

# Syllabus of Bachelor of Education Programme (B.Ed.)

(Two Years)

and

# Scheme of Examination

(Session 2017-18 onwards)



# **SEMESTER-I**

S.No.	Course Title	Course Code	Credits	Max Marks
	THEORY			
	Childhood and Growing up	BED 101	4 Credits	100
4	Language Across the Curriculum	BED 105	2 Credits	100
	School Organisation and Management	BED 111	2 Credits	100
	PRACTICAL		0.	
	Understanding the Self	BED 155	2 Credits	100
	Drama and Art in Education	BED157	2 Credits	100
	PSE (Preliminary School Engagement )	BED 159	2 Credits	100

## Preliminary School Engagement (PSE-1) (2Weeks)

- Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers
- Reflection on roles and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library , Laboratories, Playground, Canteen, Sports facilities, Seminar Halls, Auditorium etc which are available in the school.
- The Student- teacher shall also undertake the field activities pertaining to the practicals during this period.

Course Title: Childhood and Growing Up.

Course Code: BED101

Credits:4 MM:100

#### Objectives of the Course:

- To understand the nature and stages of Growth and Development.
- · To reflect upon issues and concerns of childhood and Adolescence.
- To expand awareness with respect to the role of different agencies in the healthy development of children.
- To understand socio-political realities constructing and defining different childhoods.

#### Course Content:

#### Unit I: Growth and Development

- Meaning of Growth, Development and Maturation
- Stages of Growth and Development with special emphasis on the Development stages of Childhood and Adolescence

- · Factors affecting Growth and Development
- · Principles of Development

#### UnitII: Developmental Aspects/Domains

- · Physical- Motor Development
  - o Development of Gross and Fine Motor Skills
  - o Play: Concept, Types, Importance in Physical Development
- Cognitive Development: Concepts & Development of thinking & Problem Solving, (Piaget's and Vygotsky)
- Social, Emotional and MoralDevelopment:
  - Erickson's theory of Psycho SocialDevelopment
  - o Kohlberg's Theory of Moral Development

#### UnitIII: Socialisation Agencies and the Child

- Multiple Childhood: Factors, Similarities and Diversities with special reference to the Indian context.
- Concept of Socialization
  - o Family, Parenting, Child Rearing practices and its agencies
  - Peers- Friendships and Gender-competition, cooperation and conflict; Aggression and bullying from Early childhood to Adolescence, Peer Influences
  - School Relationship with peers, Teachers and Staff, Teacher Expectation and school achievement, overage learners and peer relationships.
- Social, Economic and Cultural Differences in Socialization, Impact of Diverse socialization patterns on children and Implications for Inclusion.

#### UnitIV: Childhood&Adolescence: Issues and Concerns.

- Childhood Issues and Concerns
  - o Separation/ Loss of Parents, Working Parents, Trauma Survivors
  - Child Abuse: Issues and Problems and Awareness about Rights of the Child
  - o Role of Media in dealing with Issues, Concerns & Problems of Child Abuse
  - Child Obesity: Causes and Remedies
  - o Juvenile Delinquency
- Adolescence Issues: Behavioral Problems of Adolescents, Substance misuse and Drug Addiction
- Adolescence Concerns: Role of Teachers, Parents and Peers
- Protection of Child Rights: Role and Contribution of UNICEF, WHO, National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs

#### Practical Assignments/Field Engagement (any one):

- Student teachers to collate about ten newspaper articles that involve issues of parenting and childhood. Analyze these issues and conduct group discussions.
- Prepare a report on media coverage concerning following issues using content analysis
  - Child Labour
  - o Juvenile Delinguency
- Hands-on Experience of Studying Children and varying contexts in Childhood by undertaking a detailed Case Study of a child.
- Conduct a detailed case study on an Adolescent to understanding their needs and problems and prepare a report on it.

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The teacher educator could organize the class in such a manner that different students'
profile includes children from varied socio-economic backgrounds. This would allow for a
wide range of data which could be subsequently analyzed in groups. The task could be
helpful in understanding and supporting developmental and educational needs of the
marginalized learner; first- generation learners, street children and slum children; children
with special needs

#### Suggested Readings:

- Berk, L. E. (2011). Child development. (8th ed.). New Delhi: Pearson Prentice Hall.
- Shanker, S. (2018). Female juvenile delinquency. Jaipur: Rawat Publications.
- Woolfolk, A. (2014). Educational psychology. (12th ed.). New Delhi: Pearson Education.
- Ranganathan, N. (2017) Primary School Child: Development and Education, New Delhi Orient Black swan; Third reprint.
- Ranganathan, N. and Wadhwa, T. (2017) Guidance and Counselling for Children and Adolescents; New Delhi; Sage Publications.
- Ranganathan, N. (ed) 2020. Understanding Childhood and Adolescence; New Delhi; Sage Publications.
- Mangal S.K. (2002). Advanced Educational Psychology, New Delhi: Prentice Hall of India Private Limited.
- Santrock, J.W. (2007). Adolescence. (11th ed.). New Delhi: Tata McGraw-Hill.
- Santrock, J.W. (2010). Lifespan development. (13th ed.). New York: McGraw-Hill Higher Education

Course Title: Language Across the Curriculum

Course Code: B.Ed. 105

Credits: 2

M.M: 100

#### Objectives of the Course:

- To understand languageas a medium for comprehending ideas, reflection and thinking and for expression and communication.
- To understand the different theories of language acquisition.
- To develop competencies in fostering the language skills among school children.
- To develop sensitivity and competency towards catering to a multilingual audience.

#### Unit I: Understanding Language and Communication

- · Meaning and Concept of Language
  - o Features of Language
  - o Structure of Language
  - o Functions of Language
- Meaning and Concept of Communication
  - o Types of Communication
  - o Human and Animal Communication
- Differences between Language and Communication
- Perspectives in Language Development(with reference to how children acquire language at an early age)
  - Nativist: Noam Chomsky's views on language development
  - Behaviourist: B.F. Skinner's views on language development
  - o Social-Interactionist: Lev Vygotsky's views on language development

uage development

#### Unit II: Language Skills

- · Meaning and Concept of Language Acquisition
- Differences between Language Acquisition and Language Learning
- Acquisition of the Four Language Skills
  - Listening Skills: Kinds and Strategies
  - 5 Speaking Skills: Functions of Speaking, Activities for Developing Speaking Skills
  - Reading Skills: Process types and strategies of Reading, Pre-Reading and Post-Reading Activities
  - Writing Skills: Process, and types of Writing, Variations in Writing Across the curriculum
  - Emergent Literacy: Meaning and Implications

#### Unit III: Understanding Language Diversity

- Socio-Cultural Variations in Language and dialects
- Relationship of Language and Society: Identity, Power and Discrimination
- · Language Diversity in context of India:
  - o Bilingualism and Trilingualism
  - Multilingualism in the classroom: Meaning, its challenges and implications for teachers
  - Status of Languages in India and Constitutional Provisions

#### o Three Language Formula

#### Unit IV: Role of Language in Teaching-Learning Process

- Language and teaching-learning process: concept, principles and goals, advantages and limitations
- · Role of Language teachers and subject teachers in LAC approach
- · Relationship to Content Based Instruction
  - o Humanities
  - o Sciences
  - Mathematics
- Classroom Discourse: Purpose, Types and Importance

#### Practical assignments/field engagement (any one):

- Students have to maintain a record of observation on the communication of children(both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations in a formal and informal setup and the challenges they face in communication.
- Writing articles/reports on topics related to content areas and current issues.
- Debate and Discussion in classroom on the NEP 2020 with respect to languages and multilingualism, followed by report writing.

#### Suggested Readings:

- Craith, Mairead. (2007). Language, Power and Identity Politics. Palgrave Macmillan.
- Devi, Anita & Kumar, Dalvinde. (2019). Language across the curriculum. Nirmal Publishing House.
- Finegan, Edward. Language: Its Structure and Use, Fifth Edition. Thomson Wadsworth.
- Gorter, Durk. Benefits of linguistic diversity and multilingualism. SUS.DIV position paper research task 1.2.
- Kumari, S. Krishna (2017/18). Language Across the Curriculum, Agrawal Publications.
- Meganathan, Ramanujam. Language policy in education and the role of English in India: From library language to language of empowerment. In Coleman, Hywel. (Ed.) Dreams and Realities: Developing Countries and the English language. British Council.
- MOE (Ministry of Education). 1966. Report of the Education Commission 1964, 1966. New

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Delhi: GOI.

- Moe et al. (2015). Language skills for successful subject learning. European center for modern languages.
- Rao, S. 2008. India's language debates and education of linguistic minorities. Economic and Political Weekly 6 September 2008.
- Thomas et al. (2004). Language, Society and Power, Routledge, USA
- Zascerinska, Jelena. (2010). Language Acquisition and Language Learning: Developing the system of external and internal perspectives.

Course Title: School Organization and Management Code: BED111 Credits: 4 Course MM: 100

#### Objectives of the Course:

- To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School.
- To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel.
- To develop an understanding of the concept of quality enhancement& management in schools.
- · To acquaint the students with specific problems of school management.

Course Content:

#### Unit I: School as an Organization

- The school its functions and relationship with the society.
  - · Infrastructure of the school & School Complex
- School Records and Registers: Need &Importance, Types, Characteristics &Maintenance
  - · Human resource of the school: Roles and responsibilities
  - School Finance School Budget, Sources of Income and Items of Expenditure.

#### Unit H: Administration of Schools

- Educational Administration: Meaning, Concept, Scope and Functions
  - Principles of Educational/School Administration
  - Educational Administration: Strengths and Weaknesses
    - · Difference between Administration and Management
- Structure of School Administration in India: Types of Schools and School affiliation boards
  - School Development Plan: Meaning, process and rationale

#### Unit III: Management of Schools

- · School Environment: Meaning and Types
- · School Management: Concept, Need, Importance and Functions.
- Leadership: Concept, Need,& development of leadership qualities, types-administrative and instructional, Styles of Educational Leadership-Autocratic, Laissez-faire and Democratic.
- · Role of a Head in a School as a Transformative Leader
- Role of School Management Committees (SMCs), Mother Teacher Associations (MTAs), Parent Teacher Associations (PTAs) in School Development
- Calendar of Activities & Time table Principles and Techniques of Time table preparation, CCA

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- School Discipline: Concept and Approaches, Self-Discipline: Concept and Relevance in a School
- Problems Faced in School Management: Issues & Concerns

#### Unit IV: Quality Enhancement and Supervision in Schools

- · Organizational Culture in a School to foster a Stress-free Work Environment
- Concept of TQM: Structure and Function
- Accreditation and quality assurance: role and function of different agencies in School Education
- Supervision: Concept, Need, Functions and Scope& Principles.
- Professional development of teacher-a brief introduction
- · School Development Plan

#### Practical Assignments/Field Engagement (Any one):

- The pupil-teachers to be thoroughly acquainted with the nuances of different types of registers/records a teacher maintains in a school: Attendance Registers, Marks Registers, Cumulative Records of CCE (Continuous Comprehensive Evaluation) in particular. (Also, to include the role of ICT as an Assistive Technology in the same)
- A meeting of student –teachers with the Head of the School and other Supervisory cadre to be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching SWOT analysis of the school visited
- The pupil teachers to be given hands on experience in the construction of the Time Table
  using ICT of a School by the Faculty Mentors keeping in mind all principles of Time Table
  preparation
- Draw the latest chart of the structure of the Directorate of Education including the
  personnel at the district and zonal level, right up to the school functionaries. Write the
  functions of each category of personnel shown in the chart.

#### Suggested Readings:

- Agarwal, J.C. (2006): School Administration, Arya Book Depot, Delhi,
- Bhatia, S.K. and Ahuja, A.(2021): A Text Book of School Organisation and Management.
- Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut,
- Kimbrough, R.B. and Nunnery, M.Y. (1983): Educational Administration: An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Owens, Robert G. (1970).: Organizational Behavior in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.,
- Safaya, R.N. and Shaida, B.D.(2000): School Administration and Organization. Dhanpat Rai and Sons, Delhi o Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi

#### PRACTICALS

Course Title: Understanding the Self

Course Code: BED151

Credits:2

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#### Objectives of the Course:

- To develop the capacity for sensitivity, life skills to understand self, sound communication and ways to establish peace and harmony.
- · To develop the capacity to facilitate personal growth and social skills in their own students.
- To enable student-teachers to recall and reflect on their own educational journeys and become
  conscious of factors those have shaped their aspirations and expectations.
- To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.

Course Content:

#### Unit I

#### Journal Writing

- · Each student-teacher will be asked to maintain a regular Journal, in which he/she may write:
  - short reflective accounts of significant life experiences
  - o observations of life situations that evoke questions and responses
  - o questions on education, learning and teaching that he/she is facing
- The Journal should be periodically shared (once may be undertaken in a week) with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

#### Unit II

Workshop 1: A significant event or experience in life Suggested workshop themes \* Representing key events and experiences — as timeline, mind-map, pictorial poster, digital story using audio visual tools of Media. \* Sharing and assimilating a range of experiences on the event / experience in the form of finding answers to what that experience meant to me? How did I feel going through experience?

Workshop 2: Learning to Observe (and to Listen) Suggested workshop themes • Observation of nature; observation of people around you; observation of (and listening to) situations around you. • Exercises in observation and listening to uncover one's judgments and interpretations (and slow these down, to allow for richer perceptions) (one to one communication, one to many) • Multiple views on a variety of situations: classroom situations, and human situations in a school context.

Workshop 3: Mindfulness in the classroom Suggested workshop themes • Sitting quietly and inviting mindfulness by focusing and concentrating energies on a single task (Meditation and Yoga may be used for the purpose) • Individual breathing exercises and self-awareness of body and mind • Exploring group exercises for mindfulness • Mindfulness through the day, in classrooms, in stressful contexts • Mindfulness and Emotional Well-being • Mindfulness and Decision-Making • Mindfulness in Cognitive Learning.

#### Unit III

Workshop 4: Understanding working in groups Suggested workshop themes • Exploring structural situations that promote competition or cooperation such as participation in games • Exploring hierarchies and role-taking in group situations • Exploring Gender Stereotypes in groups • Facilitation of group working – everyone has a part to play Exercises for learning to work in groups (Modes of Transaction would include 'roleplays' and 'enactments' followed by disgussions).

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Workshop 5: Celebration of an iconic cultural figure (any three) (e.g. Kabir/Tagore/ Veer Sarvarkar/ Saadat Hasan Manto/Begum Akhtar/Habib Tanvir /Narayan Guru/Meerabai/Akka Mahadevi/ Jnaneswar/ Basava/Teejan Bai Suggested workshop themes • Authentic performance by a practitioner who is continuing the Legacy • Participation in learning and celebrating (in appropriate media) Documentary Film • Discussion of cultural world-view and contemporary relevance of the IconWriting based on the above.

#### Seminar 1: Glimpses of different childhood in India Format:

- Student-teachers present, via different media-narrative, photographs, audio-visual presentation, illustrated poster etc. - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion.
- Preparation: Resource books and films to be gathered; each student-teacher picks a
  particular type of childhood and researches the life situation.
- Student -Teachers to develop then, own digital stories on the theme of: Journey towards understanding self-integrating text, graphics and audio-visuals.
- The activities undertaken to be documented in the form of an e portfolio for external evaluation.

Course Title: Drama and Art in Education

Course Code: BED254

Credits: 2

MM: 100

#### Objectives of the Course:

- To develop basic understanding of different Art forms impact of Art forms on the humanmind
- To enhance artistic and aesthetic sensibility of learners to enable them to respond to the beautyin different Art forms, through genuine exploration, experience and free expression
- To develop skills for integrating different Art forms across school curriculum at secondarylevel
- · To create awareness of the rich cultural heritage, artists and artisans Course Content:

#### Course Content:

#### Unit I: Appreciation of Arts

- Meaning and concepts of Arts and Aesthetics and its significance at secondary level of SchoolEducation.
- · Difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists of Indian craft Traditions;
   Dance, Music and Musical Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos,
   Films and Documentaries selected for the purpose

#### Unit II: Visual Arts and Crafts

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangolimaterials, clay, Calligraphy etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.

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Unit III: Performing Arts: Dance, Music, Theatre and Puppetry

- · Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry.
- · Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind theintegrated approach by establishing connections between the subjects.
- Planning a stage-setting for a performance/presentation by the student-teacher.

Unit IV Engagement in Analysis and Activities:

- Initiation into the craft of Drama and related activities for engagement in schools with learners.
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms.

Practical Engagement

Workshops:

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, posters and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, theatre,

puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

#### Approach for Teaching-learning Process in Institutions:

- Every student-teacher must participate and practice different Art forms. They need to be
  encouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Local
  craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions
  from the community. Student-teachers should be encouraged to maintain their diary on art
  interactions to enhance their knowledge and awareness in this area. Student-teachers may
  can also be motivated to interpret art works/events etc. to enhance their aesthetic sensibility.
- Resource Centre for Arts and Crafts should house materials, including books, CDs, audio
  and video cassettes, films, software, props, art works of Regional and National level, books
  and journals which must be displayed for the purpose of reference and continuous
  motivation. Application of Arts and Aesthetics in day-to-day life, in the institute and in the
  community are some of the practical aspects, which needs to be taken care too. Student
  teachers must organise and participate in the celebrations of festivals, functions, special
  days, etc.
- Students to be assessed externally based on the e portfolio they submit to their faculty mentors individually, documenting all the activities they undertake in this practical course.
- The e portfolio will include the video clips, photographs and reference material of the field visits and documentation of the activities undertaken in workshops while the student – teachers engage in the same including their reflection on the experience.

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# **SEMESTER-II**

S.No.	Course Title	Course Code	Credits	Max Marks
	THEOR	Y		
35	Learning and Teaching	BED 102	4 Credits	100
10	Pedagogy of School Subject-(I)	BED116-150	4 Credits	100
	Pedagogy of School Subject-(11)	BED116- 150	4 Credits	100
	PRACTICAL			
	PSE- II	BED 154	2 Credits	T100

Course Title: Learning and Teaching

Course Code: BED102

Credits:4

MM:100

#### Objectives of the Course:

- To foster a comprehensive understanding of the concept of development, learning andteaching.
- To critically examine different theoretical perspectives of learning and their applications with special reference to diverse socio-cultural context
- · To understand various processes that facilitate the construction of knowledge
- · To examine the concept, nature and theories of intelligence and motivation
- To reflect on the theories of personality and methods of adjustment.

#### Course Content:

#### Unit I: Development and Learning

- · Learning and Teaching Nature, Relevance and Relationship.
- · Nature and Nurture, Relationship between Development and Learning
- Developmental Influences: Development as a resultant of interactions betweenIndividual and the external environment (physical, Socio-cultural, Economic, Ecological and Technological)
- · Learning styles of learners with special reference to Fleming's VARK model of learning
- Concept of Teaching, Models of teaching, organizing learning experiences, teachinglearning resources
- · ODL (Open and Distance Learning) and Self Learning

#### Unit II: Cognition and Learning

- Approaches to Learning:
  - · Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist.
  - · Theories of Learning (Concepts, Principles and applicability is different

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learningsituations): -Thorndike, Pavlov, Skinner, Kohler, Rogers, Lewin, Bandura, Vygotsky

- Distinction between learning as 'Construction of Knowledge' and learningas'Transmissionand Reception of Knowledge', Upanishadic Method of Learning.
- Meaning of 'Cognition' and its role in learning.
- Socio-Cultural factors influencing Cognition and Learning

#### Unit III Intelligence and Motivation

- Concept &Nature of Intelligence and the role of Heredity and Environment
- · Theories of Intelligence
- (a) Spearman's Two Factor theory
- (b) Guilford's Factor Analytical Theory
- (c) Cattell and Horn's Theory of Intelligence
- (d) Sternberg's Information Processing Theory
  - (e) Howard Gardner's Theory of Multiple Intelligence
  - (f) Emotional Intelligence (Ability Model)
- · Assessment of Intelligence
  - (a) Individual Tests Verbal Tests
  - (b) Group Tests: Verbal/Non-Verbal
- Use, Misuse and Abuse of Intelligence Testing
- Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Need and Strategies, Maslow's Theory of Motivation.

