

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER – IV

COURSE B.ED. 401– GENDER, SCHOOL AND SOCIETY

Contact Hours : 6 periods/week (50 Min. each)	Max. Marks : 50
	Theory Marks : 40
	Internal Assessment : 10

Objectives :-

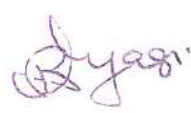

- To understand the different social groups and social communities i.e. family, caste, religion culture.
- The role of law and the state regarding to provide equal dignity, opportunity and respect to all.
- To understand the process of socialization and the role of schools, peers, teachers, curriculum and text book for influencing gender equity.
- To understand the representation of gendered roles, relationships and ideas in text book and curriculum.
- To understand the challenge and need to help to development abilities to handle the gender and sexuality issues under diverse cultural constraints.
- To understand the way of open to security life-skills course in school to include provision to deal with some issues of gender identify roles and development of positive notions of body and self.

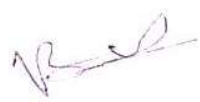
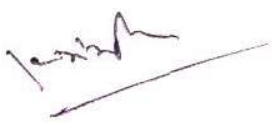
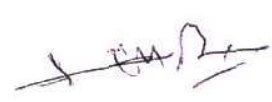
Unit - I – Aims of education with special reference of gender school and society

- Meaning, definition, characteristics and scope of education.
- Gender bias, gender stereotyping and empowerment.
- Concept and terms and relate them with their context in understanding – masculinity and feminism.

Unit – II – Gender, Power and Education.

- Theories on Gender and Education: Application in the Indian context.
 - Socialisation theory.
 - Gender difference.
 - Structural theory
 - Deconstructive theory
- Gender Identities and socialisation Practices in :
 - Family
 - Schools
 - Other formal and informal organisation.
- Schooling of Girls:

- Inequalities and resources (issues of access, retention and exclusion).

Unit – III – Gender Issues and Paradigm.

- Gender culture and institution : intersection of class, caste, religion and region.
- Life skills and sexuality.
- Paradigm shift from women's studies to gender studies.
- Contemporary period : Recommendations of Policy initiatives, commissions and committees, schemes, programmes and plans.

Unit – IV – Gender Sexuality Sexual Harassment and abuse.

- Linkage and difference between reproductive rights and sexual rights.
- Development of sexuality, including primary influences in the lives of children (Such as gender, body image, role models).
- Sites of conflict : Social and emotional.
- Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions.
- Agencies perpetuating violence : Family, School, Work place and Media (Print and Electronic)
- Institutions redressing sexual harassment and abuse.

Unit – V – Education and Gender.

- Education for development of gender capability, enhancement of quality of life.
- Education for development of gender aspiration.
- Education for development of responsible citizen.
- Education for development of life skill preparation of individual for the 21st century.

Unit – VI – Education and Social Culture Context.

- Education as an instrument of social change influence of education on society family and their practices.
- Socio cultural influences on the aims and organization of education.
- Emerging trends in societies and their repercussion of education- Globalization and internationalization of education.

Reference :-

- Anand, C.L. al (2000): Teacher and Education in emerging india, NCERT, New Delhi.
- Kneller, G.F. (1966): History of Education in india Baroda, Acharaya Book Depot,
- Mohanty, Jaganath : India Education in Emerging Society, Sterling Publication, New Delhi.
- Pandey, S.S. :ShikhiDarshnikEvamSamajikPrasthbhoomi, VinodPustakMandir, Agra.
- Rohela, S.P. (2010) : Philosophical and Sociological Foundation of education, Agrawal Publication, Agra
- Swaroop&Saxena. N.R. (2014) : Philosophical and sociological Principles of education, R.L. Book Depo. Meerut.

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- Teneja, V.R. : Socio Philosophical approach of education, Atlantic Publication, New Delhi

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER – IV

COURSE B.ED. 402– KNOWLEDGE AND CURRICULUM - II

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objectives –

- To know the social basis of education.
- To understand distinction between knowledge skill, Teaching and Training.
- To Discuss the basis of modern child centred Education.
- To Discuss three Concept – activity, Discovery and Dialoug with reference to Gandhi Ji and Togore, Dewey, Plato, Paul Ferrarwo.
- To understand Education in relation to modern values, equity, equality, Individual afformity, dignity than Social justice.
- To identify Various dimensions on the curriculum and their relationship with the aims of education.
- To understand of curriculum and preparation of curriculum.
- To know the role of universities and states in the curriculum.
- To know the relationship between curriculum framework and syllabus.
- To understand the process of translated syllabus into Text book.

