

DEPARTMENT OF EDUCATION

School of Educational Studies (SES)

Doctor Harisingh Gour Vishwavidyalaya, Sagar (M.P.)

(A CENTRAL UNIVERSITY)



B.Ed. (2 Year Programme) Curriculum
for Affiliated Colleges

Under Choice Based Credit System (CBCS)

(Effective from the Session 2021-22 onwards)

Approved by Emergent Board of Studies (BoS) held
on 31 January, 2022

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Board of Educational Studies (SES)

Dr. H. S. Gour

Sagar (M.P.)

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HoD Education
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	Course Code	Course Title									
			Int.	Ext.	Total	L	T	P	C		
SEMESTER III	BEDU-CC-311	Creating an Inclusive School	Th.	40	60	100	4	0	0	4	
	Student-teacher will select any one Internship Course (EC) as per their Pedagogical Choice										
	BEDU-EC-311	School Internship Programme of Pedagogy Subject-I Hindi	Pr.	40	60	100	0	0	16	8	
	BEDU-EC-312	School Internship Programme of Pedagogy Subject-I English	Pr.	40	60	100	0	0	16	8	
	BEDU-EC-313	School Internship Programme of Pedagogy Subject-I Sanskrit	Pr.	40	60	100	0	0	16	8	
	BEDU-EC-314	School Internship Programme of Pedagogy Subject-I General Sciences	Pr.	40	60	100	0	0	16	8	
	Student-teacher will select any one Pedagogical Course (EC) as per their Pedagogical Choice										
	BEDU-EC-315	School Internship Programme of Pedagogy Subject-II Social Sciences	Pr.	40	60	100	0	0	16	8	
	BEDU-EC-316	School Internship Programme of Pedagogy Subject-II Biological Sciences	Pr.	40	60	100	0	0	16	8	
	BEDU-EC-317	School Internship Programme of Pedagogy Subject-II Mathematics	Pr.	40	60	100	0	0	16	8	
	SEMESTER TOTAL			-	120	180	300	4	0	32	20
<i>Note: Micro-teaching Practice Session will be conducted in internship courses.</i>											
SEMESTER IV	BEDU-CC-411	Assessment of Learning	Th.	40	60	100	4	0	0	4	
	BEDU-CC-412	School Management and Administration	Th.	40	60	100	4	0	0	4	
	BEDU-CC-413	Language Across the Curriculum	Th.	40	60	100	1	0	1	2	
	BEDU-CC-414	EPC-4 Understanding the Self	Pr.	40	60	100	1	0	1	2	
	BEDU-CC-415	Psychology Practical & Community Work	Pr.	40	60	100	1	0	1	2	
	BEDU-EC-411	Elective Course (Any One) 1. Health and Physical Education 2. Environmental Education 3. Peace and Value Education	Th.	40	60	100	3	0	0	3	
	BEDU-EC-412										
	BEDU-EC-413										
	BEDU-EC-414	Elective Course (Any one) 1. Guidance and Counselling in Education 2. Work Education 3. Yoga Education	Th.	40	60	100	3	0	0	3	
	BEDU-EC-415										
	BEDU-EC-416										
SEMESTER TOTAL				280	420	700	17	0	3	20	
PROGRAMME TOTAL				880	1320	2200	53	3	41	80	

5. Ordinance

- 5.1 The name of the programme will be B.Ed. (2 Year Programme).
- 5.2 Minimum duration of the programme will be of 2 Years (4 Semester). However, maximum duration will be 4 years. No extension shall be granted after 4 years in any circumstances.
- 5.3 A Candidates seeking admission to the B. Ed. Programme should have obtained at least 50% marks in Senior Secondary/+2 or Equivalent and Graduation in relevant subject.

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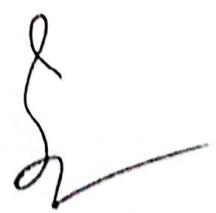
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SEMESTER- III

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B. ED. (2 YEAR PROGRAMME) SEMESTER-III
CORE COURSE-I
[BEDU-CC-311] CREATING AN INCLUSIVE SCHOOL

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Course Objectives:

- Demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- Reformulate attitudes towards children with special needs.
- Identify needs of children with diversities.
- Plan need-based programmes for all children with varied abilities in the classroom.
- Use human and material resources in the classroom for CWSN.
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- Modify appropriate learner -friendly evaluation procedures.
- Incorporate innovative practices to respond to education of children with special needs.
- Contribute to the formulation of policy; and implement laws pertaining to education of children with special needs.

Course Content:

Unit I *Introduction to Inclusive Education / School*

(12 Lectures)

- Concept and need of inclusive education
- Aims of Inclusive education
- Transition from separation to inclusion.
- Concept of special education, integrated education and inclusive education
- Principles and models of inclusive education.

