

21. रामअवतार वीर : भारतीय संगीत का इतिहास, राधा पब्लिकेशन, दिल्ली।
22. जोशी भोला दत्त : संगीत भास्त्र एवं रागमाला, सरोज प्रकाशन, दिल्ली।
23. भार्मा अमिता : भास्त्रीय संगीत का विकास, ईस्टर्न बुक लिंकर्स, दिल्ली।
24. भार्मा सत्यवती : ख्याल गायन भौली विकसित आयाम, पंचशील प्रकाशन, जयपुर।
25. माली डॉ. शिवराम, गोकाकर डॉ. सुधाकर : नाटक और रंगमंच, ने नल पब्लिसिंग हाउस, दिल्ली।
26. चौबे अमरेश चन्द्र : संगीत की संस्थगत शिक्षण प्रणाली, कृष्णा ब्रदर्स, अजमेर।
27. खुराना भान्नों : ख्याल गायकी के विविध घराने, सिद्धार्थ पब्लिकेशन, दिल्ली।

**SYLLABUS**  
**SCHEME OF EXAMINATION AND COURSE OF STUDY**  
**B.Ed - TWO YEAR, PART-2**  
**PART-2 (2019-20)**

**B.Ed 06 b**

**Knowledge and Curriculum( Part-2)**

**Marks-50**

**Objectives:**

After completing the course the students will be able:-

- To enable student teacher appreciate the relationship between Schooling, Education and Knowledge.
- To examine the different sources of knowledge and their kinds .
- To familiarize students with the process of Constructions of Knowledge .
- To critically analyze the role of Education in reproducing Dominance and Challenging Marginalization with reference to Class, Caste, Gender and Religion.

**Unit-I Child's Construction of Knowledge**

- Sources of Knowledge : Empirical knowledge Vs Revealed knowledge .
- Different kinds of knowledge:

(a) Disciplinary knowledge: Concepts and Alternative Concepts

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(b) Course content knowledge: Criteria of Selection and Concerns

(c) Indigenous knowledge Vs Global knowledge

(d) Scientific knowledge Vs Religious knowledge

- Concepts of Belief, Information, Knowledge and Understanding

## Unit II Curriculum Planning and Transaction

- Construction of Curriculum
- Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson
- Curriculum Transaction: Role of a teacher in knowledge Construction through Dialogue, Challenge and Feedback as a Critical Pedagogue.

## Unit-III School: The Site of Curriculum Engagement

- Role of School Philosophy, Administration (and organization) in creating a context for transacting the curriculum effectively.
- Role of Infrastructural support in Teaching and Learning: Classroom seating Arrangement, Library, Laboratory, Playground, Canteen etc.
- School Culture and Organizational ethos as the context for Teachers' Work.
- Teacher's role and Support is "Developing Curriculum, Transacting Curriculum and Researching Curriculum": Realities and expectations.

### Test and Assignment:-

1. Class Test 05 Marks

2. Project (Any one of the following) 10 marks

- Seminars discussions, movie appraisals, group work, field works,
- Projects and the close reading of articles, policies, documents from key practitioners in the area of Curriculum Studies in Education.

### References-

12. Aggrawal, J.C. (2008). Knowledge Commission -2006: Major Observation and Recommendations, Educational Reforms in India for the 21<sup>st</sup> Century. New Delhi, Shipra Publication.
13. Balsara, M (1999). Principles of Curriculum Reconstruction. New Delhi, Kanishka Publication.

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15. Malareddy, M. and Ravishankar, S. ( ). Curriculum Development and Educational Technology. New Delhi, Sterling Publisher P. Ltd..
16. Mohanty, J. (2003). Modern Trends in Education Technology. (Reprint Addition 2013)
17. Prasad, Janardan and Kumar, Vijay (1997). Advanced Curriculum Construction. New Delhi, Kanishka Publication.
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19. Soti and Sharma, A. (2014). Eminent Educational Thinkers of India. Agra, R.S.A. International Publisher. Agra.
20. [www.knowlwdgecommission.gov.in](http://www.knowlwdgecommission.gov.in)
21. [www.ncert.nic.in](http://www.ncert.nic.in)
22. [www.takingglobal.org/exprest/article.html?cid-178](http://www.takingglobal.org/exprest/article.html?cid-178)

**PAPER:-7 A / B ( SYLLABUS ALREADY GIVEN IN 1 ST YEAR )**

**PAPER 8 IN B.Ed 1 YEAR (OPEN AIR/ SUPW CAMP)**

**B.Ed-09**

**Gender, School and Society**

MARKS: 50

**Objectives:**

After completing the course the students will be able:-

- To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- To understand some important landmarks in connection with growth of women's education in historical and contemporary periods.
- To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region;

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- To understand the need to address gender based violence in all social spaces and evolves strategies for addressing it.