#### Unit IV Personality and Individuality

- · Meaning and Nature of Personality
- · Theories of Personality
  - (a) Type Approach Hippocrates, Kretschmar, Sheldon, Jung
  - (b) Trait Approach Cattell
  - (c) Type cum Trait Approach Eysenck
  - (d) Psychoanalytic Approach Adler
- Individual Differences-Concept and Determinants
- Role of Heredity & Environment in Individual Differences, Catering to individual differencesthrough educational programs.

#### Practical Assignments / Field Engagements(Any one):

• The student-teacher does observation of children at play and maintains diaries to acquaint themselves with the different strategies of children employ in Learning and Cognition -2 hours each across 4 observations; observations can be carried out in the schools. The students could identify different games that children play; Individual and Group behavior in play; friendships and social relationships. (The analysis could include the following aspects: Motor Skills, Language used during Play, Group Structure and Interactions, arriving at rules and following them, Gender Behavior, Patterns of Negotiation and Resolving Conflict, Folk Songs and Games, Popular Culture). The above field engagement is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language andmotor

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development of children.

 Student-teachers shall conduct Individual and Group Intelligence Testing throughpropriate culture fair Tests chosen by Faculty Mentors and prepare an e-portfolio ofthe entire project.

#### Suggested Readings:

- . Bettelheim, B. (1987). The Importance of Play. The Atlantic Monthly, March.
- Bodrova, E. and Deborath J. Leong (1996). Tools of the Mind. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
- Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Elkind, D. (1976). Child Development and Education. Oxford University Press.
- · Erikson, Eric, H. (1972). Play and Development. New York: W.W. Norton.
- Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books.
- Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
- Lefrancois, G. (1991). Psychology for Teaching. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.

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SCIENCES

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# **SEMESTER-III**

Sr. No	Course Code	Course Title	Credits	Max Marks
		PR	ACTICAL	
1	BED251	Internship Part-I	5x2 = 10 credits	100
	& BED253			100
2	BED255	Internship Part-II	5x2 = 10 credits	100
	& BED257			100
		Total	20 credits	400

This semester shall entail a field engagement of 16 weeks wherein the first week will be exclusively dedicated to observing a regular classroom with a regular teacher and would include peer observations, teacher observations and observations of interns' lessons by faculty.

In the next 15 weeks of internship the student teacher shall be engaged in teaching experience wherein the aim shall be meaningful and holistic engagement including the writing of reflective journals. This shall be enriched through extended discussions with peers and faculty on different aspects of the teaching experience accompanied by presentations post the internship in schools.

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## School Internship Part I

School Internship Part I shall include the undertaking of the following tasks and the assessment shall be based on a Viva Voce External Examination which shall be held in the collegepremises.

# School Internship Part I (BED251 & BED253)

MM: (200Marks)

## 10 Credits

S.No.	Components	Marks	
1	Simulated Teaching (2 in each)	10	10
2	Discussion Lessons (2 Lessons in each pedagogy course) Total 4 Discussion Lessons (10x4)	20	20
3	50 Lesson Plans (in each pedagogy course) (25x2)	25	25
4	Achievement Test Report (ATR )(In one subject)	10	10
5	Two Lessons Delivered in each pedagogy course through the use of Multimedia (5x4=20)	10	10
6	Text Book Review	10	10
6	Use of Teaching Learning Material in Classroom Discourse (including teaching aids and reference material)	10	10
7	Peer Group observation	5	5
-	Total	100	100

#### School Internship Part II (BED255 & BED257)

The School Internship Part-II shall entail the assessment of the final lesson plan at the culmination of the internship wherein the student teacher will be observed by external and internal examiners while they teach in the schools. This assessment shall be done for both the pedagogies of teaching subjects opted by the students-teacher and each shall carry 100 marks.

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## NTERNSHIP Course

Code: BED251,

## BED253, BED255 &

## **BED257**

Rationale and Aim

Credits :20 M.M:4 00

The school-based activities are designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the teacher education institutions. The intern must function as a regular teacher and therefore be immersed in all aspects of the school but with the provision that the intern is enabled to be creative in her role as a practitioner. This can be accomplished by providing her the necessary physical space as well as pedagogical freedom to innovate. For this it is necessary to negotiate with the school focusing on the benefit that will accrue to the school by the proposed partnership model. The programme will be largely field-based so that the intern will get to experience the real problems that a practitioner has to deal with. To achieve the aim of the programme the intern will need to integrate her knowledge base, her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills she has developed in order for her to become a reflective practitioner.

# Objectives of the Course:

- · To observe children and the teaching learning process in a systematic manner.
- · To learn to relate to and communicate with children,
- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- To evaluate school textbooks and other resource material critically in the context of

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Children's development and pedagogic approach used.

- To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children's literature, activities and games, planning excursions
- · To reflect critically on practice by visiting a learning centre.

## School Experience Details during Internship I:

- During the school-internship the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management.
- The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and

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- unit plans using different artefacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self development and professionalization of teaching practice.
- The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the first and second year as specified.
- The activities undertaken during the internship period will be presented in e-Portfolios and Reflective Journals. The student-teachers are expected to record their experiences observations and conclusions regarding all the activities undertaken.
- The entries of Reflective Journals will be analytical answering 'what' is new and
  different from their previous understandings, 'why' certain observations made by them
  with regard to instruction, classroom management, PTAs, etc., are different / same and
  'how' these observations might lead to a criticism and change in their practice. The
  students will be assessed on the basis of entries made in e-Portfolios and Reflective
  Journals.

## School Internship Part I (BED251 & BED253)

School Internship Part I shall include the undertaking of the following tasks and the assessment shall be based on a Viva Voce External Examination which shall be held in the college premises.

MM: (200Marks)

10 Credits



# School Internship Part II (BED255 & BED257)

The School Internship Part-II shall entail the assessment of the final lesson plan at the culmination of the internship wherein the student teacher will be observed by external and internal examiners while they teach in the schools. This assessment shall be done for both the pedagogies of teaching subjects opted by the students-teacher and each shall carry 100 marks.

School Internship Part II (BED255 & BED257) 10 CreditsM.M. 200

The School Internship Part-II shall entail the assessment of the final lesson plan at the culmination of the internship wherein the pupil teacher will be observed by external and internal examiners while they teach in the schools. This assessment shall be done for both the pedagogies of teaching subjects opted by the pupil-teachers and each shall carry 100 marks.

#### Semester-IV

Sr. No	Course Title	Course Code	Credits	Max Marks
	THEO	RY		
1	Gender, School and Society	BED210	4 Credits	100
2	Knowledge and Curriculum: BI Perspectives in Education		4 Credits	100
3	Guidance & Counselling	BED214	4 Credits	100
4	Environmental Education	BED216	4 Credits	100
5	Creating an Inclusive School	BED218	2 Credits	100
6	Elective 1 (any one)	4 Credits	100	
	Human Rights and Value Education	BED220		
	Life Skills Education	BED232		
	PRAC	TICAL		0 00
7	Reflection on School Experience	BED252	2 Credits	100 11

Course Title: Gender, School and Society Credits: 4
Course Code: BED210 MM: 100

Objectives of the Course:

- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- · To reflect on different theories of Gender and Education.
- To analyze the institutions involved in Socialization processes and see how socialization practices impact power relations and identity formation.
- To foster gender sensitization in the classroom.

#### Course Content:

#### Unit I: Key Concepts in Gender

- · Conceptual Foundation: Sex, Gender, Sexuality, Third Gender,
- Masculinity and Feminism
- · Gender bias, Gender Equality and Gender Stereotypes
- Polyandrous, Matrilineal, Patrilineal and Matriarchal and Patriarchal Societies in India: Relevance and Sessing Status of Education.

#### Unit II: Gender Studies: Paradigm Shift

- · Paradigm shift from Women's studies to Gender Studies
- · Historical backdrop: Some landmarks from social reform movements
- Theories on Gender and Education and their application in the IndiancontextSocializationtheory Gender difference

Gender difference Structural theory

Deconstructive theory

#### Unit III: Society, Gender Issues and Education

- Gender Identities and Socialization Practices in Family, other formal and informal organizations; Collection of folklores reflecting socialization processes.
- Gender Equity and Equality in Education in relation to caste, class, religion, ethnicity, disability and region (rural, urban and tribal areas).
- · Gender and Media, Gender Based Violence and Crime against girls &women.
- Empowerment of Women: Strategies and Issues, Constitutional provisions and legislations for gender equality and women empowerment in India.

#### Unit IV: Gender and School

- Schooling of Girls: Inequalities and Resistances (issues of Access, Societal attitude, Retention and Exclusion).
- Reproducing Gender in School: Curriculum, Hidden Curriculum, Textbooks, Classroom Processes and Student-Teacher interactions
- · Working towards gender sensitization and gender equality in the classrooms
- Analyzing gender with subject choice selection at secondary level.

#### Practical Assignments / Field Engagement (Any one):

- Preparing Analytical report on gender issues in print or electronic media.
- A Comparative Study of the daily routine of a girl and a boy from the same family.
- Creation of an OER on any one content area of the course curriculum.

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- Analysis of the Films post screening of any two of the following: Bawander, India's Daughter, Water.
- · Analysis of textual materials from the perspective of gender bias and stereotype.
- · Organizing debates and discussions on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

The above discussion / debates to be documented in the form of an e-portfolio.

#### Suggested Readings:

Ambasht, et al (1971). Developmental Needs of Tribal People: NCERT

- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India, Sage: NewDelhi,
- Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune& Stratton: NewYork.
- Geetha, V. (2007). Gender. Stree:Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, AnilSethi.
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash &K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: NewDelhi.
- Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India, in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp125-171.
- Kumar, Krishna. 2013 Choodi bazar meinlabdki rajkamal-New Delhi.
- Lins, Hilary M. (1989). Sex and Gender an Introduction. California: Mountainview. Mayfield Publishing Company.

Course Title: Knowledge and Curriculum Perspectives in Education Course Code: BED212

Credits: 4 MM: 100

#### Objectives of the Course:

- · To enable student teachers to understand the meaning of the term Knowledge and Curriculum.
- · To explore the role of School as an organization and its culture along with the teachers in operational zing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
- · To familiarize student-teachers with the recommendation of NCF 2005 and NPE 2020 pertaining to Curriculum and Schooling.
- · To gain insight about Knowledge and Construction of Knowledge

#### Course Content:

#### Unit I: Curriculum and School

- Understanding the Meaning and Nature of Curriculum
- Foundations of Curriculum: Philosophical, Psychological and Sociological
- Components and Principles of Curriculum, Need and Importance
- Facets of Curriculum: Significance in Indian context
  - · Core curriculum & Hidden Curriculum

- Centralized & Decentralized Curriculum
- · Significance of Curriculum in School Education with referenceto-
  - (a) Curriculum Framework
  - (b) Curriculum &Syllabus
- Interrelationship between Curriculum, Society and Learner.
- Recommendations for curriculum and schooling(According to NCF 2005 and NPE 2020)

#### Unit II: Construction of Knowledge

- Meaning and Nature of knowledge
- · Differences between Information, Knowledge, Belief, and Truth
- Sources of Knowledge: Empirical Vs Revealed knowledge
- Types of Knowledge: Disciplinary Knowledge, Course content Knowledge, Indigenous Knowledge and Scientific Knowledge
- Relevance of Knowledge construction through dialogue
- · Contestations to 'Knowledge'-
  - (a) Dominance
  - (b) Marginalisation
  - (c) Subversion
  - (d) Process of Knowing

#### Unit III: Curriculum Planning, Construction and Transaction (At School Level)

- Broad determinants of Curriculum Construction-
  - (a) Learner and his/her interest and developmental context
  - (b) Diversity- socio- cultural- geographical- economic and political
  - (c) National and International contexts
- Integration of School Curriculum with futuristic needs: Vocational Bias and Skill Development Curriculum

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- · Different Approaches to Curriculum Development-
  - (a) Subject-centered
  - (b) Learner centered
  - (c) Constructivist
  - (d) Competency based
  - (e) Process of Curriculum designing
- Models of Curriculum Development by Ralph Tyler, Hilda Taba, Franklin Bobbit
- Curriculum Evaluation

#### Unit IV: School: The site of Curriculum Engagement

- · Meaning of Curriculum Engagement
- School as Curricular Sites: Available Infrastructure and Resources.
- · Role of Teacher as a Critical Pedagogue in Curriculum Transaction
- Contemporary relevance of NaiTalim, Work Education, Experiential Learning and Community Engagement.
- Role of Apex bodies in providing curriculum and pedagogic supports to teachers within schools- NCERT, CBSE, NIOS, and CIET.

#### Practical Assignments/Field Engagement:

CDs/DVDs to be screened for the Student-teachers and report to be prepared with respect to the issues touched upon in the form of an e-portfolio (Any two):

- · CIET/NCERT CD ROM Four Educational Riddles by Krishna Kumar
- Debrata Roy DVD The Poet & The Mahatma
- . Krishnamurthy Foundation India DVD The Brain is Always Recording
- NCERT CD ROM Battle For School by ShantaSinha
- NCERT CD ROM Globalisation and Education

#### Suggested Readings:

- · Apple, Michael W. (1979). Ideology and Curriculum; Routledge and K.Paul.
- Arends, Richard I.; Learning to Teach-Fifth Edition; McGraw Hill Higher Education; NewYork.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
- Connelly, F. Michael (Editor) (2008); The Sage Handbook of Curriculumand Instruction; Sage Publications India Pvt. Ltd.; NewDelhi.
- Kelly, A.V.; (2006) The Curriculum: Theory and Practice- Fifth Edition; Sage Publications; London
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessmentin Teaching; Pearson EducationInc.
- Moore, Kenneth D. (2005); Effective Instructional Strategies: From Theory to

Practice; Sage Publications India Pvt. Ltd.; NewDelhi.

 Muijs, Daniel and Reynolds, David (2005) Effective Teaching: Evidence and practice Second Edition; Sage Publication; London.

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Course Title: Guidance and Counselling

Credits: 4 MM: 100 Course Code: BED214

#### Objectives of the Course:

To appreciate the nature, need, principles for guidance and counselling;

- · To familiarize the responsibilities and moral obligation of teacher as a guide and Counsellor:
- · To develop capacity of applying the techniques and procedures of guidance and Counselling:
- To facilitate career development of all the different types of students;

#### Course Content:

#### Unit I: Understanding Guidance

- · Guidance: Concept, aims, objectives, functions, principles and ethics
- · Role of Guidance in human development and adjustment
- Need & Procedure for (Educational, Psychological and Social)guidance
- · Group Guidance: Concept, Need, Significance and Principles
- Role of Teacher in providing guidance and organization of guidance programs in schools.

#### Unit II: Understanding Counselling

- · Counselling: Meaning, Principles, Approaches (Directive, Non-Directive, Eclectic), Types (Individual, Group)
- Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment to Action)
- Counseling Services for Students: Face to Face and Online
- Counsellor: Qualifications and Qualities (including Skills for Listening, Questioning, Responding, Communicating).
- Differences between Guidance and Counselling
- Professional ethics and code of conduct of Teacher as aCounsellor.
- · Role of Guidance and Counselling in Distance Education

#### Unit III: Major Concerns in Guidance and Counselling

- · Dealing with Depression and Academic Stress
- Psychological Tests: Kinds and their importance for Guidance Program
- Guidance Programme in School: Various Guidance Services in School
  - Orientation Services
  - Appraisal Service/Pupil Inventory Service
  - Occupational Information Service
  - CounsellingService
  - PlacementService
  - Follow upService

#### Unit IV: Guiding students for Career Development

- Meaning and Types of Differently-abled (DA)Students
- · Behavioral Problems of Children with Special Needs (CWSN) and of Deprived

Groups (DG)

- Behavior Modification Techniques
- Career Development: Teacher's role in dissemination of Occupational Information.

Career Planning, Vocational Training and Placement Opportunities for all students including CWSN and of Deprived Groups (DG) students

 Persons with Disabilities Act 1995, Governmental and Non-governmental Facilities, Ethical and LegalGuidelines, RPwD Act 2016.

Practical Assignments/Field Engagement (Any one):

- · Group Guidance One Career Talk
- Design a Questionnaire to collect information on Students 'Educational, Psychological or Social problems.
- Detailed study of the Guidance and Counselling Services available in a given School
- Prepare a list of the online Guidance and Counselling Services available for students and Teachers in India.
- Enrichment Lectures, Seminars, Workshops, Demonstrations by Experts workingas Guidance and Counsellors in Schools or Organizations working specially in the area of Adolescent Psychology.
- Self-Study and Reflective sessions: Field visits to explore the working of Guidance Institutions School Counsellors, Career Counsellors etc.

#### Suggested Readings:

- Asch, M. (2000). Principles of Guidance and Counseling, New Defhi: Sarupand Sons.
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Gibson, R.L. and Mitchell (2008). Introduction to counseling and Guidance. New Delhi: PHI LearningPvt.
- Goswami, M. (2016). Essentials of Guidance and Counselling LakshmiPublishersandDistributors.
- Joneja G. K. (1997); Occupational Information in Guidance, NCERTpublication
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: SarupandSons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.
- · Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools,

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#### New Delhi:NCERT.

- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.
- Nanda & Walia., (2002). Educational and Vocational Guidance and counselling, vinod Publications, Ludhiana.
- Nayak, A. K., (2009). Guidance and counselling, A. P. H PublishingCooperation, New Delhi.
- Mehdi B. & Stone., (1978). Guidance in School, New Delhi, NCERT.

Course Title: Environmental Education

Course Code: BED216

Credits: 4

MM: 100

#### Objectives of the Course:

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems.
- To develop critical insights about the environment, through the environment and forthe environment.
- To develop awareness about sustainable development goals.

#### Course Content:

#### Unit I: Nature and scope of environmental education

- · Nature, need and scope of environmental education and its conservation
- · Present status of environmental education at various levels
- Role of individual and community in conservation of natural resources: energy and minerals
- · Role of individual in prevention of pollution: air and water
- · Equitable uses of resources for sustainable livelihoods
- Role of information technology, media and ecotourism in environment Awareness/consciousness

#### Unit II: Community Participation and Environment

- Community participation in natural resource management water, forests, etc.
- Change in forest cover overtime and deforestation in the context of tribal life
- Sustainable land use management
- India as a mega biodiversity Nation, Different ecosystems at national and global level.
- Traditional knowledge and biodiversity conservation
- Sustainable development goals given by UNDP for environmental protection
- Issues of Sustainable Development: Need and challenges to sustainable Development, Study of alternative approaches to sustainable development
- Notion of development as continued Social, Political and Economic progress, significance of Well -being of the global community
- · Shifting cultivation and its impact on environment

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#### Unit III: Environmental Issues and concerns

- Consumerism and waste generation and its management
- Genetically-modified crops and food security: positive and negative impacts.
- Water consumption pattern in rural and urban settlement
- · Ethno-botany and its role in the present -day world
- Alternative sources of energy
- · Heat production and green housegas emission and ozone depletion
- Economic growth and sustainable consumption
- Organic farming
- · Agricultural waste: Their impact and management
- Sustainable use of forest produces
- Rain water harvesting and water resource management
- Biomedical waste management

#### Unit IV: Initiatives by various agencies for Environment Education

- Environmental conservation in the globalised world in the context of global problem
- Impact of natural-disaster/man-made disaster on environment
- Impact of industry/mining/transport on environment.
- · Role of Teachers: Development of skills and abilities to deal with curricular areas related to Environment in the classroom
- Environmental legislation: awareness and issues involved in enforcement, government and non-government initiatives
- Supreme Court order implementation of Environmental Education(EE)

#### Practical Assignments/Field Engagement (Any ane):

- A study of major initiatives taken by NCERT regarding environmental education.
- Study of Development of slum area and their inhabitants in a nearby area/institute
- A critical study of school habitat in the context of drinking water, sanitation paper, energy, garbage management etc.
- · Develop a road map for implementation of Environmental Education as suggested by NCF
- 2005.
- · Develop a list of investigatory environmental problems (stage specific) work on the problem in a group of 2-3. Prepare a report through Google form and videoconferencing.

