

Scheme of Teaching & Examination

and

Syllabi

of

Bachelor of Education (B. Ed.)

(w.e.f. August 2006)



**GURU GOBIND SINGH INDRAPRASTHA
UNIVERSITY**

KASHMERE GATE, DELHI-110 403

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

Course Code	Course Name	Credits
GROUP A	<u>FOUNDATION COURSES</u>	
B. Ed. 101	Education in Emerging Indian Society	6
B. Ed. 102	Psychology of Learner and Teaching - Learning Process	6
B. Ed. 103	System and Issues in Indian Education	6
B. Ed. 104	Curriculum and Instruction	4
B. Ed. 105	Computer in Education	4
GROUP B	<u>PADAGOGICAL COURSES</u>	
B. Ed. 106	Teaching of Hindi	4
B. Ed. 107	Teaching of English	4
B. Ed. 108	Teaching of Sanskrit	4
B. Ed. 109	Teaching of Social Sciences	4
B. Ed. 110	Teaching of Integrated Sciences	4
B. Ed. 111	Teaching of Physics	4
B. Ed. 112	Teaching of Chemistry	4
B. Ed. 113	Teaching of Mathematics	4
B. Ed. 114	Teaching of Life Science	4
B. Ed. 115	Teaching of History	4
B. Ed. 116	Teaching of Political Science	4
B. Ed. 117	Teaching of Economics	4
B. Ed. 118	Teaching of Geography	4
B. Ed. 119	Teaching of Home Science	4
B. Ed. 120	Teaching of Business Studies #	4
B. Ed. 121	Teaching of Accountancy #	4
B. Ed. 122	Teaching of Urdu	4
GROUP C	<u>ELECTIVE COURSES</u>	
	(Any ONE of the following)	
B. Ed. 135	Elementary Education	4
B. Ed. 136	Assessment, Evaluation and Remedial	4
B. Ed. 137	Educational guidance and Counseling	4
B. Ed. 138	Education of Children with Special needs	4
B. Ed. 139	Educational Technology	4
B. Ed. 140	Value Education and Education for Human Rights	4
B. Ed. 141	Environmental Education	4
B. Ed. 142	Population Education	4

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Course Code	Course Name	Credits
GROUP D	PRACTICAL COURSES	
B. Ed. 151	Teaching Skill Development - I	6
B. Ed. 152	Teaching Skill Development - II	6
B. Ed. 153	Psychology Practical	2
B. Ed. 154	Computer Practical	2
B. Ed. 155	ATR, Critical Appraisal of Text Book	2
B. Ed. 156	SUPW, Visual Education	1**
B. Ed. 157	Tutorial, Co-curricular Activities & Sports	1**
	Total	58

Can be offered only at advanced level

**Any one of the Advanced Level Content – cum- Methodology Course from Group B (ii) (See, please Annexe: I) can also be opted by those who possess the Master's degree in lieu of any One the subjects specified in Group B (i) provided there are at least 10 students in that subject and/or any Institute has the required facilities for opting that particular course without disturbing the basis/bases on which admissions have been finalized during the academic session 2001-02. The syllabi of the subject/s that is actually opted in any Institute/College shall be made available by the Dean Academic Affairs on demand.*

****NUES**

□□□The time – slots for these practical courses shall be provided in the Time Table for B. Ed. Programmes in such a manner so that the students stay at their respective campuses at least 7 hours on each working day.

Note:

1. The total number of the credits of the B. Ed. programme = 58.
2. Each student shall be required to appear for examinations in all courses. However, for the award of the degree a student shall be required to earn the minimum of 54 Credits.

List of Advanced Level Content - cum Methodology Courses

B.Ed.120 - Business Studies #

B.Ed.121 - Accountancy #

B. Ed. 122 - Hindi

B. Ed. 123 - English

B. Ed. 124 - Sanskrit

B. Ed. 125 - Physics

B. Ed. 126 - Chemistry

B. Ed. 127 - Life Sciences

B. Ed. 128 - Mathematics

B. Ed. 129 - Political Science

B. Ed. 130 - Economics

B. Ed. 131 - History

B. Ed. 132 - Geography

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EDUCATION IN EMERGING INDIAN SOCIETY

Course Code: B. Ed. 101

Credits-6

Course Objectives

- To enable the pupil Teacher to understand the relationship between philosophy and Education & their interdependence.
- The importance and role of education in the progress of Indian Society & Social Context.
- To sensitize the pupil teachers towards the various facets of the realm of education
- To help them understand the various concepts involved in expounding a theory of education
- To enable the pupil teachers to translate their perception of education into practice / experiential pursuits in the social context.
- To help pupil teachers to build their own philosophy of education / response to the reality of education

To achieve this, students will be provided with select material to study for analysis and syntheses. Discussions / presentations / Lectures will be held to encourage students to formulate their own logical, consistent viewpoint to become responsible, sensitive human beings and professional teachers.

Course Content

UNIT - 1

44 periods

1. Meaning of Philosophical inquiry and the relevance of philosophy for education and teacher.
2. Education: - its Meaning nature, aims in relation to time & place.
3. Conceptual Analysis of Fundamental concepts in philosophy of education - teaching, training, learning, indoctrination inquiry and education in the context of Child's nature, growth and development
4. Major philosophical positions - Idealism, Realism, Pragmatism, Existentialism with reference to their basic postulates, aims curriculum, method and discipline
5. Analytical Study of Indian Thinkers Gandhi, Tagore, J. Krishnamurti and Sri Aurobindo. Western thinkers - Rousseau, Dewey,

With respect to their formulation about aims of education, nature of child, methodology, curriculum & teacher.

UNIT 2

12 periods

1. Meaning and relevance of Sociological aspect of Education and social inquiry
2. Education as a sub-system. Impact of other systems (Culture, economy, Polity technology, history) on education and the role of education therein.
3. Social Processes: Socialization, social mobility, social change, Role of home, school, community & media in educational processes.
4. Aspirations of Indian Society

UNIT - 3

15 periods

(a) Values and Education

1. Meaning of values in Education, their need and importance
2. Classification of Values, Criteria of Value selection with respect to Indian society.
3. Role of Education in resolving value crises.
4. Analysis of the concepts - Freedom, Democracy, Secularism & Discipline

(b) Culture & Education

1. Culture - Meaning and characteristics of Culture with respect to India, Cultural Pluralism
2. Cultural lag, Cultural conflict, Ambivalence & Tolerance.
3. Role of Education in preserving conserving and developing cultural heritage.

UNIT - 4

09 periods

1. Concept of National Integration, International Understanding & inter relationship between the two
2. Humanistic assumptions of education & Human Right Education with respect to child's rights
3. Role of Teacher as a reflective practitioner
4. Concept of an Educated Man

REFERENCES: -

1. Introduction to the Philosophy of Education - D. J. - O'Connor
2. Modern Philosophies of Education - Brubacher
3. Philosophy of Education - A. S. Seetharamu - Ashish Pub. House
4. Logic & Language of Education - George F. Kneller

5. Philosophy and Education – Israel Scheffler
6. Four Philosophies – J. Donald Butler
7. Philosophic Foundations of Education – S. S. Shermis
8. An Introduction to Philosophical Analysis – John Hospers
9. Philosophical Foundation of Education – Ozmon & Craver
10. On Education – J. Krishnamurti
11. On Education & the significance of life – J. Krishnamurti
12. Doctrines of Great Philosophers – Rusk
13. Democracy & Education – John Dewey
14. Pedagogy of the Oppressed – Paulo Freire
15. Education in the Social Context – Prof. Salamatullah.
16. Sociological Perspective in Education – S. Shukla & K. Kumar
17. Indian Philosophy of Education – V.P. Verma
18. Inequality – Andre Beteille
19. School Education in India – NCERT, 1986
20. The Idea of Natural Inequality & other Essays- Andre Beteille
21. Equality – Turner
22. Mahatma Gandhi – Romain Rolland

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Bachelor of Education (B. Ed.)

PSYCHOLOGY OF LEARNER & TEACHING - LEARNING PROCESS

Course Code: B. Ed. 102

Credits-6

OBJECTIVES:

The course will enable the pupil teacher to:

- Understand the implications of various principles, procedure and theories of psychology in the teaching-learning process.
- Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes.
- Identify and understand the needs and differences among learners and provide adequate guidance and counseling.
- Systematically use the evaluation system in the educational process to bring improvement in the instructions
- Develop skills to use various psychological tests, objectively.

COURSE CONTENT:

Unit I - Educational psychology and Development of the Learner (20 Periods)

- Meaning and Scope of Educational Psychology
(20 marks)
- Importance of Educational Psychology for Teachers
- Concept of Growth & Development
- Principles of Growth & Development
- Various Stages of Development from Infancy to Adolescence with Special Reference to Piaget, Erickson and Kohlberg
- Characteristics and Problems of Adolescents, Aspects of Adolescents' Development - Physical, Cognitive, Emotional, Social and Moral etc

Unit II - Understanding the Learner (20 Periods)

Understanding the Learner in the Light of Interests, Needs, Individual Differences and Personality Development

- Nature, Characteristics and Types of Motivation; Techniques of Increasing Learner Motivation; Maslow's Hierarchy of Needs
- Intelligence: Meaning and Nature; Theories of Intelligence (Two-Factor, Group Factor, Multi-Factor).

- Children with Special Needs: Gifted, Slow Learners, Physically Handicapped, Socio-Emotionally Disadvantaged; and Concept of Inclusive Education and Classroom Strategies used by the teacher.
- Meaning & Nature of Guidance & Counseling
- Types of Guidance & Counseling – Educational, Vocational & Personal
- Techniques of Guidance & Counseling- Directive, Non-Directive and Eclectic Counseling

Unit III – Learning

(25 Periods)

- Concept of Learning and Teaching-Learning Process
- Approaches to Learning:
 - Behaviouristic: (Pavlov, Thorndike, Skinner)
 - Cognitive: Gestalt
 - Humanistic: (Maslow's, Roger)
 - Constructivism
- Factors Influencing Learning: Learner, Teacher, School & Home

Unit IV – Evaluation

(15 Periods)

- Concept of Evaluation
- Approaches to Evaluation – Formative, Summative, Diagnostic, Norm Referenced and Criterion Referenced
- Tools of Evaluation – Observation, Interview, and Self Reporting Techniques
- Elementary Concept on Normal Distribution Curve & Co-Relation
- Statistical Analysis – Calculation of Mean, Median, Percentiles, Standard Deviations & Uses of These Measures
- Characteristics of a Good Tool – Reliability, Validity, Practicability
- Teacher Made and Standardized Tests

Suggested Readings:-

Text Books:

Aggarwal, J. C. (1995), *Essential Educational Psychology*, Vikas Publishing House Pvt. Ltd., New Delhi.

Bhatia, H. R. (1977), *Textbook of Educational Psychology*, The McMillan Company of India Ltd., New Delhi.

Chauhan, S. S. (1988), *Advanced Educational Psychology*, Vikas Publication, New Delhi.

Mangal, S. K., *Educational Psychology*.

Sharma, R.A., (2004) *Essentials of Measurement in Education and Psychology*, (4th ed.) Surya Publication,

Reference books:

- Beihemer,S. Psychology Applied to the Classroom
Bruner,J.S. (1967) A Study of Thinking, New York:John Wiley
Dececco, J. P. (1977), The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.
Garrett, H. E., Statistics in Psychology and Education.
Hurlock Elizabeth, Developmental Psychology
Kubiszyn, T. & Borich,G. Educational Testing &Measurement –Classroom Application & Practice, Wiley/Jossey-Bass Education, 7th edition
Lindzey,G.,Hall, L& Thompson R.F.,(1978) Psychology, (2nd ed.), Worth Publishers
Maslow, A.H. (1970) Motivation and Personality(2nd ed.), New York; Harper & Row
Morgan,C.T., King, R.A., Weisz,J.R. & Schopler,J.(2001) Introduction to Psychology, (15th ed.), TataMcGrawHill Publishing Ltd.
Woolfolk,A.E. Education Psychology

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Bachelor of Education (B. Ed.)

SYSTEM AND ISSUES IN INDIAN EDUCATION

Course Code: B. Ed. 103

Credits-6

Objectives

After this course, the student-teachers will be able to:

- understand the importance of educational policies and programmes during the pre and post independence period.
- analyze the forces affecting the educational system.
- appreciate the role of education in human resource development.
- develop competencies to understand the various issues related to education and
- accordingly take necessary remedial measures.
- develop vision for futuristic programmes in education.

Course Content

Unit-I Status of Education in India (1813-1950) (15 Periods)

- Charter Act 1813
- Macaulay's Minutes
- Wood's Despatch
- Hunter Commission
- Basic Education

Unit-II Status of Education in India (Post-independence) (28 Periods)

- Radhakrishnan Commission
- Constitutional provisions related to education (with special reference to Article 45)
- Kothari Commission
- NPE 1986
- Development of women education in India.

