

PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)

(Estd. under Panjab University Act VII of 1947-enacted by Govt of India)

FACULTY OF EDUCATION

SYLLABI

FOR

BACHELOR OF EDUCATION (B.Ed.)

(Semester System)

**REGULAR COURSE AND THROUGH
CORRESPONDENCE**

Two Year Programme

(Syllabus of Semester III-IV)

2016-2017

APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE

Notwithstanding the integrated nature of the course spread over four semesters in two academic years, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of each semester,. Nothing in these regulations shall be deemed to debar the university from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.

B.Ed. Two Years Programme, Panjab University Chandigarh

***Scheme, Outlines of tests, syllabi and course of readings for Bachelor of Education
(B.Ed.) General (Four Semesters) Examination, 2016-17***

NOTE:The present B.Ed. curriculum has been restructured, designed and developed as per National Council for Teacher Education Notification-2014, and is applicable w.e.f. the session 2015-16.

Preface

The new B.Ed. syllabus has been developed by the Board of Studies in Education, P.U. with the active participation and feedback from the Principals and faculty members of affiliated Colleges of Education, keeping in view the guidelines provided in ‘Curriculum Framework for two year B.Ed. Programme’ by NCTE and also to meet the requirements of school system of the region. The present syllabus of Two-year B.Ed course is the outcome of Panjab University sponsored ‘Curriculum Development Workshops’ organised in four colleges of education.

Consecutive workshops to further improve the syllabus were held in other colleges also in 2016. The rich contributions by all the invited resource persons from other universities and teacher educators are duly acknowledged. The new syllabus integrates the study of subject knowledge, human development, pedagogical knowledge, and communication skills. The programme comprises three broad curricular areas: Perspectives in Education, Curriculum and Pedagogical studies, and Engagement with the field.

Transaction of the course requires a variety of approaches, such as, class teaching, case studies, discussions on reflective journals, observation records, student portfolios, observation of children/school students, interaction with community in multiple socio-cultural environments, close reading of original writings, tutorials, seminars, project/field work, term papers, individual or group assignments, and continuous engagement with the field.

Disability studies/inclusive education, intensive use of ICT, gender studies, participation in sports & yoga, cultural activities, educational tour and trips are integral part of the B.Ed curriculum.

The revised curriculum is an effort of all the teachers, principals and members of board of studies. Members of board of studies have taken extra efforts to revise and enrich the syllabi of all the four semesters in July and November, 2016 at Panjab University, Chandigarh.

Revised curriculum is a blend of pedagogical theory, professional ethics, teaching competence and innovative practices which will be helpful in producing effective, skilled and human teachers for all the subjects in the upper primary/high/secondary/senior secondary schools at local as well as global level.

Semester-III

S.No.	Course Code	Name of the Paper/Subject	External	Internal	Total
1	C-18	School Internship (16 Weeks)	70+70+50 =190 PS-I+II + Assessment by School Advisor/ Panel	30+30=60	250

Semester –IV

S.No.	Course Code	Name of the Paper/Subject	External	Internal	Total
1	C-19	Knowledge and Curriculum	80	20	100
2	C-20	Creating Inclusive School	40	10	50
3	C-21	Guidance & Counselling	40	10	50
4	C-22	Understanding the Self (EPC- III)	40	10	50
5	C-23	Reading & Reflecting on Text (EPC –IV)	40	10	50
6	E1-E6	Elective (Options) (Any One from the following)	40	10	50
	E-1	(i) Gender, School and Society			
	E-2	(ii) Health & Physical Education			
	E-3	(iii) Peace Education			
	E-4	(iv) Vocational and Work Education			
	E-5	(v) Environmental Education			
	E-6	(vi) School Library Services			
7	C-23	Participation in Community Service, Cultural activities, Educational Tour/Trip		30	30
8	C-24	Participation in Sports & Yoga		20	20
Total			280	120	400

* Common written exam will be held . Please see instructions at 1.3 (e).

Total Marks = Semester I =450 + Semester II= 500 + Semester III= 250 + Semester IV= 400

Grand Total = 1600

1.2. **Rules and Regulations/Guidelines:**

- (i) Admission to B.Ed. shall be made on merit on the basis of marks obtained in the qualifying examination i.e. graduation, or any other selection process as per policy of state govt/U.T. administration and the University.
- (ii) Eligibility: A person who possesses the following qualifications shall be eligible to join the course:
- a) Candidates with atleast Fifty Percent Marks either in Bachelor's degree and/or in the Master's degree in Science/Social sciences/ Humanities/ Commerce/Home science/B.B.A/B.C.A, or Bachelors in Engineering or Technology with specialization in science and mathematics with 55% marks OR any other qualification equivalent thereto, are eligible for admission to the programme.
 - b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per rules of the central/state government whichever is applicable.
- iii) Duration of B.Ed. programme shall be of Two academic years, spread over four semesters, which can be completed in a maximum of Three years from the date of admission to the programme.
- iv) There shall be atleast 200 working days each year exclusive of the period of admission and examination.
- v) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- vi) Minimum attendance of student teachers shall be 80% for all course work and practicum, and 90% for school internship.
- vii) Minimum pass marks are 40% in each paper , Practical, and School Internship in each semester, however, the promotion from semester I to II and from III to IV shall be as per Panjab University policy for semester courses. Pass marks will be 40% in Aggregate.
- viii) Admission to B.Ed course is subject based. At the time of admission, each candidate shall opt for two teaching/pedagogical subjects, which has been studied at graduation/post-graduation level. The candidate must have studied the Major subject of the pedagogy combination for atleast 3 years at graduation level or two years at Master's level. The minor subject should have been studied for at least for one year/one semester.
- ix) The candidates having honours course shall opt for major subject in which they have obtained honours. The minor subject should have been studied atleast for one year/one semester.

