	112	Independent Living Skill (ADLS, Multi-sensory Training and Orientation & mobility)	Compulsory Course	1
BESV	113	Aids & Appliances and Psychology practical	Compulsory Course	1
BESH	111	Speech and Audiology	Compulsory Course	1
BESH	112	Aids & Appliances and Psychology practical	Compulsory Course	1
BESH	113	IEP/Case Study	Compulsory Course	1
			<b>Total</b>	<b>8</b>
			<b>Credit of I Semester</b>	<b>23</b>
<b>II-Semester</b>				
BES	121	Education in Emerging Indian Society	Core Theory Course	4
BESV	121	Introduction to Education of Visually Impaired Children	Theory Specialization	4
BESV	122	Educational perspectives of Visual Impairment	Theory Specialization	4
BESH	121	Audiology and Aural Rehabilitation	Theory Specialization	4
BESH	122	Speech and Language	Theory Specialization	4

		teaching to H.I.		
		<b>Elective Papers (any one)</b>		
BESE	121	Planning and Management of Education for Children with Disabilities	Core Elective Paper	4
BESE	122	Concepts and Approaches to Rehabilitation	Core Elective Paper	4
BESE	123	Physical Education and Recreation for the Impaired Children	Core Elective Paper	4
BESE	124	Technology and Special Education	Core Elective Paper	4
			<b>Total</b>	<b>16</b>
		<b>Activity Based Compulsory Courses</b>		
BES	122	Organizing co-curricular activities e.g. Games Sports, Cultural activities	Compulsory Course	1
BES	123	Visit to National Institutes/Special Schools/NGOs	Compulsory Course	1
BESV	123	IEP/Case Study	Compulsory Course	1
BESV	124	Orientation and Mobility Training	Compulsory Course	2
BESH	123	Language Skills	Compulsory Course	1
BESH	124	Speech and Audiology	Compulsory Course	2
			<b>Total</b>	<b>5</b>
			<b>Credit of 2<sup>nd</sup> Semester</b>	<b>21</b>
			<b>Grand Total of Credit Requirement for B.Ed. (Special)</b>	<b>44</b>

**NOTE:**

- e) Based on the eligibility possessed by the students admitted to the B.Ed. (Special Education) I-Semester, an admitted student shall have to offer Language-Social Studies and Science-Mathematics options as BES 113-BES 115 and BES 114-BES 116 combinations.
- f) The students admitted to the B.Ed. (Special Education) programme shall have to opt for HI or VI specializations, which shall be allotted on the basis of UET index. Accordingly, the students opting for VI or HI as specialization shall opt for courses having BESV or BESH codes, respectively.
- g) During the II-Semester, a student shall offer only one elective from amongst the four elective courses (BESE 121-124).
- h) Two Audit Courses would be conducted in both the Semesters. These Courses are optional and there would be no evaluation and their credits shall not be accounted for CGPA and SGPA calculation. However, a student offering the said programme shall have a minimum of 80% attendance for clearing the course.
- i) Except for the provision of limited choice available during the two semesters, as aforesaid, a student admitted to the B.Ed. (Special) programme shall be required to earn 44 credits as detailed above.

**II. Eligibility Requirements**

**1.** A candidate shall be eligible for appearing in the Under-graduate Entrance Test (U.E.T.) leading to admission to B.Ed. and B.Ed.(Special) I-Semester, if he/she has passed the following:

### **B.Ed. & B.Ed. (Special Education)\***

(a) Graduate under 10+2+3 pattern [including Shastri] with a minimum of 50% marks in the aggregate in all the subjects in three years. The applicant must have at least one School subject\* at the graduation level.

**OR**

(b) M.A./M.Sc./M.Com./Acharya securing 50% marks in the aggregate. The applicant must have at least one school subject\* at the graduation or post-graduation level.

\*The School subjects are: Hindi, Sanskrit, English, Science (Physics and/or Chemistry), Biology (Zoology and/or Botany), Mathematics, Economics, Commerce, History (or AIHC & Arch.), Geography, Political Science (for Civics), Home science.

**NOTE\*:** *This is a Teacher Education Programme for preparing teachers for teaching special needs children such as Children with Hearing Impairment and Visual Impairment, etc. However, at present Faculty will run two specializations viz., Hearing Impairment (HI), and Visual Impairment (VI).*

### **III. Admission Procedure**

1. Admission in B.Ed. and B.Ed.(Special) I-Semester programme of study shall be made on merit in the UET.
2. The Faculty shall have an Admission Committee for B.Ed. and B.Ed.(Special) admission, constituted under the provisions of Ordinances and consisting of the Dean or his nominee and two senior-most members of the teaching staff of the Faculty. Admission shall be made in accordance with these ordinances and the rules made thereunder.
3. Admission cannot, however, be claimed by any candidate as a matter of right. The admission or re-admission of a candidate shall be entirely at the discretion of the Admission Committee which may refuse to admit any student without assigning any reason there for.
4. On his/her selection for admission to the B.Ed. and B.Ed.(Special) I-Semester programme, the candidate shall, within the time fixed by the Dean, deposit the fees prescribed for the programme. If the candidate fails to deposit fees within the stipulated time, his/her selection shall automatically stand cancelled. Such a candidate shall not be admitted to the concerned programme unless a fresh order of selection and extension of date for payment of fees is issued.

### **IV. Admission of Foreign Nationals**

Applications of foreign nationals nominated by the Government of India under scholarship schemes and self-financing Foreign Nationals shall be entertained for the aforesaid programme. They shall not be subject to the Entrance Test provided they have passed the equivalent qualifying examination and satisfy the minimum eligibility requirements with relaxation in maximum age for admission.

Reservation to the extent of 15% of the quota of Programme in a subject, on supernumerary basis, for Foreign Nationals shall be made for admission to each of the various aforementioned Programme available in the Faculty provided the applications are routed through the office of International Students Advisor, BHU.

The International Students Advisor shall get examined the eligibility etc. of each applicant and shall issue the eligibility letter to the concerned foreign national, if found eligible. Further details of the process etc. shall be available from the office of the International Students Advisor, BHU, Varanasi, India.

### **V. Reservation/Weightages**

1. 15% Seats shall be reserved for Scheduled Caste, 7.5% for Scheduled Tribe and 27% for Other Backward Class candidates. Admission against these seats shall be made provided the candidate has passed the qualifying examination and appeared in the Entrance Test. The vacant seats reserved for SC/ST/OBC candidates, if any, shall be filled as per Rules. **Appearance in the Undergraduate Entrance Test is mandatory for admission.**
2. 10% supernumerary seats shall be reserved for the sons/ daughters of permanent employees (including those on probation) of the University currently in



service or were in service during the academic session immediately preceding the one (session) for which the Entrance Test is held, provided the candidate fulfils the minimum eligibility requirements and qualifies in the UET. BHU employees' sons/daughter's category applicants shall be required to submit the certificate of the employee ward only in the prescribed format duly signed and issued by the Dy. Registrar (Administration) if called for admission.

**3.** The Faculty may admit students under the supernumerary paid seat quota as per the norms fixed by the University from time to time and laid in the Information Bulletin for the concerned year of admission.

**4.** 3% seats, on horizontal reservation basis, shall be reserved for PC (Physically Challenged) candidates (visually impaired 1% + hearing impaired 1% + orthopedically handicapped 1%) provided they fulfill the minimum eligibility requirements and qualify in the UET. They shall have to submit a PC certificate issued by the district CMO at the time of submitting the application. Candidates who claim for PC category shall be considered under this category on an approval from the University Medical Board only at the time of admission.

**5.** Admission under sports Seats shall be done as per the University rules contained in the Information Bulletin of the concerned admission year.

## **VI. Attendance**

**(a)** A student is required to have full, i.e., 100%, attendance and condonation up to 30% can be considered for specific cogent reasons. Out of this 30%, only 10% condonation will be permitted without taking any application from the student. Rest 20% condonation may be given by the Dean. Further, a student shall be deemed to have minimum percentage of attendance only if, apart from the above, he/she has attended at least 50% of the classes in each subject also. The cogent reasons for condonation are given below.

(i) Participation in NCC/NSC/NSS Camps duly supported by certificate.

(ii) Participation in University or College Team Games or Interstate or Inter-University tournaments, duly supported by certificate from the Secretary of the University Sports Board or President of the College Athletic Association concerned.

(iii) Participation in Educational Excursions, which form a part of teaching in any subject conducted on working days duly certified by the Dean.

(iv) University Deputation for Youth Festival duly certified by the Dean.

(v) Prolonged illness duly certified by the Medical Officer or the Superintendent, S.S. Hospital, Banaras Hindu University or any other Registered Medical Practitioner, provided such certificate is submitted to the Dean, Faculty of Education in time.

(vi) **No relaxation beyond 30% shall be considered in any case.**

**(b)** The attendance of a newly admitted candidate shall be counted from the date of his/her admission, or date of beginning of classes which ever is later, while in the case of promoted candidates, attendance shall be counted from the date on which respective class begins. However in case of promotion after declaration of results of supplementary examination (if any), the attendance will be counted from the date of admission in the respective case.

**(c)** There shall be an Attendance Monitoring Committee in the Faculty under the Chairmanship of the Dean.

## **VII. Scheme of B.Ed. and B.Ed.(Special Education) Programme**

The details corresponding to schemes of courses in different subjects are given under respective subjects in B.Ed. and B.Ed.(Special) syllabus.

### **VIII. Scale of Tuition and other fees**

All regular candidates of B.Ed. and B.Ed. (Special Education) shall pay the following fees (in Rs.) per Academic year:

<b><u>Admission Fee</u></b>		<b><u>Hostel Fee</u></b>	
Tuition Fee	150.00	Hostel Rent	160.00
Faculty Dev. Fund	1500.00	Fan Fee	100.00
Lab Fee & Dev Fund	100.00	Hostel Dev. Maintenance Fund	2000.00
Acad. Assessment	200.00	Mess Caution Money	800.00
Library Fee & Dev. Fund	50.00	Fan Caution Money	1000.00
Computer & Internet Fac.	100.00	Hostel Amt. Fee	50.00
Student Health Welfare	350.00	<b>Total</b>	<b>4110.00</b>
Extra Curr. Activ. Fund	170.00		
Brdr's/Dlgy Union Fee	10.00		
Student Union Fee	10.00		
Student Welfare Fund	200.00		
Admission Fee	50.00		
Enrolment	50.00		
Id.Card & Pass Book	26.00		
Alumni Activ. Fund	50.00		
Placement	100.00		
Libr. Caution Money	300.00		
Degree Charges	100.00		
<b>Total</b>	<b>3516.00</b>		

**Note:** The above fees may be revised by the Academic Council from time to time.

### **IX. System of Examination**

#### **Examination System:**

Each theory/ practical/ seminar/ field work/project/ dissertation course shall be of 100 marks. For evaluation, the overall structure of the distribution of marks in a theory based course shall be such that 30 marks are allotted to various assessments during the semester, while 70 marks shall be allotted for the end semester examinations. For core practicals courses and activity based compulsory courses the examination system would be different as per details given under:

## 1. Theory Course:

Following scheme of examination shall be applicable for **theory courses**:

### A. Sessionals:

- i) The assessment (sessionals) in theory courses will comprise of class test/test(s) and semester reports/assignments and regularity in each of the courses offered by them.
- ii) Such class tests, semester reports and/or assignments/ practicum in each paper shall carry 30 marks. Regularity in these activities will also be taken into account during award of marks. At least two class tests of 10 marks each shall be held and their average marks will be counted.
- iii) At least four semester report(s) and/or assignment(s) of 5 marks each (total 20 marks) shall be submitted by the students to the teachers concerned, by a date fixed by the Head & Dean of the Faculty of Education. After evaluation of the semester report(s) and/or assignment(s), the teacher concerned shall submit the result to the Head & Dean of the Faculty of Education who shall forward the same to the Controller of Examinations.
- iv) The marks obtained in semester report(s) and/or assignment(s) will be displayed on the notice board.
- v) Where candidate fails to take examination in any one or more papers or having taken the examination, has but failed to secure the minimum pass marks in any one or more papers or in the aggregate, his marks in the class tests, semester reports and/or assignments will be carried forward to the subsequent examination.

### B. End Semester Examination and evaluation (for 70 marks):

- (i) The question papers shall be set and the answer-scripts shall be evaluated by the teachers of the concerned courses. If there is more than one teacher teaching the course, the question paper shall ordinarily be set and evaluated by a teacher of the group, appointed by the Board of Examiners.
- (ii) The End Semester examination answer-scripts shall be shown to the students after evaluation by the concerned teachers within 7 days of the last examination for the semester. Thereafter, within a week, all the answer books along with the statement of marks shall be sent to the Office of the Controller of Examinations for declaration of the results.
- (iii) In case of any objection by a student in the evaluation, the same shall be looked after by a panel of two senior faculty members, to be nominated by the Dean, whose decision shall be final.
- (iv) **Once evaluated answer books are submitted to the Controller of Examination there will be no reevaluation/re-totaling thereafter.**
- (v) Audit courses shall not be evaluated and also not accounted for SGPA/CGPA calculation. However, the prescribed minimum attendance in these courses shall be necessary.

## 2. Core Course (Practical):

All Core courses (practical) shall have following scheme of Examination:

The Core Course (Practical) shall have following components. The respective weightages of the various components of Core Course Practical are indicated against their names:

<b>S.No.</b>	<b>Core Course (Practical) Components</b>	<b>Weightages in Marks out of 100</b>
1.	Micro Simulated Teaching - Demonstration of Teaching Skills/Lessons	<b>15</b>
2.	Preparation of Teaching Learning Materials with respective Pedagogical Courses (TLM).	<b>15</b>
3.	School Based Practical Courses (School Activities Record)/CBR	<b>15</b>
4.	Comprehensive Students Teaching in Schools	<b>55</b>
<p><b>Note:</b></p> <p>a) Evaluation of activities at Sl.No.1-3 shall be based on the regularity/attendance of the candidate and his/her performance. Evaluation of the performance shall be done by the Supervisor In-charge and/or the Teachers involved in practice teaching.</p> <p>b) Evaluation of Students performance at the activity at Sl.No.4 above shall be done by two external and one internal examiner as decided by the Board of Examiners. The marks given by three examiners in component 4 shall be averaged to calculate the performance of the student in the said component.</p> <p>c) The supervisor in-charge and teachers at concerned practice teaching centre will also award internal marks out of 55. Finally the marks for serial no. 4 will be based on average of (b) &amp; (c).</p>		

### **3. Compulsory Courses (Activity based):**

Certain activity based courses as described above have been designated as Compulsory Courses. While it is mandatory for the students admitted to the B.Ed. & B.Ed. (Special Education) Programme to offer them, however, their credits would not be accounted for CGPA and SGPA calculations. To clear the compulsory activity based courses, a student shall be required to have a minimum of 80% attendance in the said course and he/she submits a report on the concerned activity. The student would be declared to have successfully cleared the programme if the aforesaid attendance/report submission benchmarks are met.

**4.** The examinations of B.Ed. and B.Ed.(Special Education) programme in the Faculty of Education shall be conducted in two semesters ordinarily in December/May or on such dates as may be fixed by the Dean.

**5.** The academic performance of a candidate shall be evaluated in respect of the courses of study prescribed for each semester through the examinations held for respective semesters.

**6. The credit system:** The credits specified for B.Ed. and B.Ed. (Special Education) programme describe the weightages of various courses of the programme. The number of credits along with grade points that the student has satisfactorily completed measures the performance of the student. Satisfactory progress of a student is subject to his/ her maintaining a minimum Cumulative Grade Point Average (CGPA), as well as minimum grades in different courses of the programme. A certain number of credits as specified in these Ordinances must be earned by the student to qualify for the degree. Description of credit distribution for core Courses, major elective Courses, minor elective Courses and language courses have already been shown.

**(A) Assignment of credits:**

**Credits of a course shall be assigned in the following manner:**

- (a) For all theory (Lecture) courses, one credit shall be assigned for one one-hour lecture per week in a semester.
- (b) Credits shall be in whole numbers.

**B) The Performance of a candidate in a semester or upto a semester shall be measured by SGPA and CGPA, details of which are given below:**

SGPA : Semester Grade Point Average.

CGPA : Cumulative Grade Point Average.

**Calculation of Semester Grade Point Average (SGPA) and  
Cumulative Grade Point Average (CGPA):**

$$(i). \text{ SGPA} = \frac{\sum_{i=1}^n C_i \cdot P_i}{\sum_{i=1}^n C_i}$$

where,

$C_i$  = Number of credits assigned for the  $i^{\text{th}}$  course of a semester for which SGPA is to be calculated.

$P_i$  = Grade point earned in the  $i^{\text{th}}$  course.

$i = 1, \dots, n$ , represent the number of courses in which a student is registered in the concerned semester.

$$(ii). \text{ CGPA} = \frac{\sum_{j=1}^m C_j \cdot P_j}{\sum_{j=1}^m C_j}$$

where,

$C_j$  = Number of credits assigned for the  $j^{\text{th}}$  course, up to the semester for which CGPA is to be calculated.

$P_j$  = Grade point earned in  $j^{\text{th}}$  course.

$j = 1, \dots, m$ ; represent the number of courses in which a student was registered up to the semester for which CGPA is to be calculated.

**7. Script and Duration of Examinations**

- (i) Except when otherwise directed by the Ordinances or by the examiner in the examination paper, every candidate shall answer question in English language in the examination in all the subjects.

- (ii) Each individual paper shall be of three hour duration and practicals, if any, shall also be of three hour duration.

**8. Evaluation Pattern:**

**(a) Point Scale for Grading**

**Award of Grades Based on Absolute Marks**

<b>Marks Range (Out of 100)</b>	<b>Grade</b>	<b>Grade Point</b>
90 - 100	S	10
80 - 89	A	9
70 - 79	B	8
60 - 69	C	7
50 - 59	D	6
40 - 49	E	5
Passed with Grace	P	4
00 - 39	F	0
Non-appearance in examination (Incomplete)	I	-
Compulsory /Audit Course	Z	-

**Explanation:**

Latter grades **S, A, B, C, D, E and P** in a course mean that the candidate has passed that course.

**The F grade** denotes poor performance, i.e., failing in the course. A student has to appear at subsequent examination(s), if provided under the ordinances in all courses in which he/she obtains "F" grade, until a passing grade is obtained.

**The I Grade:** The "I" Grade is awarded, when a student does not appear in the examination of course/courses. This shall be treated as "F" Grade.

**The Z Grade:** The "Z" Grade is awarded, when a student successfully attends the Compulsory/Audit course with minimum attendance requirement of 80%.

**C. Grace Rule:** Tabulators shall award grace marks as per the following guidelines:

- (1). A student who fails in not more than 3 theory courses by total marks of not more than  $\frac{1}{2}$  the number of total theory courses of the semester (any fraction is rounded off to the next higher number), shall be awarded grade "P" (in place of grade "F") of Grade Point 4 in the concerned courses.
- (2). Grace mark will not be awarded for making up shortfall in minimum SGPA/CGPA or improving the grade.

**(b) Measurement of the student's performance in the programme:**

The performance of a student in a semester or upto a semester will be measured by SGPA (Semester Grade Point Average) and CGPA (Cumulative Grade Point Average), respectively, which will be calculated as given below:

$$(i) \quad SGPA = \frac{\sum_{i=1}^n C_i \cdot P_i}{\sum_{i=1}^n C_i}$$

where,  $C_i$  = Number of credits assigned for the  $i^{th}$  course of a semester for which SGPA is to be calculated .

$P_i$  = Grade point earned in the  $i^{th}$  course.

$i = 1, \dots, n$ , represent the number of courses in which a student is registered in the concerned semester.

$$(ii) \quad CGPA = \frac{\sum_{j=1}^m C_j \cdot P_j}{\sum_{j=1}^m C_j}$$

where,  $C_j$  = Number of credits assigned for the  $j^{th}$  course of a semester for which SGPA is to be calculated.

$P_j$  = Grade point earned in the  $j^{th}$  course.

$j = 1, \dots, m$ , represent the number of courses in which a student is registered from the first semester to the semester for which CGPA is to be calculated.

**Notes:** Audit courses shall not be evaluated and also not accounted for SGPA/CGPA calculation. However, the prescribed minimum attendance in these courses shall be necessary.

**9. Promotion to II Semester**

The candidates who have taken admission in B.Ed. and B.Ed. (Special Education) programme I-Semester in a session can be put in the following two categories on the basis of their attendance in the Semester:

- I. (i) Those who have put in the required minimum percentage of attendance for appearing in the I-Semester Examination and filled up the examination form in time for appearing at the I-Semester Examination.
- (ii) Those who did not put in the required minimum percentage of attendance for appearing at the I-Semester Examination or did not fill up examination form in time for appearing at the I-Semester Examination.

**Candidates under Category I(i)** are eligible for appearing at the examination of I-Semester, while **candidates under Category. I(ii)** are not allowed to appear at the examination of the I-Semester. This implies that **no readmission is permissible to those who do not put in the required percentage of attendance for taking the examination or did not submit the examination form in time.** However they will

have to seek fresh admission in the Programme through appearing in the UET afresh.

- II. After appearing at the Examination of the I-Semester the candidates can be put in the following categories in the context of declaration of the results of the I-Semester Examination:
  - (i) **Passed**, i.e., those who have passed in all courses of the examination of the Semester.
  - (ii) **Promoted**, i.e., those who have not passed in all the courses of the Semester.
  - (iii) **Minimum passing grade** shall be Grade 'E' for each course. However, candidates with grade 'P' in a course shall also be considered as passed in that course.
- III. **PROMOTION to Second Semester:** All students who have put in the minimum percentage of attendance in I-Semester and filled up the examination form in time shall be promoted to the II-Semester.

#### **Declaration of Result:**

1. A candidate who has passed in all the papers/ courses of I & II Semesters of the 1-year B.Ed. and B.Ed. (Special Education) programme taken together shall be declared as '**Passed**'. Such passed candidates may be awarded with the division according to the following criteria:
  - (i) First Division with distinction : CGPA 8.5 and above
  - (ii) First Division : CGPA 6.5 and above, but below 8.5
  - (iii) Second Division : CGPA 5.0 and above, but below 6.5

**Note:** The SGPA and CGPA shall be computed upto 2 places of decimals (truncated at the second place).

The conversion formula for converting CGPA to the corresponding Percentage of Marks will be as follow:

$$X = 10 Y - 4.5$$

where, X = Percentage of Marks

$$Y = \text{CGPA}$$

2. All those students who have failed to pass in any of the papers/courses shall be categorized as "**Failed**".
3. Such failed students may clear their failed courses in subsequent examinations as ex-students. There shall be no provision of supplementary examinations for the courses of I and II semesters after declaration of results. Students failing in courses of I and II Semesters may appear in the subsequent main examination(s).
4. **A student who has failed in a course shall get two more chances to clear this course. Further, each candidate shall have to clear all the courses within the maximum period of 2 years from the date of his/her latest admission.**

#### **Ranking to the candidates**

Ranking shall be given to only those candidates who pass all the courses of the programme in one attempt.

Notwithstanding any provision in the ordinances to the contrary, the following category of examinee is also eligible for ranking:



The student who, having been duly admitted to a regular examination of the course, was unable to take that examination in full or in part due to some disruption of examination, and took the next following examination of that course and passed the course.

The marks obtained by him/her at the examination shall be considered as the basis for the University Ranking, Scholarships and other distinctions.

In order to get the benefit of this provision, the student should claim that he/she is eligible for this benefit and get a decision in writing after proving his/her eligibility there for.

**10. Admit Card (for End Semester Examination):**

A candidate may not be admitted into examination room unless he/she produces his/her admit card to the officer conducting the examination or satisfies such officer that it shall be subsequently produced.

The Controller of Examinations may, if satisfied that an examinee's admit card has been lost or destroyed, grant duplicate admit card on payment of a further fee of Rs. 10/-

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# **BANARAS HINDU UNIVERSITY**

## **B.Ed. SEMESTER-I Course Content**

**(Revised syllabus effective session 2013-2014)**

**FACULTY OF EDUCATION**

The semester-wise details of Courses/Credits are given below:

**Core Paper**  
**BED- 111: Techniques of Teaching and Classroom Management**

**Credits 3**

**Hours 45**

**Marks 100 (70+30)**

**Course Objectives**

The students will be able to understand

1. Concept of teaching its phases, functions and levels.
2. Various techniques and methods for transaction of curriculum.
3. Instructional process and the basic teaching model.
4. Concept of class room management its characteristics and strategies
5. Role of a teacher as a leader, manager, communicator and motivator.
6. How to make use of computers to enhance their efficiency
7. The importance of various skills in bringing effectiveness in teaching behaviour.
8. Use of various teaching skills in classroom situation and adopt effective classroom managerial skills.

**Theory**

**Marks: 70**

**UNIT -I Teaching and Communication**

**(11 Hours)**

- 1.1 Meaning, functions, phases and levels of teaching,
- 1.2 Basic Teaching Model,
- 1.3 Meaning and significance of communication process in teaching learning situation.
- 1.4 Factors affecting communication
- 1.5 Barriers to Effective Classroom communication.
- 1.6 Difference of teaching from other communication behaviours such as indoctrination, propaganda, training and instruction.

**Unit-II Classroom Management**

**(10 Hours)**

2.1 Meaning, Concept and Aspects of classroom Environment:

- a) Physical: general classroom environment, lighting, ventilation, seating arrangements;
- b) Social: authoritative, authoritarian, permissive and dismissive, teaching behaviour;
- c) Emotional: the teacher taught bond, the team spirit, the dignity of self.

2.2 Classroom environment: characteristics and strategies for creating a positive environment:

- a) Expectations, Rules, consequences, Routines and Procedures;
- b) Understanding positive approaches to discipline and handling Discipline problems:

Reminders, warning, notes, referrals, Involving parents, Suspension;

c) Classroom Management Mistakes to be avoided.

2.3 Teacher as an effective manager and Leader: a) Proactive discipline and b) Assertive Discipline.

2.4 Maintenance of student's records and strategies for motivation.

### **Unit- III Skills and Competencies**

**(12 Hours)**

3.1 Microteaching: Concept, Process and Evaluation.

3.2 Teaching Skills:

1. Skill of writing Instructional Objectives;
2. Set Induction;
3. Skill of Explaining;
4. Skill of Questioning;
5. Skill of probing questions;
6. Skill of Stimulus-Variation;
7. Skill of Reinforcement;
8. Skill of Illustration with examples;
9. Skill of Blackboard Writing and
10. Skill of Closure.

3.3 Integration of Skills

### **Tests and Assignment**

**Marks: 30**

**(12 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

### **SUGGESTED READINGS**

1. Sharma, R.A.; *Advanced Educational Technology*: Loyal Book Depot; Meerut.
2. Passi. B.K.; *Becoming Better Teachers: Microteaching Approach*; Developed at the Center of Advanced Study in Education, Baroda; Published by Sahitya Mudranalaya; Ahemdabad.
3. Dhand, Harry; *Techniques of Teaching*; Ashish Publishing House; New Delhi.

4. Mukalel, Joseph C.; *Creative Approaches to Classroom Teaching*; Discovery Publishing House; New Delhi.
5. Kumar, K.L.; *Educational Technology*; New Age International Limited Publishers, New Delhi; 1996.
6. Sampath, K. et al.: *Introduction to Educational Technology*.
7. Smith, Rick: *Conscious Classroom Management: Unlocking the Secrets of Great Teaching. Conscious Teaching*. Publications. (2004-09-30)
8. Bacall, Aaron: *The Lighter Side of Classroom Management*. Corwin Press.
9. Dhama, O.P. & Bhatnagar, O.P.: *Educational and Communication for Development*.
10. Agrawal, J.C.: *Essentials of Educational Technology: Teaching Learning*.
11. *National Curriculum Framework for School Education*; NCERT; New Delhi; 2000.
12. Reynolds, Angus & Anderson, Ronald H. *Selecting and developing Media for Instruction*.
13. Percival, Fred and Ellington Henry A *Handbook of Educational Technology*, Holt Rinehart and Winston, Inc. New York., 1963.
14. Singh, L.C. and Sharma, R.D. : *Microteaching Theory and Practice*, National Psychological Corporation Agra 1987.
15. Yokkam & Simpson: *Modern Techniques of Teaching*.
16. Kamala Bhatia and B.D. Bhatia: *The Principles and Methods of Teaching*: Deba House 1984.
17. S.S. Chauhan: *Innovation in Teaching and Learning*
18. Kulshrestha, S.P.: *Shaikshik Takniki Ke Muladhar*
19. Sharma, R.A.: *Shiksha Takniki*

## **BED-112: Psychology of Learner and Learning- I**

**Credits 3**  
**Course Objectives**

**Hours 45**

**Marks 100 (70+30)**

This course will help student-teachers to acquire knowledge about psychological perspective of the teaching-learning process and the learner. After completing the course the student-teacher will be able:

- to define Psychology and acquire knowledge of the nature and scope of Educational Psychology.
- Understand the learner, his needs and interests, development and his social background.
- to explain the processes of ‘Growth’ and ‘Development’.
- to apply psychology in the classroom context.
- to state the factors responsible for the individual differences.
- to describe the different types of learning and the factors facilitating learning.
- to identify the processes of remembering and forgetting.
- to become a teacher with good mental health and promote mental health of the learners.
- Develop an understanding of theories of learning and intelligence.
- Develop skills for using psychological tests especially intelligence tests.
- Improve their teaching-learning in classroom context.

