

**DETAILS OF CONTENT OF THE COURSES  
B.Ed., SECOND YEAR**

**1) COURSES ON PERSPECTIVES OF EDUCATION**

**COURSE I: LEARNING AND TEACHING**

**CODE : BEDN 211**

**LO/W – 4**

**OBJECTIVES**

At the end of this course the student – teacher should be able to

1. Recognize the definition and principles of learning.
2. Compare various behaviorist perceptions on learning.
3. Experiment the process of transfer of learning.
4. Collect various memory techniques from different sources.
5. Use memory techniques in the teaching learning process.
6. Recognize the definition of motivation, and motivation theories, principles.
7. Apply the motivational theory while teaching in the classroom.
8. Administer the intelligence scales to find out individual differences among the children.
9. Use the counseling techniques for the benefit of the students.
10. Recognize various types of teaching and learning.
11. Select the appropriate types and levels of teaching taking the context into consideration.
12. Use Flanders 10 category analysis for analyzing the teachers' behaviour.
13. Apply the components of effective teaching in the classroom.

**A) COURSE DESCRIPTION**

This course aims at providing basic principles of psychology that includes concept and process of learning, behaviouristic perception of learning, cognitive and humanist perception of learning, transfer of learning, memory and forgetting, motivation, intelligence, group dynamics, teaching as a process and effective teaching.

**B) CONTENT OF THE COURSE**

This course consists of the following **TEN** units covering most important Psychological Concepts of Learning and Teaching. The details of each unit with its sub-units are furnished hereunder.

**UNIT- I CONCEPT AND PROCESS OF LEARNING**

- a. Meaning, concept and definition of learning.
- b. Learning process, importance of learning principles.
- c. Learning process, attention, perception, sensation and concept formation, Imagination, Thinking and Reasoning.

**UNIT- II BEHAVIOURISTIC PERCEPTION OF LEARNING**

- a. Trial and Error- Thorndike laws of learning both primary and secondary, class room implications.
- b. Classical conditioning – Pavlov's classical conditioning and class room implications.
- c. Operant conditioning- Skinner's Operant conditioning, class room implications.

- d. Differences between classical and operant conditioning.

### **UNIT-III COGNITIVE AND HUMANISTIC PERCEPTION OF LEARNING**

- a. Cognitive perspectives of learning (insightful learning- Kohler, discovery learning of Bruner, Developmental theory of leaning- Piaget, Social Learning of Bandura and Social constructivism of Vygotsky)
- b. Humanistic perspectives of learning ( Learner centered approach- Carl Rogers)
- c. Learning by Observation.
- d. Specially-abled Learners, types, identification, characteristics and educational programmes.

### **UNIT-IV TRANSFER OF LEARNING**

- a. Intrinsic and Extrinsic conditions of learning curve
- b. Transfer of training – concept, significance, facilitative conditions and methods.
- c. Factors influencing learning – learner factors, learning material, school factors, home factors, social factors.

### **UNIT-V MEMORY AND FORGETTING**

- a. Concept of memory and forgetting.
- b. Types of memory: short-term and long-term memory.
- c. Process of memory, remembering and process of association.
- d. Forgetting: phenomena of forgetting, how to overcome forgetting.

### **UNIT-VI MOTIVATION**

- a. Motivation –concept, types, achievement motivation and classroom motivation.
- b. Motivation and learning.
- c. Functions of motives, kinds of motives.
- d. Theories of motivation – Hull’s Drive Reduction, Maslow’s Hierarchy of Needs, Achievement Motivation-components.
- e. Fear of failure and hope of success.
- f. Motivation in the classroom context- praises, blames, rewards and punishments, feedback/knowledge of results, level of aspiration.

### **UNIT-VII INTELLIGENCE**

- a. Meaning and concept of intelligence.
- b. Intelligence theories.
- c. Critical perspective of the construct of Intelligence.
- d. Multiple theory of Intelligence of Gardener, Emotional and social intelligence of Goleman.
- e. Measurement of intelligence and use of intelligence.
- f. Creativity – Factors of creativity, fostering creativity among school children.
- g. Impact of growth and Development on intelligence.

### **UNIT- VIII GROUP DYNAMICS**

- a. Group dynamics and teacher’s role.

- b. Properties of human group, types-characteristics of class as a group, Sociometry, a Sociogram, helping an isolate.
- c. Training for leadership.
- d. Guidance and counseling services-educational, vocational, personal counseling – concept and types: directive, non-directive and eclectic counseling.
- e. Role of teacher in Guidance and Counseling services.

#### **UNIT- IX      TEACHING AS A PROCESS**

- a. Concept. Meaning and definitions of teaching.
- b. Types of teaching- authoritarian, democratic and laissez-faire.
- c. Principles of teaching.
- d. Levels of teaching- Memory level, understanding level and reflective level.

#### **UNIT- X      EFFECTIVE TEACHING**

- a. Concept, Meaning and definitions of Effective teaching.
- b. Effective teaching behavior- clarity, variety, task orientation and engagement at task.
- c. Measurement of teaching behavior - Flanders's Ten Category analysis.

#### **C) HANDS ON EXPERIENCE AND PRACTICAL WORK:**

##### **UNIT- I**

- 1. Explain the concept of perception and sensation with 3 examples.
- 2. Observe a student of your choice for one week and explain to what extent he/she is following the principles of learning.

##### **UNIT- II**

- 3. Conduct an experiment of your own on the lines of classical conditioning suggested by Ivon Pavlov and compare the findings.
- 4. Explain five strategies to teach concepts thorough trial and error method and compare your findings with the theory of trial and error.

##### **UNIT- III**

- 5. Provide any five situations where a learner can learn through insightful learning and record your observations.
- 6. Explain the concept of social leaning of Bandura and Vygotsy with two examples.
- 7. Make an album of Kohler, Bruner, Piaget, Vygotsy and Bandura.

##### **UNIT- IV**

- 8. Give two examples of each type of transfer of learning and conduct an experiment with your children.
- 9. Make an experimental study on transfer of learning and record your observations.

##### **UNIT - V**

- 10. Select any 3 memory techniques other than you have studied in your class and implement these techniques to your students and record your observations.
- 11. Explain the techniques to come out of the habit of forgetting.

#### **UNIT - VI**

12. Explain different kinds of motivation with suitable illustrations and stories.
13. Explain Maslow Hierarchy of needs pictographically.

#### **UNIT - VII**

14. Administer any one suitable intelligence scale to your students and clarify them accordingly.
15. Select any five measures and implement them to develop creativity among your students and record observations.

#### **UNIT - VIII**

16. Prepare sketch for giving career guidance to your students.
17. What factors make an individual to behave differently in a group?

#### **UNIT - IX**

18. Observe the class of 10 experienced teachers and explain their teaching with reference to types of teaching.
19. Make a lesson plan of your choice pertaining to the three levels of teaching.

#### **UNIT - X**

20. Go to the classes of five teachers and observe their classes by using Flanders ten category analysis and compare their performance.
21. Make a lesson plan for effective teaching taking all the four components into consideration.

#### **D) LIST OF TEXT & REFERENCE BOOKS:**

1. Agarwal (2004). **Psychology of Learning and Development**. Shipra Publications. New Delhi.
2. Allen, B P. (2006). (5<sup>th</sup> Ed.). **Personality Theories: Development, Growth and Diversity**. Needham Heights, MA: Allyn and Bacon.
3. Berk. L. E, (2010). (8<sup>th</sup> Ed.). **Child Development**. PHI Publications. New Delhi.
4. Bhatia, K.K. (2003). **Bases of Educational Psychology**. Kalyani Publishers New Delhi.
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7. Crowne, D. P. (2010). (2<sup>nd</sup> Ed.). **Personality Theory**. Oxford University Press. New York.
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13. Kenneth T. Henson, Ben F. Ella. **Educational Psychology for Effective Teaching**.
14. Narayan Rao . S (1990). **Educational Psychology**, Wiley Easter Limited, New Delhi.
15. Mangal, S.K. (2002). **Advanced Educational Psychology**, Prentice Hall of India, Pvt. Ltd., New Delhi.
16. Matthews, G. Deary, I. J., & Whiteman, M.C. (2009). **Personality: Theory and Research** 2<sup>nd</sup> Edition, New York, USA, Guilford Publications.
17. Riding, R. (1998). **Cognitive Styles and Learning Strategies: Understanding Style Differences in Learning and Behavior**, London, David Fulton Publishers.
18. Schunk, D. H. (2007). **Learning Theories: An Educational Perspectives (5<sup>th</sup> Edition)**. New York. Prentice Hall.
19. Sharma, K.N.(1990). **Systems, Theories and Modern Trends in Psychology**. Agra:HPB.
20. Sharma, R.A. (1996). **Essentials of Educational Psychology**, R Lall Book Depot, Meerut.
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23. Skinner, C. E. (2003). **Educational Psychology**, Fourth Edition, Prentice Hall of India Private Limited, New Delhi.
24. Vygotsky, L.S. (1978). **Mind in Society: The development of higher Psychological process**. Cambridge, Massachusettts: Harvard University Press.
25. Water and Schnieder (2009). **Metacognition, Strategy Use and Instruction**. The Guilford Press. New York.
26. Weiten, W & Lloyd, M.A. (2007). **Psychology Applied to Modern Life – Adjustment in the 21<sup>st</sup> Century**, Eighth Edition, Akash Press Delhi, Indian Reprint.
27. Woolfork, A. (2009). **Educational Psychology**, Ninth Edition, Pearson Education Inc. Singapore.
28. Wertsch, J.V. (1985). **Cultural, Communication, and Cognition: Vygotskian Perspectives**. Cambridge University Press.
29. Yakaiah, P. & Bhatia, K.K. (2005). **Introduction to Educational Psychology**. Kalyani Publishers. Ludhiana.

**COURSE II: CONTEMPORARY INDIA AND EDUCATION**  
**CODE : BEDN 212**

**LO/W - 2**

**OBJECTIVES**

At the end of this course the student-teacher should be able to

1. Understand and contextualize ideals of the Constitution of India.
2. Appreciate humanistic agenda of the constitution on India.
3. Value the role of education in realizing the ideals of the Constitution.
4. Develop critical awareness about the issues of education that are coming in the way of realization of the values of the constitution.
5. Develop positive attitudes towards various forms of exclusion.
6. Appreciate the need for education for peace.
7. Reflect on the issues of secondary school stage education.

**A) COURSE DESCRIPTION**

This course deals with the importance of normative vision of Indian education, education as fundamental right, contemporary Indian schooling: concerns and issues, understanding exclusion in schooling, secondary education concerns and issues, etc. This course also helps the student teachers to understand constitutional provisions, and sensitizes student-teacher on exclusion in schooling highlight some of the issues and concerns of secondary education.

