511: SOCIOLOGICAL AND PHILOSOPHICAL PERSPECTIVES IN EDUCATION

OBJECTIVES

To familiarize students with Education, Philosophy and their relationship.

- To familiarize students with some significant philosophical perspectives on education and implications for education.
- To acquaint students with the philosophical thoughts of some prominent educational thinkers.
- To sensitize students with some Salient Features of Indian Education.
- To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- To acquaint students with the concept and relationship of society and education.

CONTENT:


UNIT-II: Philosophy and Education: Meaning, nature and functions of philosophy, Relationship between Education and Philosophy, Need and functions of Philosophy of Education, Brief introduction of schools of western philosophy.


UNIT-IV: Sociology and Education: Meaning, nature and functions of Sociology, relationship between sociology and education, Need and functions of Sociology of Education, Culture, Civilization and Education.

SUGGESTED ACTIVITIES

- Presentation on any one topic.
- Skit on any one situation related to education.

REFERENCES:


Menon, M. B. & Sasikumar, K. G. (200). School System (Block1). New Delhi: IGNOU.


SEMESTER – I

512: PSYCHOLOGICAL PERSPECTIVES OF LEARNER

CREDITS: 3

OBJECTIVES:

- To acquaint students with the concept of Educational Psychology, Its methods, and their importance in educational field.
- To develop understanding among students about nature of learner and the stages of adolescence for their educational implications.
- To familiarize students about individual differences that effect classroom learning.
- To enable students to identify various factors among different learners for selecting suitable teaching learning strategy.

CONTENT:

UNIT I: Psychology and Education

UNIT II: Growth and Development

UNIT III: Psychology of Adolescence
Development during Adolescence: Physical, Cognitive, Social, Moral and Emotional, Changing relationships with Parents, Peer groups, opposite sex. Teachers' role in the development and problems of Adolescence.

UNIT IV: Individual Differences
Intelligence- Concept, Definition, Nature and Assessment.
Aptitude- Meaning, Characteristics and importance in Education.
Interest -Meaning and definition, Factors affecting interest, Assessment of interest.
Creativity – Meaning, and definition, characteristics of creative students, Role of School and Society in enhancing Creativity of Children at different Level.

**UNIT V: Learners Personality and Adjustment**

Personality- Concept and Definition, Methods of Personality Assessment– Objective, Subjective and Projective. Adjustment- Concept, Factors affecting adjustment, Role of School and Society in adjustment of Children at different Levels. Mental Health- Meaning, definition and factors affecting. Defence Mechanisms.

**Practical Activities** (All are Compulsory)

I. Case Study of a Child / Adolescent.

II. Verbal/ Non Verbal Intelligence Test of Adolescents.

III. Study of Interest through Standardized Test.

IV. Assessment of Adjustment through Standardized Test.

V. Personality Assessment through Standardized Test.

**REFERENCES:**


SEMESTER – I
513–CLASS MANAGEMENT, SELF CONCEPT AND LIFE SKILLS

COURSE OBJECTIVES:

- To enable student teachers to understand management practices and processes used for classroom management.
- To enable student teachers to develop skills for effective classroom management and foster classroom climate.
- To enable student teachers to know the components of classroom climate and to help them to understand their effect on pupil’s development.
- To equip them with skills for handling various situations related with learning and behaviour in the classroom.
- To familiarize student teachers with various innovations in the area of classroom management.
- To develop an insight in Student teachers about key concepts of group, Group Dynamics and Self concept.
- To enable student teachers to know the problems of classroom management.
- To acquaint students with the varied concepts related to managing learning and Behaviour.
- To create in the student teachers an awareness regarding core life skills and its integration in learning.
- To develop an insight in student teachers how to deal in the multicultural classrooms.