### Unit 1: Gender Issues: Key Concepts

- Gender, Sexuality, Patriarchy, Masculinity and Femininity
- Gender Bias, Gender Stereotyping and Empowerment
- Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
- Issues and Concerns of Transgender

### Unit 2: Socialization Processes in India: Family, School and Society

- Gender Identities and Socialization Practices in different types of families in India.
- Gender Issues in Curriculum – Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region – Construction of Gender in Curriculum Frameworks since Independence: An Analysis – Gender and the hidden curriculum – Gender in text and classroom processes – Teacher as an agent of change – Life skills and sexuality.
- Sites of Conflict: Understanding the Importance of addressing sexual abuse in family, Neighborhood and School and in other formal and informal institutions.

### Unit 3: Gender Studies: Historical Perspectives on Education

- Historical Backdrop: Some Landmarks in Socio-Economic and Education upliftment of Status of Girls and Women.
- Constitutional Commitments,
- Reports of Commissions and Committees, Policy initiatives,
- Schemes and Programmes on Girls Education and Overall Development of Women for Addressing Gender Discrimination in Society.

### Tasks and Assignments

1. Class Test                      05 marks
2. Any one                         10 Marks

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- Preparation of Project on Key Concepts and its operational definitions relating it with the Social Context of the Teachers and Students.
- Analyses Textual Materials from the Perspective of Gender Bias and Stereotype.
- Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Prepare a project on Issues and Concerns of Transgender.
- Project on analyzing the growing up of Boys and Girls in different types of family in India.

#### References:-

- Desai, Neera and Thakkar, Usha (2001): Women in Indian Society. National Book Trust, New Delhi
- Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.
- Kirk Jackie e.d. , (2008), Women Teaching in South Asia, SAGE, New Delhi
- Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
- National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2; NCERT, 2006.
- Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.
- Sherwani, Azim. (1998). the girl child in crisis. Indian Social Institute, New Delhi.
- Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, New Delhi
- UNICEF (2005). 2005 and Beyond – Accelerating Girls' Education in South Asia. Meeting Report.
- Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge.

**B.Ed. 10**

**Assessment for Learning**

MARKS: 100

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## Objectives

The course will enable the student teachers to

- understand the process of evaluation.
- develop the skill in preparing, administering and interpreting the achievement test.
- understand and use different techniques and tools of evaluation for learning.
- comprehend the process of assessment for learning
- develop skills necessary to compute basic statistical measures to assess the learning.

## Unit 1: Basic Concepts and Overview

- Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
- Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions .
- Significance of assessment for learning
- Self assessment and peer assessment

## Unit 2: Analysis of Existing Practices of Assessment

- Records used in Assessment: a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. b) Evaluation rubric: Meaning , Construction and Uses c) Cumulative records : Meaning, Significance
- Ethical Principles of Assessment Examination Reforms a. Continuous and Comprehensive Evaluation (CCE) b. Choice Based Credit System (CBCS) c. Open Book Examination

## Unit 3: Assessment in the Classroom and Record Keeping

- Expanding notions of learning in a constructivist perspective.
- Ability to develop indicators for assessment.
- Tasks for assessment: projects, assignments.

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- Formulating tasks and questions that engage the learner and demonstrate the process of thinking.
- Scope for original responses, observation of learning processes by self, by peers, by teacher.
- Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, and group activities for assessment.