- x) The candidates who have passed additional subjects at graduation level can opt for only those teaching subject, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.
- xi) B,Com./B.B.A./M.Com. graduates /postgraduates may opt for two teaching subjects- one is pedagogy of commerce and the other shall be pedagogy of economics/mathematics/any one language i.e. pedagogy of English/Hindi/Punjabi/Sanskrit.(B.Com/B.B.A. graduates shall be considered in commerce stream only, even they have passed additional arts subjects unless they have passed Masters in Arts)
- xii) B.C.A. graduates may opt for pedagogy of Computer science as one subject. The other subject shall be pedagogy of mathematics or any one language (English/Punjabi/Hindi/Sanskrit)
- xiii) B.E./B.Tech. graduates shall opt for any two subject combination out of pedagogy of Mathematics, Computer Science, Science , Languages.
- xiv) B.Sc.(Home Science) graduates shall opt for two pedagogy subjects. One is Pedagogy of Home Science, other may be subject studied at graduate level i.e. Science or any one language (English/Hindi/Punjabi/Sanskrit).
- xv) B.Sc(Medical) graduates shall opt for two teaching subjects out of the following:
- (a) Pedagogy of Science/ Life Science;
 - (b) Pedagogy of Physical Science;
 - (c) Pedagogy of any one language i.e. English/Hindi/Punjabi/Sanskrit.
- xvi) B.Sc(Non-Medical) graduates shall opt for two teaching subjects out of the following:
- (a) Pedagogy of Science/Physical Science;
 - (b) Pedagogy of Mathematics/Computer Science;
 - (c) Pedagogy of any one language i.e. English/Hindi/Punjabi/Sanskrit.
- xvii) Arts Graduates may opt for any two pedagogical subjects one each from the following (a) and (b):
- (a) Pedagogy of Social Studies/Economics/History/Geography/Political Science/Sociology/Public administration/Fine Arts/Physical Education/ Music/Home Science.
 - (b) Pedagogy of any one language i.e.English,Punjabi, Hindi,Sanskrit provided that the candidate has studied the subject at the graduation/post graduation level.
- xviii) Graduates with Fine Arts/Music/Computer Science/Home Science/Physical Education/Mathematics/Statistics/Quantitative techniques shall opt for any of these subjects with the other subject combinations available in the college.

Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts/Performing Arts/Fashion Design/Fashion Technology or B.A. with Diploma in Drawing and Painting or Arts and Craft Teacher's course from a recognized institution.

- xix) Pedagogy of Social Studies shall be opted by those who have studied any one of these subjects at B.A./M.A. level i.e. History/Economics/Geography/Political science/sociology/Psychology/Education/Defence Studies/Religious Studies/Public Administration/Philosophy.

- Note:**
1. The candidates shall be given the required subject combination depending upon their availability in the college.
 2. Candidates who have passed Shastri/Gyani/Parbhakar/Honours in a language/Elective subjects in languages can opt for two language combinations provided they have studied the other language for at least one year/one semester at graduation/post-graduation level.
 3. Pedagogy subjects shall be taught by the concerned teacher educators with specialization in the subject.
 4. Pedagogy of Health and Physical Education shall be taught by Asst. Prof. in Physical Education (M.A.Physical Education/M.P.Ed.)
 5. Pedagogy of Computer Science shall be taught by an Asst. Prof. in Computer Science(M.C.A./M.Sc.-IT/CS/M.Tech. or similar qualifications with B.Ed. preferably with M.Ed. But ICT components (EPC-I) may be taken up by Computer Instructor(PGDCA/M.Sc IT/CS/B.E./B.Tech.(CS) or higher qualification from a recognized institution.
 6. Pedagogy subjects selected at semester-I will remain the same in all the semesters.
 7. Use of all brands of non-programmable calculators having signs of addition, subtraction, multiplication and division and square root etc. only, is allowed in the examination centre but these will not be provided by the University/College. Radio, pagers/mobiles are not allowed in the examination hall.
 8. Pedagogy of Social sciences i.e. Teaching of Economics/History/Sociology/Political science/Geography/Public administration are equivalent to Pedagogy of Social studies and vice-versa for the purpose of employment as S.St. teachers/TGT/PGT in schools.

1.3 Instructions for Paper –Setters, Examiners and students:

- i.) The external theory examination will be of Three hours duration for the subjects with maximum 100 marks(course code C-1,2,10,11,19) ; and Maximum time for the subject with maximum 50 marks (C-3,4,5,6,7,12,14,15,20,21,22 (A&B),E-1 to E-6)will be of Two hours duration.
 - (a) The Paper with 100 marks are divided into two parts- 80 marks for external written examination and 20 marks for Internal assessment. External question paper with 80 marks will have V units- First four units i.e. Unit-I,II,III,IV will have two questions each and the

candidate will be required to attempt one question from each of the unit-I toIV. Unit Vth will be compulsory with 4 short answer-type questions(4X4=16)set from the whole syllabus of the paper. Each question will be of 16 marks.