Unit II *Special Education Needs (SEN) of Learners in Inclusive School* (12 Lectures)

- Identification of diverse needs of SEN learners and referrals
- Disabilities in children and their SEN: Hearing impairment, visual impairment, low vision, orthopedic impairment, intellectual impairment cerebral palsy, learning disabilities and multiple disabilities
- Types and use of assistive devices for learners with SEN
- Education concessions and facilities
- Special needs in terms of Murielle in the context of different disabilities and their learning styles.



Unit III Planning and Managing Inclusive Curriculum in Schools (12 Lectures)

- School readiness and school transition
- Individualized education plan (IEP): development and implementation
- Practices and classroom management in inclusive education: seating arrangement, whole class teaching, collaborating teaching, activity – based learning, peer – tutoring and co-operative learning
- Curricular and instructional accommodation

Unit IV Facilitators for Inclusive Education (12 Lectures)

- Need for multidisciplinary approach.
- Role and responsibilities: general, special and resource teacher.
- Role and responsibilities: family and community.
- Prepare at professional partnership: need and relevance.

Unit V Inclusive Education in National Policies (12 Lectures)

- National policy for person with disabilities 2006 with reference to inclusive education.
- Sarva Shiksha Abhiyan (SSA) – 2002 with reference to inclusive school.
- Accessible India Campaign (Sugmya Bharat Abhiyan).

Selected Readings:

- Adrian A., John E. (1998). Educating children with Special needs, New Delhi: Prentice Hall
- Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Publishing
- Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall
- Chaote J. S. (1991). Successful mainstreaming, New York: Allyn & Bacon
- Daniels, H. (1999). Inclusive Education, London: Kogan
- Deiner, P.L. (2000). Resource for Teaching children with diverse abilities, Florida: Harcourt Brace & Company
- Dessent, T. (1987). Making ordinary school special, Jessica Kingsley Publishing
- Gargiulo, R.M. (1997). Special education in contemporary society: An Introduction to Exceptionality. Belmont: Wadsworth publications
- Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment. New Delhi: Kanishka Publishing
- Giuliani, G. A. & A., M. (2002). Education of children with special needs: From segregation to inclusion, New Delhi: Sage Publications

- Hollahan, D. P. & Kauffman, J. M. (2000). Exceptional Learners: Introduction to special education, Boston: Allyn and Bacon.
- Joyce S. Shoate (1997). Successful inclusive teaching, Boston: Allyn & Bacon
- Karant, P. & R. J. (2003). Learning Disabilities in India, New Delhi: Sage Publication
- Mohapatra, C. S. (ed.) (2004). Disability management in India: Challenges and Commitments. New Delhi: Indian Institute of Public Administration
- Mani, M. N. G. (2004). Successful Inclusion strategies for secondary and middle school teachers, New Delhi: Sage Publishing House
- Jha, M. M. (2002). School without walls: inclusive education for all. Oxford: Heinemann.
- Mathew, S. (2004). Education of children with hearing impairment, RCI, New Delhi: Kanishka Publications
- Panda, K. C. (1997). Education of exceptional children, New Delhi: Vikas Publications
- Sedlak, Ribert, A. & Schloss P. (1986). Instructional methods for students with learning and behavior problems, New York: Allyn & Bacon
- Yesseldyke, J. S. & Algozzine, B. (1998). Special Education: A Practical approach to teachers. New Delhi: Kanishka Publishers.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-III

ELECTIVE COURSE-I

[BEDU-EC-311] SCHOOL INTERNSHIP PROGRAMME OF PEDAGOGY SUBJECT-I

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B. ED. (2 YEAR PROGRAMME) SEMESTER-III

ELECTIVE COURSE-II

[BEDU-EC-312] SCHOOL INTERNSHIP PROGRAMME OF PEDAGOGY SUBJECT-I

ENGLISH



L	T	P	C
0	0	16	8

B. ED. (2 YEAR PROGRAMME) SEMESTER-III

ELECTIVE COURSE-III

[BEDU-EC-313] SCHOOL INTERNSHIP PROGRAMME OF PEDAGOGY SUBJECT-I

SANSKRIT



L	T	P	C
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B. ED. (2 YEAR PROGRAMME) SEMESTER-III

ELECTIVE COURSE-IV

[BEDU-EC-314] SCHOOL INTERNSHIP PROGRAMME OF PEDAGOGY SUBJECT-I

PHYSICAL SCIENCE

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B. ED. (2 YEAR PROGRAMME) SEMESTER-III
ELECTIVE COURSE-V
[BEDU-EC-315] SCHOOL INTERNSHIP PROGRAMME OF PEDAGOGY SUBJECT-
II SOCIAL SCIENCES



