

**HEMCHAND YADAV VISHWAVIDYALAYA,
DURG (C.G.)**

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**SCHEME OF EXAMINATION
&
SYLLABUS
of
Bachelor of Education (B.Ed.)
(SEMESTER- I to IV)**

Session 2018-19

**(Approved by Board of Studies)
Effective from July 2018**

Curriculum Framework

B.ED. TWO YEAR COURSE (2018-2020)

Curriculum Organization based on NCTE framework			
Semester I	Semester II	Semester III	Semester IV
THEORY	THEORY	THEORY	THEORY
(C) Philosophical Perspectives of Education (4 credits)	(C) Sociological Perspectives of Education (4 credits)	(S) Pedagogy - II (4 credits)	(C S) Gender, School & Society (4 credits)
(C) Learner & Learning Process (4 credits)	(C) Curriculum & Knowledge (4 credits)	(T E) Assessment in Learning (2 credits)	(T E) Language Proficiency (4 credits)
--	(E) Elective - I (4 credits)	--	(E) Elective - II (4 credits)
(S) Pedagogy - I (4 credits)	(T E) Arts Education (2 credits)	--	--
PRACTICUM	PRACTICUM	PRACTICUM	PRACTICUM
Preparation of Teaching Aids (2 credits) Community Activities (2 credits)	Internship (4 Wks) (4 credits) School Experience - I (2 credits) a) Observation Report of School Documents b) Mentor's Report	Internship (16 Wks) (10 credits) Reflective Diary (2 credits) Supervisor's Assessment (2 credits)	Psycho-metric Assessment (2 credits) Viva-Voce on Teaching Experience
12+4 = 16 Credits	14 + 6 = 20 Credits	6 + 14 = 20 Credits	12 + 2 = 14 Credits
C = Core Paper; E = Elective Paper; T E = Teacher Enrichment; C S = Contemporary Study			

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SEMESTER II	THEORY	EXTERNAL MARKS	INTERNAL MARKS
Paper IV	Sociological Perspectives of Education	80	20
Paper V	Curriculum and Knowledge	80	20
Paper VI	Elective – I	80	20
Paper VII	Arts Education	80	20
	PRACTICUM	EXTERNAL MARKS	INTERNAL MARKS
(i)	Internship (1 month) School Experience – a) Observation of School Document; b) Mentor’s Report	--	50
	TOTAL	320	130

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**SCHEME OF EXAMINATION
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SYLLABUS
of
Bachelor of Education (B.Ed.)
(SEMESTER-II)**

Session 2018-19

**(Approved by Board of Studies)
Effective from July 2018**

B.ED. SYLLABUS (SEMESTER II)

CORE STUDY

PAPER - IV: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

TOTAL MARKS: 80

COURSE OBJECTIVES:

To enable the student-teacher to understand-

- (i) the social diversity in the state and the class room and its implication for teaching;
- (ii) and be able to use some key concepts relating to social stratification;
- (iii) the nature of caste and changes occurring in it; to focus attention on the scheduled castes and their education;
- (iv) the problems faced by the tribal communities and the issues in education of tribal children; and
- (v) how poverty affects schooling prospects of children with special reference to migrant children.

Course Outline

Unit - I: Understanding Diversity in Indian Society with Special Reference to Chhattisgarh

Diversity in Indian society, especially in Chhattisgarh, would be explored through case studies of some villages, regions or cities. Profile of different communities in terms of their ecology, economy, language, culture and educational status will be taken up for discussion. Special focus will be on childhood in these communities and access to education. Student teachers will be encouraged to look at this diversity as a potential pedagogic resource within the class room.

- Diversity in the class room. Getting to know the diverse socio-cultural and linguistic background of fellow students. Getting to know about how they got themselves educated.
- Ethnographic profiling of some five communities of the state (for example- one tribal, one scheduled caste, one artisanal community, one farming caste, one minority religious community).
- Children at risk- educationally profiling communities of children who have not been integrated well into schooling (non-enrolment, early dropout, low achievement).
- Profiling of the society of one's own village or town in terms of communities, professional groups, economic status, social respect, power, etc.

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- How can a teacher use the social background of diverse students as a resource for teaching in the class room?

Unit - II: Sociological Concepts Relating to Social Stratification

Some key sociological concepts like life opportunities, discrimination, exclusion, stratification, etc. will be discussed to enable the student teachers to use them in different social contexts.

- Life opportunities, class, status and power: frameworks of Marx and Max Weber.
- Social discrimination, exclusion and exploitation.
- Social capital, cultural capital and economic capital- the approach of P Bourdieu.
- Equality of opportunities and capabilities- the approach of Amartya Sen.