**B) CONTENT OF THE COURSE**

This course consists of the following **FIVE** units covering most important aspects of the Contemporary India and Education. The details of each unit with its sub-units are furnished hereunder.

**UNIT – I      NORMATIVE VISION OF INDIAN EDUCATION: INDIAN CONSTITUTION**

- a. Basic Features of Indian Constitution.
- b. Fundamental Rights.
- c. Directive principles of state policy.
- d. Federal Structure.
- e. Preamble of the Constitution: The ideals.
- f. Sovereign Nation.
- g. Democratic and Secular policy.
- h. Liberty, Equality and Fraternity.
- i. Justice: Social, Economic and Political.

**UNIT – II      EDUCATION AS FUNDAMENTAL RIGHT**

- a. Human Rights; Meaning Nature and Classification.
- b. Right of Children: International convention and Indian Constitution; Education as Fundamental Right of Children – 2009.
- c. Issues in Implementing RTE -2009: A critical understanding.
- d. Issues that affect and negate the children's right to education (Child Labor: Street children, abandoned and orphans).

- e. Differently-abled children: Attitude towards the girl child and her participation in schooling, punishment, abuse and violence in schools.

### **UNIT – III CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES**

- a. Equality of Educational Opportunity: Meaning and nature: Forms of inequality: Religion, Region, Caste, Gender and other marginalized groups.
- b. Inequality of Schooling: Public – Private schools, Rural – urban schools, Mass-elite schools, single teacher schools and many other forms of in-equal school systems. Critical understanding of Paradox of Equal opportunity and in-equal schooling: positive discrimination; concept and issues and policy interventions.
- c. Schooling: Quality concerns and issues.
  - i. Universal access.
  - ii. Universal Enrollment.
  - iii. Universal Retention.
  - iv. Universal success.

### **UNIT – IV UNDERSTANDING EXCLUSION IN SCHOOLING**

- a. Exclusion: meaning and nature.
- b. Forms of exclusion: a) physical / psychological exclusion.
- c. Different types of differently-abled children: Nature of problems and their impact on learning.
- d. Measure to address the issue of learning of differently-abled children and professional preparedness of Institutions.
- e. Socio-cultural and economic exclusion: Understanding different forms of socio-culture and economic exclusion in schooling – Caste, Class, Gender, Minority, and other Marginalized sections of the society.

### **UNIT – V SECONDARY EDUCATION CONCERNS AND ISSUES**

- a. Secondary School stage: its linkages with primary and higher secondary stages of education.
- b. Aims of Secondary School Stages of Education.
- c. Universalization of Secondary School stages of Education: Its Status.
- d. Quantitative expansion, Qualitative consolidation and Equity perspective – A sociological understanding.
- e. Issues in Secondary school stages of Education: Privatization, Vocationalization.
- f. Reforms in Secondary School stage Education: Curricular, Pedagogical and Examinations.
- g. Rashtriya Madhyamika Shiksha Abhiyan (RMSA): Goals and policy intervention for Quality Secondary School Stages of education.

## **C) HANDS ON EXPERIENCE AND PRACTICAL WORK:**

### **UNIT- I**

- 1. List out the constitutional provisions for education and explain about the implementation of these provisions in selected schools of your choice.

2. Take a survey of 5 schools and explain the implementation of justice (social, economic and political).
3. Make a Critical Study with the help of Survey and Observation of alternative schools – Night schools, Mobile schools, Child labor Schools and prepare a report.
4. Prepare an album on ‘Vision of Indian Education: Indian Constitution’.

#### **UNIT- II**

5. Make a portfolio on child labor.
6. Explain any 10 features of RTE act and identify 10 schools and observe the implementation of these features in those 10 schools.

#### **UNIT- III**

7. Write notes of universal Enrollment concept and what are the reasons for not achieving the target.
8. Make a study on Intervention for enhancing the quality of secondary education and prepare a report.

#### **UNIT- IV**

9. Conduct a survey on street children and orphans and prepare a report on them.
10. Make a survey on types of Exclusion in your school and record the problems and suggest measures to overcome the problem.

#### **UNIT- V**

11. Conduct a survey (a minimum of 10 schools) and critically analyze the implementation of RMSA.
12. Select five list out the activities in practice that leading to national integration.

#### **D) LIST OF TEXT & REFERENCE BOOKS:**

1. Adams, J. A. (1992). **Learning and memory: An introduction**. Illions: Dorsey Press.
2. Adishesiah, M.S. (1978). **Report of the National Review Committee on Higher Secondary Education with Special Reference to Vocationalisation**. New Delhi: Govt. of India.
3. Aggarwal, J.C. (2009). **Recent Developments and Trends in Education**. New Delhi: Shipra Publications.
4. Allen, L.A; **Management and organization**. Mc Graw Hill, Auckland, 1995 Anand, C.L.et.al. (1983) **Teacher and Education in Emerging Indian Society**, NCERT, New Delhi.
5. Bombwall, K.R. (ed.) (1968): **Aspects of Democratic Government and Politics in India**. New Delhi: Atma Rant & SonsCoombs, Philip H. (1985). **The World Crisis in Education**, Oxford University Press, New York.
6. Dash, B.N, (2004). **Theories of Education and Education in the Emerging Indian Society**. New Delhi: Dormant Publishers and Distributers.
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10. Govt. of India (1992), **Program of Action (NPE)** Min. of HRD, **Future of Education**. Wellington: NZCER Press. New Delhi.
11. Government of India (1993): **Education For All: The Indian Scene Widening Horizons**. New Delhi: MHRD (Education)
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20. NCERT, (1986) **School Education in India – Present Status and Future Needs**, New Delhi.
21. Ramos, R.C. (2006). **Considerations on the Role of Teacher Autonomy – Theoretical Discussion Papers**. Available online
22. Rainu Gupta (2011). **Philosophical, Sociological and Economic Bases of Education**. Ludiana: Tandon Publications.
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25. Stoll, L., Fink, D., and Earl, L. (2003). **It's about Learning (and it's about Time): What's in it for Schools?** London: Routledge Falmer.
26. UNESCO. (1996). **Learning the Treasure Within Report to UNESCO of the International Commission on Education for the Twenty-first Century**. Paris.
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**COURSE III : GENDER, SCHOOL AND SOCIETY**  
**CODE : BEDN 213**

**LO/W - 2**

**OBJECTIVES**

At the end of this course the student – teacher should be able to

1. Identify the gender related issues.
2. Develop sociological perspectives about the impact of culture, tradition, socialization, division of labor on gender aspects.
3. Develop awareness about the impact of gender on education.
4. Understand the dynamics of gender perspectives and sensitization.
5. Acquire the knowledge regarding equality and its relationship to women education.
6. Identify hindrances in achieving hundred percent literacy, continuing education, course preferences etc.
7. Recognize the knowledge about legal provisions related to women's Rights and Education.
8. Recognize the trends in girls' education and women empowerment.
9. Recognize benefits of women / girls education.
10. Estimate the level of change in the status.

**A) COURSE DESCRIPTION**

This course introduces the importance of women's education, concept, meaning of gender, gender discrimination, factors affecting gender discrimination, changing status of women, women's rights and its legal provisions, equality of division of labor, Educational provisions specially meant for girls Education, Emerging trends in the field of women Education, Women empowerment through girl's education and its need, etc.

**B) CONTENT OF THE COURSE**

This course consists of the following **FIVE** units covering most important aspects of gender and equality of opportunities for women, historical perspectives and changing nature of women, gender and education. Details of each unit with its sub-units are furnished hereunder.

**UNIT – I BASICS OF GENDER**

- a. Concept, Meaning and scope of gender.
- b. The difference between sex and Gender – Gender discrimination.
- c. The characteristics of patriarchal system and its impact on women's status.
- d. The need and importance of women's education – its benefits.

**UNIT – II FACTORS AFFECTING GENDER DISCRIMINATION**

- a. Factors influencing gender differences and practices – inequality in ratio, female infanticide, foeticide, crime, and violence.
- b. Religious, Physical, Sociological, Economic, Political, Legal, Employment, Psychological factors etc.
- c. Socialization process and its impact on decision making on Women / Girls Education.
- d. Rural / Urban / Tribal Societies in relation to girls Education.
- e. Women and Girls' status at present in our Society.

### **UNIT – III HISTORICAL PERSPECTIVES AND CHANGING STATUS OF WOMEN**

- a. Epic, Vedic age – Kaikeyi, Sathyabhama, Gargi, Maitreyi, Lopamudra etc.
- b. Medieval age – Rani Lakshmi Bai, Chennama, Rudramadevi.
- c. British age – Victoria, Elizebeth, Noorjahan.
- d. Present age – Indira Gandhi, Sushma Swaraj, Sirimavo Bandaranayake, Kiran bedi, Kalpana Chawla, Indra Noori, Arundhati Bhattacharya, Kiran Majundar Shah, Meerakumar.

### **UNIT – IV LEGAL ISSUES OF GENDER**

- a. Women’s rights.
- b. Legal Provisions.
- c. Equality of Sexes.
- d. Education and division of Labour – Home, School, Society, work place.

### **UNIT – V GENDER AND EDUCATION**

- a. Educational provisions specially meant for girls Education.
- b. Emerging trends in the field of girls Education - Reservations.
- c. Gender as an influencing factor in course choices.
- d. Women empowerment through girls’ education - its need – National Development.

### **C) HANDS ON EXPERIENCE AND PRACTICAL WORK:**

#### **UNIT – I**

1. Make a portfolio of gender discrimination in home and society.
2. Prepare an album on importance of women education for National Development.

#### **UNIT – II**

3. Collect the information of women who have achieved great status in the country and make a portfolio with all necessary pictures.
4. Make a survey in a village on girls education at least 50 houses by using your own questionnaire and analyze the responses and prepare a report.

#### **UNIT – III**

5. Make an album of epic, Medieval and present age women other than you studied in this course.

#### **UNIT - IV**

6. Prepare a power point presentation on women’s rights and constitutional provisions provided for safeguarding womanhood.
7. Make a survey on women teachers in your school and highlight the contribution of them in the growth of the institute.

#### **UNIT – V**

8. Make a portfolio on the emerging trends in the field of girl’s education in India.
9. Make a study on ‘gender as an influencing factor in course choice’ and submit a report.
10. Make a collage of 10 pages depicting the theme ‘Educational provisions specially meant for girls Education’.