**Theory**

**Marks: 70**

### **Unit I Psychology & the Teaching-Learning Process. (6 Hours)**

- Introduction and definition of Psychology and Educational Psychology, Nature and Scope of Educational Psychology, its significance to Classroom Teacher. Methods of Educational Psychology –Subjective, Objective and Projective and Sociometry.

### **Unit II General Principles of Growth & Development. (6 Hours)**

- Individual – Nature and Nurture, Concept of growth & development Physical, Mental, Emotional, Social and Moral, Principles of growth & development, various stages of development, with special reference to Piaget, Erickson and Kohlberg. Characteristics and problems of adolescents and its management. Role of teacher.

### **Unit III Understanding the Learner and Learning Process** (12 Hours)

- Understanding the learner in the light of Individual differences- meaning areas and factors causing individual differences. Role of teacher.
- Concept of learning and Teaching, Learning Process, and teaching-learning process. Different Types of Learning - Concept and Nature. Theories of learning- Behaviouristic: (Pavlov, Thorndike, Skinner), Cognitive (Gestalt). Factors influencing learning: Learner, Teacher, School & Home. Individual Learner – His needs and motivation
- Role of Maturation in Learning.
- Concept and Nature – Factors relating to Thinking and Reasoning, Meaning of Attention, Sensation and Perception - Factors influencing
- Memory, Remembering and Forgetting – Types, Curve of Forgetting -
- Transfer of Learning / Training –types, effect and theories. Teaching for maximizing Transfer.
- School and Society as Promoters of Learning and Transfer of Learning /Training
- Social Factors affecting Learning – Role of Family / Home and School. Classroom Climate – Psycho-Social factors as promoter of classroom climate.

### **Unit IV** (6 Hours)

- Motivation- definition and process. Needs Theory by Abraham Maslow and Achievement Motivation theory of McLeland. Positive and Negative Reinforcement , Rewards and Punishments - Educational Implications.
- Role of motivation in learning.

### **Tests and Assignment** Marks: 30 (15 Hours)

- Two tests of 10 marks each and their average will be counted.

**Following practicals of 4 marks each Evaluation-***There will be five practical activities which will be examined by the teacher concern.*

1. Verbal test of intelligence.
2. Performance Test of intelligence.
3. Verbal learning.
4. Interest
5. Memory

## Reference

- Anderson, John R.: *Cognitive Psychology and Its Implications* (2<sup>nd</sup> Edition), W.H. Freeman & Co., New York
- Baron, Robert A.: *Psychology* (5<sup>th</sup> Edition), Pearson Education
- Berk, Laura F.: *Development Through the Lifespan* (3<sup>rd</sup> Edition), Pearson Education
- Bhatnagar, S. and Saxena, A.: *Advanced Educational Psychology*, R. Lall Book Depot, Meerut
- Chauhan, S.S.: *Advanced Educational Psychology*, Vikas Publishing House, New Delhi
- Chopra, R.K.: *Psychology of Mental Hygiene* (Vol. I&II), Arise Publishers, Chandigarh
- Feldman, Robert S.: *Understanding Psychology* (6<sup>th</sup> Edition), TATA McGraw-Hill
- Flexner, William: *Educational Psychology and Mental Health*, Sarup & Sons
- Lal, Raman Bihari & Manava, Ram Nivas: *Shiksha Manovigyan*, Rastogi Publications, Meerut
- Mangal, S.K.: *Essentials of Educational Psychology*, Prentice-Hall of India
- Mangal, S.K.: *Shiksha Manovigyan*, Prentice-Hall of India
- Mathur, S.S.: *Shiksha Manovigyan*, Agarwal Publications, New Delhi
- Patri, Vasantha R.: *Counselling Psychology*, Authors Press, New Delhi
- Santrock, John W.: *Adolescence* (11<sup>th</sup> Edition), TATA McGraw-Hill
- Santrock, John W.: *Educational Psychology: Classroom Update: Preparing for PRAXIS and Practice*, TATA McGraw-Hill



## **ELECTIVES**

### **BED-151: Teaching of Biological Sciences**

**Credits 4**

**Hours 60**

**Marks 100(70+30)**

#### **Course Objectives**

Student teacher will be able to:

1. Develop broad understanding of principles and knowledge used in biological (life) science education.
2. Develop their essential skills for practicing biological science education.
3. Know various approaches and methods of teaching biological (life) sciences.
4. Do lesson planning of biological (life) sciences properly.
5. Prepare tools for evaluation in biological(life) sciences
6. Manage instructional activity in such a way that the vast majority of the learner attain most of the objectives.

#### **Theory**

**Marks: 70**

#### **Unit I: Nature, Scope and Goals of teaching Biological Science (8 Hours)**

Correlation with other subjects

Values of teaching Biological Science

Objectives of teaching Biological Science

#### **Unit II: Transaction of contents and Curriculum**

**(8 Hours)**

Curriculum Planning – approaches, principles and projects

Life Science – curriculum for secondary stage

Unit Plan and Lesson Plan

#### **Unit III : Teaching of Biological Science**

**(12 Hours)**

Inductive-deductive approach

Heuristic, Project, Lecture-cum demonstration methods. Problem solving.

Laboratory Management and organization

#### **Unit IV: Aids to Teaching Biological sciences**

**(10 Hours)**

Importance and use of teaching aids

Types of teaching aids

Biology Museum, Science Club, Field Trips, Exhibitions, Aquarium , Herbarium, Vivarium.

Improvised Teaching Aids. Text books, library

**Unit V: Evaluation in Biology****(10 Hours)**

Purpose of evaluation

Test types and Construction

Qualities of a good (Evaluating instrument) test

**Tests and Assignment****Marks: 30****(12 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Reference Books:**

1. Narendra Vaidya: *Impact of Science Teaching*.
2. Bremmer: *Teaching Biology*
3. UNESCO: *Modern Trends in Teaching Biological Sciences Vols III*.
4. Washton: *Teaching Science Creativity*.
5. Agrwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
6. Das R. C.: *Science Teaching in Schools*, New Delhi: Sterling Publishers Pvt. Ltd., 1905.
7. Edward, Chand Fisher R. L.: *Teaching elementary school science*, Gangasaran and sons.
8. Bhatt. Puran Chand: *Science process skills in teaching and learning*, New Delhi: Commonwealth publication,
9. Mangal S. K.: *Teaching of science*, New Delhi: Arya Book Depot, 1992.
10. Rawat M. S.: *Biology teaching*, Agra: Sahitya Prakashan, 1996.
11. Sharma R. C.: *Modern Science Teaching*, Delhi : Dhanpat Rai and Sons, 1995.
12. Sood J. K.: *Science Teaching*, Agra: Vinod Pustak Mandir, 2003.
13. Vaidya N.: *Science teaching for the 21<sup>st</sup> century*, New Delhi: Deep and Deep Publications.
14. Ravi Kumar S.K.: *Teaching of Biology*, Jaipur: Mangal Deep Publications.
15. Siddiqui Najma N. and Siddiqui M: *Teaching of Science Today and Tomorrow*, Delhi: Doaba House.
16. Nanda V.K.: *Science Education Today*, New Delhi: Anmol Publications Pvt. Ltd.
17. Yadav Seema and Singh A.K.: *Teaching of Life Science*, New Delhi: Dominant Publications.
18. Sharma B.M. and Sharma A.S.: *Encyclopedia of Education in 21<sup>st</sup> Century Science – Education, Volume – 8*, New Delhi: Commonwealth Publication.
19. Yadav K. : *Teaching of Life Science*, New Delhi: Anmol Publications.
20. Vaidya, N.: *The Impact Science Teaching*, New Delhi: Oxford & IBH Publishing.
21. UNESCO: *Modern Trends in Teaching Biological Science*, V.III.
22. Washton: *Teaching Science Creatively*
23. Shukla, C.S.: *Biology Teaching*, Meerut: International Publishing House, 2005.

## **BED- 152: Teaching of Physical Sciences**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **Course Objectives**

- After completing the course, the prospective teacher will be able to-
- Comprehend the structure and nature of science.
- Acquire knowledge and understanding of aims and objectives of science teaching
- Explain approaches and methods of science teaching
- Understand the basic principles of curriculum organization
- Acquaint themselves with the basics of lesson planning and prepare lesson plans for instruction.
- Understand the basic principles of organizing excursion, project and exhibition.

### **Theory**

**Marks 70**

### **UNIT 1: Structure and Nature of Science**

**(6 Hours)**

- Structure of Science: Facts, Concepts, Hypothesis, Theory, Law,
- Nature of science: Basic principles
- Correlation of Science with other subjects.
- Relationship between science technology and society

### **UNIT 2 Aims and Objectives of Teaching Science**

**(8 Hours)**

- Aims and Objectives of teaching science at secondary level.
- Blooms taxonomy and Revised Bloom's taxonomy of educational objectives
- Writing instructional objectives

### **UNIT 3: Instructional Approaches**

**(13 Hours)**

- Model of teaching: Scientific Inquiry; Concept attainment and Cognitive growth
- Approaches in science teaching- Inductive-Deductive, Constructivist
- Methods of Science teaching- Lecture cum demonstration method, Project method, Heuristic Method, Laboratory method.
- Innovative Instructional Methods: tutorial, seminar, Brain Storming
- Practical applications of Computers for a science teacher.

**UNIT 4: Planning for instruction****(8 Hours)**

- Unit Planning
- Lesson Planning: Basic elements, Characteristics and Significance
- Teaching Learning Materials and Improvised Apparatus: Importance and Construction
- Evaluation: Types of tests (oral, written and practical), construction of items.
- Diagnostic Testing and Remedial Teaching.

**UNIT 5: Science Curriculum and Resources for Learning****(10 Hours)**

- Definition of curriculum and principles of organization
- Curriculum Frameworks and Policy Documents (NCF, 2005; IEC,1964, NEP,1982): Implications for Science Curriculum and Instruction
- Defects in the existing school science curriculum.
- Extra-curricular activities: Science Clubs, Science Exhibitions, Science Fair Excursions and Science Library
- Science Laboratories: Setting and Importance.
- Textbook of Science: Criteria for evaluation.

Mode of Transaction: Lectures intervened by power point presentations, small group interactions, tutorials, seminar presentations, brain-storming sessions, group discussions and demonstrations.

**Tests and Assignment****Marks: 30 (15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Suggested Readings:**

- Sood, J.K. (2003), *Vigyan Shikshan (Eikeesavi Shatabdi Ke Liye)* Agra: Vinod Pustak Mandir.
- *National Policy on Education*(1986) New Delhi: MHRD
- Mohan Radha ( 2010 ). *Innovative Science Teaching* Prentice Hall of India, New Delhi.
- Tony L.,Matt C.,Bernie K.and Judith T.(2010).*Teaching Science* Sage Publication

India Pvt Ltd.

- Clark Julia V.(1996):*Redirecting Science Education*. CORWIN Press Inc.California.
- <http://www.history.mcs.strandrew.ac.uk/mathematicians/heisenberg.html>
- <http://www.encyclopedia.com>
- <http://www.scienceworld.wolfram.com/physics.html>
- <http://www.nobel.se/physics/laurates.html>

## **BED- 153: Teaching of Home Science**

**Credits 4**

**Hours 60**

**Marks 100(70+30)**

### **Course Objectives**

1. Develop broad understanding of principles and knowledge used in Home Science Teaching.
2. Explain the Scope and Importance of Home Science as a school subject.
3. Specify the Aims and objectives of Teaching Home Science at secondary stage.
4. Develop the understanding of Ideal curriculum in Home Science.
5. Know various approaches, methods and Teaching Aids in Home Science Teaching.
6. Prepare Effective lesson plan in Home Science.
7. Explain various tools used in evaluation in Home Science.

### **Theory**

**Marks: 70**

#### **Course Content:**

**Unit I:** Home Science as school subject **(6 Hours)** Meaning, Scope, Importance of Home Science as school subject. Aims and objectives.

**Unit II:** Methods of Teaching Home Science. **(12 Hours)**  
Teaching methods and Teaching techniques. Various methods of teaching Home Science – Lecture, lecture – cum – demonstration, laboratory, Project and Heuristic : their applications, advantages and limitations.

**Unit III:** Aids to teaching of Home Science. **(10 Hours)** Meaning and Importance of Teaching Aids, Types of Teaching Aids, Home Science laboratory, equipments used in Home Science laboratory, use of library.

**Unit IV:** Transaction of Contents and Curriculum. **(10 Hours)**  
Curriculum – Meaning, Fundamental Principles and approaches in Curriculum Planning in Home Science, Ideal curriculum in Home Science. Correlation of Home Science with other school subjects. Unit Plan and lesson plan. Principles of lesson planning. Steps of writing a lesson plan.

**Unit V:** Evaluation in Home Science **(7 Hours)**  
Qualities of good evaluation, Test types and their construction.

**Practicum**

**Marks 30**

**(15 Hours)**

1. Two tests of 10 marks each, their average will be counted
2. 4 Assignments of 5 marks each (20 marks)

**Books Recommended**

1. Chandra, Arvinda; *Introduction to Home Science*, Metropolitan Book Co., New Delhi; 1978
2. Mann, Mohinder K.; *Home Management for Indian*; Kalyani Publishers, Delhi, 1976.
3. Das, R.R. & Ray, Binita; *Teaching of Home Science*; Sterling Publishers, New Delhi; 1979.
4. Devadas, Rajammal P.; *Teaching of Home Science in Secondary Schools*; All India Council for Secondary Education, New Delhi, 1958.
5. Devadas, R.P.; *Textbook of Home Science*; Ministry of Food, Govt. of India, 1968.
6. Adams, John; *The New Teaching*, Hodder and Stoughton, 1930
7. Ambron, Sveann Robinson; *Child Development*, Holt Rinehart Winston, Second Edition, 1978

## **BED-154: Teaching of Mathematics**

**Credits 4**

**Hours 60**

**Marks 100(70+30)**

### **Course Objectives**

At the end of the course, the pupil teacher will be able to:

1. Understand the nature of mathematics
2. Teach the concepts and principles of mathematics.
3. Select appropriate methods of teaching to teach mathematics.
4. Develop achievement test in mathematics;
5. Understand preparation and use of diagnostic test and organize remedial teaching;
6. Understand the application of appropriate evaluation techniques in mathematics

### **Theory**

**Marks: 70**

#### **UNIT I: Nature and Scope:**

**(5 Hours)**

1. Mathematics and human civilization.
2. Need for teaching mathematics,
3. Historical perspective.

Historical development of Notations and Number systems

Contribution of Indian Mathematicians (Ramanujan, Aryabhata, Bhaskaracharya)

4. Modern mathematics and its characteristics.

#### **UNIT II: Psychology of learning mathematics:**

**(5 Hours)**

1. Concept formation with special reference to Piaget,
2. Teaching of mathematical concepts and principles,
3. Mathematical ability and its structure

#### **UNIT III: Curriculum Planning**

**(6 Hours)**

1. Place of mathematics in school curriculum.
2. Task Analysis.
3. Qualities of a good Mathematics textbook and its evaluation
4. Correlation of Mathematics with other school subjects.
5. Evaluation of Mathematics curriculum at different stages.

#### **UNIT IV: Curriculum Transaction**

**(13 Hours)**

##### **4.1. Instructional strategies in teaching mathematics**

1. Inductive and deductive approach
2. Analytic and synthetic approach



3. Heuristic and project approach
4. Problem solving

#### **4.2. Organization of teaching mathematics and their related problems**

1. Preparation of lesson plans and unit plans
2. Selecting appropriate instructional strategies related to various topics included in secondary classes of the CBSE in the following areas:
  - Teaching of Arithmetic (Commercial Maths)
  - Teaching of Algebra (Polynomials, Algebraic Identities, Linear Equations, Quadratic Equations)
  - Teaching of Geometry (Congruent and Similar triangles)
  - Teaching of Trigonometry (t-ratios, Heights and Distances)
  - Teaching of Statistics (Measures of Central Tendency)
  - Teaching of Mensuration (Surface areas and volumes of solid figures)

#### **UNIT V: Aims and Objectives of Teaching Mathematics (7 Hours)**

1. Writing objectives in behavioural terms
2. Action Verbs
3. Developing items on knowledge, comprehension and application of mathematics.

#### **UNIT VI: Teaching Aids in Mathematics, Remedial Teaching & Enriched Programs/Materials (6 Hours)**

1. Using day to day objects like coins, clocks, rulers, cards, lego, dices, cans etc.
2. Using of Computer
3. Developing remedial teaching materials to overcome specific problems
4. Developing enriched programs and materials for gifted and backward students in mathematics
5. Mathematics Club

#### **UNIT VII: Evaluation (8 Hours)**

Purpose and procedure of evaluation.

1. Characteristics of a good test.
2. Speed and Power tests
3. Diagnostic test, its construction and uses
4. Development and standardization of achievement test in mathematics

**Tests and Assignments****Marks 30****(10 Hours)**

1. Two tests of 10 marks each, average of both will be counted
2. 4 Assignments of 5 marks each (20 marks)

**Books Recommended:**

1. Richard Courant & Herbert Robbins : *What is Mathematics*, Fai Lawn Oxford University Press, 1941.
2. *How Children Learn Maths : Teaching Implications of Piaget's Research*, Recharad Copelard, New York, Macmillan, 1975.
3. *The Principle of Objective Testing in Mathematics*, Fraser Cillam, 1971
4. *The Teaching of Mathematics* by Shultz
5. *The Teaching of Mathematics in India* – Dharambir & V.N. Agrawal
6. Kulbir Singh Sidhu: *The Teaching of Mathematics*, Sterling Publishers Private Limited, Delhi-6.
7. *The Principle of Objective Testing in Mathematics*, Fraser Cillam, 1971.
8. Butler and Wren: *The teaching of Secondary Mathematics*, McGraw Hill Book Company, New York.
9. *The Teaching of Secondary School Mathematics* (1970): XXXIII Yearbook of NCTM, Washington.
10. *National curriculum framework for teacher education- 2000* (Document published by NCERT).
11. Agarwal S. M.: *Teaching of Modern Mathematics*, Dhanpat Rai and Sons, Delhi.
12. Ediger Marlow (2004); *Teaching Math Successfully*, Discovery Publication.
13. Tyagi, S.K. (2004); *Teaching of Arithmetic*; Commonwealth Publications
14. Davis David R., (1960); *Teaching of Mathematics* Addison Wesley Publications
15. James Anice (2005); *Teaching of Mathematics*, Neelkamal Publication.
16. Kapur S. K. (2005); *Learn and Teach Vedic Mathematics*; Lotus Publication
17. Kulshreshtha; *Teaching of Mathematics*, R. Lal and Sons.
18. Prabhakaran K.S.; *Concept attainment model of Mathematics teaching*; Discovery Publications.

## **BED-155: Teaching of History**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **General Course objectives:**

After undergoing this course, the student teacher will be able to:-

1. justify the importance of teaching history at the secondary level.
2. develop historical outlook to visualize historicity in terms of causation.
3. outline the aims and objectives of teaching history at the secondary level.
4. outline the value of teaching history for national integration and international understanding.
5. debate issues related to the curriculum of history at the secondary level.
6. classify history.
7. do curriculum planning and select learning material in history appropriate to different classes at this level.
8. relate history with other school subjects and utilize this understanding for teaching history.
9. differentiate among various methods of teaching history and utilize this understanding in lesson planning for effective teaching.
10. describe various devices for teaching history and adopt them for teaching.
11. describe, design and select instructional materials essential for effective teaching of history.
12. describe the importance of time and chronology in history and utilize the principles and techniques of teaching chronology in teaching history.
13. effectively handle the teaching of controversial issues in history.
14. effectively utilize computer's power of animation and graphics, power-point presentation and multi-media presentation for teaching history.
15. organize History room, library and museum.
16. prepare lesson plans by integrating the above for effective teaching of various topics of history.

### **Unit 1: Nature, Scope and Aims of History**

**(8 Hours)**

Define history; Describe the Nature of History and Scope of History. Evaluate the scope of history teaching at the secondary stage in our schools.

General aims of teaching history; difference between aims and objectives; and objectives of teaching history at the senior secondary level. The role of teaching history for national integration and international understanding. Basis of aims of teaching history.

**Unit 2: History Curriculum: Issues and Principles (10 Hours)**

Meaning of curriculum; Principles of selecting history curriculum; different methods for organizing the subject matter of history. Classification of history as world, national, provincial and local history.

The organization of the history subject for the syllabus at the senior secondary level.

The concept of correlation with reference to teaching of history; correlation of history with literature, geography, political science, economics, handwork, social studies, science and music. Utilization of correlation for teaching history.

**Unit 3: The History Teacher: Her/His Methods and Techniques (8 Hours)**

The role of history teacher as a preserver and propagator of cultural traditions and heritage; as an agent for infusing the feelings of nationalism and national integration; and as developer of international understanding. Essential qualities of a history teacher.

Need for right methods, meaning of teaching method: story telling method, patch method, Source method, textbook method, biographical method, lecture method, conversational or discussion method, assignment method, project method, supervised study, and socialized recitation method. Their advantages and limitations.

Techniques frequently used in teaching of history, such as: Questioning, narration, illustration, drill, dramatization, assignment, seminar, panel discussion, conference and workshop etc.; their uses and applications.

Importance of chronology in history, dimensions of chronology in history, varied time concepts, making pupils chronology conscious, and guidelines for teaching chronology.

**Unit 4: Teaching Materials and Sources (9 Hours)**

The history room; its importance; its equipment, furniture and arrangement; history library resource, qualities of good history textbooks, reference books, atlases and maps; the history museum, the collection and upkeep of history sources in it.

Importance of teaching aids in teaching history, defining teaching aids, types of teaching aids, some important teaching aids for history.

Use of computers for generating multi-media presentations for teaching history, preparation of power point presentations and slides for projection through computers.

**Unit 5: Lesson Planning and Evaluation (10 Hours)**

Defining a lesson plan, need for lesson planning, Principles of lesson planning, Steps in lesson planning, different format of lesson plan and writing a lesson plan.

Measurement and evaluation of learning. Various types of test items. Classification of instructional objectives, construction of an achievement test.

**Tests and Assignment Marks: 30 (15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Books Recommended**

1. Ballard, M.Ed.: *New Movements in the study and Teaching of History*, London; Temple Smith, 1970.
2. Burston, W.H.: *Handbook for History Teachers; and Green, C.W.* London, Methuen & Co., 1962
3. Elton, G.R.: *The Practice of History*. London : Methuen, 1967.
4. Ghate, V.D.: *The Teaching of History*. Oxford University Press, 1962.
5. Johnson, H.: *Teaching of History*. New York: Macmillan 1962.
6. Steele, Ian.: *Developments in History Teaching* London: Open Books, 1976
7. Vajeshwari, R.: *A Handbook for fro History Teacher*. Bombay;Allied Publishers 1973
8. Singh, Sahab
9. Kochar
10. Ghate

## **BED-156: Teaching of Civics**

**Credits 4**

**Hours 60**

**Marks 100(70+30)**

### **Course Objectives**

This course would attempt:

1. To develop broad understanding of principles and knowledge used in Civics Education.
2. To help students to know various approaches and methods of teaching Civics.
3. To enhance capacities for effective lesson planning in Civics.
4. To acquaint students with approaches and tools for evaluation in Civics.

### **Theory**

**Marks: 70**

#### **Unit -I Civics as a School Subject**

**(8 Hours)**

Importance of Civics as a school subject, Civics as a component of Social Studies  
Difference between aims and objectives; General aims of teaching Civics; Writing  
Objectives of teaching Civics in behavioral terms.

#### **Unit- II Curriculum of Civics**

**(8 Hours)**

Meaning of curriculum; Fundamental principles of curriculum construction; Existing  
content of Civics textbook at secondary level and its critical analysis; Importance and  
types of correlation; correlation of Civics with other subjects of Social Studies, Science  
and Literature.

#### **Unit –III Methods of teaching Civics**

**(14 Hours)**

Meaning of teaching method and teaching technique; Difference between these two  
concepts; various methods of teaching Civics; Lecture method, source method,  
socialized recitation method, project methods , their application, advantages and  
limitations.

#### **Unit- IV Teaching Aids and Lesson planning**

**(10 Hours)**

Meaning and importance of Teaching Aids; Types of teaching aids; Some important  
teaching aids for teaching Civics; their preparation and selection; Definition need and  
principles of lesson plan, steps of lesson planning; Writing a lesson plan.

#### **Unit- V Evaluation in Civics:**

**(5 Hours)**

Types of evaluation; formative and summative, and tools of evaluation in Civics.

**Tests and Assignment****Marks: 30****(15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Suggested Readings:**

Gurusharan Das Tyagi, *Nagrik Shastra Shikshan*, Agra: Vinod Pustak Mandir

Husain, N. and Postlethwait (1985), *International Encyclopedia in Education and Research*, Pergammon Press.

## **BED -157: Teaching of Geography**

**Credits 4**

**Hours 60**

**Marks 100(70+30)**

**Course Objectives: -**

**Students will be able to know about: -**

- Need of teaching Geography at School level.
- Aims and objectives of teaching Geography
- Various methods of teaching Geography and preparation of lesson plan to teach Geography.

**Theory**

**Marks: 70**

**Unit – I:**

**Meaning of Concept**

**(4 Hours)**

- Meaning, Nature and scope of Geography
- Need of teaching Geography at Secondary level

**Unit – II:**

**Aims and objectives of Teaching Geography**

**(5 Hours)**

- Aims of Teaching Geography
- Objectives of Teaching Geography at Secondary and Sr.Secondary Levels

**Unit – III:**

**Preparation of Lesson Plan**

**(6 Hours)**

- Need and Significance of lesson plan
- Preparation of Geography lesson plan
- Notes of Lesson
- Unit Plan

**Unit – IV:**

**Methods of teaching**

**(8 Hours)**

- Methods of teaching Geography –General and specific
- Methods of learning Geography – Observation, field trip

**Unit : V:**

**Instructional Materials**

**(7 Hours)**

- Need, types and use of instructional materials
- Geography room and its equipments/materials

**Unit – VI:**

**Correlation in Teaching Geography**

**(7 Hours)**

- Correlation of Geography with other school subjects
- Local Geography
- Analysis of Geography curriculum



**UNIT-VII: Evaluation in Geography****(8 Hours)**

- Meaning and significance of measurement and evaluation, types of evaluation and steps.
- Types of test items, writing instructional objectives in behavioural form in terms of Bloom's taxonomy.
- Preparation of an achievement test.

**Tests and Assignment****Marks: 30****(15 hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Books recommended**

1. Fairgrieve. J.: *Geography in Schools*, University of London. Press Ltd. Warwick Lane, C.4. 1937
2. Garnet, O: *Fundamentals in School Geography*, London: George Harrap & Co. 1941.
3. Gospil, G.H.: *The Teaching of Geography*, London: Macmillan & Co. Ltd., 1958.
4. Philip, C.: *The Teaching of Geography*, London: George Philip & Sons Ltd., 1963.
5. UNESCO.: *Source Book for Geography Teaching*, Long-mans, 1965.
6. Verma, J.P.: *Bhugol Adhyapan*, Agra: Vinod Pustak Mandir, 1975.
7. *Bhugol Shikshan*- Kanti Mohan Shrivastava, Sahitya Prakashan Agra.
8. *Bhugol Adhyapan*- G.C. Bhattacharya, Vinod Pustak Mandir, Agra.
9. *Bhugol Shikshan*- Hari Narayan Singh Vinod Pustak Mandir, Agra 1992.

## **BED -158: Teaching of Economics**

**Credits 4**

**Hours 60**

**Marks 100(70+30)**

### **Objectives of the Course:**

1. To aware the students with aims and objectives of the economics teaching at school level.
2. To acquaint the students with correlation of economics with other school subjects.
3. To aware the students with usage and importance of audio-visual aids in economics teaching.
4. To train the students regarding application of different teaching methods.
5. To develop the awareness and qualities of economics teacher among the students.
6. To acquaint the students with different techniques and steps of evaluation.

### **Unit-I: Aims, Objectives and Importance:**

**(6 Hours)**

- Aims and objectives of teaching of Economics
- Importance of teaching of Economics as school subject
- Significance of Economics teaching in present scenario

### **Unit-II: Curriculum and Correlation of Economics:**

**(7 Hours)**

- Concept and principles of curriculum
- Geography, History, Civics, Mathematics, Statistics,
- Commerce Physical Science and Agricultural Science

### **Unit-III: Audio-Visual Aids:**

**(7 Hours)**

- Importance and applications of teaching aids
- Importance of Economics Room and its Equipments
- Importance of Charts, Diagrams and Statistics

### **Unit-IV: Lesson Planning and Methods of Teaching:**

**(10 Hours)**

- Development of Lesson Plan
- Lecture Method
- Problem Method
- Project method
- Inductive and Deductive method
- Important teaching skills and techniques
- Observational, analytical and synthetic
- Socialized and recitation method

**Unit-V: Economics Teacher: (5 Hours)**

- Role and Qualities of Economics teacher
- Importance of Current Awareness
- knowledge of Current Economic problems

**Unit:-VI: Evaluation in Economics: (10 Hours)**

- Meaning and concept of measurement and Evaluation
- Purpose of Evaluation
- Process of Evaluation
- Principles of Evaluation
- Steps of Evaluation
- Tools and Techniques of Evaluation
- Classification of Instructional Objectives (Blooms), writing instructional objectives in behaviour form
- Construction of an achievement test.