- (b) The paper with maximum 50 marks i.e. course code C-3,5,6,7,14,15,20,21,and E-1,2,3,4,5, are divided into two parts- External written examination of 40 marks and internal assessment of 10 marks. The syllabus of some papers has three units and others have four units. The syllabus with four units will have external question paper with 4 units- Unit-I,II,III,IV, Each unit will have two questions and the candidate will attempt one question from each unit. Each question will carry 10 marks.(4X10=40 marks).
- (c) The paper with maximum 50 marks having three units i.e. C-4; EPC-I (course code C-12); EPC-III (course code C-22); and EPC-IV (course code C-23) is assigned 40 marks for external examination and 10 marks for internal assessment. External written examination of 40 marks for 2 hours duration will be held. Question paper will have 4 units-Unit-I,II,III and IV. Unit I to III will have two questions from each unit of the syllabus and candidate will attempt one question from each unit, Unit IV of question paper will have two short answer questions from the whole syllabus, each question carry 5 marks, will be compulsory.(3X10=30+5+5=40 marks)
- (d) EPC-II – A and B (Course code C-13-A and B) is assigned 25 marks each (external practical examination:20 + internal: 05).. External practical examination will be held by the external examiner appointed by the university for EPC-II –A- (Drama and art in Education) and EPC-II-B (Work experience Prograame) by choosing one craft.
- (ii) Internal assessment will be based on the performance of the candidate in term paper, house test,class assignments, attendance, participation in discussions/seminars/tutorials, related practical and sessional work. It will be assessed and prepared by the concerned teacher. The final list of internal assessment of all the papers in a semester will be prepared by a panel of 3 senior teachers moderated by the principal.
- (iii) Assessment for Engagement with the field(Pre-Internship) will be based on the student's performance in various field related activities, practicals, project work, community related work, diaries, student portfolios, field observations, visit to a innovative pedagogy and learning centre, education resource centre etc.

SYLLABUS OF SEMESTER -III

Course Code: C-18

SCHOOL INTERNSHIP PROGRAMME

Total marks – 250

Duration: 16 Week

Assessment by concerned school – 50 marks

Pedagogical subjects- 100 in each subject
(External-70 + Internal-30)

16 weeks internship shall be carried out in the three phases as described below:

Phase-1 : Pre-Practice

Duration: 1 week (In parent institute)

1. Student teachers will learn to write micro, macro diary, ICT, test based and teaching model based lesson plans.
2. Every student teacher should go through simulated teaching practice in each teaching subject.
3. Workshop on development of audio visual aids be organized during this week.
4. Necessary orientation programmes for Mentor Teachers and Heads of the selected schools be organized by the institute.

Phase-2: Teaching Practice

Duration: 14 weeks

The school teaching practice phase can be divided into two blocks. In the first block of 7 weeks, student teachers may be engaged with students 'of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order. With the permission of higher authorities (DGSE, DEO and school principals) the convenient small groups of student teachers shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach minimum of 60 lessons in each pedagogic subject under the supervision of the mentor teacher and respective teacher educators.

- ***Nomination of Mentor Teachers:*** During the internship different teachers of the schools may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.
- ***Identification of supervisors:*** The faculty members of the parent institute would be allotted to different schools as supervisors during the internship period. The supervisor shall coordinate the activities of the mentor teachers of the school; and assess student teachers' performance, and provide on-site guidance and support during internship at least twice a week.

Activities for Student teachers: Student teachers shall undertake the following activities during this period:

Phase I. Planning and Facilitating Teaching Learning

(A) Preparing and delivering 120 lesson plans in two teaching subjects - (60 + 60)

- Macro Lesson Plans-40
- Diary form Lesson Plans- 07
- ICT Based Lesson Plans- 05

- Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)
 - Lessons Plans based on Models of Teaching - 04
- (B) Peer teaching observation - **20 +20** in each subject

Phase II. Assessment of students' performance:

- Preparation of CCE activities on the basis of self conducted unit tests of one class in one school.

III. Participation in School Activities

- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports (any two).
- PTA/PTM/SMC

Records to be submitted by a Pupil teacher:

- Teaching Practice file (Both teaching subjects)
- Assessment record (CCE)
- Record of Participation/organization of school activities

Phase – III

Post-Practice and Evaluation

Duration: 1 Week

The following activities shall be organized in the Post Practice phase:

- Presentation of brief report by each student teacher on his/her internship experiences.
- Inviting feedback from cooperating schools.

Evaluation (Total- 250 marks)

The weight age to different components of internship shall be assigned as under:-

- Assessment by concerned teaching subject school mentor teacher and teacher educator – **50 marks (25+25 in each subject)** on assessment **performa - A**
- Internal assessment on the basis of submitted records- 30 in each teaching subject **(30+30 in each subject =60)**
- External assessment: Final Skill- in-Teaching lesson in each subject to be conducted in the parent college **(70+70 in each subject =140)** under the supervision of external Internship Programme Coordinator appointed by the university.
- Breakup of external evaluation for each teaching subject (70 marks) is as follows:
 - Written Lesson - 10 Marks
 - Presentation - 40 Marks
 - Teacher Traits - 10 Marks
 - Teaching aids - 10 Marks

Performa-A: Assessment for School Internship

(To be given by Teaching Subject School Mentor Teacher and Teacher Educator for each Teaching Subject)

Total Marks : 50 (25+25) For two teaching subjects

Teaching Subject: _____
 Name of the Student _____
 Roll No. _____
 Name of the School _____
 Session _____
 Date _____