#### **D) LIST OF TEXT & REFERENCE BOOKS:**

1. Purba Das., **Sociological Foundations of Education** Authors Press. Lakshmi Nagar, Delhi, Rs 600.
2. Adelson Rachjel K Daring (1996). **DO for Digital Daughters, association for Women in computing – Live wires Communications.**
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16. “United Nations Childrens fund” (1995). **Focus on Girls Education Needed to Break Apartheid of Gender,** Unicef Press release.
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**COURSE IV: INCLUSIVE EDUCATION**

**CODE: BEDN 214**

**LO/W-2**

**OBJECTIVES: At the end of the course, the student- teachers will able to**

1. Recognize the concept of Special / Integrated / Inclusive Education.
2. Differentiate the meaning of Disability, Impairment and Handicapped.
3. Develop a comprehensive view on various social attitudes towards disabilities.
4. Classify various disabilities.
5. Identify the characteristics of children with disabilities.
6. Acquire knowledge on services and programmes available for families with special needs.
7. Recognize the policies and programmes available for the disabled.
8. Understand the present scenario on development of special education in India.
9. Recognize the role of parents, therapist and NGO’s in the process of rehabilitation of the disabled.
10. Develop empathy towards routine problems of the disabled children in schools.

## **A) COURSE DESCRIPTION**

This course aims at making the student teachers to get sensitized with various issues related to concept of inclusive education, students' awareness, types and characteristics of children with special needs, identification, assessment of special children, vocational training, community based rehabilitation and educating in inclusive classrooms, etc. Further this course includes issues such as family and disability management, vocational training and community based rehabilitation, students' awareness and policies and legislation with regards to inclusive education such as PWD Act, RCI Act etc.

## **B) CONTENT OF THE COURSE**

This course consists of the following **FIVE** units covering most important aspects of inclusive education. The details of each unit with its sub-units are furnished hereunder.

### **UNIT - I CONCEPT OF INCLUSIVE EDUCATION**

- a. Inclusive education – concept, meaning, definition and importance.
- b. Concept and classification of impairment, disability and handicap.
- c. Concept of special education, integrated education, mainstreaming and inclusive education.
- d. Need for inclusive education in India for children with special needs.
- e. History of special education.
- f. Concessions and rights of the disabled.
- g. Recent trends in the field of special education. Awareness and attitudinal changes towards the disabled.

### **UNIT - II TYPES AND CHARACTERISTICS OF CHILDREN WITH SPECIAL NEEDS**

- a. Concept, types and characteristics of different types of children with special learning needs.
- b. Children with physical challenges: visual, hearing, loco-motor and neurological.
- c. Children with intellectual challenges: gifted, mentally challenged, autism (ASD) and learning difficulties (LD).
- d. Children with emotional and behavioral deviations with special reference to ADHD and Juvenile Delinquency.
- e. Children with socio-cultural deviations (SC, ST, Minorities) and linguistic minorities.

### **UNIT - III IDENTIFICATION, ASSESSMENT OF SPECIAL CHILDREN**

- a. Identification, assessment and education of children with physical challenges – visual, hearing, loco-motor and neurological.
- b. Identification, assessment and education of children with intellectual challenges – gifted, mentally challenged, autism, learning difficulties.
- c. Identification, assessment and education of children with emotional and behavioral deviations with special reference to ADHD and juvenile delinquency.
- d. Identification, assessment and education of children with socio-cultural deviations and linguistic minorities.
- e. Challenges and prospects in Identification, assessment of children in inclusive education.

#### **UNIT - IV VOCATIONAL TRAINING, COMMUNITY BASED REHABILITATION AND EDUCATING IN INCLUSIVE CLASSROOMS**

- a. Concept of shelter workshops, transitory employment.
- b. Self employment and extended employment and CBR.
- c. Role of mothers, crisis management, counseling.
- d. Intervention by multi-disciplinary team, referral services.
- e. Need for creation of physical, psychological, sociological barrier free environment within and outside the classroom.
- f. Assistive devices and technologies required for education of children with special needs in inclusive classroom.
- g. Need for parent and community involvement to promote positive behaviours and social competence in children with special learning needs.
- h. Need for multi-disciplinary approach to address the educational needs of children with special learning needs.

#### **UNIT - V STUDENTS AWARENESS, POLICIES AND LEGISLATION**

- a. Planning, organizing and conducting programmes in the community, media selection for role play, drama, puppetry, dance, exhibition, postal display and folk arts.
- b. Psychology of awareness – reporting.
- c. International Legislations- Salamanca Declaration, UNESCAP, UNCRPD.
- d. National Legislations – NPE 1986, PoA 1992, RCI Act 1992, PWD Act 1995 with latest amendments, National Trust Act 1999, RTE Act 2009.
- e. Government schemes and provisions – SSA, RMSA with special reference to the provisions and activities aimed at meeting the needs of children with special learning needs.

#### **C) HANDS ON EXPERIENCE AND PRACTICAL WORK:**

##### **UNIT - I**

1. Visit to National Institute for empowering for the persons with multiple disabilities, Muttukadu, ECR road, Kovalam, Chennai.
2. Prepare a power point presentation on recent trends in the field of inclusive education - Awareness and attitudinal changes towards the disabled.

##### **UNIT – II**

3. Visit to NIVH, regional centre, Poonamallee.
4. Visit to blind school, Arrakonam.
5. Prepare brailly English lesson for class VIII.
6. Demonstration of finger spelling language in a deaf and dumb school.
7. Prepare an assistive device for person with cerebral palsy.
8. Prepare an album on different types of loco-motor disabilities.
9. Prepare a remedial teaching plan for dyscalculia students.

##### **UNIT – III**

10. Conduct parental counseling for children with learning disabilities.

11. Create an awareness model pamphlet on autism spectrum disorder.
12. Organize a role play to understand the family problems of mentally handicapped children.
13. Make a visit to department of psychiatry of Meenakchi Medical College, Kanchipuram to gain hands on experience of 'mental ill'.
14. Prepare case studies of two differently abled children (with different disabilities).

#### UNIT – IV

15. Visit an NGO and prepare a detailed case study report on vocational training.
16. Make a survey at rural level to gather the census of disability prevalence.
17. Organize an awareness camp at rural community to impart the knowledge of CBR.
18. Make a get together meeting with village health worker, Anganwadi teachers at Primary Health Centre.
19. Prepare a power point presentation on barrier free environment for orthopedically disabled.

#### UNIT - V

20. Prepare a power point presentation on rights and benefits available for the persons with disabilities in Indian constitution.
21. Organize family counseling sessions to give the referral services on rights of the disabilities.
22. Form a small group of 5-6 student teachers and conduct awareness camp in any village/ward on causes, prevention and referral services available for differently-abled children and prepare a report.
23. Prepare mindmap on Inclusive education with reference to the following policies viz., NPE 1986, PoA 1992, RCI Act 1992, PWD Act 1995, National Trust Act 1999, and RTE Act 2009

#### D) LIST OF TEXT AND REFERENCE BOOKS

1. Ainscow, M. (2005). From special education to effective schools for all, keynote presentation at the Inclusive and Supportive Education Congress, University of Strathclyde, Glasgow.
2. Das, A.K. and Pillay, A.N. (1999). **Inclusive education for disability students: Challenges for education.** Paper presented at the 5<sup>th</sup> UNESCO conference, Bangkok, Thailand.
3. Dash, M. (2000). **Education of Exception Children**, Atlantic Publishers and Distributor, New Delhi.
4. Govinda Rao, L. (2007). **Perspectives on special education**, Neelkamal Publications Pvt. Ltd. Hyderabad.
5. Kundu, C.L. (2000). **Status of disability in India**, RCI. New Delhi.
6. Madhumita Puri and George Abrahm (2005). **Handbook of Inclusive education for educators, administrators, and planners**, SAGE publishers, New Delhi.
7. Mani, M. N. G. (2000). **Inclusive education in Indian context.** International Human Resource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya. Coimbatore.

8. Nagaraju, M.T.V. (2014). **Curriculum and Instruction of Inclusive education**. New Delhi: Commonwealth Publishers.
9. Orlansky, W. D. (1992). **Exceptional children: An inventory survey of special education**. Macmillan Publishing Company. New York.
10. Oza, D. J. and Ronak, R. P. (2011). **Management of behavioural problems of children with mental retardation**. VDM publications. Germany.
11. Panda, K. C. (2003). **Education of Exception Children**. Vikas Publications. New Delhi.
12. Ranganathan, R. (2006). **International Rehabilitation Conference on channeling the challenges of disability**. Macmillan India Ltd.
13. Reddy, G.L. Ramar, R and Kusuma, A. (2005). **Learning disabilities: A Practical guide to the practitioners**. Discovery publications. New Delhi.
14. Reddy, G.L. Ramar, R and Kusuma, A. (2006). **Behavior disorder in children: Identification and Assessment**. Discovery publications. New Delhi.
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16. Reddy, G. L. (2004). **Hearing impairment: An educational consideration**. Discovery Publishing House. New Delhi.
17. Taylar, Ronald, L. (1993). **Assessment of Exceptional Children**. Milton Keynes: Open University press.
18. Umadevi, M.R. (2010). **Special Education: A Practical approach to education children with special needs**. Neelkamal Publications Pvt. Ltd. Hyderabad.
19. Venkatesan, S. (2003). **Children with developmental disabilities: A training guide for parents, teachers and care givers**. Sage Publications. New Delhi.

## **COURSES ON CURRICULUM AND PEDAGOGIC STUDIES**

### **OPTIONAL COURSES**

#### **COURSE V (a): TEACHER EDUCATION**

**CODE : BEDN 2231**

**LO/W- 2**

#### **OBJECTIVES:**

**At the end of this course the student – teacher should be able to**

1. Recognize the current trends in teacher education in India and abroad.
2. Recognize the role of teachers in modern society.
3. Recognize the problems involved in the organization of teacher education programs at different level.
4. Acquaint with operational system of computer and its role in education.
5. Analyze the teacher education program at present in vogue.

#### **A) COURSE DESCRIPTION**

This course aims at introducing the concepts such as teaching as a profession, pre-service and in-service education, and development of teacher education and evaluation of teacher education programs. This course also helps the student teachers to understand their role and behavior and responsibility as teacher and ways and means for his/her professional development.



## **B) CONTENT OF THE COURSE**

This course consists of the following **FIVE** units covering most important aspects of the Teacher Education and Teacher Development. The details of each unit with its sub-units are furnished hereunder.

### **UNIT – I INTRODUCTION**

- a. Teaching as profession.
- b. Teacher education as distinct from Teacher Training.
- c. Need for teacher education.
- d. The concept of teaching.
- e. Effective teaching, contributory factors.
- f. Characteristics of teachers.

### **UNIT – II PRE-SERVICE EDUCATION**

- a. Pre-service teacher education.
- b. Historical perspective, different types of teacher education institutions.
- c. General and stage-wise, objectives of teacher education.