Unit - III: Aims of Education

- Aims of Education in key policy and documents;
- Mudaliar commission report;
- Kothari commission report;
- Curriculum frame work, 1975,
- National policy on education, 1986;
- Curriculum frame work, 2000 and 2005;
- NCFTE 2009;

Unit - IV: Democracy and Education

- Meaning of the term “National Integration and Emotional Integration” its need, role of teacher & educational institution in achieving national integration through democratic integration, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.
- Sociological basis of education; Relationship between individual to individual and individual to society, in terms of norms given by the existing social order; education as liberal utilitarian, education as a tool of economic education, as an agent of social change, education as a means of national welfare through the immediate welfare of the society, education and human resource development.
- Meaning of a new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived; Means and measures taken for equality of opportunities in terms of castes, tribes. Disabled, Gender and Minorities.

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Unit - V: The Current Concerns of Indian Education

Private Public Partnership (PPP); yet others relate to the status of teachers- casualization and informalisation of teachers. Student teachers will be given an opportunity to study these concerns and prospects through case studies and other academic literature.

(i) Professional ethics;

(ii) Impact of privatization and development of Human Resources in the institution.

Practicum

(i) Field based surveys of status of marginalised social groups like SC, ST, migrant workers, rural and urban, poor, etc and their educational prospects.

(ii) Action research to understand the problems faced by children of marginalised communities in schools of different kinds.

(iii) Action research to understand the implementation of government schemes for education of the marginalised groups.

(iv) Surveys to study condition of different kinds of schools and teachers and other staff working in them.

(v) Surveys to understand field realities relating to policy issues under discussion.

(vi) Role play and dramatization of issues relating to education of marginal groups.

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Suggested Readings:

1. Position Paper of Focus Group on Education of SCs and STs, NCERT.
2. SC Dubey: Indian Society. (Also available in Hindi) NBT, Delhi.
3. Russel & Hiralal: Tribes and Castes of CP & Berar.
4. S. Thorat: Dalits in India, 2009.
5. R Govinda: Who Goes To School? OUP, New Delhi, 2010.
6. Danda, Ajit Kumar [edited]. Chhattisgarh: An Area Study. Calcutta 1977. Anthropological Survey of India.
7. Tribal Situation in Northeast Surguja. Calcutta 1977. Anthropological Survey of India.
8. F. Haimendorf: Tribes in India. OUP.
9. P. Veerbhadranaika, Revathi Sampath Kumaran, Shivali Tukdeo A.R.Vasavi: The Education Question from the Perspective of Adivasis: Conditions, Policies and Structures. NIAS, Bangalore 2011.
10. The Social Context of Elementary Education in Rural India, Azim Premji Foundation, Bangalore, 2004.
11. Praveen Jha & Whitherng: Commitments and Weakening Progress, State and Education in the Era of Neo Liberal Reforms. EPW, Aug 2005.
12. Poverty and Social Exclusion in India. World Bank, 2011.
13. Geetha Nambissan: Exclusion and Discrimination in Schools: Experiences of Dalit Children. UNICEF, 2009.
14. Sociology, NCERT Text books for class XI and XII.
15. J.P. Naik & S. Nurullah: A Students' History of Education in India. Macmillan (available in Hindi).
16. Education policy documents and Commission Reports: Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992.

Films & Documentaries

1. Shyam Benegal: Making of the Constitution (12 parts).
2. Shyam Benegal: Bharat Ek Khoj (relevant parts on National movement).
3. India Untouched.

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B.ED. SYLLABUS (SEMESTER II)

CORE STUDY

PAPER - V: CURRICULUM AND KNOWLEDGE

TOTAL MARKS: 80

COURSE OBJECTIVES:

To enable the teacher trainees to-

- (i) understand the nature of curriculum and its relation to syllabi, text books and class room practices;
- (ii) understand the nature of knowledge, moral values and skills;
- (iii) examine the place of work in education;
- (iv) understand the implications of constructivism for education; and
- (v) develop and apply a framework for studying curriculum documents.

Course Outline

Unit - I: Curriculum, Syllabi, Text books and Classroom

- What is a curriculum? Why do we need a curriculum?: Objectives behind framing/developing a curriculum. Aims and curriculum; the relationship between the two. Relationship between these two and pedagogy.
- Curriculum, syllabi and textbooks: What's the relationship between these? What are its implications for a teacher?
- The scope of curriculum: Knowledge, values, skill, dispositions, etc. Some general discussions about each.
- The context/cultural embeddedness of curriculum: Curriculum as a mode of transmission of culture and social norms. Diverse strands of culture and contestations and debates within them. Problems involved in questions about cultural choices and their implications for curriculum. Who defines culture? Who defines curriculum? (relate this to the discussion on negotiating diversity in aims of education.
- Types of curriculum: Liberal curriculum which seeks to develop understanding and perspectives, vocational curriculum which focuses on skills and is geared towards livelihood, mixed curriculum.