Sr.No.	Teaching Aspects	Marks for the area	Marks Obtained
1.	Adherence to school's rules & regulations (Punctuality, Attendance & General behaviour)	5	
2.	Organization and participation in morning assembly and co-curricular activities.	5	
3.	Development and use of teaching learning material (audio visual aids)	2.5	
4.	Maintenance of School Records & Registers	2.5	
5.	Participation in evaluative techniques (Developing question papers, making marking papers, helping & preparing results and assigning grades)	5	
6.	Use of teaching strategies (knowledge of subject content, methodology, class room interaction, class control etc)	5	
Total		25	
Marks			

Signature of School Advisor/Coordinator/Mentor teacher:

Signature of Teacher Educator:

Counter signed by head of the school (along with stamp)

SEMESTER-IV

C-19

Knowledge and Curriculum

Total Marks:- 100 (External assessment:80 + Internal assessment:20)

OBJECTIVES:

- To explain the concept, sources of knowledge, and facets of knowledge.
- To appraise the student teacher about the concept of modernization, multiculturalism and democratic education in curriculum.
- To acquaint the student-teacher with the culture and modernity, national integration and secularism.
- To understand the concept of hidden curriculum and analyse various curriculum framework.
- To explain the meaning and different types and determinants of curriculum.
- To explain principles and approaches of curriculum construction.
- To acquire conceptual understanding of ideology and the curriculum.

UNIT-I: KNOWLEDGE, SKILL & FACTS OF KNOWLEDGE

- a) Knowledge — Concept, nature and sources of knowledge, role of teacher and student in construction of knowledge.
- b) Distinction between knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.
- c) Facets of knowledge: local and universal; concrete and abstract; theoretical and practical; contextual and textual; school and out of school and their relationships.

UNIT-II: FUNCTIONS OF KNOWLEDGE

- a) Education for universalism, modernization and multiculturalism in Indian context.
- b) Education for national Integration, secularism and democracy.
- c) Education and values— concept, types of values, sources of values, erosion of values, ways and means of inculcation of values.

UNIT-III: ESSENTIALS OF CURRICULUM

- a) Relevance of curriculum, meaning and concerns of 'Hidden Curriculum'.
- b) Approaches to curriculum development—subject centered, learner centered and community centered.
- c) Curriculum visualized at different levels- national , state and local level

UNIT-IV: UNDERSTANDING IDEOLOGY

- a) Philosophical ideology and curriculum: Idealism, Naturalism & Pragmatism.
- b) Educational thoughts of Tagore, Gandh, Paulo Friere.
- c) NCFSE- 2005

Sessional Work

Critical Analysis of any one of the following:

- a) National Curriculum Framework for School Education (NCFSE-2005).
- b) National Curriculum Framework for Teacher Education (NCFTE-2009).

Suggested Readings:

- B.C. Rai: Theories of education, Parkashan Kendra Sitapur Road Lucknow.
- Kamala Bhatia and B.D. Bhatia: Theory and principle of education. Doaba House NaiSarak Delhi.
- S.K. Murty: Philosophical and sociological foundation of education: Parkash brothers Ludhiana.
- NR SwarupSaxena: Philosophical and sociological foundation of education. R Lall Book Depot Meerut.
- TS Sodhi: Philosophical and sociological foundation of education, Bawa publication Patiala.
- SP Chaube Foundation of education, Vikas publishing house, Noida.
- J.C. Aggarwal: Curriculum reforms in India NaiSarak Delhi.
- Janadran Prasad: Advanced curriculum construction Kanishka Publishers, New Delhi.
- Malla Reddy Mamdi: Curriculum development and educational technology, Sterling Publishers, New Delhi.
- R.M. Kalra: Curriculum construction for youth development, Sterling Publishers, New Delhi.
- SK Murty: Essentials of Curriculum Development. Allied Book Centre Hyderabad.
- MS Khan: Teacher Education. APH Publishing Corporation, New Delhi.
- MA Siddiqui: Teacher education NCTE New Delhi.

C-20**CREATING AN INCLUSIVE SCHOOL**

Total Marks : 50 (External Assessment:40 + Internal Assessment : 10)

Objectives :

The course will enable the student teachers to

- To develop adequate competence and sensitivity among teachers regarding inclusive education.
- To understand concept, meaning and significance of inclusive education & Children with Diverse Needs.
- To gain knowledge on policy and legislative frameworks promoting inclusion.
- To prepare teachers for Inclusive schools.
- To inculcate healthy attitude towards inclusive education.
- To identify and utilize existing resources for promoting inclusive practices.

Unit-I : Understanding Inclusion in Education

- Concept and Importance of Inclusive Education.
- History of Inclusion-Paradigm shift from segregation to inclusion.
- Innovative practices and strategies for promoting inclusive education.

Unit-II : Policy perspective : Initiatives to promote inclusive education

- United Nation convention on the rights of persons with disabilities (UNCRPD), Persons with Disability Act 1995
- Inclusive education in SSA 2000, RMSA 2006, RTE 2010
- Role of institutions in coordinating with various agencies, functionaries, rehabilitation professionals and NGOs’.

Unit-III : Understanding Children with Diverse Needs

- Concept and classification of CWDN (Physical, Social, Psychological, Cultural and Economic diversity)
- Learning disabilities – Concept, identification and educational programme (Dyslexia, Dysgraphia, Discalculia)
- Orthopaedic impaired children - Concept, identification and educational programme

Suggested Activities:

- Report on a visit to school practicing inclusion / Special School.
- Preparing a case study on any of the categories of children with diverse needs.

Suggested Readings:

Bartlett, L.D. and Weisentein, G.R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey : Prentice Hall.