### **UNIT – III IN-SERVICE EDUCATION**

- a. Need for in-service education for teachers.
- b. Objectives, techniques of in-service education.
- c. Functions of NCERT, SCERT and Extension Department.

### **UNIT – IV DEVELOPMENT OF TEACHER EDUCATION**

- a. Administration of Teacher education in Tamil Nadu.
- b. Role of DTERT, Universities and NCTE.
- c. Secondary Teacher Education in Five Year Plans.

### **UNIT – V EVALUATION**

- a. Evaluation of teaching.
- b. Concept, criteria, construction and description of rating scales.
- c. Students' evaluation of teachers.

## **C) HANDS ON EXPERIENCE AND PRACTICALWORK:**

### **UNIT - I**

1. Make a survey among the school children to find the qualities that makes a person a good teacher.
2. Collecting the details of various teacher organizations in Tamil Nadu state and India and submit a report on them.

### **UNIT - II**

3. Prepare a portfolio on the historical perspectives of teacher education in India.

### **UNIT - III**

4. Prepare mind map with minimum of 2 pages each highlighting on the functions of NCERT, SCERT and Extension Department in strengthening teacher education programmes.

#### UNIT- IV

5. Suggest the measures in the form of a report on activities to be taken up by different stake holders of teacher education sector to make it more qualitative.
6. Analyse NCFTE- 2009 and submit a report highlighting the important issues related to in-service programs.
7. Prepare a power point presentation on the functions of SCERT in organizing in-service programs.

#### UNIT- V

8. Prepare a rating scale for assessing the quality of teachers in your school and analyze 10 teachers and submit a report.

#### D) LIST OF TEXT & REFERENCE BOOKS:

1. Arun, K.Gupta: **Teacher Education, Current and Prospective**, Sterling Publishers, New Delhi.
2. Erwin, V.Johanningmeier: **Foundation of Contemporary American Education**
3. Harry, D. (2008). **Teaching human rights : A hand book for teacher education**. Delhi : Authors
4. Jagannath, M. (2005). **Teaching of Human Rights**. New Delhi: Deep & Deep Publications (p) Ltd.
5. Loughran, J. (2006). *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. London: Routledge.
6. MHRD (2001): **Convention on the Right of the child**. New Delhi.
7. Mursell J.L. **Successful Teaching** McGraw Hill New Delhi
8. Ryans, D.G: **Characteristics of Teacher**, Washington, D.C., American Council of Education, 1970.
9. Singh, R.P. **Studies in Teacher Education - An Overview**, Bharat Publishers, New Delhi.
10. Vanaja and Vijiya Bharathi. **Value Oriented Education, Initiatives at the Teacher Education Level**, New Delhi, Neelkamal Publications Pvt. Ltd, 2011.

**COURSE V (b): EDUCATIONAL MANAGEMENT**  
**CODE : BEDN 2232**

**LO/W- 2**

#### **OBJECTIVES: At the end of this course the student – teacher should be able to**

1. Recognize the concepts, definitions, terms and theories in the field of educational management.
2. Recognize the role of personnel involved in effective educational management.
3. Develop the leadership qualities among the student teachers.
4. Recognize the importance of classroom organization.
5. Apply the principles and techniques of supervision in teaching profession.
6. Appreciate the role of different bodies in educational administration.
7. Compare various issues of administration with regards to education and other disciplines.
8. Compare the concepts of administration, organization and management.
9. Develop the strategies of tapping the community resources for school development.
10. Develop skill in preparing school timetable.

## **A) COURSE DESCRIPTION**

This course introduces the concepts of management, administration and organization, components of administration process, basic principles of modern management theories, principles of good administration, leadership behavior, role of the Head of the educational institutes and different styles of leadership, educational supervision, role of D.E.Os, administration of education at different levels, role of the center and state, school administration, classroom management, organization of co-curricular activities, school and community, problems of finance, issues in educational administration such as decentralization, autonomy, academic freedom, students participation etc.,

## **B) CONTENT OF THE COURSE**

This course consists of the following **FIVE** units covering most important aspects of Educational Management. Details of each unit with its sub-units are furnished hereunder.

### **UNIT – I INTRODUCTION TO EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

- a. Nature and scope of educational administration, definitions, differences between management, organization, administration.
- b. Components of the administrative process, management of things, human relations.
- c. Basic principles of modern management theory – totalitarian versus democratized, classical theory, socio-technical system theory and its relevance to educational administration.
- d. Principles of good administration, Role of the Head Master and D.E.Os on effective management based on the recommendations of IEC, 1964 – 66.

### **UNIT – II LEADERSHIP BEHAVIOUR, SUPERVISION & CLASSROOM MANAGEMENT**

- a. Leadership behavior: concept, importance, types of leadership qualities, strategies to develop leadership qualities, implication of educational administration.
- b. Educational supervision: meaning and scope, Need for supervision.
- c. Types of supervision: based on goals to be attained, American system of classification.
- d. Classroom management: problems, mistakes, disciplinary practices, classroom rules, routines and regulations.
- e. Time management: allocated time, instructional time, engaged time and academic learning time.
- f. Violation of rights of children and legal consequences.
- g. Creating positive and productive environment for learning, creation of emotionally safe learning environment to increase learning & creating a cultural congruity between home and school.

### **UNIT – III SCHOOL ADMINISTRATION & MANAGEMENT**

- a. School administration: scope and meaning, role of the Headmaster and teacher in school administration.
- b. School discipline: meaning of discipline, principles of punishments, means to achieve good discipline, corporal punishment.

- c. Office management: management of statutory and non-statutory records.
- d. Organization of the co-curricular activities: Need and importance, guiding principles for effectiveness.
- e. Some important co-curricular activities: school assembly, publications, athletics and games, clubs and societies, role and organization of each.
- f. School library, functions of the school library, requisites of good library, motivating pupils to utilize library.

#### **UNIT – IV ADMINISTRATION AT DIFFERENT LEVELS, SCHOOL AND COMMUNITY**

- a. Administration of education at different levels in Tamil Nadu.
- b. Role of the Center and State: constitutional provisions to local bodies and private enterprises.
- c. School and community: school & home partnership, parent teacher association, school community center, measures to win community support.
- d. Problems of school finance: grants in-aid and other fees and endowments.
- e. Institutional planning: concept and scope, characteristics of good plan.
- f. Extension Service Department.

#### **UNIT – V MANAGEMENT AND EVALUATION OF HUMAN RESOURCE**

- a. Total Quality Management (TQM): concept and importance.
- b. Stress management: meaning, concept, causes of stress, types of stress, methods and techniques of managing stress.
- c. Disaster Management: meaning, concept, need and importance, types of disasters, management during the time of disasters.
- d. SWOT analysis: meaning, concept, importance, self evaluation of strength, weaknesses and opportunities, analysis of an institute as a whole.
- e. Decision making: importance of decision making in planning, types and characteristics of decisions, factors of decision making process, educational implication in teaching learning process.

#### **C) HANDS ON EXPERIENCE AND PRACTICAL WORK**

##### **UNIT - I**

1. Draw a mind map on the responsibilities and role of Headmaster, role of D.E.O.
2. Make a study on the administrative process of the school in which you are attached for teaching practice and submit a report.
3. Collect the information about the organizations offering courses for educational management with all necessary details.
4. Suggest measures to develop the relationship between school and community.
5. Suggest measures to attain Total Quality Management.
6. Write the expectations from a successful Head master of a school and select any one Head master you feel as effective and successful in administering the school.

##### **UNIT – II**

7. Prepare a portfolio on importance of leadership qualities in school management.

8. Prepare an album on the theme classroom management.
9. Make a study on the management of time by your guide teachers in school where you are attached for teaching practice.

### **UNIT – III**

10. Prepare a report on the maintenance of discipline in the school where you were attached for teaching practice.
11. Make a study on the types of co-curricular activities which are carried out in the school while undergoing teaching practice and prepare a report stating the need, importance and effectiveness of such programs.

### **UNIT – IV**

12. Study of the institutional planning of a matriculation school and submit a report.
13. Make a visit to Government, aided and private schools and study their maintenance and prepare a report by suggesting measures for improvement.
14. Identify any two extension programs which can be organized in your school for teachers and students.

### **UNIT - V**

15. Suggest measures to attain Total Quality Management in the school / higher education institution in the form of a report highlighting the areas of improvement.
16. Make a SOWT analysis of the institution which you have studied your UG Degree program.
17. Prepare an album on Stress Management.

### **D) LIST OF TEXT AND REFERENCE BOOKS**

1. Amiol of Alams & Rrank G. Dickey: **Basic principles of Supervision**, New Delhi, Eurasia Publishing House Ltd.
2. Cannobell, Corbally and Ranasyer: **Introduction of Educational Administration**, Boson Allan and Bacon Inc.
3. Chaube, S. P., & Chaube, A. (2008). **School Organization**, New Delhi: Vikas Publishing House.
4. **Educational commission Report 1964-66.**
5. **Gangadhar, R. M., & Rao, V. P. S. (2000). Organizational behavior**, Delhi: Konark Publishers Pvt. Ltd.
6. Haggett Albert: **Practical School Administration**, Iiinois Grrrand Press.
7. Hemalata, T., & Ruhela, S.P. (1997). **Educational Management - Innovative global patterns**. New Delhi: Regency Publication.
8. John W Best and James V Kahn (2008). *Research in Education*, Pearson/PHI, New Delhi.
9. Kochar S.K. **Successful Supervision and Inspection**, New Delhi, Sterling Publishers.
10. Kochar S.K.: **Pivotal Issues in Indian Educational Administration**, New Delhi, Sterling Publishers.
11. Kochar S.K. : **Secondary School Administration** , New Delhi, Sterling Publishers.
12. Krishnamacharyulu, V. (2010). **School Management and Systems of Education**, Neelkamal Publications Pvt. Ltd. Hyderabad.
13. Mathur S.S. **Educational Administration**, New Delhi, Allied Publishers.