**Tests and Assignment**

**Marks: 30      15 Hours**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Recommended/Reference Books:**

1. Binning and Binning: *Teaching the Social Studies in Secondary Schools*, McGraw Hill Book Con., New York.
2. Hemming: *The Teaching of Social Studies in Secondary Schools*: Longman's Green & Con., London
3. Hemming: *The Art of Teaching*: Mathuen & Co. Ltd. London, 1951
4. Moffat, M.P., *Social Studies Instruction*, Prentice Hall Inc. New York
5. Kieth, G. Leamsden *New Developments in the Teaching of Economics*; Prentice Hall Inc., Englewood Cliffs, New Jersey, 1967
6. Hildebrand V.V. *Guiding Yong Children* (2<sup>nd</sup> Edition) Mac Milan Publication Co., Inc. New York, 1980
7. Leeper, S.H. et al. *Good Schools for Young Children*, 1968
9. Grusarandas Tyagi: *Economics Teaching*, Vinod Pustak Mandir, Agra-5
10. Rashmi Agrawal: *Educational Technology-Management and Evulation*, Shipra Publications, Delhi

## Ckh-,M&159% laLd`r f'k{k.k

**dzsfMV 4**

**?k.Vs 60**

**vad&100**

$\frac{1}{4}70+30\frac{1}{2}$

**ikB~;Øe ds mn~ns';**

- & fo|ky;h ikB~;Øe esa laLd`r Hkk"kk dh vko';drk ,oa egRo ls ifjpr djuk  
A  
& d{kk ds fofHkUu Lrjksa ij x|] i|] O;kdj.k vkSj jpuk f'k{k.k ds Lo:i] mn~ns'; ,oa fof/k;ksa dh tkudkj nsuk A  
& laLd`r Hkk"kk f'k{k.k ds /ofu foKku ls ifjpr djuk A  
& laLd`r f'k{k.k dh izeq[k i)fr;ksa dh tkudkj nsuk A  
& laLd`r Hkk"kk f'k{k.k esa lgk;d izeq[k rRoksa ls ifjpr djuk A

**fyf|kr**

**vad%70**

**bdkbZ & izFke & fo|ky;h ikB~;Øe esa laLd`r dh vko';drk o egRo &  $\frac{1}{4}8$   
**?kaVs $\frac{1}{2}$****

- 1& laLd`r Hkk"kk dk egRo  $\frac{1}{4}$ lkfgfR;d] ,sfrgkfld] Hkkf"kd] lkaLd`frd n`f"V ls $\frac{1}{2}$   
2& laLd`r f'k{k.k ds mn~ns';  $\frac{1}{4}$ lkekU; vkSj fof"k"V $\frac{1}{2}$   
3& fo|ky;h ikB~;Øe esa laLd`r dk LFkku  
4& laLd`r f'k{k.k

**bdkbZ & f}rh; & laLd`r f'k{k.k ds fofHkUu igyw &  $\frac{1}{4}8$   
**?kaVs $\frac{1}{2}$****

- 1& laLd`r dk /ofu foKku] /ofu;ksa dk foLr`r v/;;u  
2& laLd`r esa mPpkj.k dk egRo  
3& laLd`r esa okpu f'k{k.k dk egRo ,oa mn~ns';  
I-okpu ds izdkj  
II-Iloj ,oa ekSu okpu  
III-okpu f'k{k.k dh fof/k;kj

**bdkbZ & r`rh; & f'k{k.k ds mn~ns'; ,oa egRo  
 $\frac{1}{4}6$  ?kaVs $\frac{1}{2}$**

- 1& laLd`r x| f'k{k.k ,oa mlds mn~ns';  
2& laLd`r ij f'k{k.k ,oa mlds mn~ns';  
3& laLd`r O;kdj.k f'k{k.k ,oa mlds mn~ns';  
4& laLd`r jpuk f'k{k.k ,oa mlds mn~ns';

**bdkbZ & prqFkZ & laLd`r f`k{k.k dh i)fr;kj**  
**?kaVs½**

1/49

- 1& vuqokn i)fr
- 2& O;kdj.k i)fr
- 3& izR;{k i)fr
- 4& ikB~; iqLrd i)fr
- 5& gjckVhZ; i)fr
- 6& vkn`kZ ikB ;kstuk ,oa fuekZ.k

**bdkbZ & iape & laLd`r esa ikB~; lgxkeh fØ;k,a**  
**?kaVs½**

1/44

- 1& laLd`r esa lgxkeh fØ;kvksa dk egRo
- 2& ikB~; lgxkeh fØ;kvksa ds izdkj
- 3& lgxkeh fØ;kvksa ds lapkyu esa f`k{k d h Hkwfedk

**bdkbZ & "k"B & laLd`r f`k{k.k esa ewY;kadu**  
**¼10 ?kaVs½**

- 1& ekiu ,oa ewy;kadu dk IEizR;; ewY;kadu ds izdkj ,oa lksiku
- 2& laLd`r esa ewY;kadu dk egRo
- 3& ijh{k ds izdkj] muds xq.k nks"k
- 4& oLrqfu"B ijh{k.k dk fuekZ.k

**Tests and Assignment**

**Marks: 30**

**(15 hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Lkgk;d iqLrdsa &**

1. jke 'kdy ik.Ms; & laLd`r f`k{k.k] vxzoky ifCyds`kUI] vvxjk&2
2. j?kqukFk IQk;k & laLd`r f`k{k.k] gfj;k.kk lkfgR; vdkneh] p.Mhx<+
3. jes`kpUæ 'kkL=h & laLd`r f`k{k.k
4. çHkk`kadj feJ & laLd`r f`k{k.k
5. V.P. Bokil and N.R. Paarasnis : *A New Approach to Sanskrit* (V.G. Kelkar, Poona)
6. Raghunath Safaya : *The teaching of Sanskrit*
7. Pt. Sitaram Chaturvedi : *Sanskrit ki Shiksha*

8. Micaael Weak : *The teaching of Sanskrit*
9. D.G. Apte : *The Teaching of Sanskrit* A.B. Keith : *Classical Sanskrit Grammar*
10. M.R. Kale : *Higher Sanskrit Grammar*
11. Jahangirdar : *Introduction to Comparative Philology*
12. Sanskrit Commission Report 1937, Government of India
13. P.C. Chakravarti : *Philosophy of Sanskrit Grammar.*

# Ckh-,M&160% fgUnh f'k{k.k

dzsfMV 4

?k.Vs 60

vad& 100<sup>1</sup>/<sub>4</sub>70+30<sup>1</sup>/<sub>2</sub>

## ikB~;Øe ds mn~ns';

&ekr`Hkk"kk vkSj jk"V<sup>a</sup>Hkk"kk ds :i esa fgUnh ds egRo ,oa mlds f'k{k.k ds mn~ns';ksa dh tkudkj nsukA  
 &d{kk ds fofHkUu Lrjksa ij x| ij] O;kdj.k] jpuk f'k{k.k ds Lo:i ls ifjpr djukA  
 &izeq[k Hkk"kk;h dkS'kyksa dh tkudkj nsuk vkSj muds iz;ksx ls ifjpr djuk A  
 &fgUnh Hkk"kk dk vU; fo|ky;h fo"k;ksa ls lg&IEcU/k Li"V djuk A  
 &Hkk"kk f'k{k.k esa iz;qDr gksus okys vko';d rRo tSlS ikB~; iqLrd] lgk;d iqLrd] 'kCn dks"k] lanHkZ xzaFk] JO;&n`; midj.k ,oa ewY;kadu ls ifjpr djuk A

fyfjkr

**vad% 70**

## bdkbZ & izFke & fgUnh Hkk"kk dk egRo <sup>1</sup>/<sub>4</sub>jk"V<sup>a</sup>Hkk"kk o ekr`Hkk"kk ds :i esa<sup>1</sup>/<sub>2</sub>

- 1& izFke vkSj f}rh; Hkk"kk ds :i esa fgUnh f'k{k.k ds mn~ns'; 1/46
- ?kaVs<sup>1</sup>/<sub>2</sub>
- 2& fgUnh Hkk"kk dk /ofu foKku ,oa fyfi
- 3& fgUnh Hkk"kk f'k{k.k ds fl)kUr

## bdkbZ & f}rh; & izeq[k Hkk"kk;h dkS'kyksa dk egRo ,oa f'k{k.k <sup>1</sup>/<sub>4</sub>8 ?kaVs<sup>1</sup>/<sub>2</sub>

- 1& Jo.k dkS'ky <sup>1</sup>/<sub>4</sub>lquuk<sup>1</sup>/<sub>2</sub>
- 2& ekSf[kd vfHkO;fDr <sup>1</sup>/<sub>4</sub>cksyuk<sup>1</sup>/<sub>2</sub>
- 3& iBu dkS'ky <sup>1</sup>/<sub>4</sub>i<+uk<sup>1</sup>/<sub>2</sub>
- 4& ys[ku dkS'ky <sup>1</sup>/<sub>4</sub>fy[kuk<sup>1</sup>/<sub>2</sub>

## bdkbZ & r`rh; & f'k{k.k ds mn~ns'; ,oa fof/k;kj ?kaVs<sup>1</sup>/<sub>2</sub>

**1/48**

- izkFkfed] ek;/fed ,oa mPp ek;/fed Lrj ij
- 1& x| f'k{k.k ds mn~ns'; ,oa fof/k;kj
  - 2& ij f'k{k.k ds mn~ns'; ,oa fof/k;kj
  - 3& O;kdj.k f'k{k.k ds mn~ns'; ,oa fof/k;kj
  - 4& jpuk f'k{k.k ds <sup>1</sup>/<sub>4</sub>ekSf[kd ,oa fyfjkr<sup>1</sup>/<sub>2</sub> mn~ns'; ,oa fof/k;kj

**bdkbZ & prqFkZ & ekr`Hkk"kk fgUnh dk vU; fo|ky;h fo"k;ksa ls lg IEcU/k**      **1/46 ?kaVs<sup>1/2</sup>**

- 1& lg IEcU/k dk vFkZ ,oa izdkj
- 2& fo|ky;h fo"k;ksa 1/4bfrgkl] Hkwxksy] ukxfjd 'kkL=] xf.kr] vaxzsth] laLd`r<sup>1/2</sup> dk fgUnh Hkk"kk ls lg IEcU/k

**bdkbZ iape & ikB~; lgxkeh fØ;k,a ,oa fgUnh ?kaVs<sup>1/2</sup>**      **1/44**

ikB~; lgxkeh fØ;k,a & okn fookn] Hkk"k.k] vUR;k{kjh] dfo t;Urh] dfo IEesyU] fo|ky; if=dk] lkfgfR;d ifj"kn A

**bdkbZ "k"B & fgUnh Hkk"kk f'k{k.k esa JO;&n`'; midj.k**      **1/44 ?kaVs<sup>1/2</sup>**

- 1& Hkk"kk f'k{k.k ds fy;s lgk;d lkexzh dk egRo
- 2& ikB~; iqLrd] lgk;d ikB~; iqLrd] lanHkZ iqLrd
- 3& 'kCndks`k

**bdkbZ llre & fgUnh esa ewY;kdau**      **1/49 ?kaVs<sup>1/2</sup>**

- 1& fgUnh f'k{k.k esa ewY;kadu dk vFkZ LFkku o fgUnh f'k{k.k esa egRo
- 2& fucU/kkRed] oLrqfu"B] ekSf[kd] y?kq mRrjh; vkSj bdkbZ ijh{k.k
- 3& 'kS{kf.k mn~ns';ksa dk Cywe oxhZdj.k ds vuqlkj O;ogkj ijd :lk esa
- 4& ,d miyfC/k ijh{k.k dk fuekZ.k

**izk;ksfxd dk;Z 1/4dksbZ rhu<sup>1/2</sup>**      **vad 30 1/415**      **?kaVs<sup>1/2</sup>**

- 1. nl nl vadksa ds nks ijh{k.k ftudk vkSlr fy;k tk;sxkA
- 2. ikWap ikWap vadksa ds pkj 1/420 vad<sup>1/2</sup> dk;Z (assignments)

**lanHkZ iqLrdsa &**

- 1& jke`kdy ik.Ms;      %      fgUnh f'k{k.k] vxzoky ifCyds`kUI] vkxjk&2
- 2& lkfo=h flag      %      fgUnh f'k{k.k] bUVjus`kuy ifCyf`kax gkÅ] esjB
- 3& HkkbZ ;ksxsUnz thr      %      fgUnh Hkk"kkf'k{k.k] fouksn iqLrd efUnj] vkxjk
- 4& fujtau dqekj flag      %      ek;/fed fo|ky;ksa esa fgUnh f'k{k.k
- 5& lq"kek tks`kh      %      fgUnh Hkk"kkf'k{k.k] vkyksd çdk`ku] bykgkckn&y[kuÅ
- 6& jeu fcgkj yky      %      fgUnh f'k{k.k
- 7& j?kqukFk IQk;k      %      fgUnh f'k{k.k fof/k



## **BED-161: Teaching of English**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **Course Objectives**

#### **The Students will be able to:**

- Understand and justify the place of English language in Indian school curriculum.
- Be familiar with different methods and approaches of teaching English.
- Select appropriate teaching strategy for teaching various skills of English language.
- Understand and appreciate various qualities of a good teacher and text book of English language.
- Design effective evaluation strategy for evaluating various language competencies of English language .

### **Theory**

**Marks: 70**

#### **Unit I: General Consideration**

**(8 Hours)**

- Place of English in the School Curriculum in India
- Three-language Formula
- Objectives of Teaching English as a Second Language
- Principles of Language Learning and Teaching

#### **Unit II: Methods and Approaches in teaching English**

**(8 Hours)**

- Methods of teaching English-
  - Translation Method
  - Direct Method
  - Bilingual Method
  - Dr.West's New Method
  - The Substitution Method
- Approaches of teaching English- -
  - Structural Approach
  - Situational Approach

#### **Unit III: Teaching Elements of English Language**

**(11 Hours)**

- Teaching English pronunciation
  - Aims of teaching pronunciation
  - Causes of defective pronunciation
  - Measures to improve pronunciation
  - Methods of teaching pronunciation
- Teaching English Vocabulary

- Active and Passive Vocabulary
- Function and content words
- Selection, gradation, presentation and practice of new words
  - Lesson plan for teaching poetry, prose and grammar
  - Importance and development of following language skills:
    - listening skill
    - speaking skill
    - reading skill
    - writing skill

**Unit V: Essentials of English teaching**

**(8 Hours)**

- English Teacher
- Use of various audio-visual aids in English Classroom
- Characteristics of a good text book of English

**Unit VI: Evaluation of language skills:**

**(10 Hours)**

- Meaning and place of Educational Evaluation in Teaching Learning Process
- Evaluation of language skills in English teaching
- Writing instructional objectives in behavioural form in terms of Blooms Taxonomy
- Construction of test items for evaluating students' acquisition of listening, speaking, reading and writing skills in English
- Construction of an achievement test.

**Tests and Assignment**

**Marks: 30**

**(15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Books Recommended:**

1. Menon, T.K.N. and Patel, M.S. : *The teaching of English as a Foreign Language* : Acharya Book Depot, Baroda
2. Gurrey, P. *Teaching English as a Foreign Language* Longmans
3. Bhandari and others : *Teaching of English* – Longmans
4. Thomson and Wyatt : *The Teaching of English in India*
5. Gokak : *English in India*
6. Brence : *The Teaching of English Abroad, Part I, II, III*
7. Frisby : *Teaching English* – Longmans
8. O'Conner, J.D.: *Better English – Pronunciation*
9. Shivapuri, Vijai.: *Teaching of English*

## **BED-162: Teaching of Music**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

**Theory**

**Marks: 70**

### **Unit I – INTRODUCTION**

**(12 Hours)**

1. Music, its meaning, functions of music education
2. Aims and objectives of music education
3. Important branches of Music and their forms; Brief comparative study of Northern and Southern music
4. Notation System with special reference to Pt. Bhatkhande and Pt. Vishnu Digambar Paluskar

### **Unit II-SUBJECT MATTER OF MUSIC**

**(12 Hours)**

1. (i) Concept of Nada (ii) Shruti (iii) Swar (iv) That (v) Taal  
(vi) Margi (vii) Desi
2. Concept of Raga and their Lakshanas
3. Brief history of Indian Music
4. Discussion on Important instruments of Indian Music with special reference to Tanpura, Tabla
5. Folk Music

### **Unit III-MUSIC IN SCHOOL CURRICULUM**

**(11 Hours)**

1. Importance of music in school curriculum
2. Music classroom equipments and other instructional materials
3. Voice training, ear training, correct posture of singing
4. Role of music in personality development

### **Unit IV-BIOGRAPHIES OF THE FOLLOWING EMINENT MUSICIANS (10 Hours)**

1. Swami Haridas
2. Tansen
3. Pt. Vishnu Digambar Paluskar
4. Pt. V. N. Bhatkhande
5. Merits and demerits of singers

## **Tests and Assignment**

**Marks: 30 (15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

### **Transactional Strategies:**

The entire course will be transacted in terms of providing conceptual orientation through lecturing, discussion, demonstrations, visit to musical centers, attending musical programs and report writing.

### **Books Recommended**

#### *For Intensive Study*

6. The Teaching of Music by Prof. P. Suambarmoorthy
  7. A critique of Hindustani Music and Music Education by S. S. Awasthi
  8. Sangeet Bodh by Dr. S. S. Awasthi
  9. Teaching of music by Gauri Kuppaswamy & M. Hariharan
  10. Sangeet Visharad by Vasant, Hathras Prakashan
  11. Hamare Sangeetagya by Prakash Narayan
  12. Pranav Bharti by Pt. Omkar Nath Thakur
  13. The Scope of Music, Oxford Univ. Press by Buck
  14. Voice Training by Grew, Oxford Univ. Press
10. Lok Sangeet Ank (Hathras Prakashan)

## AUDIT COURSES

### BEDA- 001: EDUCATIONAL ETHICS

**01 Credit Course**

**Duration: 15 Hours**

**Grade: No grade but completion status will be mentioned in the result card in respective semester.**

**Teachers:** Sunil Kumar Singh, Seema Singh, Meenakshi Singh, Alok Gardia.

**Email:** sunil.kr.edu@gmail.com, seemansh@gmail.com, meenakshi77@gmail.com,  
alokeducator@gmail.com

**Office & Contact Information:** 0542-2361982, 2361189 (Office),09450580931(Self)

**Office Hours:** Monday – Friday by appointment

**Course Meeting Days and Time:** Monday to Sunday (As per pre-declared schedule in the respective semester)

#### **Mission:**

The mission of this course is to prepare professionals with **3 C's** (Competence, Conscience, and Compassion), to transform lives/individuals, schools/institutions, communities and society. Rooted in the Indian tradition and the values which led to development of Banaras Hindu University (BHU), core values of reflective practice, scholarship, diversity, ethical conduct, social justice, fraternity and collaboration will guide both theory and practice.

#### **Goals:**

1. To prepare professionals who will work competently with individuals who have a variety of strengths, experiences, and challenges, those with diverse backgrounds, and those in greatest need;
2. To develop positive habits of mind, identify, and apply best practices in the field, and engage in critical reflection on practice; and
3. To become leaders sensitive to the ethical and social consequences of their decisions.

#### **Course Descriptions:**

This course is designed to provide Pupil Teachers (B.Ed. Students) with an exposure to ethical theories and the ethical problems faced in their profession (particularly as a teacher and administrator in school) and life. For ensuring close interaction maximum forty students in each semester will be able to participate in this course. Classes will cover the following:

- Concept of ethics, theories and applications,
- personal ethical frameworks for making professional decisions,

- issues related to creating ethical cultures in educational institutions (schools, teacher education departments, colleges, and universities); and
- finally listening to the presentations of individuals and teams on creating these ethical cultures in various educational settings.

Class activities will generally consist of a case, a lecture and discussion of the required readings in assigned small groups. It will also involve an ethics process, case, simulation, creative or narrative experience. Activities will be led by concerned teachers and invited resource persons from varied fields of experience and will be executed in a variety of large and small group configurations.

### **Educational Ethics**

Professionals in education are moral stewards .How can we say this? Educational ethics invites educators to think on this issue and also about, what role they play in achieving and maintaining a more democratic and ethical society through education. Investigations into controversial ethical issues and dilemmas prepare educators to critically think through potential situations that may arise with students, parents, administrators, peers and other people in the society. It will also help one to use basic ethical theories and principles to develop a method for making ethical decisions within the context of administration, faculty, and student life moral problems.

### **Course Objectives/Expectations/Learning Outcomes:**

At the end of this course, students/Pupil Teachers will have explored and understood:

1. Some Traditional ethical theories and principles appropriate for an applied ethics course in education ( Goals 1,3 );
2. Ethical issues and problems facing various stakeholders inside schools. (Goals 2,3);
3. Critical assessment of ethics cases from the individual experience in educational institutions from field experience (Goal 3);
4. The ability to develop a method for making ethically sound decisions in education and school practice (Goal 2,3); and
5. Approaches to creating an ethical community on a school campus or within an educational institution (Goal 3,4).

## **Course Requirements/Assignments:**

A. Evaluation of the learning achieved in this course will be determined in three ways:

1. **Participation** in the course will be assessed in three ways: class participation in small group discussions on questions from the course readings, peer projects, and team projects. This will be assessed by observation. A reflection on a personal academic ethics case, and an evaluation of your own ethics learning. (suggested length 02-04 pages).
2. **Ethical Issue in Educational or Teaching Practice or Policy.** Select a major current issue in educational or teaching practice or policy. Define the issue and the interested and affected parties. Following the methods discussed in class, and looking at the issue from several lenses, analyze the ethical dimensions and make recommendations for courses of action.
3. **Viva-voce** examination at the semester end.

**B. Course completion will be determined by the following guidelines:** Attendance is 80%, all attended lectures are recorded in written form in file and checked by in-charge, and student appears for viva-voce with file before examiner.

### **C. Course Contents:**

#### **Unit I: Introduction to Educational Ethics (05 Hours :August-Sept./Jan.-Feb.)**

- Meaning, concept and need.
- Ethics and teaching profession, Academic integrity.
- Foundation of Ethics and Moral Agency
- Moral Development (Some traditional thoughts) : Righteousness , Rights and Duties, Virtue Ethics and Character

Class Activity: Small group discussions, peer discussion [draft required for peer not instructor]

#### **Unit II: Educational Institutions and Institutional Ethics (05 Hours: Sept.-Oct./Feb.-March)**

- Dilemmas in and outside classrooms: Educational Policies and Practices, Teaching and Classroom Practices.
- Ethical dilemmas in educational institutions: Schools, Colleges, Universities etc.
- Institutional ethos and image building.

Class Activity: Screening of film/films, documentaries, working in small groups for identification and discussion on ethical issues in education hence to identify dilemmas and reach a solution by consensus, discussion on educationally ethical practices and recording the practices after discussion.

**Unit III: Ethical Decision Making (05 Hours: Oct. - Nov.- 7<sup>th</sup> Dec./March-April)**

- Creating a personal and team ethics in the school (Self appraisal and its evaluation by peers, discussions on personal dilemmas).
- Socio-ethical audit (of educational policies at different levels and actions) in a democratic society.
- Creating a supportive value based work Culture in an institutional (School) Setting: Perspective building and decision making.

Class Activity :Presentation of case studies on current educational ethical issues highlighting relevant malpractices related to education followed by group discussion for making group ethical decision.

**Attendance:** Students are required to attend all classes; absences will significantly impact the participation grade. Students having other commitments that may affect their attendance at class sessions should enrol during a term when they will be able to attend all class sessions. Students are held accountable for all assignments and activities in each class session. Students must be present for at least 80% of 15 sessions (full session of one hour to be attended to secure attendance) of the course to be eligible to receive a ‘**completed**’ status in their result card. Attendance below this level will result in ‘**non-completion**’.

**Suggested Readings:**

1. Boss, Judith A. (2008). *Ethics for life: A text with readings [4<sup>th</sup> ed.]*. Boston, MA: McGraw Hill.
2. Evans, Dennis (2008). *Taking sides, Clashing views in teaching and educational practice [3<sup>rd</sup> ed.]*. Boston, MA: McGraw Hill.
3. Johnson, W. Brad, & Ridley, Charles R. (2008). *The elements of ethics for professionals*. New York, NY: Palgrave Macmillan.
4. Markkula Center for Applied Ethics (2009). *A framework for thinking ethically*. Santa Clara, CA: Santa Clara University.
5. NCERT (2005 )National Curriculum Framework, New Delhi: NCERT



7. Markkula Center for Applied Ethics (2002). *Selections from Issues in Ethics*. Santa Clara, CA: Santa Clara University.
8. Beauchamp, Tom L. (2001). *Philosophical ethics: An introduction to moral philosophy*, 3<sup>rd</sup> ed. New York, NY: McGraw-Hill.
9. Bohlin, Karen E., Farmer, Deborah, and Ryan, Kevin(2001). *Building character in schools, Resource guide*. San Francisco, CA; Jossey-Bass.
10. Bowers, C. A. (1997). *The culture of denial, Why the environmental movement needs a strategy for reforming universities and public schools*. Albany, NY: State University of New York Press.
11. Etzioni, Amitai (1993). *The spirit of community: Rights, responsibilities and the communitarian agenda*. New York, NY: Crown.
12. Evans, Dennis (2008). *Taking sides, Clashing views in teaching and educational practice [3<sup>rd</sup> ed.]*. Boston, MA: McGraw Hill.
13. Flanagan, Owen (1996). *Self expressions, Mind, morals, and the meaning of life*. New York, NY: Oxford University Press.
14. Kilpatrick, William, Wolfe, Gregory and Wolfe, Suzanne M. (1994). *Books that build character, A guide to teaching moral values through stories*. New York: Simon and Schuster.
15. Lerner, Richard M., Roeser, Robert W., and Phelps, Erin [Eds.] (2008). *Positive youth development and spirituality, From theory to research*. West Conshohocken, PA: Templeton Foundation Press.
16. Lickona, Thomas([1991). *Educating for character: How our schools can teach respect and responsibility*. New York, NY: Bantam.
17. Lipman, Matthew(1991). *Thinking in education*. New York, NY: Cambridge University Press.
18. National Policy on Education(1986) New Delhi:MHRD
19. MacIntyre, Alasdair (1984). *After virtue*. Notre Dame, IN: University of Notre Dame Press.
20. MacIntyre, Alasdair(1988). *Whose justice? Which rationality?* Notre Dame, IN: University of Notre Dame Press.
21. Mishra,K.(2009).Maitribhavana: The miracle yoga of mental health and happiness, Varanasi: Kabra offsets.
22. NPE 1986,MHRD,New Delhi, India
23. Rawls, John(1971). *A theory of justice*. Cambridge, MA: Harvard University Press.

24. Rosenstand, Nina(2009). *The moral of the story, An introduction to ethics [6<sup>th</sup> ed.]*. Boston, MA: McGraw Hill.
25. Ryan, Kevin and Bohlin, Karen E.(1999). *Building character in schools, Practical ways to bring moral instruction to life*. San Francisco, CA: Jossey-Bass.
26. Slote, Michael (1992). *From morality to virtue*. New York, NY: Oxford University Press.
27. Strike, Kenneth A., & Soltis, Jonas F. (1985). *The ethics of teaching*. Thinking about Education Series. New York, NY: Teachers College Press.
28. Strike, Kenneth A., Haller, Emil J. & Soltis, Jonas F. (2005). *The ethics of school administration [3<sup>rd</sup> ed.]*. Professional Ethics in Education Series. New York, NY: Teachers College Press.
29. Taylor, Charles(1991). *The ethics of authenticity*. Cambridge, MA: Harvard University Press.
30. Tripathi,A.N. (2009).*Human Values(3<sup>rd</sup> Edition)*,New Delhi: New Age International Publishers.
31. Wilcox, John R., & Ebbs, Susan L. (1992). *The leadership compass: Values and ethics in higher education*. ASHE-ERIC Higher Education Report No. 1. Washington, DC: George Washington University School of Education and Human Development.
32. Wilson, James Q.(1993). *The moral sense*. New York, NY: Free Press.
33. Wynne, Edward A. and Ryan, Kevin (1997). *Reclaiming our schools, Teaching character, academics and discipline [2nd edition]*. Upper Saddle River, NJ: Prentice Hall.
34. Shivpuri,Vijay.Value Education, Varanasi: Manish Prakashan.

## **BEDA- 002: PERSONAL DEVELOPMENT AND SOFT SKILLS**

**01 Credit Course**

**15 Hours**

**Grade: No grade but completion status will be mentioned in the result card in respective semester.**

**Teacher:** Meenakshi Singh, Seema Singh, Sunil Kr.Singh, Alok Gardia, Madhu Kushwaha

**Email:** [meenakshi77@gmail.com](mailto:meenakshi77@gmail.com), [seemansh@gmail.com](mailto:seemansh@gmail.com), [sunil.kr.edu@gmail.com](mailto:sunil.kr.edu@gmail.com),  
[alokeducator@gmail.com](mailto:alokeducator@gmail.com), [mts.kushwaha@gmail.com](mailto:mts.kushwaha@gmail.com)

**Office & Contact Information:** 0542-2361982, 2361189 (O), 09450181865(M)

**Office Hours:** Monday - Saturday by appointment

**Course Meeting Dates:** Tuesday/Friday 9.30-10.30 AM/4.30-5.30PM

### **AIM:**

The Course has been designed for the overall grooming of the teacher and to ease the transformation from pupil teacher to a prospective and promising teacher. It is aimed at the promotion of the strategies for the personality development of the participants. The rationale behind this endeavour is the recognition of the multifaceted influence of the personality of the teacher.