#### Unit 4: INTERPRETING TEST SCORES

- Presentation and Organization of data : Frequency distribution
- Graphical representation of data, Histogram, Frequency polygon
- Measures of Central Tendency : Mean, Median, Mode
- Measures of Variability : Quartile Deviation, Standard Deviation
- Percentile and Percentile Rank
- Rank difference method by spearman's, Co-efficient of correlation, Types of correlation
- Normal Probability Curve : Properties, Uses

#### Unit 5: Feedback

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

#### Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks
  - Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
  - Developing a Portfolio / Profile / Evaluation Rubric (format).
  - Evaluation of available Unit test and reformation of the same.
  - Designing Questionnaire / Interview Schedule on a given topic
  - Preparing any four evaluation tools for Formative Assessment.

#### REFERENCES:-

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2. Re-thinking Assessments in Schools, Economic & Political Weekly, Jan 17, Vol L, No.
3. Nawani, D (2012), Continuously and comprehensively evaluating children, Economic & Political Weekly, Vol. XLVIII, Jan 12, 2013.
4. NCERT(2007) National Focus Group Paper on Examination Reforms S. K. (1994).
5. Applied Statistics for Education. Mittal Publications.
6. Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.
7. Mrunalini, T. (2013). Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd.

**B.Ed- 11**

**Creating and inclusive school**

MARKS: 50

**Objectives**

The course will enable the student teachers to –

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- To reformulate attitudes towards children with special needs.
- To use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- To modify appropriate learner-friendly evaluation procedures.
- To incorporate innovative practices to respond to education of children with special needs.
- To contribute to the formulation of policy.
- To implement laws pertaining to education of children with special needs.

**Course:-**

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### UNIT 1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

- Historical perspectives and contemporary trends Approaches of viewing disabilities:
- The charity model, the bio centric model, the functional model and the human rights model
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

### UNIT 2: LEGAL AND POLICY PERSPECTIVES

- RTE Act, 2009.
- National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986,
- POA(1992); Education in the National Policy on Disability, 2006.
- Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000);
- MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs.
- Community-based education.

### UNIT 3: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- School's readiness for addressing learning difficulties
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Documentation, record keeping and maintenance.

#### Tasks and Assignments

1. Class Test                      05 marks
2. Any one                         10 Marks

- Case study of a Learner with Special needs.
- Making a Report of Visit to a resource room of SSA.
- Interviewing a teacher working in an Inclusive School.

#### REFERENCES:

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1. Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.
2. Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
3. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Masachusetts, 1984.
4. Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989
5. Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
6. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
7. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992.

**OPTIONAL Special COURSES- (ANY ONE)**

**B.ED – 12 (I)**

**PEACE EDUCATION**

**OBJECTIVES:-**

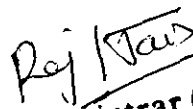

**MARKS-100**

The course will enable the student teachers to –

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.
- To create frameworks for achieving Peaceful and Nonviolent societies.

**UNIT I Concept of Peace**

- Negative peace and Positive peace,
- Negative Peace - Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.
- Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

  
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## Unit -2: Introduction of Peace Education

- Meaning, Concept and need of Peace Education.
- As a universal value.
- Aims and Objectives of Peace Education
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

## Unit 3- Bases of Peace Education

- Becoming peace teacher-acquisition of knowledge, values and attitudes.
- Life Skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management , Conservation of Environment
- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga , Dramatization , Debate and etc.

## UNIT 4.Effective Teaching of Peace.

- Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
- Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis,
- Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

## Unit 5- Transacting Peace Education & Role of Social Agencies:

- Integration of Peace Education through curricular and co-curricular activities
- Role of mass media in Peace Education
- Programmes for Promoting Peace Education –UNESCO
- Addressing challenges to peace in Multicultural Society.
- Role of Religion in propagation of Peace. Nelson Mandela Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

## Tasks and Assignments

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1. Class Test 10 marks

2. Any one 10 Marks

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.
- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

**REFERENCES :-**

1. Adams.D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.
2. Aber,J.L. Brown, J.L.A.Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.
3. Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications.pvt.Ltd
4. Dr.Haseen Taj (2005) Current challeges in Education, Neelkamal Publications.pvt.Ltd
5. Mahesh Bhargava and Haseen Taj.(2006).Glimpses of Higher Education. Rakhi
6. Prakashan, Agra-2 7. Wttp://www.un.org/cyberschoolbus/peace/content.htm.

Course - B.Ed - 12 (II)

**PHYSICAL EDUCATION AND YOGA**

**OBJECTIVES:-**

MARKS-100

The course will enable the student teachers to –

- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.