CONTENTS:

Unit I: Basic Classroom Concepts
- Teacher: Underlying theory and some pre-requisites for an effective teacher
- Student: Underlying theory and some pre-requisites for an Ideal Student
- Meaning, Concept, Characteristics and composition of classroom (i) Teachers (Role of teacher) and (ii) Pupils as recipients and their learning needs
- Various views of classroom:
  - Classroom as a Subsystem of School system
  - Classroom as a Group/Milieu
  - Classroom as Complex network of Interaction
  - Classroom as Growth centre
- Understanding various classroom profiles and structures/ Special incidents/cases: Constructivist Classroom, Traditional Classroom, Virtual Classrooms, Classroom without walls, Remedial Classroom, Tutorial Class.

Unit II: Class Management and Classroom Climate (CRC)
- Meaning and concept of class management and classroom climate
- Objectives and Principles of class management
- Dimensions of class management: Time, Resources and Human
Objectives

- Techniques of class management: Verbal and Non verbal
- Teacher Pupil interactions (FIACS)
- Strategies for enhancing congenial Classroom Climate
- Psychic factors affecting classroom climate: Pupils’ psyche, anxiety, Adjustment, trust, initiative, expectancy and dependency.
- Understanding various classroom indiscipline problems

Unit III: Managing Learning Behaviour and Self concept

- Behaviour of a teacher/students in a Class
- Managing a Multicultural classroom and enhancing Cross cultural communication
- Info-savvy skills: Note Making and Note taking Skills
- Detecting Propaganda
- Pupils’ motivation towards school and classrooms
- Self Concept: Meaning, Concept and scenario
- Identifying self – Johari Window
- Enhancing pupils' self-concept for achievement
- Developing concern among pupils:
  - Geriatric Depression Scale (GDS) Treatment
  - Origin-Pawn treatment
  - Self- fulfilling Prophecy

Unit IV: Group and Group Dynamics

- Meaning, Characteristics and bases of group formation
- Dynamics of classroom group, Norms-Cohesion, Morale, Ethos
- Factors affecting Group Performance
- Measuring the Group dynamics: Sociometric analysis
- Individual versus Group Performance
- Balancing self-concept and Group Performance

Unit V: Managing Life Skills and Classroom Learning

- Definition and Importance of Life Skills
  - Livelihood Skills, Survival Skills and Life Skills
- Core Life Skills
- Integrating Life skills in the classroom learning

Suggested Activities (Any one)

1. Developing classroom profile
2. Observing classroom with FIACS
3. GDS Treatment - Self-experience strategy
4. Using creative approaches in classroom management like Brain-storming, Role play etc.
5. Case studies of Indiscipline problem faced during Practice teaching/School experience
6. Case studies of critical incidents in classrooms
7. Developing Lesson Plans using Life Skills
8. Sociometric Analysis of the Class
9. Any other as per discretion of the teacher
References:


Bany and Johnson. Classroom Management, Chap. 2,3.


Classen, R. E. (). On to the Classroom, Chap. 2.


Daniel O-Leary, and Susa, G. O. Leary (). Classroom management, the successful Use of Behaviour Modification, Chap. 1, 2, 7, 8.


Johnson, D. W., and Johnson, R. (.). Learning together and alone, co-operation, cooperation and individualization, chaps. 8, 9, 10.

Marine & Marine. (). Discovery a Challenge to teachers, Chap. 17.
Rodolf, D., Grumwald and Pepperi. Maintaining Sanity in the Classroom, Chap. 1, 2, 3, 5.


Smith, R. (). Conscious Classroom Management: Unlocking the Secrets of Great Teaching. CA: Conscious Teaching Publication, San Rafel


Thomas L. Good and Brophy, J. () Looking in Classrooms, Chap. 1, 6, 7, 8.

Torrence, P. (). Classroom Management and Behavioural Objectives, Chap. 1,3.


USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India


OBJECTIVES:

- To acquaint B.Ed. students with the nature of Biology, its place in the school curriculum.
- To develop an understanding about the relationship of biology with other school subjects.
- To familiarize B.Ed. students with the aims and objectives of biology teaching to secondary school students.
- To acquaint B.Ed. students with different aspects of lesson planning.
- To acquaint B.Ed. students with different types of teaching methods in biology teaching.
- To familiarize B.Ed. students with different aspects of biology laboratory and audio–visual aids, excursion, etc.
- To develop critical understanding and development of biology curriculum.
- To acquaint students with different co-curricular activities related to biology for secondary students.

CONTENT:

UNIT I: Discipline of Biological Science

- Meaning and definition of biological science
- Nature of biological science
- History of biological science
- Linkage of biology with the life and other school subjects

UNIT II: Aims and Objectives of Teaching Biological Science

- Aims and objectives of teaching biological science: Cognitive, affective and psychomotor domains
- Objectives of teaching biological science at different levels.
UNIT III: Methodology for Teaching Biological Science

- Lesson Planning: Need, Definition, Meaning and Steps of Herbartian lesson plan.
- Methods of Teaching: Lecture, Demonstration, Project, Problem Solving, Scientific and Laboratory method
- Collaborative and Experiential learning in biological science: Role playing, Quiz, Seminar and Panel Discussion, Symposium (preparation of at least one lesson plan based on above methods).
- Concept mapping

UNIT IV: Learning Resources in Biological Science

- Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Nurturing natural curiosity of observation and drawing conclusion
- Organization of biology laboratory, planning and maintenance of biology lab and its role
- Audio-visual aids in teaching science, improvised apparatus
- Science excursion, Science fair
- Organizing various curricular activities: debate, discussion, drama, poster making on issues related to science/biology.
- ICT applications in learning biology
- Organizing events on specific day: Earth Day, Environment Day, etc
- Assessment of experimental work in biological science

UNIT V: Biological Science Curriculum & Learner Enrichment

- Science Curriculum: Functions, characteristics of a progressive curriculum, defects in existing curriculum.
- Awareness about some recent scientific developments.
- Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups.
- Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work).
ACTIVITIES:

- Review of Biology Science Curriculum of any class from VI to X.
- Visit to places of scientific interest and reporting by students.
- Organization of panel discussion or seminar.
- Development of improvised apparatus in biological science.
- Contribution of eminent Biologist.
- Content enrichment in the following areas from the syllabus of class IX:
  Difference between living and non-living, classification, cell and tissues etc.

REFERENCES:


OBJECTIVES:

- To help student teachers appreciate the distinctive character of Mathematics and the power and beauty of Mathematical type of reasoning.
- To develop in student teachers the ability to spell out aims and objectives of teaching the subject as secondary level.
- To train student teachers in different methods and approaches of Teaching Mathematics.
- To impart the skill of handling the diverse techniques of developing interest among students of Mathematics.
- To empower student teachers to develop tests for assessing readiness, attainments, and specific weakness of school learners.
- To develop in Student teachers the content mastery over the selected secondary level content
- To practice the skill of developing various types of lesson plans among the student teachers
- To integrate the technology for enhancing mathematical pedagogical power

CONTENT:

UNIT I: Entering into the Discipline

- Underlying philosophy of Mathematics and basic understanding of discipline
- Major landmark in the evolution of Mathematics
- Nature of Mathematics and its difference with scientific knowledge
- Aims and objectives of teaching Mathematics at secondary stage
- Mathematical terms and notions: Definition, Theorem, corollary, Lemma, Proof, Rule, claim, Axiom/postulate, identity, Paradox
- Values in Mathematics
UNIT II: Methodology for Mathematics Pedagogs

- Characteristics of Mathematics Pedagogs
- Development of Yearly, Monthly and Daily teaching plans
- Content Analysis, Unit Planning and Lesson Planning
- Steps of Developing lesson plan: Digital Lesson Plans, Cognitive Lesson Plan, Constructivist Lesson Plan
- Methods of Teaching Mathematics to secondary classes: Inductive, Deductive, Analytic, Synthetic, Laboratory, Drill, Heuristic and Project.
- Mathematics Textbook and Mathematical Laboratory