Chaote, J.S. (1991). *Successful Mainstreaming*, Allyn and Bacon

Choate, J.S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon

Daniels, H. (1999). *Inclusive education*. London :Kogan.

Deiner, P.L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida : Harcourt Braceand Company.

Dessent, t. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.

C-21

GUIDANCE AND COUNSELLING

Total Marks: 50 (External Assessment:40 + Internal Assessment:10)

OBJECTIVES:

1. To help the pupil teachers to understand the meaning, aims and objectives, principles and scope of guidance.
2. To acquaint them with various services of guidance.
3. To enable them to differentiate between guidance and counselling.
4. To help the pupil teachers to understand counselling and its various approaches
5. To enable the pupil teachers to understand their students by applying testing and non-testing techniques.
6. To help them to organize guidance and counseling cell in the school.
7. To acquaint them with the methods of Job analysis

UNIT-I: UNDERSTANDING GUIDANCE AND COUNSELLING

- a) Meaning, need, principles, objectives and scope of Guidance.
- b) Types of Guidance: Educational, Vocational and Personal Guidance.
- c) Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Difference between Guidance and Counselling.

UNIT-II: GUIDANCE AND COUNSELLING SERVICES

- a) Guidance services: occupational information service, placement service and follow up service.
- b) Minimum programmes and organization of Guidance and Counselling services at secondary & senior secondary level.

- c) Role of Counsellor, Headmaster and teacher in Guidance.

UNIT-III: TECHNIQUES FOR UNDERSTANDING THE INDIVIDUAL

- a) Testing techniques- intelligence, interest, aptitude and achievement tests
 b) Non- testing techniques- cumulative record cards, interview, case study.
 c) Job Analysis- Meaning, Purpose and methods.

SUGGESTIVE PRACTICAL (ANY TWO)

- a) Case study- highlighting the different life stages and factors affecting the career patterns.
 b) Prepare one power point presentation of any career talk and deliver it in the adjacent school in the community.
 c) Prepare a profile of a student by assessing his/her ability, aptitude, interest or personality.

SUGGESTED BOOKS:

Aggarwal, J.C, Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House

Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.

Bhatia, K.K. (2000). Principles of Guidance and Counseling, Ludhiana: Kalyani Publishers.

Bhatnagar, A. & Gupta, N. (1999). Guidance & Counseling, Vol.1&2: A practical approach, New Delhi, Vikas publishers.

Gibson, R.L. & Mitchell, M.H. (2003). Introduction to Counseling and Guidance, New Delhi, Pearson Education.

Jones, R.N. (2000). Introduction to Counseling Skills: Text and Activities, New Delhi, Sage Publications.

Kinra, A.K. (2008). Guidance and Counselling, New Delhi: Pearson Longman

Linda Seligman (1994). Developmental Career Counseling and Assessment. (2nd ed.) London

Sage Publications. Pandey, K.P. (2000). Educational and Vocational Guidance in India. Varanasi: Vishwa Vidyalya Prakashan.

Rathus, S.A. & Nevied, J.S. (1980). Adjustment and growth: The challenge of life. New York: Rinehart and Winston.

Robinson (2005). Principles and Procedures in Student Counselling. New York: Harper & Row.

Safaya, B.N. (2002). Guidance & Counselling. Chandigarh: Abhishek Publications.

Sharma, R.A. (2008). Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot.

Sharma, Tara Chand (2002). Modern Methods of Guidance and Counselling. New Delhi: Sarup and Sons.

Shertzer, Bruce and Stone, Shelly, C. (1974). Fundamentals of Counselling. London: Houghton Mifflin.

Sidhu, H.S. Guidance and Counselling. Patiala: Twenty First Century Publication.

Sodhi, T.S. and Suri, S.P. (1999). Guidance & Counselling. Patiala: Bawa Publication

Starng, R. (2005). Counselling Techniques in Colleges and Secondary Schools. New York.

C-22 (EPC3)

UNDERSTANDING THE SELF

Total Marks : 50 (External Assessment:40 + Internal Assessment : 10)

Objectives :

- To develop a vision of life among student teachers.
- To develop a holistic and integrated understanding of the human self and personality.
- To facilitate the personal growth of student teachers by helping them to identify their own potential.
- To develop positive thinking among student teachers.
- To encourage future teachers to develop the capacity for self-regulation and conflict resolution.

Design of the Course

This course is designed in the form of theory as well as workshops. One workshop of fifteen days spread over the whole semester is to be organised. A number of innovative approaches/techniques/strategies in workshop mode need to be used. This includes interactive sessions, presentations, buzz sessions, role plays and other activities suitable for the particular workshop.

CONTENTS:

Unit-I: UNDERSTANDING AND DEVELOPMENT OF SELF

- Defining the self (awareness & acceptance), self-perception theory and determinants of self.
- Role of consciousness in self-regulation
- Development of self through meditation, yoga, values and spirituality.

Unit-II : SOCIAL PROCESS AND SELF

- Role of self in development of society
- Resolving intrapersonal and interpersonal conflicts
- Role of positive thinking in self-development.

Unit-III: EXPLORING SELF

- SWOC analysis concept and importance for individual
- Self-esteem : Concept, techniques for development of self esteem
- Self-realization : Concept and importance

Workshop Themes: (Preparation of report on any of two)

- Developing emotional integration through practice of yoga and meditation
- Developing the capacity for resolving conflicts(Adjustment mechanisms & coping strategies)
- SWOC Analysis matrix of self (Strengths, Weakness, opportunities and Challenges)

Suggested Readings:

- Dalal, A.S. (2001). Our many selves. Pondicherry, India : Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's search for meaning. New York : Pocket Books.
- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India :Saiier.
- Krishnamurti, J. (1953). Education and the significance of life, Ojai, California. USA : Krishnamurti Foundation Trust.
- Walk with me : A guide for inspiring citizenship action (2006), New Delhi : Pravah Pub.