### **OBJECTIVES:**

The objectives of this Course are:

- 1) To bring about personality development with regard to the different behavioural dimensions that have far reaching significance for teachers.
- 2) To recognise feelings, diagnose needs and fears, and improve one's ability to deal with interview anxiety.
- 3) To learn and practice new skills and techniques for effective outputs in job market for teachers.
- 4) To get exposed to Professional etiquettes to make a lasting impression.

### **TRANSACTIONAL STRATEGY:**

Lecture-cum-discussion

Group Discussion

Role Playing

Mock Interviews and

Personality workshops

Team teaching

## **COURSE REQUIREMENTS/ASSIGNMENTS:**

D. Evaluation of the learning achieved in this course will be determined in two ways:

1. **Participation** in the course will be assessed in three ways: class participation in small group discussions on questions from the course readings, Mock Interviews, Group discussions. This will be assessed by observation.
2. The Midterm **will** consist of a reflection on a personal evaluation of your own high points and weaknesses and reflection upon ways to overcome them.  
(Suggested length 05-10 pages).

E. **Course grades are determined by the following guidelines:** Attendance is 40%, Class participation is 30% of the grade and the mid-term assignment is 30% of the grade.

## **COURSE CONTENT:**

### **1) Preparation for the Job Market (05 Hours: August-Sept./Jan.-Feb.)**

- a) Self Motivation: Internal and External
- b) skills for writing Job applications
  - i) Preparing your curriculum vitae (C.V.) and précis
  - ii) Writing SOPs (Statements of purpose)
  - iii) Writing applications for various purposes
- c) Prior preparations for Interview:
  - i) Pre Interview Checklist: What you need to carry to the interview.
  - ii) Common interview questions and interview mistakes
  - iii) From C.V. to shoes; from entry to retreat,
  - iv) Negotiating and Marketing what you have.
- d) Presenting your-self at the job interview. Introducing oneself at the interview.
- e) Manners in Public places

Class Activity:

- i) Preparing a C.V.
- ii) Role Playing

### **2) Interpersonal Relationship Skills (05 Hours: Sept.-Oct./Feb.-March)**

- a) Verbal Communication
  - i) Communication skills: how to make sure you are not only heard but also listened to?  
Nuances of Public speaking.
  - ii) Structuring communication: Introduction, Main body, Summary, Keeping it short and simple

- iii) Important Components of a dialogue: Pitch, Inflection, Courtesy, Tone, Understanding, Rate of speech, Enunciation. Improving voice and speech.
  - b) Non Verbal Communication:
    - i) Expression, Posture, gait, Body language, Eye Contact and Hand shake.
  - c) Listening Skills
    - i) Importance of Listening for Effective Communication
    - ii) Active, Passive and Reflective Listening
- Class Activity:
- i) Appearing in a Mock Interview

### **3) Professional Etiquettes (05 Hours: Oct. - Nov.- 7<sup>th</sup> Dec./March-April)**

- a) How to present yourself to people: seniors, co-workers, parents, subordinates and students
  - i) Greetings, Introductions, Announcements
  - ii) The art of Conversation- How to make proper introductions, Paying and receiving compliments, small talk and networking. Joining and Leaving a Conversation.
  - iii) Self Esteem and Assertive skills: passive and aggressive versus assertive.
- b) The Personality: What should the teacher's personality be like?
  - i) Personal grooming & Hygiene
  - ii) The do's and don'ts in dressing
  - iii) Positive attitude and zest for the future
- b) E-Mail etiquette
  - i) Sending effective messages
  - ii) Responding to messages
  - iii) Organising the different parts of an email.

Class Activity:

- i) Group discussions
- ii) Practice in E-Mail etiquette
- iii) Role Playing

**ATTENDANCE:** Students are required to attend all classes; absences will significantly impact the participation grade. Students having other commitments that may affect their attendance at class sessions should enrol during a term when they will be able to attend all class sessions. Students are held accountable for all assignments and activities in each class session. Students must be present for at least 80% of 15 sessions of the course to be eligible to receive a grade of C or higher. Attendance below this level will result in a failing grade.

### **SUGGESTED READINGS:**

Berne, Eric. 1962, *Games People Play: The psychology of human relationships*, Carmel, California.

Bly, Robert. W. *Time Management: Make Every Second Count*. Jaico Publishing House. India.

Bolles, Richard. Nelson. 2008, *What Color is your parachute: A Practical Manual for Job-hunters and Career-Changers*. Simon and Schuster (Aus) ISBN 9781580087278

Covey, Stephen. R. 1989, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. 15<sup>th</sup> Anniversary Edition (2004.) ISBN 1-4165-0249-1. Simon & Schuster UK Ltd. Africa House, 67-74 Kingsway, London WC2B6AH. Printed and bound at Great Britain by Cox& Wyman Ltd, Reading, Berkshire.

Elgin, Suzette. Haden.1997. *How to disagree without being disagreeable*. John Wiley & Sons, Inc. Professional, reference and Trade Group 605 Third Avenue, New York, N.Y. 10158-0012.

Harris, Thomas. A. 1995, *I'm OK- You're OK*. Arrow Books, Cox& Wyman Ltd, Reading, Berkshire

Sharbuno, Jeanne. *52 Ways to Live Success*. Jaico Publishing House. India.

Singh, S.K. (2008). *Becoming a Teacher*. Varanasi: Amrit Prakashan

**Sullivan, Debra. R. 2006, *Learning to Lead: Effective Leadership Skills for Teachers of Young Children* (Redleaf Press Series) ISBN-10: 0131727907, 13: 9780131727908. Merrill Publishers.**

# **BANARAS HINDU UNIVERSITY**

## **B.Ed. SEMESTER-II Course Contents**

**(Revised syllabus effective from academic session 2013-2014)**

**FACULTY OF EDUCATION**

## **BED-121: Teacher and Education in the Emerging Indian Society**

**Credits 4**

**Hours 60**

**Marks 100(70+30)**

### **Course objectives**

The general objectives for this course are as follows:

1. To generate awareness among pupil teachers for inculcating national values and goals as enshrined in the constitution of India.
2. To develop in pupil teachers critical awareness about the social realities.
3. To enable pupil teachers to know the concept of and act as agents for modernization and social change.
4. To sensitize pupil teachers towards the promotion of social cohesion, international understanding and protection of human rights and rights of the child including fundamental duties and rights of citizens in present day Indian polity.
5. To transform student teachers into competent and committed professional willing to perform the identified tasks of a teacher.
6. To sensitive pupil teachers about emerging issues, such as environment, ecology, population, gender equality, education related environmental provisions, sustainable survival and saving of earth.
7. To empower pupil teacher to cultivate rational thinking and scientific temper among students. and
8. To enable pupil teachers to appreciate demoractic ethos and to act as a democratic teacher in real contexts.

**Theory**

**Marks: 70**

### **Unit 1: Contemporary Indian Society and the World**

**(15 hours)**

- a) Contemporary Indian Society, its three moments: tradition (with emphasis on cultural heritage and central teachings of Indian Philosophy), modernity and post-modernity.
- b) Social change- Concept of education, Education and role of the teacher in normative social change, Emergence of knowledge society, Peace Education, Environmental Education and Human Rights Education - need and relevance in the 21<sup>st</sup> century.

### **Unit 2: The Constitutional framework and Education**

**(10 hours)**

- (a)The Constitutional framework: the Indian Constitution and Status of Education in the Constitution-Barriers to the attainment of the Directive Principles of State Policy vis-à-vis Education – Citizenship Education and education for fundamental rights and duties.



(b) Structure of School Education in India and some Statutory Bodies related to Education: NCERT, UGC, and NCTE, CUBE, RCI, and NAAC.

**Unit 3: Crisis and challenges in Education (10 hours)**

- (a) Overview of post-independence committees and commissions on education.
- (b) Crisis and challenges in Education: Universalization of Elementary Education: Constitutional commitments, equalization of educational opportunity, SSA, Right to Education Act-2009, RMSA, RUSA.

**Unit 4: Developing a Philosophy of Education (10 hours)**

- (a) Developing a Philosophy of Education, its need and importance for a teacher; Philosophical Perspectives for understanding Reality (metaphysics), Knowledge (epistemology) and Values (Axiology), Professional expectations from school teachers.
- (b) Some Great Educators: Swami Vivekananda, Mahatma Gandhi, Mahamana Malviya, John Dewey.

**Tests and Assignment**

**Marks: 30**

**(15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**SELECTED READINGS**

1. Mohanty, J. (1994) *Indian Education in the Emerging Society*, New Delhi: Sterling Publishers Pvt. Ltd. Pp 262.
2. Altekar, A. S.(1992) *Education in Ancient India*, Varanasi: Manohar Prakashan, Pp347.
3. Mookerji, R. K. (1947) *Ancient Indian Education (Brahmanical and Buddhist)*, London: Mac Milan and Co. Ltd. Pp 655.
4. Agnihotri, R. (1994) *Adhunik Bhartiya Shiksha Samasyaye Aur Samadhan*, Jaipur: Rajasthan Hindi Granth Academy, Pp 396.
5. Rusk, R. R. (Scotland, J. Revised) (1979) *Doctrines of the Great Educators*, Delhi, Dublin, New York: The Mac Milan Press Ltd., Pp 310.
6. Gore. M. S. (1982) *Education and Modernization in India*, Jaipur: Rawat Publications Pp 190.
7. Kabir, H. (1982) *Education in New India*, London: George Allen an Unwin, Pp 235.

8. Nayar, P. R. Dave, P.N. Arora, K. (1983) *The Teacher and Education in Emerging Indian Society*, New Delhi: Orient Longman Ltd. Pp 495.
9. Naik, J. P., Nurullah, S.(1974) *A Student's History of Education in India, (1800-1973)*, New Delhi : Orient Longman Ltd., Pp. 495.
10. Ghosh, S.C. (1995) *The History of Education in Modern India ( 1757- 1986)*, New Delhi : Orient Longman Ltd., Pp. 204
11. Dubey, S.C. (1994) *Indian Society*, New Delhi, NBT, Pp. 147.
12. Dev, A.,Dev, T.A.,Das,S. (1996) *Human Rights a Source Book*, New Delhi, NCERT, Pp. 233.
13. Rama Jois, M. (1998) *Human Rights and Indian Values*, New Delhi: N.C.T.E. Pp 80.
14. Varghese, A. (2000) *Education for the Third Millennium*, Indore: Satprachar Press, Pp 251.
15. Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) *Source Book on Environmental Education for elementary Teacher Educators*, New Delhi: NIEPA, Pp 278.
16. NCERT (1970) *Education and National Development- Report of the Education Commission (1964-66)*, New Delhi: NCERT.
17. Saiyidain. K.G (1966) *The Humanist Tradition in Indian Education Thought*, New Delhi: Aria Publishing House, Pp 237.
18. Menon, M.B. Sasikumar, K.G. (2000) *School System (Block 1)*, New Delhi, IGNOU, Pp 81.
19. J.F. Brown: *Educational Sociology*
20. Lucas, J. Christopher: *What is Philosophy of Education*
21. M.N. Srinivas: *Social Change in Modern India*
22. Connel, W.F., Debus R.L., Niblelt W.R. : *Readings in Foundation of Education*, London: Rutledge and Keegan Paul, 1967.
23. Foure E. and others: *Learning to be UNESCO*, Delhi, Sterling Publishers, 1973.
24. Whitehead, A.N.,: *Aims of Education*, Nagpur: Datta Sons, 1965.
25. GOV, Constitution of India.
26. Anand, C.L., et. al, *Teacher and Education in Emerging Indian Society*, NCERT.
27. Dinkar, Ramdhari Singh, *Sanskriti ke Char Adhyay*.
28. Kashyap, S. *Constitution of India*.
29. Shukla, R.P. (2005). *Value Education and Human Rights*, New Delhi: Samp & Sons.
30. Shivpuri, V. (2009). *Value Education*, Varanasi.

## **BED 122: Psychology of Learner and Learning – II**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **Course Objectives**

After completing the course the prospective teacher will be able to-

- Describe the concept, types and theories of intelligence and measuring of intelligence.
- Describe theories of personality and do its assessment
- Describe the concept and techniques of adjustment and identification of mentally healthy individual according to their characteristics.
- Understand describe the social psychology of the class.

### **Unit I Intelligence and Creativity**

**(11 Hours)**

- Intelligence: Meaning and nature; theories of intelligence (two-factor, group factor, multi-factor).
- Measurement of intelligence; types of intelligence tests-verbal, non-verbal;
- Heritability of Intelligence – Development of Cognitive Domain (Piaget’s approach)
- Exceptional and gifted children, Meaning, Characteristics, their education identification and Remedial Measures
- Creativity – Meaning, nature and Fostering creativity – Role of teacher.

### **Unit II Personality**

**(11 Hours)**

– Meaning and nature, Type and Trait theories, Factors related to Personality development. Integrated & disintegrated Personality. Assessment of personality –Sociometry, Case Study, Inventories, Rating Scales, Questionnaires, Interview Method, Observation Techniques.

### **Unit III Mental Health**

**(12 Hours)**

- Concept of Mental Health and Hygiene. Promotion of Mental Health – For the teacher and Learner, role of teacher.
- Adjustment and Maladjustment of the learners – concept, definition, and role of school, teacher and society.
- Defence Mechanisms.

**Unit IV            Social psychology of the class****(11 Hours)**

- Class room groups and Socio - Economic Factors affecting the classroom groups and its impact on class achievement. Role of the teacher.
- Socially Disadvantaged Children, Impact of Broken Homes, Immoral Practices, Malpractices and Social Conditions on the achievement.
- Education of the Learners with Socio - Emotional Problems Juvenile Delinquents-identification, The Juvenile Justice (Care and Protection of Children) Act, 2000. Role of teacher, school and society.

**Tests and Assignment****Marks: 30****(15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Suggested Readings:**

1. Bhatia, H. R. (1977), *Textbook of Educational Psychology*, The McMillan Company of India Ltd., New Delhi.
2. Aggarwal, J. C. (1995), *Essential Educational Psychology*, Vikas Publishing House Pvt. Ltd., New Delhi.
3. Chauhan, S. S. (1988), *Advanced Educational Psychology*, Vikas Publication, New Delhi.
4. Sharma, K. N. (1990), *Systems, Theories and Modern Trends in Psychology*, HPB, Agra.
5. Rao s. Narayan (1990), *Educational Psychology*, Wiley Eastern Ltd., New Delhi.
6. Dececco, J. P. (1977), *The Psychology of Learning and Instruction*, Prentice Hall of India Pvt. Ltd., New Delhi.
7. Kale, S. V. (1983), *Child Psychology and Child Guidance*, Himalaya Publishing House, Giragoan, Bombay.
8. Kakkar, S. B. (1989), *Educational Psychology & Guidance*, The Indian Publication, Hill Road, Ambala, Cantt.
9. Mangal, S. K., *Educational Psychology*.
10. Sprinthal & Sprinthal, *Educational Psychology – Developmental Approach*.
11. Bruce, Joyce & Weils & Howers, *Models of Teaching*.
12. Garrett, H. E., *Statistics in Psychology and Education*.
13. Mangal, S. K., *Introduction to Statistics in Education*.

14. Boaz, G. D., *Educational Psychology*.
15. Chauhan, S. S., *Mental Hygiene*.
16. Hurlock Elizabeth, *Developmental Psychology*
17. Dandekar, W. N. *Psychological Foundations of Education*
18. Crow & Crow, *Educational Psychology*.
19. Soch & Gupta, *Educational Psychology*.
20. Simpson, R. C., *Fundamentals of Educational Psychology*.

## **BED 123: Educational Measurement and Evaluation**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **COURSE OBJECTIVES**

1. To acquaint the students with the basic concepts of evaluation and related terms.
2. To develop among the students an understanding of the different approaches to evaluation.
3. To acquaint the students with the taxonomy of educational objectives and develop the skill and competencies to write the instructional objectives.
4. To help the students understand the basic tools of measurement and the techniques of evaluation.
5. To acquaint the students with the general steps of test construction.
6. To develop the competency in different steps of Achievement and diagnostic test construction.
7. To define evaluation and the different terms related to evaluation such as measurement, assessment, appraisal and examination.
8. Differentiate between the different terms related to evaluation such as measurement, assessment, appraisal and examination.

### **Theory**

**Marks: 70**

#### **UNIT I: Concept of Measurement and Evaluation**

**(8 Hours)**

- Meaning, Definitions, types and Levels of Measurement.
- Meaning, Definition, types (Placement, Formative, diagnostic and Summative) and significance of Evaluation.
- Relationship between Measurement and Evaluation.
- Purposes of Educational Measurement and Evaluation

#### **UNIT II: Tools of measurement**

**(15 Hours)**

- Tools for cognitive assessment: Essay type tests, Short answer type tests and objective type tests, their strengths and their limitations.
- Writing different types of objective test items
- Speed test, Power Tests
- Diagnostic Tests: Meaning and Purposes of Diagnostic Tests, Steps in the construction of Diagnostic Test.\*

- Steps in the construction of Achievement Tests: Identifying Objectives, Designing the test, Preparing the Blueprint, Writing Items, Item Analysis.\*
- Qualities of a good measurement tool: A brief overview of the concepts of  
Reliability: Meaning, Types, factors influencing reliability  
Validity: Meaning, Types, factors influencing validity  
Relationship between reliability and validity  
Objectivity  
Usability

### **UNIT III: Modern trends and Approaches to Evaluation (10 Hours)**

- Norm-referenced and Criterion Referenced Approach to Evaluation.
- Continuous and Comprehensive Evaluation. Applications and Limitations of CCE
- Format of Evaluation Report based on Continuous and Comprehensive Evaluation.\*
- Observation tools for CCE, Rating scales, checklists, Anecdotal records.
- Significant trends in evaluation at school level: Grading System, Credit System, Normalized Test scores, Question Bank, Exam on Demand, Online Exams.
- Computers in Evaluation

### **UNIT IV: Statistics (12 Hours)**

- Graphical representation of statistical data: graphs, histograms and frequency polygons, ogives, pie-charts etc.
- Measure of Central Tendency (Mean, Median and Mode)
- Measures of Variability and their Computation
- Properties and Uses of Normal Probability Curve,
- Derived Scores: Z, T and Percentile Rank.
- Rank Correlation: Meaning, Computation and Interpretation

### **Tests and Assignment Marks: 30 (15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

### **SELECTED READINGS**

1. Dandekar W.N. - *Evaluation in Schools*
2. Garrett Henry E. - *Statistic in Education and Psychology*
3. Green, Jorgensen and Gerberich - *Measurement and Evaluation in secondary schools.*
4. Dandekar W.N.- *Shaikshanik Mulyamapan*
5. Ebel

**BED 163: Audio – Visual Education**

**(This course is deleted w.e.f. Academic Session 2013-2014)**



## **BED 164: School Administration and Management**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **COURSE OBJECTIVES**

1. To enable the students to understand meaning, nature, scope, functions and principles of Educational Administration.
2. To develop an understanding of the role of various agencies in educational Administration in India.
3. To develop an understanding among the students about various components of school management.
4. To acquaint the students with different designs of school building.
5. To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
6. To orient students with the concept of supervision, decision making and finance in the field of education.
7. To acquaint the students with specific problems of school management.

### **Theory**

**Marks: 70**

#### **Unit I: Concept of Educational Administration**

**(10 Hours)**

- Meaning, definitions, scope and functions of educational administration
- Development of the concept of educational administration.
- Authoritarian and democratic educational administration

#### **Unit II: Educational Administration in India**

**(9 Hours)**

- Educational Administration in India: Characteristics and Guiding principles
- Role of following agencies in the educational administration in India:
  - Central Government,
  - State Government,
  - Local Bodies and Private Agencies

#### **Unit III: School as an Organisation**

**(10 Hours)**

- The School – its functions and relationship with the society
- School building: design and components
- School Personnel: headmaster, teacher, office staff
- School finance – sources of income and items of expenditure

**Unit IV: Elements of School Management (6 Hours)**

- School Climate: meaning and types
- Timetable – principles and techniques of time table preparation

**Unit V: School Management: Some Important Issues (10 Hours)**

- Educational Supervision : concept, need, functions and scope
- Decision making
- School discipline : concept and approaches

**Tests and Assignment Marks: 30 (15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Suggested Readings**

1. Owens, Robert G.: Organizational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J., 1970 (43)
2. Kimprough, R.B. and Nuunery, M.Y. : Educational Administration : An Introduction, MacMillan Publishing Co. Inc., N.Y. 1983
3. Bhatnagar, R.P. and I.B. Verma : Educational Administration. Loyal Book Depot, Meerut,
4. Safaya, R.N. and Shida,B.D. : School Administration and Organization. Dhanpat Rai and Sons, Delhi
5. Agarwal, J.C.: School Administration, Arya Book Depot, Delhi,
6. सफाया, आर. एन. एवं शैदा बी. डी. स्कूल प्रशासन एवं संघठन: धनपत राय एंड संस्.

## **BED 165: Special Education**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **COURSE OBJECTIVES**

- To enable the prospective teacher to acquire knowledge & understanding of Special Education
- To enable the prospective teacher to acquire knowledge & understanding about characteristics of various types of Disability
- To acquaint the prospective teachers with various educational options of special need children
- To acquaint the prospective teachers with the Institutes and Agencies working in rehabilitation of special need children and role of parents, peers and society in rehabilitation.

### **Theory**

**Marks: 70**

#### **Unit-I Special Education**

**(10 Hours)**

Concept of Impairment, Disability, Handicap

Concept & Principles of Special Education

Integration & Inclusion

#### **Unit II Defining Disability**

**(11 Hours)**

Definition of Disability and Characteristics of children with Disability

Mentally Retarded, Hearing Impaired, Orthopedically Impaired, Visually Impaired

Learning Disabled and Autism

#### **Unit III Educational Programs for special need children**

**(12 Hours)**

Educational Provisions & Programmes, Aids & Appliances for Special Need Children:

Mentally Retarded, Hearing Impaired, Orthopedically Impaired, Visually Impaired

#### **Unit IV Institutes and Agencies imparting Rehabilitation**

**(12 Hours)**

Role of parents, peers, teachers and society in rehabilitation of Special Need Children,

Objectives and Functions of National Institutes and International Agencies in

Rehabilitation.

### **Tests and Assignment**

**Marks: 30**

**(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

## References –

1. Bhargava,M.,(2003) *Vishistha Balak –Unki siksha Evam Punarvasa*, Vedanta Publications, Lucknow.
2. Bist, A.R., *Vishistha Balak*, Vinod Pustak Mandir,Agra. ( Hindi )
3. Cruickshank, W.M. (1975), *Psychology of Exceptional Children and Youth*, Englewood Cliffs NJ,Prentice Hall.
4. Dash,M.,(2000)*Education of Exceptional Children*, New Delhi, Atlantic Publishers and Distributors.
5. *Drishtibadha*,(2012)AICB,New Delhi.(Hindi)
6. Guilford, (1971), *Special Education Needs*, Routledge Kagan Paul.
7. Hollahan, D. and Kauffman, JM (1978), *Exceptional Children: An Introduction to Special Education* Englewood Cliffs NJ,Prentice Hall.
8. Kundu C.L.,(2000)Editor in Chief, *Status of Disability in India* ,RCI ,New Delhi.
9. Kumar,Sanjeev,*Vishishtha Balak*.(Hindi)
10. Mangal,S.K.,(2009),*Educating Exceptional Children: An Introduction to Special Education*, Prentice Hall of India private Limited, New Delhi.
11. Panda, K.C.,(1997)*Education of Exceptional Children*, New Delhi,Vikas Publishing House Pvt.Ltd
12. *Shikshak Prashikshak Lekhmala*,(2004), AICB, New Delhi.(Hindi)
13. Yesseldyke, E James, Bob A.,*Special Education, A Practical Approach for Teachers*,Kanishka Publishers, Distributors, New Delhi.

## **BED 166: Health Education**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

**Course Objectives:** After undergoing this course the student will be able to: -

- Describe the need and importance of health education for schools
- Identify issues related to poor health of students
- Take appropriate decisions and adopt measures for good health of students.
- Contribute actively in the prevention of infections and their related diseases.

**Theory**

**Marks: 70**

**Units I**

**(04 Hours)**

Concept of health and necessity of health education

**Units II**

**(10 Hours)**

Elementary structure of teeth, eye, ear, skin, respiratory system, digestive system, heart, blood, kidney.

**Units III**

**(06 Hours )**

- (i) Personal cleanliness and care of hair, eyes, ears, teeth, skin and clothing
- (ii) Postures and utility of Yogic Exercises (Asans)
- (iii) Fatigue

**Units IV**

**(04 Hours)**

Site of school building and hostel

**Units V**

**(06 Hours)**

Medical inspection of school and First Aid – healthy environment – its role and necessity; mid-day-meals in schools, food and nutrition, balanced diet

**Units VI**

**(05 Hours)**

Infection, carriers of infection; its prevention and control disinfection – disinfectants, classification of disinfectants

**Units VII**

**(10 Hours)**

Communicable diseases and national disease control/eradication program. Common diseases: malaria, typhoid, influenza, diarrhea, dysentery, diphtheria, chicken pox (variously), measles (Morbili), small pox, mumps (Infection Parotites), the common cold, tuberculosis, rabies, tetanus, leprosy, venereal diseases and intestinal worms.

**Tests and Assignment****Marks: 30****(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

**Selected Readings**

1. *A Handbook of Preventive and Social Medicine* by Yash Pal Bedi, Atma Ram and Sons
2. *Text Book of Preventive and Social Medicine* by J.E. Park and K. Park
3. *Preventive and Social Medicine* by Dr. B.K. Mahajana, Jaypee Brothers, 85-A, Kamla Nagar, Delhi-7.
4. *Introduction to Social and Preventive Medicine* by J.S. Mathur; Oxford IBH Publishing Co., New Delhi.
5. *A Textbook of Preventive and Social Medicine* by Dr. S.C. Seal Messrs Allied Agency, 2, Bidhan Sarani, Calcutta-6.
6. *First Aid Emergency Rescue* by Lawrence W. Erven; Glencoe Press, London
7. *Children's Diseases* by Prof. V. Vlasov; Foreign Language Publishing House, Moscow
8. *Handbook of Health Education for Training Colleges* by Davies
9. *Human Nutrition* by Bengamin T. Burton Tata McGraw Hill Publishing Co. Ltd., New Delhi.
10. *School Hygiene for Training College* by G.P. Sherry

## **BED 167: Environmental Education**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **COURSE OBJECTIVES**

1. To help pupil teachers acquire an awareness of and sensitivity to the total environment and its allied problems. (**Awareness**)
2. To help pupil teachers acquire a set of values and feelings of concern for the improvement and protection of environment. (**Attitude**)
3. To help pupil teachers acquire the skills for identifying and solving environmental problems. (**Skills**)
4. To provide pupil teachers with an opportunity to be actively involved at all levels in working towards resolution of environmental problems. (**Participation**)

### **Theory**

**Marks: 70**

#### **Unit-I : Environment and Life: Development of Concept**

**(10 Hours)**

- Environment- meaning/ concept (Indian, Western), scope and nature.
- Natural Resources
- Dimensions of Environment-physical, Economic, cultural, Educational, Psychological, etc.
- Quality life and quality of environment
- Value, Man and society

#### **Unit- II : Environmental Crisis, Global Change and Sustainability**

**(14 Hours)**

- Definition, causes, effects and control measures/management of environmental pollution : (a) Air Pollution, (b) Water Pollution, (c) Soil Pollution, (d) Marine Pollution, (e) Noise Pollution, (f) Thermal Pollution, (g) Nuclear Pollution, (h) Solid waste Pollution
- Environmental Crisis and Global Changes :Green House Effect, Ozone Layer Depletion, Acid Rain, Global and Local Environmental pollution, Environmental hazards.
- Sustainable development: Concept and guiding principles.
- Sustainable Practices : Respecting Bio-diversity and Conservation.

#### **Unit- III: Environmental Education and Society**

**(11 Hours)**

- Environmental Education (EE): Meaning, nature, scope, history, goals, and objectives.
- Agencies of Education and their role in Environmental Education and Mass Awareness.
- Expectations from Teacher Education Institutions
- Some important constitutional provisions related to environmental protection.

#### **Unit- IV: Curriculum, Methods and Evaluation in Environmental Education (10 Hours)**

- NCERT as nodal agency ,Curriculum outline for Environmental Education prescribed by NCERT for Secondary School level.
- Methods (Traditional, Innovative) for Teaching Environmental Education-Eco clubs, Exhibitions, Field Trips, Projects, Observation/ Survey etc.
- Evaluation of EE -theoretical for awareness and knowledge, and Practicum for skill and participation (Environmental Education Activities).

