



New CBCS Scheme of Instruction & Syllabi of B.Sc.B.Ed.

(Zoology, Botany & Chemistry)
(Effective from the academic session 2020- 2021)

Invertis Institute of Education



INVERTIS UNIVERSITY

Invertis Village, Bareilly-Lucknow NH-24,
Bareilly (U. P.) - 243123
India

The Process for Establishing the PEO's

The PEOs are established through the following process steps:

STEP 1: Vision and Mission of the Education Department are taken into consideration to interact with various stake holders, and establish the PEO's

STEP 2: The Head of the Department and other Senior Faculty prepares the draft version of PEOs and POs.

STEP 3: The draft version is discussed with stakeholders and their views are collected by the head of the department.

STEP 4: Head of the department reviews and analyzes the PEOs and POS and submits them to departmental committee.

STEP 5: The Departmental committee deliberates on the recommendations and freezes the PEOs and POs and submits them to the BOS for final approval.

The Program curriculum is designed by incorporating inputs from members of Board of Studies and Academic council and industry.

- ❖ Inputs are also obtained from alumni and other stakeholders.
- ❖ Therefore, PEOs are established, checked for consistency with the mission statement of the department.

PROGRAM OUTCOMES (POs): B.SC.B.Ed.

Program Outcomes (POs)		
PO1	Educational knowledge	Develop a conceptual understanding of the fundamental physical principles described above.
PO2	Problem analysis	Identify the relationship between the conceptual description of nature and its mathematical expression.
PO3	Interpersonal Skills	Examine the mathematical description of these principles that can be used to develop devices, structures, and technologies that are useful for mankind.
PO4	Critical thinking Skills	Use the mathematical description of these principles to develop problem solving skills that will benefit your future career.
PO5	Conduct investigations of problems	Students should be able to design, conduct, record, analyze, and explain the results of chemical experiments.
PO6	Use of Modern tools	Students should be able to use and/or identify methods by which to solve chemical problems.
PO7	Ethics	Develop understanding about teaching, pedagogy, school management and community involvement.
PO8	Individual and teamwork	Exhibit the leadership capacity and teamwork skills for decision making.
PO9	Communication skill	An ability to Demonstrate effective communication.
PO10	Subject specification	Make use of subject specific pedagogical knowledge and skills.
PO11	Holistic Development	Practice skills and approaches for enhancing understanding of subject matter knowledge to be taught in secondary schools.
PO12	Life-long learning	Build skills and abilities of communication, reflection, art, aesthetics, theatre, self expression and ICT.

CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point

Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Structure of B.Sc.B.Ed. (ZBC) CBCS

YEAR	SEMESTER	CORE COURSE	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)	SKILL ENHANCEMENT COURSE (SEC)	DISCIPLINE SPECIFIC ELECTIVES (DSE)	GENERIC ELECTIVE (GE)
1	I	DSC 1A		SEC 1 (BED151)	DSE-1 EDUCATIONAL TECHNOLOGY	
		DSC 2A	AECC-1			
		DSC 3A				
		DSC 1A (P)				
		DSC 2A (P)				
		DSCE-1				
	II	DSC 1B	AECC-2 EPC-I		DSE-2 ICT-I	GE-1 (SG/NSS/NCC)
		DSC 2B				
		DSC 3B				
		DSC 1B (P)				
		DSC 2B (P)				
		DSCE-2				
2	III	DSC-1C		SEC-2 (BED351)	DSE-3 SOCIOLOGICAL ASPECT	
		DSC-2C				
		DSC-3C				
		DSC-1C(P)				
		DSC-2C(P)				
		DSCE-3				
	IV	DSC-1D	AECC-3 EPC-II	SEC-3 (BED461)	DSE-4 CLASSROOM MANAGEMENT	
		DSC-2D				
		DSC-3D				
		DSC-1D(P)				
		DSC-2D(P)				
		DSCE-4				
3	V	DSC-1E	AECC-4	SEC-4 (BED551)	DSE-5 ICT-II	GE-2 GEN. HINDI
		DSC-2E				
		DSC-3E				
		DSC-1E(P)				
		DSC-2E(P)				
		DSCE-5				
		DSCE-6				
	VI	DSC-1F	AECC-5	SEC-5 (BED651)		GE-3 OPEN EDUCATIONAL RESOURCES
		DSC-2F				
		DSC-3F				
		DSC-1F(P)				
		DSC-2F(P)				
		DSCE-7				
		DSCE-8				
	VII			SEC-6 (BED771)		

4	VIII	DSCE-9	AECC-6 (ENVIRONMENTAL.)	SEC-7 BED861	DSE-6 BOD081/BOD082/BOD083	GE-4 EDUCATIONAL ENTREPRENEURS HIP
		DSCE-10				
		DSCE-11				
		DSCE-12				

Details of Course under B.Sc.B.Ed (ZBC)

Course	*Credits	
	Theory+Practical	Theory+Tutorial
=====		
Core Course (28 Papers)	2X6=12	4x24=96
Core Course Practical / Tutorial* (12 Papers)		1X12=12
Discipline Specific Elective (06 Papers)		2X3=6 3X1=3 4X2=8
Generic Elective/Interdisciplinary (03 papers)		1X1=1 2X3=6
SKILL ENHANCEMENT COURSE (SEC) (06 papers)		1X2=2 2X4=8 12X1=12
Ability Enhancement Courses Ability Enhancement Compulsory Courses (4 Papers of 2 credit each) (2 Papers of 1 credit each) 1X2=2		2X4=8