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Unit - II: Nature of Knowledge

- Introduction to discussions about knowledge: What is knowledge? Knowledge as human endeavor: Curiosity, Practice and Dialogue. The nature of human curiosity, its limits; the complex interaction between knowledge and social practice; knowledge being formed through dialogues and shared with a larger community.
- Nature of disciplines/subjects and forms of inquiry in each.
- Sociology of knowledge: Privileging of certain kinds of knowledge through curriculum and its impact upon unequal learning opportunities.

Unit - III: Moral Values

- Nature of value and morality: Values are what make people consider life worthwhile. Values and morality involve choices which are arrived at by balancing diverse and often contradictory values. Even so, the choice made by one person may be very different from that made by another. Most educators agree that students need to engage seriously with the task of taking moral decisions, they also agree that preaching a set of values is tantamount to indoctrination at best or promoting hypocrisy at worst.
- Morality in a multi-cultural, multi-religious and democratic society: Different cultures/religions have different value systems and preferences. Can any one of them become the basis of moral education in schools? Can there be democratic norms of dialogue between different value systems?
- Objectives of moral education: Is it to impart information about what is valuable or to train the student how to take moral decisions or is it to instill in the student a desire to be a moral person? Should investigation into why it is difficult to be moral be a part of curriculum?

Unit - IV: Curriculum and Productive Work

- Understanding work as a productive activity which aims at producing tangible goods or services. Changing nature of work in recent times. Is 'work' incompatible with education?
- Gandhian notion of education through productive work and a review of experience of its actual implementation. Can we substitute traditional crafts with modern industrial work? From Gandhian notion to 'Socially Useful Productive Work' (SUPW).
- Vocational Education: Education as preparation for a particular field of employment vs liberal education to prepare for adult life in general. Possibility of combining work skills of several fields as a part of general education.
- The place of work in curriculum – its role in integrating knowledge, skill and values in real lifelike contexts. The implication of its absence from curriculum.

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Unit - V: Frameworks for Reviewing Curriculum Documents

- Visioning human beings and just society.
- Visioning the role of students and teachers.
- Visioning the nature of knowledge and learning, areas of study (subjects) and the objectives of learning them.
- Visioning the role of assessment and evaluation in education.

Practicum

- Conduct a collaborative knowledge construction class in a school and prepare a report on its basis. (some exemplar themes: 'let us find out about what kind of food we all eat and enjoy.' Or 'what is the nature of our family lives?' or 'what is the difference between a fly and an ant?' or let us find out the rules for use of masculine and feminine gender in Hindi language.')
- Comparative study of various curriculum documents.
- Prepare a report comparing national curriculum framework, the text books and class room practices in the school in which the student teacher has been interned. To what extent does the classroom practice carry out the curricular objectives or the objectives set out in the text books?

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Suggested Readings:

1. Christopher Winch: Philosophy and Education Policy, Chapter 1&2.
2. John Dewey: Democracy and Education.
3. National Curriculum Framework, NCERT, 2005, (Chapter 2).
4. Position Paper, National Focus Group on Curriculum, Syllabus and Text books (NCERT, 2006).
5. Position Paper, National Focus Group on Work and Education (NCERT, 2007).
6. Gyan Shikshakram Aur Shikshashastra. D.Ed. First and Second Year- Learning Material, S.C.E.R.T., Raipur, 2012.
7. Rohit Dhankar: Shiksha Aur Samajh. Aadhar Prakashan, Jaipur, 2007.
8. Rohit Dhankar: Lokatantra, Shiksha Aur Viveksheelta. Aadhar Prakashan, Jaipur, 2004.
9. Rohit Dhankar: Shiksha Ke Sandarbha, Aadhar Prakashan, Jaipur, 2007.
10. Ryle, G.: 'Can Virtue Be Taught?' in R. E. Dearden, P. Hirst and R. S. Peters (ed.) Education and the Development of Reason, London, Routledge, (1972).
11. Straughan, R.: Can We Teach Children to Be Good?, London, Allen and Unwin. (1982)
12. Kohlberg, L.: The Development of Children's Orientations toward a Moral Order. Vita Humana, 1963.
13. R. Meighan: Hidden Curriculum, in Iram Siraj-Blatchford, A Sociology of Educating.
14. Anthony Giddens: Sociology (5th Edition), Cambridge 2006 (Chapter on Education).
15. Relevant sections of 1975, 1988, 2000 and 2005 curriculum documents of NCERT.
16. Christopher Winch & John Gingell: Philosophy and Education: A Critical Introduction. Routledge, 2005.
17. Robin Barrow: An Introduction to Moral Philosophy and Moral Education. Routledge, 2007.
18. Paul Hirst: "The Demands of Moral Education: Reason, Virtues and Practices." In Education in Morality, edited by J. H. Halstead and T. H. McLaughlin. Routledge, 1999.
19. Noah Lemos: An Introduction to the Theory of Knowledge. Cambridge, 2007.