#### Suggested readings:

- Falmer Press CEE (1987). Joy of Learning: Handbook of EnvironmentalEducation Activities
- NCERT (2005), National Curriculum Framework, New Delhi: NCERT.
- NCERT (2005). Syllabus for Elementary Classes, Volume I. New Delhi: NCERT.
- NCERT (2008). Source Book on Assessment for Classes I-V, Environmental Studies, New Delhi: NCERT.
- Sarabhai V.K. et al. (2007). Tbilisi to Ahmadabad The Journey of Environmental Education-A Source book, Centre for Environment Education, Ahmadabad

- SCERT (2011). Paryavaranadhyayan aur vigyanshikshan, D.El.Ed.-ODL Course: Chhattisgarh.
- Springer (2006). Science Literacy in Primary Schools and Pre-Schools.
- The Green teacher (1997). Ideas, Experiences and Learning in Educating forthe environment: Centre for EnvironmentEducation
- UNESCO (1990). An Environmental Education Approach to the Training of Middle Level
- UNICEF (2008). Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools: UNICEF.

Course Title: Creating an Inclusive School

Course Code: BED218

Credits: Z

MM: 100

#### Objectives of the Course:

- To familiarize student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- · To identify and address the diverse needs of all learners.
- · To acquaint with the trends and issues in Inclusive Education
- To develop capacity of student- teachers for creating an inclusive School
- · To appreciate various inclusive practices to promote Inclusion in the classroom

#### Course Content:

#### Unit I: Inclusive Education

- · Concept of social Exclusion and Inclusion
- Understanding Diversities: Linguistic, socio-cultural, Economic, Gender and Disability
- Philosophical and social basis of Inclusive Education.
- Benefits of Inclusive Education to children without special needs.
- · Historical and contemporary perspectives to disability and inclusion

#### Unit II: Children with Special Needs

- Range of learning problems across various disabilities
- Types of Disabilities: Characteristics and Identification of the educational needs of these special focus groups.
- Assessment of learning problems in children with various disabilities.
- Assistive devices, equipment's and technologies for different disabilities.
- Constitutional Provisions, Provisions, Policies, Programmes and Acts and international instruments like UNCRPD

#### Unit III: School's Preparedness for Inclusion

- Addressing the diverse needs of children with disabilities with reference to Pedagogical, infrastructural, technological and attitudinal readiness
- Support services required in the school to facilitate inclusion: Role and functions of the following personnel:
  - General Educator
  - Special Education Teacher

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- · Audiologist cum speech therapist
- · Physiotherapist
- · Occupational therapist, Counselor
- · Role of NGO's in promoting inclusion in the schools.

#### Unit IV: Inclusive Practices in the Classroom

- 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
- · Strategies of Evaluation to facilitate inclusion
- Provisions pertaining to appearing in examination for facilitating differently bled students (As available in CBSE andICSE)

#### Practical Assignments/Field Engagement (Any one) -

- The students shall undertake field work to in understanding how structures in school create barriers for inclusionarypractices
- · The student-teachers shall explore spaces for inclusion inschools
- Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as: Administrative functionaries, teachers, parents, community

#### Suggested Readings:

- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educationalleaders, Prentice Hall, NewJersey.
- ChaoteJoyce,S. (1991). Successful mainstreaming, Allyn & Bacon
- Daniels, Harry (1999). Inclusive Education, London: Kogan.
- Deiner, P. L. (2000). Resource for Teaching children with diverse abilities, Harcourt Brace &Company, Florida
- Gargiulo, R. M. (1997). Special education in contemporary society: anintroduction to exceptionality, Wadsworth, Belmont
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reformtransferring America's classrooms, P. H. Brookes Pub.Baltimore.
- Gathoo, V. (2004). Curriculum strategies and adaptations for children withhearing impairment (RCI), Kanishka Pub. NewDelhi
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
- Joyce S. Choate (1997). Successful inclusive teaching, Allyn &Ba
- Karant, P. &Rozario, J. ((2003). Learning Disabilities in India. SagePub.
- · Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sagePub
- M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, SagePub.
- Madan Mohan Jha (2002). School without walls: inclusive education forall, Heinemann edu.Oxford
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi

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Credits 4 MM:100

Course Title: Human Rights and Value Education

Course Code: BED220

#### Objectives of the Course:

- To understand the need and importance of value-education and education for Human Rights as aduty.
- To orient themselves on duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child.
- To comprehend the process of moral personality development vis-à-vis as a means of their cognitive and social development.
- To draw lessons from principles of life and converting them into moral learning towards moral education.

#### Course Content:

# Unit I: Value Education in a Pluralistic World (Multi-Cultural, Multi-Religious and Multi-Ethnic)

- Value Education Concept, Nature, Source & Perspectives (Rational, Philosophical, Socio-Cultural, Religious and Psychological).
- Fundamental Human Values-Truth, Peace, Non-violence, Righteous Conduct.
- Connected Terminology: Realism, Accountability, Duty, Virtue, Dharma, Ethics, Religion, Morality, Values,
- · Typologies: Intrinsic and Extrinsic Values.
- · Duty Approach to Ethics: Deontology, Justice as aDuty
- Indian Pluralism: Mutual Respect, Tolerance and Dialogue in Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.
- Commonalities of all religious at Philosophical levels.

#### Unit II: Response to Value Crisis and Impact of Modern Education & Media on Values

- · Value Crisis: Values Crisis Concept, Conflicts as Challenge Vs. Hindrance
- Strategies of Response: Lawrence Kohlberg and CarolGilligan
- Arnold Toynbee's Challenge-Response Mechanism: Case Study of the Life of Dr. AbdulKalam
- Gandhian Values for globalized society.
- Impact of Modern Education and Media on Values- Role of a teacher in the preservation of tradition and culture, Role of family, tradition &community in value development, Impact of Science and Technology, Effects of Printed Media and Television on Values, Effects of computer aided media on Values

#### Unit III: Conceptualizing Human Rights and Human Rights Education

- Human Rights, Rationale and Evolution, UDHR and its Articles (particularly 1, 3, 7, 10, 18, 19)
- UDHR and Duties: Article 26, Receiving Rights subject to performing duties.
- · National Human Rights Commission and its role
- Human Rights Education: Meaning, Objectives, Strategies and Role of Education towards duty-consciousness
- Role of the Indian Constitution: The Right of Children to Free and Computary Education Act, 2009 in context of Human Rights and Fundamental Duties Article51A

### Unit IV: Issues, Movements and Promotion of Human Rights

- Understanding Human Rights of Children, Women, Minorities, Dalits, Differently abled and Homosexuals.
- Role of Government, Non-Government Organizations, Education, family and self in promotion of Human Rights.
- Human development and Gender development with special reference to Human development index (HDI) and Gender development index (GDI).

### Practical Assignments/Field Engagement (Any one):

- Application of one strategy of value inculcation among school children and its report.
- · Awareness Camp to promote Human Rights Education
- · Series of Street plays (nukkadnaatak) about Human Rights Education
- Review and Critical Analysis of National Policy Documents with reference to Human Rights Perspective

### Suggested Readings:

- Bagchi, Jyoti Prakash and Vinod teckchandani, (2005), "Value Education" University book House (P) Ltd. Chaura Rasta, Jaipur.
- Chitkara, M.G. (2009), "Education and Human values", A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi.
- Delors J., Learning the Treasure within, UNESCO, 1997.
- Foundations of World Peace. Albany: State University of New York Press, 1993.
- Galtung, Johan. Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996.
- Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press, 2000.
- Sathya Sai International Center for Human Values, New Delhi. Education for Human Values (2009)
- Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary, (2010), "Peace and human rights education, A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002.
- UNESCO: Learning the treasure within, Delors Commission Report.
- Kumar, Sandeep (2012) Human Rights and Pedagogy, Discovery publishing House: Delhi.
- Mascarenhas, M. &Justa, H.R., (1989)., Value Education in Schools and Other Essays, Delhi Konark.
- Bhatt, S.R(1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: GianPub.
- Kar, N.N. (1996). Value Education: A Philosophical Study. Ambala: Associated Pub.
- Khan, Wahiduddin. (2010) Family Life, Goodword Books, NewDelhi,

Course Title: Life Skills Education

CourseCode: BED232

MM: 100

Objectives of the Course:

To familiarize student-teachers in the theoretical foundations of LifeSkills Education

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- To prepare student-teachers in training methodologies and enable students to apply Life Skills in various spheres
- To develop professionals in Life Skills Education and enhance the abilityto contribute as youth workers specialized in the area of Life SkillsEducation.
- · To foster the spirit of social responsibility in students and enhance socialand emotional wellbeing

#### Unit I: Introduction

- Life Skills & Life Skills Education: Concept, need and importance of Life Skills& its education for human beings (especially teachers).
- Difference between Livelihood Skills and Life Skills.
- Core Life Skills prescribed by World Health Organization.

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Key Issues and Concerns of Adolescent students in emerging Indian context.

#### Unit 11: Process and Methods Enhancing the Life Skills

- Classroom Discussions
- · Brainstorming and Role-plays
- · Demonstration and Guided Practice
- · Audio and Visual activities, e.g. Arts, Music, Theatre, Dance
- Small Groups discussions followed by a presentation of group reports.
- · Educational Games and Simulation
- · Case Studies, Storytelling, Debates
- Decision making and mapping of using problem trees.

[MOOC with videos of explanation, PPTs and quiz to be conducted on Google Doc; Projects on the above activities]

#### Unit III: Core Life Skills (I)

- Skills of Self-awareness and Empathy: Concept, Importance for TeachersinParticular, Integration
  with the teaching learning process, learning to live Together with other living beings. Acceptance
  of diversity in perspectives of Different societies and cultures. Acceptance and importance of all
  living beings as along ecological and psychological social structures.
- Skills of Coping with Stress and Emotion: Concept, importance for Teachers In particular and Integration with the teaching learning process.
- Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.

[MOOC with videos of explanation and quiz on Google Doc; Activities & Projects for increasing Self-awareness& empathy; Reducing Stress & Understanding emotions; maintaining interpersonal relationships]

#### Unit IV: Core Life Skills (11)

- Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.
- Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process.
- Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.

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[MOOC with videos of explanation and quiz on Google Doc; Activities & Projects for increasing creative thinking, critical thinking, problem solving skills, Decision making skills & enhancing communication skills]

Practical Assignments/Field Engagement (Any one):

- The activities listed in Unit II with respect to the process and methods of Life Skills will be taken
  up in workshops to initiate the student-teachers with Respect to the dynamics of the same.
- The Core Life Skills will also be demonstrated through role plays on diverse Issues in the form of workshops.
- The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.
- Human animal interface: Case of study of a domestic/institutional Animal/with human being.

Suggested Readings:

- A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf
- Life Skills Based Education. (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life skills-based education
- Life Skills Based Education CCE. (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life\_skills\_cce.pdf

Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia Retrievedfrom: http://www.nied.edu.na/publications

#### PRACTICAL

Course Title: Reflection on School Experience

Course Code: BED252

Credits: 2 MM: 100

Reflection has many facets. For example, reflecting on work enhances its meaning. Reflecting on experiences encourages insight and complex learning. We foster our own growth when we control our learning, so some reflection is best done alone. Reflection is also enhanced, however, when we ponder our learning with others.

Reflection involves linking a current experience to previous learning (a process called Scaffolding). Reflection also involves drawing forth cognitive and emotional information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.

Valuing Reflection

The art of teaching is the art of assisting discovery.

-Mark Van Doren

Teachers who promote reflective classrooms ensure that students are fully engaged in the process of making meaning of their experiences. They organize Teaching-Learning so that students are the producers, not just the consumers, of knowledge. These teachers approach their role as that of "facilitator of meaning making by inculcating the habit of reflection in Students. In the role of

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facilitator, the teacher acts as an intermediary between the learner and learning, guiding each student to approach the learning activity in a strategic way. The teacher helps each student monitor his/her own individual progress, construct meaning from the content learned and from the process of learning it, and apply the learning to other contexts and settings. Learning becomes a continual process of engaging the mind that transforms the individual into a self-actualized human being. Unfortunately, educators don't often ask students to reflect on their learning. Thus, when students are asked to reflect on an assignment, they are caught in a dilemma: "What am I supposed to do? How do I 'reflect'? I've already completed this assignment! Why do I have to think about it anymore?"

In response to our questions, students who are inexperienced with reflection offer simple answers such as "This was an easy assignment!" or "I really enjoyed doing this assignment." If we want students to get in the habit of reflecting deeply on their work—and if we want them to Bachelor of Education use Habits of Mind such as applying past knowledge to new situations, thinking about thinking (meta-cognition), and remaining open to continuous learning—we must teach them strategies to derive rich meaning from their experiences.

Setting the Tone for Reflection

Most classrooms can be categorized in one of two ways: active and a bit noisy, with students engaged in hands-on work; or teacher oriented, with students paying attention to a presentation or quietly working on individual tasks. Each of these teaching environments sets a tone and an expectation. For example, when students work actively in groups, we ask them to use their "sixinch" voices. When we ask them to attend to the teacher, we also request that they turn their "eyes front." When they work individually at their desks, we ask them not to bother other learners. Teachers must signal a shift in tone when they ask students to reflect on their learning. Reflective teachers help students understand that the students will now look back rather than

Move forward. They will take a break from what they have been doing, step away from their work, and ask themselves, "What have I (or we) learned from doing this activity?" Some teachers use music to signal the change in thinking. Others ask for silent thinking before students write about a

lesson, an assignment, or other classroom task. In the reflective classroom, teachers invite students to make meaning from their experiences

Overtly in written and oral form. They take the time to invite students to reflect on their learning, to compare intended with actual outcomes, to evaluate their met cognitive strategies, to analyze and draw causal relationships, and to synthesize meanings and apply their learning to new and novel situations. Students know they will not "fail" or make a "mistake," as those terms are generally defined. Instead, reflective students know they can produce personal insight and learn from all their experiences.

The following Strategies would guide student - teachers along with their faculty mentors in engaging in reflection on their School Experience during all the three previous Semesters too. (Records of the engagements in activities to be recorded in a Reflective Journal)

**Guiding Student Reflection** 

To be reflective means to mentally wander through where we have been and to try to make some sense out of it. Most classrooms are oriented more to the present and the future than to the past. Such an orientation means that students (and teachers) find it easier to discard what has happened and to move on without taking stock of the seemingly isolated experiences of the past.

Course Content:

Teachers use many strategies to guide students through a period of reflection. We offer several

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here: discussions, interviews, questioning, and logs and journals.

#### \* Discussions

Sometimes, encouraging reflection is as simple as inviting students to think about their thinking. Students realize meaning making is an important goal when reflection becomes the topic of discussion. For example, conduct discussions about students' problem-solving processes. Invite students to share their meta-cognition, reveal their intentions, detail their strategies for solving a problem, describe their mental maps for monitoring their problem solving process, and reflect on the strategy to determine its adequacy. During these kinds of Rich discussions, students learn how to listen to and explore the implications of each other's met cognitive strategies. The kind of listening required during such discussions also builds the Habits of Mind related to empathy, flexibility, and persistence.

#### \* Interviews

Interviews are another way to lead students to share reflections about their learning and their growth in the Habits of Mind. A teacher can interview a student, or students can interview classmates. Set aside time at the end of a learning sequence—a lesson, a unit, a school day, or a school year—to question each other about what has been learned. Guide students to look for ways they can apply their learning to future settings. Interviews also provide teachers and students with opportunities to model and practice a variety of habits: listening with understanding and empathy, thinking and communicating with clarity and precision, and questioning and posing problems.

+ Questioning

Well-designed questions—supported by a classroom atmosphere grounded in trust—will invite students to reveal their insights, understandings, and applications of their learning and the Habits of Mind. Here are possible questions to pose with each student:

As you reflect on this semester's work, which of the Habits of Mind were you most aware of in your own learning? What meta-cognitive strategies did you use to monitor your performance of the

Habits of Mind? Which Habit of Mind will you focus on as you begin our next project? What insights have you gained as a result of employing these Habits of Mind? As you think about your future, how might these Habits of Mind be used as a guide in your life?

. Logs and Journals.

Logs and journals are another tool for student reflection. Periodically ask students to reread their journals, comparing what they knew at the beginning of a learning sequence with what they know now. Ask them to select significant learning, envision how they could apply these Learning to future situations, and commit to an action plan to consciously modify their Behaviors.

\* Modeling Reflection

Students need to encounter reflective role models. Many teachers find such models in novels in which the characters take a reflective stance as they consider their actions. A variety of novels and films may be used to the design the element of reflection as the way to tell a story. Teacher Educators while engaging the learners in reflection exercises should make sure those the following three traits are inculcated while the student-teachers are involved in Reflecting on

Their school experience:

- Thinking flexibly.
- Managing impulsivity.
- · Remaining open to continuous learning.

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# Guru Gobind Singh Indraprastha University

# **B.Ed. Course Curriculum**

(Two Years)

(Session 2021-22 onwards)



# **SEMESTER-I**

S.No.	Course Title	Course Code	Credits	Max Marks
	THEORY	-		
	Childhood and Growing up	BED 101	4 Credits	100
	Language Across the Curriculum	BED 105	2 Credits	100
	School Organisation and Management	BED 111	4 Credits	100
	PRACTICAL			
9	Understanding the Self	BED 151	2 Credits	100
i i	PSE-1 (Preliminary School Engagement)	BED 153	2 Credits	100
	ELECTIVE			
4	MOOC*		4 Credits	100
	Total Credits& Marks		30 Credits	900

<sup>\*\*</sup>NCC/NSS can be completed in any semester from Semester I – Semester 4. It will be evaluated internally by respective institute. The credit for this will be given after fourth Semester for the students enrolled from the session 2021-22 onwards, # NUES (Non University Examination System).

Course Title: Childhood and Growing Up

Course Code: BED101

Credits:4

MM:100

# Objectives of the Course:

- To understand the nature and stages of Growth and Development.
- To reflect upon issues and concerns of childhood and Adolescence.
- To expand awareness with respect to the role of different agencies in the healthy development of children.
- To understand socio-political realities constructing and defining different childhoods.

#### Course Contents

#### Unit I: Growth and Development

- · Meaning of Growth, Development and Maturation
- Stages of Growth and Development with special emphasis on the Development stages of Childhood and Adolescence
- · Factors affecting Growth and Development
- · Principles of Development

## UnitII: Developmental Aspects/Domains

- Physical- Motor Development
  - Development of Gross and Fine Motor Skills
  - Play:Concept, Types, Importance in Physical Development
- Cognitive Development: Concepts & Development of thinking & Problem Solving, (Piaget's and Vygotsky)
- Social, Emotional and MoralDevelopment:

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- Erickson's theory of Psycho SocialDevelopment
- o Kohlberg's Theory of Moral Development

UnitIII: Socialisation Agencies and the Child

- Multiple Childhood: Factors, Similarities and Diversities with special reference to the Indian context.
- · Concept of Socialization
  - Family, Parenting, Child Rearing practices and its agencies
  - Peers- Friendships and Gender-competition, cooperation and conflict; Aggression and bullying from Early childhood to Adolescence, Peer Influences
  - School Relationship with peers, Teachers and Staff, Teacher Expectation and school achievement, overage learners and peer relationships.
- Social, Economic and Cultural Differences in Socialization, Impact of Diverse socialization patterns on children and Implications for Inclusion.