- Wilson, T.D. (2002). Stranger to ourselves : Discovering the adaptive coconscious Harvard University Press.
- Chatterjee, D. (1998). Leading consciously, M.A, USA : Butterworth-Heinemann.
- Csikzentmihalyi, M. (1993). The Evolving Self : A Psychology for the Third Millennium, New York : Harper Collins.
- Dalal, A.S. (1987). Living Within, Pondicherry, India : Sri Aurobindo Ashram Trust.
- Gibran, K. (1996). The Prophet, Calcutta, India :Rupa& Co.
- Halder, B. (2006). A Life Less Ordinary, New Delhi : Penguin Books. Translated by Urvashi Butalia.
- Joshi, P. (2006). Negotiating Identity : Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3 (2), 1175-195.

C-23 (EPC-4)

Reading and Reflecting on Text

Total Marks: 50 (External Assessment: 40 + Internal Assessment:10)

Objectives:

1. To enable to read, analyze and reflect on variety of texts.
2. To develop metacognitive awareness to become conscious about thinking processes.
3. To enable to write with a sense of purpose.
4. To enable student teachers to enhance their capacities as readers and writers.

CONTENTS:

UNIT I: THE SCOPE & NATURE OF READING

- Concept, objectives at different levels, Mechanics of Reading- Environment, Posture and Skills involved in Reading.
- Types (Aloud Reading, Silent Reading, Intensive and extensive reading), methods and importance of Reading.

UNIT II: READING COMPREHENSION&REFLECTING ON TEXT

- Concept, Components, levels of Reading Comprehensions (Lexical, Literal, Interpretive, Applied and Affective).
- Reflective Reading- Concept, components and factors

UNIT III: EVALUATION OF READING

- Evaluation of Reading skills with special reference to test of rates of reading-(Time limit methods & amount limit method etc.)
- Developing reference skills and strategies/techniques for searching information from reference sources.
- Problems faced by children in reading-causes and remedies

PRACTICAL WORK (Any two of the following)

- Analysis of two articles/editorials/advertisements from a newspaper/Magazine etc..
- Writing a book review and critically analyzing the contents and language of the text.

- Reflection and analysis of any one education policy Kothari Commission/NPE 1986/POA-1992/RTE Act.

Suggested Readings: -

- Alan Robinson H.(Ed.): Meeting Individual Difference in Reading, The University of Chicago Press Chicago,1964.
- Blanton,W.E. Fae (Ed.): Measuring reading performance International Reading Association,New York,1976.
- Dechant,E.V.: Improving the Teaching of Reading,Prentice Hall Englewood cliff's,Inc.1964.
- EK Wall E.E., Diagnosis and Remediation of the disabled Readers,Allyn and Bacon,Boston,1971.
- Hanter, L.E.: Improving Reading in secondary schools,macmillanCo.new York,1964.
- Shri Vastav B.P.; The Teaching of Reading.BhartiPublishers,new delhi-1971

E-1

GENDER, SCHOOL AND SOCIETY

Total Marks: 50 (External Assessment: 40 + Internal Assessment : 10)

Objectives of the Course:

- To develop basic understanding and familiarity with key concepts and gender issues.
- To sensitize student teachers towards gender issues.
- To observe and develop strategies and skills for manifestations of gender inequalities in school and society.

UNIT-I: GENDER ISSUES

- a) Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype.
- b) Gender issues in contemporary India- Nature, constitutional provisions and policies.

UNIT- II: SCHOOL AND GENDER EDUCATION

- a) Gender bias in schooling and in textbooks, curricular choices and the hidden curriculum (Teacher attitudes, classroom interaction and peer culture).
- b) Role of education in gender sensitization – Identifying education as a catalyst agent for Gender equality.

UNIT-III: GENDER AND SOCIETY

- a) Awareness towards gender issues – family, school and society as an agent.
- b) Role of media (print and electronic) in social construction of gender.

PRACTICAL WORK:

Any one from the following :

1. Preparing analytical report on gender issues in print or electronic media.
2. Critical Evaluation of Gender Biasness in Textbooks.

Suggested Readings:

- Ramachandran, Bimala. (2004). *Gender and Social Equity in Education : Hierarchies of Access*. New Delhi : Sage.
- UNESCO. (2004). *EFA Global Monitoring Report : Education for All : The Quality Imperative*.
- UNESCO. (2003). *EFA Global Monitoring Report : Gender and Education for All : The Leap to Equality*.
- Ramachandran, Vimala (2009). *Mid Decade Assessment towards Gender Equality in Education*. Project Report, Published by NUEPA, 17-B, Sri Aurobondomarg, New Delhi-110016.
- NCERT (National Council of Educational Research and Training (2006) : Gender issues in Education, National Focus Group, Position Paper New Delhi, NCERT.
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education : A Review of Trends and Factors*. Project Report. Consortium for Research on Education Access, Transitions and Equity (CREATE), Falmer, UK.
- United Nations Girls Education Initiative (UNGEI), New York, (2012) Gender Analysis in Education : A Conceptual Overview, Available at <http://www.ungei.org>
- Manjrekar, N. (2003), 'Contemporary Challenges to Women's Education : Towards an elusive goal?' *Economical and Political Weekly*, 38 (43), 4577-4582.
- Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L.B-arton. R. Meighan and S.Walker, (Eds.) *Schooling, Ideology and the curriculum*, Lewes. UK : The Falmer Press. 29-49.