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- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical activity for the fitness development.
- To help them understand the procedure of health related fitness evaluation

#### Unit 1. PHYSICAL EDUCATION

- Introduction, Definition and Meaning of physical education
- Objectives of physical education
- Scope of physical education & allied areas in Physical Education

#### Unit 2. PHYSICAL EDUCATION AND METHODS

- Need & importance of physical education in different levels of school(sec. and sr. sec.level)
- Training methods:- Development of components of physical fitness and motor fitness through following training methods ( continuous method, interval method, circuit method, fartlek/speed play and weight training)
- Development of Techniques and Tactics

#### Unit 3. PHYSICAL FITNESS

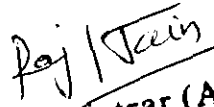

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness

#### Unit 4:- PHYSICAL FITNESS AND YOGA ACTIVITIES

- Need of physical activities at school level
- Importance of physical activities at school level
- Assessment of physical fitness
- Introduction, Meaning and mis-concepts of Yoga
- Ashtang Yoga (8 stages of Yoga)
- Types of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school

#### Unit 5 :- Human abilities and Yoga in Indian context

- Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary , Secondary and Higher education levels).

  
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- Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life ; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

#### Tasks and Assignments

1. Class Test - 10 Marks
2. Any one following : 10 marks
  - Learning and performing of basic yogic activities
  - Health and physical education relationship with other subject areas like science, social science and languages.
  - Fundamental skill of games/sports and yoga

#### REFERENCES:-

- Kuvalayananda, Swami, Pranayama,(1983) , Popular Prakashan Bombay.
- Kuvalayananda, Swami,Asanas,(1983) Popular Prakashan Bombay, English/Hindi.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
- Nagendra, H.R. ( 1993 ). Yoga in Education. Banglore, Vivekananda Kendra.
- Niranjananada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.
- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
- Raju, P.T. (1982).The Philosophical Traditions of India. Delhi ,Moti Lal Banarsi Dass.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
- Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

B.Ed— 12 (III)

#### GUIDANCE AND COUNSELING

#### OBJECTIVES:-

MARKS-100

The course will enable the student teachers to –

- Understand the concept, need and meaning of guidance.
- Get acquainted with the principles , issues, problems and procedure of guidance.
- Develop understanding about the role of school in guidance.

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- Understand the various areas, tools and techniques in guidance.
- Understand the concept, need and meaning of counseling.
- Get acquainted with the principles and process of counseling.
- Understand the tools and techniques in counseling.

**UNIT – 1. GUIDANCE IN SCHOOL**

- Concept, Need and Meaning of Guidance.
- Principles of Guidance.
- Procedure of Guidance ( steps)
- Issues and problems of Guidance.
- Role of school in Guidance.

**UNIT 2. AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.**

- Personal, Educational and vocational Guidance.
- Tools :- Records of students
- Cumulative Record
- Rating scale
- Psychological tests.
- Questionnaire and Inventories
- Techniques in Guidance (a) Observation, (b) Interview, (c) Sociometry

**UNIT 3. COUNSELLING IN SCHOOL**

- Concept, Need and Meaning of counseling.
- Principles of Counseling.
- counseling Process and Role.
- Directive, non-directive and eclectic counseling.
- Qualities and role of a school counselor.

**UNIT 4. TOOLS AND TECHNIQUES IN COUNSELLING**

- Individual counseling and Group counseling
- Lectures , discussions and Dramatics as techniques in counseling.
- Importance of follow-up in counseling.
- Counseling for the children with special needs
- Counseling for parents.

**UNIT 5 Guidance and Counseling for Special Needs Population Guidance of children with special needs**

- problems and needs
- guidance of the gifted and creative students
- guidance of under achiever,
- slow learners and first generation learners

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- guidance of learning disabled, Drug addicts and alcoholics
- De addiction centers, Career resource centre
- Evaluation of counseling,

Need for research and reforms in guidance and counselling .

#### Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks

- Interview of a school counselor.
- Visit to a guidance or counseling centre and write a report.
- Administration of an individual test and preparing a report.