TOTAL	176
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(Effective from the academic session 2020-2021)

I-SEMESTER										
S.N o.	Course code	Course Title	Category	L	T	P	CA	EE	TOTAL	CREDIT
1	BEB109	Zoology I	DSC-1A	3	1	0	30	70	100	4
2	BEB110	Botany I	DSC-2A	3	1	0	30	70	100	4
3	BEB106	Chemistry I	DSC-3A	3	1	0	30	70	100	4
4	BEB153	Life Science Lab – I	DSC-1A(P)	0	0	2	10	15	25	1
5	BEB151	Chemistry Lab – I	DSC 3A(P)	0	0	2	10	15	25	1
6	BED101	Childhood and Growing Up	DSCE-1	3	1	0	30	70	100	4
7	BED102	English language and communication	AECC-1	2	0	0	15	35	50	2
8	BED103	Educational Technology	DSE-1	2	1	0	15	35	50	2
9	BED151	Practicum I: Psychology practical	SEC-1	0	0	2	10	15	25	1
		Total		16	5	6	180	395	575	23
II-SEMESTER										
S.N O.	Course code	Course Title	Category	L	T	P	CA	EE	TOTAL	CREDIT
1	BEB209	Zoology II	DSC-1B	3	1	0	30	70	100	4
2	BEB210	Botany II	DSC-2B	3	1	0	30	70	100	4
3	BEB206	Chemistry II	DSC-3B	3	1	0	30	70	100	4
4	BEB253	Life Science Lab – II	DSC-1B(P)	0	0	2	10	15	25	1
5	BEB251	Chemistry Lab – II	DSC-3B(P)	0	0	2	10	15	25	1
6	BED201	Contemporary India And Education	DSCE-2	3	1	0	30	70	100	4
7	BED203	ICT in Education-I	DSE-2	2	1	0	15	35	50	2
8	BED261	EPC – I: Reading and Reflecting on Texts	AECC-2	2	1	0	15	35	50	2
9	BED251	SCOUT AND GUIDE CAMP/ NSS/NCC	GE-1	0	0	2	10	15	25	1
		Total		16	6	6	180	395	575	23

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IV-SEMESTER										
S.NO.	Course code	Course Title	Category	L	T	P	CA	EE	TOTAL	CREDIT
1	BEB409	Zoology IV	DSC-1D	3	1	0	30	70	100	4
2	BEB410	Botany IV	DSC-2D	3	1	0	30	70	100	4
3	BEB406	Chemistry IV	DSC-3D	3	1	0	30	70	100	4
4	BEB453	Life Science Lab – IV	DSC-1D(P)	0	0	2	10	15	25	1
5	BEB451	Chemistry Lab-IV	DSC-3D(P)	0	0	2	10	15	25	1
6	BED401	Teaching, Learning and Assessment	DSCE-4	3	1	0	30	70	100	4
7	BED402	Classroom Management	DSE-4	3	1	0	30	70	100	4
8	BED461	EPC – II: Educational Excursion / Art andCraft Workshop	AECC-3	0	0	2	10	15	25	1
9	BED471	School Internship – I for School Observation (Two Week)	SEC-3	0	0	0	0	50	50	2

			Total	15	5	6	180	445	625	25
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(Effective from the academic session 2020-2021)

V-SEMESTER										
S.N O.	Course code	Course Title	Category	L	T	P	CA	EE	TOTAL	CREDIT
1	BEB509	Zoology –V	DSC-1E	3	1	0	30	70	100	4
2	BEB510	Botany -V	DSC-1E	3	1	0	30	70	100	4
3	BEB506	Chemistry-V	DSC-2E	3	1	0	30	70	100	4
4	BEB553	Life science Lab V	DSC-1E(P)	0	0	2	10	15	25	1
5	BEB551	Chemistry Lab-V	DSC-2E(P)	0	0	2	10	15	25	1
6	BED503	Pedagogy of Physical Science	DSCE-5	2	0	0	15	35	50	2
7	BED505	Pedagogy of Biological Science	DSCE-6	2	0	0	15	35	50	2
8	BED506	ICT in Education-II	DSE-5	2	1	0	15	35	50	2
9	BED504	GENERAL HINDI	GE-2	2	0	0	15	35	50	2
10	BED551	Practicum IV : Micro Teaching, Preparation of Teaching Aid & Construction of Achievement/ Diagnostic Test	SEC-4	0	0	4	15	35	50	2
11	BED561	EPC-III Drama and Art in Education	AECC-4	0	0	2	10	15	25	1
			TOTAL	17	4	10	195	430	625	25
VI-SEMESTER										
S.N O.	Course code	Course Title	Category	L	T	P	CA	EE	TOTAL	CREDIT
1	BEB609	Zoology VI	DSC-1F	3	1	0	30	70	100	4
2	BEB610	Botany VI	DSC-1F	3	1	0	30	70	100	4
3	BEB606	Chemistry VI	DSC-2F	3	1	0	30	70	100	4
4	BEB653	Life Science Lab VI	DSC-1F(P)	0	0	2	10	15	25	1
5	BEB651	Chemistry lab VI	DSC-2F(P)	0	0	2	10	15	25	1
6	BED603	Pedagogy of Physical Science –II	DSCE-7	2	0	0	15	35	50	2
7	BED605	Pedagogy of biological Science-II	DSCE-8	2	0	0	15	35	50	2
8	BED606	Open Educational Resources	GE-3	2	0	0	15	35	50	2
9	BED671	School Internship – II for Practice Teaching (Two Week)	AECC-5	0	0	0	0	50	50	2

