Scheme of Instruction & Syllabi of Integrated Course under CBCS

Bachelor of Arts with Bachelor of Education

(B.A. B.Ed.)

(B.A. with English Literature, Political Science/Economics & History)

(Effective from Session 2020-21)

Invertis Institute of Education

Invertis University, Bareilly

Invertis Village,

Bareilly – Lucknow Road, NH – 24,

Bareilly (U. P) - 243123

India

B.A. B.Ed.

Program Outcomes (PO)

The 4 year integrated B.A. B.Ed. program aims at enabling the student-teacher to :

PO1 : Understand the basic concepts and ideas of educational theory.

PO2 : Build understanding and perspective on the nature of the learner, diversity and learning. Understand the nuances of child psychology and how children's learn.

PO3 : Discuss the role of the systems of governance and structural – functional provisions that support school education.

PO4 : Practice skills and approaches for enhancing understanding of subject matter knowledge to be taught in secondary schools. Appreciate and apply the latest approach such as the constructivist approach to teaching learning.

PO5 : Adopt innovative teaching strategies in classroom processes. Enhance the skills of communication.

PO6 : Excellent adaptability to function in multi-disciplinary work environment, good interpersonal skills as a leader in a team in appreciation of professional ethics and societal responsibilities.

PO7 : Develop understanding about teaching, school management and community involvement. Make use of subject specific pedagogical knowledge and skills.

PO8 : Create awareness about the environment.

PO9 : Build skills and abilities of communication, reflection, art, aesthetics, theatre, self expression and ICT. Get functional familiarity with ICT and use it as a teaching learning tool.

PO10 : Become effective teachers of social study and language at secondary level by imbibing appropriate professional values. Develop knowledge and performance competencies in social studies and language.

PO11 : Develop critical thinking, abstract reasoning, creativity and problem solving skills.

PO12 : Discover different human values inherent in content domains.

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.

Details of Course under B.A. B.Ed.

Course   *Credits
                                                      Theory +Tutorial

==

I. Core Course
   (30 Papers)   24 X 04 = 96

   06 X 02 = 12

   Discipline specific core (12 Papers)

   Discipline specific core in Education (12 Papers) Language core course (06 Papers)

   Core Course Practical / Tutorial* (00 Papers)

II. Elective Course (9 Papers)

   A.1. Discipline Specific Elective   02 X 06 = 12

   (06 Papers)   03 X 01 = 03

                                                       01 X 02 = 02

   B.1. Generic Elective/Interdisciplinary   0 3 X 02 = 06

   (04 Papers)   01 X 01 = 01

III. Ability Enhancement Courses (12 Papers)
   1. Ability Enhancement Compulsory   04 X 02 = 08
      (05 Papers)   02 X 01 = 02

   2. Ability Enhancement Elective (Skill Based)
      (07 Papers)   01 X 12 = 12

                                                       04 X 02 = 08

                                                       02 X 01 = 02

   Total credit: 164

Institute Should evolve a system/policy About ECA/ General Interest/Hobby /Sports/NCC/NSS/related courses on its own.

* wherever theories a practical there will be no tutorial and vice-versa

Structure of CBCS Course in B.A. B.Ed.

Year	Sem	Core Course Program (DSC)	Language Core Course (LCC 1)	Language Core Course (LCC 2)	Ability Enhancement Compulsory (AECC)	Skill Enhancement Course Program (SEC)	Discipline Specific Elective Program (DSE)	Generic Elective (GE)
I	1	DSC1	LCC1		AECC1	SEC1	DSE1	
		DSC2						
		DSCE1						
	2	DSC3		LCC2	AECC2		DSE2	GE1
		DSC4						
		DSCE2						
II	3	DSC5	LCC3			SEC2	DSE3	
		DSC6						
		DSCE3						
	4	DSC7		LCC4	AECC3	SEC3	DSE4	
		DSC8						
		DSCE4						
III	5	DSC9	LCC5		AECC4	SEC4	DSE5	GE2
		DSC10						
		DSCE5						
		DSCE6						
	6	DSC11		LCC6	AECC5	SEC5		GE3
		DSC12						
		DSCE7						
		DSCE8						
IV	7					SEC6		
	8	DSCE9			AECC6	SEC7	DSE6	GE4
		DSCE10						
		DSCE11						
		DSCE12						