#### References:-

1. Anastasi A, Differential Psychology, New York: Macmillan Co, 1996
2. Arbuckle Dugland, Guidance and Counselling in the classroom, Allyn & Bacon Inco, 1985.
3. Baqrki.B.G., Mukhopadhyaya.B., Guidance and Counselling; A Manual, New Delhi: Stanley Publishers, 1990.
4. Crow & Crow, An introduction to Guidance, New Delhi: Eurasia Publishing House, 1992.
5. Freeman E.S, Theory and Practice of Psychological Testing, New Delhi: Henry Holt 1992.
6. Jones.A.J., Principles of Guidance, New Delhi: McGrew Hills Publishers, 1970.
7. Kochhar S.K-Educational and vocational Guidance in secondary schools, New Delhi, sterling publishers Pvt. Ltd, 1990.
8. Kolher. S.K., Educational and Vocational Guidance, New Delhi: Practice Hall India Ltd., 1995.
9. NCERT, Guidance and Counselling in Indian Education, New Delhi: NCERT, 1978

### B.Ed 12 (IV)

#### HEALTH AND PHYSICAL EDUCATION

#### OBJECTIVES:-

MARKS-100

The course will enable the student teachers to --

- To introduce the student teacher with the concept of wholistic health.
- To enable them to understand the various dimensions & determinants of health.

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- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.

#### Unit 1. CONCEPT OF HEALTH

- Introduction, Definition and Meaning of Health
- Dimensions of health
- Determinants of health
- Importance of balanced diet

#### Unit 2. HEALTH AND PROGRAMME

- School health programme
- Role of teacher in development of health
- Health Hygienic Education

#### Unit 3. PHYSICAL EDUCATION

- Introduction, Definition and Meaning of physical education
- Objectives of physical education
- Scope of physical education & allied areas in Physical Education

#### Unit 4. PHYSICAL FITNESS

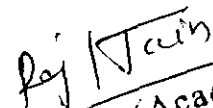
- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness
- Physical education and sports.

#### Unit 5 . PHYSICAL FITNESS AND EDUCATION

- Need & Importance of physical activities at school level (SEC. & SR. SEC.)
- Techniques and methods of Assessment of physical fitness

#### Tasks and Assignments

1. Class Test - 10 Marks
2. Any one following : 10 marks
  - Activities for development of physical fitness
  - Project on health/sports.
  - Analysis of various text books from health and physical education point of view.
  - Organization of games and sports tournaments.
  - Rules and Regulation of sports.

  
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## B.Ed 12 (V)

### ENVIRONMENTAL EDUCATION

#### OBJECTIVES:-

MARKS-100

The course will enable the student teachers to –

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student-teachers in Environmental Education.
- To provide knowledge to the student-teachers about Pollution and its control.
- To sensitize student-teachers to the Global Environmental problems.
- To sensitize student-teachers to the need for Conservation of the resources.
- To develop desirable attitude, values and respect for the Environment.

#### COURSE

##### UNIT – I: ENVIRONMENT & ECOLOGY

- Introduction to Environment and Ecology: Concept of Environment
- Ecology, Biosphere, Community, Population,
- Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).

##### UNIT – II ENVIRONMENTAL EDUCATION

- Environmental Education: Meaning, Objectives,

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- its need & importance
- Principles of Environmental Education.

### UNIT -III : POLLUTION CONTROL

- Pollution Monitoring and Control: Concept of Pollution,
- Types of Pollution - Air, Soil, Water and Noise Pollution, their sources
- Effects, monitoring and control.

### Unit IV Environmental Health and Safety

- Concept of safety, health and environment
- Diseases through pollution.
- Management to control diseases.
- Environmental Health & Human Society.

### UNIT -V: NATURAL RESOURCES MANAGEMENT

- Natural Resource Conservation and Management: Definition Classification of Natural Resources,
- Their Conservation and Management.
- Wildlife Conservation & disaster management.

### Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks

- Plant one tree and write a report on environmental awareness
- Organize rally on world environment day and write the report
- Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
- Carrying out a Project on environmental problems preparing its detailed report.

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**EPC-3**

**Critical Understanding of ICT**

Marks: 50

**Objectives:**

1. To enable the students to recognize understand and appreciate ICT as an assertive learning as a enormous functional support to teachers.
2. To know and understand different parts of computer and their functioning.
3. To understand the operating system of Computer.
4. To develop skill in the use of Internet.
5. To appreciate the concept of integration of Information and Communication Technology with Education.
6. To make use of Modern Information and Communication Technology to improve teaching-learning process.
7. To develop positive attitude towards handling of computers.