#### **Tests and Assignment**

**Marks: 30**

**(15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

#### **SELECTED READINGS**

1. Bahuguna, Sundarlal(1996) *Dharti ki Pukar*, Radhakrishna Publication, Delhi, Pp. 111.
2. Kaushik,A. and Kaushik, C.P.(2004). *Perspectives in Environmental studies*,New Age International(P) Ltd. Publishers, New Delhi
3. Leelakrishnan,P. (1999) *Environmental Law in India*, Butterworths India, New Delhi, Pp. 194
4. Goel, M.K. (2006) *Paryavaran Addhyayan*, Vinod Pustak Mandir, Agra, Pp. 581.
5. Ramakrishnan, P.S.(2001) *Ecology and Sustainable Development*, N.B.T., New Delhi, Pp.198.
6. Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) *Society and Environmental Ethics*, Seema Press, Varanasi, Pp. 242.
7. Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994).  
*Source Book on environmental education For Elementary Teacher Educators*, NIEPA, New Delhi.pp.278.
8. Sharma,P.D.(2001).*Ecology And Environment*, Rajson Printers,New Delhi,pp660.
9. Shukla, C.S.(2007) *Paryavaran Shiksha*, Alok Prakashan, Lucknow, Pp.311.
10. Singh, S.K.( 2006) *Environmental Education* , Sapna Ashok Prakashan , Varanasi,Pp.176
11. Singh, S.K.( 2008) *Environmental Education and Ethics* , Amrit Prakashan , Varanasi,Pp.114
12. Singh, S.K.( 2010) *Fundamentals of Environmental Education* , Sharda Pustak Bhawan , Allahabad ,Pp.175



13. Srivastava, P. (2005) *Paryavaran Shiksha*, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.
14. NCERT (2004) *Environmental Education in Schools*, NCERT, New Delhi, Pp.112.
15. NCERT (2011) *Teachers' Handbook on Environmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi, Pp.316.
16. Ram,P.S. and Singh,R.(2013). *Paryawaran Shiksha ke ubharate aayam*, Allahabad: Sharda Pustak Bhawan.

## **BED-168: Computers for Teachers**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **COURSE OBJECTIVES**

The teacher trainee will be able to-

- know about the basic elements of computers and their uses
- know about the hardware and software and their applications
- Use the Microsoft Windows Operating System
- Browse the internet and conduct research for their lessons
- Develop simple Web pages using HTML and CSS
- Manage access to digital resources in a computer enabled classroom
- Appreciate the application of computers in various fields
- Work with computers to enhance interactive teaching/learning skills
- Work with various MS Office Applications like Word, Excel and PowerPoint

**Theory**

**Marks: 70**

### **Unit-I Computer Basics & Computer Organization**

**(07 Hours)**

1. Generations of Computers and their characteristics
2. Data representation: representation of characters, integers and inter-conversions of binary, decimal, octal and hexadecimal.
3. Input Output Devices
4. Central Processing Unit: Control Unit, Arithmetic and Logic Unit, primary storage unit, registers.

### **Unit –II Computer Hardware & Software**

**(10 Hours)**

1. Hardware for Input: Keyboards, Mouse, Microphones, Scanners, Web Cameras
2. Hardware for Output: Monitors, Speakers and Headphones, Printers, CD and DVD writers, Pen Drives, Flash drives, External hard drives.
3. Hardware for Processing: Processor, Mother board, Memory, RAM, ROM, Cache, HDD.
4. Other Hardware: CVT, UPS, Power supply requirements, modem, router.
5. System Software:
  - Operating system: Function of an Operating System as a resource manager;
  - The Windows Operating system
6. Application Software

- Application suites: MS Office suit
- Educational Software: Edutainment, Web dictionaries, Virtual learning environments,

**Unit- III The World Wide Web & Internet (10 Hours)**

**3.1 Collaborating on the Internet:**

1. Web Browsers: Internet explorer, Mozilla Firefox, Chrome
2. Search Engines: Google, Yahoo,

**3.2 Making web pages**

1. Basics of HTML
2. Basics of CSS
3. Creating a simple webpage

**Unit –IV Computer Applications in Teaching and Learning (6 Hours)**

1. Preparing lesson plans,
2. Managing Subject related content
3. Preparing results and reports
4. School Brochure and Magazine
5. E-Education & E-learning
6. Virtual classrooms, web-based teaching materials, Interactive white boards.

**Unit- V M.S. Office (2007 version) (12 Hours)**

**5.1 MS Word**

- Shortcut keys
- Enhancing a document
- Inserting word art, diagrams, images, pictures and hyperlinks
- Formatting and printing documents
- Mail merge

**5.2 MS Powerpoint**

- Shortcut keys
- Creating Presentations using wizard, templates, slide master, blank slides
- Use of various slide views
- Inserting clipart, chart, picture, tables, sound, video, hyperlink etc.

- Saving the presentation .ppt and .pps
- How to make a good presentation rehearsing timing
- Using and printing slides, handouts and note pages

### 5.3 MS Excel

- Shortcut keys
- Data entry using functions and formulae
- Creating charts and graphical representations
- Printing master charts

### Tests and Assignment

**Marks: 30**

**(15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

### SELECTED READINGS

1. Sinha, P.K.: *Computer fundamental*
2. Rajaraman, V: *Fundamental of Computers.*
3. Brow, J.W., Lewis, R.B. : *Audio-Visual Instructional Technology Annual for Independent Study*, McGraw Hill Book Col. Inc., New York, 1977
4. Comer, D.E.: *The Internet Book: Everything You Need To Know About Networking And How The Internet Works.* 4<sup>th</sup> Edi. Prentice Hall of India, 2009.
5. Atkinson, C: *Beyond Bullet Points: Using Microsoft Office PowerPoint 2007 to Create Presentations That Inform, Motivate and Inspire.* Prentice Hall of India, 2008.
6. Ballew, J. and Slack, S.E.: *Break through! Windows Vista: Find Your Favourite Features and Discover the Possibilities.* Prentice Hall of India, 2007.
7. *Microsoft computer Dictionary 5<sup>th</sup> Edi.* Prentice Hall of India, 2009.

## **BED-169: Gender, Education and Society**

Credits 4

Hours 60

Marks 100 (70+30)

### **COURSE OBJECTIVES**

The course would attempt to enable student teachers:

- To understand basic terms, concepts used in gender studies
- To understand the gender discrimination in the construction and dissemination of knowledge
- To develop the ability to discern gender in educational contexts (pedagogy and curriculum, school setting and policies).
- To explore the multiple and complex relationships of gender and education.

### **Theory**

**Marks: 70**

#### **Unit-I An Overview of Basic Concepts in Gender Studies**

**(08 Hours)**

- Patriarchy, Feminism/s, Femininity and Masculinity
- Differences between Sex and Gender

#### **Unit- II Socialization and Gender Biases**

**(10 Hours)**

- In the Family, School, and in Wider Society
- Emergence of gender specific roles in cross cultural Perspectives

#### **Unit- III Social Differentiation among Women in Educational Context (07 Hours)**

- Diversities and Disparities in Access to Schooling and Drop-Outs in relation to caste, tribe, religion and region.

#### **Unit- IV Gender Inequality in the Schools**

**(13 Hours)**

- In the Structure of knowledge
- In the development of curriculum and text books
- Feminist critique of school subjects

#### **Unit –V Strategies for Change**

**(07 Hours)**

- Policy Level Interventions
- Mass Media
- Critical Media Literacy

**Tests and Assignment****Marks: 30****(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

**SELECTED READINGS**

1. Kathleen, Weiler. (1988). *Women Teaching for Change: Gender, Class, and Power*. New York: Bergin Garvey.
2. Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
3. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved: the Girl Child in West Bengal*. Kolkata: Stree Publishers.
4. Batliwala, Srilatha.(1993). *Empowerment of Women in South Asia: Concepts and Practices*.
5. Colombo: *Asian-South Pacific Bureau of Adult Education*.
6. Bhasin, Kamla.(2000). *Understanding Gender*. New Delhi: Kali for Women.
7. Bhasin, Kamla.(2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
8. Chanana, Karuna(ed.). (1988). *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
9. Govinda, R. (ed.). (2002). *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press.
10. Gould, S. J. (1981). *The Mismeasure of Man*. London: Penguin Books.
11. Menon, N., Lokneeta. J and Arya, S.(2001) *Narivadi Rajneeti sangharsh aur muddey*. Delhi University.

## **BED 170: Physical Education and Yoga**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **COURSE OBJECTIVES**

The teacher trainee will be able to-

- The theoretical assumption behind the practice of modern physical education.
- The states for organizing the practice of physical education
- Activities required for evaluating attainments of physical education.
- Activities required for organizing physical education meets and events.

### **Theory**

**Marks: 70**

#### **Unit-I**

**(08 Hours)**

1. Physical education –its meaning and implications, aims and objectives, concept of physical fitness recreation.
2. Physiological effects of exercise, Biophysical difference in boys and girls their implication in physical education. Postural defects including remedial exercise including asanas

#### **Unit II**

**(07 Hours)**

1. The significance of Child's growth and development for the practice of physical education.
2. The interaction of health, physical education and physical fitness, concept of positive health.

#### **Unit III**

**(08 Hours)**

1. Types of food and their relative efficacy, role of balanced diet, dangers of the use of alcohol, nicotine, narcotics and drugs.

#### **Unit IV**

**(10 Hours)**

The principles of programme building: organization of physical education programme in secondary schools. Competitions their role, values and limitations. Teams and house systems, preparation of fixtures.

1. Organization of annual athletic meet including laying out of a double bend tracks with provision staggers.

**Unit V****(12 Hours)**

1. The meaning and definition of yoga.
2. Yoga and mental health.
3. Therapeutic values of yoga.
4. Deferent asanas and their effects to promote a sound physical and mental health.

**Tests and Assignment****Marks: 30****(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

**SELECTED READINGS**

1. Kundson: *A Textbook of Gymnastics*
2. K.R. Dube: *Manual of Physical Training*
3. H.C. Buck: *Rules of Games and Sports*
4. Webster: *Athletics of Today*
5. Shearmass: *Introduction to Physical Education*
6. Williams : *Principles of Physical Education*
7. Webster : *History and Development of Athletics*
8. Williams: *Organization and Administration of Physical Education*



## **BED 171: Population Education**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **COURSE OBJECTIVES**

The teacher trainee will be able to-

- Understand concept & need of audio-visual education
- Learn the technique of selecting proper audio-visual & their ideal use.
- Design ideal instruction procedure using various kinds of audio-visual aids.
- Plan classroom activities & develop familiarity with certain audio-visual aids.
- Develop & refine the skill in preparation of audio-visual aids.

### **Theory**

**Marks: 70**

#### **Unit-I**

**(6 Hours)**

Nature and Scope of Population Education – meaning, concept, need and Importance of Population Education, scope and limitations of Population Education.

#### **Unit- II**

**(6 Hours)**

Aims and objectives of teaching Population Education, objectives of teaching Population Education at different stages of school education

#### **Unit - III**

**(12 Hours)**

Present population situation in India – structure and composition of population, determinants of population growth, emerging trends, methods and approaches to have planned population growth. Evaluation of prevalent practices of planning population.

#### **Unit –IV**

**(8 Hours)**

Impact of Population growth, impact of population growth on quality of life, nutrition, health, education, employment, living facilities, etc.

#### **Unit -V**

**(8 Hours)**

Curriculum for Population Education, Population Education curriculum at various stages of school education – its place in school curriculum – correlation with other school subjects.

#### **Unit- VI**

**(5 Hours)**

Methods of imparting Population Education, methods, media, mass – role of the teacher

### **Tests and Assignment**

**Marks: 30**

**(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

## **SELECTED READINGS**

1. *Teaching units on Population Education*, NCERT-1973
2. *Population Education for Teachers*, NCERT, 1974
3. *Indian Population and Development*, NCERT, 1977
4. *Population Education in Classrooms*, NCERT, 1978
5. *My Workbook on Population Studies*, NCERT, 1979
6. *Population Education : A Conceptual Framework (Teachers Manual to my Workbook on Population Studies)*, NCERT, 1979
7. *National Source Book on Population Education*

## **BED 172: History of Education**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

**Theory**

**Marks: 70**

### **Unit - I Education in Brahmanic Period.**

**(10 Hours)**

1. Concept and ideas of Brahmanic system of Education.
2. Agencies of Education.
3. Organisation of Education.
4. Teacher pupil relationship and their duties.
5. Curriculum, methods of Teaching.
6. Women Education.
7. Relevance to the Present day education.

### **Unit – II Education in Buddhist Period.**

**(08 Hours)**

1. Aims of objectives of Buddhist system of Education.
2. Organisation of Education.
3. Educational ordination ( Prabbajja, Upsampda)
4. Teacher Pupil relationship and their duties.
5. Curriculum, methods of teaching.
6. Women Education.

### **Unit – III Education in the Medieval Period.**

**(09 Hours)**

1. Importance of Education in Islam.
2. Special features of Islamic Education system.
  - (i) Objectives of Education.
  - (ii) Organisation and system of Education.
  - (iii) Curriculum and methods of Teaching in Maktab and madarsa.
  - (iv) Teacher Pupil relationship and discipline.
  - (v) Women Education.
  - (vi) Merits and Demerits of Islamic system of Education.

### **Unit – IV Education in British Period**

**(10 Hours)**

1. Growth and development of Education under East India Company.
2. Charter act – 1813, Macaulay’s Minute.
3. Woods Despatch 1853-54.

4. Indian Education commission 1982-83.
5. Sadler Commission 1917-19
6. Sargent Report 1943-44

**Unit – V Education in Independent India**

**(08 Hours)**

1. The major recommendations of –
  - (i) The University Education Commission ( 1948-49)
  - (ii) The Secondary Education Commission (1952-53)
  - (iii) The Education Commission or Kothari Commission (1964-66)
  - (iv) The National Policy on Education (1986, 1992)
  - (v) The National knowledge commission.

**Tests and Assignment**

**Marks: 30**

**(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

**SELECTED READINGS**

1. Agrawal, J.C: *Land Marks in the History of Modern Indian Education*, New Delhi
2. Brubecher, John.S: *A History of the Problems of Education*
3. *Education and National Development: Report of the Kothari Commission on Education*, New Delhi, 1966.
4. Keay,F.E: *Indian Education in Ancient and later Times*
5. Mookerji, R.S: *Ancient Indian Education*,
6. Mukerji, S.N: *History of Education in India- Modern period* Acharya Book Depot; Baroda
7. Nurulla & Naik: *A students History of Education in India*
8. Pandey, R.S: *Development of Indian system of Education*
9. Rawat, P.L: *History of Indian Education*, Agra

**BOOKS IN HINDI**

1. vYrsdj] v-l- izkphu Hkkjrh; f'k{kk i}fr

2. vfXugks=h] johUnz vk/kqfud Hkkjrh; f'k{kk leL;k,i vkSj  
lek/kku] jktLFkku fgUnh xzaFk vdkneh
3. vksM] ,y- ds- f'k{kk ds uwru vk;ke] jktLFkku fgUnh xzaFk  
vdkneh] t;iqj
4. xqlrk] ,- ih ,oa vydk xqlrk Hkkjr esa f'k{kk iz.kkyh dk  
fodkl]'kkjnk iqLrd izdk'ku] bykgkckn
5. jkor] l;kjs yky Hkkjrh; f'k{kk dk bfrgkl] vkxjk
6. tks'kh] lq"kek Hkkjr esa f'k{kk iz.kkyh dk fodkl ,oa  
leL;k,a]'kkjnk iqLrd Hkou] bykgkckn]
7. yky= jeu fcgkjh Hkkjrh; f'k{kk vkSj mldh leL;k,a] jLrksxh  
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## **BED-173: Value Education**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

**Theory**

**Marks: 70**

**Unit- I**

**(5 Hours)**

Nature and sources of values, biological, psychological, social and ecological determinants of values – their bearing on education in varying degrees.

**Unit -II**

**(5 Hours)**

Classification of values into various types, material, social, moral and spiritual values; status of value, how can these be realized through education.

**Unit- III**

**(8 Hours)**

Corresponding to values there are evils or dis-values – material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.

**Unit- IV**

**(7 Hours)**

Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.

**Unit- V**

**(6 Hours)**

Development of values as a personal and life-long process – teaching of values as an integral part of education.

**Unit- VI**

**(6 Hours)**

Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden evaluate.

**Unit- VII**

**(8 Hours)**

Value of self-sacrifice vs. value of self-centeredness

Values of excellence vs. values of ego-centricism

Values of work as values of selfishness

Every teacher or all teachers need to teach values.



**Unit IV: Use of Tests in Guidance**

**(08Hours)**

- Use of standardized and non-standardized tests,
- Rating scale, questionnaire, interview, anecdotal and cumulative records
- Sociometry, case study and autobiography

**Tests and Assignment**

**Marks: 30**

**(15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).



## **BED 175: Curriculum Construction and Text Books Preparation**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **COURSE OBJECTIVES**

The teacher trainee will be able to-

- Develop broad understanding of principles and knowledge in Curriculum planning.
- Explain the meaning, Importance and scope of Curriculum.
- Develop the understanding of various foundations of Curriculum.
- Understand the main steps of Curriculum Development.
- Know various instructional materials and their preparation.
- Explain Evaluation of Curriculum-types & steps.

### **Theory**

**Marks: 70**

#### **Unit-I Concept of Curriculum**

**(10 Hours)**

Meaning, Definitions, Need and Importance of Curriculum, scope of Curriculum, Bases of Curriculum Planning. Principles of Curriculum construction, Correlation and Integration in Curriculum.

#### **Unit II : Main steps of curriculum Development**

**(12 Hours)**

Formulation of Educational objectives – Need and sources, Bloom’s Taxonomy.

Selection of learning experiences – Criteria for selection, classification of learning experiences.

Selection of content – Sources, criteria for selection.

Organisation of Curriculum-Variou patterns or design of curriculum organisation.

#### **Unit III: Curriculum Evaluation**

**(08 Hours)**

Characteristics of Evaluation, Types of Evaluation and Process.

#### **Unit IV : Instructional Material**

**(08 Hours)**

Text book – Need, Importance, Characteristics of good text book, Source materials and Resource Centres for text book preparation, Curriculum guides, Teacher’s handbooks and Modules. Evaluation and comparison of text books.

**Unit V: Preparation of Teaching Unit****(07 Hours)**

Resource unit and Teaching units – their preparation, Content analysis of a teaching unit of secondary school book.

**Tests and Assignment****Marks: 30****(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

**SELECTED READINGS:**

1. Hilda Taba : *Curriculum Development*
2. Ronald G. Cave : *An Introduction to Curriculum Development Ward Lock Education*, 1971
3. Ross L. Neagley & N. Dean Evans : *Handbook of Effective curriculum Development*
4. Maurice Holt : *The common curriculum, its structure and style in the comprehensive school*,  
Routledge and Kegan Raul, 1978
5. R.C. Whitefield (ed.) : *Disciplines of the curriculum*, McGraw Hill, 1971  
( 41 )
6. William B. Ragan & Genn D. Shephered : *Modern elementary curriculum: 4<sup>th</sup> Edition*, 1971,  
Holt Rinehart & Winston, Inc., N.Y.
7. Loius Rubin : *Curriculum Handbook*
8. Sailor, J.G. & Alexander, W.M. : *Planning curriculum for Schools*

## **BED-176: Music Education**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **COURSE OBJECTIVES**

The teacher trainee will be able to-

- Get acquainted with the meaning, basic concept and importance of music education.
- Understand the need of music in individual and social life.
- Develop appreciation for music.
- Use music in stress management.

### **Theory**

**Marks: 70**

#### **Unit-I Introduction**

**(10 Hours)**

- (a) Music – Its meaning, Functions of music education
- (b) Aims and objectives of music education
- (c) Appreciation of music
- (d) Music Education : Significance for Children

#### **UNIT- II Subject Matter of Music**

**(10 Hours)**

- (a) Concept of Nada (b) Shruti (c) Swar (d) Tata
- (e) That (f) Raga
- (g) Brief history of Indian music
- (h) Therapeutic values of music

#### **UNIT- III Music in School Curriculum**

**(13 Hours)**

- (a) Important of Music in school curriculum and co-curricular activities.
- (b) Music classroom equipments and other instructional materials.
- (c) Voice training, Era Training, Correct poster of singing.
- (d) Folk Music (Brief Introduction)

#### **UNIT- IV Aspects of Music**

**(12 Hours.)**

- (a) Role of Music in personality development
- (b) Role of Music in stress management
- (c) Role of Music in social harmony
- (d) Contribution of Music in environmental protection

**Tests and Assignment****Marks: 30****(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

**SELECTED READINGS**

For Intensive Study

1. *The Teaching of Music* by Prof. P. Suambarmoorthy
2. *A Critique of Hindustani Music and Music Education* by S.S. Awasthi
3. *Sangeet Bodh* by Dr. S.S. Awasthi
4. *Teaching of music* by Gauri Kuppaswamy & M. Hariharan
5. *Sangeet Visharad*, by Vasant, Hathras Prakashan
6. *Hamare Sangeetagya* by Prakash Narayan
7. *Pranav Bharti* by Pt. Omkar Nath Thakur
8. *The Scope of Music*, Oxford Univ. Press by Buck.
9. *Voice Training* by Grew, Oxford Univ. Press.
10. *Emotions, Brain, Immunity and Health* by M Clynes and J Panksepp, editors – Plenum, New York 1980.
11. *Music Therapy* by Edward Podolsky.
12. *Lok Sangeet Ank* (Hathras Prakashan).

## **BED 177: Action Research in Education**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **COURSE OBJECTIVES**

The course is designed to enable students to

- i. Understand the meaning and concept of Action Research and its differences with other forms of research.
- ii. Understand the theory-action interrelationship and the role of action research in bringing about change in it.
- iii. Comprehend the significance of action research in educational setting.
- iv. Understand the nature of action research and steps involved in conducting action research
- v. Use their understanding of action research and its processes to develop an action research plan.
- vi. Apply their understanding of the action research processes to conduct action research according to the plan prepared.

***Theory***

***Marks: 70***

***UNIT I: Basic concepts of Research***

***(08 Hours)***

- Educational Research: meaning and Definition
- Research types (Fundamental, Applied and Action Research)
- Paradigms of Research Methods: Logical Positivism; Phenomenology

***UNIT II: Basic concepts of Action Research***

***(12 Hours)***

- Brief historical background of Action Research
- Paradigm of Praxis: Theory- Action interrelationship
- Action Research: Meaning and Characteristics
- Types of Action Research: Individual and Collaborative
- Limitations of Action Research

***UNIT III: Contexts for Action Research***

***(10 Hours)***

- Action Research and Professional Development
- Action Research and school effectiveness

- Action Research and Curriculum Development

#### **UNIT IV: Method of Action Research**

**(13 Hours)**

- Cycles of Action Research: Different Models
- Method of Action Research: Experimental, Survey, Diagnostic and Case Study
- Steps of Action Research Process:
  - **Planning:** Identifying Problem, Reviewing literature, Framing action hypothesis, Developing action plan
  - **Acting and Observing:** Implementing action plan, Data collection (Questionnaire, Observation and Interviews, Diary, Photographs, Audio-visual recordings), Data Analysis (Qualitative and Quantitative)
  - **Reflecting**
- Writing Action Research Report

#### **Tests and Assignment**

**Marks: 30**

**(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

#### **List of Recommended Books:**

1. Bernard, C. B. & McCarthy, M. A. (2012). *Research Methods and Statistics*, Pearson Education Incl: NJ
2. Dewal, O.S. (Edited) (2003). *Action Research*, NCERT:New Delhi
3. Koshy, V. (2003). *Action Research for Improving Practice*, Paul Chapman Publishing:London
4. Correy, S.M. (1953). *Action Research to Improve School Practices*, Bureau of Publications, Columbia University: NY
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## **BED-178: Education for inclusive society**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **Objectives:**

#### **Students will be able to:**

1. Understand the concept of inclusive society.
2. Be familiar with the essential elements of inclusive society.
3. Understand role of education in social inclusion.
4. Identify key dimensions for social inclusion.
5. Understand educational policy perspectives of social inclusion.
6. Understand the concept of and framework for implementing inclusive education.
7. Be familiar with essential reforms in education for promoting social inclusion.
8. Develop essential skills needed for formation of an inclusive society

### **Theory**

**Marks: 70**

#### **UNIT – 1: Inclusive Society: Overview**

**(7 Hours)**

- What is meant by an inclusive society?
- Elements necessary for creating an inclusive society
- Exclusion and Inclusion in Education: Conceptual overview
- Understanding social inclusion: role of education

#### **UNIT–2: Mapping the Groundwork for Inclusion**

**(8 Hours)**

- Key areas for social inclusion and exclusion
- Key Groups to be included: Who is marginalized?

#### **UNIT –3: Framework for Promoting Social Inclusion**

**(10 Hours)**

- Removing the obstacles to social inclusion
- Inclusive educational policy framework: RTE – 2009, RMSA, Education of disadvantaged groups (Girls, SC, ST, Physically disabled, minority groups)

#### **UNIT –4: Inclusive Education for Inclusive Society**

**(10 Hours)**

- What is meant by inclusive education
- Challenges in implementing inclusive education

- Achieving inclusive education: community involvement, structural reform, professional development, interactive strategy and system wide learning

#### **UNIT –5: Educational Reforms for Inclusive Society**

**(10 Hours)**

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture
- Education for a multicultural society
- Principles of teaching and learning in a multicultural society
- Education for peaceful co-existence

#### **Tests and Assignment**

**Marks: 30**

**(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

#### **Suggested Readings:**

- Banks, J. (1981). *Education in the 80s: Multiethnic education*. Washington, D.C.: National Education Association.
- Banks, J. (1989). Multicultural education: Characteristics and goals. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives*. Boston: Allyn and Bacon.
- Booth, T., and Ainscow, M. (2002). *The index for inclusion: Developing learning and participation in schools*. Bristol, UK: Centre for studies in inclusive education.
- Cook, T., Swain, J., and French, S. (2001). *Voices from segregated schooling: Toward an inclusive education system*. *Disability & Society*, 16, 293-310.
- Davidman, L., & Davidman, P. (1997). *Teaching with a multicultural perspective: A practical guide*. New York: Longman.
- Department of Education (2003). Inclusive education scheme (Draft). New Delhi: MHRD, GOI.
- Elweke, C. J. and Rodda, M. (2002). The challenge of enhancing inclusive education in developing countries. *International Journal of Inclusive Education*, 6(2), 113-126.



- Fogelman, K., Citizenship in Schools, London : David Fulton Publications.
- Mastropieri, M., and Scruggs, T. (2000). The inclusive classroom: Strategies for effective instruction. Upper Saddle River, NJ: Prentice-Hall.
- Ottaway, A.K.C., Education and Society. London : Routledge and Kegan Paul Ltd.
- Oyen, Else. (1997). The Contradictory Concepts of Social Exclusion and Social Inclusion. In Social Exclusion and Anti-Poverty Policy, edited by Charles Gore and Jose B. Figueiredo. Geneva: International Institute of Labour Studies.
- Pike, G. & Selby, D. (2000). In the Global Classroom 2. Toronto: Pippin
- Sen, Amartya (2004). Social exclusion: concept, application, and scrutiny. New Delhi: Critical Quest
- Sen, Amartya. (1980). Equality of What? In Tanner Lectures on Human Values, vol. I, edited by S. McMurrin. Cambridge: Cambridge University Press, and Salt Lake City: University of Utah Press.
- Sharma, K. Yogendra, Sociological Philosophy of Education, New Delhi : Kanishka Publication Distributors.
- सिंह, जे.पी. (२००९). समाजशास्त्र: अवधारणार्थे एवं सिद्धांत. नई दिल्ली: पी.एच.आई. लर्निंग प्राइवेट लिमिटेड.

# Audit Course

## BEDA-001: EDUCATIONAL ETHICS

01 Credit Course

Duration: 15 Hours

**Grade: No grade but completion status will be mentioned in the result card in respective semester.**

**Teachers:** Sunil Kumar Singh, Seema Singh, Meenakshi Singh, Alok Gardia.

**Email:** sunil.kr.edu@gmail.com, seemansh@gmail.com, meenakshi77@gmail.com, alokeducator@gmail.com

**Office & Contact Information:** 0542-2361982, 2361189 (Office), 09450580931 (Self)

**Office Hours:** Monday – Friday by appointment

**Course Meeting Days and Time:** Monday to Sunday (As per pre-declared schedule in the respective semester)

### Mission:

The mission of this course is to prepare professionals with **3 C's** (Competence, Conscience, and Compassion), to transform lives/individuals, schools/institutions, communities and society. Rooted in the Indian tradition and the values which led to development of Banaras Hindu University (BHU), core values of reflective practice, scholarship, diversity, ethical conduct, social justice, fraternity and collaboration will guide both theory and practice.

### Goals:

4. To prepare professionals who will work competently with individuals who have a variety of strengths, experiences, and challenges, those with diverse backgrounds, and those in greatest need;
5. To develop positive habits of mind, identify, and apply best practices in the field, and engage in critical reflection on practice; and
6. To become leaders sensitive to the ethical and social consequences of their decisions.

### Course Descriptions:

This course is designed to provide Pupil Teachers (B.Ed. Students) with an exposure to ethical theories and the ethical problems faced in their profession (particularly as a teacher and administrator in school) and life. For ensuring close interaction maximum forty students in each semester will be able to participate in this course. Classes will cover the following:

- Concept of ethics, theories and applications,
- personal ethical frameworks for making professional decisions,
- issues related to creating ethical cultures in educational institutions (schools, teacher education departments, colleges, and universities); and
- finally listening to the presentations of individuals and teams on creating these ethical cultures in various educational settings.

Class activities will generally consist of a case, a lecture and discussion of the required readings in assigned small groups. It will also involve an ethics process, case, simulation, creative or narrative experience. Activities will be led by concerned teachers and invited resource persons from varied fields of experience and will be executed in a variety of large and small group configurations.

## **Educational Ethics**

Professionals in education are moral stewards .How can we say this? Educational ethics invites educators to think on this issue and also about, what role they play in achieving and maintaining a more democratic and ethical society through education. Investigations into controversial ethical issues and dilemmas prepare educators to critically think through potential situations that may arise with students, parents, administrators, peers and other people in the society It will also help one to use basic ethical theories and principles to develop a method for making ethical decisions within the context of administration, faculty, and student life moral problems.