FOURTH YEAR

Semester VII

Sr. No.	CODE	COURSE	CATEGORY	L	T	P	CA	EE	TOTAL	CREDIT
45	BED771	SEC6	SEC	0	0	0	50	250	300	12
TOTAL				0	0	0	50	250	300	12

Semester VIII

Sr. No.	CODE	COURSE	CATEGORY	L	T	P	CA	EE	TOTAL	CREDIT
46	BED801	Inclusive Education	DSCE9	3	1	0	30	70	100	4
47	BED803	Gender, School & Society	DSCE10	2	0	0	15	35	50	2
48	BED804	Educational Measurement & Evaluation	DSCE11	3	1	0	30	70	100	4
49	BED805	Curriculum Development	DSCE12	2	0	0	15	35	50	2
50	BOD081/ BOD082/ BOD083	DSE6	DSE	3	1	0	30	70	100	4
51	BED802	AECC6	AECC	2	0	0	15	35	50	2
52	BED861	SEC7	SEC	0	0	2	15	35	50	2
53	BED806	GE4	GE	2	0	0	15	35	50	2
TOTAL				17	3	2	165	385	550	22

CORE COURSES

SR. NO.	COURSE
DSC1	Political Theory/Economics
DSC2	History : Ancient Indian Culture
LCC1	English Literature - I
DSCE1	Childhood & Growing Up
DSC3	Organization & Organs of Government/Macro Economics
DSC4	History of Ancient India
LCC2	English Literature - II
DSCE2	Contemporary India & Education
DSC5	Political Thoughts/Indian Economics
DSC6	Medieval Indian Society & Culture
LCC3	English Literature - III
DSCE3	Development of Education system in India
DSC7	Political Evolution of India/Economy, State & Society
DSC8	History of Medieval India
LCC4	English Literature - IV
DSCE4	Teaching, Learning & Assessment
DSC9	International Relations/Public Economics
DSC10	History of Modern India
LCC5	English Literature - V
DSCE5	Pedagogy of English language - I
DSCE6	Pedagogy of Social Studies - I
DSC11	United Nations Organization/Economics of Health & Education
DSC12	History of Europe
LCC6	English Literature - VI
DSCE7	Pedagogy of English language - II
DSCE8	Pedagogy of Social Studies - II
DSCE9	Inclusive Education
DSCE10	Gender, School & Society
DSCE11	Educational Measurement & Evaluation
DSCE12	Curriculum Development

DISCIPLINE SPECIFIC ELECTIVES

SR. NO.	COURSE
1	1. Educational Technology 2. Programmed Instruction
2	1. ICT in Education – I 2. Basic knowledge of computer : System & Generations - I
3	1. Sociological Aspects of Education 2. Women Education 3. Life skill Education 4. Early childhood care & Education 5. Distance Education 6. Work Education
4	1. Classroom Management 2. Organizational Administration 3. Action Research
5	1. ICT in Education – II 2. Basic knowledge of computer : System & Generations - II
6	1. Special Education 2. Guidance & Counseling 3. Value Education

GENERIC ELECTIVES

SR. NO.	COURSE
1	1. Practicum II : Scout and Guide Camp 2. National Service Scheme (NSS)/National cadet corp (NCC)
2	1. General Hindi
3	1. Open Educational Resources 2. Health, Education & Yoga 3. General Studies 4. National Concern & Education
4	1. Educational entrepreneurship 2. Vocational Education 3. Geography of World 4. Constitution of the world

ABILITY ENHANCEMENT COMPULSORY COURSE

SR. NO.	COURSE
1	1. English language and Communication
2	EPC – I : Reading & Reflecting on Texts Professional Communication
3	EPC – II : Educational Excursion / Art & Craft workshop Creative Writing
4	EPC – III : Drama & Art in Education Film Studies
5	School Internship (2 Week) Industrial Visit
6	Environment Education Logical Reasoning

SKILL ENHANCEMENT COURSE

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

Semester: **VII**

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

Contact Hours: 60   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: Polices & 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, neuro- developmental 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   Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60   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.) Macmikar 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

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 (1981) Guidance in Indian education, 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
- Shrivastava: 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.