10	BED651	Practicum V : Workshop on Preparation for Teaching & Simulation Teaching	SEC-5	0	0	2	50	0	50	2
			TOTAL	17	3	4	205	395	600	24

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Semester VII

Sr. No.	CODE	Course Title	CATEGORY	L	T	P	CA	EE	TOTAL	CREDIT
1	BED771	SEC	SEC-6	0	0	0	50	250	300	12
TOTAL				0	0	0	50	250	300	12

Semester VIII

Sr. No.	CODE	Course Title	CATEGORY	L	T	P	CA	EE	TOTAL	CREDIT
1	BED801	Inclusive Education	DSCE-9	3	1	0	30	70	100	4
2	BEB803	Gender, School & Society	DSCE-10	2	0	0	15	35	50	2
3	BEB804	Educational Measurement & Evaluation	DSCE-11	3	1	0	30	70	100	4
4	BED805	Curriculum Development	DSCE-12	2	0	0	15	35	50	2
5	BOD081/BOD082 /BOD083	DSE-6	DSE-6	3	1	0	30	70	100	4
6	BED802	Environment Education	AECC-6	2	0	0	15	35	50	2
7	BED861	SEC-7	SEC-7	0	0	2	0	0	50	2
8	BED806	EDUCATIONAL ENTERPRENUERSHIP	GE-4	2	0	0	15	35	50	2
TOTAL				17	3	2	150	350	550	22

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Core Courses-1

S.NO.	SUBJECT	
	THEORY	PRACTICAL
1	Basics of inorganic Chemistry I	Life Science Lab – I
2	Non-Chordate and Cell Biology	Chemistry Lab- I
3	Diversity of Viruses, Bacteria, Algae, Lichens, & Fungi	Life Science Lab – II
4	Basics of Organic Chemistry II	Chemistry Lab – II
5	Evolution, Developmental Biology and Environmental II	Life Science Lab – III
6	Diversity of Bryophytes, Pteridophytes. Gymnosperms & Angiosperms	Chemistry Lab – III
7	Basics of Inorganic Chemistry III	Life Science Lab – IV
8	Chordate and Comparative Anatomy & Histology	Inorganic Chemistry Lab – IV
9	Physiology, Molecular Biology, Plant Biotechnology of Plants	Life Science Lab – V
10	Basics of Organic Chemistry IV	Organic Chemistry Lab – V
11	Biochemistry, Endocrinology and Animal Behaviour	Life Science Lab – VI
12	Economic Botany and Plant Anatomy	Chemistry Lab – VI
13	Basics of Physical Chemistry	
14	Economic Zoology, Microbiology and Immunology	
15	Cytogenetic, Plant Pathology	
16	Basics of Physical Chemistry I. 1	
17	Physiology & Toxicology, Genetics and Biotechnology	
18	Plant Resource Utilization, Palynology and Biostatistics	

Core Courses-2

S.NO.	SUBJECT
1	Childhood and Development
2	Contemporary India And Education
3	Development of Education System in India
4	Teaching, Learning and Assessment
5	Pedagogy of Physical Science-I
6	Pedagogy of mathematical Science-I
7	Pedagogy of Physical Science-II
8	Pedagogy of mathematical Science-II
9	Inclusive Education
10	Educational measurement & Evaluation
11	Curriculum Development
12	Gender, School & Society

DISCIPLINE SPECIFIC ELECTIVES

S.NO.	SUBJECT
1	Educational Technology
	ICT in Education-I
2	Sociological aspects of Education
	Classroom Management
3	Special Education
	Guidance & Counselling
4	Value Education
	ICT in Education-II
	Assessment for Learning
5	Basic knowledge of computer : System & Generations
	Programmed Instruction
6	Language and communication
	Organizational Administration
7	Action research
	Gender School and society
8	Life skill education
	Childhood and growing up
	Early Childhood and education

Generic Electives (Any four)

S.NO.	SUBJECTS
1	SCOUT AND GUIDE/NSS/NCC
	GENERAL STUDIES
	OPEN EDUCATIONAL RESOURCES
	NATIONAL CONCERN AND EDUCATION
2	Educational entrepreneurship
	VOCATIONAL EDUCATION
	CONSTITUTION OF WORLD
	GEOGRAPHY OF WORLD
	LANGUAGE AND LINGUISTIC
	GENERAL HINDI
3	TEXT AND PERFORMANCE
	GENDER AND HUMAN RIGHTS
	CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT
	ACADEMIC WRITING AND COMPOSITION
	COMPUTER LANGUAGE