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B.ED. SYLLABUS (SEMESTER II)

PAPER - VI: ELECTIVE GROUP - I

TOTAL MARKS: 80

Note: Any one elective is to be chosen from the options given below:

- (A) EDUCATIONAL AND MENTAL MEASUREMENT
- (B) EDUCATIONAL TECHNOLOGY AND MANAGEMENT
- (C) EDUCATIONAL ADMINISTRATION AND MANAGEMENT

One elective subject to be decided by considering the following:

1. All electives must be contributing for extra capability of delivering the goods.
2. All electives should have equal difficulty level.
3. All electives should be unique in nature without being covered in any other area (of paper of B.Ed.).
4. All electives should have full bearing over the latest developments of the contemporary world.

PAPER - VI: ELECTIVE GROUP – I VI (A)
EDUCATIONAL AND MENTAL MEASUREMENT

TOTAL MARKS: 80

COURSE OBJECTIVES:

- (i) To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement;
- (ii) To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures;
- (iii) To develop skills and competencies in the student teacher for the use of the techniques in the field;
- (iv) To enable the student teacher to interpret the result of educational measurement; and
- (v) To enable the student understand about various educational and mental measurement tools.

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Course Outline

Unit - I

- Concept of measurement: testing and evaluation.
- Scales of measurement: nominal, ordinal, interval, and ratio scales.
- Discrete and continuous variables.
- Qualities of a test: reliability, validity and usability of a test; item analysis, procedures and item selection.

Unit - II

- Educational statistics: measures of central tendency from grouped and non-grouped data.
- Measures of variability: range, quartile deviation, standard deviation.
- Graphical representation of data.

Unit - III

- Techniques of test conduct.
- Importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgauge and copying; techniques for avoiding guessing in answering; objective scoring.

Unit - IV

- Interpreting measurement: normal probability curve, skewness and kurtosis;
- Percentiles and percentile ranks;
- Standard scores;
- Co-efficient of correlation by Spearman's method and its interpretation.

Unit - V

- Achievement tests: construction of standardized achievement tests.
- Types of test items.
- Measurement of intelligence: Concept of intelligence, Binet test, concept of IQ.
- Individual and group tests of intelligence.
- Aptitudes and personality tests: use of aptitude tests- overview.
- Use of interest inventories.
- Assessment of personality: interview, self-report inventories, rating scale, projective techniques. (Note - Some basic concepts and items covered, under compulsory core courses have been dropped here to avoid repetition although these are relevant).

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PRACTICUM

- (i) Administration of a psychological test and interpretation of test results.
- (ii) Determination of reliability or validity of any self-made test.
- (iii) Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.

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Suggested Readings:

1. Asthana, Bipin & Agrawal, R. N.: Maapan Ewam Moolyankan. Vinod Pustak Mandir, Agra.
2. Asthana, Bipin & Agrawal, R. N.: Measurement and Evaluation in Psychology and Education. Vinod Pustak Mandir, Agra.
3. Bhagwan, Mahesh: Shiksha Mein Mapan Ewam Moolyannkan. Vinod Pustak Mandir, Agra.
4. Lindeman, R. H. & Merenda, P.F.: Educational Measurement. Scott Foreman & Company, London.
5. Rawat, D.L.: Shaikshik Mapan ki Naveen Rooprekha. Gaya Prasad and Sons, Agra.
6. Sharma, R. A.: Measurement and Evaluation in Education and Psychology. Lall Book Depot, Meerut.
7. Sharma: Shiksha Tatha Manovigyan Main Maapan Evam Moolyankan. Lall Book Depot, Meerut.
8. Verma R.S.: Shaikshik Moolyankan. Vinod Pustak Mandir, Agra.

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B.ED. SYLLABUS (SEMESTER II)

PAPER - VI: ELECTIVE GROUP - I

VI (B) EDUCATIONAL TECHNOLOGY AND MANAGEMENT

TOTAL MARKS: 80

COURSE OBJECTIVES:

- (i) To obtain a total perspective of the role of technologies in modern educational practices;
- (ii) To equip the student-teacher with his various technological applications available to him/her for improving instructional practices;
- (iii) To help the teacher to obtain a total gender of his role of scientific management in education;
- (iv) To provide the teacher the skills required for effective instructional and institutional management; and
- (v) To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.