14. Meenakshi Sundaram, A. (2012). **Educational Innovations and Management**, Kavyamala Publishers, Chinnalapathi, Tamil Nadu.
15. Mishra R. C. (2007). **History of Educational Administration**, APH Publishing Corporation, New Delhi.
16. Mukhopadhyaya Marmaf, (2001). **Total Quality Management in Education**, NIEPA, New Delhi
17. Paneerselvam, A. (2006). **Educational Management and Supervision**, Shantha Publishers.
18. Parag Diwin (2006). **Management Principles and Practices**, Excell Books, New Delhi.
19. Prakash, S. (1999). **Educational Planning**, Gyan Publishing House, New Delhi.
20. Premila Chandrasekaran (1994). **Educational Planning and Management**, Sterling Publishers.
21. Raghunath Safya : **School Administration and Organization**, New Delhi, Dhanpat Rai and Sons.
22. Rai, B. C. (1997). **School Organization and management**, Prakashan Kendra, Lucknow.
23. Sharma, R.A (2008). **Educational Technology & management**. Meerut: R.Lall Books Depot.
24. Sindhu K.S. **School Organization**, Jalandhar City International Publishers.
25. Sindhu K.S. **School Organization and Administration**, Jalandhar City, International Publishers.
26. Mort Paul R: **Principles of School Administration Schools**, McGraw Hill Co Illinois.
27. Vandana Punia (2005). **Managerial Skills in Educational Administration**, Deep and Deep Publications Pvt. Ltd. Delhi.
28. Vashist, S.R (2008). **Encyclopedia of educational administration**, Anmol publication Pvt. Ltd, Delhi.
29. Vashist, S.R(2006). **School administration**. Anmol publication Pvt. Ltd, Delhi.
30. Veer, U. (2008). **Modern school Organization**. Vikas Publishing House, Delhi.

## **CURRICULUM RELATED COURSES**

**COURSE VI: ASSESSMENT FOR LEARNING**  
**CODE : BEDN 2241**

**LO/W - 4**

### **OBJECTIVES**

At the end of this course the student – teacher should be able to

1. Recognize the nature of assessment and evaluation and their role in teaching-learning process.
2. Recognize the perspectives of different schools of learning on learning assessment.
3. Realize the need for school based and authentic assessment.
4. Examine the contextual roles of different forms of assessment in schools.
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques.
6. Develop assessment tasks and tools to assess learners' performance.
7. Analyze, manage, and interpret assessment data.

8. Analyze the reporting procedures of learners' performance in schools.
9. Develop indicators to assess learners' performance on different types of tasks.
10. Examine the issues and concerns of assessment and evaluation practices in schools.
11. Understand the policy perspectives on examinations and evaluation and their implementation practices.
12. Traces the technology bases assessment practices and other trends at the international level.

### **A) COURSE DESCRIPTION**

This course aims at providing basic principles of assessment and learning that includes meaning, purpose and classification of assessment, theories on assessment, classification of assessment, domains of assessment, types, trends and tools of assessment, planning, construction, administration and reporting of assessment, feedback mechanism and reporting. The student-teacher can use the knowledge and experience gained through this course and act according to the requirements of the classroom teaching and assessment effectively.

### **B) CONTENT OF THE COURSE**

This course consists of the following **TEN** units covering most important concepts on assessment of learning, planning, administration, reporting of assessment and feedback mechanisms etc. The details of each unit with its sub-units are furnished hereunder.

#### **UNIT – I CONCEPT OF ASSESSMENT AND EVALUATION**

- a. Meaning of Assessment, Measurement, Tests, Examination, Appraisal and Evaluation and their interrelationships.
- b. Purpose(s) and principles of assessment, characteristics of quality assessment.

#### **UNIT – II PERSPECTIVES ON ASSESSMENT AND EVALUATION**

- a. Current thinking about learning based on Behaviorist, Cognitivist and Constructivist learning theories and their implications for classroom assessment-changing the culture of classroom assessment.
- b. Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative), scope (teacher-made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (self-referenced, norm-referenced, criterion-referenced) and context (internal, external).
- c. Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks – continuous and comprehensive assessment.

#### **UNIT – III DOMAINS OF ASSESSMENT**

- a. Concept of learning outcomes, assessment of cognitive, Affective and Psychomotor domains of learning.
- b. Revised Blooms Taxonomy – cognitive domain – Anderson and Krathwohl, Affective Domain – Krathwohl, Psychomotor domain – Dr. R.H. Dave.
- c. Area of assessment: scholastic and non-scholastic.

#### **UNIT – IV FORMATIVE AND SUMMATIVE ASSESSMENT**

- a. Formative Assessment (FA) meaning, purpose, essential elements (formative assessment in practice), major barriers to wider use of FA, role of students and teachers in formative assessments.
- b. Observation, questioning, reflections on learning are strategies for using assessment in the process of learning.
- c. Use of projects, assignments, work sheets, Practical work, Performance-based activities and Reports as assessment devices; Self, Peer and Teacher assessments-use of rubrics.
- d. Summative assessment: meaning, purpose, summative assessment in practice, use of teacher-made and standardized test.
- e. Aligning formative and summative assessments.

#### **UNIT – V TOOLS OF ASSESSMENT**

- a. Assessment of cognitive learning: understanding and application; thinking skills-convergent, divergent, critical, problem solving, and decision making.
- b. Selected-Response assessment: multiple choice, binary choice, and matching and constructed response assessment: completion, short-answer and essay items as tools nature, advantages and limitations, guidelines for their construction and scoring.
- c. Assessment of affective learning: attitude and values, interest, self concept; tools and procedures for their assessment; observation, interview, rating scales, check-lists, inventories as tools/techniques, their uses and preparation.
- d. Assessment of performance / project-based assessment – meaning, characteristics, scope; using rubrics to grade a performance-based assessment.
- e. Portfolios: meaning, types, purposes, guidelines for portfolio entries and assessing portfolios.

#### **UNIT – VI PLANNING, CONSTRUCTION, ADMINISTRATION AND REPORTING OF ASSESSMENT**

- a. Planning: Deciding on what, why and how to assess- difference between instruction, learning and assessment objectives, stating of assessment objectives, deciding on the nature and form of assessment – oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; preparation of a blue print.
- b. Construction / selection of items: writing test items / questions, reviewing and refining the items, assembling the test items / questions, reviewing and refining the items, assembling the test items; writing test directions and guidelines for administration (if any), scoring procedure – manual and electronic; Development of rubrics.

#### **UNIT – VII ADMINISTRATION AND REPORTING OF ASSESSMENT**

- a. Administration, item analysis and determining item and test characteristics; item response analysis, ascertaining student needs, identifying student interests and feeding forward for improving learning.
- b. Analysis and Interpretation of Students' performance processing test data: Graphical representations; calculation of measures of central tendency and variability, and derived scores-percentiles, percentile rank, percentage score, grade point averages, z-scores; and frame of reference for interpretation of assessment data; norm-referenced, criterion-referenced and self-referenced ie., relative and absolute interpretation.



- c. Reporting student performance – content and formats; progress reports, cumulative records, profiles and open house; using feedback for reporting to different stakeholders – students, parents, and administrators.
- d. Use of feedback for teachers’ self improvement and curriculum revision.

**UNIT – VIII ISSUES, CONCERNS AND TRENDS IN ASSESSMENT AND EVALUATION**

- a. Existing Practices: class / unit tests, half – yearly and annual examinations, Board examinations and entrance tests, State and National achievement surveys; management of assessment and examinations; use of question bank.
- b. Issues and problems: Marking vs. grading, Non-detention policy, objectivity vs. subjectivity; Impact of entrance test and public examination on teaching and learning, menace of coaching.

**UNIT – IX RECENT TRENDS IN ASSESSMENT AND EVALUATION**

- a. Online examination.
- b. Computer based examination.
- c. Other technology based examinations.
- d. Standards-based assessment-international practices.

**UNIT – X FEED BACK MECHANISM AND REPORTING**

- a. Concept and criteria of constructive feedback.
- b. Reporting – meaning and types of reporting.
- c. Reflective practices to improve assessments towards raising the standards of quality of instruction.
- d. Statistical application for interpretation and reporting: Mean, Median, Standard Deviation, and Percentile Rank (Calculation and interpretation).

**C) HANDS ON EXPERIENCE AND PRACTICAL WORK:**

**UNIT – I**

1. Make interlink between measurement, assessment and evaluation with 5 suitable examples.
2. Evaluate the assessment procedure followed in State Board and CBSE Board.

**UNIT – II**

3. Prepare a diagnostic test and one achievement test to your students and record observations after comparing them.
4. Survey five schools under different managements and observe continuous comprehensive evaluation followed in those schools and make a comparison.

**UNIT – III**

5. Make a survey of 5 schools and observe what kind of assessment is being done with regards to non-scholastic areas.
6. Assess non-scholastic aspects of one group of students and compare them with their scholastic achievement.

#### **UNIT – IV**

7. Select any five strategies for formative assessment in your class and which of the five strategies found to be more effective. Substantiate your answer.
8. Give a project to a group of 5 students and what technique do you use to make individual performance of the project.

#### **UNIT – V**

9. Prepare a rating scale and assess the attitude of 30 students and record the observations.
10. Answer the problem solving ability of any 30 students by using your own tools / strategies.

#### **UNIT – VI**

11. Conduct a test by using as many objective type questions as possible despite covering other types of questions for 50 marks in the topic of your choice.
12. Select question paper for State Board and another for CBSE Board of same class on same subject and prepare blue prints and compare them.

#### **UNIT – VII**

13. Collect progress report, cumulative record, profile, feedback from parents, teacher and administrators of any 3 students and compare their performance and other aspects.
14. Prepare 3 feedback forms for teachers, administrators and students separately.

#### **UNIT – VIII**

15. Conduct a survey on the different types of tests / examinations which one has to undergo from higher secondary level to placements in jobs.
16. Make a survey on non-detention policy on 100 persons covering diverse groups and prepare a report.

#### **UNIT – IX**

17. Select any software and conduct an online examination (objective type) to your students. Compare the results with paper based tests.
18. Make a standard-based assessment for your students and record the observations.

#### **UNIT – X**

19. Collect the feedback from the students about the teacher, analyze the feedback and analyze the results.
20. Make a survey of 20 schools and record the 'feedback mechanism' in their respective schools.

#### **D) LIST OF TEXT AND REFERENCE BOOKS.**

1. Aggarwal, J.C.(2006). **Essentials of Examination System: Evaluation, Tests and Measurement**, Vikas Publishing House Pvt. Ltd.
2. Agarwal, Y.P. (1990), **Statistical Methods – Concepts, Applications and Computation** Sterling Publishers Pvt. Ltd. , New Delhi.
3. Ebel, Robert L. and Frisbie, David A., (1991): **Essential of Education Achievements**, Prentice Hall of India. New Delhi.