#### UnitIV: Childhond&Adolescence: Issues and Concerns,

- Childhood Issues and Concerns
  - Separation/ Loss of Parents, Working Parents, Trauma Survivors
  - o Child Abuse: Issues and Problems and Awareness about Rights of the Child
  - Role of Media in dealing with Issues, Concerns & Problems of Child Abuse
  - Child Obesity: Causes and Remedies
  - Juvenile Delinquency
- Adolescence Issues: Behavioral Problems of Adolescents, Substance misuse and Drug Addiction
- · Adolescence Concerns: Role of Teachers, Parents and Peers
- Protection of Child Rights: Role and Contribution of UNICEF, WHO, National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs

## Practical Assignments/Field Engagement (any one):

- Student teachers to collate about ten newspaper articles that involve issues of parenting and childhood. Analyze these issues and conduct group discussions.
- · Prepare a report on media coverage concerning following issues using content analysis
  - o Child Labour
  - Juvenile Delinquency
- Hands-on Experience of Studying Children and varying contexts in Childhood by undertaking a detailed Case Study of a child.
- Conduct a detailed case study on an Adolescent to understanding their needs and problems and prepare a report on it.
- The teacher educator could organize the class in such a manner that different students'
  profile includes children from varied socio-economic backgrounds. This would allow for a
  wide range of data which could be subsequently analyzed in groups. The task could be
  helpful in understanding and supporting developmental and educational needs of the
  marginalized learner; first- generation learners, street children and slum children; children
  with special needs

Course Expected Outcomes: The students will be able to DIRECTOR

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CEO <sub>1</sub>	discuss the concept of human growth and development in terms of principles and factors affecting growth and development.
CEO <sub>2</sub>	explain the different developmental domains in view of physical, cognitive and social theories of development.
CEO <sub>3</sub>	discover the similarities and diversities within childhood stage within the different social, educational, political and cultural context of India.
CEO <sub>+</sub>	analyse the role of various agencies in a child's overall development as well as the techniques used to cope up with stress.

## Suggested Readings:

- . Berk, L. E. (2011). Child development. (8th ed.). New Delhi: Pearson Prentice Hall.
- Shanker, S. (2018). Female juvenile delinquency. Jaipur: Rawat Publications.
- Woolfolk, A. (2014). Educational psychology. (12th ed.). New Delhi: Pearson Education.
- Ranganathan, N. (2017) Primary School Child: Development and Education, New Delhi Orient Black swan; Third reprint.
- Ranganathan, N. and Wadhwa, T. (2017) Guidance and Counselling for Children and Adolescents; New Delhi; Sage Publications.
- Ranganathan, N. (ed) 2020. Understanding Childhood and Adolescence; New Delhi; Sage Publications.
- Mangal S.K (2002). Advanced Educational Psychology, New Delhi: Prentice Hall of India Private Limited.
- Santrock, J.W. (2007). Adolescence. (11th ed.). New Delhi: Tata McGraw-Hill.
- Santrock, J.W. (2010). Lifespan development. (13th ed.). New York: McGraw-Hill Higher Education

Course Title: Language Across the Curriculum

Course Code: B.Ed. 105

Credits: 2

M.M: 100

### Objectives of the Course:

- To understand languageas a medium for comprehending ideas, reflection and thinking and for expression and communication.
- · To understand the different theories of language acquisition.
- To develop competencies in fostering the language skills among school children.
- To develop sensitivity and competency towards catering to a multilingual audience.

#### Unit 1: Understanding Language and Communication

- Meaning and Concept of Language
  - o Features of Language
  - o Structure of Language
  - o Functions of Language
- Meaning and Concept of Communication.
  - o Types of Communication
  - Human and Animal Communication
- Differences between Language and Communication
- Perspectives in Language Development(with reference to how children acquire language at an early age)
  - Nativist: Noam Chomsky's views on language development
  - o Behaviourist: B.F. Skinner's views on language development
  - Social-Interactionist: Lev Vygotsky's views on language development



## Unit II: Language Skills

- · Meaning and Concept of Language Acquisition
- Differences between Language Acquisition and Language Learning
- · Acquisition of the Four Language Skills
  - Listening Skills: Kinds and Strategies
  - Speaking Skills: Functions of Speaking, Activities for Developing Speaking Skills
  - o Reading Skills: Process types and strategies of Reading, Pre-Reading and Post-Reading Activities
  - Writing Skills: Process, and types of Writing, Variations in Writing Across the curriculum
  - Emergent Literacy: Meaning and Implications

#### Unit III: Understanding Language Diversity

- Socio-Cultural Variations in Language and dialects
- Relationship of Language and Society: Identity, Power and Discrimination
- Language Diversity in context of India:
  - Bilingualism and Trilingualism
  - Multilingualism in the classroom: Meaning, its challenges and implications for
  - Status of Languages in India and Constitutional Provisions

## o Three Language Formula

## Unit IV: Role of Language in Teaching-Learning Process

- · Language and teaching-learning process: concept, principles and goals, advantages and limitations
- Role of Language teachers and subject teachers in LAC approach
- Relationship to Content Based Instruction
  - o Humanities
  - Sciences
  - Mathematics
- Classroom Discourse: Purpose, Types and Importance

#### Practical assignments/field engagement (any one):

- · Students have to maintain a record of observation on the communication of children(both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations in a formal and informal setup and the challenges they face in communication.
- Writing articles/reports on topics related to content areas and current issues.
- Debate and Discussion in classroom on the NEP 2020 with respect to languages and multilingualism, followed by report writing.

## Course Expected Outcomes:

## The students will be able to

CEO <sub>1</sub>	explain the meaning and concept of language and communication and describe the various perspectives of language development of a child especially in early ages.
CEO <sub>2</sub>	discuss the process of acquisition of four language skills
CEO <sub>3</sub>	understand language diversity and its relation with society and analyse it in Indian context.
CEO <sub>4</sub>	imbibe qualities and competencies to cater to a multilingual classroom

#### Suggested Readings:

Craith, Mairead. (2007). Language, Power and Identity Politics. Palgrave Macmillan.

 Devi, Anita & Kumar, Dalvinde, (2019). Language across the curriculum. Nirmal Publishing House.

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- · Finegan, Edward. Language: Its Structure and Use, Fifth Edition. Thomson Wadsworth.
- Gorter, Durk. Benefits of linguistic diversity and multilingualism. SUS.DIV position paper research task 1.2.
- Kumari, S. Krishna (2017/18). Language Across the Curriculum, Agrawal Publications
- Meganathan, Ramanujam. Language policy in education and the role of English in India: From library language to language of empowerment. In Coleman, Hywel. (Ed.). Dreams and Realities: Developing Countries and the English language. British Council.
- MOE (Ministry of Education). 1966. Report of the Education Commission 1964- 1966. New Delhi: GOI.
- Moe et al. (2015). Language skills for successful subject learning. European center for modern languages.
- Rao, S. 2008. India's language debates and education of linguistic minorities. Economic and Political Weekly 6 September 2008.
- Thomas et al. (2004). Language, Society and Power. Routledge. USA
- Zascerinska, Jelena. (2010). Language Acquisition and Language Learning: Developing the system of external and internal perspectives.

Course Title: School Organization and Management Code: BED111 Credits: 4 Course MM: 100

## Objectives of the Course:

- To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School.
- To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel.
- To develop an understanding of the concept of quality enhancement& management in schools.
- · To acquaint the students with specific problems of school management.

Course Content:

#### Unit I: School as an Organization

- The school its functions and relationship with the society.
  - Infrastructure of the school & School Complex
- School Records and Registers: Need &Importance, Types, Characteristics &Maintenance
  - Human resource of the school: Roles and responsibilities
  - School Finance School Budget, Sources of Income and Items of Expenditure.

Unit II: Administration of Schools

- Educational Administration: Meaning, Concept, Scope and Functions
  - · Principles of Educational/School Administration
  - · Educational Administration: Strengths and Weaknesses
    - Difference between Administration and Management
- · Structure of School Administration in India: Types of Schools and School affiliation boards
  - · School Development Plan: Meaning, process and rationale

Unit III: Management of Schools

- · School Environment: Meaning and Types
- · School Management: Concept, Need, Importance and Functions,
- · Leadership: Concept. Need & development of leadership qualities. Pypes-administrative

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- and instructional, Styles of Educational Leadership-Autocratic, Laissez-faire and Democratic.
- Role of a Head in a School as a Transformative Leader
- Role of School Management Committees (SMCs), Mother Teacher Associations (MTAs),
   Parent Teacher Associations (PTAs) in School Development
- Calendar of Activities &Timetable Principles and Techniques of Time -table preparation, CCA
- School Discipline: Concept and Approaches, Self-Discipline: Concept and Relevance in a School
- Problems Faced in School Management: Issues & Concerns

## Unit IV: Quality Enhancement and Supervision in Schools

- Organizational Culture in a School to foster a Stress-free Work Environment
- · Concept of TQM: Structure and Function
- Accreditation and quality assurance: role and function of different agencies in School Education
- · Supervision: Concept, Need, Functions and Scope& Principles.
- · Professional development of teacher-a brief introduction
- · School Development Plan

## Practical Assignments/Field Engagement (Any one):

- The pupil-teachers to be thoroughly acquainted with the nuances of different types of registers/records a teacher maintains in a school: Attendance Registers, Marks Registers, Cumulative Records of CCE (Continuous Comprehensive Evaluation) in particular. (Also, to include the role of ICT as an Assistive Technology in the same)
- A meeting of student –teachers with the Head of the School and other Supervisory cadre to be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching SWOT analysis of the school visited
- The pupil teachers to be given hands on experience in the construction of the Time Table using ICT of a School by the Faculty Mentors keeping in mind all principles of Time Table preparation
- Draw the latest chart of the structure of the Directorate of Education including the
  personnel at the district and zonal level, right up to the school functionaries. Write the
  functions of each category of personnel shown in the chart.

#### Course Expected Outcomes:

#### The students will be able to

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CEO <sub>1</sub>	understand the role of school as an organization in terms of infrastructure, maintenance and budget allocation.
CEO <sub>2</sub>	identify different facets of school administration in building a positive organizational culture
CEO3	recognize the similarities and differences between the ideas and program between the school management committee, parents and teachers association
CEO4	list the requirements of quality management in schools to foster a stress- free work environment.

#### Suggested Readings:

- Agarwal, J.C. (2006): School Administration, Arya Book Depot, Delhi,
- Bhatia, S.K. and Ahuja, A.(2021): A Text Book of School-Organisation and Management.
- Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration, Level Book Depot,

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- Kimbrough, R.B. and Nunnery, M.Y. (1983): Educational Administration: An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Owens, Robert G. (1970).: Organizational Behavior in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.,
- Safaya, R.N. and Shaida, B.D.(2000): School Administration and Organization. Dhanpat Rai and Sons, Delhi o Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi

## PRACTICALS

Course Title: Understanding the Self

Credits:2

Course Code: BED151

MM:100

### Objectives of the Course:

- To develop the capacity for sensitivity, life skills to understand self, sound communication and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students.
- To enable student-teachers to recall and reflect on their own educational journeys and become
  conscious of factors those have shaped their aspirations and expectations.
- To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.

Course Content:

## Unit I

#### Journal Writing

- Each student-teacher will be asked to maintain a regular Journal, in which he/she may write:
  - short reflective accounts of significant life experiences
  - observations of life situations that evoke questions and responses
  - o questions on education, learning and teaching that he/she is facing
- The Journal should be periodically shared (once may be undertaken in a week) with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

Unit II

Workshop 1: A significant event or experience in life Suggested workshop themes \* Representing key events and experiences — as timeline, mind-map, pictorial poster, digital story using audio visual tools of Media. \* Sharing and assimilating a range of experiences on the event / experience in the form of finding answers to what that experience meant to me? How did I feel going through experience?

Workshop 2: Learning to Observe (and to Listen) Suggested workshop themes • Observation of nature; observation of people around you; observation of (and listening to) situations around you. • Exercises in observation and listening to uncover one's judgments and interpretations (and slow these down, to allow for richer perceptions) (one to one communication, one to many) • Multiple

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views on a variety of situations: classroom situations, and human situations in a school context.

Workshop 3: Mindfulness in the classroom Suggested workshop themes • Sitting quietly and inviting mindfulness by focusing and concentrating energies on a single task (Meditation and Yoga may be used for the purpose) • Individual breathing exercises and self-awareness of body and mind • Exploring group exercises for mindfulness • Mindfulness through the day, in classrooms, in stressful contexts • Mindfulness and Emotional Well-being • Mindfulness and Decision-Making • Mindfulness in Cognitive Learning.

#### Unit III

Workshop 4: Understanding working in groups Suggested workshop themes • Exploring structural situations that promote competition or cooperation such as participation in games • Exploring hierarchies and role-taking in group situations • Exploring Gender Stereotypes in groups • Facilitation of group working — everyone has a part to play Exercises for learning to work in groups (Modes of Transaction would include 'roleplays' and 'enactments' followed by discussions).

Workshop 5: Celebration of an iconic cultural figure (any three) (e.g. Kabir/Tagore/ Veer Sarvarkar/ Saadat Hasan Manto/Begum Akhtar/Habib Tanvir /Narayan Guru/Meerabai/Akka Mahadevi/ Jnaneswar/ Basava/Teejan Bai Suggested workshop themes • Authentic performance by a practitioner who is continuing the Legacy • Participation in learning and celebrating (in appropriate media) Documentary Film • Discussion of cultural world-view and contemporary relevance of the IconWriting based on the above.

## Seminar 1: Glimpses of different childhood in India Format:

- Student-teachers present, via different media-narrative, photographs, audio-visual presentation, illustrated poster etc. - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion.
- Preparation: Resource books and films to be gathered; each student-teacher picks a
  particular type of childhood and researches the life situation.
- Student -Teachers to develop then, own digital stories on the theme of: Journey towards understanding self-integrating text, graphics and audio-visuals.
- The activities undertaken to be documented in the form of an e portfolio for external evaluation.

#### Course Expected Outcomes:

The students will be able to

CEO;	develop the ability to synthesize and integrate information from assessments, experiences, feedback and self-reflections	
CEO <sub>2</sub>	build up skills in effective interpersonal communications	
CEO <sub>3</sub>	demonstrate the various practices like yoga, meditation and mindfulness that may help to build socio-emotional and physical skills for overall well being	
CEO <sub>4</sub>	explore the different aspects that leads to multiple childhood and encourages each child to lead a healthy lifestyle, both mental and physical for a better living.	

Course Title: Preliminary School Engagement (PSE-1) (Two Weeks) Code: BED153 Credits: 2 Course M.M:100

 Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers.

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- Reflection on roles and responsibilities of different school staff (viz. Managerial, Teaching and Non-teaching Staff) and Critical study of the infrastructural facilities, namely Library, Laboratories, Playground, Canteen, Sports facilities, Seminar Halls, Auditorium etc. which are available in the school.
- The student- teacher shall also undertake the field activities pertaining to the practical's during this period.

## Course Expected Outcomes:

The students will be able to

CEO <sub>1</sub>	recognize school functioning in terms of teaching-learning process & related tasks.
CEO2	observe classroom teaching undertaken by school teacher.
CEO <sub>3</sub>	enlist various types of records maintained in the school.
CEO <sub>4</sub>	describe the roles & responsibilities of administrative school staff.

## ELECTIVE

Course Title: MOOCs

Course Code:

Credits: 4

MM:100

A list of MOOCs will be provided by the University School of Education, GGSIPU every academic year. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks due for this semester.

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# **SEMESTER-II**

S.No.	Course Title	Course Code	Credits	Max Marks
	THEORY	A		
	Learning and Teaching	BED 102	4 Credits	100
	Contemporary perspectives in Education	BED 104	4 Credits	100
	Experiential Learning	BED 108	2 Credits	100
4.0	Entrepreneurial Mindset	BED 110	2 Credits	100
5V 1	Pedagogy of School Subject-(I)	BED116- 150	4 Credits	100
	Pedagogy of School Subject-(II)	BED116- 150	4 Credits	100
	PRACTICAL			
20	PSE- II	BED 154	2 Credits	100
	ELECTIVE			
	MOOC*		4 Credits	100
	Total Credits & Marks		32 Credits	1000

Course Title: Learning and Teaching

Course Code: BED102

Credits:4

MM:100

## Objectives of the Course:

- To foster a comprehensive understanding of the concept of development, learning and teaching.
- To critically examine different theoretical perspectives of learning and their applications with special reference to diverse socio-cultural context
- · To understand various processes that facilitate the construction of knowledge
- · To examine the concept, nature and theories of intelligence and motivation
- · To reflect on the theories of personality and methods of adjustment.

#### Course Content:

#### Unit I; Development and Learning

- · Learning and Teaching Nature, Relevance and Relationship.
- Nature and Nurture, Relationship between Development and Learning
- Developmental Influences: Development as a resultant of interactions betweenIndividual and the external environment (physical, Socio-cultural, Economic, Ecological and Technological)
- . Learning styles of learners with special reference to Fleming's VARK model of learning
- Concept of Teaching, Models of teaching, organizing learning experiences, teaching learning resources
- ODL (Open and Distance Learning) and Self Learning

## Unit II: Cognition and Learning

- Approaches to Learning:
  - · Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist.
  - Theories of Learning (Concepts, Principles and applicability is different learningsituations): -Thorndike, Pavlov, Skinner, Kohler, Rogers, Lewin, Bandura, Vygotsky
- Distinction between learning as 'Construction of Knowledge' and learningas'Transmission and Reception of Knowledge', Upanishadic Method of Learning.
- Meaning of 'Cognition' and its role in learning.
- · Socio-Cultural factors influencing Cognition and Learning

## Unit III Intelligence and Motivation

- · Concept &Nature of Intelligence and the role of Heredity and Environment
- · Theories of Intelligence
- (a) Spearman's Two Factor theory
- (b) Guilford's Factor Analytical Theory
- (c) Cattell and Horn's Theory of Intelligence
- (d) Stemberg's Information Processing Theory
  - (e) Howard Gardner's Theory of Multiple Intelligence
  - (f) Emotional Intelligence (Ability Model)
- · Assessment of Intelligence
  - (a) Individual Tests Verbal Tests
  - (b) Group Tests: Verbal/Non-Verbal
- · Use, Misuse and Abuse of Intelligence Testing
- Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Need and Strategies, Maslow's Theory of Motivation.

## Unit IV Personality and Individuality

- · Meaning and Nature of Personality
- · Theories of Personality
  - (a) Type Approach Hippocrates, Kretschmar, Sheldon, Jung
  - (b) Trait Approach Cattell
  - (c) Type cum Trait Approach Eysenck
  - (d) Psychoanalytic Approach Adler
- · Individual Differences-Concept and Determinants
- Role of Heredity & Environment in Individual Differences, Catering to individual differences through educational programs.

#### Practical Assignments / Field Engagements(Any one):

- The student-teacher does observation of children at play and maintains diaries to acquaint themselves with the different strategies of children employ in Learning and Cognition -2 hours each across 4 observations; observations can be carried out in the schools. The students could identify different games that children play; Individual and Group behavior in play; friendships and social relationships. (The analysis could include the following aspects: Motor Skills, Language used during Play, Group Structure and Interactions, arriving at rules and following them, Gender Behavior, Patterns of Negotiation and Resolving Conflict, Folk Songs and Games, Popular Culture). The above field engagement is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language andmotor development of children.
- Student-teachers shall conduct Individual and Group Intelligence Testing throughpropriate culture fair Tests chosen by Faculty Mentors and prepare an e-portfolio of the entire project.

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#### Course Expected Outcomes:

## The students will be able to

CEO <sub>1</sub>	establish the relationship between development and learning.
$CEO_2$	apply the various learning theories in the teaching-learning process.
CEO <sub>3</sub>	appreciate the role of intelligence and motivation in fostering learning.
CEO <sub>4</sub>	apply the various personality theories and concept of adjustment in the teaching-learning process.

#### Suggested Readings:

- Bettelheim, B. (1987). The Importance of Play. The Atlantic Monthly, March.
- Bodrova, E. and Deborath J. Leong (1996). Tools of the Mind. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
- · Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Elkind, D. (1976). Child Development and Education. Oxford University Press.
- Erikson, Eric, H. (1972). Play and Development. New York: W.W. Norton.
- · Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books.
- · Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
- · Lefrancois, G. (1991). Psychology for Teaching. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.

Course Title: Contemporary perspectives in EducationCredits: 4

Course Code: BED 104 MM: 100

#### Objectives of the Course:

- · To understand the contemporary development of Indian Education.
- To explain the concept of Globalization, Liberalization and Privatization.
- To understand the socio-cultural context of Indian Education.
- To reflect upon the social issues in education.