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 endeavor 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.

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 is 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-1, 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. Rout Ledge
- 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, Robent. (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 unequality 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 pilguage 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/SSE- Primary-and-Post-Primary/School-Self- Evaluation.html on 10.4.2015
- School self-evaluation. Retrieved from http://schoolself-evaluation.ie/postprimary/ index.php/what- school-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. SanFrancisco: Jossey-Bass.
- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. AnnArbor: 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. Josse- Bass 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) –
- o structure of disciplines,
- o socio cultural context of students (multicultural and multilingual)
- o learner characteristics,
- o relevance and teachers' experiences,
- o specificity of educational objectives,
- o issues like gender differences and inclusiveness.
- Stages and Process of curriculum development.
- Suggestions and recommendation in curriculum development by various commissions

Unit IV: Curriculum Evaluation

- Importance of evaluation of curriculum
- Models of curriculum evaluation
- Criteria and process of curriculum evaluation
- Interpretation of evaluation results and method.
- Issues and trends in curriculum development, curriculum research in India.
- Salient features of NCF 2005 and NCFTE 2010

Suggested Reading:
- Dewey, J. (2004). Democracy and Education, Couries Daver 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

Assignments (any two):
- 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

INVERTIS
UNIVERSITY BAREILLY

School Entrepreneurship

Course Code: BED 806   Credit: 02 (L-2, T-0, P-0)

Contact Hours: 40   MM: 50

Course Objectives :

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

- To Define school planning and management.
- To discuss induction tanning and teachers support program.
- To Make a chart on school building.
- To compare the work of teaching and non-teaching staff.
- To judge   the psychological needs of children.
- To build the school plan.

Course Outline:

Unit :1 Introduction

1.)The school as a system I: induction, Aims and principles of School Organization

2.) the school curriculum – academic, co-curricular and sports; community involvement.

Unit 2 : WHAT IS ENTREPRENEURSHIP IN EDUCATION?

1.)Terminology of entrepreneurship in education….

2.)   Wide and narrow views on entrepreneurship.

Unit 3 : WHY IS ENTREPRENEURIAL EDUCATION RELEVANT? ……

1)Stated effects of entrepreneurial education…

2)Evidenced effects of entrepreneurial ,education…

Unit 4 :HOW TO DO ENTREPRENEURIAL EDUCATION?...

1 Activities that trigger entrepreneurial competencies …

3) How learning-by-doing works…

Suggested Readings:

- Agrawal JC: Organisation& Practice of Modern Indian Education, Shipra Publication- Delhi 2002
- David Ashman& Adam Myerson- The Wall street Journal on Management Universal Book Stall, New Delhi 1996
- Lallan Prasad &Gulshan SS- Management Principles &Practise, S.Chand ltd. Delhi1995

• Brandt, S. C. Entrepreneuring: The Ten Commandments for Building a Growth Company.

MacMillan Business Books.

• Holt, D. H. Entrepreneurship: New Venture Creation. New Delhi: Prentice Hall of India.

• Panda, S. C. Entrepreneurship Development. New Delhi: Anmol Publications.

• Taneja, S., & Gupta, S. L. Entrepreneurship Development-New Venture creation. New

Delhi:

Galgotia Publishing House.

Additional Readings

• Dollinger, M. J. Entrepreneurship: Strategies and Resources. Illinois: Irwin.

• Vasper, K. H. New Venture Strategies (Revised Edition). New Jersey: Prentice- Hall.

Note: Latest edition of readings may be used