

Semester IV

COURSE CODE B.ED 401

Internal Marks:40
External Marks:60

INCLUSIVE EDUCATION

Instructional Objectives

CO1: Understand the global commitments towards the education of children with diverse needs.

CO2: Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.

CO3: Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,

CO4: Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,

CO5: Analyze special education, mainstream and inclusive education practices.

Course Content

Unit-I: Introduction

10hr

- Definition, concept and importance of inclusive education.
- Historical perspectives on education of children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for all children.

Unit-II: Exceptionality

10hr

- Concept and meaning of Exceptional Children.
- Types of Exceptionality: Visually Challenged, Hearing Impaired, Orthopaedic impairment, Intellectually impaired, Cerebral Palsy, Learning Disability, Mentally retarded, Autism and Gifted.
- Behavioural characteristics of exceptional children.
- Identification of the exceptionality by the class teacher.

Unit-III: Needs of diverse learners

10hr

- Working towards gender equality in the classroom.
- Educational Inclusion of SCs, STs, minorities and OBCs
- Inclusive educational strategies and their implications.
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Unit-IV: Inclusive Classroom

10hr

- Physical layout of inclusive classroom.
- Special assistance to children.
- Positive behaviour of the teacher for better inclusive classroom
- Challenging behaviour, violence and bullying
- Developing action plans and class-meetings.

Unit-V: Teacher preparation for Inclusive Education

10hr

- Inclusive Curriculum
- Linking individual objectives and the classroom curriculum
- Inclusive Lesson Planning

- Skills and competencies of teachers for inclusive settings.
- Roles, responsibilities and professional ethics of an inclusive education teacher

Practicum

- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of NCF-2005 policy document

Suggested Readings

- Ahuja. A, Jangira, N.K.(2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house New Delhi.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
- Jangira N.K. and Mani, M.N.G. (1990) : Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I .E Mysore.
- Sharma, P.L.(1990) Teachers handbook on IED-Helping children with special needs
- N.C.E.R.T Publication.

COURSE CODE B.ED 402

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SCHOOL MANAGEMENT

Objectives

CO1: To help them understand the management of school.

CO2: To enable them to implement micro-planning for school management.

CO3: To familiarise about the management of school activities.

CO4: To understand the school functioning mechanisms.

CO5: To realise the importance of time and resources in school management.

Unit I Educational Management at the School level **10hr**

- Concept & Functions of Educational Management;
- Basis of management Planning, Organizing, Control, Direction and Financing.
- School as a unit of decentralisation planning.
- Modern Management Techniques: Case study, Man power surveys; Educational Management information system (EMIS).

Unit II Micro Planning for School Management **10hr**

- Micro and Macro level planning- Concept & Nature.
- Institutional Planning- Principles, planning, execution: School Climate.
- Block Resource centres and cluster Resource Centre, School Mapping;
- Community participation, Mobilising the Community Resources for the school, Village Level Education Committees (VLECs)

Unit III Management of Time and Resources **10hr**

- Time Management- Time Schedules for various activities of school-weekly, monthly and yearly.
- Preparation of daily, weekly, monthly and yearly plans for the school.
- Management of Material Resources, School building, library, laboratory, hostels, playground etc.
- Procurement an optimum use of infrastructure.
- Management of Human Resources- group dynamics.
- Management of Financial Resources- Developing and monitoring budgets at school level.

Unit IV Managing the School activities **10hr**

- Role of a teacher in administration work: admission, classification, maintenance of office and school records.
- Organization and Management of various co-curricular activities in school
- Management of school associations
- Managing the Examination/Evaluation
- Organisation of Health & Hygiene programme
- Eco Friendly Campus: Concept & Implications
- Health Instructions, Healthful living and Health services in schools

Unit-V School Functioning Mechanisms

10hr

- Importance of School Functioning Mechanisms.
- Monitoring for coordinated functioning allotment, autonomy and accountability.
- Staff Meetings: Forum for sharing, review and further planning
- Regular documentation of events and activities.
- Approaches to professional development of teachers in school.
- Mechanisms that promote and hinder School community and teacher-parent relationship.

COURSE CODE B.ED 403

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GUIDANCE AND COUNSELLING

COURSE OBJECTIVES

CO1: To develop an understanding about the fundamentals of Guidance and Counselling.

CO2: To understand life and the world around.

CO3: To understand the importance of making right choice in life, education and vocation.

CO4: To be able to describe the importance of working with a group, for a group and in a group.

CO5: To be able to understand the needs of the individual correctly.

Unit I Guidance and Counselling 10hr

- Nature, Scope & Types of Guidance.
- Meaning and Definitions of Counselling;
- Counselling as profession;
- Phases of Counselling Process: Assessment, Intervention, and Termination;
- Qualities of an Effective Counsellor;

Unit II Guidance Programme in School 10hr

- Various Guidance Services in Schools:
 - a) Appraisal Service/Pupil Inventory Service;
 - b) Occupational Information Service;
 - c) Counselling Service;
 - d) Placement Service;
 - e) Follow-up Service.

Unit III Group Guidance 10hr

- Group Guidance: Concept, Need and Significance;
- Principles of Group Guidance;
- Group Guidance Activities:
 - a) Orientation to the Students;
 - b) Career Conferences;
 - c) Class Talks;
 - d) Career Talks;
 - e) Field Trips;
- Aids to Guidance in Group Situations;
- Limitations of Group Guidance Activities;
- Problems in Organising Group Guidance Activities.