Unit-III Issues in India Education (28 Periods)

(A) Elementary Education

- Programme of Action 1992
- Wastage and Stagnation
- Non-formal Education
- Role of SCERT and DIET

(B) Secondary Education

- Vocationalisation of Secondary Education
- Common School System
- Navodaya Vidyalayas, Kendriya Vidyalayas
- Programme of Action 1992
- Role of CBSE and NCERT

(C) Higher Education

- Student Unrest
- Examination Reforms
- Role of NCTE and UGC

Unit-IV School Organization and Management

(09 Periods)

- School Plant
- Preparation of Time-Table
- Organization of Co-curricular Activities
- Role of Principal, Teacher and Community (including PTA)

References:-

1. Biswa Ranjan Purkait (2001) - Milestones in Modern Indian Education, New Central Book Agency, Calcutta
2. M.Dash (2000) – Education in India-Problems and Perspectives, Atlantic Publishers, New Delhi.
3. J.C. Aggarwal (2002) – Development of Modern Indian education, Vikas Publishing House, New Delhi.
4. J.C. Aggarwal (2002)- Landmarks in the history of Modern Indian Education, Vikas Publishing House Pvt. Ltd., New Delhi.
5. R.N. Safaya and B.D. Shaida (2000)- School administration and organization- Dhanpat Rai Publishing Company, Daryaganj, New Delhi.
6. S.P. Sukhia (2000) – Educational administration, organization and health education, Vinod Pustak Mandir, Agra.
7. Nurullah S. & Naik J.P. (1981)- Student history of Education in India, Macmillan, Bombay

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CURRICULUM AND INSTRUCTION

Course Code: B. Ed. 104

Credits-4

Course Objectives

The students will be able to understand

1. the need and significance of curriculum in education
2. the role of Philosophy, Sociology and Psychology in the development of Curriculum.
3. the process of development of curriculum at the secondary / senior secondary level.
4. and differentiate the concepts like Curriculum Development, Curriculum Design, Curriculum Planning, Curriculum Transaction, Curriculum Evaluation and Hidden Curriculum.
5. the various techniques and methods for transaction of curriculum.
6. the Instructional process.
7. the basics of Models of Teaching.
8. and realize the importance of various skills and role of media in Instruction.
9. and acquire and use various skills and competencies.

Course Content

Unit 1 Curriculum

(16 periods)

- 1.1 Concept and nature of Curriculum
- 1.2 Basic Concepts: Curriculum Development, Curriculum Planning, Curriculum Design, Curriculum Evaluation, Curriculum Transaction and Hidden Curriculum.
- 1.3 Role of Philosophy, Sociology and Psychology in Curriculum Development.
- 1.4 Process of Curriculum Development
- 1.5 Curriculum Planning and factors influencing Curriculum Planning.
- 1.6 Curriculum Evaluation: Concept, Need, Sources and Methods; Curriculum Effectiveness and Curriculum efficiency.

Unit 2 Transaction

(10 periods)

- 2.1 Relationship between Curriculum, Curriculum Transaction, and Instruction.
- 2.2 Instruction and Learning – Basic concepts
- 2.3 Instructional Objectives – Bloom’s Taxonomy, Behavioral Objectives (Mager’s Approach)
- 2.4 Instructional Design: basic concept

2.5 Models of Teaching: Advance Organizer Model and Concept Attainment Model

Unit 3 Instructional Methods and Media

(26 periods)

3.1 Instructional Methods:

1. Teacher Controlled Instruction (TCI): meaning and nature, various methods (lecture, team-teaching, demonstration, teacher based activities), strengths and weaknesses of each method, process / procedure for organizing effective lecture and demonstration, assessment of lecture and demonstration, role of teacher's in TCI.

3.1.2. Learner Controlled Instruction (LCI): meaning and nature, self-learning, methods of self-learning (self-instructional print material, Keller's Plan, Programmed Instruction and Computer Assisted Instruction), organization and assessment of LCI, teacher's role in LCI.

3. Group Controlled Instruction (GCI): meaning and nature, various methods (small group interaction, co-operative learning approach, role play, field trips, tutorial, project work), organization of GCI, problems in organizing GSI.

2. Instructional Media:

3.2.1. Instructional Media: Textbooks, Reference books, Magazines, Journals, Newspapers etc.- their selection and use.

3.2.2. Teaching Aids: Charts, Models, Graphs, Field trips, Audio aids, Video aids, Computer and Skills related to the use of them.

Unit 4 Skills and Competencies

(13 periods)

4.1 Microteaching: Concept, process and evaluation.

4.2 Teaching Skills: Skill of Explaining, Structuring of Questions, Fluency of questions, Response Management, Stimulus-Variation, Reinforcement, Set Induction, Illustration with examples, Blackboard Writing and Skill of Closure.

4.3 Special Skills: learner and subject related

4.4 Skill Development: Microteaching and Simulation

SUGGESTED READINGS

1. ***The International Encyclopedia of Curriculum***; Ed. by Arich Lewey; Pergomon Press; Oxford.
2. Ornstein, Allan C. and Hunkins, Francis P.; ***Curriculum: Foundations, Principles and Issues***; Allan and Bacon; Boston, 1993.
3. Apple, Michael W.; ***Ideology and Curriculum***; Routledge and K. Paul; 1979.
4. Zias, Robert S.; ***Curriculum: Principles and Foundations***; Thomas Y. Crowell Company; New York; 1976.
5. Krug, Edward A.; ***Curriculum Planning***; Harper and Brothers; New York.
6. Gwynn, J.Minor; ***Curriculum Principles and Social Trends***; Macmillan Co. New York.
7. Faunce, Ronald C. and Bossing, Nelson L.; ***Developing the Core Curriculum***; Prentice Hall; USA.
8. ***Secondary Education: The Challenges Ahead***; NIEPA.
9. Leonard, J.Paul; ***Developing the Secondary School Curriculum***; Holt, Rinehart and Winston; New York.
10. Dale, Edgar; ***Audio-Visual Methods in Teaching***; The Dyden Press; Holt Rinehart and Winston Inc.; New York.
11. Sharma, R.A.; ***Advanced Educational Technology***; Loyal Book Depot; Meerut.
12. Gagne, Robert and Briggs, Leslie; ***Principles of Instructional Design***; Holt, Rinehart and Winston; USA.
13. Passi. B.K.; ***Becoming Better Teachers: Microteaching Approach***; Developed at the center of Advanced Study in Education, Baroda; Published by Sahitya Mudranalaya; Ahemdabad.
14. Singh, L.C. and Sharma, R.D.; ***Micro-teaching : Theory and Practice***; H.P.Bhargava Book House; Agra.
15. Dhand, Harry; ***Techniques of Teaching***; Ashish Publishing House; New Delhi.
16. Mukalel, Joseph C.; ***Creative Approaches to Classroom Teaching***; Discovery Publishing House; New Delhi.
17. Kumar, K.L.; ***Educational Technology***; New Age International Limited Publishers, New Delhi; 1996.
18. Linn, Robert L. and Gronlund, Norman E.; ***Measurement and Assessment in Teaching***; Pearson Education Inc.; 2000.
19. ***National Curriculum Framework for School Education***; NCERT; New Delhi; 2000.

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Bachelor of Education (B. Ed.)

COMPUTERS IN EDUCATION

Course Code: B. Ed. 105

Credits-4

Objectives:

After undergoing this course the students will be able to:

- Use computers to enhance teaching / learning skills
- Use various technology applications like Word processors, spreadsheets, multimedia in their classroom processes
- Browse the internet and conduct research for their lessons
- Evaluate digital lessons plans, project, presentations and research
- Use computers in designing curriculum

Contents

Unit I

Introduction to computers - hardware, software, types of computers, basics computer architecture, networks, management of computer resources, copyright issues, using computers in education

1) Types of Computers

- a) Analog, Digital and Hybrid
- b) Personal, Microcomputers and Mini Computers

2) Hardware -

- a) Input Devices: Keyboard, Mouse, Scanner
- b) Output Devices: Monitor, Printer
- c) Storage Devices (CD-ROM, DVD-ROM, Hard Disk, Floppy Disk, Pen drive)

3) Management of Technology Resources

- a) Managing student access to computers and the Internet
- b) Using computer peripherals like printers, scanners, LCD projectors towards optimum student utilization

4) Copyright Issues regarding computer technology and Internet

- a) International Copyright laws regarding computer technology and Internet

5) Using Computers in Education

- a) Difference between conventional teaching and Computer Assisted Instruction
- b) Computer Assisted Instruction

- c) Using technology to promote higher order thinking skills
- d) Using technology for problem based learning
- e) Using technology to develop curriculum framing questions
- f) Using technology for Instructional Design

Unit II

- 1) Using **Word processors** for student learning
 - a) Introduction and use of word processing in Teaching / Learning
 - b) Opening, saving, editing and formatting a Word file
 - c) Creating tables, drawing elementary shapes, e.g., line, rectangle, circle etc.
 - d) Use of Word Processors in teaching / learning / writing

- 2) Using **spreadsheets** for student learning
 - a) Introduction and use of Spread sheets in Teaching / Learning
 - b) Basic processes in spreadsheets, using Formulae
 - c) Sorting and analyzing the data
 - d) Representing data on charts
 - e) Protecting, saving and printing the spreadsheet

- 3) Using **PowerPoint** for preparing lecture / presentations

- 4) Using **multimedia** for student learning
 - a) Introduction and use of multimedia in teaching / learning
 - b) Storyboarding of presentations - planning to ensure emphasis on content
 - c) Creating, saving, editing, sorting, formatting slides
 - d) Inserting pictures / images / audio - visual clippings in presentations
 - e) Animation of slides
 - f) Creating Hyperlinks from a presentation
 - g) Protecting, saving and printing the presentation

- 5) Using **Hot Potatoes™** for developing question banks having any of the following types of questions
 - a) Multiple - choice questions
 - b) Short - answer questions
 - c) Jumbled - sentence
 - d) Crossword
 - e) Matching / Ordering
 - f) Gap - filling exercises

Unit III

- 1) Using the **Internet** as a research and Communication tool
 - a) Using the Internet for Educational Purposes

- b) Using Search Engines for student research
- c) Using Internet as an educational communication tool - using E - mail, discussion boards, chat rooms, blogs to encourage peer interaction / expert consultation / collaborative projects
- d) Ensuring student safety on the Internet

Unit IV

- a) Evaluation of technology supported student assignments / projects/ educational software / presentation

Suggested Readings:

1. Aggarwal J.C., 1995, Essentials of Educational Technology - Learning Innovations, Vikas Publications, New Delhi.
2. Grant Wiggins, Jay McTighe (2005) Understanding by Design, 2nd Edition, Association for Supervision and Curriculum Development
3. Intel ® Teach to the future Pre - Service Curriculum Manual, Edition 2.0 (with Companion CD),
4. Kumar, K.L., 2000, Educational Technology, New Age International (P) Ltd. Publishers, New Delhi.
5. Sampath, K, et al, 1998, Introduction to Educational Technology, (4th Edition) Sterling Publishers, New Delhi.
6. Underwood, Jean D.M., and Geoffrely Underwood, 1990, Computers and Learning - Helping Children Acquire Thinking Skills, Basil Blackwell, Oxford.
7. Hot Potatoes™ Available at <http://web.uvic.ca/hrd/hotpot/>

Group B

PEDAGOGICAL COURSES

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

TEACHING OF HINDI

Course Code: B. Ed. 106

Credits-4

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(10 Periods)

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(20 Periods)

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- ekSf[kd vfHkO;fDr f"kk{k.k & egRo] mn~ns"k] ekSf[kd jpuk dh fo"ks'krk,Wa] mPpkj.k laca/kh lkekU; nks'k& dkj.k vkSj fujkdj.k] ekSf[kd vfHkO;fDr ds izdkj] f"kk{k.k fof/k;kWa la"nks/ku] dkS"ky fodkld fdz;k,Wa] ewY;kaWduA
- ys[ku dkS"ky & rkRi;Z egRo] mn~ns";] ys[ku dkS"ky ds i{k] fyf[kr vfHkO;fDr ds fofo/k :i] funsZf"kr jpuk& i=& izi= la{ksi.k] iYyou] iqLrd leh{kkA Lora= jpuk& fuca/k] dgkuh] dfork] thouh bR;kfn] l`tukRed ys[ku] fyf[kr vfHkO;fDr ds fofHkUu :iksa dk

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- ikB~;iqLrdksa ,oa iwjd iqLrdksa dk egRo] izdkj] fo"ks'krk,Wa] fuekZ.k ,oa ewY;kadu
- "kSf{kd midj.kksa dk egRo ,oa mi;ksfxrk] midj.kksa ds fof/k :i& ;kaf=d vkSj v;kaf=d midj.k] midj.kksa dk izlaxkuqdwy iz;ksxA
- ikB~;p;kZ lgxkeh fdz;kvksa ds izdkj ,oa Hkk'kk vf/kxe esa mudk ;ksxnku] fdz;kvksa dk vk;kstu] ewY;kaduA

- fgUnh f" k{k.k esa ewY;kadu ds egRo] ewY;kadu dh vk/kqfud ladYiuk] ijh{kk vkSj ewY;kadu esa varj] ewY;kadu dh fof/k;kWa] ijh{k.k iz"uksa ds izdkj vkSj mudh jpuk izfdz;k] laizkfllr ijh{k.k izfrosnu Nk=ksa ds Hkk'kk vf/kxe esa lkekU;

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Bachelor of Education (B. Ed.)