E-2

HEALTH AND PHYSICAL EDUCATION

Total Marks: 50 (External Assessment: 40+ Internal Assessment:10)

OBJECTIVES:

- To enable the student teachers to develop an understanding about Health & Physical Education.
- To create awareness on different aspects of health and fitness among student-teachers.
- To understand meaning, concept, aims and objectives of Health and Physical Education in school curriculum.
- To learn good health habits: acquire knowledge of common communicable diseases.
- To understand the nature of injuries and to take care during emergencies and provide first aid.
- To understand the diet modification in the treatment of under-weight and obesity.
- To clearly understand concept of recreation and how to organize recreational games.
- To understand various Yoga Asanas and techniques.

UNIT-I

- a) Health Education: concept, objectives, importance and principles of Health Education.
- b) Physical Education: concept, aims and objectives, modern concept of Physical Education, need and importance of Physical Education in school curriculum.
- c) School Health Programmes: Health services, Health supervision and Health instruction.

UNIT-II

- a) Contemporary health problems and preventions: Drug abuse, Alcoholism, Smoking, Obesity, Stress and Depression.

- b) Recreation: Concept, importance of recreation programme in school curriculum and how to organize a recreation game in school.
- c) Nutrition: Functions of food and food habits, elements of a balanced diet and malnutrition.
- d) First Aid: Concept, importance and principles of first aid, first aid kit, importance of PRICE treatment in first aid. (P-prevention, R-rest, I-ice, C-compression, E- elevation)

UNIT-III

- a) Posture: meaning and importance of good posture, common postural deformities: causes, preventive measures and remedial exercises and massage therapies.
- b) Yoga: modern concept, types, need and importance, benefits of specific yoga asanas with their techniques (Surya Namaskar, Tad Asana, Padma Asana, Chakra Asana, Dhanus Asana)
- c) Communicable diseases: mode of transmission, common symptoms and prevention of spread of Aids, Hepatitis, (A,B and C) Chickenpox, Typhoid.

PRACTICAL WORK

1. Project on calculating BMI of 5 persons and write a report.
2. Practice and perform any three yoga asanas.

Suggested Readings:

- Dambrosa, D., & Robert, D. (1993). Prevention and treatment and running injuries. New Jersey : Slack Incorpor Road.
- Dhanajoy, S., & Seema, K. (2007). Lesson planning : Teaching methods and class management in physical education. New Delhi : Khal Sahitya Kendra.
- Eriksson, O.B. (1990)/ Sports medicine, health and medication. Enfield :Guninness Publishing Road.
- Hedge, (1997). How to maintain good health, New Delhi : UBPSD Publishers.
- Kanele., B.S., & Kumar, C.P. (1996). Text book on health and physical education, Ludhiana :Kalyana Publishers.
- Krishna, G. (1993). The purpose of yoga. New Delhi : UBS Publishers Ltd. Ramachandran, L.t., & Dharmalingam. (1993). Health Education, A new approach, New Delhi :Vikas Publishers Ltd.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education, Gurusar Sadhar : GBD Publications.
- Mangal, S.K. (2005)/ Health and Physical Education, Ludhiana :Tandon Publication Book Market.
- Nash T.N. (2006). Health and Physical Education, Hyderabad :Nilkamal Publishers.
- Prasad, Y.V. (2006). Method of teaching Physical Education, New Delhi : Discovery Publishing House. Sachdeva, M.S. (2006). School Organization, Administration and Management, Ludhiana :Dandon Publication, Chandra, S., Sothi, & Krishnan. P. (2005). Health Education and Physical Education. Delhi :Surjeet Publications.
- Reema, K. (1996). Physical fitness. New Delhi :Khel Sahitya Sports Publication.
- Sandhu, S.S. (2008), Health and Physical Education, Ludhiana :Chetna Parkashan.
- Tiwari, O.P. (2002). Asana : Why and how, India : Kanalyadhama.

E-3**PEACE EDUCATION**

Total marks-50 (External Assessment:40 + Internal Assessment: 10)

OBJECTIVES:

- To develop attitudes for resolving conflicts at personal and social level through education
- To orient curricular and educational processes to promote peace
- To counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community.
- To understand challenges to world peace

UNIT-I: UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY

- a) Meaning, concept, need and scope of peace education
- b) Aims & objectives of peace education
- c) Challenges to peace and role of education for world peace and international understanding

UNIT-II: AGENTS OF PEACE EDUCATION

- a) Teaching approaches to peace education.
- b) Teacher as peace builder
- c) Agencies of peace education- family, school, society, media and NGOs

UNIT-III: ORIENTING EDUCATION FOR PEACE BUILDING

- a) Constitutional provisions vis-à-vis peace values
- b) Peace education in NPE (1986) ,NCF-2005
- c) Role of UNO, IAEWP in promoting peace education

SESSIONAL WORK (Suggested Activities)

1. Formation of peace club & write a report on activities.
2. Prepare a report on the contribution of Nobel peace prize winners

References

- Adams. D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement.Paris UNESCO.
- Dr. HaseenTaj (2005) National Concerns and Education, Neelkamal Publications Pvt. Ltd.
- Dr. HaseenTaj (2005) Current challenges in Education, Neelkamal Publications Pvt. Ltd.
- Mahesh Bhargava and HaseenTaj (2006) Glimpses of Higher Education, Rakhi Prakashan, Agra-2
- <http://www.un.org/cyberschoolbus/peace/content.htm>

E-4**Vocational and Work Education****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****Objectives:**

1. To understand the process of planning and organizing productive work.
2. To develop respect and regard for manual work.
3. To develop the capabilities of the prospective teachers to impart information related to the vocational and work education.
4. To understand the need and importance of work education in education.
5. To introduce work education as an integral part of education.
6. To make the student teachers aware about the techniques for dealing with vocational and work education.