## Course Content:

## Unit I: Contemporary development of Indian Education

- System of Indian Education
- 5+3+3+4(NEP2020,4.1-4.5)
- ECCE(NEP2020,1.1-1.5)
  - o UEE
  - o USE (RMSA)
  - Higher Education (RUSA) Issues of Indian Education
- Vocational Education (NEP 2020 16.1 –16.8)

Unit II: Issues and debatesonGlobalization,Liberalizationandprivatization

· Decentralization of Educational Administration (Administrative Hierarchy) Autonomy & Accountability in Higher Education

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- Student Unrest (Special reference to Lingdoh Committee Report)
- · Agencies of Indian Education
  - UGCNCERT, NCTE, NAAC, CBSE, RCI(Rehabilitation Council of India)

#### UnitIII: Education & Socio-Cultural Context

- Constitutional provisions on Education (Different Articles), Right to Education Act and itsprovisions.
- · Fundamental duties (article 51A) as recommended by NEP2020.
- · Universalization of SchoolEducation
- Issues of equity, equality and quality of education (NEP2020)
  - Sustainable development Goals (SDG4) of 2030 Agenda for Sustainable development as recommended by NEP2020
  - Equitable and inclusive education learning for all (NEP 20206.1-6.20)
  - Adult Education and lifelong learning (NEP 2020 21.1-21.10)
- Universal access to education at all levels (NEP 2020 3.1-3.7)
- Equity and inclusion in higher education (NEP 2020 14.1-14.4)
- Relationship between Society & Education
- · Social Process: Socialisation, Social Stratification, Social Change, Social mobility
- Education as an instrument of social Change, Influence of education on Society, Family & their practices.
- Socio-Cultural influences on the aims & organization of education (in context of Sanskritization.

#### Unit IV: Social Issues in Education

- Democracy, Socialism & Secularism: Concept & Practices in Schools.
- Role of Education in reproducing dominance & challenges of Marginalization with reference to Class, Caste, Gender & Religion.
- · Teacher & Society:
  - Teacher Education (NEP 2020 15.1 –15.11)
  - Approach to teacher education (NEP 2020 5.22 –5.29)
  - Service environment and culture for teachers (NEP 2020 5.8 5.14)

#### Practical Assignments / Field Engagements

The students will be engaged in community work wherein they would study the role of education in schools in reproducing dominance & challenges Marginalization with reference to Class, Caste, Gender & Religion and look at the prevailing in equality and social exclusion. They are expected to prepare a report on the same.

## Course Expected Outcomes:

## The students will be able to

CEO:	analyse various global issues of education and role of agencies of Indian Education
CEO <sub>3</sub>	evaluate the role of education in socio-cultural context as well as value inculcation in schools
CEO4	create awareness and resolve social issues through education.

## Suggested Readings:

NEP 2020, MHRD (Now MOE), Government of India,

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- Sharma, Sanjay(2014), Caste, Mobility and Education, Yash Publication, Delhi.
- Agarwal J. C. ;(2012), Philosophical and Sociological Perspective of Education, Shipra Publication New Delhi.
- https://www.india.gov.in/my-government/constitution india/constitution-india-full-text.
- Aggarwal, J. C. (2003). Modern Indian Education. Delhi: Shipra Publications
- Aggarwal, J. C, (1983, Revised 2005). Landmarks in the History of Modern Indian Education. Delhi: Vilas Publishing House Pvt.Ltd.
- Safaya, R.N. (1972, Revised 2005), Development Planning and Problems of Indian Education, New Delhi: Dhanpat Rai Publishing Co. (P)Ltd.

Course Title: Experiential Learning

Course Code: BED108

Credits: 2

M.M: 100

## Objectives of the Course:

- · To enable the student-teachers to master the theory and models of Experiential Learning,
- To enable them to identify the projectable and non-projectable course-contents of their methodology subjects,
- · To enable them to transact the non-projectable topics through Experiential Learning,
- To enable them to make use of different methods of teaching through Experiential Learning.
- To enable them to identify experiential activities at the different levels of school education, and
- To enable the student-teachers to follow experiential learning in completing their teaching-learning transaction as suggested in the NPE-2020.

#### Course Content:

#### Unit I: Fundamentals of Experiential Learning

- Concept and Features Experiential Learning, Experiential Education, Elements/Conditions of Experience-based learning, Principles, Role of teacher and students in experiential learning, Process of Experiential Learning, components, Benefits, Limitations, Teaching Non-projectable topics through Experiential mode.
- Experiential Learning and Indian Thinkers

## Unit II: Theories of Experiential Learning

- Kolb's Theory of Experiential Learning, His Model and Styles of Experiential Learning.
   His Learning Style Inventory, Implications of his Theory, Criticism.
- · Features and process of learning of the following models:
  - Kiser's Integrative Processing Model
  - ORID Model
  - o Clayton's DEAL Model
  - Content-based Experiential Learning Model
- · Compatibility and Appraisal of the different models

#### Unit III: Types of Experience-based Methods and Techniques

- Method in Use-Transforming the Traditional Methods into Experiential Learning Modes-Question-answer Technique and Discussion Method, Problem Solving Method, Projectbased Learning.
- Progressive Types Play-based Experiential Learning Methods, Games, Simulation,

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Roleplay.

 Constructivist Learning Methods/Models- Concept of Constructivism – Types of Constructivism- Cognitive Constructivism, Social Constructivism, Radical Constructivism, Reciprocal teaching/learning Model, Inquiry-based Learning Model, Cooperative learning Model- Appraisal and Suitability of each model.

## Unit IV: Nature of Experiential Learning at Different School Levels

- · Pre-primary Stage
- Primary Stage-Lower and upper
- Secondary Stage
- · Proper Implementation of Experiential Learning at each stage in Schools

## Practical assignments/field engagement (any one):

- Visit a school lab/subject room of your teaching methodology paper, examine the materials, aids, stock registers, etc. kept there and write a report about the lab/subject room status, justifying how far it is serving the students' needs.
- Choose a suitable topic from your methodology paper and explain step by step how you will teach it through the Project Method.
- How are concrete experiences transformed to abstract conceptualizations? Take a suitable topic from your school subject and illustrate how Kolb would have done it.
- Taking clues from any of the three models- Integrative Processing, ORID or DEAL-, write step by step how you will teach a topic of your teaching subject to your class.
- Choose a suitable topic of your teaching subject and give the process of teaching it through Discovery Learning and Inquiry-based Learning respectively.

#### Course Expected Outcomes:

The students will be able to

CEO <sub>1</sub>	understand the fundamental concept and components of Experiential Learning.	
CEO <sub>2</sub>	reflect on various theories and models of Experiential Learning	
CEO <sub>1</sub>	critically evaluate the methods and techniques associated with Experiential Learning	
CEO <sub>4</sub>	recognize the scope of Experiential Learning at different school levels	

## Suggested Readings:

- Ash, S. L., & Clayton, P. H. (2009): Learning through critical reflection: A tutorial for service-learning students (Instructor version). Raleigh, NC.
- Bhatia, S. & Joshi, D. (2021). Experiential Learning: An offshoot of National Education Policy 2020, Paragon International Publishers, New Delhi.
- Barell, J. (2007-2<sup>nd</sup> Ed.): Problem-Based Learning: An Inquiry Approach, Corwin.
- Breunig, Mary C. (2009) "Teaching Dewey's Experience and Education Experientially" ISBN 978071260"
- Colin Beard, John P. Wilson (2018, 4th Edition): Experiential Learning: A Practical Guide for Training, Coaching and Education, Kogan Page.
- Jarvis, P, Holford, J and Griffin, C. (1998): The Theory and Practice of Learning, London, Kogan Page.
- Harris JH, & Katz LG. (2001): Young investigators: The Project Approach in the Early Years. New York.

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- Kayes, C. (2002). Experiential learning and its critics: Preserving the Role of experience in management learning and education. In Academy of Management Learning & Education, 1(2)
- Kolb, D. (1984). Experiential Learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.
- M. Drysdale (2019): Models of Experiential Learning, St. Jerome's University/University of Waterloo
- Moon, J. (2004). A Handbook of Reflective and Experiential Learning: Theory and Practice.
   London: Routledge Falmer
- Van Ments, M. (2nd Ed. 1999): The Effective use of Role Play: Practical Techniques for improving Learning, Kogan Page, London.

Course Title: Entrepreneurial Mindset

Credits:02

Course Code: BED 110

MM:100

### Course Objectives:

- To provide a foundation for basic entrepreneurial skills and to acquaint them with the world
  of entrepreneurship and inspire them to set up and manage their businesses.
- · To acquaint students with the process of creativity and innovation
- · To expose students to various aspects of entrepreneurship and business
- · To expose students to case studies on successful entrepreneurs

#### Course Content:

Unit I: Introduction: The Entrepreneur; Theories of Entrepreneurship; Characteristics of successful entrepreneurs, myths of entrepreneurship; entrepreneurial mindset- creativity (steps to generate creative ideas, developing creativity) and innovation (types of innovation)

Unit II: Promotion of a Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis. Business plan- What is business plan, parts of a business plan. Writing a Business Plan

Unit IH: Entrepreneurship Support: Entrepreneurial Development Programmes (EDP): EDP, Role of Government in Organizing EDPs. Institutions supporting small business enterprises: central level, state level, other agencies, industry associations.

#### Unit-IV:Practicals

- · Presenting a business plan
- Project on Startup India or any other Government policy on entrepreneurship
- Discussion on why startup fails, role of MSME etc.
- Discussion on role of entrepreneur in economic growth.
- · Discussion on technology park.

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· Case study discussion on successful Indian entrepreneurs.

## Course Expected Outcomes

CEO <sub>1</sub>	Students form a foundation for basic entrepreneurial skills	
CEO <sub>2</sub>	Students understand creativity and innovation for opportunity recognition	
CEO <sub>3</sub>	Students learn about opportunity analysis and writing a business plan	
CEO <sub>4</sub>	Students are inspired by examples of successful entrepreneurs.	

## Suggested Readings:

- Charantimath (8th Ed., 2014), Entrepreneurship Development and Small Business Enterprise, Pears Education.
- Bamford C.E (1st Ed 2015), Entrepreneurship: A Small Business Approach, McGrawHill Education.
- Hisrich et al. (2013) Entrepreneurship, McGraw Hill Education
- Balaraju, Theduri (2012), Entrepreneurship Development: An Analytical Study, Akansha Publishing House.
- David, Otis, (2014), A Guide to Entrepreneurship, Jaico Books Publishing House, Delhi.
- Kaulgud, Aruna, (2012), Entrepreneurship Management, Vikas Publishing House, Delhi.
- Chhabra, T.N. (2014), Entrepreneurship Development, Sun India.

Title: Preliminary School EngagementPSE-2 (2weeks) Course Course Credits:2 Code:BED154 MM:100

### Objectives of the Course:

- To organize co-curricular activities at school.
- · To undertake a reflective writing on prevalent assessment practices at schools with special reference to Continuous and Comprehensive Evaluation.
- · To develop understanding about diverse needs, interests and aspirations of the learners and its significance in organizing school activities for holistic
- To appreciate the significance of preparing reflective journals in recording field activities undertaken during school engagement

#### Course content:

· Organization of Co-Curricular activities by Pupil Teachers by assisting and participating in the organization of the same & recording experiences of the same in a reflective journal.

 Action research based on different aspects of schools and school leaching learning-OF MANAGEMENT & BOOM 18 based problems.

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- Writing a reflective journal on the problems faced by teachers in assessment through the scheme of Continuous and Comprehensive Evaluation by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.
- The pupil teacher shall also undertake the field activities pertaining to the practical's during this period.

### Course Expected Outcomes:

The students will be able to

CEO <sub>1</sub>	recognize school functioning in terms of organization of co-curricular activities at school for holistic development of learners
CEO <sub>2</sub>	explain the role and responsibilities of a school teacher.
CEO <sub>3</sub>	reflect on the problems faced by the teachers in continuous and comprehensive evaluation.
CEO <sub>4</sub>	organize co-curricular activities under the supervision of school teacher

## INTERNSHIP

Sr. No	Course Code	Course Title	Credits	Max Marks
		PRACTI	CAL	
1	BED251 & BED253	Internship Part-I	5x2 = 10 credits	100
2	BED255 &BED2 57	Internship Part-II	5x2 = 10 credits	100
		ELECT	IVE	
3.	MOOC*	5500000000	4 Credits	100
4.	MOOC*		4 Credits	100
		Total Credits& Marks	28 credits	600

MOOC\*-A list of MOOCs will be provided by the University School of Education, GGSIPU. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks.

\*\*NCC/NSS can be completed in any semester from Semester 1 - Semester-4. It will be evaluated internally by the respective institute. The credit for this will be given after fourth Semester for the students

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enrolled from the session 2021-22 onwards. # NUES (Non University Examination System).



# SEMESTER- III

#### INTERNSHIP

Course Code: BED251, BED253, BED255 & BED257

M.M: 400

Credits: 20

#### Rationale and Aim

The school-based activities are designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the teacher education institutions. The intern must function as a regular teacher and therefore be immersed in all aspects of the school but with the provision that the intern is enabled to be creative in her role as a practitioner. This can be accomplished by providing her the necessary physical space as well as pedagogical freedom to innovate. For this it is necessary to negotiate with the school focusing on the benefit that will accrue to the school by the proposed partnership model. The programme will be largely field-based so that the intern will get to experience the real problems that a practitioner has to deal with. To achieve the aim of the programme the intern will need to integrate her knowledge base, her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills she has developed in order for her to become a reflective practitioner.

## Objectives of the Course:

- · To observe children and the teaching learning process in a systematic manner.
- · To learn to relate to and communicate with children.
- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- To evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used.
- To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children's literature, activities and games, planning excursions
- To reflect critically on practice by visiting a learning centre.

#### School Experience Details during Internship I:

- · During the school-internship the student teacher is expected to observe classroom
- Teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management.

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- The student-teacher is expected to critically reflect and discuss these practices and
  engage in activities like maintenance of records and registers, preparation of lesson and
  unit plans using different artefacts and technology, classroom management, activities
  related to school- community- parent interface, and reflections on self-development and
  professionalization of teaching practice.
- The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the first and second year as specified.

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- The activities undertaken during the internship period will be presented in e-Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken.
- The entries of Reflective Journals will be analytical answering 'what' is new
  anddifferent from their previous understandings, 'why' certain observations made by
  them with regard to instruction, classroom management, PTAs, etc., are different / same
  and 'how' these observations might lead to a criticism and change in their practice. The
  students will be assessed on the basis of entries made in e-Portfolios and Reflective
  Journals.

This semester shall entail a field engagement of 16 weeks wherein the first week will be exclusively dedicated to observing a regular classroom with a regular teacher and would include peer observations, teacher observations and observations of interns' lessons by faculty.

In the next 15 weeks of internship the pupil teacher shall be engaged in teaching experience wherein the aim shall be meaningful and holistic engagement including the writing of reflective journals. This shall be enriched through extended discussions with peers and faculty on different aspects of the teaching experience accompanied by presentations during the internship at schools.

## School Internship Part I

School Internship Part I shall include the undertaking of the following tasks and the assessment shall be based on a Viva Voce External Examination which shall be held in the college premises.

School Internship Part I (BED251 & BED253)10 CreditsMM: (200Marks)

S.No	COMPONENTS	MARK	S
1	Simulated Teaching (5 in each) (offline /online)	10	10
2	Discussion lessons (2 in each pedagogy course) Total 4 Discussion lessons (10 X 4) If online (2 Online class observations by mentor)	20	20
3	50 Lesson Plans (in each pedagogy course) (25x2) (offline /online)	25	25
4	Achievement test report (ATR) ( Only in one subject)	+	20
5	Any e- resource /online class/multi-media lesson to be delivered in each pedagogy course through the use of power- point (10 x2)	10	10
6	Textbook review (only one)	20	8
7	Peer group observation (online/offline)	5	5
8	Pupil Teacher's diary	10	10
	TOTAL	100	100



# Course Expected Outcomes:

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	develop Instructional Planning according to the diverse needs and individual difference of the learners using various approaches and methods of teaching, use of Teaching-Learning Materials (TLMs) and application of ICT therein.
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CEO:	plan, develop and administer an Achievement test and analyse the scores obtained by students qualitatively and quantitatively.
CEO <sub>3</sub>	identify a good text-book from other others for the benefit of their students
CEO <sub>4</sub>	critically reflect and discuss experiences and practices during School Internship with peers and mentors for enhanced knowledge base and skills of effective teaching.

School Internship Part II (BEDZ55 & BEDZ57)10 CreditsM.M. 200

The School Internship Part-II shall entail the assessment of the final lesson plan at the culmination of the internship wherein the pupil teacher will be observed by external and internal examiners while they teach in the schools. This assessment shall be done for both the pedagogies of teaching subjects opted by the pupil-teachers and each shall carry 100 marks.

Course Expected Outcomes:

The students will be able to

CEO <sub>1</sub>	plan and design Instructional Plan by use of appropriate approaches among various Teacher- controlled, Group controlled and Learner-controlled Methods of Instruction.
CEO <sub>2</sub>	make use of ICT Technology in the classroom for promoting learning judiciously.
CEO3	demonstrate various teaching skills effectively
CEO4	apply various reinforcement techniques in classroom teaching and learner evaluation.

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## ELECTIVE

Course Title: MOOCs

Credits: 8

Course Code:

MM:200

A list of MOOCs will be provided by the University School of Education, GGSIPU every academic year. Students are required to successfully complete any two of such prescribed MOOCs in order to get requisite number of credits and marks due for this semester. (MOOCs of 4 credit each)

# Semester-IV

Sr. No	Course Title	Course Code	Credits	Max Marks
	THI	ORY		1
1	Gender, School and Society	BED210	4 Credits	100
2	Knowledge and Curriculum: Perspectives in Education	BED212	4 Credits	100
3	Guidance & Counselling	BED214	4 Credits	100
4	Environmental Education	BED216	4 Credits	100
5	Creating an Inclusive School	BED218	2 Credits	100
6	Elective 1 (any one)		4 Credits	100
	Human Rights and Val Education	BED220		
	Life Skills Education	BED232		18.3
	PRA	CTICAL		
7	Reflection on School Experience	BED252	2 Credits	100
8	Drama and Art in Education	BED254	2 Credits	100
	ELE	CTIVE- 2		
9.	MOOC*		4 Credits	100
	NCC/ NSS	2	2 Credits	100
	Total Credits & Marks		-32 Credits	1900 UTE -

Course Title: Gender, School and Society Credits: 4
Course Code: BED210 MM: 100

#### Objectives of the Course:

- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- · To reflect on different theories of Gender and Education.
- To analyze the institutions involved in Socialization processes and see how socialization practices impact power relations and identity formation.
- To foster gender sensitization in the classroom.

### Course Content:

## Unit 1: Key Concepts in Gender

- · Conceptual Foundation: Sex, Gender, Sexuality, Third Gender,
- · Masculinity and Feminism
- Gender bias, Gender Equality and Gender Stereotypes
- Polyandrous, Matrilineal, Patrilineal and Matriarchal and Patriarchal Societies in India: Relevance and Sessing Status of Education.

#### Unit II: Gender Studies: Paradigm Shift

- · Paradigm shift from Women's studies to Gender Studies
- Historical backdrop: Some landmarks from social reform movements
- Theories on Gender and Education and their application in the

IndiancontextSocializationtheory

Gender difference

Structural theory

Deconstructive theory

## Unit III: Society, Gender Issues and Education

- Gender Identities and Socialization Practices in Family, other formal and informal organizations; Collection of folklores reflecting socialization processes.
- Gender Equity and Equality in Education in relation to caste, class, religion, ethnicity, disability and region (rural, urban and tribal areas).
- Gender and Media, Gender Based Violence and Crime against girls &women.
- Empowerment of Women: Strategies and Issues, Constitutional provisions and legislations for gender equality and women empowerment in India.

#### Unit IV: Gender and School

- Schooling of Girls: Inequalities and Resistances (issues of Access, Societal attitude, Retention and Exclusion).
- Reproducing Gender in School: Curriculum, Hidden Curriculum, Textbooks, Classroom Processes and Student-Teacher interactions
- Working towards gender sensitization and gender equality in the classrooms
- Analyzing gender with subject choice selection at secondary level.