TEACHING OF ENGLISH

Course Code: B. Ed. 107

Credits-4

Unit - I

06 periods

A. The Nature of English Language

- a. Its distinctive features
- b. Basic Linguistic Structures in English; contrastive analysis of English with the National Language.
- c. The importance of English at National & International Level

B. Principles, Objectives, Methods and Approaches of Teaching English

- a. Principles of English Language Teaching
- b. The objectives of teaching English in different School contexts at Secondary & Senior Secondary stages.
- c. Learner centered approaches and methods of teaching
 - i. Difference between an "approach", a "method" and a "technique".
 - ii. The Grammar Translation Method, Direct Method, Bilingual Method, Situational Teaching, The Structural approach.
 - iii. Latest developments in the approaches to and methods of teaching especially the communicative approach.

Unit - II

25 periods

The methods and materials for developing:

- a. Aural - Oral Skills
- b. Reading Skills
- c. Writing Skills

Unit - III

24 periods

A. Teaching Aids & Co curricular Activities in English Language

- a. Language Games
- b. Projects
- c. Literary Activities

- d. Class Magazine
- e. Audio – Visual Aids.

B. Transactional Strategies involved in:

- a. Teaching of Prose
- b. Teaching of Poetry
- c. Teaching of Composition
- d. Teaching of Vocabulary
- e. Teaching of Grammar

Unit – IV

10 periods

A. Remedial & Enrichment control of Aural, Oral, Reading and Writing skills: Common mistakes, observations, causes & types of errors, speech errors, organizing remedial work.

B. Curriculum & Evaluation

- a. Characteristics of Good Text Book
- b. Review of English Readers in use
- c. Basic Principles of testing English Language proficiency: The global and the discrete point approach. The difference between measurement and evaluation.
- d. The meaning and significance of comprehensive and continuous evaluation in English.
- e. Developing of good test items in English

Suggested Readings:

- Bhatia, K.K.: Teaching & Learning English As a Foreign Language
- Kohali, A.L.: Techniques of Teaching English in the New Millenium
- Barauh, T.C.: The English Teacher's Handbook
- Salim B.: Companion to teaching of English
- Kohli, B.L.: Teaching of English
- Bose Kshanika: Teaching of English Modern Approach
- Shatmi Kadmbri & Tujs Tripat – Principles & Practices of Language Teaching
- Richards Jack C. & Rodgers & Theotore S.: Approaches & Methods in Language Teaching
- Spratt Mary: English for the Teacher
- Singh, M.K.: Teaching of English
- M.L.Tikoo: Teaching of English
- Sahni Geeta: Suggested Methodology of Teaching English
- English Language Teaching: Professional Journals for English Language Teaching
- Modern English Language Teaching – Journal Geeta Nagaraj
- Paul Verghese – Teaching English as a second Language
- Focus on English
- Assessment of English Language Teaching, Madan

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Bachelor of Education (B. Ed.)

TEACHING OF SANSKRIT

Course Code: B. Ed. 108

Credits-4

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Bachelor of Education (B. Ed.)

TEACHING OF SOCIAL SCIENCES

Course Code: B. Ed. 109

Credits-4

OBJECTIVES:

The Teaching of Social science would enable the Pupil Teacher to -

- Develop understanding about the basic differences between Social Studies and Social Science.
- Understand the need for teaching Social Science as an integrated discipline
- Develop the ability to justify the Relevance of social Sciences in terms of Contemporary events.
- Gain knowledge about the different approaches associated with the discipline
- Develop certain professional skills useful for classroom teaching.

COURSE CONTENT

UNIT - I : Learning and Teaching Social Studies (10 periods)

1. Nature and Scope of Social Science
2. Difference between Social Science and Social Studies
3. Aims and objectives of teaching Social Sciences
4. Social Science curriculum at School level - correlation with other subjects; Principles of curriculum construction.
5. Social Science books; Qualities of good Social Science books - its effective use.

UNIT - II (18 periods)

A. Approaches / Methods of Teaching Social Sciences

1. Difference between Approaches, strategies and methods
2. Types of Approaches - Inductive, deductive
3. Methods -
 - a. Story telling
 - b. Problem Solving
 - c. Project Method
 - d. Observational Method
 - e. Assignment Method

4. Grouping students for learning
 - a. Cooperative learning
 - b. Using structured questions to aid learning
 - c. Role playing and simulation
5. Qualities of an exemplary social science teacher

B Transactional Strategies

1. Preparation of Unit Plan, Lesson Plan using various approaches.
2. Instructional Aids:- preparation, improvisation and effective use - Chart, Models, Scrap Books, Media,(Print Non-print and Electronic Media) Maps, Globe.
3. Social Science Laboratory - organisation and management
4. Organisation and planning of Co-curricular Activities in Social Science - Field Trip / Excursion / Bulletin Board in Social Studies
5. Dealing with Controversial Issues in Social Studies

UNIT - III : Developing and Applying concepts, Generalization and Hypotheses in Social Science. (25 periods)

1. Developing Concept and Generalizations
2. Concept formation and classification
3. Concept Mapping in Social Science
4. Instructional strategies for concept learning

UNIT - IV : Evaluating and Assessing student learning (12 periods)

1. Evaluation: Concept and importance.
2. Comprehensive and continuous evaluation
3. Development of test items essay, short answers and objective type and achievement test
4. Diagnostic testing and remedial measures.
5. Evaluation of curriculum
6. Text book review

References: -

1. Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
2. Bining A. C. and Bining D. H. (1952) Teaching the Social Studies in Secondary School, W. Y. McGraw-Hill Book Company.
3. UNESCO (1981), Handbook for teaching of Social Studies.

4. Zevin Jack (2000) – Social Studies for the Twenty first Century
5. Michaels U. John – Social Studies for Children (1992)
6. Teaching Social Studies in High School, Wesley Edgar Bruce
7. Kochor, S. K. – The teaching of Social Studies, University Publisher
8. Gupta Renu – The methods of teaching Social Studies
9. Ruhela, S. P. and Khan R.S. – Samajik Vigyan shiksham, kota open University, BE – S
10. NCERT (1988), Guidelines and syllabi for secondary stage (Class IX, X) N. D., NCERT

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Bachelor of Education (B. Ed.)

TEACHING OF INTEGRATED SCIENCES

Course Code: B. Ed. 110

Credits-4

Course Objectives:

The Student teacher will be able to-

1. Develop an understanding of the nature of integrated science and its interface with society.
2. Acquire a conceptual understanding of the objectives of teaching integrated science.
3. Appreciate the significance of integrated science at various levels of school curriculum.
4. Acquire the understanding of techniques/approaches and skills of teaching integrated science.
5. Develop and use the techniques for evaluation of student's performance.

Unit-1 Science in School curriculum (18 periods)

- A. Nature and scope of integrated science
- B. Development of science in India: Landmarks
- C. Science Education in India (Post independence era).
- D. Objectives of Teaching of Science with special reference to integrated science
- E. Science Curriculum at Secondary level: Principles of Curriculum Construction & its Correlation with other Subject.
- F. Integrated science books: Qualities of good science books, its effective use, Criteria for evaluation of life science textbook.

Unit-2 Planning, Designing and translation of instruction. (25 periods)

- A. Development of unit plan, Lesson plan, using variety of approaches.
- B. Teaching learning process with a focus on:
 - Inquiry Approach
 - Problem Solving Approach
 - Project Method
 - Constructivist Approach
- C. Instructional Aids: Preparation, Improvisation and Effective use.

- D. Science laboratory: Organization & Management
- E. Planning and execution of Extended Experiences-
 - Science exhibition
 - Science fair
 - Science Quizzes
 - SUPW
 - Science Club

Unit-3 Evaluation in Integrated Science (12 periods)

- A. Evaluation: Concept & importance.
- B. Techniques of evaluation for theory & practicals
- C. Continues evaluation: Monitoring learner's progress
- D. Diagnostics test and remedial measures

Unit-4 Professional development of integrated science teacher (10 periods)

- A. Need for professional development
- B. Individual level, organizational level Government level.
- C. Professional Ethics of Science Teacher

References:

1. Mangal. S.K (1995). Teaching of physical and life science, AVG Book Depot, Karol Bagh.
2. Siddiqui N.N and Siddiqui M.N (1994). Teaching of science today tomorrow, Doaba House, Nai Sarak, Delhi.
3. Das. R.C (1985), Science Teaching in school, Sterling Publishers Pvt. Ltd., New Delhi.
4. Gupta, S.K (1983), Technology of Science Education Vikas Publishing House Pvt. Ltd., New Delhi.
5. Sood J.K (1987), Teaching of life Science, Kohli Publishers Chandigarh.
6. Vaidya N (1997), The impact of Science Teaching Oxford & IBH Publication co, New Delhi.
7. Aggarwal J.C (1990), Curriculum Reforms in India, Daoba House Delhi.
8. Sharma R.A (1991), Technology of Teaching R. Lall Book Depot, Meerut.
9. Jangira. N.K & Ajit Singh (1982), Core Teaching Skills, The Micro-teaching Approach, New Delhi: NCERT.
10. Chauhan .S.S (1985), Innovation in teaching - Learning Process, Delhi. Vikas Publishing House.
11. Dass R.C, Parsi.B.K & Sing.L.C. (1975), Effective of Microteaching in Training of Teachers, NCERT, Delhi.
12. Radha Mohan (2004), Innovative Science Teaching for Physical Science - Prentice Hall of India Pvt. Ltd., New Delhi

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Bachelor of Education (B. Ed.)

TEACHING OF PHYSICS

Course Code: B. Ed. 111

Credits-4

Course Content

Unit-I (15 periods)

A. Nature of Physics and Significance of Teaching it

- (i) Nature and scope of Physics
- (ii) Significance of teaching physics in secondary and senior secondary schools.

B. Aims and Objectives of Teaching Physics

- (i) Meaning and need of objective based teaching
- (ii) General aims of teaching physics at senior secondary level
- (iii) Classification of educational objectives with reference to Bloom's Taxonomy
- (iv) Writing specific objectives in behavioural form in Physics

C. Pedagogical Analysis of Content

- (i) Meaning and need of pedagogical analysis of content
- (ii) Identification of concepts
- (iii) Developing learning experiences/activities.

Unit-II (18 periods)

A. Planning a Lesson

- (i) Importance of planning
- (ii) Basic steps in lesson planning
- (iii) Planning a lesson for unit, a day, and individual experiment, with special emphasis on general objectives.

B. Approaches and Methods of Teaching Physics

- (i) Concept approach - meaning of concept, concept formation with reference to J. Bruner and Hilda Taba
- (ii) Process approach - teaching science as a process, scientific method, problem solving method.
- (iii) Cooperative learning approach
- (iv) Activity based approach - investigatory approach, project method, laboratory method
- (v) Individualised instruction - computer-assisted-instruction

- (vi) Demonstration-cum-discussion method
- (vii) Constructivist approach

Unit-III **(11 periods)**

A. Physics Curriculum

- (i) Principles of curriculum construction
- (ii) Characteristics of a good curriculum
- (iii) A critical study of present Physics curriculum at secondary/senior secondary school
- (iv) Textbook in Physics – its need and use, evaluation of a textbook

B. Teaching Aids in Physics

- (i) Importance of teaching aids
- (ii) Use of audio-visual aids in teaching of Physics with special reference to new technologies like interactive TV, computer aided instruction
- (iii) Use of community resources
- (iv) Preparing low cost aids

Unit-IV **(21 periods)**

A. Activities in Physics

- (i) Importance of co-curricular activities
- (ii) Science club, science quiz, bulletin board, excursion, science fair/exhibition

B. Integration of Physics with other School subjects and School activities

C. Evaluation of Learners' Progress

- (i) Evaluation and measurement
- (ii) Comprehensive and continuous evaluation, need and importance of class tests
- (iii) Different type of tests-essay, short answer, objective types
- (iv) Achievement test – its construction, administration and item analysis
- (v) Reliability and validity of a test
- (vi) Remedial Teaching

Suggested Readings

- Anderson R.D. (1970), *Developing Children's Thinking Through Science*, New Delhi: Prentice Hall.
- Barbe, R.H. (1995), *Science in the Multicultural Class room*, Boston: Allyn and Bacon.
- Chauhan, S.S. (2000), *Innovation in Teaching Learning Process*, New Delhi: Vikas Publishing House Pvt. Ltd.
- Edigar M. and Rao D.B. (1996), *Science Curriculum*, New Delhi: Discovery Publishing House.
- Gupta N.K. (1997), *Research in Teaching of Science*, New Delhi: APH Publishing Corporation.
- Kochar, S.K. (1997), *Methods and Techniques of Teaching*, New Delhi: Sterling Publishers Pvt. Ltd.
- Maitre, K. (1991), *Teaching of Physics*, New Delhi: Discovery Publishing House.
- Mukalel, J.C. (1998), *Creative Approaches to Classroom Teaching*, New Delhi: Discovery Publishing House.
- Prakash, R. and Rath, T.N. (1996), *Emerging Trends in Teaching of Physics*, New Delhi: Kanisha Publishers.
- Rao, D.B. (1997), *Reflections on Scientific Attitudes*, New Delhi: Discovery Publishing Hosue.
- Romey, W.D. (1968), *Inquiry Technique for Teaching of Science*, New Jersey: Prentice Hall.
- Sharma, R.C. (1981), *Modern Science Teaching*, Delhi: Dhanpat Rai and Sons.
- Thurber, W.A. and Collette, A.T. (1970), *Teaching Science in Today's Secondary Schools*, Boston: Allyn & Bacon Inc.
- Vanaja, M. (1999), *Inquiry Training Model*, New Delhi: Discovery Publishing House.
- Venkataiah, N. (1993), *Curricular Innovations for 2000 AD*, New Delhi: Ashish Publishing House.