UNIT III: Transaction and Evaluation in Mathematics

- Mathematics Text Book
- Innovations in Mathematics Teaching
- Teaching Aid in Mathematics
- Technology in Mathematics teaching
- Software\e-resources for the Mathematics teaching: GeoGebra, TuxMath, KBrunch, Khan Academy
- Evaluation of Mathematical Learning

UNIT IV: Humanizing and Developing Interest in Discipline

- The role of history of Mathematical ideas and biographies of Mathematicians
- Some Classical examples and proofs
- Utility of Mathematical Puzzles, Paradoxes, Games and Quiz
- Fallacies in Mathematical reasoning
- Recreational Mathematics: Mathematics Club, Vedic Mathematics

UNIT V: Content Enrichment

- Class IX Syllabus: Congruence, Logarithm, Simultaneous Equations, Heights and Distances
**ACTIVITIES:**

Assignments, Presentations, Role plays, Working Models or Teaching Aids on the following Topics:

- Historical Mapping of the Different Concepts in Mathematics
- Historical Development of Mathematics as discipline
- Assignment on the famous Indian and Foreign Mathematicians
- Developing lesson plans & Unit plans
- Developing various teaching aids
- Preparation of programmed learning material for selected Units in Mathematics.
- Critical Evaluation of Mathematics text book
- Construction of various types of test items
- Construction of achievement and diagnostic tests
- Conducting of Action Research for selected problems
- Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts
- Use of Computer in Teaching of Mathematics
- Generating Mathematics Recreational activities

**REFERENCES:**


Some Extra:

SEMESTER – I

514: PEDAGOGY OF SOCIAL SCIENCE

CREDITS: 3

OBJECTIVES:

- To make student Teachers aware of the perspectives of Social Science.
- To orient student teachers in the traditional and modern Methodologies of teaching social sciences.
- To develop competency among student teachers in the skills of Preparing lesson plan.
- To provide student teachers with the opportunities for understanding Community and social institutions as well as their various problems by field activities.

CONTENT:

UNIT I: Perspectives in Social Sciences

- Meaning, scope and interdisciplinary and holistic nature of Social Sciences Vs Social Studies.
- Basic Concepts and Approaches of Social Science.
- Curriculum of Social Sciences Vs Social Studies at secondary stage.
- Curriculum of Social Studies at secondary stage: Aims and Objectives of Teaching Social Studies at different stages.

UNIT II: Methods of Teaching Social Studies

- Traditional Methods of Teaching: lecture, storytelling, inductive, deductive, observation methods.
- Modern methods of Teaching: Source, biological, problem solving, Discussion.

UNIT III: Lesson Planning

- Lesson Planning: Herbartian, questioning and evaluating approaches.
- Meaning and Importance of lesson planning.
Content Analysis of topic from a secondary level Social science text book.

UNIT IV: Role of Social Scientists and Social Science

- Teacher as a Social Architect.
- Seminar on the Contribution of any reputed Social Scientists.

UNIT V: Social Science text book

- Basic Principles of preparing a Social Science text book.
- Steps for the development of Social Science book.
- Criteria and Procedures for the evaluation of a social science Textbook.

ACTIVITIES:

- Preparation of Teaching Aids
- Preparation of Question Bank
- Conducting Achievement Test
- Visit to a political, economic, social or historical place or institution and presenting a report

REFERENCES:

SEMESTER – I

514: PEDAGOGY OF ECONOMICS

CREDITS: 3

OBJECTIVES:

- To familiarize Student teachers with nature and scope of Economics.
- To acquaint students teachers with the aims of economics teaching.
- To correlate the subject with other subjects like geography, civics, statistics etc.
- To acquaint student teachers with the different methods of teaching economics.
- To develop awareness regarding the use of different teaching aids for maximizing learning.
- To train student teachers to formulate the lesson plan with intermixing various techniques.
- To develop skill in the presentation of economic data.
- To familiarize student teachers with the contribution of economists.
- To help students in content enrichment in some important topics.
- To help student teachers to identify the role of economics teacher in contemporary society.