### **Course Objectives/Expectations/Learning Outcomes:**

At the end of this course, students/Pupil Teachers will have explored and understood:

6. Some Traditional ethical theories and principles appropriate for an applied ethics course in education ( Goals 1,3 );
7. Ethical issues and problems facing various stakeholders inside schools. (Goals 2,3);
8. Critical assessment of ethics cases from the individual experience in educational institutions from field experience (Goal 3);
9. The ability to develop a method for making ethically sound decisions in education and school practice (Goal 2,3); and
10. Approaches to creating an ethical community on a school campus or within an educational institution (Goal 3,4).

### **Course Requirements/Assignments:**

F. Evaluation of the learning achieved in this course will be determined in three ways:

1. **Participation** in the course will be assessed in three ways: class participation in small group discussions on questions from the course readings, peer projects, and team projects. This will be assessed by observation.A reflection on a personal academic ethics case, and an evaluation of your own ethics learning.(suggested length 02-04 pages).
2. **Ethical Issue in Educational or Teaching Practice or Policy.** Select a major current issue in educational or teaching practice or policy. Define the issue and the interested and affected parties. Following the methods discussed in class, and looking at the issue from several lenses, analyze the ethical dimensions and make recommendations for courses of action.
3. **Viva-voce** examination at the semester end.

**G. Course completion will be determined by the following guidelines:** Attendance is 80%, all attended lectures are recorded in written form in file and checked by in-charge, and student appears for viva-voce with file before examiner.

### **H. Course Contents:**

#### **Unit I: Introduction to Educational Ethics (05 Hours: August-Sept./Jan.-Feb.)**

- Meaning , concept and need .
- Ethics and teaching profession, Academic integrity.
- Foundation of Ethics and Moral Agency
- Moral Development(Some traditional thoughts) : Righteousness , Rights and Duties, Virtue Ethics and Character

**Class Activity:** Small group discussions, peer discussion [draft required for peer not instructor]

**Unit II: Educational Institutions and Institutional Ethics (05 Hours: Sept.-Oct./Feb.-March)**

- Dilemmas in and outside classrooms: Educational Policies and Practices, Teaching and Classroom Practices.
- Ethical dilemmas in educational institutions: Schools, Colleges, Universities etc.
- Institutional ethos and image building.

**Class Activity: Screening** of film/films, documentaries, working in small groups for identification and discussion on ethical issues in education hence to identify dilemmas and reach a solution by consensus, discussion on educationally ethical practices and recording the practices after discussion.

**Unit III: Ethical Decision Making (05 Hours: Oct. - Nov.- 7<sup>th</sup> Dec./March-April)**

- Creating a personal and team ethics in the school (Self appraisal and its evaluation by peers, discussions on personal dilemmas).
- Socio-ethical audit (of educational policies at different levels and actions) in a democratic society.
- Creating a supportive value based work Culture in an institutional (School) Setting: Perspective building and decision making.

**Class Activity:** Presentation of case studies on current educational ethical issues highlighting relevant malpractices related to education followed by group discussion for making group ethical decision.

**Attendance:** Students are required to attend all classes; absences will significantly impact the participation grade. Students having other commitments that may affect their attendance at class sessions should enrol during a term when they will be able to attend all class sessions. Students are held accountable for all assignments and activities in each class session. Students must be present for at least 80% of 15 sessions (full session of one hour to be attended to secure attendance) of the course to be eligible to receive a ‘**completed**’ status in their result card. Attendance below this level will result in ‘**non-completion**’.

**Suggested Readings:**

35. Boss, Judith A. (2008). *Ethics for life: A text with readings* [4<sup>th</sup> ed.]. Boston, MA: McGraw Hill.
36. Evans, Dennis (2008). *Taking sides, Clashing views in teaching and educational practice* [3<sup>rd</sup> ed.]. Boston, MA: McGraw Hill.
37. Johnson, W. Brad, & Ridley, Charles R. (2008). *The elements of ethics for professionals*. New York, NY: Palgrave Macmillan.
38. Markkula Center for Applied Ethics (2009). *A framework for thinking ethically*. Santa Clara, CA: Santa Clara University.
39. NCERT (2005) *National Curriculum Framework*, New Delhi: NCERT
41. Markkula Center for Applied Ethics (2002). *Selections from Issues in Ethics*. Santa Clara, CA: Santa Clara University.

42. Beauchamp, Tom L. (2001). *Philosophical ethics: An introduction to moral philosophy*, 3<sup>rd</sup> ed. New York, NY: McGraw-Hill.
43. Bohlin, Karen E., Farmer, Deborah, and Ryan, Kevin(2001). *Building character in schools, Resource guide*. San Francisco, CA; Jossey-Bass.
44. Bowers, C. A. (1997). *The culture of denial, Why the environmental movement needs a strategy for reforming universities and public schools*. Albany, NY: State University of New York Press.
45. Etzioni, Amitai (1993). *The spirit of community: Rights, responsibilities and the communitarian agenda*. New York, NY: Crown.
46. Evans, Dennis (2008). *Taking sides, Clashing views in teaching and educational practice* [3<sup>rd</sup> ed.]. Boston, MA: McGraw Hill.
47. Flanagan, Owen (1996). *Self expressions, Mind, morals, and the meaning of life*. New York, NY: Oxford University Press.
48. Kilpatrick, William, Wolfe, Gregory and Wolfe, Suzanne M. (1994). *Books that build character, A guide to teaching moral values through stories*. New York: Simon and Schuster.
49. Lerner, Richard M., Roeser, Robert W., and Phelps, Erin [Eds.] (2008). *Positive youth development and spirituality, From theory to research*. West Conshohocken, PA: Templeton Foundation Press.
50. Lickona, Thomas([1991). *Educating for character: How our schools can teach respect and responsibility*. New York, NY: Bantam.
51. Lipman, Matthew(1991). *Thinking in education*. New York, NY: Cambridge University Press.
52. *National Policy on Education*(1986) New Delhi:MHRD
53. MacIntyre, Alasdair (1984). *After virtue*. Notre Dame, IN: University of Notre Dame Press.
54. MacIntyre, Alasdair(1988). *Whose justice? Which rationality?* Notre Dame, IN: University of Notre Dame Press.
55. Mishra,K.(2009).Maitribhavana: *The miracle yoga of mental health and happiness*, Varanasi: Kabra offsets.
56. *NPE 1986*,MHRD,New Delhi, India
57. Rawls, John(1971). *A theory of justice*. Cambridge, MA: Harvard University Press.
58. Rosenstand, Nina(2009). *The moral of the story, An introduction to ethics* [6<sup>th</sup> ed.]. Boston, MA: McGraw Hill.
59. Ryan, Kevin and Bohlin, Karen E.(1999). *Building character in schools*, Practical ways to bring moral instruction to life. San Francisco, CA: Jossey-Bass.
60. Slote, Michael (1992). *From morality to virtue*. New York, NY: Oxford University Press.
61. Strike, Kenneth A., & Soltis, Jonas F. (1985). *The ethics of teaching. Thinking about Education Series*. New York, NY: Teachers College Press.
62. Strike, Kenneth A., Haller, Emil J. & Soltis, Jonas F. (2005). *The ethics of school administration* [3<sup>rd</sup> ed.]. Professional Ethics in Education Series. New York, NY: Teachers College Press.
63. Taylor, Charles(1991). *The ethics of authenticity*. Cambridge, MA: Harvard University Press.

64. Tripathi, A.N. (2009). *Human Values* (3<sup>rd</sup> Edition), New Delhi: New Age International Publishers.
65. Wilcox, John R., & Ebbs, Susan L. (1992). *The leadership compass: Values and ethics in higher education*. ASHE-ERIC Higher Education Report No. 1. Washington, DC: George Washington University School of Education and Human Development.
66. Wilson, James Q. (1993). *The moral sense*. New York, NY: Free Press.
67. Wynne, Edward A. and Ryan, Kevin (1997). *Reclaiming our schools, Teaching character, academics and discipline* [2nd edition]. Upper Saddle River, NJ: Prentice Hall.
68. Shivpuri, Vijay . *Value Education*, Varanasi: Manish Prkashan.

## Audit Course

### BEDA 002: PERSONAL DEVELOPMENT AND SOFT SKILLS

01 Credit Course

15 Hours

**Grade: No grade but completion status will be mentioned in the result card in respective semester.**

**Teachers:** Meenakshi Singh, Seema Singh, Sunil Kr.Singh, Alok Gardia, Madhu Kushwaha

**Email:** [meenakshi77@gmail.com](mailto:meenakshi77@gmail.com), [seemansh@gmail.com](mailto:seemansh@gmail.com), [sunil.kr.edu@gmail.com](mailto:sunil.kr.edu@gmail.com),  
[alokeducator@gmail.com](mailto:alokeducator@gmail.com), [mts.kushwaha@gmail.com](mailto:mts.kushwaha@gmail.com)

**Office & Contact Information:** 0542-2361982, 2361189 (O), 09450181865(M)

**Office Hours:** Monday - Saturday by appointment

**Course Meeting Dates:** Tuesday/Friday 9.30-10.30 AM/4.30-5.30PM

#### AIM:

The Course has been designed for the overall grooming of the teacher and to ease the transformation from pupil teacher to a prospective and promising teacher. It is aimed at the promotion of the strategies for the personality development of the participants. The rationale behind this endeavour is the recognition of the multifaceted influence of the personality of the teacher.

#### OBJECTIVES:

The objectives of this Course are

- 5) To bring about personality development with regard to the different behavioural dimensions that have far reaching significance for teachers.
- 6) To recognise feelings, diagnose needs and fears, and improve one's ability to deal with interview anxiety.
- 7) To learn and practice new skills and techniques for effective outputs in job market for teachers.
- 8) To get exposed to Professional etiquettes to make a lasting impression.

#### Transactional Strategy:

Lecture-cum-discussion

Group Discussion

Role Playing

Mock Interviews and

Personality workshops

Team teaching

### **COURSE REQUIREMENTS/ASSIGNMENTS:**

- A. Evaluation of the learning achieved in this course will be determined in two ways:
- a. **Participation** in the course will be assessed in three ways: class participation in small group discussions on questions from the course readings, Mock Interviews, Group discussions. This will be assessed by observation.
  - b. The Midterm **will** consist of a reflection on a personal evaluation of your own high points and weaknesses and reflection upon ways to overcome them.  
(Suggested length 05-10 pages).
- B. **Course grades are determined by the following guidelines:** Attendance is 40%, Class participation is 30% of the grade and the mid-term assignment is 30% of the grade.

### **COURSE CONTENT:**

#### **4) Preparation for the Job Market (05 Hours: August-Sept./Jan.-Feb.)**

- a) Self Motivation: Internal and External
- b) Skills for writing Job applications
  - i) Preparing your curriculum vitae (C.V.) and précis
  - ii) Writing SOPs (Statements of purpose)
  - iii) Writing applications for various purposes
- c) Prior preparations for Interview:
  - v) Pre Interview Checklist: What you need to carry to the interview.
  - vi) Common interview questions and interview mistakes
  - vii) From C.V. to shoes; from entry to retreat,
  - viii) Negotiating and Marketing what you have.
- d) Presenting your-self at the job interview. Introducing oneself at the interview.
- e) Manners in Public places

Class Activity:

- i) Preparing a C.V.
- ii) Role Playing

#### **5) Interpersonal Relationship Skills (05 Hours: Sept.-Oct./Feb.-March)**

- a) Verbal Communication
  - i) Communication skills: how to make sure you are not only heard but also listened to?  
Nuances of Public speaking.



- ii) Structuring communication: Introduction, Main body, Summary, Keeping it short and simple
- iii) Important Components of a dialogue: Pitch, Inflection, Courtesy, Tone, Understanding, Rate of speech, Enunciation. Improving voice and speech.
- b) Non Verbal Communication:
  - i) Expression, Posture, gait, Body language, Eye Contact and Hand shake.
- c) Listening Skills
  - i) Importance of Listening for Effective Communication
  - ii) Active, Passive and Reflective Listening

Class Activity:

- ii) Appearing in a Mock Interview

**6) Professional Etiquettes (05 Hours: Oct. - Nov.- 7<sup>th</sup> Dec./March-April)**

- a) How to present yourself to people: seniors, co-workers, parents, subordinates and students
  - i) Greetings, Introductions, Announcements
  - ii) The art of Conversation- How to make proper introductions, Paying and receiving compliments, small talk and networking. Joining and Leaving a Conversation.
  - iii) Self Esteem and Assertive skills: passive and aggressive versus assertive.
- b) The Personality: What should the teacher's personality be like?
  - i) Personal grooming & Hygiene
  - ii) The do's and don'ts in dressing
  - iii) Positive attitude and zest for the future
- c) E-Mail etiquette
  - i) Sending effective messages
  - ii) Responding to messages
  - iii) Organising the different parts of an email.

Class Activity:

- iv) Group discussions
- v) Practice in E-Mail etiquette
- vi) Role Playing

**ATTENDANCE:** Students are required to attend all classes; absences will significantly impact the participation grade. Students having other commitments that may affect their attendance at class sessions should enroll during a term when they will be able to attend all class sessions. Students are held accountable for all assignments and activities in each class session. Students

must be present for 100% of 15 sessions of the course to be eligible to receive a grade of C or higher. Attendance below this level will result in a failing grade.

**SUGGESTED READINGS:**

Berne, Eric. 1962, *Games People Play: The psychology of human relationships*, Carmel, California.

Bly, Robert. W. *Time Management: Make Every Second Count*. Jaico Publishing House. India.

Bolles, Richard. Nelson. 2008, *What Color is your parachute: A Practical Manual for Job-hunters and Career-Changers*. Simon and Schuster (Aus) ISBN 9781580087278.

Covey, Stephen. R. 1989, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. 15<sup>th</sup> Anniversary Edition (2004.) ISBN 1-4165-0249-1. Simon & Schuster UK Ltd. Africa House, 67-74 Kingsway, London WC2B6AH.

Elgin, Suzette. Haden.1997. *How to disagree without being disagreeable*. John Wiley & Sons, Inc. Professional, reference and Trade Group 605 Third Avenue, New York, N.Y. 10158-0012.

Harris, Thomas. A. 1995, *I'm OK- You're OK*. Arrow Books, Cox & Wyman Ltd, Reading, Berkshire.

Sharbuno, Jeanne. *52 Ways to Live Success*. Jaico Publishing House. India

Singh, S.K. (2008). *Becoming a Teacher*. Varanasi: Amrit Prakashan

**Sullivan, Debra. R. 2006, *Learning to Lead: Effective Leadership Skills for Teachers of Young Children* (Redleaf Press Series) ISBN-10: 0131727907, 13: 9780131727908. Merrill Publishers.**

# BANARAS HINDU UNIVERSITY



## **B.Ed. (Special Education)**

*(Revised and Effective from Academic Session 2013-2014)*

## **SEMESTER-I**

## **FACULTY OF EDUCATION**

The semester-wise details of Courses/Credits are given below:

**B.Ed. (Special Education)**

**Core Paper**

**BES 111-Nature and Needs of Various Disabilities: An Introduction**

**Credits 3**

**Hours 45**

**Marks 100 (70+30)**

**Objectives:**

After completing this paper the student teachers will be able to:

1. Acquire a basic knowledge and basic concept of disability.
2. Develop understanding of different categories and characteristics of disabilities.
3. Know the relating factors of prevention, detection and early intervention for blindness, hearing impairment, mental retardation, leprosy cured, neurological disorder, learning disorder, autism, etc.
4. Describe the associated disabilities.

**Theory**

**Marks: 70**

**Unit 1: Blindness and Low Vision**

**(6 Hours)**

- 1.1 Definition and Identification
- 1.2 Incidence and Prevalence
- 1.3 Characteristics
- 1.4 Causes and Prevention
- 1.5 Intervention and Educational Programmes

**Unit 2: Hearing Impairment**

**(6 Hours)**

- 2.1 Definition and Identification
- 2.2 Incidence and Prevalence
- 2.3 Causes and Prevention
- 2.4 Types of Hearing Loss and Characteristics
- 2.5 Intervention, Communication and Educational Programmes

**Unit 3: Mental Retardation**

**(6 Hours)**

- 3.1 Definition and Identification of Mental Retardation and Mental Illness
- 3.2 Incidence and Prevalence, Causes and Prevention
- 3.3 Characteristics — Mild, Moderate, Severe, Profound
- 3.4 Types and Classification of Mental Retardation
- 3.5 Intervention and Educational Programmes

**Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities (5 Hours)**

- 4.1 Definition and Classification
- 4.2 Incidence and Prevalence
- 4.3 Causes and Prevention
- 4.4 Types and Characteristics
- 4.5 Intervention and Educational programmes

**Unit 5: Learning Disabilities, Autism and other Associated Disorders (5 Hours)**

- 5.1 Definition and Identification of Learning Disabilities.  
Autism and other associated disorders.
- 5.2 Incidence and Prevalence
- 5.3 Causes and Prevention
- 5.4 Types and Characteristics
- 5.5 Intervention and Educational Programmes

**Unit 6: Multiple Disabilities (5 Hours)**

- 6.1 Identification of Deaf-Blind, Deaf-M.R., Cerebral Palsy and associated disorder, epilepsy, behavioural disorders, Attention Deficit Hyperactivity Disorders (ADHD).
- 6.2 Characteristics
- 6.3 Causes and Prevention
- 6.4 Intervention and Educational Programmes

**Tests & Assignment Marks: 30 (12 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Reference books:**

Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, curriculum and Instruction*. University of Alberta, Alberta.

Byrne, M., Shervanian, C., *Introduction to Communicative Disorders*. New York Harper & Row, 1977.

Davis, (Ed.) *Our forgotten children Hard-of hearing pupils in the schools*. Minneapolis National Support Systems Project 1977.

*DSE Manual Rehabilitation Council of India.*

Evans, P and Verma, V. (Eds.) (1990) *Special Education. Past Present and Future.* The Fairer Press.

*Fundamentals of Special Education --- PHI Publication*

Harely, R.K., and Lawrence, G.A., *Visual Impairment in the Schools.* Springfield, IL Charles

Jangira, N.K., & Mani, M.N.G., *Integrated Education of the visually Handicapped, Management Perspectives.* Gurgaon Academic Press, 1991.

Longone, 3. (1990). *Teaching Retarded learners Curriculum and Methods for improving instruction.* Allyn and bacon Boston.

Mani, M.N.G., *Techniques of teaching blind children,* New Delhi Sterling Publishers, 1992.

Muricken, Jose S.J. and Kareparampil, G (1995). *Persons with Disabilities in Society.* Trivandrum Kerala Federation of the Blind.

Myreddi, V. & Narayan, J. *Educating Children,* Secunderabad, NIMH

Narayan, & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons. Pre-primary level.* NIMH, Secunderabad.

Narayan, J. *Educating Children with Learning Problems in Regular Schools,* Secunderabad, NIMH.

Overton, T. (1992). *Assessment in Special Education An Applied Approach.* New York McMillan.

Panda, K.C. (1997). *Education of Exceptional Children.* New Delhi Vikas Publications.

Peshwaria, R. and Venkatesan (1992) *Behavioural retarded children A manual for Teachers.* NIMH, Secunderabad.

Poremba, C. *The adolescent and young adult with learning disabilities what are his needs?*

*What are the needs of those abilities of children and youth.* Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.

*Punarvas ke Aayam--* Dr. R A Joshef

Rathore, H.C.S. *Integrated Education of Visually Impaired Children.* Varanasi: Shree Ram Prakashan.

Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Retarded Persons,* NIMH, Secunderabad.

Taylor, R.L. (1993). *Assessment of Exceptional Students Educational and Psychological Procedures.* Boston Allyn Bacon.

Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology.* Eighth Edition, Prentice Hall.

## **BES 112-Psychology and Learners with Disabilities**

**Credits 3**

**Hours 45**

**Marks 100 (70+30)**

### **Objectives**

After completing the course the student teachers are expected to realize the following objectives.

1. Discuss the concepts and principles of growth and development.
2. Describe the various theories of learning and their implications to the disabled.
3. Explain the concepts of intelligence and aptitude in general and with specific reference to the disabled.
4. Spell out the meaning and concept of personality and mental health and their implications to the disabled.
5. Define the meaning and techniques of guidance and counselling in general and with special reference to the disabled.

### **Theory**

**Marks: 70**

#### **Unit 1: Introduction to Psychology**

**(6 Hours)**

- 1.1 Definition, Nature and Psychology and its branches.
- 1.2 Educational psychology: scope and relevance to general education.
- 1.3 Psychology and its' Role in special education.

#### **Unit 2: Growth and Development**

**(6 Hours)**

- 2.1 Concept, Principles of Growth and Development, Maturation and Learning.
- 2.2 Hereditary factors including genetic and chromosomal. Environmental factors including effects of malnutrition, iron-deficiency, iodine-deficiency, trauma, stress, hypoxia, infectious-diseases and socio-cultural deprivation.
- 2.3 Stages of Development with reference to children with disabilities.

#### **Unit 3: Cognitive Processes and Learning**

**(6 Hours)**

- 3.1 Attention, Sensation, Perception and Memory, their relevance in education for children with disabilities.
- 3.2 Role of Motivation in learning.
- 3.3 Concept of learning, factors affecting learning.
- 3.4 Theories of learning (classical and operant conditioning, trial and error and gestalt) with reference to special needs children and transfer of learning.

**Unit 4: Intelligence, Creativity and Aptitude** (5 Hours)

- 4.1 Concept of intelligence, creativity and aptitude.
- 4.2 Theories of intelligence: Spearman, Thurston, Guilford and Gardner.
- 4.3 Test of intelligence and aptitude.
- 4.4 Individual differences and their implications in education.

**Unit 5: Personality** (5 Hours)

- 5.1 Concept of personality.
- 5.2 Theories of personality: Type theories -Sheldon, Kretschmer, Jung and Trait theories -Cattell and Allport
- 5.3 Frustration and conflict, Mental health and adjustment mechanisms.
- 5.4 Impact of various disabilities on personality.

**Unit 6: Guidance and Counseling** (5 Hours)

- 6.1 Concept, Types and scope of guidance.
- 6.2 Concept and types of counselling.
- 6.3 Techniques of guidance and counseling with reference to various disabilities.
- 6.4 Role of home and school in guidance and counseling.

**Tests & Assignment** Marks: 30 (12 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Reference books :**

- Adams J.A. (1992). *Learning and memory An introduction*. Homewood, Illinois Dorsey Press.
- Butcher. H.J. (1993). *Human Intelligence: Its nature and assessment*. London Merhuen.
- Guilford. J.B. (1996). *Fields of Psychology* (ed.,) New York: Van Nostrand.
- Hunter, Ian. M.R. (1994). *Memory*, London : Penguin Books.
- Munn. N.L. (1997). *Introduction to Psychology*. Delhi.
- Sawrey. J.H. and Telford. C. (1998). *Educational Psychology* (2nd ed.,) New Delhi Prentice Hall of India.
- Simth, Mdanial. (1998). *Educational Psychology*. New York : Allyn & Bacon.
- Skinner. B.F. (1997). *verbal Behaviour*. New York : Appleton century Crofts.
- Travers. R.M. (1993). *Educational Psychology*. New York: Macmillan,



Watson. LB. (1993). *Psychology as a behaviourist views.* Psycho. Rev., Vol. 20.

Woodworth. R.S. (1994). *Experimental Psychology*, New York: Holt

Barciey. J.R. (1993). *Counselling and Philosophy*. San Francisco.

Floelick. C.P. (1988). *Guidance Services in Schools*. New York : Allyn & Bacon.

Jones. A.P. (1994). *Principles of Guidance*. New York: Holt.

Traxier. A. .1. (1990). *Techniques of Guidance* New Delhi Prentice Hall of India.

Mangal S K: *Advance Educational Psychology—PHI PUBLICATION* (Hindi version also available)

Chauhan S S : *Advanced Educatioal Psychology*, Vikash Publishing House New Delhi

Mangal S K : *Essentials of educational psycholog*, PHI Publication

Mangal, S.K.: *Shiksha Manovigyan* , Prentice-Hall of India

Gupta S P: *Shiksha Manovigyan*, Sarada Pustak Bhavan , Allahabad

Singh A K: *Shiksha Manovigyan*

Bhatnagar S & Saxena A : *Advance educational psychology*, R Lal Book Depot, Merrat

Mathur S S: *Shiksha Manovigyan* , Agrawal publication New Delhi

# TEACHING OF SCHOOLS SUBJECTS GROUP A

## BES 113- Teaching of Language

**Credits 3**

**Hours 45**

**Marks 100(70+30)**

### Objectives:

The student teacher will be able to:

1. Develop correct expressive and receptive skills of language.
2. Acquire knowledge of the objectives of teaching language.
3. Develop a favorable attitude towards the challenging task of a teacher of language.
4. Develop the skills required for locating, defining and tackling specific problems of teaching language of the disabled child.
5. Develop skills required for diagnosing the major defects of the disabled child in language skills and carrying out remedial work.
6. Apply methods of the teaching the language in its various aspects and forms.
7. Appreciate the significance of creative writing.
8. Apply the techniques of evaluation in language instructions.
9. Skills in preparing tools for effective language evaluation.

### Theory

**Marks: 70**

#### Unit I : Need and Aims of Teaching Language in India

**(8 Hours)**

- Role of language in present day of India
- Their position in the school curriculum
- Objectives of teaching Hindi as National Language
- Objectives of teaching English as a Second Language
- Principles of Language Learning and Teaching

#### Unit II : Methods of Teaching Hindi

**(7 Hours )**

- Teaching pronunciation in a language
- The phonetic structure of language
- Stress and Intonation
- English sounds, stress and intonation
- Teaching English in actual classroom situations
- Lesson planning and transaction techniques

### **Unit III : Basic skills of Language Learning**

**(7 Hours)**

#### **Listening skills**

- Listening drills for sound discrimination, listening games, listening spoken words, dialogues, classroom interactions.
- Comprehension

#### **Teaching of speaking skills**

- The significance of speaking
- teaching skills required for developing speaking skill, organizing a discussion of conversation, asking question, asking probing questions and diagnosing speech defects.

#### **Reading skills**

- Types of Reading : Extensive, Intensive
- Silent Reading, Loud Reading
- Reading for Comprehension
- Problems of Reading and Methods of Teaching Reading

#### **Writing Skills**

- Mechanics of writing and good writing
- Nature and Style of Writing- Writing words, sentences, paragraphs, dictations ideas using capital letters, small letters, punctuation marks, word distance and legibility
- Making difference between formal and informal writing

### **Unit IV : Language Teaching Approaches**

**(6 Hours)**

- Approaches to teaching the pre-school children
- Approaches to teaching the pre-primary level students
- Motivating language in the young child
- Associating the orally learnt units with their graphic representations through blackboard, flash cards and other word-game exercise

### **Unit V: Evaluation**

**(5 Hours)**

- Measurement and evaluation.
- Concept of formative and summative evaluation
- Stating instructional objectives in behavioural form in language teaching
- Various types of test items and construction of an achievement test.
- Diagnostic test and remedial procedure.

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Reference Books:**

A.L. Kohli (2005), *techniques of Teaching English in the new millennium*, Dhanpat Rai Publishing Company (Pvt) Ltd. New Delhi.

Sharma A.P. & Paliwal A.K. (1996), *How to teach English language*, Rajasthan Prakashan, Jaipur.

Khan M.A. (2004), *Teaching Social studies in secondary schools*. Commonwealth Publishers, New Delhi.

Khan M.A. (2004), *Modern approach to Teaching English*, Subline Publication, Jaipur, India.

Sharma T.C. (2002), *Modern Methods of Language Teaching*. Sublime & Sons, New Delhi-110002.

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# Teaching of Schools Subjects Group A

## BES 114- Teaching of Science

**Credits 3**

**Hours 45**

**Marks 100(70+30)**

### Objectives:

The student teacher will be able to –

1. Develop understanding and appreciation of the science to glorify daily life.
2. Acquaint with the different methods of teaching of science.
3. Enable them to learn the skill of preparing unit and lesson plans.
4. Explore the trainees about the scientist and their inventions.
5. Enable the trainees to learn the various evaluation techniques of assessing content / knowledge. Practical skills and attitudes etc.
6. Realize the essential unity between laboratory work and theoretical background of the subject.
7. Construct improvised apparatus.
8. Train the teachers in the establishment and maintenance of a modern science laboratory.

### Theory

**Marks: 70**

#### Unit 1: Science and school curriculum

**(9 Hours)**

- Nature, structure, scope of science.
- Role of science in modern living.
- Objectives of teaching science at primary and secondary level, specific Objectives in behavioral terms
- Critical analysis of science syllabi for primary and secondary classes.
- PSSC, CHEM Study, Harward Physics Project, Different Versions of Biological Science Curriculum Study.

#### Unit 2: Approaches, Methods and Planning

**(8 Hours)**

- Teacher-centered and learner-centered approaches inductive & deductive approaches, content and process approaches.
- Methods, demonstration, laboratory, problem solving, project methods, analytic and synthetic.
- Unit planning and lesson planning & their formats.

**Unit 3: Teaching Learning Materials****(8 Hours)**

- Audio-visual aids such as charts, models, transparency, film, radio and teleconferencing. Learning Resources – field trips, science exhibitions, science clubs, science parks and science museum.
- Specific teaching aids and their use for special needs children, Tactile charts, models, Improvised operators, computer aided instructions and multimedia presentation of science concepts.

**Unit 4: Evaluation****(8 Hours)**

- Measurement and evaluation.
- Concept of formative and summative evaluation
- Stating instructional objectives in behavioural form in Physical and Biological science,
- Various types of test items and construction of an achievement test.
- Diagnostic test and remedial procedure.