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B. ED. (2 YEAR PROGRAMME) SEMESTER-III
ELECTIVE COURSE-VI
[BEDU-EC-316] SCHOOL INTERNSHIP PROGRAMME OF PEDAGOGY SUBJECT-
II BIOLOGICAL SCIENCES

L	T	P	C
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B. ED. (2 YEAR PROGRAMME) SEMESTER-III
ELECTIVE COURSE-VII
[BEDU-EC-317] SCHOOL INTERNSHIP PROGRAMME OF PEDAGOGY SUBJECT-
II MATHEMATICS

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An internship programme is an unpaid, career-focused experience during which students become directly involved in the workplace. Like all other professional programmes, field engagement is an essential component of any teacher education programme. Field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period of time is known as 'school internship' which equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching. The internship programme provides an opportunity to the prospective teachers to link the educational theory and pedagogical concepts with their practice on the one hand, and on the other to test the validity of theoretical propositions in actual school settings. The internship programme has two phases;

First Phase:

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The first phase of this programme initiates with the micro-teaching practice session. Each student practices (teaching and re-teaching) all the skills in small groups under the close supervision of faculty members of the department in simulated condition. All the skills are practiced and evaluated for each student throughout the semester. Following teaching skills will be practiced during microteaching practice session i.e., first phase:

1. *Introduction skill/ Set Induction*
2. *Explanation with Illustration*
3. *Blackboard Writing/ Use of Blackboard*
4. *Reinforcement*
5. *Questioning Skill*
6. *Stimulus Variation*
7. *Achieving Closure Skill*
8. *Integration Skill*

Second Phase:

After practice the above skill through Micro-teaching Practice Session, pupil-teachers will be eligible for their internship. In the second phase, the student-teachers are actually placed in a lab school at two levels, namely upper primary and secondary for practicing the teaching: The School Internship may be arranged in two phases:

Phase I – One week of School Engagement

- Observation of day-to-day school activities and report of an in-depth study of one activity.
- Peer group teaching in selected subject 3 lessons.
- Delivery of three lessons in selected teaching subject.

Phase II – 15 Weeks of School Engagement

During this phase, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school-based and community-based activities other than teaching. However, for undertaking the activities, the student-teachers are required to develop a repertoire of understandings, competencies, and skills.

Student Teachers' Tasks during Internship:

Student-teachers have to undertake some activities in the first part of the internship and some other in the second part. A few such activities are suggested below:

- Understanding the Internship School and the community around.
- Analysis of school syllabus and textbooks.

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- Observing the classroom teaching of regular teachers.
- Observation of classroom teaching of peer student-teachers.
- Participation in the innovative activities that the school undertakes.
- Preparation of Lesson Plans and Unit Plans.
- Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
- Teaching as a substitute teacher.
- Mobilization and development of teaching-learning resources.
- Preparation of a question papers and other assessment tools.
- Preparation of a diagnostic tests and organization of remedial teaching.
- Undertake case study of a child.
- Undertake action research project on at least one problem area of schooling.
- Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.
- Writing a term paper on a selected theme.
- Organization of cultural activities, literary activities and games.
- Framing of Time-Table.
- Attending and organizing morning assembly.
- Maintain of school records.
- Maintain of library & laboratories.
- Organizing Science Club & Eco Club

Modes of Assessment

In accordance with the field-based nature of the course, assessment should be made in terms of certain qualitative criteria and appropriately distributes across the various tasks carried out by student-teachers.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-IV
CORE COURSE-I
[BEDU-CC-411] ASSESSMENT OF LEARNING

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Course Objectives:

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
- Become cognizant of key concepts, such as formative and summative
- Understand the basic concept about assessment, evaluation and measurement, test, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;
- Use a wide range of assessment tools, and learn to select and construct these appropriately; and
- Understand realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Course Content:

Unit I Evaluation, Assessment and Measurement

(12 Lectures)

- Evaluation: Concept, Nature, Importance, Forms of evaluation
- Fundamental assumption underlying the concept of evaluation, assessment and measurement, similarities and difference
- Types of scale: Nominal, Ordinal, Interval and Ratio
- Characteristics of measuring instruments, Concept of Reliability and Validity and their procedure of estimation.

Unit II Measurement procedures: Cognitive and Non-Cognitive Testes (12 Lectures)

- Ability testing procedures
- Disability testing procedures
- Uses of cognitive and non-cognitive tests
- Concept of norm referenced and criterion referenced testing; difference and development.
- Developing tests under norm-referenced and criterion referenced testing approaches

Unit III Tools and Techniques of Evaluation

(12 Lectures)

- Techniques and tools of evaluation

- Testing concept and purpose
- Observation techniques
- Projective techniques
- Type of evaluation tools rating scale, intelligence tests, aptitude tests, and attitude scales interest inventories the anecdotal record.