### Practical Assignments /Field Engagement (Any one):

- Preparing Analytical report on gender issues in print or electronic media.
- A Comparative Study of the daily routine of a girl and a boy from the same of family.
- Creation of an OER on any one content area of the course curriculum:

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- Analysis of the Films post screening of any two of the following: Bawander, India's Daughter, Water.
- Analysis of textual materials from the perspective of gender bias and stereotype.
- Organizing debates and discussions on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

The above discussion / debates to be documented in the form of an e-portfolio.

## Course Expected Outcomes:

The students will be able to

CEO <sub>1</sub>	identify key concepts in gender issues with respect to equality and equality in education
CEO <sub>2</sub>	apply the understanding of theories on gender in the Indian context.
CEO <sub>3</sub>	evaluate the changing perceptions about gender, power, education and legal provisions
CEO <sub>4</sub>	work towards gender equality in classrooms and in the society

# Suggested Readings:

Ambasht, et al (1971). Developmental Needs of Tribal People: NCERT

- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: NewDelhi.
- Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune& Stratton: NewYork.
- Geetha, V. (2007). Gender. Stree:Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, AnilSethi.
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash &K.
  Biswal (ed.) Perspectives on education and development: Revising Education
  commission and after, National University of Educational Planning and
  Administration: NewDelhi.
- Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp125-171.
- Kumar, Krishna. 2013 Choodi bazar meinlabdki. rajkamal-New Delhi.
- Lips, Hilary M. (1989). Sex and Gender an Introduction. California: Mountainview, Mayfield Publishing Company.

Course Title: Knowledge and Curriculum Perspectives in Education Course Code: BED212 Credits: 4 MM: 100

#### Objectives of the Course:

- To enable student teachers to understand the meaning of the term Knowledge and Curriculum.
- To explore the role of School as an organization and its culture along with the teachers in operational zing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
- To familiarize student-teachers with the recommendation of NCF 2005 and NPE 2020 pertaining to Curriculum and Schooling.
- To gain insight about Knowledge and Construction of Knowledge

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#### Course Content:

## Unit I: Curriculum and School

- · Understanding the Meaning and Nature of Curriculum
- · Foundations of Curriculum: Philosophical, Psychological and Sociological
- · Components and Principles of Curriculum, Need and Importance
- · Facets of Curriculum: Significance in Indian context
  - · Core curriculum & Hidden Curriculum
  - Centralized & Decentralized Curriculum
- · Significance of Curriculum in School Education with referenceto-
  - (a) Curriculum Framework
  - (b) Curriculum &Syllabus
- Interrelationship between Curriculum, Society and Learner.
- Recommendations for curriculum and schooling(According to NCF 2005 and NPE 2020)

### Unit II: Construction of Knowledge

- · Meaning and Nature of knowledge
- · Differences between Information, Knowledge, Belief, and Truth
- · Sources of Knowledge: Empirical Vs Revealed knowledge
- Types of Knowledge: Disciplinary Knowledge, Course content Knowledge, Indigenous Knowledge and Scientific Knowledge
- Relevance of Knowledge construction through dialogue
- · Contestations to 'Knowledge'-
  - (a) Dominance
  - (b) Marginalisation
  - (c) Subversion
  - (d) Process of Knowing

## Unit III: Curriculum Planning, Construction and Transaction (At School Level)

- · Broad determinants of Curriculum Construction-
  - (a) Learner and his/her interest and developmental context
  - (b) Diversity-socio-cultural-geographical-economic and political
  - (c) National and International contexts
- Integration of School Curriculum with futuristic needs: Vocational Bias and Skill Development Curriculum

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- · Different Approaches to Curriculum Development-
  - (a) Subject-centered
  - (b) Learner centered
  - (c) Constructivist
  - (d) Competency based
  - (e) Process of Curriculum designing
- Models of Curriculum Development by Ralph Tyler, Hilda Taba, Franklin Bobbit
- Curriculum Evaluation

## Unit IV: School: The site of Curriculum Engagement

- Meaning of Curriculum Engagement
- School as Curricular Sites: Available Infrastructure and Resources.
- · Role of Teacher as a Critical Pedagogue in Curriculum Transaction
- Contemporary relevance of NaiTalim, Work Education, Experiential Learning and Community Engagement.
- Role of Apex bodies in providing curriculum and pedagogic supports to teachers within schools- NCERT, CBSE, NIOS, and CIET.

## Practical Assignments/Field Engagement:

CDs/DVDs to be screened for the Student-teachers and report to be prepared with respect to the issues touched upon in the form of an e-portfolio (Any two):

- CIET/NCERT CD ROM Four Educational Riddles by Krishna Kumar
- · Debrata Roy DVD The Poet & The Mahatma
- · Krishnamurthy Foundation India DVD The Brain is Always Recording
- · NCERT CD ROM Battle For School by ShantaSinha
- NCERT CD ROM Globalisation and Education

# Course Expected Outcomes:

#### The students will be able to

CEO <sub>1</sub>	identify various aspects of the curriculum in school education and their relationship with the teacher education curriculum
CEO <sub>2</sub>	describe the meaning, nature, sources of knowledge and the process of construction of knowledge.
CEO <sub>3</sub>	compare different approaches and models of curriculum development
CEO.	appreciate the role of teachers, school and apex educational bodies in effective transaction of curriculum

#### Suggested Readings:

- Apple, Michael W. (1979). Ideology and Curriculum; Routledge and K.Paul.
- Arends, Richard I.; Learning to Teach- Fifth Edition; McGraw Hill Higher Education; NewYork.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
- Connelly, F. Michael (Editor) (2008); The Sage Handbook of Curriculumand Instruction; Sage Publications India Pvt. Ltd.; NewDelhi.
- Kelly, A.V.; (2006) The Curriculum: Theory and Practice-Fifth Edition; Sage Publications: London
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- · Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessmentin

Teaching; Pearson EducationInc.

Moore, Kenneth D. (2005); Effective Instructional Strategies: From Theory to

Practice; Sage Publications India Pvt. Ltd.; NewDelhi.

 Muijs, Daniel and Reynolds, David (2005) Effective Teaching: Evidence and practice Second Edition; Sage Publication; London.

Course Title: Guidance and Counselling

Course Code: BED214

Credits: 4

MM: 100

## Objectives of the Course:

To appreciate the nature, need, principles for guidance and counselling;

- · To familiarize the responsibilities and moral obligation of teacher as a guide and Counsellor:
- To develop capacity of applying the techniques and procedures of guidance and Counselling:
- To facilitate career development of all the different types of students;

#### Course Content:

## Unit I: Understanding Guidance

- · Guidance: Concept, aims, objectives, functions, principles and ethics
- · Role of Guidance in human development and adjustment
- Need & Procedure for (Educational, Psychological and Social)guidance
- Group Guidance: Concept, Need, Significance and Principles
- Role of Teacher in providing guidance and organization of guidance programs in schools.

#### Unit II: Understanding Counselling

- · Counselling: Meaning, Principles, Approaches (Directive, Non-Directive, Eclectic), Types (Individual, Group)
- Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment to Action)
- Counseling Services for Students: Face to Face and Online
- Counsellor: Qualifications and Qualities (including Skills for Listening, Questioning, Responding, Communicating).
- Differences between Guidance andCounselling
- Professional ethics and code of conduct of Teacher as aCounsellor.
- · Role of Guidance and Counselling in Distance Education

## Unit III: Major Concerns in Guidance and Counselling

- Dealing with Depression and Academic Stress
- Psychological Tests: Kinds and their importance for Guidance Program
- Guidance Programme in School: Various Guidance Services in School
  - Orientation Services
  - Appraisal Service/Pupil Inventory Service
  - Occupational Information Service
  - CounsellingService
  - PlacementService
  - · Follow upService

## Unit IV: Guiding students for Career Development

- Meaning and Types of Differently-abled (DA)Students
- Behavioral Problems of Children with Special Needs (CWSN) and of Deprived Groups (DG)
- · Behavior Modification Techniques
- Career Development: Teacher's role in dissemination of Occupational Information.
   Career Planning, Vocational Training and Placement Opportunities for all students including CWSN and of Deprived Groups (DG) students
  - Persons with Disabilities Act 1995, Governmental and Non-governmental Facilities, Ethical and LegalGuidelines, RPwD Act 2016.

## Practical Assignments/Field Engagement (Any one):

- Group Guidance One Career Talk
- Design a Questionnaire to collect information on Students 'Educational, Psychological or Social problems.
- Detailed study of the Guidance and Counselling Services available in a given School
- Prepare a list of the online Guidance and Counselling Services available for students and Teachers in India.
- Enrichment Lectures, Seminars, Workshops, Demonstrations by Experts workingas Guidance and Counsellors in Schools or Organizations working specially in the area of Adolescent Psychology.
- Self-Study and Reflective sessions: Field visits to explore the working of Guidance Institutions School Counsellors, Career Counsellors etc.

#### Course Expected Outcomes:

The students will be able to

4.0	as will be able to
CEO:	apply principles of providing and organizing guidance program in school
CEO:	analyse the vital role of a teacher in providing counselling services to students
CEO <sub>2</sub>	identify various areas, tools and techniques in Guidance and Counselling.
CEO4	manage psychological, ethical, inclusive and career issues in school.

#### Suggested Readings:

- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarupand Sons.
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Gibson, R.L. and Mitchell (2008). Introduction to counseling and Guidance. New Delhi: PHI LearningPvt.
- Goswami, M. (2016). Essentials of Guidance and Counselling, LakshmiPublishersandDistributors.
- Joneja G. K. (1997); Occupational Information in Guidance, NCERTpublication
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: SarupandSons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools.

#### New Delhi: NCERT.

- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.
- Nanda & Walia., (2002). Educational and Vocational Guidance and counselling, vined Publications, Ludhiana.
- Nayak, A. K., (2009). Guidance and counselling, A. P. H PublishingCooperation, New Delhi.
- Mehdi B. & Stone., (1978). Guidance in School, New Delhi, NCERT.

Course Title: Environmental Education

Course Code: BED216

Credits: 4

MM: 100

#### Objectives of the Course:

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems.
- To develop critical insights about the environment, through the environment and forthe environment.
- To develop awareness about sustainable development goals.

#### Course Content:

## Unit I: Nature and scope of environmental education

- · Nature, need and scope of environmental education and its conservation
- Present status of environmental education at various levels
- Role of individual and community in conservation of natural resources; energy and minerals
- · Role of individual in prevention of pollution: air and water
- · Equitable uses of resources for sustainable livelihoods
- Role of information technology, media and ecotourism in environment Awareness/consciousness

## Unit II: Community Participation and Environment

- Community participation in natural resource management water, forests,etc.
- · Change in forest cover overtime and deforestation in the context of tribal life
- Sustainable land use management
- India as a mega biodiversity Nation, Different ecosystems at national and global level.
- Traditional knowledge and biodiversity conservation
- Sustainable development goals given by UNDP for environmental protection
- Issues of Sustainable Development: Need and challenges to sustainable Development,
   Study of alternative approaches to sustainable development
- Notion of development as continued Social, Political and Economic progress, significance of Well -being of the global community
- Shifting cultivation and its impact on environment

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#### Unit III: Environmental Issues and concerns

- · Consumerism and waste generation and its management
- Genetically-modified crops and food security: positive and negative impacts.
- · Water consumption pattern in rural and urban settlement
- · Ethno-botany and its role in the present -day world
- Alternative sources of energy
- · Heat production and green housegas emission and ozone depletion
- · Economic growth and sustainable consumption
- Organic farming
- · Agricultural waste: Their impact and management
- · Sustainable use of forest produces
- · Rain water harvesting and water resource management
- · Biomedical waste management

#### Unit IV: Initiatives by various agencies for Environment Education

- · Environmental conservation in the globalised world in the context of global problem
- · Impact of natural-disaster/man-made disaster on environment
- · Impact of industry/mining/transport on environment.
- Role of Teachers: Development of skills and abilities to deal with curricular areas related to Environment in the classroom
- Environmental legislation: awareness and issues involved in enforcement, government and non-government initiatives
- Supreme Court order implementation of Environmental Education(EE)

## Practical Assignments/Field Engagement (Any one):

- A study of major initiatives taken by NCERT regarding environmental education.
- · Study of Development of slum area and their inhabitants in a nearby area/institute
- A critical study of school habitat in the context of drinking water, sanitation paper, energy, garbage management etc.
- Develop a road map for implementation of Environmental Education as suggested by NCF
- 2005.
- Develop a list of investigatory environmental problems (stage specific) work on the problem in a group of 2-3. Prepare a report through Google form and videoconferencing.

# Course Expected Outcomes:

#### The students will be able to

CEO1	discuss the concept and scope of environment education and its relation to human beings
CEO <sub>2</sub>	examine the role of community participation for sustainable resource management and biodiversity conservation.
CEO <sub>2</sub>	highlight various global environmental issues and concerns and their management
CEO:	appreciate the initiatives by various agencies for environment education

Suggested readings:

· Falmer Press CEE (1987). Joy of Learning: Handbook of EnvironmentalEducation

#### Activities

- NCERT (2005). National Curriculum Framework, New Delhi: NCERT.
- NCERT (2005). Syllabus for Elementary Classes, Volume I. New Delhi: NCERT.
- NCERT (2008). Source Book on Assessment for Classes I–V, Environmental Studies, New Delhi: NCERT.
- Sarabhai V.K. et al. (2007). Tbilisi to Ahmadabad The Journey of Environmental Education – A Source book, Centre for Environment Education, Ahmadabad.
- SCERT (2011). Paryavaranadhyayan aur vigyanshikshan, D.El.Ed.-ODL Course: Chhattisgarh.
- Springer (2006), Science Literacy in Primary Schools and Pre-Schools.
- The Green teacher (1997). Ideas, Experiences and Learning in Educating forthe environment; Centre for EnvironmentEducation
- . UNESCO (1990). An Environmental Education Approach to the Training of Middle Level
- UNICEF (2008). Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools: UNICEF.

Course Title: Creating an Inclusive School

Course Code: BED218

Credits: 2

MM: 100

## Objectives of the Course:

- To familiarize student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- · To identify and address the diverse needs of all learners.
- · To acquaint with the trends and issues in Inclusive Education
- · To develop capacity of student- teachers for creating an inclusive School
- · To appreciate various inclusive practices to promote Inclusion in the classroom

### Course Content:

### Unit I: Inclusive Education

- · Concept of social Exclusion and Inclusion
- · Understanding Diversities: Linguistic, socio-cultural, Economic, Gender and Disability
- Philosophical and social basis of Inclusive Education.
- · Benefits of Inclusive Education to children without special needs.
- Historical and contemporary perspectives to disability and inclusion

#### Unit II: Children with Special Needs

- Range of learning problems across various disabilities
- Types of Disabilities: Characteristics and Identification of the educational needs of these special focus groups.
- · Assessment of learning problems in children with various disabilities.
- · Assistive devices, equipment's and technologies for different disabilities:
- Constitutional Provisions, Provisions, Policies, Programmes and Acts and international instruments like UNCRPD

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## Unit III: School's Preparedness for Inclusion

- Addressing the diverse needs of children with disabilities with reference to Pedagogical, infrastructural, technological and attitudinal readiness
- Support services required in the school to facilitate inclusion: Role and functions of the following personnel:
  - · General Educator
  - · Special Education Teacher
  - · Audiologist cum speech therapist
  - · Physiotherapist
  - · Occupational therapist, Counselor
- · Role of NGO's in promoting inclusion in the schools.

#### Unit IV: Inclusive Practices in the Classroom

- 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
- · Strategies of Evaluation to facilitate inclusion
- Provisions pertaining to appearing in examination for facilitating differently bled students (As available in CBSE andICSE)

### Practical Assignments/Field Engagement (Any one) -

- The students shall undertake field work to in understanding how structures in school create barriers for inclusionarypractices
- · The student-teachers shall explore spaces for inclusion inschools
- Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as: Administrative functionaries, teachers, parents, community

## Course Expected Outcomes:

#### The students will be able to

CEO <sub>1</sub>	demonstrate knowledge of historical, philosophical and social bases of inclusive education with special reference to India
CEO <sub>2</sub>	identify the educational needs of and the legal provisions for children with special needs
CEO <sub>5</sub>	support school management and personnel in preparing schools for inclusion
CEO <sub>2</sub>	use specific pedagogical strategies, innovative practices and learner-friendly evaluation procedures, inclusive in nature.

#### Suggested Readings:

- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educationalleaders, Prentice Hall, NewJersey.
- ChaoteJoyce, S. (1991). Successful mainstreaming, Allyn & Bacon
- Daniels, Harry (1999). Inclusive Education, London: Kogan.
- Deiner, P. L. (2000). Resource for Teaching children with diverse abilities, Harcourt Brace &Company, Florida
- Gargiulo, R. M. (1997). Special education in contemporary society: anintroduction to exceptionality, Wadsworth, Belmont
- · Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reformtransferring America's



classrooms, P. H. Brookes Pub.Baltimore.

- Gathoo, V. (2004). Curriculum strategies and adaptations for children withhearing impairment (RCI), Kanishka Pub. NewDelhi
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
- Joyce S. Choate (1997). Successful inclusive teaching. Allyn &Ba
- Karant, P. &Rozario, J. ((2003). Learning Disabilities in India. SagePub.
- · Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sagePub
- M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, SagePub.
- Madan Mohan Jha (2002). School without walls: inclusive education forall, Heinemann edu.Oxford
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi

# **ELECTIVE-1**

Credits 4

MM:100

Course Title: Human Rights and Value Education

Course Code: BED220

## Objectives of the Course:

- To understand the need and importance of value-education and education for Human Rights as aduty.
- To orient themselves on duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child.
- To comprehend the process of moral personality development vis-à-vis as a means of their cognitive and social development.
- To draw lessons from principles of life and converting them into moral learning towards moral
  education.

#### Course Content:

# Unit I: Value Education in a Pluralistic World (Multi-Cultural, Multi-Religious and Multi-Ethnic)

- Value Education Concept, Nature, Source & Perspectives (Rational, Philosophical, Socio-Cultural, Religious and Psychological).
- Fundamental Human Values-Truth, Peace, Non-violence, Righteous Conduct.
- Connected Terminology: Realism, Accountability, Duty, Virtue, Dharma, Ethics, Religion, Morality, Values,
- · Typologies: Intrinsic and Extrinsic Values.
- Duty Approach to Ethics: Deontology, Justice as aDuty
- Indian Pluralism: Mutual Respect, Tolerance and Dialogue in Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.
- Commonalities of all religious at Philosophical levels.

Unit II: Response to Value Crisis and Impact of Modern Education & Media on Values

- Value Crisis: Values Crisis Concept, Conflicts as Challenge Vs. Hindrance
- Strategies of Response: Lawrence Kohlberg and CarolGilligan

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- Arnold Toynbee's Challenge-Response Mechanism: Case Study of the Life of Dr. AbdulKalam
- Gandhian Values for globalized society.
- Impact of Modern Education and Media on Values- Role of a teacher in the preservation of tradition and culture, Role of family, tradition &community in value development, Impact of Science and Technology, Effects of Printed Media and Television on Values, Effects of computer aided media on Values

# Unit III: Conceptualizing Human Rights and Human Rights Education

- Human Rights, Rationale and Evolution, UDHR and its Articles (particularly 1, 3, 7, 10, 18, 19)
- · UDHR and Duties: Article 26, Receiving Rights subject to performing duties.
- · National Human Rights Commission and its role
- Human Rights Education: Meaning, Objectives, Strategies and Role of Education towards duty-consciousness
- Role of the Indian Constitution: The Right of Children to Free and Compulsory Education Act, 2009 in context of Human Rights and Fundamental Duties Article51A

# Unit IV: Issues, Movements and Promotion of Human Rights

- Understanding Human Rights of Children, Women, Minorities, Dalits, Differently abled and Homosexuals.
- Role of Government, Non-Government Organizations, Education, family and self in promotion of Human Rights.
- Human development and Gender development with special reference to Human development index (HDI) and Gender development index (GDI).