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Bachelor of Education (B. Ed.)

TEACHING OF CHEMISTRY

Course Code: B. Ed. 112

Credits-4

Objectives

1. To acquire the understanding of the various concepts, facts, terms and developments in the field of science education.
2. To critically analyse the curriculum/evaluation process/methodology of teaching in school to bring about changes in future.
3. To apply the understanding in a teaching learning process in schools.
4. To develop teaching skills for conducting theory and practical lessons.
5. To enable the students to use audio-visual aids and information technology for effective teaching.
6. To develop the abilities for planning and organising a chemistry laboratory.

Course Content

Unit I

(18 periods)

A. Nature and Significance of teaching chemistry

- Meaning nature and scope of chemistry
- Significance of chemistry in daily life

B. Aims and objectives of teaching chemistry

- Meaning and need of objective based teaching
- General aims of teaching chemistry at senior secondary level
- Classification of educational objectives with reference to Bloom's taxonomy
- Writing specific objectives in behavioral form in chemistry

Unit II

(22 periods)

A. Planning a lesson

- Unit Planning
- Lesson Planning
- Theory Lesson plan
- Practical Lesson plan

B. Instructional Strategies

- Lecture - Demonstration Method
- Demonstration Method
- Lecture Method
- Scientific Method
- Laboratory Method
- Heuristic Method

- Problem Solving Method
- Project Method
- Individualized Instruction Method

Unit III

(13 periods)

A. Role of Information Technology and Audio Visual Aids

- Use of Audio Visual aids with emphasis on demonstrations in Chemistry.
- Computer assisted learning in Chemistry.

B. Curriculum

- Place of Chemistry in School Curriculum
- Chemistry as a component of Integrated Science at Secondary Level
- Principle of constructing a chemistry curriculum
- Textbooks in chemistry, its need and use, evaluation of textbooks in chemistry

Unit IV

(12 periods)

A. Evaluation

- Concept of evaluation
- Preparation and administration of an achievement test in Chemistry.
- Criteria of a good achievement test.
- Study of examination system in chemistry.

B. The Professional Growth of a Chemistry Teacher

- Competencies associated with laboratory techniques
- Organisation of science clubs, fairs and excursions.

References

1. Newbury, N. F. (1965), *The Teaching of Chemistry*, 3rd Edition, London: Heinemann Education Books Ltd..
2. Jerry Wellington (1996), *Secondary Science Contemporary Issues and Practical Approaches*, Routledge London and New York.
3. Waddington, D. J. (1984), *Teaching of School Chemistry*, UNESCO.
4. Sonders, H. N. (1971), *Science Teaching in Senior Secondary Schools*, Oxford & IBH Publishing Company.
5. T. N. Ratho & Ravi Prakash (1996), *Emerging Trends in Teaching of Chemistry*, Kanishka Publishers.
6. Dr. S K Mangal (1997), *Teaching of Science*, Arya Book Depot
7. Dr. R C Sharma (2002), *Science Teaching*, Dhanpat Rai Publication

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Bachelor of Education (B. Ed.)

TEACHING OF MATHEMATICS

Course Code: B. Ed. 113

Credits-4

Course overview

This course is designed for the prospective secondary school teachers. The course would include developing competencies in secondary level mathematics curriculum, their appropriate instructional strategies, using visual aids, etc.

Objectives:

The course will try to develop among the prospective secondary school teachers:

- Understanding of nature of mathematics
- Understanding of historical developments leading to concepts in modern mathematics.
- Understanding of learning theories and their applications in mathematics education.
- Improve their competencies in secondary level mathematics.
- Understanding various instructional strategies and their appropriate use in teaching mathematics at the secondary level.
- Understanding preparation and use of diagnostic test and organise remedial teaching.
- Application of appropriate evaluation techniques in mathematics

Course Content

Unit 1

(15 periods)

- A. Introduction to mathematics education
- Nature of mathematics (axioms, postulates, patterns and language of Mathematics)
 - Values of teaching mathematics
 - Aims and objectives of teaching Mathematics
 - Integration of Mathematics with other subjects

B. Historical developments in mathematics

- Historical development of Notations and Number systems
- Contributions of Indian Mathematicians (Ramanujan, Aryabhata, Bhaskaracharya)

Unit 2 Place of mathematics in secondary school curriculum

(08 periods)

- Principles of curriculum construction
- Critical evaluation of the curriculum in use in Mathematics at the secondary stage.
- Qualities of a good Mathematics textbook and its evaluation.

Unit 3

(32 periods)

A. Instructional strategies in teaching mathematics

- Inductive, deductive approach
- Analytic and synthetic approach
- Heuristic and project approach
- Graded assignments in Mathematics
- Problem solving

B. Organization of teaching mathematics and their related problems

- Developing objectives of teaching mathematics in behavioural terms (Bloom's taxonomy)
- Preparation of lesson plan
- Selecting appropriate instructional strategies related to various topics included in secondary classes of the CBSE in the following areas:
 - Teaching of Arithmetic (Commercial Maths)
 - Teaching of Algebra (Polynomials, algebraic identities, Linear equations, Quadratic equations)
 - Teaching of Geometry (Congruent and Similar triangles)
 - Teaching of Trigonometry (t-ratios, Heights and Distances)
 - Teaching of Statistics (Measures of Central Tendency)
 - Teaching of Mensuration (Surface areas and volumes of solid figures)
- Mathematics clubs.

Unit 4 Diagnostic test and remedial teaching in Mathematics

(10 periods)

- Nature and constructions of diagnostic test
- Different models of lesson planning
- Annual, term, unit lesson planning
- Criticism of lessons being observed

References:-

1. Ediger Marlow (2004); Teaching Math Successfully, Discovery Publication.
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4. James Anice (2005); Teaching of Mathematics, Neelkamal Publication.
5. Kapur S. K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication
6. Kulshreshtha; Teaching of Mathematics, R. Lal and Sons.
7. Prabhakaran K.S.; Concept attainment model of Mathematics teaching; Discovery Publications.
8. Schwartz James E. (1994); Essentials of classroom teaching elementary math; Allyn & Bacon Publication.
9. Vigilante Nicholas (1969); Mathematics in elementary School; Macmillan Company
10. Sumner W.L.; Teaching of arithmetic & elementary math; Oxford publications
11. Sri Bharati Krishna Tirathji Maharaj; Vedic Mathematics; B.D. Moti Lal Publishers
12. Johan R.E. [et.al](#). (1961); Modern Algebra; First Course, Addison - Wesley Publishing Company INC. USA
13. Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of Teaching Mathematics, NCERT New Delhi
14. Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
15. Hudgins, Bryce. B. (1966); Problem Solving in the classroom, MacMillan, New York
16. Wilder, R. L.; Evolution of Mathematical concepts; Transworld Publishers Ltd.
17. Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi
18. Skempt, Richard R., The Psychology of Learning Mathematics, Penguin
19. Mangal, A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India
20. Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

TEACHING OF LIFE SCIENCE

Course Code: B. Ed. 114

Credits-4

Objectives: The main objectives of teaching of Life Sciences at 'O' level is to enable the student-teacher to:

- understand the nature of life science
- understand why and how life sciences are to be taught
- enrich some important themes related to secondary stage of school curriculum in the area of life sciences
- understand some basic principles and types of life-science curriculum
- understand basic approaches and methods of teaching of life-sciences at secondary level.
- understand techniques of evaluation for determining the students performance.
- Acquire the professional competencies essential for a life-science teacher.

Course Content

Unit I

(8 periods)

A Nature and Significance of Teaching Life Science

- Meaning, nature and scope of life science
- Application and significance of life science
- Life science as an integrated area of study.

B Objectives of Teaching of Life Science

Aims of teaching life science at secondary stage – instructional objectives of teaching life science – objectives at cognitive, affective and psychomotor tools – formulation of specific objectives in behavioural terms.

Unit II

(12periods)

A. Life Science Curriculum at Secondary Stage

- Principles and approaches of curriculum construction at secondary level.
- Evaluation of a life science curriculum at senior secondary stage.

B. Textbooks of Biological Science.

- Textbooks, laboratory manual and reference material in Biology and their use
- Study of nationalized textbooks
- Importance of curriculum guides

Unit III

(30 periods)

A. Instructional Planning in Life Science

- Course planning - preparation of an annual plan with time utilization
- Unit planning
- Lesson planning

B. Methods and Media Approaches

Lecture method Lecture-cum-demonstration, laboratory method, problem solving/investigatory method, guided inquiry, project methods, self-learning methods, electronic media such as AV programmes, etc.

C. Professional Competencies of Life Science Teacher

Competencies associated with laboratory techniques. Organising life science clubs, fairs and excursions.

Unit IV

(15 periods)

A. Activities

Techniques and skills in collection, preservation, display and maintenance of the following - Herbarium, Aquarium, Terrarium, Vivarium, Dried specimens, Dry and wet specimens, Student Laboratory Squad or kit improvisation.

B. Evaluation

- Preparation and administration of an achievement test in Life Science
- Evaluation of laboratory work, observation schedules, rating scales and check lists.
- Remedial Teaching.

Suggested Readings

1. Bremmer, Jean (1967), *Teaching Biology*, London: Macmillan.
2. Heller, R. (1967), *New Trends in Biology Teaching*, Paris: UNESCO
3. NCERT (1969), *Improving Instructions in Biology*, New Delhi.
4. Novak, J.D. (1970), *The Improvement of Biology Teaching Modern Science Teaching*, Delhi: Dhanpat Rai & Sons.
5. Sharma, R. C. (1975), *Modern Science Teaching*, Delhi: Dhanpat Rai & Sons.
6. Waston, N. S. (1967), *Teaching Science Creativity in Secondary School*, London: U.B. Saunders Company.

Further Readings

1. Green, T. C. (1967), *The Teaching and Learning Biology*, London, Allman & Sons.
2. Miller, David, F. (1963), *Methods and Materials for Teaching the Biological Sciences*, New York: McGraw Hill.
3. Nunn, Gordon (1951), *Handbook for science Teachers in secondary Modern Schools*, London: John Murry.
4. Thurber, Walter (1964), *Teaching of Science in Toda's Secondary Schools*, New Delhi: Prentice Hall.
5. Vaidya, N. (1971), *The Impact of Science Teaching*, New Delhi: Oxford and IBH Publication Co.
6. Voss, Burton F. A. and Bren, S. B., *Biology as Inquiry: A Book of Teaching Methods*.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

TEACHING OF HISTORY

Course Code: B. Ed. 115

Credits-4

Course Content

Unit-I : MEANING, NATURE AND SIGNIFICANCE OF HISTORY

(9 periods)

- (i) Meaning and nature of History
- (ii) The place of history in secondary school curriculum
- (iii) Curriculum development in History
- (iv) Integration of History with other subjects

Unit-II :

(13 periods)

A. OBJECTIVE BASED TEACHING OF HISTORY

- (i) Aims and objectives of teaching with particular reference to Indian History.
- (ii) Types of objectives
- (iii) Statement of objectives in behavioural terms.

B. PEDAGOGICAL ANALYSIS OF THE SUBJECT

- (i) Identification of concepts from a unit/chapter
- (ii) Pedagogical analysis of a unit/chapter
- (iii) Listing behavioural outcomes

Practical: Evaluation of History Curriculum

Unit-III

(30 periods)

A. LEARNER CENTRED AND ACTIVITY BASED APPROACH

- (i) Teaching of history through monuments
- (ii) Discussion method
- (iii) Question answer method
- (iv) Source method
- (v) Symposium
- (vi) Role play

B. TEACHING AIDS AND CO-CURRICULAR ACTIVITIES/ACTIVITIES IN HISTORY

- (i) Text Book
- (ii) Low cost teaching aids
- (iii) Maps
- (iv) Site visits
- (v) Radio, films and television

Unit-IV : EVALUATION IN HISTORY

(13 periods)

- (i) Comprehensive and continuous evaluation
- (ii) Evaluation devices: written, open book examination, oral, observation, record.
- (III) Remedial Teaching

SUGGESTED READINGS

1. Chaudhary, K. P. (1975), *The Effective Teaching of History in India*, New Delhi: NCERT.
2. Dhaniya Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi, Harman Publishing House.
3. Dixit, U. and Bughela (1972), *Itihas shikshan*, Jaipur: Hindi Ganth Academy.
4. Ghate, V. D. (1956), *Teaching of History (English & Hindi)*, Bombay: Oxford University Press.
5. Khan S.U. (1998), *History Teaching-Problems, Prospective and Prospect*, New Delhi: Heera.