ABILITY ENHANCEMENT COMPULSORY COURSE

S.NO.	SUBJECTS
1	English language and communication
	EPC – I : Reading & Reflecting on Texts
2	ENVIRONMENT
	EPC – II : Educational Excursion / Art & Craft workshop
3	School Internship (2 Week)
	EPC – III : Drama & Art in Education
4	English Language & Communication
	EPC - VI : Understanding The Self including Workshop on Self Development
5	Logical Reasoning
	EPC - V : Preparation & Presentation through ICT

SKILL ENHANCEMENT COURSE

S.NO.	SUBJECTS
1	Practicum I : Psychology Practical
3	Practicum III : Cultural Activities, Sports & Yoga
4	School Internship - I for School Observation (2 Week)
5	Practicum IV : Micro Teaching, Preparation of Teaching Aid & Construction of Achievement/ Diagnostic Test
6	Practicum V : Workshop on Preparation for Teaching & Simulation Teaching
7	School Internship (16 weeks including 2 week School and Community Awareness Program)

Ability Enhancement Elective Course (Any two)

S.NO.	SUBJECTS
1	English Language Teaching
2	Soft Skills
3	Translation Studies
4	Creative Writing
5	Technical Writing
6	Film Studies
7	Business Communication

Semester: VII



EPC – III: Preparations and Presentation Through ICT

Course Code: BED761

Credit: 1(L-0, T-0, P-2)

Contact Hours: 30

MM: 50

After going through the course the teacher trainee will be able:

- To understand the role of preparations and presentation through ICT.
- To explain the role preparations and presentation through ICT in teaching learning process
- To analyze the importance of various activities of preparations and presentation through ICT.
- To analyze the importance of preparations and presentation through ICT in school education.
- To develop skills needed for successful organization of preparations and presentation through ICT.
- To organize various activities related to preparations and presentation through ICT.

Course Outline:

It will have three components-

1. Preparation and presentation of 05 PPT for teaching lesson (Minimum 02 for each teaching subject).
2. Maintenance of Record.
3. Presentation of one PPT and Viva – voce. (Internal)

Note: For successful completion of the course participation in all activities of EPC is compulsory.



School Internship - III

(16 Weeks Including Two Week School and Community Awareness Programme)

Course Code: BED771

Credit: 0

Duration: 16 Week

MM: 250 Course

Outline:

1. Participation in Internship and School & Community Awareness Programme.
2. Report writing for School & Community Awareness Programme
3. Preparation and presentation of teaching lesson plans (for each teaching subject).
4. Maintenance of Record of school Internship with brief report about school.
5. Lesson plan presentation and Viva – voce. (External)

Note: For successful completion of the course, Participation in all activities of School Internship is compulsory.

Semester: VIII

Inclusive Education

Course Code: BEB801

Contact Hours: 60

Credit: 04 (L-3, T-1, P-0)

MM: 100

After going through the course the teacher trainee will be able:

- Explain the philosophical, sociological and rights perspective of inclusive education.
- Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
- Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- Explicate the national & key international policies & frameworks facilitating inclusive education.
- Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

Course Outline:

Unit I: Introduction to Inclusive Education

- Marginalization vs. Inclusion: Meaning & Definitions, Historical perspective of Inclusive education globally and in India
- Approaches to disability and service delivery models, Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion.
- concept and Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- Benefits of Inclusion, Need of Inclusive education. Theories of Inclusive Education.
- Barriers to Inclusive Education: Attitudinal, Physical & Instructional, Key debates in special and inclusive education.

Unit II: Policies & Frameworks Facilitating Inclusive Education

- International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) Incheon Strategy (2012)
- International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- National Commissions & Policies with reference to CWSN: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006), RPWD Act 2016
- National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006) and amendment 2012, RMSA (2009), IEDSS (2013), Government Schemes and Provisions.

Unit III: Adaptations Accommodations and Modifications

- Meaning, Difference, Need & Steps
- Specifics for Children with Sensory Disabilities, Neuro-Developmental Disabilities, Loco Motor &



Multiple Disabilities and Engaging Gifted Children

- Adaptations and accommodations for sensory impairments, children with multiple disabilities, neurodevelopmental disabilities, intellectual impairment and gifted children
- Building Inclusive Schools: Identifying barriers to Inclusion- Attitudinal, Systemic and Structural, Ensuring Physical, Academic and Social Access
- Leadership and Teachers as Change Agents, Assistive Technology, Whole School Development

Unit IV: Inclusive Learning Environments and Academic Instructions

- Building Inclusive Learning Environments: Classroom Management, Effective Communication, Promoting Positive Behaviour, Reflective Teaching, Peer mediated instruction: Peer tutoring (Class Wide Peer Tutoring, Peer Assisted Learning Strategies), Co-operative learning, Student assistance teams, Buddy system, Circles of Friends, Parent Involvement.
- Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
- Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
- Differentiated Instructions: Content, Process & Product
- ICT for Instructions

Unit V: Supports and Collaborations for Inclusive Education

- Stakeholders of Inclusive Education & Their Responsibilities
- Advocacy & Leadership for Inclusion in Education
- Family Support & Involvement for Inclusion, Community Involvement for Inclusion, Resource Mobilization for Inclusive Education
- Collaborations: Models of collaboration, working with Parents, Managing Conflict, Mentoring and Coaching
- Guidance and Counseling for Inclusive Teachers, Students and Principals. Training Programmes for Inclusive Teachers.