4. Fredrick, Davis B. (1981). **Educational Measurement and their interpretation**, Woodworth Publishing Company Inc.. Belmont.
5. Bhatia, K. K. **Measurement and Evaluation in Education**, Tabdon publications, Ludhiana.
6. Brans ford, J., A.L., & Cocking, R.R (Eds.) (2000). **How people learn: Brain, mind, experience, and school**. Washington DC: National Academy Press.
7. Burke, K., Fogarty, R., & Belgrad, S (2002). **The portfolio connection: student work linked to standards** (2<sup>nd</sup> Ed.) Thousand Oaks, CA: Corwin
8. Carr, J.F., & Harris, D.E. (2001). **Succeeding with standards: Linking curriculum, assessment, and action planning**. Alexandria, VA: Association for supervision and Curriculum Development.
9. Danielson, C.(2002). **Enhancing student achievement: A framework for school improvement**. Alexandria, VA: Association for supervision and curriculum Development.
10. Dweek, C. (2006). **Mindset: The new psychology of success**, Random House LLC.
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12. Garrett.H.E. (1956). **Elementary Statistics**, Longmans, Green & Co. New York.
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### 3) ENGAGEMENT WITH FIELD

#### **COURSE VII: SECOND YEAR PRACTICUM COMPONENT**

**CODE: BEDN 2311**

<b>S.No</b>	<b>Course Title</b>	<b>Marks</b>
1	3 activities enlisted in courses 1 to 3 & 8 are to be completed and each activity carries 5 marks (3 x 4 =12) x 5 = 60	<b>60</b>
2	2 activities enlisted in courses 4 to 7 & 9 are to be completed and each activity carries 6 marks (2 x 5 =10) x 6 = 60	<b>60</b>
3	Practice Teaching for PS-I (3 X5)	15
4	Practice Teaching for PS-II (3 X5)	15
5	8 weeks Teaching practice in Schools for PS-1 (20 X5)	100
6	8 weeks Teaching practice in Schools for PS-2 (20 X5)	100
7	Observation of Lessons of experienced teachers in PS-I (10 X1)	10
8	Observation of Lessons of experienced teachers in PS-II (10 X1)	10
9	Case Study Project	20
10	Action Research Project	20
11	Book Review Project	20
12	SUPW Project	20
13	Physical Education Project	20
14	Citizenship Training Record	20
15	Educational Tour Record	20
16	Special School Visit (HI) project	20
17	Swatchh Bharath Project	20
18	Cancer Hospital visit Project	20
19	Working model for PS-I & PS-II (10+10)	20
20	Permanent model for PS-I & PS-II (5+5)	10
21	Final Practical Examination for PS-I (External)	50
22	Final Practical Examination for PS-II (External)	50
	<b>TOTAL MARKS ALLOTTED FOR PRACTICUM</b>	<b>700</b>

## **F) COURSES ON PROFESSIONAL EFFICIENCY OF TEACHERS**

### **COURSE VIII: UNDERSTANDING THE SELF**

**CODE : BEDN 2321**

**LO/W - 2**

#### **OBJECTIVES**

After completion of the course, the student- teacher will be able to

1. Understand that any self is a human resource to exercise all the resources cognitive, affective and psychomotor resources.
2. Make them realize that the self does not have independent existence but related to Nature, other selves and the “unknown” causing it and this great design of the Universe.
3. Make the student-teacher perform one’s function to the possible extent as any part of the Nature is silently doing so; there by developing self-actualization and self-esteem.
4. Realize that one is responsible as a person and as a teacher for the integrated development of oneself and one’s pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
5. Realize the commonness and uniqueness prevalent in nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

#### **A) COURSE DESCRIPTION**

This course aims at providing self as a human resource, self in relation to social identities, self (person) as a part of the nature, self in relation to profession, and self-development through self-learning. It will further help in understanding self as part of nature, self in relation to profession, self learning as means for self development of the individual.

#### **B) CONTENT OF THE COURSE**

This course consists of the following **FIVE** units covering most important aspects of understanding the self to personal and social identities. The details of each unit with its sub-units are furnished hereunder.

#### **PURPOSE OF THE COURSE**

It aims at student-teachers’ understanding of themselves as person and teacher through conscious ongoing reflection. This course is intended to transact through a workshop mode by more than one teacher educator / resource person. The resource persons can be identified from those who have philosophical outlook, psychological orientation and social consciousness. It enables to develop sensibilities, dispositions, values and skills that facilitate personal growth in relation to different identities and professional identity as a teacher. The core life skills are to be developed with relevant exercises. It may use yoga, meditation, case studies, biographies and stories of children like Prahlada, Dhruva, Markandeya, etc. and the holistically developed people. Its expected outcome is to promote self actualization and also healthy, happy and peaceful coexistence wherever they are as a being, a citizen and as a global citizen.

#### **UNIT – I SELF AS A HUMAN RESOURCE**

- a. Cognitive resources of the self: self-critical awareness about one’s abilities and opportunities to develop independent thinking, critical-thinking and creative thinking, decision-making and problem solving and develops them as skills.

- b. Affective resources: feelings of love, joy, appreciation; emotions like fear, anger, jealousy, affection, happiness to be understood both as assets and threats or limiting factors.
- c. Sensitize the ability to identify the structural and functional commonality of the human body except the organs of reproduction and allied features of the human kind.
- d. Empathic understanding of geographical, climatic and genetic conditions causing physical differences.

#### **UNIT – II SELF IN RELATION TO SOCIAL IDENTITIES**

- a. Self-critical awareness of the causes for one's positive and negative relations with the people based on caste, class, language, religion, nation, region etc.
- b. Self-critical understanding of the basic realities of the man-made divisions over the time-scale.
- c. Critical understanding of the Nature's necessity of gender differences for the onset and continuity of human race.
- d. Critical understanding of the basic realities of cultural differences across the time-scale across the globe.

#### **UNIT – III SELF (PERSON) AS A PART OF THE NATURE**

- a. Nature, harmony in existence and co-existence.
- b. Dependence of Self on the Nature for the very life; dependence of self on other selves for comfortable living.
- c. Responsibility of self towards conservation, protection and enrichment of plant and animal life.
- d. Responsibility of self towards other human beings in the family, society, and people across the globe.

#### **UNIT – IV SELF IN RELATION TO PROFESSION**

- a. Self-critical awareness of teaching competency: adequacy of subject matter knowledge, professional skills, and effective communication to the students.
- b. Self-critical awareness of one's attitudes towards students, teaching, teaching material, interest in students and subject and one's aptitude in the inculcation of interest in students and in tapping their abilities to realize the values identified in the lesson.
- c. Self-critical awareness of suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.
- d. Self-Critical awareness of involvement in team work with colleagues, head of the learners.

#### **UNIT – V SELF-DEVELOPMENT THROUGH SELF-LEARNING (SELF- KNOWLEDGE)**

- a. Development of self and social identities in the learners to enrich human resources and self-esteem; Realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.
- b. Objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies.

- c. Understanding human roots in animal and possibility of heights in the divinity through the philosophers like Swamy Vivekananda, Sri Aurobindo and J. Krishnamurti to awaken oneself to truth, beauty and goodness both inside and outside.
- d. Yogic practices for physical, mental and spiritual health and to lay the seeds or foundations for Self-realization.

### **C) HANDS ON EXPERIENCE AND PRACTICAL WORK:**

#### **UNIT – I**

1. Self-critical awareness about one's abilities and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.
2. Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision-making and problem solving with all their components.
3. Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.

#### **UNIT – II**

4. Write your positive and negative attitudes on Caste, Class, Language, Religion, Nation and region.
5. List out at least 5 man-made differences over the time-scale and analyze critically.

#### **UNIT – III**

6. Explain with suitable examples the responsibility of self towards conservation, protection and enrichment of plant and animal life.
7. Explain your responsibility of self towards other human beings in the family, society and people across the globe.

#### **UNIT – IV**

8. Exercises to have inner observation for self knowing while in stress or in emotions and to develop skills of self management.

#### **UNIT – V**

9. Introducing yoga exercise to be done with ease and meditation which starts with self-knowledge with 'let come and let go spirit' to experience spells of silence for healthy body and mind and to awaken the hidden faculties.
10. Explain with relevant illustration your objective view of belongings, prejudices and stereo type to liberate from theoretical teachings.

### **D) LIST OF TEXT AND REFERENCE BOOKS.**

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**COURSE IX: ENVIRONMENTAL EDUCATION**  
**CODE : BEDN 2322**

**LO/W – 2**

**OBJECTIVES**

At the end of the course, the student- teachers will be able to

1. Recognize the concept and importance of Swatchh Bharath.
2. Participate in various activities that promote Swatchh Bharath.
3. Appreciate the Campaign for Swatchh Bharath.
4. Recognize the need and importance of environmental education.
5. Identify the factors responsible for environmental degradation.
6. Develop strategies to curb out environmental degradation in their house and locality.
7. Identify the various factors responsible for environmental pollution.
8. Implement the measures within their control to reduce the greenhouse effect and effect of ozone depletion.
9. Recognize the role of Government and non-Government agencies in reducing the environmental issues faced by mankind.
10. Appreciate the strategies taken up for sustainable development.
11. Recognize the role of the teacher in a school in promoting the environmental awareness among the children.
12. Develop strategies to sensitize the students regarding the environmental problem faced in the country.
13. Organize various activities to promote the concept of environmental protection.

**A) COURSE DESCRIPTION**

This course aims to introduce the concept of Swatch Bharath and its execution, concept meaning, characteristics of environmental education, factors of degradation, types of environmental hazards and pollution, green house effect, measures to protect our flora and fauna, environmental issues and policies, education of environmental laws, constitutional amendments, public movements against environment such as silent valley project, Narmada Bachao Andolan, concept of sustainable development, Efforts at international level right from Stockholm conference (1992) to Kyoto conference, need for introduction of environmental education at school level to sensitize the students right from primary level to higher education level and the role of the teacher in promoting the concept of environmental protection, impact of science and technology on environment and role of the individuals to protect environment, use of effective teaching methods to make the students to participate actively in understanding the issues and problems of environment, and finally make use of evaluation and preparation of question paper.

**B) CONTENT OF THE COURSE**

This course consists of the following **FIVE** units covering most important issues of environment and environmental education viz., Swatch Bharath, nature, meaning of environmental education, environmental management and protection, environmental movements and developments and sensitizing the students through methods and strategies about environmental issues, protection and sustainable development. The details of each unit with its sub-units are furnished hereunder.

## **UNIT-I SWATCH BHARATH- AN ENVIRONMENTAL AWAKENING**

- a. Meaning, concept, definition of Swatch Bharath.
- b. Evolution of the concept of Swatch Bharath, objectives, its campaign and execution.
- c. Integration of Swatch Bharath campaign in educational institutions.
- d. Strategies to implement the Swatch Bharath campaign in schools and other educational institutions.

## **UNIT –II OBJECTIVES, SCOPE AND NATURE OF ENVIRONMENTAL EDUCATION**

- a. Meaning, importance, definition, characteristics and objectives of environmental education.
- b. Importance, objectives, scope and guiding principles of environmental education.
- c. Factors of degradation of environment – adverse socio-economic impacts of degradation of environment.
- d. Types of pollution: Land, Air, Water, Noise, and Radiation.
- e. Green house effect- Ozone layer depletion.