Unit – I: Philosophical thought for curriculum

- Critical study of views of western philosophers on curriculum Aristotle, Pluto, Russoe, John Dewey, Paul Ferrero.

Unit – II: Curriculum and Education

- Relationship between curriculum and education.
- Dimension of curriculum framework In references to aims of education.
- Identification of various dimensions of curriculum at secondary level.

Unit – III: Curriculum transaction

- Meaning of curriculum transaction.
- Minimum requirement for curriculum transaction Duration, intake, eligibility, content, qualification of teaching and non-teaching staff, Institutional facilities climate etc.

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Unit – IV: Various Methods of curriculum transaction.

- Curriculum materials : Text book, presentation of content, language, illustrations, episode, stories and practice exercise etc.
- Teacher’s guide: Its role in transaction.

Unit – V: Role of Board and State Govt.

- Role of states, local bodies and NGO.s in the formation of school curriculum.
- Role of states, local bodies and NGO.s in the implementation of school curriculum.
- Role of state, local bodies and NGO’s in the expansion of School Curriculum.
- States of UEE (universalization of Elementary Education) and RTE – 2010.

Reference :-

- Zastoupil, L & Moir , M. (1999) the great Indian education debate : Document relating to the orientalist anglices controversy, 1781-1843. Psychology press.
- UNESCO, (2009) Policy guidelines on inclusion in education UNESCO
- Plato (2009) Reason and Persuasion Three dialogues (chapter) in J. Holbo (Ed). meno: reason, persuasrion an virtue Person.
- Goodson, I.F. & Marsh, C.J. (2005), Studying school subjects : A guide Roulledge.
- Ghosh, S.C. (2009) History of education in India Rawat Publications.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER – IV

COURSE B.ED. 403– CREATING AN INCLUSIVE SCHOOL

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	: 50
Theory Marks	: 40
Internal Assessment	: 10

Objectives :-

- To understand the concept of segregation, integration, inclusion and the development of inclusion in India.
- To understand the development of inclusive school.
- To identify the need of special child and normal child in inclusive school.
- To prepare responsive teachers for inclusive school.
- To involve the parents, community, administrators and policy makers for the upgradation of inclusive education.

Unit - I – Introduction to Special and Inclusive Education

- Concept, Meaning of impairment, disability and handicapped.
- Concept, Meaning, Types of Exceptional children.
- Identification, characteristics, Classification of visually impaired, Hearing impaired, Mentally retarded, locomotor disabled.
- Recommendations, Right, Programmes for Disabled : National, International, UN, RCI, PWD, RTE, SSA, Gyan Aayog.

Unit – II – Curriculum Design

- Curriculum and co-curriculum modification reference to children with special needs.(Visually impaired, Hearing impaired, Mentally retarded, Locomotor disabled)
- Developing learning materials for children with special needs.

Unit – III – Management of inclusive classroom

- Skills for managing inclusive classroom.
- Factors affecting managing inclusive classroom.
- Individualized education plan, case study.

Unit – IV- Inclusive school and support service system

- Meaning, concept, Principles, parameters and importance of inclusive school.
- Meaning and role of resource teachers, resource room.
- Concept and function of CRC, BRC, DRC, SRC

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Unit – V –Issues and challenges in inclusive education

- Special myths related to disability.
- Lackof trained professionals and adequate support service.
- Responsibilities of parents, administrators and community programmes for inclusive education.

Reference –

- BalamadhuJampala and RaoBhaskara Di Gumarti (2004): Methods of teaching exceptional children, Discovery Publishing House, New Delhi.
- Dash, M (2000), Education of exceptional children, : Atlantic Publishers and distributions, New Delhi
- Fimia, M.J. Michaul and Howell, W.Kenneth (1984) :Allyn and Bacon, United state America.
- Heward, L. William (1998), : Exceptional children, Merrill Printice hallUnited state America.
- Hewelt M. Frank &Forness R. Steven (1984) :Allyn and Bacon, United state America.
- Hollrahan D. &Khauffmen(1978), Exceptional Children : An Introduction to Special Education, : Englewood & J Prentice hall
- Mangal S.K.(2009), Education exceptional children : An Introduction to Special Education,; Prentice hall of India
- Panda, K.C.(1997), Education exceptional children : An Introduction to Special Education, Vikash Publishing House, New Delhi.
- Saini, J.S. (2005) : Vocational & Technical education, Abhishek Publication, Chandigarh.
- Yessldyke , E. James. Bob, A, Special Education : A Practical Approach for Teachers,; Kanishka Publishing Distributes, New Delhi







COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER – IV

COURSE B.ED. 404– CURRICULUM DEVELOPMENT BASIC

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objectives –On completion of this topic the trainee shall

- Demonstrated competence in transacting of curriculum for various levels.
- Adapt strategies to suit the needs of personal, social, academic, occupational and recreational from pre-primary to pre-vocational levels.

Unit - I – Curriculum Planning


- Principles and approaches to curriculum development
- Types of curriculum- developmental, functional, ecological and eclectic
- Approaches to curricular transaction – child centred, activity centred and holistic.
- Role of Teacher in Curriculum Planning
- Curricular models – Home based, Center-based, Inter-disciplinary, Multi- disciplinary, Trans-disciplinary.

Unit – II – Pri-Primary level

- Curricular domains relevant for pre-primary services- Home based to school and community based models.
- Curricular adaptation – disability specific and associated conditions.
- Curricular planning for individual needs.
- Curricular planning for group teaching.
- Curricular planning for urban/rural models. (curricular domains like personal, Social, communication and self-expression skills).

Unit – III –Primary Level

- Curriculum domains relevant for primary level – Curriculum transaction – Personal, social,academic, occupational and recreational at primary levels
- Curricular adaptation integrated and inclusive settings for functional academic concepts.
- Curricular planning for group learning with peer influence
- Curricular planning for models – cooperative learning, peer tutoring etc
- Evaluating curricular outcomes





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Unit – IV- Secondary Level




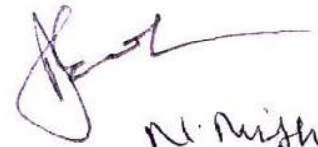
- Curriculum domains relevant for secondary level – Curriculum transaction – personal, social, academic, occupational and recreational at secondary and at pre-vocational level
- Community based curriculum.
- Curriculum adaptation to inclusive settings.
- Functional Academics
- Evaluating Curricular outcomes

Unit – V –Pre – Vocational Level

- Curriculum domains relevant for pre- vocational level- Curriculum transaction – personal, social academic, occupational and recreational at secondary and at pre-vocational level
- Curriculum Planning for Transition from school to work.
- Gender specific management
- Use of Community Resources
- Evaluation of curriculum

Reference :-

- Baine D (1988) Handicapped Children in Developing Countries : Asesessment, Curriculum & Instruction – Edmonton (Alberta), University of Alberta
- Smith D.D. (2002) Introduction to Special Education : Teaching inl an age of challenge, Boston, Allyn& Bacon.
- Romila S (1997) School Readiness programme, New Delhi ; NCERT
- Narayan, J (Ed) (1999) Functional Academics for students with mental retardation – A Guide for teachers, Secunderabad NIMH.
- Thomas, C.C (1976) – The Teaching Research Curriculum For Moderately and Severely Handicapped Self – Help and Cognitive, Springfiled, U.S.A: Charlese C. Thomas Publishers.

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER – IV

COURSE B.ED. – PRACTICAL – EPC - 3 - CRITICAL UNDERSTANDING OF ICT

Max. Marks : 50

External Assessment : 40

Internal Assessment : 10

Objective :-

- To provide much hands-on- experience with familiarity with computers.
- To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Activities-I:

- Organize a workshop on information technology in 'construction of knowledge'.
- Construction of lesson plan by use of audio-visual media and computers.

Activities -II:

- Deliver at least 10 lessons in school by audio-visual media and computers.
- Assess the impact and prepare a report on the entire work.

Activities -III:

- Explain and give practical instruction on meaning, planning and organizing videoconferencing in education.
- Manage, organize and Conduct any five conferencing programme for school student by pupil teacher.

Activities- IV:

- Practical knowledge of operating computers–on/off, word processing, use of power point, excel and Computer as a learning tool.
- Pupil teacher will make power point presentation on any 2 topics and present them before students.
- Use of available software or CDs with LCD projection for subject learning interactions.

Activities- V:

- Effective browsing of the internet for discerning and selecting relevant information.
- Survey of educational sites based in India and downloading relevant material .
- Pupil teacher will have Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.