Unit I Vocational Education

1. Concept, Objectives and Importance of Vocational Education in Secondary Schools.
2. Recommendations of Education Commission (1964-66), NPE (1986), NCF (2005) regarding Vocational Education.
3. Vocational Education and Vocationalization of Education, Role of Vocational Education in National Development.

Unit II Work Education

1. Concept, Need and Importance of Work Education.
2. Recommendations of Education Commission (1964-66), NPE (1986) towards Work Education
3. Objectives of introducing Work Education in schools.

Unit III Vocational and Work Education

1. Employability, Employment and Entrepreneurship through Vocational and Work Education.
2. Evaluation of Vocational and Work Education.
3. Strategies for Vocational and Work Education.

Sessional Work

1. Visit and Report to any Entrepreneur Activity-Self Help Group.

or

Survey of local population w.r.t. availability of various vocations/career options in the area.

2. A report on Skill India Campaign.

Suggested Books

CBSE (2004). Work Education in Schools. New Delhi: G. Balasubramanian

Ghosh, S.C. (2009). The history of Education in Modern India. New Delhi: Blacksawm.

Gur Charan Singh Sehgal (2001). Work Education. New Delhi: APH Publishing

NCERT (2005). National Curriculum Framework. NCERT

Scheme of Vocationalisation of Secondary Education (1988). New Delhi: MHRD Punjab School

Education Board (2005). Syllabi of vocational stram. Mohali: PSEB

World Bank (2007). Skill Development in India: Vocational Education and Training. Washington, DC.

E- 5**ENVIRONMENTAL EDUCATION****Total Marks: 50 (External Assessment: 40+ Internal Assessments: 10)****Objectives:**

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student teachers in Environmental Education.
- To provide knowledge to the student teachers about Pollution and its control.
- To sensitize student teachers towards Global Environmental Problems.
- To sensitize student teachers towards need of Conservation of Natural resources.
- To develop desirable attitude, values and respect for the environment.
- To acquaint the student teachers with the initiative of government and local bodies in environmental conservation

COURSE CONTENT**UNIT I : ENVIRONMENTAL EDUCATION**

- a) Environment and Ecology: Concept of Environment and Ecology, Components of Environment.
- b) Concept of Population, Community, Ecosystem and Biosphere, Major Ecosystems of the World (Tropical forests, Grasslands and Freshwater).
- c) Environmental Education: Concept, need, objectives and Principles of Environmental Education

UNIT II : ENVIRONMENTAL HAZARDS AND DISASTER MANAGEMENT

- a) Global Environmental Problems: Global Warming, Climatic Change, Ozone layer depletion, Deforestation, Soil Erosion, Access to clean water, Extinction of Species.
- b) Environmental Pollution, Role of common man in pollution control.
- c) Disaster Management: Different phases of management (Before, during and after the disaster) in Earthquake fire and floods.

UNIT III NATURALRESOURCES CONSERVATION

- a) Concept, Classification of Natural Resources, Conservation of Water, Air, Soil and endangered Species.
- b) Environmental Projects: Ganga Action Plan, Save Tiger Project, UNO's Agenda 21 (section ii).
- c) Rain Water harvesting, Eco tourism, Environmental Ethics

PRACTICAL WORK:

- Carrying out a project on Environmental Awareness and preparing its detailed report.
- Preparing a scrap file related to Environmental Problems.

BOOKS SUGGESTED:

- Dani, H.M. (1996). Environmental Education. Chandigarh : Panjab University Publication Bureau.
- Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.
- Khosho, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.

- Kohli, V.K and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co.
- Website: www.unep.org

E- 6

SCHOOL LIBRARY SERVICES

Total Marks: 50 (External Assessment: 40+ Internal Assessments: 10)

SCHOOL LIBRARY AND INFORMATION SERVICES

Unit-I

- a) Meaning, Aims and Objectives, Need and Importance of School Library in Education
- b) Five Laws of Library Science and their Implications
- c) Open and Close Access System, Library Rules and Regulations
- d) Accession Register, Library Staff and Qualities of School Librarian

Unit-II

- a) Library Classification: meaning, need and purpose
- b) Library Cataloguing: meaning, objectives and importance
- c) Circulation system: Ledger, Browne and Newark system of charging and discharging

Unit-III

- a) Specific problems of School Library and their solutions
- b) Library centered teaching and role of role of teacher in developing and making use of library
- c) Library period, Reference service, Reference books, Library softwares, E-Library

Practical Work:

Any two of the following:

- a) To prepare entries of 15 books in the accession register
- b) Classification of 15 titles at 3 digit level according to Dewey decimal Classification (DDC)
- c) Important websites for E-books, E-journals and other study material for schools

Note : Revised B.Ed Semester-I &III (2016-18) syllabus as per Board of Studies Decision on 16.06.2016 and 11.11.2016.

Submitted by:

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