## **UNIT –III ENVIRONMENTAL MANAGEMENT AND PROTECTION**

- a. Need for environmental management – functions and characteristics of environmental management.
- b. Dimensions of environmental management. Factors responsible for flora and fauna extinction.
- c. Measures to conserve flora and fauna - causes for forest fire- measures of prevention.
- d. Major environmental problems in India – Environmental protection and polices in India.
- e. Need and objectives of conservation – Environmental conservation measures taken in India.
- f. Constitutional amendments made and Environmental laws.

## **UNIT-IV ENVIRONMENTAL MOVEMENTS AND DEVELOPMENTS**

- a. Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao Andolan, National Test Range at Balipal, Orissa.
- b. Conditions for achieving the goals of sustainable development.
- c. Strategies for sustainable development in India.
- d. The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992.
- e. The Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration.
- f. Kyoto conference and part on Global Warming 1997.

## **UNIT-V ENVIRONMENTAL EDUCATION IN THE SCHOOL CURRICULUM AND MEANS TO SENSITIZE THE STUDENTS**

- a. Environmental education at Primary, Secondary and Higher Education level.
- b. Major constraints for its implementation at these levels.
- c. Teacher's role – national resource center for environmental education.
- d. Characteristics of good teaching method.

- e. Seminar, Workshop, Problem–solving, Field trips and Surveys, Projects, Exhibition and other methods.
- f. Relative efficiency of teaching methods.

### **C) HANDS ON EXPERIENCE AND PRACTICAL WORK:**

#### **UNIT- I**

1. Make a survey in your school/college and identify the issues of cleanliness and suggest the activities to make your campus Swatchh.
2. Make a survey in your street/village and identify the issues of cleanliness and suggest the activities to make your campus Swatchh.
3. Organize an activity to promote the concept of Swatchh Bharath in your locality to sensitize the people.
4. List out any five strategies other than learnt in the class to promote Swatchh Bharath and explain how do you implement those strategies in your school/college/locality.
5. List out any five brand ambassadors to the swatch bharath campaign in India and explain what activities were taken up by them.

#### **UNIT- II**

6. Make a survey of your area and document all the environmental problems found along with photographs.
7. Make a survey of a selected area and study various environmental issues and prepare a report.
8. Suggest various means to implement environmental awareness among the school children.
9. Write a report about various environmental problems you find in your house or street and what suggestions do you make to alleviate the problem.
10. As a responsible citizen of the country what measures you have taken to address the issues of environment.

#### **UNIT- III**

11. What are the measures taken up by the Government to curb out the environmental pollution.
12. List out the flora and fauna that is endangered due to environmental problems and prepare an album.

#### **UNIT- IV**

13. Make a portfolio of various agitations that took place in India regarding various environmental issues.
14. Make a portfolio of various conferences held in this decade regarding environmental issues both in India and abroad.
15. List out any two strategies for sustainable development and explain how do you implement them.

## UNIT - V

16. Organize an exhibition in your school/college to sensitize various environmental issues being faced by us today.
17. Organize a rally with regards to any one environmental issue of the country.
18. Plan and organize the celebration of 'World Environment Day'.
19. Suggest any other method to sensitize the students about the environmental issues.

## D) LIST OF TEXT & REFERENCE BOOKS:

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29. Singh, Y. K. (2009). **Teaching of environmental science**. APH Publishing. New Delhi.
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## **COURSE X: ART EDUCATION**

**CODE : BEDN 2323**

**LO/W - 2**

### **OBJECTIVES**

After completion of the course, the student- teacher will be able to

1. Integrate Art with Education and become better communicator.
2. Develop creative thinking through different Art forms.
3. Realize that liberal arts help in making better professionals.
4. Appreciate the role of Art as a medium of expression.
5. Recognize the role of Arts as a medium of Education.
6. Deepen student's ability for perception and reflection.
7. Use art as an alternative language to experience and communicate concepts in teaching-learning.

### **A) COURSE DESCRIPTION**

This course aims at providing basic principles of Art and Education that includes meaning of art and aesthetics, importance of art education, different forms of Art viz. visual, performing arts, and their significance to education, contributions made by contemporary thinkers on art and craft in education. The student-teacher can use the knowledge and experience gained through this course and act according to the needs and requirement for teaching.

### **B) CONTENT OF THE COURSE**

This course consists of the following **FIVE** units covering most important concepts related to art and aesthetics, art and education, contemporary thinkers in the field, visual, performing art and art & craft in education. The details of each unit with its sub-units are furnished hereunder.

## **UNIT – I ART AND AESTHETICS**

- a. Aesthetics – as a branch of Philosophy.
- b. Aesthetics – its meaning, dimensions and constituents.
- c. Art as a form of Aesthetics.
- d. Indian Art and Rasa principal.
- e. Importance of Arts in Education.

## **UNIT –II ART AND EDUCATION**

- a. Art as a medium of education.
- b. Art as a unifying principle in education.
- c. Art and society.
- d. Art and Human development.
- e. Art for self – expression, keen observation, and sense of appreciation.

## **UNIT – III PLACE OF VISUAL ART AND PERFORMING ARTS IN TEACHING**

- a. Different forms of Visual and performing Arts.
- b. Teaching as an Art.
- c. Drama as a form of Teaching.
- d. Identification of local Art forms and their integration to teaching and learning.
- e. Evaluation strategies; assessing the different forms of Art.

## **UNIT – IV CONTRIBUTIONS MADE BY CONTEMPORARY THINKERS ON ART AND EDUCATION**

- a. Ravindranath Tagore.
- b. A.K. Coomara Swamy.
- c. Herbert Reed.
- d. Esner Elliot.

## **UNIT – V ART AND CRAFT IN EDUCATION**

- a. Art in Craft.
- b. Craft in Art.
- c. Traditional Craft and their relevance to Education.
- d. Local Craft and their place in SUPW.
- e. Indian Festivals and its Artistic significance.

## **C) HANDS ON EXPERIENCE AND PRACTICAL WORK:**

### **UNIT – I**

1. Explain Indian Art and Rasa principle with suitable pictures.
2. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread message in public and prepare a report.

### **UNIT – II**

3. Explain the place of Art in society with pictures and relevant illustrations.

### **UNIT – III**

4. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan.
5. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama.

### **UNIT – IV**

6. Make a portfolio of contribution of Ravindranath Tagore and A.K. Coomara Swamy in relation to Art Education.
7. Make a portfolio of contributions of Herbert Reed, Esner Elliot in relation to Art Education.

### **UNIT – V**

8. Make an album of Indian festivals and artistic significance.

### **D) LIST OF TEXT & REFERENCE BOOKS:**

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4. John, B., Yogin, C., & Chawla, R. (2007). Playing for real: Using drama in the classroom Macmillan.
5. Jefferson B, (1969). Teaching Art to Children – Continental View Point – Boston, Allyn Bacon.
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## **COURSE XI: INDIAN CULTURE**

**CODE : BEDN 2324**

**LO/W - 2**

### **OBJECTIVES**

At the end of this course the student - teachers will be able to

1. Appreciate the great contributions of our ancestors to our culture.
2. Collect information about the contributions of India in various spheres of knowledge.
3. Visit the great monuments, temples and other cultural architecture of our country.
4. Recognize various forms of music and dance.
5. Recognize the names of pioneers in dance and music.
6. Recognize the basic concepts of Indian culture.
7. Appreciate the rich Indian culture.
8. Compare the contributions of ancient Indians with the modern contributions in India.
9. Recognize the growth and development of science and technology in ancient India.
10. Appreciate different forms of art and literature that prevailed in ancient India.
11. Develop interest in going through more literature about the ancient India.
12. Develop the feeling of belongingness to one's own mother land.

## **A) COURSE DESCRIPTION**

This course deals with the elements of Indian Cultural Heritage, Science and Technology. Various aspects right from the important manuscripts that includes Upaveda with special reference to Yoga, Vedic Mathematics, Astrology, Astronomy, Jyotisham, etc., Indian dance forms both classical and folk, monument and temples of India are dealt briefly to impart the basic knowledge to all the student-teachers to foster the spirit of belongingness and patriotic fervor.

## **B) CONTENT OF THE COURSE**

This course consists of units on Indian music, kings and monuments, temples of India etc, units covering most important aspects of Indian Culture and Science and Technology. The details of each unit with its sub-units are furnished hereunder.

### **UNIT- I INTRODUCTION**

- a. Concept and meaning of culture, Significance of Indian Culture, Unity in Diversity.
- b. Scientific Heritage of India.
- c. Ancient Indian Science and Technologies, special reference to Upavedas.
- d. Art and Architecture, Vedic Mathematics, Astrology and Astronomy.

### **UNIT- II INDIAN DANCE FORMS – A UNIQUE DISPOSITION**

- a. The history of dance in India and its propagation.
- b. Classical dances and folk dances of India.
- c. Bharathanatyam - its significance and prominent dancers, Kuchipudi - its significance and prominent dancers.
- d. Kathak - its significance and prominent dancers, Kathakali - its significance and prominent dancers.
- e. Manipuri - its significance and prominent dancers, Odissi - its significance and prominent dancers.
- f. Semi-classical dance forms of India- Mohiniattam, yakshagana.
- g. Famous dance institutes of the country.
- h. Folk dances of India- Bangra, Giddha, Garba, Bihu, Tappetagullu.

### **UNIT- III INDIAN MUSIC- OUR CULTURAL HERITAGE**

- a. The history of music in India and its propagation.
- b. Music forms in our country- Hindustani, Carnatic and Robindra Sangeeth.
- c. Prominent vocal singers of our country- Hindustani( Bhimsen Hoshi, Kumar Gandharva, Pundit Jasraj, Parveen sultana, Begum Akthar) Carnatic (M.S.Subbulakshmi, M.Balamurali Krishna, M.L.Vasantha Kumari, Robindra Sangeeth).
- d. Musical instruments and pioneers in those instruments- Veena, violin, tabla. Flute, Sarod, Mandolin, viola, Jalatarangini, Guitar, Mridangam, Sitar.

### **UNIT- IV KINGS AND MONUMENTS OF OUR COUNTRY**

- a. India gate, Gate way of India, Tajmahal, Fathepur sikri, Kutub minar, Lal Khila, peacock throne, Jumma masjid, Golgumbuj.
- b. The pillar of mehrouli, Mysore fort, Jairpur fort, Jaisalmar Fort.
- c. Charminar, Victoria memorial.