#### Practical Assignments/Field Engagement (Any one):

- Application of one strategy of value inculcation among school children and its report.
- Awareness Camp to promote Human Rights Education
- · Series of Street plays (nukkadnaatak) about Human Rights Education
- Review and Critical Analysis of National Policy Documents with reference to Human Rights Perspective

#### Course Expected Outcomes:

### The students will be able to

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CEO <sub>1</sub>	elucidate the nature of values, moral values, value education in a pluralistic world.
CEO <sub>2</sub>	explain the impact of modern education and media on values and the role of teacher in response to value crisis
CEO <sub>3</sub>	evaluate the role of the Indian Constitution, Human Rights Commission and UDHR in fostering values of human unity and peace
CEO <sub>4</sub>	engage in various activities to promote the ethics of Human rights at National and International level.

# Suggested Readings:

- Bagchi, Jyoti Prakash and Vinod teckchandani, (2005), "Value Education" University book House (P) Ltd. Chaura Rasta, Jaipur.
- Chitkara, M.G. (2009), "Education and Human values", A.P.H. Publishing Corporation, Anrari Road, Darya Ganj, New Delhi.
- Delors J. Learning the Treasure within LINESCO, 1997.

- · Foundations of World Peace. Albany: State University of New York Press, 1993.
- Galtung, Johan. Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996.
- Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for Peace, Social and Environmental Justice, Toronto; Sumach Press, 2000.
- Sathya Sai International Center for Human Values, New Delhi. Education for Human Values (2009)
- Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary, (2010), "Peace and human rights education, A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002.
- UNESCO: Learning the treasure within, Delors Commission Report.
- Kumar, Sandeep (2012) Human Rights and Pedagogy, Discovery publishing House: Delhi.
- Mascarenhas, M. &Justa, H.R., (1989)., Value Education in Schools and Other Essays, Delhi Konark.
- Bhatt, S.R(1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: GianPub.
- Kar, N.N. (1996). Value Education: A Philosophical Study. Ambala: Associated Pub.
- Khan, Wahiduddin. (2010) Family Life, Goodword Books, NewDelhi,

Course Title: Life Skills Education

CourseCode: BED232

Credits: 4

MM: 100

# Objectives of the Course:

- To familiarize student-teachers in the theoretical foundations of LifeSkills Education
- To prepare student-teachers in training methodologies and enable students to apply Life Skills in various spheres
- To develop professionals in Life Skills Education and enhance the abilityto contribute as youth workers specialized in the area of Life SkillsEducation.
- · To foster the spirit of social responsibility in students and enhance socialand emotional wellbeing

### Unit I: Introduction

- Life Skills & Life Skills Education: Concept, need and importance of Life Skills& its education for human beings (especially teachers).
- · Difference between Livelihood Skills and Life Skills.
- Core Life Skills prescribed by World Health Organization.

Key Issues and Concerns of Adolescent students in emerging Indian context.

## Unit II: Process and Methods Enhancing the Life Skills

- · Classroom Discussions
- · Brainstorming and Role-plays
- · Demonstration and Guided Practice
- · Audio and Visual activities, e.g. Arts, Music, Theatre, Dance
- . Small Groups discussions followed by a presentation of group reports.
- · Educational Games and Simulation
- · Case Studies, Storytelling, Debates

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Decision making and mapping of using problem trees.

[MOOC with videos of explanation, PPTs and quiz to be conducted on Google Doc; Projects on the above activities]

# Unit III: Core Life Skills (I)

- Skills of Self-awareness and Empathy: Concept, Importance for TeachersinParticular, Integration
  with the teaching learning process, learning to live Together with other living beings. Acceptance
  of diversity in perspectives of Different societies and cultures. Acceptance and importance of all
  living beings as along ecological and psychological social structures.
- Skills of Coping with Stress and Emotion: Concept, importance for Teachers In particular and Integration with the teaching learning process.
- Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching-learning process.

[MOOC with videos of explanation and quiz on Google Doc; Activities & Projects for increasing Self-awareness& empathy; Reducing Stress & Understanding emotions; maintaining interpersonal relationships]

# Unit IV: Core Life Skills (II)

- Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.
- Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process.
- Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.

[MOOC with videos of explanation and quiz on Google Doc; Activities & Projects for increasing creative thinking, critical thinking, problem solving skills, Decision making skills & enhancing communication skills]

## Practical Assignments/Field Engagement (Any one):

- The activities listed in Unit II with respect to the process and methods of Life Skills will be taken
  up in workshops to initiate the student-teachers with Respect to the dynamics of the same.
- The Core Life Skills will also be demonstrated through role plays on diverse Issues in the form of workshops.
- The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.
- Human animal interface: Case of study of a domestic/institutional Animal/with human being.

## Course Expected Outcomes:

The students will be able to

1	CEO <sub>1</sub>	describe the theoretical foundations of Life Skills and Life Skills Education						
	A STATE OF THE STA	apply various methods of nurturing life skills among the learners						
		practice core life skills of self-awareness, empathy, coping with stress and emotion and effective communication & building interpersonal relationships						
	CEO <sub>4</sub>	demonstrate core life skills of critical and creative thinking, decision making and problem solving						

Suggested Readings:

· A Life Skills Program for Learners in Senior Phase, (2002). University of Pretoria, Chapter in Retrieved http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf

from: Retrieved Life Skills Based Education. (2011).Wikipedia. http://en.wikipedia.org/wiki/Life skills-based educaion

Retrieved Skills Based Education CCE. (2009).CBSE. from: Life http://www.cbse.nic.in/cce/life skills cce.pdf

Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia Retrievedfrom: http://www.nied.edu.na/publications

# PRACTICAL

Course Title: Reflection on School Experience

Course Code: BED252

Credits: 2 MM: 100

Reflection has many facets. For example, reflecting on work enhances its meaning. Reflecting on experiences encourages insight and complex learning. We foster our own growth when we control our learning, so some reflection is best done alone. Reflection is also enhanced, however, when we ponder our learning with others.

Reflection involves linking a current experience to previous learning (a process called Scaffolding). Reflection also involves drawing forth cognitive and emotional information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.

## Valuing Reflection

The art of teaching is the art of assisting discovery.

-Mark Van Doren

Teachers who promote reflective classrooms ensure that students are fully engaged in the process of making meaning of their experiences. They organize Teaching-Learning so that students are the producers, not just the consumers, of knowledge. These teachers approach their role as that of "facilitator of meaning making by inculcating the habit of reflection in Students. In the role of facilitator, the teacher acts as an intermediary between the learner and learning, guiding each student to approach the learning activity in a strategic way. The teacher helps each student monitor his/her own individual progress, construct meaning from the content learned and from the process of learning it, and apply the learning to other contexts and settings. Learning becomes a continual process of engaging the mind that transforms the individual into a self-actualized human being Unfortunately, educators don't often ask students to reflect on their learning. Thus, when students are asked to reflect on an assignment, they are caught in a dilemma: "What am I supposed to do? How do I 'reflect'? I've already completed this assignment! Why do I have to think about it anymore?"

In response to our questions, students who are inexperienced with reflection offer simple answers such as "This was an easy assignment!" or "I really enjoyed doing this assignment." If we want students to get in the habit of reflecting deeply on their work-and if we want them to Bachelor of Education use Habits of Mind such as applying past knowledge to new situations, thinking about thinking (meta-cognition), and remaining open to continuous learning we must leach them MANAGENERAL STANDI strategies to derive rich meaning from their experiences.

## Setting the Tone for Reflection

Most classrooms can be categorized in one of two ways: active and a bit noisy, with students engaged in hands-on work; or teacher oriented, with students paying attention to a presentation or quietly working on individual tasks. Each of these teaching environments sets a tone and an expectation. For example, when students work actively in groups, we ask them to use their "six-inch" voices. When we ask them to attend to the teacher, we also request that they turn their "eyes front." When they work individually at their desks, we ask them not to bother other learners. Teachers must signal a shift in tone when they ask students to reflect on their learning. Reflective teachers help students understand that the students will now look back rather than

Move forward. They will take a break from what they have been doing, step away from their work, and ask themselves, "What have I (or we) learned from doing this activity?" Some teachers use music to signal the change in thinking. Others ask for silent thinking before students write about a

lesson, an assignment, or other classroom task. In the reflective classroom, teachers invite students to make meaning from their experiences

Overtly in written and oral form. They take the time to invite students to reflect on their learning, to compare intended with actual outcomes, to evaluate their met cognitive strategies, to analyze and draw causal relationships, and to synthesize meanings and apply their learning to new and novel situations. Students know they will not "fail" or make a "mistake," as those terms are generally defined. Instead, reflective students know they can produce personal insight and learn from all their experiences.

The following Strategies would guide student - teachers along with their faculty mentors in engaging in reflection on their School Experience during all the three previous Semesters too. (Records of the engagements in activities to be recorded in a Reflective Journal)

#### **Guiding Student Reflection**

To be reflective means to mentally wander through where we have been and to try to make some sense out of it. Most classrooms are oriented more to the present and the future than to the past. Such an orientation means that students (and teachers) find it easier to discard what has happened and to move on without taking stock of the seemingly isolated experiences of the past.

#### Course Content:

Teachers use many strategies to guide students through a period of reflection. We offer several here: discussions, interviews, questioning, and logs and journals.

#### \* Discussions

Sometimes, encouraging reflection is as simple as inviting students to think about their thinking. Students realize meaning making is an important goal when reflection becomes the topic of discussion. For example, conduct discussions about students' problem-solving processes. Invite students to share their meta-cognition, reveal their intentions, detail their strategies for solving a problem, describe their mental maps for monitoring their problem solving process, and reflect on the strategy to determine its adequacy. During these kinds of Rich discussions, students learn how to listen to and explore the implications of each other's met cognitive strategies. The kind of listening required during such discussions also builds the Habits of Mind related to empathy, flexibility, and persistence.

#### \* Interviews

Interviews are another way to lead students to share reflections about their learning and their prowth in the Habits of Mind. A teacher can interview a student, or students can interview

classmates. Set aside time at the end of a learning sequence—a lesson, a unit, a school day, or a school year—to question each other about what has been learned. Guide students to look for ways they can apply their learning to future settings. Interviews also provide teachers and students with opportunities to model and practice a variety of habits: listening with understanding and empathy, thinking and communicating with clarity and precision, and questioning and posing problems.

### \* Questioning

Well-designed questions—supported by a classroom atmosphere grounded in trust—will invite students to reveal their insights, understandings, and applications of their learning and the Habits of Mind. Here are possible questions to pose with each student:

As you reflect on this semester's work, which of the Habits of Mind were you most aware of in your own learning? What meta-cognitive strategies did you use to monitor your performance of the

Habits of Mind? Which Habit of Mind will you focus on as you begin our next project? What insights have you gained as a result of employing these Habits of Mind? As you think about your future, how might these Habits of Mind be used as a guide in your life?

### · Logs and Journals

Logs and journals are another tool for student reflection. Periodically ask students to reread their journals, comparing what they knew at the beginning of a learning sequence with what they know now. Ask them to select significant learning, envision how they could apply these Learning to future situations, and commit to an action plan to consciously modify their Behaviors.

## \* Modeling Reflection

Students need to encounter reflective role models. Many teachers find such models in novels in which the characters take a reflective stance as they consider their actions. A variety of novels and films may be used to the design the element of reflection as the way to tell a story. Teacher Educators while engaging the learners in reflection exercises should make sure those the following three traits are inculcated while the student-teachers are involved in Reflecting on

Their school experience:

- Thinking flexibly.
- · Managing impulsivity.
- · Remaining open to continuous learning.

## Course Expected Outcomes:

The students will be able to

CEO <sub>1</sub>	appreciate the process and importance of reflection in school experience.
CEO <sub>2</sub>	adopt innovative strategies for reflection on their development as a learner
CEOx	undertake reflective writing for mega-cognition and behavior modification
CEO <sub>4</sub>	think flexibly and remain open to continuous and lifelong learning.

CHECKER SCHOOL 43

Course Title: Drama and Art in Education

Course Code: BED254

Credits: 2

MM: 100

# Objectives of the Course:

- To develop basic understanding of different Art forms impact of Art forms on the human mind
- To enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- To develop skills for integrating different Art forms across school curriculum at secondary level
- To create awareness of the rich cultural heritage, artists and artisans Course Content:

#### Course Content:

# Unit I: Appreciation of Arts

- Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education.
- Difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists of Indian craft Traditions; Dance, Music and Musical Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose

# Unit II: Visual Arts and Crafts

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, Calligraphy etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.

#### Unit III: Performing Arts: Dance, Music, Theatre and Puppetry

- Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry.
- · Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach by establishing connections between the subjects.
- Planning a stage-setting for a performance/presentation by the student-teacher.

## Unit IV Engagement in Analysis and Activities:

- Initiation into the craft of Drama and related activities for engagement in schools with learners.
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms.

Practical

Engagement

Workshops:

Two workshops of half a day each, of one week duration for working with artists artisans to learn

basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, posters and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, theatre,

puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

# Approach for Teaching-learning Process in Institutions:

- Every student-teacher must participate and practice different Art forms. They need to be
  encouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Local craft
  bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the
  community. Student-teachers should be encouraged to maintain their diary on art interactions to
  enhance their knowledge and awareness in this area. Student-teachers may can also be
  motivated to interpret art works/events etc. to enhance their aesthetic sensibility.
- Resource Centre for Arts and Crafts should house materials, including books, CDs, audio and
  video cassettes, films, software, props, art works of Regional and National level, books and
  journals which must be displayed for the purpose of reference and continuous motivation.
  Application of Arts and Aesthetics in day-to-day life, in the institute and in the community are
  some of the practical aspects, which needs to be taken care too. Student teachers must organise
  and participate in the celebrations of festivals, functions, special days, etc.
- Students to be assessed externally based on the e portfolio they submit to their faculty mentors
  individually, documenting all the activities they undertake in this practical course.
- The e portfolio will include the video clips, photographs and reference material of the field visits and documentation of the activities undertaken in workshops while the student –teachers engage in the same including their reflection on the experience.

#### Course Expected Outcomes:

The students will be able to

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CEO <sub>1</sub>	develop sensibility and aesthetic appreciation in visual arts and crafts
CEO <sub>2</sub>	identify various classical and regional performing art forms of India
CEO3	apply concepts in aesthetics in various domains such as visual art, theatre an India's heritage crafts
CEO <sub>4</sub>	integrate drama, art and craft in curricular areas for leaners at school.

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# GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY, DELH **BACHELOR OF COMMERCE (B.Com Honours)** BCOM 109 - MANAGEMENT PROCESSES AND ORGANIZATIONAL BEHAVIOR Credits -4 L-4, T-0

Objective: The course aims to give an understanding to students about the basic management concepts, principles and practices and the factors that drive human behavior in an organization.

# Learning Outcomes: After completion of the course, students will be able to:

- CO 1. Examine the evolution of thoughts and approaches to the modern concept of Management
- CO 2. Comprehend the process of Management in the context of organizations and their environment
- CO 3. Assess the need, relevance and process of delegation and decentralization of authority in an organization

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- CO 4. Explain the needs and drives of an individual through theories of Motivation
- CO 5. Analyze the role of a leader and significance of team work in an organization
- CO 6. Observe human personality and its influence on behavior
- CO 7. Analyze significance of communication in the decision making process LINGAYA'S LALITA DEVI INSTITUTE

**COURSE CONTENT** 

## Unit 1: Introduction

(14 Hours)

Management: Concept and Need, Managerial Functions - An overview; Evolution of Management Thought, Classical Approach – Taylor, Fayol, Neo-Classical and Human Relations Approaches, Behavioural Approach, Systems Approach, Contingency Approach, MBO, Business Process Re-engineering.

# Unit 2: Planning and Organizing

(14 Hours)

Types of Plans; Strategic planning; Environmental Analysis and diagnosis (Internal and external environment) Decision-making: Process and Techniques; Perfect rationality and bounded rationality. Concept and process of organizing - An overview, Span of management, Different types of authority (line, staff and functional), Decentralization, Delegation of authority; Formal and Informal Structure; Principles of Organizing; Types of Organization Structures, Emerging Organization Structures.

# Unit 3: Personality, Perception and Attitudes

(14 Hours)

Personality- Type A and B, Big Five personality types, Factors influencing personality. Learning- Concept, Learning theories, and reinforcement. Perception and Emotions-Concept, Perceptual process, Importance, Factors influencing perception, Emotional Intelligence. Values and Attitudes- Concept and types of values: Components of attitude, job related attitudes.

# Unit 4: Motivation and Leadership

(14 Hours)

Motivation & Leadership: Concept, Importance, extrinsic and intrinsic motivation; Major Motivation theories - Maslow's Need-Hierarchy Theory; Hertzberg's Two-factor Theory, Vroom's Expectancy Theory. Leadership: Concept and Importance; Trait theory, Transactional, Charismatic, and Transformational Leadership. Power and conflict, Power tactics, Sources of conflict, Conflict Resolution Strategies, Transactional Analysis, Organizational Culture and climate- Concept and determinants of organizational culture.

# Suggested Readings:

1. Robbins, S. P., Mary Coulter, Management, Pearson, New Delhi India

2. Stoner, J. A. F., Freeman, R.E., Kodwani, A.D. et al, Management, Pearson New Delhi, India

3. Terry, G. R.. Principles of Management. Homewood, California: Richard D. Irwin

4. Luthans, F. Organizational Behaviour. McGraw Hill India

Robbins, S. P., & Judge, T. A. (2015). Organizational Behaviour. Pearson LINGAYA'S LALL Education, New Delhi, India

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# GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY, DELH BACHELOR OF COMMERCE (B.Com Honours)

# BCOM 110 - Environmental Science and Sustainability (C) L-4, T-0

Credits -4

Objective: The course aims to train students to comprehend the critical linkages between ecology-society-economy and the need for responsible ecological citizenship. The course will make students aware of the key challenges in the pathway to sustainable development.

# **Learning Outcomes:**

After completion of the course, Students will be able to:

- CO 1. Demonstrate skills in organizing Projects for environmental protection and sustainability;
- CO 2. Analyze various Projects and initiatives with respect to ecosystem restoration;
- CO 3. Interpret significance of carbon footprints;
- CO 4. Describe the environmental issues and their possible repercussions on the planet in the next few decades;
- CO 5. Summarize the green strategies and policies adopted by various business entities to preserve the environment.

## COURSE CONTENTS: Unit 1: Introduction

# (14 Hours)

Environmental Studies: Meaning, Nature, Scope, Importance and Limitations; Ecosystems; Biodiversity and Natural Systems; Natural Cycles and flows- material and energy; Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic Zones of India; Biodiversity patterns and global biodiversity hotspots. Salient Features: Wildlife (Protection) Act, 1972; Water (Prevention and control of pollution) Act, 1974; Forest (Conservation) Act, 1980; Air (Prevention and control of pollution) Act, 1981; Environmental Protection Act, 1986.

# Unit 2: Measurement and Reporting

# (14 Hours)

ISO Standard 14001: Environmental Management System; Carbon Foot printing and Ecological Handprints; Environmental Impact Analysis, Environmental Impact Assessment in India: procedure & practices. Green Tax Incentives and Rebates (to Green Recommended Projects: Students may be encouraged to attempt the following for enhanced learning and Companies). Green Reporting. National Green Tribunal: Structure, composition and functions. Environmental Accounting: Concept, Significance, and Types. Environmental Economics, KYOTO Protocol: Aim, Vision, and Functioning; Carbon Trading DEVI IN

Unit 3: Sustainable Development Goals (SDGs)

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(14 Hours)

Sustainable Development Goals (SDGs): Meaning, Background, Transition from Millennium Development Goals (MDGs) to SDGs. Role of UNDP; SDG Integration. SDGs (1-6): No Poverty, Zero Hunger, Good Health and Well-Being, Quality Education, Gender Equality, Clean Water and Sanitation. SDGs (1-6) in India: Key indicators of performance. SDGs (7-17): Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Climate Action, Life below Water, Life on Land. Peace, Justice and Strong Institutions, Partnerships for the Goals. SDGs (7-17) in India: Key indicators of performance.

# Unit 4: Responsible Production and Mindful Consumption

(14 Hours)

Responsible Production and mindful consumption: concept, rationale, implications, challenges and opportunities. Global initiatives on Sustainable Development by Industry: World Business Council for Business Development. Socially Responsible Investment: Green Bonds, Carbon Credits. Socially Responsible Mutual Funds. Global Reporting Initiatives.