Unit IV Organization and Evaluation of School Guidance Programme 10hr

- Pre-requisites of a Guidance Programme;
- Planning of a Guidance Programme;
- Guidance Activities;
- Evaluation of Guidance Programme;
- Need, Steps & Methods of Evaluation;

Unit-V Understanding Educational and Career Guidance 10hr

- Objectives, Need and importance of Guidance at primary and Secondary School.
- Organisation of Guidance programme in School.

- Career development process: Factors affecting career development and Career choice.

CORE READINGS

Ø Crow and Crow an Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962.

Ø Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: Mc. Millan
Glickman, C& Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyan and Bacon. Gibson, R.L. & Mitchell, M.H. (1986).

Ø Introduction to Guidance. New York: McMillan

Ø Harold, W. Bernard and Daniel, W. Fullmer– Principles of guidance, Thomas Y. Crowell Company, New York, 1969.

Ø Hasnain Quraishi. Educational Counseling Anmol Publications

Ø Hoppock, Robert; Group Guidance: Principles, Techniques, and Education. Tata McGraw Hill, New York.

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ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

CO1:To gain a variety of experiences in and acquire a basic understanding of the environment and its associated problems.

CO2: To help students acquire a set of values and feelings of concern for the environment protection

CO3:To motivate students for active participation in environmental improvement Programmes.

CO4: To acquire skills for identifying and solving environmental problems.

CO5: To help students to evaluate environmental protection measures and education programmes\

Unit I Environmental Education

10hr

- Meaning, Scope and Importance of Environmental Education.
- Objectives of Environmental Education
- Approaches of Environmental Education,
- Role of Environmental and Natural Resources in Sustainable Development.

Unit II Environmental Hazards

10hr

- Causes and Effects of Environmental Hazard, Global and Local: Environmental Pollution and its Remedies
- Green House Effect - an Impending Catastrophe.
- Ozone Layer Depletion- Environmental Threat, Acid Rain, Pillar Melting , Rise of Sea level and their implications.

Unit III Environmental Awareness

10hr

- Salient features of Environmental Awareness through Education
- Programmes of Environmental Education for Primary and Secondary School children.
- Programmes of Environmental Education for Attitudinal Changes among the children.

Unit IV Man, Environment and Sustainable Development

10hr

- Man as a Creator and Destroyer,
- Effect of Human Activities on Environment,
- Values and Ethics related to Environment.
- Biodiversity: Conservation of Genetic Diversity. An important Environmental priority:
Learning to live in harmony with nature.
- Sustainable development, Environmental Education for development conservation of soil,
water, forests, wild life, movement to save environment, eco-friendly technology.
- National Parks, Sanctuaries and Zoos, Plan and Projects of Environmental Protection like
Save Dal, Save Hangul, Save Tiger Project and Chipko Movement.

Unit-V Perspectives on Environmental Education

10hr

● NCF-2005, APSCF- 2011

- Prashika Programme(Eklavya's innovative experiment)
- Environmental education as an integrated area of study with Science, Social Science, and Others.

CORE READINGS

Ø Carson, Sean Mc B. Environmental Education- Principles and Practices: Edward Arnold Publishers, 1978.

Ø George, Martin and Turner, Environmental studies, UK. Blend Education.

Ø Odum, E.P., Fundamental of Ecology; W. B. Saunders Company London (1971).

Ø NCERT (1981), Environmental Education at school level.

Ø Saxena, A. B; Environmental Education, National Psychological Corporation (1986)

Ø Sharma, R. C.; Environmental Education, Metropolitan Publishers, New Delhi

Ø Dillon, Michael Brody, Robert Stevenson, Edt. International Handbook of Research on Environmental Education

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COMMUNICATION SKILLS

Course Objectives:

This course aims to enhance the learners' communication skills by giving exposure in ;

CO1: reading,

CO2: writing,

CO3: listening

CO4: speaking Skills

Language Skills: Sentence: simple, complex and compound join clauses: joining sentence using connectors like 'however', 'nonetheless', 'firstly', 'secondly', etc. (to be assessed through paragraphs or sentences); common errors: replacing indicated sections with single words/ opposite synonyms.

10hr

2. Comprehension of unseen passage: This should imply an understanding and grasp of general language skills and issues with reference to words and phrases within the passage [Passages are to be taken from literary scientific/technical writings as well as from the field of Journalism.

10hr

3. Phonology and Stress marking: this will involve training in sounds and correct pronunciation

10hr

4. Social and official correspondence:

a) Enquiries, complaints and replies, representations.

b) Letters of application for jobs

c) Letters to the editor

[Students should be acquainted with different parts of official correspondence and seven C's of communication.

10hr

5. Interpretation of a short unseen literary prose piece(fiction and non-fiction):

Students should be able to grasp the content of the piece, explain specific words, phrases and allusions: comment on general points of narrative argument. Students will write an appreciation/evaluation expressing their point of view based on the issues/ themes raised in arising out of the given piece of writing. A series of questions could be set to elicit the appreciation from the students.

10hr

Suggested Readings:

Ø Richard Murphy *Advanced Grammar of English* (Cambridge University Press)

Ø Aslam and Kak *English Phonetics and Phonology*(CUP)

Ø Francoise Grellet *Developing Reading Skills*(CUP)

Ø Anderson, Nayar and Sen(eds) *Critical thinking, Academic Writing and Presentation Skills*(Pearson)

Ø Geetha Rajeevan *Write Rightly* (CUP)