Further Readings

1. Burton, W.H. (1972), *Principles of History Teaching*, London: Methuen.
2. Gunning, Dennis (1978), *The Teaching of History*, London: Goom Helm Ltd.
3. Jarvis, C. H., *Teaching of History*.
4. Kochar, S. K. (1972), *The Teaching of History*, Delhi: Sterling Publishers.
5. Lewis, E.M. (1960), *Teaching History in Secondary Schools*, Delhi: Sterling Publishers.
6. Mujeeb, M. (1960), *World History: Our Heritage*, Bombay: Asia Publishers
7. Shaida, B. D. and Singh, S. (1973), *Teaching of History*, Jullundur: Dhanpat Rai & Sons.
8. Tara Chand, *A History of Indian People*, Aligarh: P.C. Dwadesh & Co.
9. Weech, S.K.I. (1951), *History of the World* London: Odhas Press Ltd.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

TEACHING OF POLITICAL SCIENCE

Course Code: B. Ed. 116

Credits-4

Unit-I

(8 periods)

A. Nature of political science, its needs & significance.

B. OBJECTIVE BASED TEACHING

Its concept. Objectives of teaching political science, product-process objectives, Long term – short term objectives. Knowledge, skills and value based objectives. Identifying and stating objectives in terms of content and behaviour outcomes in learning.

Unit-II

(18 periods)

A. LEARNER CENTRED AND ACTIVITY BASED TEACHING

Development of thinking and concept formation, analysis of political processes and events, Mass media and scrapbook approaches to teaching especially current events, investigations and projects in political science.

B. TEACHING AIDS AND CO-CURRICULAR ACTIVITIES IN POLITICAL SCIENCE

- (i) Text book
- (ii) Low cost improvised teaching aids
- (iii) Bulletin board
- (iv) Radio, films and television
- (v) Visits and field studies

C. TRANSACTIONAL STRATEGIES

- (i) Preparation of lesson Plan.
- (ii) Unit plan on a topic from above given areas of enrichment content by stating objectives, developing concepts and contents involved and planning classroom interaction activities of the teacher and the pupils
- (iii) Maintaining the ecology of the classroom.

Unit-III

(24 periods)

A. PEDAGOGICAL ANALYSIS OF POLITICAL SCIENCE

Classroom interactions, heuristic, discussion, problem solving, role playing, lecture and question-answer, curriculum development and text book evaluation as used in schools.

Curriculum evaluation and evaluation of text book.

Unit-IV : EVALUATION IN POLITICAL SCIENCE (15 periods)

- (i) Comprehensive and continuous evaluation
- (ii) Norm reference and criterion reference tests
- (iii) Evaluation devices - written, open book examination, oral, observation, record.
- (iv) Preparation of a unit tests
- (v) Preparation of an achievement test
- (vi) Remedial Teachings

SUGGESTED READINGS

1. Aggarwal, N. N., et. al. (1978), *Principles of Political Science*, 6th Edition. New Delhi: Ram Chand & Co.
2. Ambrose, A. and Mial, A. (1968), *Children's Social Learning*, New York: Association for supervision and Curriculum Development.
3. Apter, David, E. (1978), *Introduction to Political Analysis*, New Delhi: Prentice Hall of India.
4. Bining, A.C. (1952), *Teaching of Social Studies in Sec. School*, New York: McGraw Hill.
5. Burner, Jerome, S. (1971), *Towards a Theory of Instruction*, Cambridge: Harvard University Press.
6. Dhanija Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harmen Publishing House.
7. Kochhar, S. K. (1963), *The Teaching of Social Studies*, Delhi: University Publishers.
8. Wesley, F. B. (1950), *Teaching social Studies in High School*, Boston: D.C., Health & Co.

FURTHER READINGS

1. Buch, M. B. (1969), *Improving Instruction in Civics*, New Delhi: NCERT.
2. Fenton, Edwin (1967), *The New Social Studies*, New York: Hlot Rinehart & Winston, Inc.
3. Finer, (1953), *Teaching Techniques in Social Studies*, New York: Bank Street Publication.
4. Gleeson Denis & Whitty Geoff (1976), *Developments in Social Studies Teaching*, London: Open Book.
5. Nicholson & Write, *Social Studies for Future Citizen*, Geoirge Harrap.
6. Verma, S. P. (1975), *Modern Political Theory*, New Delhi: Vikas Publishing House.
7. White, F.M., *Teaching of Modern Civics*, Delhi: Vikas Publishing House.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

TEACHING OF ECONOMICS

Course Code: B. Ed. 117

Credits-4

Course Objectives

- To acquire competence in the content prescribed by CBSE for Senior Secondary level.
- To acquire competence in various strategies, methods, techniques and skills of teaching Economics at the senior secondary level.
- To acquire competence in relating of appropriate strategy to the content to be taught.
- To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.
- To promote reflection on issues pertaining to teaching of Economics.
- To develop competence in designing effective instructional strategies to teach Economics.
- To develop ability to design, develop and use various tools & techniques of evaluation.

Course Content

Unit-I

(12 periods)

A. Aims and objectives of teaching Economics at secondary level. Specification of content for realization of objectives. Integration of Economics with other School subjects.

B. Teaching of Concepts in Economics

Concept: meaning, characteristic and classification – analysis of the concept, essential attributes of a strategy of teaching to teach concepts.

Unit-II : Methods of Teaching

(28 periods)

Expository Based: Lecture, debate, discussion, story telling method

Discovery Based: Experimental/inquiry/problem solving

Activity Based: Simulation/gaming, survey method, source method, case study, and project method.

Individualized Instructive Based: Computer assisted instruction, modular, mastery learning, Dalton plan

Group Dynamics Based : Seminars, conference, panel discussion, symposium.

Others : Unit method.

Assignments : Principles of giving assignments, types of assignments, techniques of framing assignments.

Unit-III: Teaching Aids and Co-Curricular activities (10 periods)

- Importance of teaching aids, different types of teaching aids and their effective use in teaching of Economics.
- Role of co-curricular activities.
- The development of scholastic & non-scholastic activities

Unit - IV : Evaluation

(15 periods)

Nature of educational evaluation, its need, role in educational process. Evaluation procedure for appraising learners performance, uses of evaluation. Behavioural approach to testing instructional objectives in Economics. Planning & preparation of unit test and achievement test. Open book examination, evaluating project work, question bank. Remedial Teaching.

Suggested Readings

a) Related to Teaching of Economics

- Arora, P. N. (1985), Evaluation in Economics, New Delhi: NCERT,.
- Arora, P.N. and Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi: NCERT.
- Assistant Masters Association (1974), The Teaching of Secondary School Economics, London: Cambridge University Press.
- Chakravorty, S. (1987), Teaching of Economics in India, Bombay: Himalya Publishing.
- Hicks, J.R. (1960), The Social Framework - An Introduction to Economics, London: Oxford University Press.
- Hodgkinson, Steve ,Whitehead, and David J. (ed) (1986), Economics Education: Research and Development Issues, London, New York: Longman.
- Kanwar, B. S. (1973), Teaching of Economics, Ludhiana: Prakash Brothers.
- Khan, R. S., Teaching Economics (In Hindi), Kota Open University, BE-13.

- Lee, N. (ed) (1975), Teaching Economics, London: Heinemann Educational Books, Prentice Hall.
- NCERT (1974), Teaching Units in Economics for High and Higher Secondary Stage, New Delhi.
- Oliver, J. M. (1977), The Principles of Teaching Economics within the Curriculum, London: Routledge & Kegan Paul.
- Sachs, I. (ed.) (1971), Main trends in Economics, Projects and Role Playing in Economics, London: MacMillan.
- Siddiqi, M.H. (1993), Teaching of Economics, New Delhi: Ashish Publishing House.
- Srivastava, H. S. (1976), Unit Tests in Economics, New Delhi: NCERT.
- Tyagi, S. D. (1973), Teaching of Economics (In Hindi), Agra: Vinod Pustak Bhandar.
- Whitehead, D. J. (ed.) (1974), Curriculum Development in Economics, London: Heinemann Education Books.
- Whitehead, D. J. (ed.) (1979), Handbook for Economics Teachers, London: Heinemann Education Books.

b) Related to General Methods of Teaching

- Bining A. C. and Bining, D. H. (1952). Teaching the Social Studies in Secondary Schools, New York: McGraw Hill Book Company.
- Bloom, B.S., et. al. (ed) (1956), Taxonomy of Educational Objectives Pt. I-Cognitive Domain, Pt. II Affective Domain, New York: David McKay.
- Bossing, N.L. (1970), Teaching in Secondary School. New Delhi: Amerind Publishing Co.
- Callahan, J. F. and Clark, L.H. (1982), Teaching in the Middle and Secondary Schools, New York: MacMillan Publishing Co.
- Directorate of Extension Programme for Secondary Education (1960), The Concept of Evaluation in Education.
- Jain A. C. (1973), Teaching Social Studies (In Hindi), Jaipur: Rajasthan Hindi Granth Academy.
- UNESCO (1981), Handbook for Teaching Social Studies, Paris: UNESCO.
- Wesley, E. B. (1950), Teaching Social Studies in High School, Boston: D. C. Heath & Co..

Reports/Documents

- The Curriculum for the Ten Year School - A Framework, NCERT, New Delhi, 1975.
- Guidelines and Syllabus for Secondary Stage (Class IX & X), NCERT, New Delhi, 1988.
- Learning to Do: Report of the National Review Committee on Higher Secondary Education with Special Reference to Vocationalization, Ministry of Education and Social Welfare, New Delhi, 1978.

- National Policy on Education – 1986, MHRD, New Delhi, 1986.
- Programme of Action – 1992, MHRD, New Delhi, 1992.
- Report of an Adhoc Committee of the Economics Association: The Contribution of Economics to General Education. London, 1977.
- Report of the Review Committee on the Curriculum for the Ten Year School, Ministry of Education & Social Welfare, New Delhi, 1977.
- Report of the Seminar on Teaching of Economics, RBS College of Education, Agra, 1973.

Newspapers/TV

- Business Bulletin, DD Metro, 7.45 a.m. (Daily)
- Business Times in The Times of India (Daily)
- Economy and Business in The Hindustan Times (Daily).
- The Economic Times (Daily)
- The Financial Express (Daily)

Journals/Magazines

- Economic and Political Weekly
- YOJANA, Government of India, Publications Division.
- The Business
- India, Government of India, Publications Division.

Others

- (i) Bawa, M. S. (ed.) (1995), Tendering of Economics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels, IASE, Deptt. of Education, Delhi University.
- (ii) Bawa, M. S. (ed.) (1996), Evaluation in Economics, IASE, Deptt. of Education, Delhi University.
- (iii) Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences, IASE, Deptt. of Education, Delhi University.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

TEACHING OF GEOGRAPHY

Course Code: B. Ed. 118

Credits-4

Unit-I

(9 periods)

A. NATURE AND SCOPE OF MODERN GEOGRAPHY

- (i) Geography as a study of spatial differentiation
- (ii) Geography as a study of spatial relationship
- (iii) Geography as a study of spatial organisation

B. AIMS AND OBJECTIVES OF TEACHING GEOGRAPHY IN SCHOOLS

- (i) Type of objectives
- (ii) Writing specific objectives of geography teaching in behavioural terms.

Unit-II

(24 periods)

A. LEARNER CENTRED AND ACTIVITY BASED APPROACH

- (i) Conceptual learning in Geography
 - Spatial conceptualisation - use of cognitive/mental maps
 - Perception and geography learning
- (ii) Approaches in Geography teaching
 - Expository approach, Story telling and regional method
 - Discovery approach
 - Problem solving approach
 - Project method
- (iii) Individualised instruction

B. TRANSACTIONAL STRATEGIES

- (i) Preparation of lesson plans
- (ii) Preparation of unit plans
- (iii) Maintaining harmony of the classroom, individual difference, group and individual learning.
- (iv) Teaching aids and designing a geography laboratory

C. CO-CURRICULAR ACTIVITIES IN GEOGRAPHY

- (i) Excursion
- (ii) Bulletin board
- (iii) Geography club
- (iv) Geography exhibition
- (v) Use of community resources

Unit-III (19 periods)

A. PEDAGOGICAL ANALYSIS OF GEOGRAPHY

- (i) Pedagogical analysis of a few units from enrichment content
- (ii) Identification and classification of concepts from the above mentioned unit
- (iii) Development of map reading skills

B. CURRICULUM PLANNING IN GEOGRAPHY

- (i) Criteria used in the formulation of geography curriculum
- (ii) Guidelines for course construction
- (iii) Geography text book and its evaluation

Unit - IV: EVALUATION (13 periods)

- (i) Comprehensive and continuous evaluation
- (ii) Developments of test items, essay, short answers objective types.
- (iii) Diagnostic testing and remedial measurement
- (iv) Preparation of one diagnostic test.
- (v) Preparation of achievement test and analysis and interpretation of test data.
- (vi) Remedial Teaching.