Course Outline

Unit - I: Concept of Educational Technology

- Meaning
- Nature
- Scope
- Functions
- Need for educational technology in the schools of Chhattisgarh.

Unit - II: Communication Technology

- Concept
- Nature
- Process
- Principles
- Components
- Types
- Barriers
- Allied Skills Required: Micro-Teaching and other skill based techniques.

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Unit - III: System Approach

- Concept and characteristics.
- System approach, System Analysis, System Design.

Physical Resources of an instructional System

- Concept
- Classification (Project/Non Project/hardware/software):

Hardware: Chalkboard, Tape Recorder, Educational Radio, Educational Television, VCR, Instant Slide Maker, OHP, Film Strip, Slide Projector, Epidiascope, Interactive Video, Computers, Reprographic Equipment.

Software: Scripts (Audio & Video), Slides, Programs, Learning Materials, Film Strips, Transparencies, News Paper, Text Books, Maps, etc.

Unit - IV: Innovations in Educational Technology

- Video Lessons and Talk Back, CAI;
- Language Laboratory;
- Tele-Conferencing;
- Tele-Text and Video Text;
- Telephone Conferencing;
- Computer Networking;
- Strategies: Tutorials, Seminar, Brain-Storming, Role-Play, Discussion, Conference, Workshop.

Unit - V: Human Resources of an Educational System & Management

- Identification of the Human Resources, resources within and outside the school system.
- Meaning of management in education.
- Managing curriculum; managing co-curriculum; managing school discipline; and managing physical resources.
- Developing performance profiles of institutions.

Assignments

- (i) Tutorial/Term paper/Symposium.
- (ii) Developing Software - Transparencies/Slides/Scripts/Scenarios.
- (iii) Workshop on handling hardware.
- (iv) Preparation of low-cost/improvised material.
- (v) Conducting a lesson - Using OHP/Slide projector or computer.

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Suggested Readings:

1. Brown, J.W, Lewis Pb. & Harclerac: AV Instructional Technology. McGraw Hills, New York.
2. Davies, I.K.: The Management of Learning. McGraw Hills, New York.
3. Goel, D.R.: Educational T V in India: Organisation and Utilization. Unpublished Post Doctoral Thesis, M.S. University of Baroda.
4. Jerone, P.L & Clarence, M.W.: A Guide to programmed Instruction. J. Willey & Sons, New York.
5. Richmond, W. Kenneth: The Concept of Educational Technology, A Dialogue with yourself. London, Weldenfeld and Nicols, 1970.
6. Sharma, R.A.: Technology of Teaching. Meerut, Lall Book Depot, 1986.
7. Singh P.: Cybernetic Approach to Teaching: The Progress Education. Pune, May 1984.
8. Smith K.U. & Smith Marget, F.: Cybernetic Principles of Learning and Evaluation. New York, Holt, Rinehart and Winston, 1966.
9. Taber, J.J., Glaser, F., & Schasffer, H.N: Learning and Programmed Instruction. Addison Waler Reading, Massachuset, 1965.
10. William D.: Using Mass Media in Schools. New York, Appleton Century Crops, 1962.

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B.ED. SYLLABUS (SEMESTER II)

PAPER - VI: ELECTIVE GROUP - I

VI (C) EDUCATIONAL ADMINISTRATION & MANAGEMENT

TOTAL MARKS: 80

COURSE OBJECTIVES:

- (i) To acquaint the student teachers with the concept and concerns of educational administration;
- (ii) To develop an understanding of the role of headmaster and the teacher in school management;
- (iii) To enable the students to understand to concept of importance of communication and its possible barriers in educational administration;
- (iv) To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
- (v) To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

Course Outline

Unit - I

- Conceptual framework; Concept of educational administration.
- Concept of educational management; Human beings as inputs, process and products inputs.
- Nature, objectives and scope of educational administration.

Unit - II

- Role and functions of headmaster/teacher: Basic functions administration planning, organizing, directing and controlling.
- Maintenance of discipline, control management.
- Co-ordination and growth, development.
- Supervision and inspection, defects in the present supervision and inspection.
- Scope of educational supervision.
- Types of supervision.
- Providing guidance; leadership function.
- Crisis in management.
- Decision making.

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Unit - III

- Communication in Educational Administration; Role of communication in effective management and administration.
- Methods of communication.
- Barriers of communication in educational administration.
- Overcoming barriers to communication and effective communication in educational administration.