CONTENTS:

UNIT I: Conceptual Framework
Economics: Meaning, Definitions, nature and scope, relation with other school subjects like, geography, history, civics, statistics etc. Aims and objectives of teaching economics at different level, Revised Bloom’s Taxonomy of Instructional Objectives.

UNIT II: Methods, Maxims and Techniques of Teaching Economics:

UNIT III: Economics Teacher and Teaching Learning Materials and Aids:
Economics teacher: Characteristics, Role in contemporary society, Teaching Aids: Meaning, Classification, criteria for selection of appropriate teaching aids in economics.
UNIT IV: Lesson Planning in Economics:
Meaning, Types and importance of lesson planning, characteristics of good lesson plan, steps in lesson planning, different approaches in lesson planning– Herbertian, evaluative and questioning, content– cum-methodology.

UNIT V: Evaluation:
Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminate Type Item, Standardizing an Achievement Test, Developing different types of questions in Economics

SUGGESTED ACTIVITIES:
- Assessment of existing school curriculum of economics at +2 level.
- Planning of economics laboratory, preparation of lesson plans on the basis of different methods of teaching economics.
- Preparation of model question paper in economics at +2 level.
- Preparation of two teaching aids related to any topic of economics.
- Graphical presentation of data related to: (i) Population, (ii) Public Income Expenditure, (iii) Five Year Plan, (iv) Unemployment (Any one)

REFERENCES:
SEMESTER – I

515: DEVELOPMENT OF TEACHING SKILLS

CREDITS: 3

OBJECTIVES:

- To orient student teacher in Theoretical aspects of Microteaching, Teaching Skills, Integration of Teaching Skills.
- To develop competency among students teacher in Teaching Skills, Integration of Teaching Skills.
- To help student teacher in transferring the learnt skills in real classroom situation.

CONTENT:

UNIT I: Teaching Skills & Microteaching

- Teaching as Professional skilled activity
- Teaching Skills- Meaning and Definition, Preparation of Teachers through Micro-teaching
- Concept of Micro-teaching & Steps of Micro-teaching, Scope of Micro-teaching
- Difference between Micro and Macro-teaching
- Advantages and Limitations of Micro-teaching; Feedback, Modeling, Simulation and Role Playing.

UNIT II: Skills of Micro-teaching

- Introducing Lesson
- Black-board Writing
- Reinforcement
- Probing Questioning
- Stimulus Variation
- Explaining
- Integration: Meaning and Strategy

UNIT III: Practice of prescribed Microteaching Skills (3 Lessons per Skill)

REFERENCES:


Add more references
SEMESTER – I

516: SCHOOL EXPERIENCE

CREDITS: 3

OBJECTIVES:

- To acquaint student teachers with the conditions under which they would normally be required to work.
- To understand the problems faced by teachers in the real school situation.
- To develop skill of getting support of different human beings that exist in school for successfully planning and executing of the assigned school work.
- To develop skill in (a) handling subject matter and (b) in dealing with individual child or group of children.
- To familiarize student teachers with various tasks school personnel are supposed to perform as a part of their routine duties.
- To enable students to critically appraise various aspects of school programmes and practices.
- To develop quality of organizing different programmes at school levels. School experience activities are to be designed in consultation with the respective principals of the schools involved in this venture.

Suggested Activities/ Assignments:

1. Write significance of school experience program in B.Ed. program/curriculum.

2. Design a map of school and give critical opinion about school plant.

3. Assessment/ Review of the following activities in the school on the basis of observation: Assembly, Sports and games, Other Curricular activities, Cultural functions, Innovations in teaching learning process, Discipline, School environment, Standard of the School, Library facility in the school, Parent Teacher Association.

4. Reporting of organization and celebration of National/Regional, local festivals observed by the school. Independence Day, Teacher Day, Gandhi Jayanti, Ahilya Utsav etc.