**Tests & Assignment****Marks: 30****(12 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Suggested Readings:**

Mishra, K.S. : *Science Teaching*

Kalra, R.M. : *Innovations in science teaching*

Sharma, R.C. : *Science Teaching*

Das, R.C. : *Science Teaching in School*

Nair, C.P.S. : *Teaching Science in our Schools*

Mittal, R.S., Mishra, R.R & Maheshwari, S.C. : *Laboratory Manual in Science*,  
Arya Book Department, New Delhi.

Romey : *Enquiry Techniques in Teaching Science*.

Thusber & Waltre : *Exploring Science*

Robinson, J.T. : *The Nature of Science and Science Teaching*.

## Teaching of Schools Subjects Group B

### BES 115- Teaching of Social Studies

**Credits 3**

**Hours 45**

**Marks 100(70+30)**

**Objectives:** The student teacher will be able to:

1. Develop an understanding and appreciation of the social studies in daily life of disabled children.
2. Acquaint himself with such contents which would deepen and enrich their knowledge in social studies
3. Know different methods of teaching social studies to disabled children
4. Use various techniques and methods of evaluation in social studies
5. Develop an ability to have a realistic approach to teaching
6. Develop ability to prepare teaching aids
7. Develop skills in constructing and interpreting graphs, diagrams, sketches etc.
8. Develop ability to organize group activities.

**Theory**

**Marks: 70**

#### **Unit I : Social Studies and School Curriculum**

**(9 Hours)**

- Nature, concept and scope of social studies
- Objective of teaching social studies in elementary and secondary school curriculum
- Techniques of preparation and use of social studies text-book
- Critical analysis of syllabi in social studies
- 

#### **Unit II : Methods and Techniques of Teaching Social Studies**

**(8 Hours)**

- Environmental approach in teaching of social studies
- Visit and field trips
- Lecture and discussion
- Problem and Project
- Narration and dramatization

**Unit III : Teaching Learning Material****(8 Hours)**

- Maps, charts and models
- Cartography (map, drawing, map reading)
- Audio-visual aids for disabled children

**Unit IV : Evaluation****(8 Hours)**

- Measurement and evaluation.
- Concept of formative and summative evaluation
- Stating instructional objectives in behavioural form in social studies,
- Various types of test items and construction of an achievement test.
- Diagnostic test and remedial procedure.

**Tests & Assignment****Marks: 30****(12 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Reference books:**

Shaida B.D. & Singh S. (2008) *Teaching of History* Dhanpat Rai Publishing Company (PVT), Ltd., New Delhi.

Kochhar S.K. (2001) *The Teaching at Social Studies*, Sterling Publishing (PVT) Ltd. New Delhi-110064

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R;kxh] xqq:lju nkl] ¼2006½] ukxfjd 'kkL= f'k{k.k] fouksn iqLrd efUnj] vkxjKA

R;kxh] xqq:lju nkl] ¼2010½] vxzoky ifCyds'ku] vkxjKA

oekZ] txnh'k izlkn] ¼2009½] Hkwxksy v;/kiu] vxzoky ifCyds'ku] vkxjKA



## Teaching of Schools Subjects Group B

### BES 116- Teaching of Mathematics

**Credits 3**

**Hours 45**

**Marks 100(70+30)**

#### **Objectives:**

The student the student teacher will be able to:

1. Understand the Nature, Scope and teaching of Mathematics
2. Appreciate mathematical structures
3. Recall basic concept and appreciate their unifying strength and wide applicability
4. Develop competence in methods of teaching Mathematics effectively
5. Devise and suitably use aids for teaching
6. Teach different branches of Arithmetic: commercial mathematics, geometry, algebra
7. Acquaint himself with various techniques and methods of evaluating mathematical Performances

#### **Theory**

**Marks: 70**

#### **Unit I: Mathematics and School Curriculum**

**(9 Hours)**

- Nature and structure of Mathematics in School curriculum
- Scope and value of mathematics
- Goals of mathematic instruction at primary and secondary school levels
- Critical analysis of mathematics syllabi for primary and secondary classes

#### **Unit II: Methods and Techniques**

**(8 Hours)**

- Factors of motivation in mathematics
- Role of drill and practice in mathematics
- Approaches to mathematic instruction
- Task analysis, inductive-deductive, analytic synthetic problem solving and discovery.
-

**Unit III: Teaching Learning Material and Mathematical Instructions (8 Hours)**

- Importance of teaching aids
- Specific teaching aids and their use for differently abled children
- Teaching numbers and numerals
- Teaching arithmetic (written and oral)
- Teaching Algebra – including graph and set theory;
- Teaching commercial mathematics
- Teaching elementary statistics
- Teaching mensuration
- Teaching geometry and trigonometry
- Teaching mathematics for recreation

**Unit IV: Evaluation and Remediation in Mathematics (8 Hours)**

- Measurement and evaluation.
- Concept of formative and summative evaluation
- Stating instructional objectives in behavioural form in Mathematics,
- Various types of test items and construction of an achievement test.
- Diagnostic test and remedial procedure.

**Tests & Assignment Marks: 30 (12 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Books Recommended:**

1. Butler and Wren: *The Teaching of Secondary Mathematics*. McGraw Hill Book Company, New York
2. George Polya : *Mathematical Discovery Vol. I & II*. John Wiley and Sons, INC New York
3. Kulbir Singh Sidhu : *The Teaching of Mathematics*, Sterling Publishers (P.) Ltd., Delhi-6,.
4. Jerry P. King : *The Art of Mathematics*. Plenum Publishing Corporation 233, Spring Street, New York-1013.
5. Robert B. Daves : *Learning Mathematics. The Cognitive Science approach to Mathematics Education*, Billing & Sons Limited, Worcester, Great Britain.

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9. Mani. M.N.G. (1991). Braille. Instructions for Teacher Preparation in Tamil Nadu. Coimbatore: Classic Publications.
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11. Mani. M.N.G. (1997). Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.
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## **Specialization Paper (V.I.)**

### **BESV: 117- Instructional Methods and Strategies for teaching Visually Impaired Children**

**Credits 3**

**Hours 45**

**Marks 100(70+30)**

#### **Objectives**

The student teachers will be able to:

1. List various approaches to be adopted in teaching visually impaired children.
2. Demonstrate expertise in teaching plus curricular skills to visually impaired children.
3. Plan child-centred educational services for low vision children.
4. Develop in the students the correct expressive and receptive skills of the language.
5. Apply methods of the teaching language in its various aspects and forms.
6. Understand the use and importance of Mathematics in daily life.
7. Acquaint himself with the different methods of teaching mathematics.
8. Acquaint himself with the various techniques and methods of evaluation mathematical performances.
9. Acquaint with the specific curriculum of science for the Visually Impaired.
10. Develop and understanding and appreciation of the social studies in daily life of Visually Impaired.
11. Learn various techniques and methods of evaluation in social studies.

#### **Theory**

**Marks: 70**

#### **Unit 1: Need for Various Approaches in Teaching Visually Impaired Children (6 Hours)**

- 1.1 Process of providing non-visual experience for visual ideas.
- 1.2 Compensatory instruction for concept development and way of learning.
- 1.3 Adaptation of instructional methods in teaching visually impaired children and the use of teaching learning materials.
- 1.4 Sensory training - importance, objectives and procedures.
  - Residual vision
  - Tactile sense
  - Auditory sense

- Olfactory sense
- Taste sense
- Kinaesthetic sense &
- Inter-sensory coordination

**Unit 2: Teaching Plus Curricular Skills**

**(6 Hours)**

- 2.1 Introduction and techniques of teaching various daily living skills to visually impaired children.
- 2.2 Techniques of teaching of orientation and mobility, importance of orientation and mobility for persons with visual impairment.
- 2.3 Braille - techniques of teaching Braille, reading and writing skills, reading readiness activities.
- 2.4 Knowledge of various aids and appliances.
- 2.5 Techniques of effective use of remaining senses.

**Unit 3: Education of Low Vision Children**

**(3 Hours)**

- 3.1 Educational problems of low vision children.
- 3.2 Low vision aids - magnifiers, large print materials, and computers.

**Unit 4: Methodology of Teaching Language**

**(6 Hours)**

- 4.1 Developing listening skills.
- 4.2 Pre-requisite skills for language development.
- 4.3 Verbalization of visually impaired children
- 4.4 Evaluation of the language development skills.

**Unit 5: Methodology of Teaching Mathematics**

**(6 Hours)**

- 5.1 Factors contributing to learning mathematics.
- 5.2 Abstract ideas for the visually impaired.
- 5.3 Use of mathematical devices - abacus, Taylor frame and geo board, Tactile Chart etc.
- 5.4 Evaluation of mathematical concepts acquired by visually impaired children
  - Stating behavioral objectives in mathematics

**Unit 6: Methodology of teaching a) Science and b) Social Science (6 Hours)**

- 6.1 Methods of teaching science to visually impaired children with the help of relevant equipment (problems solving, project demonstration, laboratory, methods including dangerous chemicals and explosives in Chemistry) Analytic and Synthetic.
- 6.2 Play way method and field trips in teaching social science,
- 6.3 Presentation and use of different types of maps globe and relevant material,
- 6.4 Evaluation of learning in science and social science.

***Tests & Assignment***

***Marks: 30***

***(12 Hours)***

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

## **Specialization Paper (H.I.)**

### **BESH: 118- Introduction to Audiology, Development of Speech and Language in Hearing Impaired Children**

**Credits 3**

**Hours 45**

**Marks 100 (70+30)**

#### **Objectives**

After studying this paper, the student teachers will be able to:

1. Understand the importance of communication and function of language as a means of communication.
2. Realize the need of early identification and intervention of Hearing Impairment for language development.
3. Understand language development in a hearing person and the effect of hearing impairment on it.
4. Describe the Anatomy and Physiology of the ear.
5. Acquire the knowledge of Anatomy and Physiology of the speech.
6. Acquire the knowledge of normal development of speech.
7. Acquire the knowledge of development of speech in a Hearing Impaired child.
8. Identify parameters of speech in children with hearing impairment.

#### **Theory**

**Marks: 70**

#### **Unit 1: Communication and Language -**

**(7 Hours)**

- 1.1 Definition and scope of communication.
- 1.2 Definition, structure and functions of language
- 1.3 Biological and psychological foundations of language
- 1.4 Concept of critical period for language acquisition
- 1.5 Development of receptive and expressive language in hearing impaired persons

#### **Unit 2: Methods and Techniques**

**(7 Hours)**

- 2.1 Modes of Communication
  - (a) Oralism  
-Oral, Aural, Oral-Aural, Auditory verbal Therapy (AVT)
  - (b) Manualism

-Manual – sign language (ASL, BSL, ISL), Indian signing system, cued speech, finger spelling.

(c) -Total communication.

(d) –Bilingualism

2.2 Methods of teaching language to the Hearing Impaired

a) Natural method - Montessori, Frobel

b) Structural method

c) Combined Method - Maternal Reflective method

2.3 Special techniques of teaching language to the Hearing Impaired through -

a) News/Conversation      b) Story telling      c) Directed activity

d) Visit      e) Free play      f) Picture comprehension

g) Dramatization      h) Poems/Rhymes      i) Unseen Passages

2.4 Teaching of texts and poetry for all levels and high school

2.5 Teaching grammar through conversational method and teaching formal grammar at all levels.

### **Unit 3: Hearing Mechanism**

**(6 Hours)**

3.1 Basic Anatomy and Physiology of hearing mechanism, outer, middle and inner ear.

3.2 Definitions terminologies used for hearing Impairment (deaf, pre-lingual, post-lingual)

3.3 Hearing loss - prenatal, perinatal, postnatal causes, types of hearing loss, prevention of hearing loss.

3.4 Early identification of hearing loss - its importance, tests (subjective and objective) and other methods available.

### **Unit 4: Speech Mechanism**

**(6 Hours)**

4.1 Definition and functions of Speech

4.2 Anatomy and Physiology of the Respiratory, Phonatory and Resonatory and Articulatory systems.

4.3 Speech as an overlaid function.

4.4 Mechanism of breathing, breathing for speech.

4.5 Prerequisites for the production of speech.

### **Unit 5: Normal Speech - Production and Reception**

**(7 Hours)**

5.1 Characteristics of Speech, Speech Intelligibility.



- 5.2 Parameters of speech.
- 5.3 Non-segmental and Supra-segmental aspects of speech (Voice, duration, pitch, loudness, quality, rhythm, rate, intonation, stress, accent, phrasing, pause)
- 5.4 Multi-sensory speech reception, hearing and vision, hearing and touch, vision and touch.

**Tests & Assignment**

**Marks: 30**

**(12 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Reference books:**

1. Pollack, C. M. & Carhart, R.,(1988),*Amplification for the Hearing Impaired*, Harcourt Brace Jovanovich Publishers, Orlando florida
2. Maltby, M. T. (2004),*Principles of Hearing Aid Audiology*, Whurr Publishers, London
3. Brown, R. *A first language the early stages*. Cambridge, M.A. Harvard University Press. 1978.
4. Dale, P. *Language development*, New York Holt Rinehart & Winston 1976.
5. Trantham, C., & Pederson, *Normal language development*. Baltimore Williams & Wilkins
6. Co.,1976.
7. Byrne, M., Shervanian, C., *Introduction to Communicative Disorders*. New York Harper & Rwo, 1977.
8. Emerick, L., Hatten, J., *Diagnosis and evaluation in speech pathology*. Englewood Cliffs,NJ Prentice-Hall, 1985.
9. Travis, E. (Ed) *Handbook of speech pathology*. Englewood Cliffs NJ Prentice Hall, 1971.
10. Stark, Reading failure: *A language based problem*. Asha, 1975 17, 832-834.
11. Jeffers & Barley, N., *Speech reading (Lip reading)*. Spring field, IL Charles C. Thomas, 1975.
12. O'rourke, T., *A basic course in manual communication*, Siller Spring MD National Association of the Deaf, 1970.
13. Sanders, D.A., *Aural Réhabilitation*. Englewood Cliffs, N.J: Prentice-Hall, 1971.
14. Bench, John, R. (1992). *Communication Skills in Hearing Impaired Children*, Whurr Publishers Ltd.
15. Katz, J. (ed). *Handbook of Clinical Audiology* London: Williams and Wilkins.

16. Kadar, Fatima, Gorawar Pooja and Huddar Asmita (2002). *Communication Options Available for the Deaf: The Indian Scenario*. **The Journal of the Indian Speech and Hearing Association**. Vol –16 -
17. Lynas, Windy (1994). *Communication Options*. Whurr Publications: England.
18. Paul, Peter, V. and Quigley, Stephen P (1994) *Language and Deafness*. Singular Publishing: California.
19. Van Riper, C. and Von Emerick (1984).*Speech correction – An Introduction to speech pathology and audiology* (7th ed.) Graham Bell Association for the Deaf
20. Davis, H. and Silverman,S.R.(1978),*Hearing and Deafness* 4th ed.
21. Holt Rinehart, Winston, Gray & Wise. *The bases of speech*
22. Bench, R.J.(1992) *Communication skills in Hearing Impaired Children*, London:Whurr Publishers
23. Leo Connor, (1971), *Speech for the deaf child :Knowledge and use*
24. Ghate, P. & Huddar, A., *Language & Communication*, DSE (HI) Manual, Kaniska
25. Publication, New Delhi

## **Practicals / Activity Based Compulsory Courses**

### **BES-117: School based Practical Courses [Microteaching and Simulated teaching, Lesson Planning, teaching in Inclusive/ Exclusive schools, Preparation of T.L.M. AND Community Based Rehabilitation (CBR)] - (For both V.I. and H.I.)**

Microteaching and Simulated teaching, preparation of T.L.M, Community Based Rehabilitation{CBR} Lesson planning, teaching in Inclusive/ Exclusive schools (For V.I. and H.I.) 40 lesson plans to be prepared and taught in classroom situation in schools.

**(55 Marks)**

Consists of three activities Microteaching & Simulated teaching, Preparation of TLM, Community Based Rehabilitation (CBR)

**(45 Marks)**

#### **Micro Teaching & Simulated Teaching**

Trainees will be oriented with micro teaching skills, then they will practice those skills in simulated situations with concerned supervisor. After completion of minimum 5 Skills they will have to submit Micro-teaching plans to the concerned supervisor.

#### **Teaching Learning Material for V.I.**

##### **OBJECTIVES:**

After studying this practical paper, the students are expected to realize the following objectives

- Explain the concept of Teaching Learning Materials
- Able to critically think and prepare low cost TLM in their concerned subjects.
- Activities to be carried out during the session
- Preparation of Tactile Geometrical shapes and figures eg, Triangles, Quadrilateral, Circle, rectangle and other mathematical operations +, -, x ÷
- Preparation of Embossed/ Tactile maps/diagrams in social studies and science by using suitable materials (threads, beads, Buttons and Stones)
- Preparation of low Vision teaching aids like typo scope etc
- Preparation of various 3 D models in concerned subjects

### **Assignments for V.I.**

(A) 10 TLM (Embossed Diagram) in their concerned subjects will be prepared by students.

TLM will be selected with consultation of teacher educator.

(B) 5 TLM for Low vision will be submitted by the students.

(C) At least one 3 D Model will be submitted by the students in their concern subjects.

### **Teaching Learning Material for H.I.**

#### **OBJECTIVES:**

- After studying this practical paper, the students are expected to realize the following objectives
- Explain the concept of Teaching Learning Materials
- Able to critically think and prepare low cost TLM in their concerned subjects.
- Activities to be carried out during the session
- Preparation and use of Visual aids -Charts, Flash Cards, Models, figures etc.
- Preparation and use of Audio aids and Audio Visual aids

### **Assignments for H.I.**

05 TLM in their concerned subjects will be prepared by students.

### **Community Based Rehabilitation (For both V.I. & H.I.)**

#### **OBJECTIVES:**

After studying this practical paper, the students are expected to realize the following objectives.

- Able to conceptualize CBR.
- Able to develop required skills for conducting a CBR programmes.
- Able to Organize CBR programme
- Able to develop infield knowledge of various disabilities, their problems and practical solution

#### **Activities to be carried out during the session:**

- Survey of any rural area adjacent to Varanasi city.
- Selection of any local school in that particular rural area.

- Conduct awareness and Sensitization programmes through (Play, Skits, drama, speech regarding various disabilities and facilities, short term training programme like Orientation and Mobility, Daily living Skills) for 3-5 days.

**Assignments:**

A CBR file will be submitted by the students covering all the details of 3-5 days programmes carried out in a report writing format.

## **BESV-111: Braille Proficiency (Hindi and English) & Reading Readiness materials**

### **(For V.I.)**

#### **Objectives:**

After completion of the curriculum student teachers will be able to

- Recapitulate Braille codes for different alphabets, punctuation, mathematical signs (Nemeth) and group of alphabets (contraction)
- Read Braille literature and books (Open as well as contracted).
- Write Braille passage using Braille Slate and Brailier (Open as well as contracted)

#### **Classroom Instruction:**

- Skills for developing good reading readiness material.
- Introduction of Braille alphabets in Hindi (Standard Bharti Braille) & English.
- Practicing reading & writing Open Braille (Grade 1) in Hindi (Standard Bharti Braille) & English (Standard English Braille).
- Introduction of Contracted Braille in Hindi & English.
- Practicing reading & writing Contracted Braille in Hindi & English (Grades I & II).
- Introduction & practice of Nemeth Code for mathematics (Nemeth code and Science Notations).

#### **Assignments:**

- Weekly assignment should be submitted by teacher trainee based on Braille lesson teaching-learning as one or, more Braille pages.
- At the end of semester they will have to submit 20 page Braille matter in Hindi, English and Math based on story, letter, calendar etc whatever assignments given by Instructor.
- Development of Reading Readiness Material (With Cloth, Paper, Different texture materials and in Braille dots.)

## **BESV-112: Independent Living Skills (ADLS, Multi-Sensory Training & O&M)**

**(For V.I.)**

### **Objectives:**

After completion of the curriculum student teachers will be able to

- Demonstrate sighted guide technique
- Move independently demonstrating different cane techniques (using Blind Fold)
- Protect body parts using protective techniques
- Search objects using searching techniques (using Blind Fold)
- Train visually impaired children in different orientation & mobility skills

### **Classroom Instruction:**

- Skills of personal care & Hygiene
  - Hand wash
  - Brushing
  - Toileting
- Activities of daily living
  - Ironing Clothes
  - Wearing Clothes/Garments
  - Put-on shoes
  - Eating Etiquettes
  - Combing/grooming
  - Currency Training
- Multisensory Training
  - Auditory Training
  - Tactual Training
  - Olfactory Training
  - Taste Training
  - Residual vision
- Orientation Skills
  - Mental Mapping
  - Direction taking
  - Searching techniques

- Using landmark, clue & cue (auditory, tactile, olfactory or based on remaining vision)
- Protective technique
- Sighted guide techniques
- Different Cane Techniques
  - Basic Cane technique
  - Indoor mobility
  - Outdoor mobility
- Use of Modern mobility devices

**Assignments:**

- Present & Submission of five lesson plans to teach different independent living skills.
- Present & Submission of Five lesson plans to teach different sensory trainings.
- Development of five lesson plans to teach different independent mobility skills



## **BESV-113: Aids & Appliances and Psychology Practical (For V.I.)**

After completion of the curriculum trainees will be able to:

- Recall the names of aids and appliances useful for visually impaired children.
- Differentiate the devices on the basis of functions/uses.
- Use or, demonstrate, apply and elaborate the functions and usability of different devices and appliances.

### **Classroom Instruction:**

- Classification on the basis of uses (Traditional and modern devices.)
- Introduction of traditional writing, mathematical, mobility, Braille duplicating, Recreational or, daily living uses appliances.
- Introduction of Modern writing, Reading, mobility, Braille duplicating etc. appliances
- Use and Practice of writing devices, Mathematical devices, Mobility and recreational devices

### **Assignments:**

- Prepare and submit the file based on assistive devices for children with visual impairment.
- A Project on only one device. (They have to write in details about that device basically uses and functions step by step with examples or, they have to develop device for use of VIC.)
- A viva voce will be conducted at end of semester based on submitted file.

## **BESH-111: Speech and Audiology (For H.I.)**

### **Speech Practical**

Preparation of Speech book

Preparation of Speech Kit with Speech evaluation and correction, lesson plan and progress reports for speech correction

### **Audiology — Practical**

- (a) Parts and Functions of Audiometer
- (b) Audiometry - testing - interpretation - 5
- (c) Use and maintenance of Hearing Aids
- (d) Use and maintenance of Group hearing aids
- (e) Preparation of Ear moulds
- (f) Auditory training — 2 lessons

Organization on different modes of communication

- (a) One handed finger spelling (English and Regional Language)
- (b) Two handed finger spelling
- (c) Common gestures/signs
- (d) Practice of total communication (Indian sign language & Indian Signing System).
- (e) Use of LPT

## **BESH-112: Aids & Appliances and Psychology Practical (For H.I.)**

After completion of the curriculum trainees will be able to:

- Recall the names of aids and appliances useful for hearing impaired children.
- Differentiate the devices on the basis of functions/uses.
- Use or, demonstrate, apply and elaborate the functions and usability of different devices and appliances.

### **Classroom Instruction:**

- Classification of various aids and appliances
- Use and Practice of various devices like individual and group hearing aids, audiometer, tuning fork, otoscope, speech trainers, etc.
- Importance of audiometry lab

### **Assignments:**

- Prepare and submit the file based on assistive listening devices for children with hearing impairment.
- A viva voce will be conducted at end of semester based on submitted file.

## **BESH-113: IEP / Case Study (for H.I.)**

# **BANARAS HINDU UNIVERSITY**

## **B.Ed. (Special Education) Semester-II**

*(Revised syllabus effective from academic session 2013-2014)*

**FACULTY OF EDUCATION**

## Core Paper

### BES-121: Education in Emerging Indian Society

**Credits 4**

**Hours 60**

**Marks 100(70+30)**

#### Objectives

After completing this course, the student teachers are expected to realize the following objectives:

1. Explain the history, nature, process and philosophy of education.
2. Spell out the aims and functions of education in general and special education in particular.
3. Know the contemporary trends in special education.
4. Discuss the various roles of educational agencies in India.
5. Analyze the role of educational system in the context of Modern Ethos like democracy, socialism, secularism, normalization and inclusion.

#### Theory

**Marks: 70**

#### Unit 1: Introduction to Nature, Process and Philosophy of Education and Special Education 12 Hours

- 1.1 Concept of Education and Special Education
- 1.2 Overview of Philosophies of Education (Pragmatism, Naturalism, Idealism, Realism )
- 1.3 Aims, objectives and Functions of Education and Special Education
- 1.4 Principles of Education and Special Education.

#### Unit 2: Education in the Social Context

**11 Hours**

- 2.1 Formal, Informal and Non-formal Education.
- 2.2 Functional literacy, continuous and Life Long Education.
- 2.3 Open Learning, Distance Education with reference to General and Special Education: Role of IGNOU, NIOS, UPRTOU, MPBOU.

#### Unit 3: Educational Agencies for the National Development

**10 Hours**

- 3.1 Role of home, school, society and mass media.
- 3.2 Role of Governmental and non-governmental agencies in general and special

education. Such as NCERT, RCI, NCTE and National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO.

- 3.3 Concessions and facilities for the disabled.
- 3.4 Govt. Policies, Acts and Schemes such as POA 1992, RCI Act 1992, IEDC Scheme 1992, PWD Act 1995, National Trust Act 1999.

#### **Unit 4: Education and the Modern Ethos**

**12 Hours**

- 4.1 Democracy, socialism and secularism.
- 4.2 Constitutional provisions in human rights.
- 4.3 Equalization of educational opportunities.
- 4.4 Education and human resource development.
- 4.5 Normalization –concept and principles
- 4.6 Evolution of Inclusive education from segregated special education.

#### ***Tests & Assignment***

***Marks: 30***

***(15 Hours)***

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

#### **Reference books:**

- Anand. (1993). *The Teacher & Education in Emerging Indian Society*. New Delhi NCERT.
- Saraswathi. T.S. (1999). *Culture, Socialization and Human Development*. Sage Publications.
- Steven. B. (1998). *School and Society*. Sage Publications.
- Suresh. D. (1998). *Curriculum and child development*. Bhargava.
- Taneja. V.R. (1998). *Educational Thoughts and Practice*. Delhi University Publications.
- Weber. O.C. (1990). *Basic Philosophies of Education*. New York Holt, Rinehart and Winston.
- Aggarwal. J.C. (1992). *Development and planning of Modern Education*. New Delhi Vikas Publishing House Pvt. Ltd.
- Biswas. A. and Aggarwal, J.C. (1992). *Education in India*. New Delhi Arya Book Depot.
- Bhat. B.D. (1996). *Educational Documents in India*. New Delhi Arya Book Depot.
- Bhatia, Kamala and Bhatia, Balder. (1997). *The Philosophical and Sociological Foundations*. New Delhi Doaba House.
- Biswas. A. (1992). *Education in India*. New Delhi Arya Book Depot.

Mohanty, Jagannath. (1993). *Indian Education in the Emerging Society*. New Delhi Sterling publishers Pvt. Ltd.

Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). *Education in India Some critical Issues*. New Delhi National Book Organisation.

Choudhary. K.C. and Sachdeva, L. (Eds) (1995). *Total literacy by 2000..* New Delhi IAE Association.

Dash M: *Education in India – Perspective and Problems*

Safaya, Shaida & Shukla(2006): *Teachers in emerging Indian society*

Pandey, Ram Sakal: *Principals of Education*

## **Specialization (V.I.)**

### **BESV-121: Education of Visually Impaired Children**

**Credits 4**

**Hours 60**

**Marks**

**100(70+30)**

#### **Objectives:**

After completing this course, the student teachers are expected to realize the following objectives:

1. Understand the problems of visually impaired and work out solutions
2. Narrate the evolutionary process of the development of services for visually impaired children.
3. Describe various educational service options available for visually impaired children.
4. Narrate the need and nature of curricular adaptation for visually impaired children.
5. Plan educational services leading to rehabilitation of visually impaired adults.

**Theory**

**Marks: 70**

**Unit 1: Historical Perspectives of Education of Visually Impaired Children**

**(10**

**Hours)**

1.1 Historical development in India

- 1.2 Historical development in foreign countries.
- 1.3 Sociological implications of visual impairment.

**Unit 2: Educational Services** **(12 Hours)**

- 2.1 Cascade system of service delivery.
- 2.2 Models of integrated education: resource model, itinerant model, combined model, cluster model, cooperative model, dual teacher model, multi-skilled teacher model.
- 2.3 Role of functionaries - head masters/principals, special teachers, class room teachers, parents and peers.

**Unit 3: Curricular Adaptation** **(10 Hours)**

- 3.1 Importance of curricular adaptations.
- 3.2 General principles of material preparation: duplication, modification, substitution and omission.
- 3.3 Creative arts and adapted physical education activities, yoga.

**Unit 4: Education for Rehabilitation** **(13 Hours)**

- 4.1 Pre-requisite skills for the successful rehabilitation of visually impaired persons.
- 4.2 Role of multi-purpose rehabilitation workers and Para-professionals.
- 4.3 Linkages between education and rehabilitation professionals.
- 4.4 Awareness of other development programmes in the community.
- 4.5 Familiarity with poverty alleviation programmes.

**Tests & Assignment** **Marks: 30** **(15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Reference books:**

- AICB (2004). *Shikshak Prashikshan Lekhmala*, All India Confederation of Blind, Delhi.
- AICB (2012). *Drishtibadha*, All India Confederation of Blind, Delhi.
- Frampton, M.E. (2006), *Education of Blind*, Cosmos Publication, New Delhi.