Unit - IV

- Management of Schools: Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social demand approach, social justice approach.
- Involvement of other functionaries and agencies in the preparation of a plan.
- Delegation of authority and accountability.
- Role of the headmaster in monitoring, supervision and evaluation.
- Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts.
- Role of the headmaster in creating resources and managing financial matters.
- Optimum use of available resources for growth and development of the school.
- Staff development programmes.
- Role of teachers in school management and administration.

Unit - V

- Educational administration in the state: The administrative structure in the field of education in the state.
- Control of school education in the state - a critical analysis.
- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.
- The student-teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.

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Suggested Readings:

1. Bhatnagar, R.P. & Verma. I.B.: Educational Administration, R. Lall Book Depot, Meerut.
2. Bhatnagar, R.R & Agrawal, Vidya : Educational Administration, Supervision Planning and Financing. R. Lall Book Depot, Meerut.

Surinder
25/06/2012

Vidya
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Raj
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B.ED. SYLLABUS (SEMESTER II)

PAPER - VII: ARTS EDUCATION

TOTAL MARKS: 80

COURSE OBJECTIVES:

- (i) To work together on small and large projects;
- (ii) To encourage students to free expression and creativity;
- (iii) To acquaint students with basic elements of design;
- (iv) To develop an insight towards sensibility and aesthetic appreciation;
- (v) Joyful experience; and
- (vi) To develop a perspective of artistic and creative expression.

Course Outline

Unit - I: Art Appreciation/Brief History of Indian Art

- Sculptures: Any 2 Sculptures of every period giving brief introduction;
- Indus Valley (They must have read in this till 8th standard);
- Mauryan Period;
- Gupta Period;
- Folk Art;
- Modern/Contemporary Art.
- Paintings:
 - Ajanta and the Mural Traditions;
 - Miniature Paintings;
 - Contemporary Paintings;
 - Folk Art.

Unit - II: Visual Arts

- History of visual arts.
- The concept and meaning of visual arts.
- 2D Art, Methods and Techniques: Drawing, Painting, Still life, Printing, Life Drawing, Composition, Collage, Wall Painting, Posters, Alpana/Rangoli/Mandra/Folk Art Forms etc.
- Tribal Computer Graphics: Animations.

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- 3D Art, Methods and Techniques: Relief Work, Clay Modelling, Hand Pottery, Molding, Sculpture, Terracotta construction with mixed materials.
- 3D animation; Folk/Tribal Art.

Unit - III: Theatre

- Sense of theoretical/dramatic self:
 - Factors of Drama: The plot, structure, characters, available material, performance space, performance etc.
 - Street plays: script writing, song writing, clowning, cartooning.
 - Issues of identity, gender, relationships, social status.
 - The roots of theatre: Ritual, Festival/Celebration, Myth, Primitive Man, Language Development.
 - Modern Indian Drama: Major plays and Playwrights.

Unit - IV: Music and Dance

- Laya and Swara: Basic concepts of rhythm and note.
- Sangeet: Gayan, vadan and nritya in the context of locally known songs and dances commonly performed.
- Musical Instruments: Categorization.
- Music of different geographical areas such as the desert, mountains, jungles and river-belt.
- The term 'Nritya' or 'Naach':
 - Movement of different parts of the body
 - Expression
 - Literature
- Percussion instruments
- Any two regional dances
 - Description of the region
 - Dialect
 - Costumes
 - Music
 - Tal

Discussions on –

(i) Rajasthani Folk Dance

(ref. Tarang list CIET)

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(ii) Himachal Pradesh Ke Lok Nritya	(ref. Tarang List CIET)
(iii) Hamare Vadya Yantra Series	(ref. Tarana List CIET)
(iv) Community Singing	(ref. Tarang List CIET)
(v) Song of Unity (KSSP)	(ref. Tarang List CIET)
(vi) Rajasthan Folk	Langas and Manganiars
(vii) Best of Carnatic	Various Instrumental
(viii) Classical Dances of India Series	(ref. Tarang List CIET)

Unit - V: Heritage Crafts

- Introduction to the crafts traditions of India, details about the different crafts, their classifications, regional distribution etc. Each of these topics will incorporate aspects such as the Philosophy and aesthetics, Materials, processes and techniques, Environment and resource management, Social structures, Economy and marketing.

- Clay, Stone work, Metal crafts, jewelry, natural fiber weaving and textile weaving.