Assignment (any one)

1. Visit Special School & An Inclusive school and prepare observation report
2. Design a Poster on Inclusive Education

Suggested Reading:

- Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
- Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
- Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
- Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
- Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub.`17)
- Integrated and Inclusive Education, Premavathyand Mittal,
- Advani, Lal. and Chadha, Anupriya(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
- Sharma, KaushalandMahapatra (2007). Emerging Trends in Inclusive Education' Delhi, IVY Pub.
- Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher edu

ELECTIVE (ANY ONE OUT OF THREE)

- 1. BOD081 - Special Education**
- 2. BOD082 - Guidance and Counseling**
- 3. BOD083 - Human Values and Ethics**

Special Education

Course Code: BOD081

Contact Hours: 60

Credit: 04 (L-3, T-1, P-0)

MM: 100

After going through the course the teacher trainee will be able:

- Demonstrate knowledge of different perspectives in the area of education of children with disabilities
- Reformulate attitudes towards children with special needs
- Identify needs of children with diversities
- Plan need-based programmes for all children with varied abilities in the classroom
- Use specific strategies involving skills in teaching special needs children in Special and inclusive classrooms
- Modify appropriate learner-friendly evaluation procedures

Course Outline:

Unit I: Concept of Special Education

- Disability: Concept, Meaning & Perspectives,
- Gender and Disability
- Special Education & Inclusive Education: Concepts, meaning & Definitions,
- National & International Historical Progression

Unit II: Planning and Implementations in Special Education

- General Principles of Teaching Children with Special Needs
- Curricular Adaptation, policies and Planning,
- Preparing & Implementing IEPs & GTPs,
- Universal Design of Instruction
- National Institutes of Handicapped and the role of, Rehabilitation council of India.

Unit III: Teaching of Children with Special Needs

- Teaching Children with Sensory Disabilities (VI, HI, Deaf-Blind)
- Teaching Children with Neuro-Developmental Disabilities (LD, MR (ID), ASD)
- Teaching Children with Loco-motor & Multiple Disabilities (CP, MD)
- Applied Behavioural Analysis
- Community Based Rehabilitation

Unit IV: Assistive & Augmentative Communication (AAC)

- Definition and Concept of AAC
- Types – Aided & Unaided communication systems
- Alternative and Augmentative Communication (AAC) tools for those affected by
- conditions like spinal cord injury, ALS, autism, cerebral palsy and strokes



Suggested Reading:

- Alur, Mithu (2010). Journey for inclusive education in the Indian sub continent. Routledge

- Baker, E. T., Wang, M. C. & Walberg, H. J. (1998). 'The effect of inclusion on learning', in Nutbrown, C., & Clough, P. (2006). 'Inclusion in the Early Years', London, Sage Publication.
- Dash, Neena (2012). Inclusive education for children with special needs. Atlantic Pub.
- Gearheart, B. R; Weishahn, M. W; Gearheart C. J. (1992). The Exceptional Student in the Regular classroom (5th Ed.) Macmika Publishing company.
- Hegarty S and Alur M (2002) Education and Children with special needs – from Segregation to Inclusion (Ed) Sage Publication
- Internet Source, MHRD (2005b). 'Action Plan for Inclusive Education of Students and Youth with Disabilities'.
- Jangira, N. K. (2002). Special educational needs of students and young adults: an unfinished agenda, in: M. Alur & S. Hegarty (Eds) Education and students with special needs: from segregation to inclusion New Delhi, Sage.
- Jhulka, A. (2006) "Including students and youth with disabilities in education – a guide for practioners" NCERT, New Delhi
- Kauffman, J. M. & Hallahan, D. P. (Eds): (1982). 'Handbook of Special Education', New York: Prentice Hall Inc.
- Lerner J. W. (1985). Learning Disabilities. Boston: Houghton Mifflin
- Luftig, L. R. (1989). 'Assessment of Learner with special needs' Boston, Allyn & Bacon.
- Mani, M.N.G. (2000). Inclusive Education in Indian Context. International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission, Vivekananda University.
- Mangal, S.K. (2007). Educating Exceptional Students – An Introduction to Special Education. New Delhi: Prentice hall of India Pvt. Ltd.
- Ministry of Human Resource Development (2005). Action plan for inclusion in education of students and youth with disabilities (New Delhi, Government of India).
- Beukelman David & Mirenda Pat: Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs: Paul H Brooks Publishing

Guidance and Counseling

Course Code: BOD082

Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60

MM: 100

After going through the course the teacher trainee will be able:

- To understand the concept, need and meaning of guidance & counseling.
- To get acquainted with the principles, issues, problems and procedure of guidance & counseling.
- To develop understanding about the role of school in guidance.
- To understand the various areas, tools and techniques in guidance & counseling.
- To comprehend with qualities and role of a school counselor
- To get awareness of Career Information and Training **Course Outline:**

Unit I: Guidance & Counseling in School

- Meaning, concept, Need and Principles of Guidance, Procedure, Steps of Guidance;
- Areas of Guidance - Personal, Educational and vocational, Agencies of guidance – National, State level, Role of school in Guidance.
- Meaning, concept, Need, Principles of counseling, Counseling Process,
- Types of Counseling: Directive, Non –directive and Eclectic counseling, Characteristics of good counseling,
- Qualities and role of a school counselor, Techniques of Counseling: Lectures, Discussions & Dramatics

Unit II: Tools in Guidance and Counseling

- Blanks, Cumulative Record Cards, Rating scale, Questionnaires
- Psychological Tests: Intelligence, Aptitude, Attitude, Adjustment
- Inventories: Interest & Personality: Concept, Importance and limitations
- Problems and concerns
- Counseling for parents
- Importance of follow-up in counseling
- Observation, Interview and sociometry
- Lectures, Discussion and Dramatics as techniques of counseling.