5. Observation of teaching of your own subject taught by school teachers (at least 2 lessons).

6. Interview with the teacher you most like.

7. Listing of problems faced by teachers in the & outside the classroom.

8. Introduction of teaching and non-teaching school staff.
9. Listing of different school records and preparation of at least five records on the basis of imaginary data (Health record, Cumulative record, Progress report, Attendance register, Scholarship register etc)

SEMESTER – I

517: EPC- READING AND REFLECTING

CREDITS: 2

OBJECTIVES

- To empower students in effective reading of a text with appropriate voice modulations, stress and speed.
- To help them read a narrative, poetic, prosaic, interactive, satirical, autobiographical text suitably, meaningfully and effectively.
- To develop among students a taste for reading, listening, reflecting and sharing the meaning of the text.
- To develop among students capacity to analyze and summarize the ideas expressed in the text.
- To enable the students to identify the assumptions underlying the text.
- To empower them to grasp the import of the text, evaluate its contents and have their own views on the text.
- To help students in gaining confidence by overcoming the blush and nervousness associated with public speaking.
- To initiate students into joy of reading good poetical, satirical, biopic, reflective and other kinds of text.
- To cultivate among students the habit of reading original works of great exponents of various disciplines.

CONTENTS:
The course on Reading and Reflecting is a practical course consisting of following activities:

Activity I
Reading and listening of a narrative, poetic, prosaic, interactive, satirical, autobiographical text selected by the faculty in a group or small sub-groups with a view to develop reading skills.

Activity II
Reading of text selections from original works of authors representing various academic disciplines with a view to cultivate interest in basic writings. These readings will be followed by discussion on the contents and the perspective of the respective authors.

Activity III
Reviewing a selected original work of a leading thinker of discipline of interest, expounding its major ideas and presenting one's own reflections on it before the entire group either through Power Point Presentation or through informal dialogue.

Note: Students will maintain a diary and record their observations, experiences and reflections on day to day basis.

SUGGESTED READINGS:

Lists of suggested writings for each activity are as follows. Concerned teachers will have freedom to add to it any work they deem suitable for the students.

Activity I:

Some of the readings under this activity may include selections from:

Dushyant Kumar- Saye me Dhoop; Hari Shankar Parsai- Jaise unke din fire, Pitaras- Hamne bhi Sayakil Khareedi, Om Prakash Balmiki- Jhoohan; Malala Yousufzai- I am Malala; Yuvraj- The Test of my Life: From Cricket to Cancer and Back; Sadat Hasan Manto- Short Stories; Kahlil Gibran- The Prophet; Selected couplets from writings of Ghalib, Mir, Faiz, Faraz, Firaq and Ibne Insha; Suitable 'Dohas' created by poets like Kabir and Rahim

Scholarly articles from Newspapers, Magazines and Journals

Activity II & III

Students may select any one of the following scholarly works according to their interest for reading and review:

Karl Marx- Communist Manifesto, Albert Einstein- Ideas and Opinions; Aldous Huxley- Brave New World, George Orwell- Animal Farm, 1984; Habermas- Knowledge and Interest; Thomas Kuhn- The Counter Revolution of Science, Karl Popper- Conjectures and Refutations, Bertrand Russel- Wisdom of the West; Eric Fromm- Sane Society, E.F. Schumacher- Small is Beautiful; M. K. Gandhi- Hind Swaraj; Gijubhai Badheka- Diva Swapna; Paulo Freire- Pedagogy of the Oppressed; Plato- Republic; Aristotle- Ethics; Ivan Illich- Deschooling Society, Paul Riemmer- School is Dead; John Holt- How Children Fail, Tetsuko Kuruyanagi- Totto-Chan, Alvin Toffler- Third Wave, Future Shock, Shreelal Shukla- Rag Darbari; Kamleshwar- Kitne Pakistan; Prem Chand- Godan, Nirmala