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Suggested Readings:

1. Indian Sculpture- Chintamani Kar.
2. Exploring Sculpture- Jan Amdell Mills and Boon, London.
3. The Technique of Sculpture- John W. Mills, P.T. Patsford Ltd., London.
4. A History of Sculpture of the World- Shelden Cneey, Thames and Hudson, London.
5. Form and Space- Edward Their, Thames and Hudson, London.
6. Sculpture and Ideas- Michael F. Andrews.
7. Modern Sculpture- Jean Selz, Heinemann, London.
8. Creative Carving ads. (Material techniques appreciation)- Dons Z. Meilach, Pritam Publishing in the format of Posters, magazine layout, illustration animation and television.
9. Bharat Ki Chitrakala (Hindi) - Rai Krishna Das.

Books published by NBT

1. Pran Nath Mago- Contemporary Art in India: A perspective
2. Jasleem Dhamija- Indian folk Arts and Crafts
3. Krishna Deva- Temples of North India

Shykar 25/06/2012
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4. K.R. Srinivasan- Temples of South India
5. Alokendranath Tagore- Abhanindranath Tagore
6. Dinkar Kaushik- Nandalal Bose
7. Madhu Powle- Festival of Colours
8. Badri Narayan- Find the Half Circles
9. Ela Datta- Lines and Colours
10. Upinder Singh- Discovering Indian Art
11. Mysteries of the Past; Archeological Sites in India
12. Niranjana Ghoshal- Name That Animal
13. Devi Prasad- Art: The Basis of Education

Publications Division, Government of India

1. Vidya Daheja- Looking Again at Indian Art
2. Panorama of Indian Painting
3. Buddhist Sculptures and Monuments
4. A. Ghosh- Ajanta Murals
5. Z.A. Desai- Mosques of India
6. NCERT: Raja Ravi Varma (Hindi)
7. Lalit Kala Monographs

Srinivasan
25/06/2012

Upinder Singh
25/06/2012

Daheja
25/06/12

Pratishtha
25/06/12

Hemchand Yadav Vishwavidyalaya, Durg, C.G.

Bachelor of Education (B.Ed.)

Semester II: Practicum

Internship (1 month)

Internal Marks- 50

School Experience – a) Observation of School Document; b) Mentor's Report

Internship Guide

Description of Roles:

Interns are students who are a graduate in their subject major, and are spending a four month working with experienced mentor teachers on their teaching practice while taking graduate courses in the Teacher Education department.

Mentor Teachers are experienced school teachers who mentor interns. They provide guidance, insight and opportunities for supported practice.

Supervisors work with school administrators/Mentors to determine school experience for interns, mediate in difficult situations, and oversee interns' progress in schools and with respect to program requirements. They are faculty who organize campus based lectures and seminars in each subject area. They provide supervision and guidance for the interns in and out of the campus.

Intern Responsibilities

Interns are students of teaching. In contrast to traditional student teaching programs, interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build their capacity toward assuming responsibility for extended lead teaching during the semester.

Interns are in a period of transition from students to professional teachers. During this transition, they must retain the perspective of a learner as they take on the new and unfamiliar role of a teacher. Interns are expected to take an active role in their own learning and to contribute to the learning of fellow interns.

Planning and Communication

- Keep supervisor informed about classroom schedules and events.
- Direct questions or concerns to supervisors or mentor.
- Schedule observations and conferences with the mentor and inform supervisor about changes promptly.
- Meet regularly with the mentor to discuss planning for instruction.
- Prepare written lesson and unit plans according to both mentor teacher and supervisor's expectations.
- Arrange to share all plans and materials with the mentor in a timely way to allow for feedback before using them.

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- Keep copies of all written assessments and professional development plans.
- Submit evaluation reports and professional development plans to the department head.

This highlights the intern's field experience that contribute to the overall design of the internship year experience. In schools with other configurations of class time, interns and mentors should discuss with their field instructors how the intern's lead teaching time will be distributed throughout the year. Key aspects of any intern's lead teaching schedule include:

- After the initial week or two of school, the intern should have lead teaching responsibility (but not sole teaching responsibility) for at least one class period in a week.
- Interns are novice teachers for whom out-of-class preparation and reflection takes longer than it does for more experienced teachers. Having regular time during the school day to plan well for their teaching and reflect carefully on it is vital for the growth of the intern's practice and for the quality of the instruction they can provide to the students they share with their mentor. Interns may spend some of this time outside the classroom, and they may spend some of it in observation and analysis of the mentor's teaching.
- In the initial internship programme, short periods of increased lead (sole) teaching responsibilities should be preceded and followed by periods during which interns return to teaching only the focus class. From each period of increased lead teaching responsibility to the next, the demands on the intern's planning, teaching, and/or assessing should increase.
- Interns' on-campus classes do not meet every week of the internship. During certain weeks, the classes do not meet so that interns can be in their placement schools all five days of the week. Interns' obligations to their courses during this time focus more on at-school or in-class activities and less on lengthy reading or writing assignments.