SUGGESTED READINGS

1. Arrora K. K. (1976), *The Teaching of Geography*, Jalandhar: Prakash Brothers.
2. Broadman, David (1985), *New Directions in Geography Education*, London: Philadelphia, Fehur Press.
3. Chorely R. J. (1970), *Frontiers in Geography Teaching*, London: Mathews and Co. Ltd.
4. Dhanija Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harmen Publishing House.
5. Graves N. G. (1982), *New Source Book for Geography Teaching*, London: Longman the UNESCO press.
6. Hall David (1976), *Geography and Geography Teacher*, London: Unwin Education Books.
7. Huckle J. (1983), *Geographicla Education Reflection and Acion*, London: Oxford University Press.
8. Leong, Goh Chey (1976), *Certificate of Human and Physical Geography*, Singapur: Oxford University Press.
9. Morrey D.C. (1972), *Basic Geography*, London: Hien Manns Education Book Ltd.

10. Mohd. Z.U. Alvi (1984), Tadrees Jugrafia, Taraqqi Urdu Board
11. UNESCO, New Source Book for Teaching of Geography.
12. Verma J.P. (1960), Bhugol Adhyhan, Agra: Vinod Pustak Mandir.
13. Verma O. P. (1984), Geography Teaching, New Delhi: Sterling Publication Pub. Ltd.
14. Walford Rex (1981), Signposts for Geography Teaching, London: Longman.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

TEACHING OF HOME SCIENCE

Course Code: B. Ed. 119

Credits-4

Course Content

The student teacher will be able to:

- Familiarize themselves with the meaning and scope of Home Science and Objectives of Teaching Home Science at Higher Secondary Level.
- Understand the importance of Teaching Home Science in School.
- Know and apply various techniques and approaches of Teaching Home Science at Higher Secondary level.
- Plan instructions effectively for Teaching of Home Science.
- Evaluate student performance effectively with reliability and validity.

Unit 1

(18 periods)

A. Meaning and Scope of Home Science

- a. The modern meaning of Home Science and its place in Secondary School
- b. Objectives of Teaching Home Science at Senior Secondary Level.
- c. Status of Home Science
- d. Scope of Home Science in School Curriculum

B. Approaches and Methods of Teaching Home Science

- a. Discussion method
- b. Demonstration method
- c. Laboratory work
- d. Project method
- e. Problem solving method
- f. Field trips
- g. Micro teaching
- h. Computer as tool for instruction
- i. Market survey
- j. Assignment method
- k. Use of community resources
- l. Exhibition and displays

Unit II: Planning and Designing for Effective Instruction in Home Science
(11 periods)

- a. Planning for instructional process - need, advantages and strategies
- b. Lesson planning - design, approaches & writing lesson plan
- c. Audio visual aids in teaching of Home Science
- d. Principles of curriculum planning and development of Home Science Syllabus
- e. Characteristics of a good a Home Science
- f. Use and Management of Home Science Laboratory

Unit - III: (18 periods)

A. Correlation of Home Science with other subjects

- a. Correlation of Home Science with other subjects and School activities
- b. SUPW related to Home Science

B. Illustrations of Teaching Learning Process in Home Science

- a. Teaching of Human Development
- b. Teaching of Foods and Nutrition
- c. Teaching of Textiles and Clothing
- d. Teaching Community Resource Management and Extension

Unit - IV: (18 periods)

A. Evaluation in Home Science

- a. Evaluation and assessment
- b. Techniques for assessment in theory and practicals
- c. Monitoring learner's progress
- d. Diagnostic and remedial measures in Home Science
- e. Unit test preparation

B. Practical Oriented Assignments

- a. Planning and Organization of Science Laboratory
- b. Development of TV and Radio Lesson
- c. Development of Computer assisted lesson in Home Science
- d. Co-curricular activities in Home Science

Suggested Readings

1. Bloom, Benjamin, (Ed.) and others (1965) *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain*, New York, David McKay Company Inc.
2. Broudy, Harry S. and Palmer, John R. (1966) *Examples of Teaching Method*, Chicago, Second Printing, Chicago, Rand McNally & Co.

3. Chandra Arvinda (1995) *Fundamentals of Teaching Home Science*, New Delhi Sterling publishers.
4. Dale Edgar (1962), *Audio Visual Methods in Teaching*, revised edition, Hold, Rivehart and Winston, New York.
5. Das, R. R. and Ray Binita (1989) *Teaching of Home Science*, New Delhi Sterling Publishers.
6. Devdas R. P. (1976), *Teaching Home Science*, All India Council for Teaching Science.
7. Hall and Paolucci (1968), *Teaching Home Economics*, New York Wiley Easten Private Ltd.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

Teaching of Business Studies

Course Code: B. Ed. 120

Credits - 4

This course has been developed to familiarise the student-teachers of B. Ed. with the pedagogy of teaching Business Studies being taught at +2 level.

The Expected outcomes

After completing this course, student-teachers will be able to:

- develop an awareness why business studies is taught at +2 level.
- familiarise the student-teachers with the technique of developing curriculum for the +2 students of Business Studies
- develop an analytical ability to appraise the existing curriculum of commerce meant for +2 students.
- familiarise the student-teachers with the nature of business studies being taught at the school level.
- enable them to be conversant with the different methods of teaching meant for teaching +2 students.
- enable them to identify and use content-based methods of teaching.
- develop positive outlook and skill for the use of modern teaching-aids.
- instill the competence of organising co-curricular activities for enriching the subject matter of business studies.
- develop the ability of exploring good books and other study-material in business studies.
- enable them to develop the tools and techniques of evaluation for appraising and enhancing students' knowledge in business studies.

Course Contents

Unit I

(14 periods)

A. Nature and Need of Business Studies

Nature of business studies, its scope, its delimitation at the school level, justification of its introduction at school level, its place in the school curriculum.

B. Curriculum of Business Studies

Concepts of curriculum and syllabus, developing curriculum of business studies at +2 level, a critical appraisal of present syllabi developed by CBSE.

Unit II

(14 periods)

A. Objectives of Teaching Business Studies

Nature of general and specific objectives, behavioural objectives, technique of writing objectives.

B. Teaching Aids

Importance of teaching aids, types of teaching-aids, scope of using teaching-aids for the teaching of business studies.

Unit III

(16 periods)

A. Methods and Techniques of Teaching Business Studies

- (a) Lecture method
- (b) Question-answers technique
- (c) Discussion method
- (d) Project method
- (e) Problem-solving method
- (f) Teaching through games

B. Co-curricular activities

Business studies based co-curricular activities and their utility, linkage of school and outside organizations for strengthening business studies knowledge.

Unit IV

(21 periods)

A. Integration of Business Studies with other subjects

Accountancy, Economics.

B. Text books and Other Instructional Material in Business Studies

Selection of text-books, reference books and journals

C. Evaluation

Concepts of evaluation, measurement and tests, types of tests, developing different types of tests in business studies. Remedial Teaching. Preparing an Achievement Test, Types of test items.

Suggested Readings

1. Bhatia, S. K. (1979), *Teaching of Principles of Commerce and Accountancy*, SIE Publication, Delhi.
2. Calfrey C. Alhonn, (1988), *Managing the Learning Process in Business Education*, Colonial Press, USA
3. Musselman, Vernon, A., and Musselman, Donald Lee, (1975), *Methods in Teaching Basic Business Subjects*, 3rd ed. Danniell, III. The Interstate Printers and Publishers.
4. Nolan, C. A. (1968), *Principles and Problems of Business Education*, Cincinnati, South Western Publishing Company.
5. Schrag & Poland (1987), *A System for Teaching Business Education*, McGraw Hill Book Company, New York.
6. Siddique, M. Akhtar and R. S. Khan, (1995), *Handbook for Business Studies Teachers*, Jamia Millia Islamia, New Delhi.
7. Tonne, Herbhert and Lovis C. Nancy, (1995), *Principles of Business Education*, McGraw Hill, New York.
8. Megary, J., (1989), *Simulation and Gaming*, *The International Encyclopedia of Educational Technology*, Oxford Pergamon Press.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

Teaching of Accountancy

Course Code: B. Ed. 121

Credits - 4

This course has been developed to familiarize the student-teachers of B. Ed. with the pedagogy of teaching accountancy being taught at +2 level.

The Expected Outcomes

After completing this course, student-teachers will be able to:

- i) acquaint themselves with the nature of accountancy being taught at +2 level
- ii) justify the rationale of including this course in the school curriculum
- iii) rationalise the introduction of this course at +2 level
- iv) enumerate the general and specific objectives of teaching accountancy at +2 level
- v) develop the technique of writing instructional objectives of teaching various topics of accounting
- vi) familiarise themselves with the technique of developing accounting curriculum for the +2 students
- vii) appraise the +2 accounting curriculum developed by CBSE
- viii) have an insight into the details of the various approaches and methods of teaching accountancy
- ix) utilise the different teaching aids for effective transaction of the contents of accounting
- x) rationalise the organisation of co-curricular activities for strengthening the knowledge of accounting
- xi) make use of work-books and practice sets for gaining practical knowledge of the world of accounting
- xii) equip themselves with the essential qualities of an ideal accounting teacher, and
- xiii) familiarise themselves with the techniques of evaluation in accounting.

Course Contents

Unit I :

(19 periods)

A. Nature and Need of Accounting

Nature of accounting, rationale of its inclusion in the school curriculum justification of its introduction at 10+2 stage.

B. Development of Accounting Curriculum

Technique of developing accounting curriculum, a critical appraisal of the CBSE accounting syllabus.

C. Objectives of Teaching Accounting

General and specific objectives of teaching accounting, domains of writing specific objectives, techniques of writing objectives.

Unit II:

(19 periods)

A. Teaching Aids

Use of softwares and hardwares for the teaching of accountancy, including the use of computers.

B. Methods and Techniques of Teaching Accounting

- (a) Lecture method
- (b) Question-answer technique
- (c) Problem solving method
- (d) Games method
- (e) Project method

C. Co-Curricular Activities

Different types of co-curricular activities for strengthening the learning of accounting.

Unit III:

(21 periods)

A. Integration of Accountancy with Business studies and Mathematics.

B. Approaches to Teaching Accounting Cycle

Concept of accounting cycle, completing accounting cycle through the following approaches:

- (a) Journal approach
- (b) Equation approach
- (c) Voucher approach

Comparative study of these approaches.

C. Practical Accounting Knowledge

Workbooks, practice sets

Unit IV:

(6 periods)

A. Accounting Teacher

Qualities of an ideal accounting teacher, avenues available for professional growth.

B. Evaluation in Accounting

Techniques of correcting students' written work, assignments and giving feedback types of tests in accounting. Remedial Teaching.

Suggested Reading

1. Bhatia, S. K., (1996), *Methods of Teaching Accountancy*, Publication No. 16, CIE, Delhi.
2. Binnion, John E., (1956), *When you use a Book-Keeping Practice Set*, *Journal of Business Education*. Vol. 32 Oct., pp. 30-33.
3. Boynton, Laewis, D. (1955), *Methods of Teaching Book-Keeping*, Cincinnati: South Western Publishing Co.
4. Forkher Handen L., R. M. Swanson and R. J. Thompson, (1960), *The Teaching of Book-Keeping*, South Western Publishing Co.
5. Johnson, H. Whittam, A. "A Practical Foundation in Accounting", U.K., George Allen & Urwin (Publishers) Ltd. 1984.
6. Maheshwari, S. B. (1969), *Teachers' Guide in Book-Keeping & Accountancy*, Monograph 6, NCERT, Regional College of Education, Ajmer.
7. Musselman, Vernon A and J. M. Hanna (1960), *Teaching Book-Keeping and Accounting*, New York McGraw Hill Book Co.
8. Sapre, P.M. (1968), *Trends in Teaching Book-Keeping and Accounting*", Regional College of Education, Mysore.
9. Van Ments, M. (1990), *Simulations, Games and Role Play*, *Handbook of Educational Ideas and practices*, London: Routledge.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B.Ed) Teaching of Urdu

Course Code-B.Ed 122

Credits -4

Unit I: A. Nature and Development of Language. (15 Periods)

Nature, development forms, functions and significant movements in modern Urdu Literature

B: Remedial and enrichment Content

- (a) Elements of Urdu Language -its phonetic structure, morphological structure and syntactic structure.
- (b) Spelling Errors, their causes and corrections.
- (c) Children Literature.

C: Objective Based Teaching

- (a) Objectives of teaching Urdu at Secondary and Senior Secondary levels.
- (b) Statement of objectives in behavioral terms.

Unit II:

A. Approaches and Methods of Teaching Urdu (25 Periods)

- (a) Oral expression.
- (b) Reading: Reading Process, oral and silent reading, intensive and extensive reading, reading interests and reading habits.
- (c) Writing composition, objectives and methodology and correction of composition.
- (d) Poetry: Objectives and Methodology, lesson planning.
- (e) Prose: Objectives and Methodology, lesson planning.
- (f) Grammar: Objectives and approaches, lesson planning.