# Suggested Readings:

1. Erach Bharucha, Environmental Studies for UGC

- 2. Basu, M., & Xavier, S. (2016). Fundamentals of Environmental Studies. Cambridge: Cambridge University Press.
- 3. Enger. E., & Smith, B. (2013). Environmental Science: A Study of Interrelationships, Publisher: McGraw Hill Higher Education.
- 4. Kumar, S., & Kumar, B. S. (2016). Green Business Management. Hyderabad: Thakur Publishing Pvt. Ltd. Mitra,
- 5. A. K., & Chakraborty, R. (2016). Introduction to Environmental Studies. Kolkata: Book Syndicate Pvt. Ltd.
- 6. Stokke, O. (2018). Sustainable Development, Abingdon: Routledge.

### Note: Latest editions of the books must be used

Recommended Projects: Students may be encouraged to attempt the following for enhanced learning:

- · Establish a sustainability initiative in the form of Environment friendly Eco-Club and organize awareness activities to foster protection of environment, ecology and improve sustainability;
- Organize an excursion to a biodiversity park of ecological reserve and write a report highlighting the importance of the area with methods to enrich the diversity and ecological balance within the area.
- Prepare a report of the benchmarking exercise with suggestions/recommendations for taking the organisation to the next level of sustainable development.
- · Analyze the Smart Cities Mission of Government of India highlighting the strategy, key features of Smart Cities, achievements, and challenges.
- Identify an organisation which is integrating practices (green mitiative, dry waste management, recycling, etc.) related to SDGs of responsible Production & Consumption. Prepare and present the report of its strategies highlighting the cumulative impact of its outcome.

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# GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY, NEW DELHI BACHELOR OF BUSINESS ADMINISTRATION (BBA)

# BBA 101: Management Process and Organizational Behaviour

L-4, T-0

Credits-4

Objective: The course aims at providing fundamental knowledge and exposure to the concepts, theories and practices in the field of management.

#### Course Contents

Unit I

Introduction

Management: Concept and Need, Managerial Functions – An overview; Evolution of Management Thought, Classical Approach – Taylor, Fayol, Neo-Classical and Human Relations Approaches. Behavioural Approach, Systems Approach, Contingency Approach, MBO, Business Process Re-engineering. (14 Hours)

#### Unit II

Planning and Organizing

Types of Plans: Strategic planning: Environmental Analysis and diagnosis (Internal and external environment) Decision-making: Process and Techniques; Perfect rationality and bounded rationality. Concept and process of organizing – An overview, Span of management, Different types of authority (line, staff and functional), Decentralization, Delegation of authority; Formal and Informal Structure; Principles of Organizing; Types of Organization Structures, Emerging Organization Structures. (14 Hours)

#### Unit III

Introduction to Organizational Behavior

Personality- Type A and B, Factors influencing personality. Learning- Concept, Learning theories. Perception- Concept. Perceptual process, Importance, Factors influencing perception, Values and Attitudes- Concept and types of values: Components of attitude, job related attitudes. (14Hours)

#### Unit IV

Motivation and Leadership: Motivation & Leadership: Concept, Importance, extrinsic and intrinsic motivation; Leadership: Concept and Importance.

Conflict and Culture: Power and conflict. Power tactics, Organizational Culture and climate-Concept and determinants of organizational culture. (14 Hours)

# Suggested Readings: (All latest editions)

- Robbins. Fundamentals of Management: Essentials Concepts and Applications, Pearson Education.
- 2. Robbins, S.P. and Sanghi, S, Organizational Behaviour; Pearson Education.
- 3. Koontz, H. Essentials of Management, McGraw Hill Education.
- 4. Ghillyer, A. W., Management- A Real World Approach, McGraw Hill Education.
- 5. Stoner, Freeman and Gilbert Jr. Management, Pearson Education.
- 6. Luthans, Fred, Organizational Behavior, McGraw Hill Education.

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# GURU GOBIND SINGII INDRAPRASTIIA UNIVERSITY, DELHI BACHELOR OF BUSINESS ADMINISTRATION (BBA)

BBA 206: Corporate Governance, Ethics & Social Responsibility of Business

L-4, T-0

Credits: 04

Objective: The course aims to develop an understanding of corporate governance, human values and ethics in business and to apply them in business.

#### Course Outcomes:

CO1: Exhibit the relevance of Corporate Governance in present times.

CO2: Examine the concept of Human values and their relevance in Business.

CO3: Explain the linkage between Corporate Governance. Human Values and Ethics in Business.

CO4: Discuss the issues related to whistle blowing and moral issues in business.

#### Course Contents

#### Unit 1

Corporate Governance - Meaning, significance and principles, Management and corporate governance; Theories and Models of corporate governance; Whistle blowing, Class Action; Role of Institutional investors. Codes and Standards on Corporate Governance. Corporate Social Responsibility (CSR): Concept of CSR. Corporate Philanthropy, Strategic Planning and Corporate Social Responsibility; Relationship of CSR with Corporate Sustainability, Consumer Protection Act, Investor Protection Act.

(14 Hours)

#### Unit II

Iluman Values: Meaning of Human Values; Formation of Values: Socialization; Types of Values: Social Values. Aesthetic Values, Organisational Values, Spiritual Values; Value Crisis; concept of knowledge and wisdom, wisdom-based management. Concept of Karma and its kinds: Karma Yoga, Nishkam Karma, and Sakam Karma.

(14 Hours)

#### Unit III

Business Ethics: Concept and significance of Business Ethics in Organizational contexts; Approaches and Practices governing Ethical Decision Making; Codes of Ethics; Normative and descriptive ethical theories. Ethos of Vedanta in management, Role of various agencies in ensuring ethics in corporation: Setting standards of ethical behaviour; Assessing ethical performance. (14Hours)

#### Unit IV

Ethical and Moral Issues in Business: Implications of moral issues in different functional areas of business (finance, HR, and marketing). Whistle blowing; Marketing truth and advertising: Manipulation and coercion. Allocation of moral responsibility in advertising; Trade secrets, Corporate disclosure, Insider trading: Equal employment opportunity, Affirmative action, Preferential hiring; Consumerism; Environmental protection.

(14 Hours)

## Suggested Readings: (Latest Editions)

1. Fernando, A.C. Business Ethics, Pearson Education.

2. Balachandran V, Corporate Governance, Ethics and Social Responsibility, PHI.

3. Mandal, S.K., Ethics in Business and Corporate Governance, Mc Graw Hill Education Company.

4. Kumar, S., Corporate Governance, Oxford, England: Oxford University Press.

5. Sherlekar, S. A., Ethics in Management, Himalaya Publishing House.

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 Cullen, John G., Business, Ethics and Society: Key Concepts, Current Debates and Contemporary Innovations, Sage Publications Ltd.

#### CO-PO MAPPING

BBA 206: Corporate Governance, Ethics & Social Responsibility of Business

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CO3	3	3	3	3	3	3	3	3
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# GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY, DELHI BACHELOR OF BUSINESS ADMINISTRATION (BBA)

BBA 205: Business Ethics and Corporate Social Responsibility

L-4, T/P-0,

Credits: 04

External Marks: 75

Objective: The basic objective of this paper is to make the students realize the importance of values and ethics in business. This course endeavors to provide a background to ethics as a prelude to learn the skills of ethical decision-making and, then, to apply those skills to the real and current challenges of the information professions.

#### Course Contents

Unit I (14 Hours)

Introduction: Concept of Values, Types and Formation of Values, Values and Behaviour, Values of Indian Managers, Ethical Decision Making.

Ethics: Management Process and Ethics, Ethical Decision Making, Ethical Issues, Ethos of Vadanta in Management, Relevance of Ethics and Values in Business

Unit II (14 Hours)

Knowledge and Wisdom: Meaning of Knowledge and Wisdom, Difference between Knowledge and Wisdom, Knowledge Worker versus Wisdom Worker, Concept of Knowledge Management and Wisdom management.

Stress Management: Meaning, Sources and Consequences of Stress, Stress Management and Detached Involvement.

Concept of Dharma & Karma Yoga: Concept of Karama and Kinds of Karam Yoga, Nishkam Karma, and Sakam Karma; Total Quality Management, Quality of life and Quality of Work Life.

Unit III (14 Hours)

Understanding Progress, and Success - Results & Managing Transformation: Progress and Results Definition, Functions of Progress, Transformation, Need for Transformation, Process & Challenges of Transformation.

Understanding Success: Definitions of Success, Principles for Competitive Success, Prerequisites to Create Blue Print for Success. Successful Stories of Business Gurus.

Unit IV (14 Hours)

Corporate Social Responsibility & Corporate Governance: Corporate Responsibility of Business: Employees, Consumers and Community, Corporate Governance, Code of Corporate Governance, Consumer Protection Act, Unethical issues in Business

# Suggested Readings:

- 1. Fernando, A.C., (2<sup>nd</sup> Ed.,2013), Business Ethics, Pearson education.
- 2 Mandal S.K. (2<sup>nd</sup> Ed. 2012), Ethics in Business and Corporate Governance, McGraw Hill Education.
- 3. Govindarajan.M, Natarajan.S, Senthilkumar, V.S., (1st Ed., 2013) Professional Ethics and Human Values, PHI
- 4. Rao, A.B., (1st Ed., 2012), Business Ethics and Professional Values, Excel Book.
- 5. Manuel G. Velasquez, (7th Ed., 2012), Business Ethics Concepts, Printice Hall of India.
- 6. Sison, Alejo G. Corporate Governance and Ethics, (1st Ed. 2010) Edward Elgar Publishing Ltd.

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#### FIRST SEMESTER

# HUMAN VALUES AND ETHICS

COURSE CODE: BA (JMC) 113	Paper Title: Human Values and Ethics	L/2	P/0	CREDITS: 2
External Evaluation: 75 Marks	Internal Evaluation: 25 Marks	ternal Evaluation: 25 Marks Total Ma		Iarks: 100

#### Marking Scheme:

- 1. Teachers Continuous Evaluation: 25 marks Term end Theory Examinations: 75 marks
- This is an NUES paper; the examinations are to be conducted by the concerned teacher.

#### Instruction for paper setter:

- 1. There should be 9 questions in the term end examinations question paper.
- 2. The first (1st) question should be compulsory and cover the entire syllabus. This question should be objective, single line answers or short answer type question of total 15 marks.
- 3. Apart from question 1 which is compulsory, rest of the paper shall consist of 4 units as per the syllabus. Every unit shall have two questions covering the corresponding unit of the syllabus. However, the student shall be asked to attempt only one of the two questions in the unit. Individual questions may contain upto 5 sub-parts / sub-questions. Each Unit shall have a marks weightage of 15.
- The questions are to be framed keeping in view the learning outcomes of the course / paper.

# Course Objectives:

- To help students regulate their behaviour in a professional environment as employees
- 2. To make students aware of the impact of taking non-ethical engineering decisions.
- 3. To understand that mind and desire control is needed for being ethical.
- 4. To understand organisational culture and to adapt to varying cultures without compromising ethical values.

## Course Outcomes (CO):

CO 1:	Realize the importance of human values.
CO 2:	Understand That excessive desires of the mind make a person unethical and restless, while fewer desires lead to peace and professional progress
CO 3:	Assess different types of risks involved in unethical practices. Know various means of protesting against unethical practices.
CO 4:	Assess the benefits of restraining from unethical practices like bribery, extortion, nepotism, nexus between politicians and industrialists.

### Course Outcome (CO to Programme Outcomes (PO) Mapping (Scale 1: Low, 2: Medium, 3: High)

CO / PO	P O O 1	PO O2	PO O3	PO O4	PO O5	POO 6	<b>POO</b> 7	POO 8	POO 9	POO 10	POO 11	POO12
CO 1	-	-	-	-	-	3	-	3	1	1	-	1
CO 2		-		-	-	3	-	3	1	1	-	1
CO 3	-	-	-	-	-	3	•	3	1	1		1
CO 4	-	-	-	) <b>=</b> :	5-1	3	-	3	1	1	-	1

#### Unit I: Human Values

Human Values: Morals, Values, Ethics, Work ethics, Service learning, Virtues, Respect for others, Living peacefully, Idea of brotherhood, Caring, Sharing, Honesty, Courage, Valuing time, Empathy, Self-confidence, Self-control, Self-interest, Challenges in the work place, Spirituality.

#### Unit II: Professional Ethics

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Define ethics & morality, Variety of moral issues, Moral dilemma, Moral autonomy, Moral development (theories), Building consensus, Modals of professional roles, Duties & Responsibility, Code of conduct, Theories about right action (Ethical theories).

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## Unit III: Professional Integrity

L: 6

Cooperation & Understanding, Collective action, Confidentiality, Conflict of interest, whistle blowing, Leadership: traits, role, styles and theories, Team building, Media literacy- fake news, Paid news, misinformation, disinformation, Ethical concerns arising from technology.

# Unit IV: Universal Peace and Harmony (Vasudhaiva Kutumbakam)

L: 6

Peace and happiness, Self-exploration, Natural acceptance and experiential validation, Happiness and prosperity, Understanding and respecting relationship, Co-existence and interdependence of self, family, society, nation, global and nature, Human Rights.

#### Textbooks:

1. A textbook on professional Ethics and Human Values, by R.S. Naagarazan, New Age Publishers, 2006.

#### Suggested Readings & E-resources:

- 1. Professional Ethics and Human Values by D.R. Kiran, McGraw-Hill, 2014.
- 2. Engineering Ethics, by Charles E Harris and Micheal J Rabins, Cengage Learning Pub., 2012.

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# SECOND SEMESTER

# MEDIA LAWS AND ETHICS

COURSE CODE: BA (JMC) 104	L: 4	T/P: 0	CREDITS: 4		
The control of the co	Internal Evaluation: 25 Marks		Total Marks: 100		
External Evaluation: 75 Marks	Internal Eval	uation. 25 Marks			

#### Objectives of the Course

On completion of this course, the student should be able to:

- define Freedom of Press as per Article 19(1) (a) of the Indian Constitution
- explain reasonable restrictions in freedom of press
- describe the need & importance of the Press Council of India
- utilize knowledge gained in coverage of judicial proceedings, Parliament and State Legislature

# Unit I: [Freedom of Press & Indian Constitution]

L: 12

- 1. Legal Terminology: Bills and Acts, Ordinance, Regulations, Statute, Code, Norms, Conventions, Affidavit, Accused, Acquittal, Bail, Conviction, Defendant, Evidence, Plaintiff, Prosecution, Prima Facie, Sub-Judice
- 2. Press Laws Before and After Independence
- 3. Bill to Act: Case Study of Lokpal
- 4. Freedom of the Press and the Indian Constitution, Freedom of Speech and Expression: Article 19(1) (a) and Reasonable Restrictions Article 19 (2)

## Unit II: [Press Commissions and Committees]

L: 12

- 1. Press Commissions and Press Council of India
- 2. Committees: Chanda Committee, P.C. Joshi Committee, Sengupta Committee and Verghese Committee
- 3. The State: Sedition-incitement to violence (section 124A IPC) Legislature: Parliamentary Privileges - Article 361A, Article 105 (Parliament), Article 194 (State Legislation), Judiciary: Contempt of Court 1971

#### Unit III: [Media Acts and Laws]

L: 12

- 1. Press & Registration of Books Act 1867 and 1955, Copyright Act 1957
- 2. Working Journalists Act 1955 & 1958, Young Persons Harmful Publications Act 1956
- 3. PrasarBharati Act 1990 and Cinematograph Act 1952
- 4. Official Secrets Act 1923 and Right to Information Act 2005 (Case studies)
- 5. Defamation, Libel & Slander(Case studies)

## Unit IV: [Regulatory Bodies]

L: 12

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- 1. Defining Media Ethics: Social Responsibility of Press
- 2. Legal Rights and Responsibilities of Journalists
- 3. Code of Ethics: Editors' Guild, Press Council of India, AIR &Doordarshan Code
- 4. Regulatory Framework: TRAI, BCCC, News Broadcasters Association (NBA) and their functioning

### Suggested Readings:

- 1. Aggarwal, S. K. (1989). Media Credibility. New Delhi, India: Mittal Publications.
- 2. Basu, D. D. Introduction to the Constitution of India. Prentice Hall.
- 3. Ghosh, K. (1973). Freedom or Fraud of the Press. Calcutta: Rupa& Co.
- 4. Mankekar, D. R. (1973). The Press under Pressure. New Delhi: Indian Book.
- 5. Mass Media Laws and Regulations in India. (2000). Singapore: Asian Media Information and Comm. Centre.
- 6. Rayudu, C. S., & B., N. R. (1995). Mass Media Laws and Regulations. Bombay: Himalaya Publication House.
- 7. Shrivastava, K. M. (2005). Media Ethics: Veda to Gandhi & beyond. New Delhi: Publications Division, Ministry of Information and Broadcasting, Government of India.
- 8. Thakurta, P. G. (2011). Media Ethics: Truth, Fairness, and Objectivity. New Delhi: Oxford University Press.
- DIRECTOR DIRECTOR LINGAYA'S LALITA DEVI INSTITUTE 9. Venkateswaran, K. S. (1993). Mass Media Laws and Regulations in India. Singapore: Asian Mass Communication Research and Information Centre. OF MANAGEMENT & SCIENCES

# SIXTH SEMESTER

# **ENVIRONMENTAL STUDIES**

COURSE CODE: BA (JMC) 306	L: 4	T/P: 0	CREDITS: 4  Total Marks: 100	
External Evaluation: 75 Marks	Internal Eval	uation: 25 Marks		

#### Course Objectives:

CO1	The course is designed to impart basic knowledge on environment and ecosystems
CO2	The course AIMS at creating awareness about various natural resources and biodiversity, and the current environmental issues
CO3	To understand and learn about environment pollution, related case studies and measures taken for control to pollution.
CO4	To understand and explore different approaches of conserving and protecting environment for the benefit of society

# Unit I: [Environment and Media]

L: 12

- 1. Environment: Definition, Scope and Importance
- 2. Environment Communication: Definition, Concept and Need for Public Awareness
- 3. Natural Resources: Associated Problems and Law (Forest, Water, Mineral, Food, Energy and Land Resources)
- 4. Role of Individual and Media in Conservation of Natural Resources

# Unit II: [Ecosystem and Media]

L: 12

- 1. Ecosystem: Concept, Structure and Functions
- 2. Ecological Succession: Types and Stages
- 3. Biodiversity: Definition and Concept
  - Threats to Biodiversity (Global, National & Local): Habitat Loss, Poaching of Wildlife, Man-wildlife conflicts
  - Endangered and Endemic Species of India
- 4. Role of Multi- Media in Sensitising Masses towards Ecosystem

# Unit III: [Environmental Disaster and Media]

L: 12

- Environmental pollution: Definition, Causes, Effects and Control Measures of Air, Water, Soil, Marine, Noise, Thermal Pollution and Nuclear hazards
- 2. Role of Govt. (NEMA, National Green Tribunal) and NGOs in Protecting Environment
- 3. Disaster Management: Concept, Need and Importance; Role of NDMA
- 4. Media Intervention in Disaster Management

#### Unit IV: [Environment and Human Welfare]

L: 12

- 1. Industrialisation, Consumerism and Development
- 2. Global Warming and Climate Change: Shift to Alternate Sources of Energy
- 3. Environment and Social Movements: Chipko Movement, Narmada Bachao Andolan
- 4. Media, Environment and Human Welfare

#### Suggested Readings:

- 1. Joshi, P. C., Joshi, P. C., & Joshi, N. (2009). A Text Book of Environmental Science. New Delhi: APH Pub.
- 2. Kaushik, A., & Kaushik, C. P. (2008). Perspectives in Environmental Studies. New Delhi: New Age International (P).
- 3. Parker, L. J. (2005). Environment Communication: Message, Media &Methods: A handbook for Advocates and Organizations. Dubuque, IA: Kendall/Hunt Publication.
- 4. Rajagopalan, R. (2011). Environmental Studies: from Crisis to Cure. Oxford: Oxford University Press.

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