**Unit – I Information Communication Technology in Education**

- ❖ Concept, Importance, Meaning & Nature of Information & Communication Technology.
- ❖ Need of Information & Communication Technology in Education.
- ❖ Scope of Information and Communication technology areas; (Teaching Learning Process, Evaluation, Research and Administration), Trends in Information and communication and Technology
- ❖ Paradigm shift in education due to ICT content with special reference to curriculum, Role of Teacher, Methods of teaching, Classroom Environment Evaluation, Procedure and Educational management
- ❖ Challenges in integrating Information communication Technology in school Education.

**Unit- II Introduction to Computer**

- ❖ General awareness about functioning of Computer
  - Generation, Characteristics, Types of computers and uses of Computer
  - Brief introduction of working computer using the block diagram.
- ❖ Hardware
  - Input device- Key Board, Mouse, Scanner, Microphone and digital Camera
  - Output device- Monitor, Printer, Speaker and Screen Image projector
  - Storage device- Hard Disk, CD & DVD and Mass Storage Device (Pen drive)
- ❖ Software
  - Operating System- Concept and function
  - Application software (Its uses in education)
  - Word Processors
  - Power point presentation

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- Spread sheet
- Viruses & their management

**Unit- III – ICT supported teaching/ learning strategies, Internet and Intranet**

- ❖ CAL- Computer Assisted Learning
- ❖ PBL- Project Based Learning
- ❖ Technology Aided learning
- ❖ E- Learning –Concept & Nature
- ❖ Web Based Learning
- ❖ Virtual Classroom
- ❖ Concept, need & importance
- ❖ Facilities available for Communication
  - Email, Chat and online conferencing
  - E- Library, websites, blog, Wikipedia
- ❖ Search Engines- Concept and uses

**Tasks and Assignments: Practical + Sessional (Submission Report) - 30+20 = 50 marks**

**Practicum - 30 marks**

- ❖ Prepare a report on Effective teaching learning process with ICT.
- ❖ Practicing word processing using Indian language software.
- ❖ Practice in installing various system and application software.
- ❖ One term paper on any topic to related to ICT.
- ❖ Comparison of various ICT supported teaching learning strategies.
- ❖ Report on web based learning environments.

**Sessional (Submission Report): 20 marks**

- ❖ Preparation of Studies for teaching on any topic at the school level
- ❖ Analysis of Multi Media Packages
- ❖ Any Seven Topic - Key Board, Mouse, Printer, Monitor, CPU, Motherboard, RAM & ROM, Hard disks, Floppy Disk, SMPS, UPS

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**EPC -4**

**UNDERSTANDING THE SELF**

MARKS: 50

**Objectives**

The course will enable the student teachers to –

- To develop understanding about themselves the development of the self as a person and a teacher.
- To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- To develop a holistic and integrated understanding of the human self and personality.
- To build resilience within to deal with conflicts at different level and learn to create terms to draw upon collective strength.
- To help explore one's dreams, aspiration, concerns through varied forms of self expression, including poetry and humour.
- To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

**Unit 1: Exploring the self (potential of self, fears, aspirations)**

- Exploring the self (potential of self, fears, aspirations)
- Self identity
- Teacher as a reflective practitioner

**Unit 2: The Evolving Self**

- Developing the self (building self esteem, self image)
- Harmony and peace with self (Resilience, mindfulness)
- Positivity and management of emotions
- Tactics and techniques of self understanding

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### Unit 3: The Emerging Self

- Stereotypes and Prejudices :Gender, Class, Caste, Race, Region, Language, Religion,
- Disability ( any three of the indicated may be chosen) Agencies that shape the self : Family, School and Media
- Challenging stereotypes

#### Tasks and Assignments

1. Class Test                      **05 Marks**  
2 ANY ONE                        **10 Marks**

- Participate or lead in real life intervention (within families/college or community) through guidance and counseling.
- Review of personal narratives, life stories and group interaction.
- Write a reflection about your journey as a student-teacher. Identify areas where you think you need to improve and elucidate how you intend bringing improvement in yourself in these areas. -

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