- ICEVI (1995). *Reaching the Unreached*. Asian Conference Proceedings. Ahmedabad: Blind People's Association.
- Mani. M.N.G. (1992). *Techniques of Teaching Blind Children*. New Delhi: Sterling Publishers.
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- Pandey. R.S and Advani, Lal (1995) *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.
- Punani. B and Rawal, N (1997). *Community Based Rehabilitation (Visually Impaired)*. Bombay: NAB RAC.
- Radha Bai. Et al. (Ed.) (1995). *All Colours are There*. Trichy: Holy Cross Service Society.
- Rathore, H.C.S. *Integrated Education of Visually Impaired Children*. Varanasi: Shree Ram Prakashan.
- Tuttle, D. (1984). *Self-esteem and Adjusting with Blindness*. Springfield, IL: Charles C. Thomas.
- UNESCO (1997). *International Consultation on Early Childhood Education and Special Educational Needs*. Paris.
- WHO (1992). *Prevention of Blindness*. Geneva.
- Ysseldyke. J.E., & Algozzine, (1982). *Introduction to Special Education*. Boston: Houghton Mifflin.
- Muricken, Jose S.J. and Kareparampil, G (1995). *Persons with Disabilities in Society*. Trivandrum : Kerala Federation of the Blind.
- Julka, Anita (1999): *Low Vision Children – Guide for Primary School Teachers*, New Delhi: NCERT

## **BESV-122: Educational Perspectives of Visual Impairment**

**Credits 4**

**Hours 60**

**Marks 100(70+30)**

### **Objectives:**

After completing this course, the student teachers are expected to realize the following objectives:

1. Understand about structure of human eye and its structure.

2. Understand about common eye problems and its care.
3. List the common eye defects of children and adults.
4. Describe about learning stages, growth and development, attitude towards disability, self concept and self esteem.
5. Use the tests appropriate for assessing the capabilities of visually impaired children.
6. Assessment procedure of visual impairment.
7. Describe the impact of visual impairment on the personality development of the child.
8. Understand the different associated disabilities with visual impairment.

**Theory**

**Marks: 70**

**Unit 1: Anatomy and Physiology of the Eye**

**(10 Hours)**

- 1.1 Eye and Eye care.
- 1.2 Visual Acuity, refraction, fusion, depth perception.
- 1.3 Visual deficit tunnel vision, loss of visual field, central scotoma, low vision.
- 1.4 Refractive errors - myopia, hyperopia, presbyopia, astigmatism.
- 1.5 Common eye diseases - cataract, glaucoma, trauma, corneal ulcer, Xerophthalmia, retinitis pigmentosa, macular degeneration, optic atrophy.

**Unit 2: Assessment Procedures**

**(13 Hours)**

- 2.1 Functional assessment procedures.
- 2.2 Commonly used adapted tests for assessment.
- 2.3 Clinical assessment of visual impairment.
- 2.4 Assessment of Low Vision
- 2.5 Visual Stimulation and Efficiency
- 2.6 Importance of early identification and intervention
- 2.7 Selective educational placement.

**Unit 3: Visually Impaired Children with Associated Disabilities**

**(10**

**Hours)**

- 3.1 Types of associated disabilities - hearing impairment, mental retardation, locomotor and neurological disorders, learning disabilities.
- 3.2 Educational implications.
- 3.3 Support services:- modification and implications.

**Unit 4: Psychological implications of Visual Impairment**

**(12**

**Hours)**

4.1 Learning stages of Piaget - sensory motor, concrete operation and abstract thinking (logical operations).

4.2 Effects of blindness on growth & development

4.3 Mannerism

4.4 Implications of visual impairment on personality development with reference to self confidence, self esteem, Self Concept

4.5 Attitude towards visual disability (Parental, siblings, peer group, teacher and societal)

**Tests & Assignment****Marks: 30****(15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks)..

**Reference books:**

AICB (2004). *Shikshak Prashikshan Lekhmala*, All India Confederation of Blind, Delhi.

AICB (2012). *Drishtibadha*, All India Confederation of Blind, Delhi.

Keeffe. J. (1994). *Assessment of Low vision in Developing Countries*. Book 2. World Health Organisation, Geneva

Mani. M.N.G. (1992). *Concept Development of Blind Children*. Coimbatore : Sri Ramakrishna Vidyalaya Printing Press.

Mani. M.N.G. (1992). *Techniques of Teaching Blind Children*. New Delhi : Sterling Publishers.

Muricken, Jose S.J. and Kareparampil, G (1995). *Persons with Disabilities in Society*.

Trivandrum : Kerala Federation of the Blind.

Rathore, H.C.S. *Integrated Education of Visually Impaired Children*. Varanasi: Shree Ram Prakashan.

NIVH (1992). *Handbook for the Teachers of the Visually Handicapped*, National Institute for the Visually Handicapped, Dehradun.

Tuttle. D. (1984). *Self-esteem and Adjusting with Blindness*. Springfield, IL : Charles C. Thomas.

World Health Organization (1993). *Management of Low Vision in Children*. Geneva.

World Health Organization (1997). *Global Initiative for the Elimination of Avoidable Blindness*. Geneva.



## **Specialization(H.I.)**

### **BESH-121: Audiology and Aural Rehabilitation**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

#### **Objectives**

After completing this course, the student teachers are expected to realize the following objectives:

1. Operate an Audiometer and assess the hearing capability of an individual, assessing the hearing loss in adults, infants and children.
2. Understand the function of hearing aids. Amplification devices and their optimum utilization.
3. Understand the use, handle & maintenance of different types of hearing aids to compensate for the hearing impairment and development of language.
4. Acquire knowledge and importance of auditory training for spoken languages.
5. Audiogram interpretation for the purpose of educational planning and management.
6. Observe and document auditory behaviour/responses.
7. Understand the role of various functionaries and counseling the parents regarding the role of hearing aids in rehabilitation of the hearing impaired child.

#### **Theory**

**Marks: 70**

#### **Unit 1: Audiometry**

**(10 Hours)**

- 1.1 Sound, propagation of sound and parameters of sound zero dB reference for pressure and power
- 1.2 Puretone Audiometry and Speech audiometry, use of masking — parts and use of audiometers
- 1.3 Free field audiometry, aided and unaided audiograms
- 1.4 Interpretation of audiogram, concept of speech banana, basic and educational implications
- 1.5 Case study and their interpretation

**Unit 2: Amplification Devices and Strategies** (9 Hours)

- 2.1 Parts of a hearing aid, their functions
- 2.2 Types of hearing aids, Body/Pocket type, B.T.E., In the ear, Spectacle/glass
- 2.3 Importance and types of ear moulds.
- 2.4 Recent Development in Amplification Devices as Cochlear Implant.
- 2.5 Training parents regarding use and care and maintenance of hearing aids and moulds

**Unit 3: Organization of classroom equipments** (10 Hours)

- 3.1 Setting up of an acoustics classroom for hearing impaired children.
- 3.2 Adjustment of children with various degrees of loss in one group.
- 3.3 Classroom amplification devices, Hard-wire system, Loop induction system, FM system, Infrared system, Speech trainer.
- 3.4 Care and Maintenance of group hearing aid systems
- 3.5 Comparison between group hearing aid and individual hearing aids

**Unit 4: Auditory Training** (8 Hours)

- 4.1 Definition, meaning and scope, 7 sound test.
- 4.2 Stages of Auditory Training-Detection, discrimination, identification, comprehension.
- 4.3 Use of gross sounds, environmental sounds.
- 4.4 Discrimination between speech sounds, loudness, stress and temporal factors like rhythm and pauses.
- 4.5 Importance of Auditory training.

**Unit 5: Role of Functionaries** (8 Hours)

- 5.1 Impact of early identification and Intervention of hearing impairment for language development and the role of parents and other family members in it
- 5.2 Importance of parent guidance, counseling and Home-training
- 5.3 Sociological implications — Attitude of siblings, peers, parents, teachers and community
- 5.4 Teachers role in Inclusion and community awareness programmes

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Reference books:**

Pollack, C. M. & Carhart, R.,(1988),*Amplification for the Hearing Impaired*, Harcourt Brace Jovanovich Publishers, Orlando florida

Maltby, M. T. (2004),*Principles of Hearing Aid Audiology*, Whurr Publishers, London

Van Riper, C. and Von Emerick (1984).*Speech correction – An Introduction to speech pathology and audiology* (7th ed.) Graham Bell Association for the Deaf

Davis, H. and Silverman,S.R.(1978),*Hearing and Deafness 4th ed.*

Down, N., *Hearing in Children*, Englewood Cliffs NJ Prentice Hall

Katz, J. (ed). *Handbook of Clinical Audiology* London: Williams and Wilkins.

Sanders, D.A., *Aural Réhabilitation*. Englewood Cliffs, N.J: Prentice-Hall, 1971.

Jalvi, R. *Introduction to Audiology*, DSE (HI) Manual, Kaniska Publication, New Delhi

## **BESH-122: Speech and Language teaching to Hearing Impaired**

**Credits 4**

**Hours 60**

**Marks 100(70+30)**

### **Objectives:**

After completing this course, the student teachers are expected to realize the following objectives:

1. Identify and classify speech problem in children with hearing impairment.
2. Get acquainted with methods of correcting the disorders in the Speech of the Hearing Impaired, individually and in the classroom.
3. Plan and execute various approaches and techniques to teach speech in the classroom.
4. Optimum utilization of aids and appliances for speech to hearing impairment.
5. Understand the need to develop reading and writing skills to support receptive and expressive language.
6. Understand various types of assessments of Language.

### **Theory**

**Marks: 70**

#### **Unit 1: Phonetics**

**(9 Hours)**

- 1.1 Description of Speech sounds
- 1.2 Definition of Phonetics
- 1.3 Classification of Speech sounds (Vowels, Consonants and Diphthongs)
- 1.4 Introduction to I.P.A. with reference to phonemes of Regional languages
- 1.5 Relevance of Phonetics in the correction of speech of hearing impaired children

#### **Unit 2: Speech Perception, Production and Evaluation**

**(9 Hours)**

- 2.1 Perception of Speech with and without hearing aid. Development of speech in a child with the hearing impairment
- 2.2 Description and classification of speech disorders
- 2.3 Assessment of voice - vocalization, duration, loudness, pitch and voice quality
- 2.4 Assessment of speech sounds - vowels, consonants, diphthongs,
- 2.5 Planning for correction of the disorders detected. (Lesson Plan)



**Unit 3: Remedial Measures****(9 Hours)**

- 3.1 Models of speech teaching (developmental and correctional)
- 3.2 Stages of speech teaching developed by Dr. Ling.
- 3.3 Consonant and vowel correction Place, manner and voicing.
- 3.4 Use of uni-sensory approach and multi-sensory approach and electronic visual, tactile aids for correction of speech
- 3.5 Individual speech teaching and classroom speech teaching activities.

**Unit 4: Reading and Writing****(9 Hours)**

- 4.1 Development of Motor coordination,  
- visual perception and Auditory Perception.
- 4.2 Reading readiness and sight vocabulary
- 4.3 Development of Reading,
  - a) Goals and Importance of Reading,
  - b) Classification of Reading –  
-Functional, Recreational, Remedial and Developmental.  
-Loud Reading, Silent Reading
  - c) Methods of Teaching, Reading - Traditional and Recent Methods.
- 4.4 Development of writing
  - a. Prewriting skill development
  - b. Importance of writing
  - c. Development of writing (look and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing)

**Unit 5: Assessment of Language****(9 Hours)**

- 5.1 Meaning and types of assessments (Formal & Informal)
- 5.2 Standardized language test meaning scope and Indian Test.
- 5.3 Classroom assessment techniques.
  - 5.3.1 Knowledge based, language based.
  - 5.3.2 Open ended/close ended
  - 5.3.3 Direct/Indirect

**Tests & Assignment****Marks: 30****(15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

## Reference books:

- Davis, H., Silverman, S.R., *Hearing and deafness*, New York Holt, Rinehart & Winston, 1970.
- Hart, B.O. *Teaching reading to the deaf*, Washington, DC The Alexander Graham Bell Association for the Deaf. Inc., 1963.
- Ling, D., *Speech and the hearing-impaired child Theory and Practice*. Washington, DC The Alexander Graham Bell Association' for the Deaf. Inc., 1976.
- Streng, A., *Syntax, Speech and hearing*. New York Grunne and Stratton, 1972.
- Furth, H.G., *Thinking without language*. New York Free Press 1966.
- Brown, R. *A first language the early stages*. Cambridge, M.A. Harvard University Press. 1978.
- Dale P. *Language development*, New York Holt Rinehart & Winston
- Templin, M., *Certain language skills in children*. Minneapolis University of Minnesota Press, 1957.
- Trantham, C., & Pederson, 3, *Normal language development*. Baltimore Williams & Wilkins Co., 1976.
- Byrne, M., Shervanian, C., *Introduction to Communicative Disorders*. New York Harper & rwo, 1977.
- Emerick, L., Hatten, 3, *Diagnosis and evaluation in speech pathology*. Englewood Cliffs, NJ prentice Hall, 1985.
- Travis, E. (Ed) *handbook of speech pathology*. Englewood Cliffs NJ Prentice Hall, 1971.
- Shames, G.H. and Wiig, E.H. (1986) "*Human Communication Disorders*. 2nd ed. Charles E. Merrill Publishing Co.
- Winib, H. *From Syllable to conversation*. Baltimore University park press, 1975.
- Stark, 3. *Reading failure A language based problem*. Asha, 1975 17, 832-834.
- Jeffers, 3. & Barley, M., *Speech reading (Lip reading)*. Spring field, IL Charles C. Thomas, 1975.
- Quigley & Paul (1984) *Language and Deafness College* – Hill Press Inc. California.
- Yule George (1997) '*The study of language*' Cambridge University Press.
- Brown, Roger, (1973) *First language: Early stages*.
- Boone, D.R. and Plante, E. 1993 *Human communication and its disorders* ( 2nd ed.) Englewood Cliffs – Prentice Hall
- Brown, R. *A first language the early stages*. Cambridge, M.A. Harvard University Press 1978.
- Dale, P. *Language development*, New York Holt Rinehart & Winston 1976.
- Templin, M., *Certain language skills in children*. Minneapolis University of Minnesota Press, 1957.
- Trantham, C., & Pederson, *Normal language development*. Baltimore Williams & Wilkins Co., 1976.
- Byrne, M., Shervanian, C., *Introduction to Communicative Disorders*. New York Harper & Rwo, 1977.

Emerick, L., Hatten, J., *Diagnosis and evaluation in speech pathology*. Englewood Cliffs, NJ Prentice-Hall, 1985.

Travis, E. (Ed) *Handbook of speech pathology*. Englewood Cliffs NJ Prentice Hall, 1971.

O'rourke, T., *A basic course in manual communication*, Siller Spring MD National Association of the Deaf, 1970.

## Electives Papers

### **BESE-121: Planning and Management of Education for Children with Disabilities**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

#### **Objectives**

After completing this course, the student teachers are expected to realize the following objectives:

1. Understand various approaches to school management and institutional planning.
2. Describe the different service delivery options available for persons with disabilities in India.
3. Define the roles and responsibilities of different functionaries of disability related services.
4. List the process of effective documentation in educational programmes dealing with disabled children.
5. Enumerate the policies and welfare programmes available for persons with disabilities in India.

#### **Theory**

**Marks: 70**

#### **Unit I: Organization of Special Education and Administration**

**(9 Hours)**

- 1.1 UN Convention on the Rights of Persons with Disabilities.
- 1.2 Principles of School Management.
- 1.3 Planning Institutional Environment.
- 1.4 Creation of rights based, barrier free and inclusive society.

#### **Unit II: Service Delivery Models in Special Education**

**(9 Hours)**

- 2.1 Role and relevance of Special schools.
- 2.2 Integrated education – Nature and models – resource plan, itinerant plan, cooperative plan, combined plan, and context specific integrated model, Roles of corresponding teaches.
- 2.3 Inclusive education – Need, nature and models.
- 2.4 Education For All – SSA – Its components.
- 2.5 Partnership with other Educational Agencies, Community Resource Mobilization.

#### **Unit III: Roles and Responsibilities of Different Functionaries**

**(9 Hours)**

- 3.1 Role and Responsibilities of Head of the Institution.

- 3.2 Special Teacher
- 3.3 Resource Teacher, Itinerant Teacher.
- 3.4 Regular School Teacher.
- 3.5 Aanganwadi/ Balwadi Workers/ Pre-School Teachers.

**Unit IV: Schedule and Record Keeping (9 Hours)**

- 4.1 Types of Schedules – Yearly, Monthly, Weekly, Daily.
- 4.2 Factors affecting preparation of timetable.
- 4.3 Planning of Curricular and Co-curricular Activities.
- 4.4 Educational Record – Progress Report and Cumulative Record.
- 4.5 Other Records – Case Histories, Medical and Attendance Records.

**Unit V: Welfare Programmes and Policies in Special Education (9 Hours)**

- 5.1 Parent Teacher Association, Special Teachers Association, self-help movements of PWDs.
- 5.2 Plan of Action for Education as per 11<sup>th</sup> Five Year Plan.
- 5.3 Concessions and Facilities for the Disabled by Central and State Governments Concerned

**Tests & Assignment Marks: 30 (15 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**Books Recommended**

1. Desai, AN (1990) *Helping the Handicapped: Problems & prospects*, New Delhi, Ashish Publishing House.
2. Dyson (1987) *Mental Handicap: Dilemmas of Parent-Professional Relations*, London, Croon Helm.
3. Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) *A Guide for educating mainstreamed students*, Boston: Allya & Bacon
4. Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) *Developing Individual and Family Support Plans – A Training Manual*, Cambridge M.A. Brooklint Books.
5. Panda, K.C (1997) *Education of Exceptional Children*, Vikas Publishing House, New Delhi.

6. Jone, V.F. and Jones, L.S.(1981) *Comprehensive Classroom Management*, Allyn and Bacon Boston.
7. Madhumita Puri, George Abraham (2004) *Handbook of Inclusive Education for Educators, Administrators and Planners*
8. Seamus Hegarty, Mithu Alur (2002) *Education and Children with Special Needs: From Segregation to Inclusion*
9. S.S. Chauhan (2002) *Education of Exceptional Children*

## **BESE-122: Concepts and Approaches to Rehabilitation**

**Credits 4**

**Hours 60**

**Marks**

**100(70+30)**

### **Objectives:**

After completing this course, the student teachers are expected to realize the following objectives:

1. Student Teacher is expected to understand following concepts:-
  - (a) The philosophy of rehabilitation. (b) Various patterns of rehabilitation (c) Family and community (d) Institution based Rehabilitation (e) Rehabilitation in the community.
2. Student teacher will be able to guide the family and community for better rehabilitation.
3. Acquire knowledge about ways and means of empowering parents of disabled children.
4. Get acquainted with various concessions and facilities for disabled and their family.
5. Identify the role of family and community in the rehabilitation process
6. Mobilize various sources and schemes which are beneficial for disabled.
8. Develop parent – professional partnership.

### **Theory**

**Marks: 70**

#### **Unit I : Introduction**

**(9 Hours)**

- 1.1 Rehabilitation: Concept and definitions
- 1.2 Historical Perspectives
- 1.3 Philosophy of Rehabilitation
  - Right to be different
  - Self-determination
  - Approach through strengths
  - Relationship to environment

#### **- Unit II: Family and rehabilitation process**

**(9 Hours)**

- 2.1. Family: Definition and Types
- 2.2 Impact of type of family on disabled person
- 2.3 Common misconceptions of family towards disability
- 2.4 Family intervention process: identification and prevention

### **Unit III: Community and rehabilitation Process**

**(9 Hours)**

3.1 Rehabilitation Process

3.2 Community: Definition and types

3.3 Role of community in prevention, identification and intervention of disabilities

### **Unit IV: Community Based Rehabilitation**

**(9 Hours)**

4.1 Scope and importance

4.2 Organization of CBR

4.3 Type of programmes for community awareness

4.4 Materials for community awareness

4.5 Creating barrier free environment in public places for persons with disability

### **Unit V: Institutional Based Rehabilitation**

**(9 Hours)**

5.1 Workshop - Types, skills for the worker

5.2 Residential School

5.3 Training Centre

5.4 Transitory Workshop

5.5 Sheltered Workshop

### ***Tests & Assignment***

***Marks: 30***

***(15 Hours)***

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

### **SELECTED REFERENCES:**

1. Wright G.N. *Total Rehabilitation* (1980), Boston: Little, Brown and Company
2. *National Society for Equal Opportunities for the Handicapped Second All India Conference on work for the Disabled*, Bombay. (1965)
3. Vandergoot D. & Worrall J.D. (1979) *Placement in Rehabilitation* Baltimore, University Park Press.
4. Gloor B. & Bruckener (1980) *Rehabilitation of the visually disabled and the blind at different ages*. Vienna: Hans Huber Publishers



5. National Society for Equal Opportunities for the Handicapped. First National seminar cum Workshop on Rehabilitation of the Rural Disabled, Poona (1980)
6. *Helping the handicapped* by Desai, A.N.
7. *Families of handicapped person* by Gallagher J.J. & Veitz, P.M.
8. *It invites fair, Sibling of -Children with disabilities* by Klein, S.D. & Schleifer, M.J.
9. *Perspective in disability & rehabilitation* by Pandey R.S. & Advani L.
10. *The handicapped child* by Agatha H.B. Owley & Leslie Gardner
11. *Aural habilitation* by Daniel Ling
12. *Handbook on Parent education* by Marvin J. Fine
13. *Parents and teachers of exceptional children* by Thomas M Shea & Anne M Bauer
14. *Education of HI child* by Frank Powell
15. *The HI child* by Raymond H. Hull & Karen L Dilka
16. *The HI child and family* by Michel Nolon & Ivan Tucker

## **BESE-123: Physical Education & Recreation for Impaired Children**

**Credits 4**

**Hours 60**

**Marks 100 (70+30)**

### **Objectives**

1. Student Teacher is expected to understand general importance of physical education for impaired people and should be able to adapt to various activities related to physical education to the needs of people with impairment.
2. Student Teacher is also expected to design and conduct recreational activities of particular interest for the people with impairment.

### **Theory**

**Marks: 70**

#### **Unit: I**

**(8 Hours)**

(a) Definition and Meaning of adapted Physical Education and Recreation

1.1.1 Recreation

1.1.2 Play —Games — Major Gains

1.1.3 Indoor and outdoor games

1.1.4 Adapted Physical Education and Recreation

(b) Aim of Adapted Physical Education Adapted Recreation

1.2.1 Health

1.2.2 Motor development

1.2.3 Mental, Emotional and Social development

1.2.4 Fitness

#### **Unit: II Principle of adapted Physical Education.**

**(8 Hours)**

2.1 Biological Principles —Growth and development gender differences

2.2 Sociological Principles — Group- Group feeling —fellowship and leadership

2.3 Psychological Principles

2.4 Principles of adaptation. Senses & Perception

#### **Unit: III Motor Learning & Perception**

**(8 Hours)**

3.1 Definition of Learning

3.2 Motor Learning and Perception

3.3 Locomotor and Non-Locomotor Movements

3.4 Motor Skills

3.5 Perceptual Development and Sensory Training

**Unit: IV Suitable Physical activities for Impaired Children**

**(7 Hours)**

- 4.1 Indoor Games
- 4.2 Outdoor Games
- 4.3 Track & Field
- 4.4 Swimming
- 4.5 Gymnastics
- 4.6 Rhythmics
- 4.7 Free hand Exercises
- 4.8 Asanas, Dands & situps
- 4.9 Aerobics & Cricket

**Unit: V Physical fitness and evaluation**

**(7 Hours)**

- 5.1 Definition of fitness
- 5.2 Components of Physical Fitness – Health based Components and Motor based Components
- 5.3 Training Methods to develop Physical Fitness —Training
- 5.4 Evaluation
- 5.5 Physical fitness tests;

**Unit: VI Recreation & Camping**

**(7 Hours)**

- 6.1 Why recreation?
- 6.2 Types of Recreation
- 6.3 Agencies that promote Recreations
- 6.4 What is camping?
- 6.5 Need for camp
- 6.6 Types of camp
- 6.7 Purpose Selection of camp site
- 6.8 Daily schedule of a camp

***Tests & Assignment***

***Marks: 30***

***(15 Hours)***

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

**REFERENCES:**

1. *Special Physical Education* by Hollis Publishing.
2. *Foundations of Physical Education* by C.V. Mosby, Co.
3. *Principles of Physical Education*, Jesse, Feiring, Williams. W'. B. Saunders Co. Philadelphia  
London.
4. *Philosophy of recreation and Leisure* by J.B. Nash
- 5 *Camping* by Roberts
6. *Principles of Recreation* by John, L. Hutchinson,

## **BESE-124: Technology and Special Education**

**Credits 4**

**Hours 60**

**Marks 100(70+30)**

### **Objectives**

After completing this course, the student teachers are expected to realize the following objectives:

1. explain the concept, scope and types of educational technology
2. define the educational technology and explain the various approaches
3. explain the different nature and principles in communication processes
4. explain the different innovations in educational technology
5. identify the use of audio visual aids in special education
6. comprehend the assistive technologies and apply them in special education

### **Theory**

**Marks: 70**

#### **Unit 1: Introduction to Educational Technology**

**(12 Hours )**

1.1 Educational Technology: concept and scope

1.2 Approaches in Educational Technology: Hardware, software and system approach-CAI (Programmed Learning)

1.3 Need and Use of Technology in Special Education: Teaching Learning Process, Evaluation and Administration.

#### **Unit 2: Information & Communication Technology**

**(10 Hours)**

2.1 Communication: Concept, Nature and Principles

2.2 Classroom Communication: Concept, Verbal and Non-Verbal communication

2.3 Information & Communication Technology: Concept and Scope of ICT in Education and Special Education

#### **Unit 3: Audio-Visual Aids**

**(12 Hours )**

3.1 Audio-Visual Aids: Concept and Classification

3.2 Use of Aids for education of Children with Special Needs: Chalkboard, Tape Recorder, Educational Radio, Educational Television, VCR, OHP, Film Strips, Slide Projector, Interactive Video, Computer, Software-Scripts, Programmed Learning Materials, Transparencies, News Papers, Textbooks, Maps, Models, Pictures

#### **Unit 4: Assistive Technologies**

**(11 Hours)**

4.1 Assistive Technology: Concept and Classification

4.2 Assistive Technology for Mobility, Communication, Recreation and DLS

4.3 Assistive Technologies to access Learning Materials

4.4 Universal Design for Learning: Concept and Adaptations

#### ***Tests & Assignment***

***Marks: 30***

***(15 Hours)***

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

#### **REFERENCES**

- Agrawal, J.C. *Essentials of Educational Technology – Teaching.Learning Innovations in Education*, Vikas Publishing House, New. Delhi
- Beard, L. A., Carpenter, L. B. & Johnston, L. B. (2010) *Assistive Technology: Access for All Students*. Pearson Education
- Joyce, B. & Weil, M. (2003). *Models of Teaching*, 5th Ed. Prentice Hall India Pvt. Ltd.
- Kulshreshtha, S.P. *Shaikshik Takniki Ke Muladhar*, Surya Publication
- Mangal, S.K. *Essentials of Educational Technology*. Prentice Hall India Pvt. Ltd, New Delhi
- Mangal, S.K. *Shaikshik Takniki*. Prentice Hall India Pvt. Ltd, New Delhi
- Naidu, S. *e-learning: A Guidebook of principals, Procedures and practices*, Son Naidu, Commonwealth of Learning
- Rao, U. (2001). *Educational technology*, 4th Revised Ed. Himalaya Publishing House.
- Sampath, K., Panneer, A. Seivam, & Santhanam, S. *Introduction to Educational Technology*. 3<sup>rd</sup> Ed. Sterling Publishers Pvt. Ltd.
- Singh, J. P. *Technology for the Blind: Concept and Context*. Kanishka Publication, Delhi

## **Practicals /Activity Based Core and Compulsory Courses**

### **BES-122: Organization of Co-curricular Activities (For both V.I. & H.I.)**

### **BES-123: Visit to National Institutes/ Special Schools/ NGO's**

### **BESV-123: Case study and IEP (For V.I.)**

Under this practical's/ activity based compulsory course the student teachers are expected to do the following:-

- Prepare a case study report of two visually impaired children (blind or low vision).
- Take authentic information with the help of parents, teacher, friends, etc.
- Information related to:-
  - Personal detail of the child
  - Type of disability
  - Causes of disability
  - Problems of child (psycho social problem, communication problem, physical limitation etc.)
  - Medical history
  - Family background
  - School detailed
- Submission of compiled report based on summarization of above information.
- Prepare two IEP lessons in classroom situation.

### **BESV-124: Orientation and Mobility Training ( For V.I.)**

### **BESH -123: Language Skills (For H.I.)**

Under this practical's/ activity based compulsory course the student teachers are expected to do the following:-

- Prepare a case study report of two hearing impaired children.
- Take authentic information with the help of parents, teacher, friends, etc.
- Information related to:-
  - Personal detail of the child

- Type of disability
  - Causes of disability
  - Problems of child (psycho social problem, communication problem, physical limitation etc.)
  - Medical history
  - Family background
  - School detailed
- Submission of compiled report based on summarization of above information.
  - Prepare two IEP lessons in classroom situation.

**BESH -124: Speech and Audiology (For H.I.)**