Unit III: Issues and

Techniques in Guidance and Counseling

- Problems and concerns
- Counseling for parents
- Importance of follow-up in counseling
- Observation, Interview and sociometry
- Lectures, Discussion and Dramatics as techniques of counseling.

Unit IV: Career Information and Training

- Information about education and training opportunities of Primary, and Secondary levels of school.
- New trends in Guidance and counseling **Suggested Reading:**
- Agarwal JC (1991): Educational & Vocational Guidance & Counseling, 7th edition, Doaba House, N. Delhi.
- Bhatagar RP: Guidance & Counseling in Education
- Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance & Counseling, 6th edition, Prentice Hall of India, N. Delhi.
- Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, N. Delhi.
- Nanda SK, Chadha PC: Educational & Vocational Guidance
- Sharma RA: Fundamentals of Guidance & Counseling
- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House.



- Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.
- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

Value Education

Course Code: BOD083

Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60

MM: 100

After going through the course the teacher trainee will be able:

- To describe the concept of values and value system.
- To explain various intervention strategies for value inculcation in education.
- To use various tools of value inculcation. □To understand various basis of value education □To assess values of belongs to a person.
- To plan and use various intervention strategies for value inculcation.

Content Outline:

Unit I: Values: Introduction

- Concept, nature and Source,
- Classification, need and importance of value education,
- Determinants of values
- Tools of value inculcation

Unit II: Basis and Transformation of values

- Philosophical basis of values as viewed by various philosophies with special reference to Indian philosophy
- Sociological and psychological bases of value education, course curriculum and content analysis
- Values prevalent in contemporary society
- Transformation of values in society

Unit III: Formation and Assessment of Values.

- Value preferences: concepts and Factors affecting value preferences, culturally induced values, value systems and types
- Formation / creation of values, Education as a normative endeavour and its relation to value formation
□Assessment of Values: concepts and process

Unit IV: Intervention strategies for value inculcation.

- Rationale building model,
- Self-confrontation model,
- Value clarifying model,
- Role playing,
- Case method

Suggested Reading:

- Bhatti, S.R. (1986), Knowledge, Value & Education: An Axiomatic Analysis. Gian Publishers, New Delhi.
- Chand, J. (2007) Value Education, Anshah Publishing House, Delhi
- Gawande, E.N. (2002), Value Oriented Education (Vision for better living) sarup and sons, New Delhi.
- Goel, A. & Goel, S.L. (2005), Human Values and Education. Deep and Deep Publishing Pvt Ltd, New Delhi.
- Johan, G. (1996), Peace by peaceful means, Sage Publication, New Delhi □Kar, N.N. (1996), Value Education. Associate Publishers, Ambala Cantt.
- Pandey, V.C. (2005), Value Education and Education for Human Rights. Isha books, New Delhi.



- Rajput, J.S. (2003), Value Education in Indian schools: Experiences and Strategies of Implementation. Neelkamal publications, Hyderabad.
- Ruhela, S.P. (1990), Human Rights and Education. Sterling Publishers, New Delhi.
- Singh, Y.K. (2009) Value Education, A.P.H. Publishing Corporation, New Delhi.
- Venkatanh, N. & Sandhay, N. (2002), Research in Value Education. A.B.H Publishing Co-operation, New Delhi.

Environmental Education

Course Code: BED802

Credit: 02 (L-2, T-0, P-0)

Contact Hours: 30

MM: 50

After going through the course the teacher trainee will be able:

- To understand about the concept of environmental education and environmental conservation.
- To develop sense of awareness about the need of environmental conservation
- To build up a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
- To widen reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.
- To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

Course Outline:

Unit I: Nature of Environment and Environmental Conservation

- Meaning, scope and nature of environment. Natural and Man-made Environment., Structure and functions of different ecosystems.
- Importance need and scope of Environmental Conservation and Regeneration. India as a mega biodiversity nation.
- Role of individual in conservation of natural resources: water, energy and food. Role of individual in prevention of pollution: air and water.
- Equitable uses of resources for sustainable livelihoods. Environmental legislation: awareness and issues involved in enforcement.
- Role of information technology and media in environment and human health.

Unit II: Conservation of Environment and Sustainable Development

- Community participation in natural resource management- water, forests, mineral, food, energy etc. Environmental degradation and its impact on the health of people. Deforestation in the context of tribal life. Change in forest cover over time. Sustainable land use management
- Traditional knowledge and biodiversity conservation. Developmental projects including Government initiatives and their impact on biodiversity conservation. Ethno-botany and its role in the present day world.
- Economic growth and sustainable consumption. Consumerism and waste generation and its management. Biomedical waste management.
- Shifting cultivation and its impact on environment. Genetically Modified crops and food security. Agricultural waste: their impact and management. Water consumption pattern in rural and urban settlement. Rain water harvesting and water resource management.
- Changing patterns of energy and water consumption. Alternative sources of energy. Role of media and ecotourism in creating environmental awareness.