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- Keep the focus class binder up to date with plans and materials and ensure that it is accessible to the mentor and supervisor at all times.
- Engage in reflective diary writing or other communication forums required by mentors and/or supervisors.
- Provide mentor/supervisor with copies of plans and materials.
- Confer regularly with the mentor teacher and supervisor about progress and concerns.

Professional Activities

- Prepare for and participate in seminars.
- Participate in orientation activities, faculty meetings and other school events.
- Initiate introductions to school faculty, staff and administrators.
- Maintain accurate contact information for mentor teacher(s) and supervisor.
- In case of absence, inform everyone affected promptly, i.e. prior to the absence.
- Comply with the school absence policies and have substitute teacher plans available if scheduled to teach lessons during the absence.
- Comply with the internship attendance policy.
- Dress professionally.
- Comply with the Professional Conduct policy.
- Consult mentor teacher and supervisor about the work schedule for any part time job and arrange a mutually acceptable schedule.

Personal Learning

- Take initiative in asking questions, searching out resources, inviting feedback and creating opportunities to learn.
- Reflect on teaching and learning through discussions and assignments.
- Prepare a professional portfolio (reflective diary).
- Observe teachers and students carefully, taking notes and asking questions.
- Study and participate in the formation and maintenance of a classroom learning community.
- Begin the year by co-planning and co-teaching lessons and activities, moving towards independent planning and teaching as the year progresses.

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Mentor Teacher Responsibilities

Planning and Communication

- Negotiate with intern and supervisor about sequence of intern responsibilities in accordance with the program standards.
- Provide intern with an outline or list of topics intern will be responsible for teaching, allowing extra time for intern to locate resources, plan, receive feedback from mentor teacher and supervisor, and revise.
- Establish regular times to confer with the intern about unit planning and provide support for identifying big ideas and appropriate curriculum materials.
- Help identify places in the curriculum where the intern can try out ideas learned in seminars.
- Confer regularly with the supervisor about progress and concerns.
- Participate in all school activities from morning assembly to evening assembly.

Supporting Intern Learning

- Facilitate and monitor intern's progress from observation to co-planning and co-teaching to lead teaching.
- Guide the intern through daily school-based experiences such as working with other teachers, dealing with classes on an assembly day, etc.
- Provide appropriate, classroom-based learning opportunities throughout the year.
- Work with intern as a co-teacher as soon as possible, sharing decisions and observations.
- Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.
- Provide interns with oral and written feedback about their teaching, including written feedback.
- Reflect with the intern about teaching, student learning and ideas and strategies studied in seminars.

Assessment

- Participate in assessment conferences.
- Write and submit an Exit Performance Description at the end of the internship programme.
- Help interns think about their careers as educators and assist with reviewing portfolios, videotaping, writing letters of recommendation, etc.

Supervisor Responsibilities

Meetings, Observation Visits, and Assessments

- Provide copies of written assessments to interns and mentor teachers.

Shirley 25 Oct 2012 *John* 25 Oct 2012 *Paul* 25 Oct 2012 *Paul* 25 Oct 2012

- Conduct five feedback sessions with the intern and mentor teacher at the appropriate point of time.
- Prepare participants for sessions by explaining what to bring and topics to discuss.
- Make at least five observation visits during a week.
- Prepare written assessments prior to feedback sessions, using the appropriate forms for your intern's subject area, and provide copies for the intern and mentor teacher at the conference.
- Write and submit an Exit Performance Description at the end of the internship programme.

Communication

- Facilitate communication among interns, mentor teachers and others involved with the internship.
- Communicate regularly with each intern, at least every other day.
- Communicate regularly with each mentor teacher.
- Communicate regularly, as scheduled, with subject area leaders about interns' progress and problems.
- Provide the intern and mentor teacher with detailed notes and written feedback about observation visits.
- Make sure intern and mentor clearly understand expectations and program standards.
- Keep informed about program developments and pass this information on to interns and mentors promptly.
- Know where to direct questions and relay answers as soon as possible.

Support of Intern's Learning by the Supervisor

- Observe the intern's teaching and confer about the planning and teaching of each observed lesson.
- Provide constructive written and oral feedback for each observed lesson.
- Identify the intern's specific needs and work on them with the intern and mentor teacher.
- Inform subject area leader about problems promptly.
- Help interns to develop their portfolios by giving feedback on materials, assisting with videotaping, etc. records.
- Keep notes of all observation visits including date, progress observed, suggestions made and actions taken.
- Keep notes of all communication with interns and mentor teachers.
- Keep examples of intern work indicative of progress or problems.

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