## **UNIT- V FAMOUS TEMPLES OF INDIA- SCULPTURAL MARVELS**

- a. Somnath temple, Ajanta and Ellora, Brahma temple of pushkar. Kaamakhya temple, Ajgabinath temple, Lakshmi narayana temple, ISCON temples, Amaranth temple, Hrishikesh and Badrinath temple, Vaishnavi mata temple, Kedarnath and Badrinath temple, Kasi Visweswara temple.
- b. Dwaraka temple, Halibade, Belur.
- c. Sravana belagola, Dilwara temples, jain temples, Ajmir darga.
- d. Khajuraho temple, Jugannadh temple, Konark temple, Lingaraj temple,
- e. Ramappa gudi, Hajara Ramalayam, Vithaleswara temple, Balaji temple, Kanipakkam temple.
- f. Nataraj temple, Brihadeeswara temple, Mahabalipuram temple, Ekambareswara temple, Kamakshi temple, Varadaraj temple, Meenakshi temple, Padmanabha temple.

## **C) HANDS ON EXPERIENCE AND PRACTICALWORK**

### **UNIT – I**

1. Go through any two books written on ancient Indian culture and write the salient features.
2. Make an album of ancient Indian contributions in Arts and Architecture, mathematics, Astrology and Astronomy.

### **UNIT – II**

3. Make a portfolio of any two classical dancers.
4. Make a portfolio of folk dances of India.

### **UNIT – III**

5. Make an album on different types of musical instruments.
6. Prepare a portfolio on music items by collecting newspaper cuttings.
7. Make a portfolio on pioneers of various musical instruments.

### **UNIT – IV**

8. Name any five kings and explain their contributions with photographs in building great monuments.
9. Make a portfolio of great monuments of our country.

### **UNIT – V**

10. Visit any temple and glean the information about the temple and write an essay with necessary photographs.
11. Make a portfolio of temples of our country.

## **D) LIST OF TEXT & REFERENCE BOOKS**

1. Joshi.K, (1992).**The Veda and Indian Culture**, Rastriya Veda Vidya Pratisthana, New Delhi.
2. Majumdar, R.C., **Ancient India**, Motilal Banarasidas Publishers, Delhi, 1994.
3. Patel. I.S., (1984) **Science and the Vedas**, Bombay.
4. Sri Chandrasekharendra Saraswati Swamiji. (1991). **The Guru Tradition**, Bharatiya Vidya Bhavan, Bombay.

5. Sri Jayendra Saraswatiji Maharaj., (1951). **The Vedas and Vedangas**, Prakashan Kendra, Lucknow.
6. Swami Satyananda Saraswati. 1997(rp), **Asanas Pranayama Mudra BNSHA**, Bihar Yoga Bharati, Bihar.
7. Vartak, P.V., (1986). **Scientific Knowledge in the Vedas**, Delhi.
8. Winternize, M., (1996.) **History of Indian Literature**, Delhi.

## **G) CHOICE BASED COURSES**

### **COURSE XII (a): GENERAL STUDIES FOR TEACHERS**

**CODE : BEDN 241**

**LO/W - 2**

### **OBJECTIVES**

At the end of the course, the student - teachers will be able to

1. Recall the historical, geographical, political, economic and scientific terms and concepts.
2. Recognize new terms such as stock market, bulls, bears etc.,
3. Expand the abbreviations.
4. Recall the name of the authors, books, states and their capitals.
5. Appreciate the science and technological development in India.
6. Recognize the names of great personalities of our country.
7. Use the knowledge of general studies while teaching their respective subjects.
8. Recognize the need of general studies to a teacher for teaching the subject in integrated method.

### **A) COURSE DESCRIPTION**

This course deals with the elements of general studies related to Education, History, Geography, Economy, Polity and Science and Technology. Apart from this, prominent people of India and some popular books and authors also dealt in this course.

### **B) CONTENT OF THE COURSE**

This course consists of the following **FIVE** units covering most important aspects of General Studies needed for teachers.

#### **UNIT- I PROMINENT EDUCATION ORGANIZATIONS OF INDIA**

- a. NCERT, NIEPA, NIE, CIE, CASE.
- b. IITs, IIMs, ISI, IISc.
- c. AIU, total number of universities, colleges, schools and students of our country, Institutes of Scientific Interest- RR Labs, Open University.
- d. Various Competitive Examinations- Olympiads, NTS, SAT, GATE, IELTS, TOFFEL, MAT, UPSC, CDS,NDA, IIT-JEE, AIEEE.

#### **UNIT- II KNOWLEDGE OF HISTORY FOR TEACHERS**

- a. Ancient History- Nalanda and Mourya dynasties.
- b. Indian national struggle.

- c. Prominent persons of national struggle- Gopala Krishna Gokhale, Dadabai Nauroji, Motilal Nehru, Chittaranjan Das, Mahatma Gandhi, Jawaharlar Nehru, Lala Lajpat Rai, Bhagat Singh, Rajguru.
- d. Mughals and their contribution to India.
- e. Developments during the British regime.
- f. The wars/battles in India right from 326 BC.

### **UNIT- III KNOWLEDGE OF GEOGRAPHY FOR TEACHERS**

- a. Indian political map and world map.
- b. Longitudes and latitudes, time and location.
- c. Solar system.
- d. Coast line of India and its importance.
- e. Cyclones and devastation in the country.
- f. Crop growth in India, mineral wealth of India.
- g. States, union territories and significance of each state.

### **UNIT- IV KNOWLEDGE OF ECONOMICS AND POLITY FOR TEACHERS**

- a. Stock market and stock exchanges, bulls, bears, shares and debentures.
- b. Banks and their role.
- c. Inflation, demand and supply, organized sector, un-organized sector, various industries and their role in the development of the nation.

### **UNIT-V KNOWLEDGE OF SCIENCE AND TECHNOLOGY FOR TEACHERS**

- a. Space technology of India and related institutions.
- b. Nuclear energy.
- c. Various awards for sciences.
- d. Who is who? – Alberuni, Aruna Asaf Ali, Salim Ali, Dhirubhai Ambani, Vishwanathan Anand, C. N. Annadurai, Yasser Arafat, Asha poorna devi, Aryabatta, T. Balasaraswathi, Indira Nooyi, N.R. Narayana Murty, Medha Patkar, Malala, W.C. Banerjee, Bhadur Shah – II.
- e. Books, authors and Nationalities - David Copperfield, Descent of Man, Devadoss, Divine Comedy, Discovery of India, Freedom at midnight, Gardener, Golden Threshold, Guide, Good earth, Gulliver Travels, Harry potter.

## **C) HANDS ON EXPERIENCE AND PRACTICALWORK**

### **UNIT- I**

1. Make a report on the number of schools, colleges and universities in the State of Tamil Nadu with due analysis.
2. Make a portfolio of the at least five National Institutes other than mentioned in the syllabus.

### **UNIT- II**

3. Make an album with description of five prominent leaders who contributed for our national struggle.
4. Write an analytical essay on wars.

### **UNIT- III**

5. Make an album with description on any two South Indian States of our Country.
6. Write a critical essay on cyclones of our Country and present trends of naming them.

### **UNIT- IV**

7. Make a portfolio on NSE.
8. Write a critical essay on present economic state of our country.

### **UNIT- V**

9. Make an album of any five significant industrialists.
10. Make a critical review of any of the books mentioned in our syllabus.

### **D) LIST OF TEXT & REFERENCE BOOKS**

1. Manorama Year books

**COURSE XII (b): LEARNING OF VOCABULARY IN ENGLISH**  
**CODE : BEDN 242**

**LO/W – 2**

### **OBJECTIVES**

At the end of the course the student teachers should be able to

1. Improve their active vocabulary.
2. Ascertain the correct spelling, pronunciation, and meaning.
3. Comprehends the function and usage of course.
4. Select proper words for specific context distinguishes the grammatical category of the words.

### **A) COURSE DESCRIPTION**

The course is designed in such a way that student-teacher is stimulated in search and find words commonly used in newspaper articles, magazines and periodicals in meaningful context. It is based on learner-centered method and the course is activity oriented. It leads to the learner to acquire the range of vocabulary needed for better oral and written communication.

### **B) COURSE DESCRIPTION**

The course consists of 5 units which deal with different aspects of vocabulary. The course is so designed to keep the student teachers equipped with necessary range of vocabulary needed for taking classes up to higher secondary level. It also caters to enhancing their level of vocabulary control. It also aims at improving their word power, spelling and pronunciation.

### **UNIT- I INTRODUCTION TO VOCABULARY**

- a. What is vocabulary?
- b. Meaning and importance of vocabulary.
- c. Types of vocabulary Active vocabulary and passive vocabulary.
- d. Techniques of acquiring vocabulary.

### **UNIT- II VOCABULARY ENRICHMENT DEVICES**

- a. Word formation using prefixes, suffixes.
- b. Pun, anagram, malapropism.
- c. Palindromes, word squares.
- d. Cross word puzzles.
- e. Compound nouns, compound adjectives, compound verbs.
- f. Words after the personalities, events Example Boycott, sadist, and Waterloo.

### **UNIT- III      THEME BASED VOCABULARY**

- a. Personality Types.
- b. Doctors, cardiologists, pediatrician, neurologist, dermatologist.
- c. Speech types - stentorian, whisperer.
- d. Diminutives Example - ankle - anklet.
- e. Foreign words Example - calico, catamaran, mulligatawny.
- f. Words depicting kinds of personality Example egoist, misogynist.
- g. Giving etymological derivations.

### **UNIT- IV      INTRIGUING VOCABULARY**

- a. Words with multiple meaning.
- b. Words having similar sounds.
- c. Words with confusing spelling.
- d. Some of the longest words in English. (Anti disestablishment Aryanism)

### **UNIT- V      VOCABULARY IN COMMON USE**

- a. Idiomatic words.
- b. Phrasal verbs.
- c. Words from literature like Shakespeare's works, English poems, novels etc.
- d. Introducing word games.

## **C)      HANDS ON EXPERIENCE AND PRACTICALWORK**

### **UNIT- I**

1. Prepare alliterative words denoting the sounds of birds and animals. Example the crow crows, the bird chirp, the elephants trumpet.

### **UNIT- II**

2. Collect some simple crossword puzzles from newspaper supplements like the young world, Indian Express and Times of India.

### **UNIT - III**

3. Prepare a list of culinary articles commonly used in our kitchen and try to give the corresponding English words.

### **UNIT- IV**

4. Make a list of English words that figures on computer games. Example minesweeper, cards etc.,

**UNIT - V**

5. Prepare simple word square. Like the following one.

A	T	E
T	E	A
E	A	T

**D) LIST OF TEXT & REFERENCE BOOKS**

1. Word power made easy.
2. Effective English philph gerber random house publications.