Unit III: Environmental Management

- Environmental conservation in the globalised world. Impact of natural disaster/man-made disaster on environment.
- Impact of industry/mining/transport on environment. Heat production and green house gas emission. Biological control for sustainable agriculture. Sustainable use of forest produces.



- Female foeticide/ infanticide and skewed sex ratio. HIV/AIDS, Malaria-status, measures undertaken for their control/ eradication. Development of slum area and their inhabitants.

- Role of school in environmental conservation and sustainable development. Salient features of environmental awareness through education: Programmes of environmental education for secondary school children. Programmes of environmental education for attitude changes among the children.
- National Efforts-Ministry of Forest and Environment, Government plans, action and policies.

Suggested Reading:

- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyderabad: Neelkamal publications.

Gender, School and Society

Course Code: BED803

Credit: 02 (L-2, T-0, P-0)

Contact Hours: 30

MM: 50

After going through the course the teacher trainee will be able to:

- Develop basic understanding and familiarity with key concepts – gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region
- Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy)
- Construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment
- Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to sexual harassment at the workplace and child abuse

Course Outline

Unit I: Gender Issues: Key Concepts

- Concepts and terms and relate them with their context in understanding the power relations to gender, sex, sexuality, patriarchy, masculinity and feminism □ Gender bias, gender stereotyping and empowerment
- Equity and equality in relation with caste, class, religion, disability and region

Unit II: Gender Studies: Paradigm Shifts

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

Unit III: Gender, Sexual Harassment and Abuse

- Linkages and differences between reproductive right and sexual rights
- Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models), Sites of conflict: Social and emotional
- Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions, Institutions redressing sexual harassment and abuse.
- Agencies perpetuating violence: Family, school, work place and media (print and electronic) **Suggested Reading:**

- Deng, Z (2013): School subjects and academic disciplines in A. Luke, A Woods & Wev (Eds), Curriculum syllabus design and equity: A premier and model. Routledge
- G.O.I. (1992, 1998): National Policy on Education, 1986 (As modified in 1992), Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-MOD92.pdf
- Nirantar. (2010): Textbook regimes: A feminist critique of nation and identity. New Delhi
- A. banon, Robert. (2010): Social psychology, Pearson education, New Delhi
- Goswami, Acharya Balchand. (2003): Vyakti, parivar and sex, Jaina prakashan, Jaipur
- Mathur Savitri. (2008): Sociological foundation of education, Kavita Prakashan, Jaipur
- Sidhu, Ramindra, (2009): Sociology of education, Shri Sai Printographers, New Delhi



- Mudgal, S.D. (2007): Social work education today and tomorrow, Book Enclave, Jaipur
- Nath Pramanik Rathindra, (2006): Gender inequality and women's empowerment, Abhijeet



Publication, Delhi

- Malik, C.D. (2008): Social and political thought Dr. B.R. Ambedkar, Arise Publishers and Distributers, New Delhi

Educational Measurement and Evaluation

Course Code: BED804

Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60

MM: 100

After going through the course the teacher trainee will be able:

- To enable the student teacher to interpret the result of educational measurement.
- To enable the student teacher, understand about various educational and mental measurement tools.
- To orient the student with tools and techniques of measurement and evaluation.
- To develop skills and competencies in constructing and standardizing a test.
- To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures
- To make the students understand how various requirements of education are measured evaluated interpreted and their results are recorded to help learners.

Course Outline:

Unit I: Measurement and Evaluation

- Measurement and Evaluation: Concept, need and relationship, □Purpose, Functions and basic principles of evaluation.
- Levels of Measurement - Nominal, Ordinal, Interval, Ratio,
- Internal, External & Continuous Evaluation. Norm-referenced and criterion-referenced Evaluation

Unit II: Test Construction, Tools and Techniques of Evaluation

- Techniques of test conduct – importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgauge and copying; techniques for avoiding guessing in answering; objective scoring.
- Tools and Techniques of measurement and evaluation, types of test (subjective & objective);
- Test Construction, General principles of test construction and its standardization, Steps involved in standardizing a Test,
- Characteristics of good test: Validity, Objectivity, Reliability, Usability and Norms

Unit III: Measurement of Psychological Traits.

- Achievement tests: overview.
- Measurement of intelligence: Binet test, concept of I.Q. Individual and group tests of intelligence.
- Assessment of personality: interview, self-report inventories, rating scale, projective techniques.
□Aptitudes and Attitude tests – overview; use of aptitude tests and interest inventories.

Unit IV: Basic Statistics

- Meaning & Definition of Statistics. Frequency Distribution, Graphical Representation of data – Polygon, Bar diagram & Histogram.
- Scaling – standard scores, T-scores & C-scores. Percentiles and percentile ranks
- Measures of Central Tendency: Mean, Median & Mode – Definition, uses & computation.
- Measures of variability: range, quartile deviation, Mean Deviation and Standard Deviation- Meaning, Computation.
- Correlation – Meaning and use, Spearman's Rank difference correlation, and product moment method.



Suggested Reading:

- Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.

- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
- Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II-Ed, David Fulton Pub., London.
- Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
- Mathew, S. (2010). Educational Evaluation. Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.
- NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015
- Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-techniquepert.html> on 10.4.2015
- School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSEPrimary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015
- School self-evaluation. Retrieved from http://schoolself-evaluation.ie/postprimary/index.php/whatschool-selfevaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_EVALuation.pdf on 16.4.2015
- Wiggins, G. (1993) Assessing student's performance. San Francisco: Jossey-Bass.
- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. Ann Arbor: Centre for Research on learning and teaching, University of Michigan.
- Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing? Educational Measurement: Issues and Practices, 10(4), 23-25.
- Jacob, L. C., Chase, C. N. (1992). Developing and using tests effectively: A guide for faculty. JosseBass Publishers, San Francisco.
- Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learning achievement: what tools and which strategies? Retrieved from curriculum.pgwc.gov.za/resource_files/22153409_16.doc
- Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance based assessment. Educational Researcher, 20(8), 15-21.
- Meyer, C.A. (1992). What is the difference between Authentic and Performance assessment? Educational Leadership, 49(8), 39-40



- Stiggins, R.J. (1994). Student-Centered classroom assessment. MacMillan, New York



- Tannenbaum, J.E. (1996). Practical Ideas on Alternative Assessment for ESL Students. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERICIdentifier ED395500, 1-6.

Curriculum Development

Course Code: BED805

Credit: 02 (L-2, T-0, P-0)

Contact Hours: 30

MM: 50

After going through the course the teacher trainee will be able:

- Define and identify different components of curriculum.
- Describe the principles, types, and areas of curriculum.
- Understand and analyze various approaches to curriculum development.
- Explain and demonstrate curriculum differentiation.
- Explain curriculum design, process and construction of curriculum development.
- Explain curricular content, curriculum implementation and process of curriculum evaluation.

Course Outline:

Unit I: Nature of Curriculum

- Concept, Definition, Principles, Bases and scope of curriculum,
- Principles of curriculum development and Inclusive Curriculum,
- Types of curriculum– Core, Collateral, Support, Hidden, Eclectic, Plus
- Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based;
- Curriculum Design and Development: Subject centered, learner centered, Learning centered

Unit II: Approaches and Theories of Curriculum Development

- Approaches of Curriculum Development: Developmental Approach, Functional Approach, Eclectic Approach, Ecological Approach, Expanded Core Curriculum, Hidden Curriculum
- Theories of Curriculum Development, Differentiating between Curriculum Design and Curriculum development
- Universal design of learning for curriculum development,

Unit III: Curriculum Determinants and Process of Curriculum Development

- Broad determinants of curriculum development at the state level, national and international contexts
- Considerations in curriculum development: (at the school level) –
 - structure of disciplines,
 - socio cultural context of students (multicultural and multilingual) ○ learner characteristics,
 - relevance and teachers' experiences, ○ specificity of educational objectives, ○ issues like gender differences and inclusiveness.
- Stages and Process of curriculum development.
- Suggestions and recommendation in curriculum development by various commissions
- Salient features of NCF 2005 and NCFTE 2010 **Suggested Reading:**
- Dewey, J. (2004). Democracy and Education, Courier Dover Publications
- Freire, P. (1998). Pedagogy of Freedom: Ethics, democracy and civic courage, Rowman and Littlefield
- Hirst, Paul H. Knowledge and curriculum, Routledge publication
- Kelly, A.V. (2009): The curriculum: Theory and practice. Sage publications
- Letha, Ram Mohan (2009). Curriculum, instruction and evaluation, Agra: Agarwal Publication
- Schilvest, W.H. (2012): Curriculum: Prospective paradigm and possibility, Macmillan
- Tyler, R.W. (1949): Basic principles of curriculum and instruction
- Taba, Hilda (1962): Curriculum Development. Theory and Practice, Har Court, Brace and Wald, New



York

- Kelley, A.B. (1996): The curricular Theory & Practice. Harper and Row, U.S
- Basics in Education-Textbook for B. Ed course, NCERT- 2014

EPC - V: Understanding the Self Including Workshop on Self Development

Course Code: BED861

Credit: 01 (L-0, T-0, P-2)

Contact Hours: 30

MM: 50

After going through the course the teacher trainee will be able:

- To develop the capacity to facilitate personal growth and social skills.
- To synthesize their experiences and learning over a period of time.
- To develop their capacity for reflection.
- To explore various aspects of his/ her own self.
- To understand the concept of self-development and self-efficacy.
- To develop holistic and integrated concept of self through workshops.

Unit I: Understanding the Concept of Self

- Concept and meaning of self in the context of Indian /Western philosophy
- Development of self-identity and self- esteem
- Factors affecting self-esteem
- Teacher's role in improving self-esteem of students

Unit II: Self Development and Conflict Management

- Stages of self-development according to Allport (proprium)
- Concept of self-efficacy according to Bandura
- Impact of gender and cultural identities on self-development
- Conflict management techniques

Unit III: Development of skills of self –expression

- Concept and meaning of self-expression
- Factors affecting self-expression
- Brief input on social identity theory
- Teacher as a communicator- modes of expression
- Workshop for Personality Development
- Workshop on improving self-expression skills- oral as well as written
- Maintaining a reflective journal of practice teaching period
- Film reviews, aesthetic expressions, creativity
- Sharing of experiences where one has faced stereotyping

Assignments (any two):