B. Pedagogical Analysis

- (a) Pedagogical analysis of two lessons in Urdu.
- (b) Identification of linguistic and Ideational content of the lessons.
- (c) Listing behavioral objectives.

Unit III:

A. Materials for Teaching Urdu (15 Periods)

- (a) Urdu Text book and its evaluation.
- (b) Supplementary Readers.
- (c) A.V Aid in teaching of Urdu.

B. Co-Curricular Activities Related to Urdu

- (a) Activities for developing listening and speaking competencies.
- (b) Activities for developing reading competency.
- (c) Activities for developing writing competency.

Unit IV: Evaluation

(10 Periods)

- (a) Evaluation and continuous evaluation in Urdu.
- (b) Development of test items: Essay, short answer and objective types.
- (c) Diagnostic testing and remedial measures.
- (d) Preparation of achievement test.

Suggested Practical Work:

- (a) Pedagogical analysis of two lessons(Prose and Poetry)
- (b) Preparation of transparencies for two lessons.
- (c) Development of test items –essay, short answer and objective type question in Urdu.
- (d) Preparation of Diagnostic test and remedial Program in Urdu.
- (e) Organizing a co-curricular activity related to Urdu in School/IASE.
- (f) Planning an outline for action research in Urdu.

Suggested Readings:

Ansari Akhtar(1970)	Ghazal Aur Ghazal ki Taleem, New Delhi. Taraqqi-e-Urdu Board.
Ansari Akhtar	Ghazal Aur Dars-Ghazal. Aligarh, Anjuman Taraqqi-e-Urdu.
Ansari Akhtar(1950)	Studies in Language and Language Teaching, Aligarh, Friends Book House.
Faramo. Saleem(1953)	Urdu Zaban Aur Uski Taleem, Lahore, Pakistan Book Store.
Gray, C.W(1965)	Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London, Longmans.
Husain, Aijaz(1975)	Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar.

- Husain, Sajid(1993) Urdu Aur Uske Tadreesi Tariqe, Karachi, Rabbar Publishers.
- Khan, R.H(1974) Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board.
- Ryburn, W.M(1950) Suggestions for the Teaching of Mother Tongue in India, London, Oxford University Press.
- Saiyidain, K.G(1921) Usool-e-Allahabad, Hindustan Academy
- Srivastava, R.P(1979) Teaching of Reading , Delhi Bahari Publishers.
- Fatehpuri, Farman(1985) Tadrees-e-Urdu, Karachi, Maktaba Jamia
- Moinuddin(1988) Urdu Zaban Ki Tadres, New Delhi Taraqqi Urdu Bureau.

GROUP C

ELECTIVE COURSES

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

ELEMENTARY EDUCATION

Course Code: B. Ed. 135

Credits-4

Objectives :

1. To enable the prospective teachers to identify the problems and issues associated with the Elementary Education
2. To acquaint the prospective teachers with the government policies and Programmes for the development of Elementary Education
3. Enable them to mobilize and utilize community resources as educational inputs
4. To develop among them the capacity to find out solution to the problems associated with the Elementary Education

Unit -1 : Elementary Education: Conceptual Framework (13 periods)

- Elementary Education in India-Scope, Issues and its present status
- Constitutional provisions for Universalisation of Elementary Education
- Expansion of Elementary Education under various Five Year Plans
- National Policy on Education-1986,1992

Unit-2 : Organization & Management of Elementary Education (20 periods)

- Education Planning at District level and Panchayati Raj
- Micro Planning
- Curriculum at Elementary level-its transaction

Unit -3 : Programmes for achieving Universalisation of Elementary Education (20 periods)

- Meaning and significance of Minimum Level of learning
- Multi Grade and Multi Level Teaching Learning Process
- Operation Black Board
- District Primary Education Programme
- Education For All
- Sarva Shiksha Abhiyan
- Alternative Schooling
- Role of NGOs towards Universalisation of Elementary Education
- Strategies for Universal Access, Retention and Quality of Elementary Education

Unit-4 Role of SCERT in promotion of UEE

(12 periods)

- District Institute of Education and Training –concept, functions and role as a pace setter for UEE
- Pre –Service Teacher Education in DIET for adult and non- formal education

REFERENCES:

- Aggarawal,J.C & Aggarawal, S.P, Educational Planning in India, Vol.I, New Delhi; Concept Publishing Co. 1992.
- National Policy of Education, 1968,1978,1992,including POA-1992,MHRD.
- Mohanty, Jagannath, Primary and Elementary Education, Deep &Deep Publication Pvt.Ltd,N.Delhi-2002.
- Mohanty,Jagannath,Indian Education in Emerging Society, Sterling Publishers, N.delhi,1984.
- Syed, Nurullah & Naik, J. P. History of education in India-During British Period; McMillian &Co.Ltd,Bombay,1943.
- Sadler,J.E Concept in Primary Education,Oxford Universuty Press;New York,1985.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

MEASUREMENT AND EVALUATION

Course Code: B. Ed. 136

Credits-4

Course Description:

Unit I: Measurement & Evaluation

(17 periods)

- Meaning of assessment, Evaluation & measurement
- Difference among examination, testing, measurement & evaluation
- Role of evaluation in teaching- learning process
- Functions of evaluation
- Types of Evaluation (Formative, Summative, Norm-referenced, criteria referenced, diagnostic)
- Continuous & comprehensive evaluation

Unit II: Educational Objectives

(15 periods)

- Meaning & difference between educational and institutional objectives
- Need of writing institutional objectives
- Writing institutional objectives in cognitive, affective, psychomotor domain w.r.t. Bloom's Taxonomy

Unit III

(17 periods)

(A) Achievement – Test

- Meaning & purpose of Achievement test
- Steps in construction of Achievement test
- Characteristics of good Achievement test (Reliability, Validity, Objectivity, Usability)
- Relationship between reliability and validity

(B) Test Items

- Basic characteristics of objective and essay type test items
- Advantages, limitations and construction of essay type & objective type test items.

- Steps in construction of Diagnostic test
- Difference between diagnostic and achievement test
- Diagnostic test & remedial teaching
- Methods of Interpreting test results (Basic concept of Grade norms, percentile norms, standard scores, credit point, profiles, skill analysis)
- Use of computers in testing & reporting

Suggested Readings:

1. Aggarwal, J.C., Essentials of Examination System; Vikas Publications, 1997.
2. Ebel Robert L., Essentials of Educational Measurement, Prentice Hall of India, 1991.
3. Gronlund N.A., Measurement and Evaluation; Pearron Edu. Inc.
4. Handbook of Examination, Evaluation, Measurement, Tests & Statistical Techniques; Doaba Book House, 2000.
5. Srivastava D.S., Kumari Sarita, Education Assessment, Evaluation and Remedial; Isha Books, 2005.
6. Kubiszyn Tom; Educational Testing and Measurement, John Wiley, 2003.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

EDUCATIONAL GUIDANCE AND COUNSELLING

Course Code: B. Ed. 137

Credits-4

Objectives:

To Enable Student Teacher To

- Understand the nature, purpose and need for guidance and counselling
- Understand the responsibilities and moral obligation of a counselor
- Understand the techniques and procedures of guidance
- Know about the sources of occupational information, their types and modes of dissemination
- Understand the concept, importance and theories of career development
- Know career pattern, career maturity, vocational career
- Understand and Guide students with special needs

Course Content

Unit 1 : Understanding Guidance And Counselling (22 periods)

- Guidance : Nature, Principles, Purpose and need for guidance, types of guidance, organization of guidance programmes in schools
- Group Guidance : Concept, Need, Significance and Principles, Organisation of group guidance services
- Qualities & Qualifications of a good / effective Counsellor
- Counselling : Meaning, Principles and approaches of counseling, Individual counseling (coping with stress and competition), Group Counselling

(Provide some case studies)

Unit 2 : Techniques And Procedures Of Guidance (18 periods)

- Standardized and non-standardized techniques: meaning, purpose, need and uses of various standardized (viz Aptitude, attitude and Interest inventory) and non-standardized tests (viz the questionnaire, observation, sociometry, rating scale, anecdotal record, case study, cumulative record and interviews)
- Responsibilities of the users of standardized tests

Unit : 3 Occupational Information

(10 periods)

- Meaning, collection, types, classification and dissemination of occupational information, Career development: teacher's role in career planning

Unit : 4 Guiding Students With Special Needs

(15 periods)

Behaviour problems of students with special needs, viz. socio-emotional problems of handicapped and deprived groups such as SC, ST and girls, provision of facilities at governmental and non-governmental level.
Ethical Principles of Psychologists and code of conduct, specially the protection of the rights privacy of parents & students.

Suggested Readings

1. Barki B.G Mukhopadhyay (2000); Guidance and counseling - A manual
2. Oberoi S.C (2000); Educational, Vocational Guidance and Counselling
3. Aggarwal J.C (200); Educational, vocational guidance and counseling
4. Kochhar SK (1999) Guidance and counseling in colleges and universities
5. Sharma, R. N. (2004); Guidance and Counselling
6. Nayak A.K. (2004); Guidance and Counselling
7. Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counselling in Education and Psychology.
8. Joneja G. K. (1997); Occupational information in Guidance, NCERT publication
9. Rao S. N. (1991) Counselling and Guidance.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Course Code: B. Ed. 138

Credits-4

Objectives:

- To understand the meaning, nature, significance of inclusive special education.
- To develop awareness related to various issues in special education.
- To recognise the early signs of varied special educational needs.
- To acquire an understanding of classroom management for educating children with special problems and disabilities.
- To recognise the initiatives and educational provisions envisaged to deal with children of special needs in general classrooms.
- To give an understanding related to vocational preparation and employment opportunities for the exceptional children.
- To develop awareness related to different organizations dealing with exceptional children.

Unit 1 : Conceptual Framework

(13 periods)

- Exceptional Children : Meaning, categories, identification characteristics
- Special Education: Meaning, Nature, Issues (mainstreaming, integrated education), Continuum of Special education services.
- Inclusive Education: Meaning, Nature, Aims, Educational considerations, educational difficulties in inclusive education.

Unit 2 : Education of children with impairment/disabilities

(20 periods)

Visually impaired, hearing impaired, orthopedic handicap, learning disabled, mentally retarded: Meaning, identification characteristics, causes, classification, and classroom management - Role of Teacher. Management strategies to be used by the teacher, teaching - learning material, assessment procedures adopted by the Teacher, tools and techniques used by the teacher for assessing learner's progress, learning outcomes with respect to the children with special needs.

Unit – 3 : Education of children with disabilities

(20 Periods)

Learning disabled, mentally retarded, Meaning, identification characteristics, causes, classification, classroom management – Role of Teacher. Management strategies to be used by the teacher, teaching – learning material, assessment procedures adopted by the Teacher, tools and techniques used by the teacher for assessing learner’s progress, learning outcomes with respect to the children with special needs.

Unit – 4 : Emerging Trends in Special Education

(12 periods)

- Role of Government, non Governmental & Volunteer organisations
- The Disability Act (PWD), 1995
- Integrated Education for the disabled child (IEDC), 1992
- Rehabilitation Council of India (RCI)

Suggested Readings

- Panda, K. C. (1997), Education of Exceptional Children, Vikas Pub. Pvt. Ltd.
- Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
- Reddy, Rumar, Kusuma (2000), Education of Children with Special Needs, Discovery Pub. House.
- Sharma, R. A. (2003), Fundamentals of Special Education, R. Lall Book Depot
- Smith, Robert (1983), Exceptional Child : A Functional Approach
- Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall
- Blackurst & Berdine (1981), Introduction to Special Education
- Samuel Kirk (1997), Educating Exceptional Children
- National Policy on Education (1986, 1992), MHRD, GOI, Delhi
- Scheme of Integrated Education for the Disabled (1992), MHRD
- United Nations Standard Rules on the Equalization of opportunities for persons with disabilities, XI world Congress on Mental Retardation, 1994
- Educational Policies in India
- Analysis & Review of Promise and Performance, K. Sudha Rao, NIEPA, 2002

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

EDUCATIONAL TECHNOLOGY

Course Code: B. Ed. 139

Credits-4

Objectives :

To enable the student - teacher to

- Understand the concept, features and significance of ET.
- Understand the significance of ET in making Teaching-Learning process effective.
- Explain the use of various technological aids in making Teaching-Learning process effective
- Understand the process of development, selection and integration of media.

Unit I: Conceptual Framework of Educational Technology (12 periods)

- Concept, Features and Significance of Educational Technology
- Approaches of Educational Technology (Hardware, Software and Systems Approach)

Unit II : Teaching Technology (18 periods)

- Techniques for enhancing teaching effectiveness through Micro-teaching, Simulated teaching and Interaction Analysis (Flander's Interaction Analysis)
- Communication and Barriers to communication.

Unit III : Audio-Visual aids in Teaching-Learning Process (18 periods)

- Significance of Audio-Visual Aids
- Emerging Technologies -Teleconferencing, Internet, e-Learning, CCTV and ECTV.
- Development of Courseware and Design Consideration.
- Selection and Integration of Media.

Unit IV

(17 periods)

- Programmed Learning-Linear and Branched Programming.
- Distance Education-Concept and Significance

SUGGESTED READINGS

1. Kulkarni, S. S. (1986), Introduction to Education Technology, New Delhi; Oxford - IBH Pub. Co.
2. Mattoo, B. K., New Teaching Technology for Elementary School Teachers, New Delhi federation of Management of Educational Institutions.
3. Mutunalini, T. (1997), Education and Electronic Media, New Delhi, ABH Publishing Corporation
4. Sharma, R. A. (2001), Technological Foundations of Education, Meerut: R. Lal Book Depot
5. Sharma, R. A. (2000), Shaikshik Prodyogiki, Meerut: R. Lal Book Depot (Hindi)
6. Walia, J. S. (2000), Educational Technology, Paul Publishers, Jalandhar.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

VALUE EDUCATION AND EDUCATION FOR HUMAN RIGHTS

Course Code: B. Ed. 140

Credits-4

OBJECTIVES

1. To enable students to understand the need and importance of value-education and education for Human Rights.
2. To enable the students to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-à-vis their cognitive and social development
5. To orient the students with various intervention strategies for moral education and conversion of moral learning to moral education.

Unit-I

(12 periods)

Values : Concepts : Nature and scope of value education.

Perspectives : Philosophical, socio-cultural and psychological

Related items : Duty, virtue, Dharma, Ethics, Religion, Morality; levels of morality

Unit - II : Values in multi cultural contest

(15 periods)

Typologies: Intrinsic / extrinsic, Absolute / Relative, permanent / transient

- a. Indian pluralism - the way of life of Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.
- b. Greeco - Roman and Chinese cultural values.

Unit- III : Values: The ideal of Human Unity

(13 periods)

- Human rights - The rationale and its evolution, UDHR - Articles
- National Human Rights Commission and its role
- Indian Constitution

Unit - IV Education in values

(25 periods)

- a. Value crises, Conflicts, Different strategies, models to develop values, approaches suggested by L. Kohlberg and A. Maslow. Role of Education.
- b. Professional Ethics

References :-

1. C, Sheshadri; The Source book of Value Education, NCERT
2. McKenzie; Ethics
3. S. Abid Hussain; The Indian Culture
4. Source book of Human Rights - NCERT
5. Justice Rama Jois; Human Rights - Human Values, NCTE
6. Calcutta, The Buddhist way of life
7. Dayalbagh, M. Shery; Bhartiya Sanskriti, Agra
8. Sri Aurobindo; The foundations of Indian Culture; Pondicherry
9. Sri Aurobindo Centre, India is one, Pondicherry
10. Nirmal Kumar, The stream of Culture

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

ENVIRONMENTAL EDUCATION

Course Code: B. Ed. 141

Credits-4

Objectives

This Paper of Environmental Education would enable the Pupil teacher to-

- Understand the meaning, scope and Nature of Environmental Education
- Make deeper study of the various aspects related with Degradation of Environment
- The relevance of Bio-diversity in relation to their understanding about the Ecosystem
- The various measures taken at different levels to combat the impact of Environmental Degradation
- Appreciate the role of education as an effective tool of generating environmental awareness in the society.

UNIT I

(10 periods)

- Environment: Meaning, scope and Nature of Environmental Education
- Salient Features of Environmental Awareness
- Role of Environmental Education as the means of developing environmental sensitivity among children

UNIT II

(18 periods)

2.1 Ecosystem

- Definition, Structure and function of Ecosystem
- Energy flow in the Ecosystem
- Food chain, Food webs and Ecological Pyramids

2.2 Biodiversity

- Meaning, Nature and Significance
- Hot spots of Biodiversity
- Factors responsible for endangering Biodiversity
- Conservation of Biodiversity

UNIT III

(20 periods)

3.1 Environmental Hazards

- Meaning, Nature and types of environmental hazards : volcanic eruptions, floods, cyclones, droughts, earthquakes.

3.2 Pollution

- Meaning of Pollution
- Types of Pollution-Noise Pollution, Air Pollution, Water Pollution, Solid waste disposal, steps taken to control them

3.3 Global Problems

- Green House Effect, Ozone Layer Depletion, Global Warming, acid Rain, Polar Melting

UNIT IV

(17 periods)

- Sustainable Development- Meaning, Nature and Features
- Various Environmental Movements in India
- Government's Policies and Acts
- Global and Local Efforts to reduce environmental problems- Prominent summits and Conferences held between 1985-2004, Ganga Action Plan/ Yamuna Action Plan
- Role of School/teacher as an agent of generating Environmental sensitivity among children

References :

1. UNESCO/UNEP(1985)- Living in the Environment: a sourcebook for Environmental Education
2. Dr. Gupta R.D and Dr. Singh K.V.- Environmental Studies(2004)
3. Dr. Singh Savindra - Environmental Geography (2001)
4. Prof. Reddy K. Purushotam and Reddy D. Narsimha, Neelkamal Publication (2002) - Environmental Education
5. Saxena H.M. (2003) - Environmental Geography

Secondary Sources :

- Down to Earth, Newspapers, Science Reporter, Geography and You
- Annals of Association of American Geographers (NCERT Library)

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

POPULATION EDUCATION

Course Code: B. Ed. 142

Credits-4

OBJECTIVES

- To acquaint the student teachers an understanding of the definition, concept, need and importance of Population Education;
- Developing in them an understanding of the criticality of essential conditions of population stabilization for better quality of life of present and future generations.
- Inculcating in them rational attitude and responsible behaviour towards Population & Development issues.
- To help student teacher to appreciate the role of population education as an educational intervention for upgrading the quality of social functioning.

UNIT I : INTRODUCTION

(14 periods)

- Definition of Population Education, Nature & Scope of Population Education. Concept, Needs and objectives.
- Integration of Population Education with the general school curriculum.
- Role of Teacher in creating awareness and use of mass media: newspaper, radio, T.V etc.

UNIT II : POPULATION DYNAMICS

(17 periods)

- Growth and distribution, Density: all over India
- Population structure and characteristics: Age and Sex; Rural, Urban, Literacy and Educational Attainment.
- Factors affecting Population Growth: Mortality, Fertility and Migration: Internal, Rural-Urban

UNIT III : POPULATION THEORIES AND METHODS

(17 periods)

- Malthus Theory, Optimum Population Theory
- Methods and Approaches : Inquiry Approach, Observation, Self Study, Discussion

UNIT IV: POPULATION GROWTH & SOCIO-ECONOMIC DEVELOPMENT

(17 periods)

- Health & Nutrition, family size and family welfare, Population change and Resource Development.
- Community based area study on different parameters of population

References:

BOOKS :

- Asha A. Bhende and Tara Kanitkar
Principles of Population Studies, Himalayan Pub. House, Bombay, 1988
- G.B. Saxena; Indian Population in Transition, N. Delhi. Commercial Publication Bureau, 1971.
- Aggarwal, S.N., India's Population Problems, Tata Mc Graw Hill Pub. Co. Ltd., III Edition, 1977
- J.C. Aggarwal, Population Education, 2003.
- Natarajan Chitra; Population Problem, 1997
- Cruz L de La: Population Education: Its nature and role, UNESCO(ROEAP), Bankok, 1980
- Jacobson Wellard JU,(1979) Population Education; A knowledge base, NY, Teachers College Columbia University.
- Sharma R.C. (1988) Population Resources, environment and quality of life, Delhi. Dhanpat Rai & Sons.
- Sheshadri, C & J.L. Pandey (1991) Population Education: A national Source Book, ND, NCERT
- Chandana, R.C, Geography of Population Education, Kalyani Publishers, New Delhi, 1994
- Ghosh, B.N (1978) : Population Theories and Demographic analysis, Meenakshi Prakashan, New Delhi

JOURNALS / PERIODICALS:

- Population Studies
- Population Research and Policy Review
- NCERT (1969) National Seminar on Population Education, ND, NCERT
- UNESCO (1978) Population Education; A Contemporary concern, ISCOMPE education studies Documents
- UNFPA (1996) Programme of Action, adopted at the International Conference on Population and Development Cairo, 5-13 September, 1994 NEW YORK, UNFPA.
- Government Of India; National Policy On Education, New Delhi, MHRD, Deptt. Of Education
- NCERT(Ed) Source Book On Population Education, NCERT, New Delhi, 1991

GROUP D

PRACTICAL COURSES

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

TEACHING SKILL DEVELOPMENT - I

Course Code: B. Ed. 151

Credits - 6

All the students will undergo full time intensive School experience programme for thirty working days during first phase as per the convenience of respective Practice Schools.

- Students are required to prepare twenty lesson plans for each pedagogical course.
- Minimum of 50% of the Lessons delivered by the students will be observed and evaluated by the teacher supervisor from the respective faculty from the Teacher Education Institute/College.
- Practice teaching will be conducted in nearby Schools so that the students could come back from the School to the college for discussion of the Lesson Plan and so on as and when required as per college schedule.
- External evaluation will be done by a Board of Examiners comprising of an Internal and an External examiner appointed by the University. The basis will be observation of teaching in the classroom and relevant records such as Lesson Plans, Teaching Aids, school profile and any other records generated during the practice teaching etc.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

TEACHING SKILL DEVELOPMENT - II

Course Code: B. Ed. 152

Credits - 6

All the students will undergo full time intensive School experience programme for thirty working days as per the convenience of respective Practice Schools.

- Students are required to prepare twenty lessons plans for each pedagogical course.
- Minimum of 50% of the lessons delivered by the students will be observed and evaluated by the teacher supervisor from the respective faculty from the Teacher Education Institute/ College.
- Practice teaching will be conducted in nearby Schools so that the students could come back from the School to the college for discussion of the Lesson plan and so on as and when required as per college schedule.
- External evaluation will be done by a Board of Examiners comprising an Internal and an External examiner appointed by the University. The basis will be observation of teaching in the classroom and relevant records such as Lesson Plans, Teaching Aids, school profile and any other records generated during the practice teaching etc.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

PSYCHOLOGY PRACTICAL

Course Code: B. Ed. 153

Credits - 2

Psychology Practical Work

- One - in - depth Study.
- One Standardized Test.
- One self-made test.

This practical will be jointly evaluated by an internal examiner and an external examiner appointed by the University. The basis will be viva - voce and the records submitted.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

COMPUTER PRACTICAL

Course Code: B. Ed. 154

Credits - 2

The students will be able to create a digital portfolio and transact technology supported lessons.

Contents :

Create a digital portfolio that showcases technology supported project based learning. The contents of the digital portfolio are the following:

- Lesson Plan - (supported with a multimedia presentation)
- Evaluation Rubric for evaluation of a presentation/ Project/ Educational Software.
- A computer based question bank.

Implementation:

Transacting at least one technology - supported lessons during practice teaching (either in their respective schools or in the college where the faculty exists) is compulsory for all student teachers.

Evaluation:

The students will be evaluated on the basis of the digital portfolio they create and evaluated by an internal and the external examiner appointed by the University.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

ATR, CRITICAL APPRAISAL OF TEXT BOOK & SCHOOL PROFILE

Course Code: B. Ed. 155

Credits - 2

- I. Achievement Test Record - ATR to be constructed administered and evaluated in any one subject.
- II. Critical appraisal of Text Book in both subjects.
- III. School profile (profile of practice teaching school).

This practical will be jointly evaluated by an internal examiner and an external examiner appointed by the University. The basis will be viva - voce and the records submitted.

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

SUPW, VISUAL EDUCATION

Course Code: B. Ed. 156

Credits - 1

1. Experience in a school based activity, which the student teacher could handle as a SUPW activity for students.

- I. Printing and Designing.
- II. Clay Modeling.
- III. Art and Craft Work
- IV. Electrical Gadget.
- V. Gardening.
- VI. Nutritious Meal Planning.
- VII. Embroidery and Stitching.
- VIII. Low cost teaching aid.

Note: Any one of the above activities to be offered by each student.

2. Visual Education - One chart and one model / subject game in each subject.

The basis of evaluation will be continuous assessment by internal examiner and on records generated therein.

NUES**

**** There will be no external examination**

Guru Gobind Singh Indraprastha University, Delhi

Bachelor of Education (B. Ed.)

TUTORIAL, CO-CURRICULAR ACTIVITIES & SPORTS

Course Code: B. Ed. 157

Credits - 1

A. TUTORIAL

Tutorial are organized structured interactive sessions group discussions, presentations leading to ONE study based report/assignment to be submitted by the students and ONE book review related to education.

B. CO-CURRICULAR ACTIVITIES & SPORTS

The following activities be undertaken under co-curricular activities and sports:

1. During Non-Sep days two periods per week to be included in the timetable.
2. Field Trip /subject excursion to be undertaken.
3. Educational Excursion to be conducted.
4. Participation in various inter-college and University activities.
5. Report of two sports events to be made.

The basis of evaluation will be continuous assessment by internal examiner and on records generated therein.

NUES**

****There will be no external examination**