Unit IV Continuous and comprehensive evaluation & credit-based evaluation (12 Lectures)

- Concept of CCE, Problem faced by the stakeholder during the implementation of CCE
- Different types of tools and techniques used in CCE
- Grading System: Concept, Advantages and Disadvantages
- Credit Based System: Concept, Advantages and Disadvantages
- Open Book Examination

Unit V Basic statistics in educational evaluation:

(12 Lectures)

- Measures of central tendencies (mean, median, mode) concept, uses & disadvantages.
- Measures of dispersion (range, quartile, mean & standard deviation) concept and uses.
- Basic concept of Normal Probability Curve (NPC).
- Concept of Correlation; Coefficient of correlation by rank difference and product moment.

Selected Readings:

- Agarwal, S. N. (1976). Educational and Psychological Measurement, Vinod Pustak Bhandar, Agra
- Agrawal, Y. P. (1990). *Statistical Methods-Concepts, Applications and Composition*, Sterling Publishers, New Delhi
- Balls, S. & Aderson, S. (1976). *Encyclopedia of Educational Evaluation in Teaching*; McMillan, New York.
- Kubiszyn, T. & Borich, G. *Educational Testing and Measurement: Classroom application and practice*, Harper Collins College Publisher, New York.
- Popham, W. I. (1977). *Educational Evaluation*, Prentice Hall, Englewood.
- Sinha, H. S. (1974). *Modern Educational Testing*, Sterling, New Delhi.
- Thorndike R. L. & Hagen, E. (1969). *Measurement and Evaluation in Psychology and Education*, John Wiley, New Delhi.
- Wittrock, M. C. & Wiley, D. E. (ed.) (1970). *The evaluation of Instruction*, Holt Rinehart, New York.



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B. ED. (2 YEAR PROGRAMME) SEMESTER-IV

CORE COURSE-II

[BEDU-CC-412] SCHOOL MANAGEMENT AND ADMINISTRATION

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Course Objectives:

This course will enable the student teachers to:

- Understand the basic concepts of educational management.
- Understand different components of school management.
- Realize the multifaceted role of a teacher/head teacher.
- Understand and appreciate the process of becoming an effective teacher.
- Realize the importance and goals of secondary education in India.
- Imbibe and internalize right attitudes and values with respect to issues related to equity and equality in education.
- Get a holistic view of quality in education and the agencies concerned with quality assurance.

Course Content:

Unit-I Introduction to Educational Management

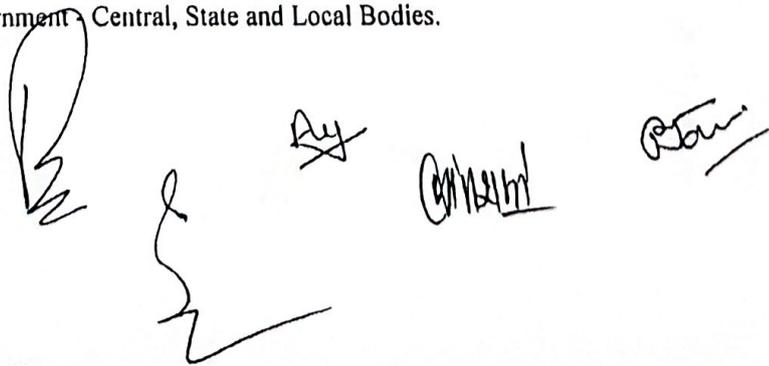
(12 Lectures)

- Management, Administration and Organization - Meaning, Definition and their Inter Relationship
- Administrative Structure of Education in India with Special Reference to Madhya Pradesh
- Educational Management – Concept, Definition, Aims, Scope, Functions and Characteristics
- Types and Principles of Educational Management
- New trends in Educational Management: School Management Committee and Community Monitoring

Unit-II School as an Organization

(12 Lectures)

- Meaning, Definition and Objectives of a School.
- Resource Requirements of School. i.e., Physical, Human and Financial Resources
- School Organization: Meaning, Aims and Objectives
- Schools Under Different Managements
 - i) Government - Central, State and Local Bodies.



- ii) Private – Aided and Unaided.

- Detailed Study of Specific Managements –

- i) Residential Schools Run by Social Welfare Corporations
- ii) Navodaya Vidyalayas/ Kendriya Vidyalayas / Sainik Schools / Railway School and

Public Undertaking

- iii) National / State Open Schools

Unit-III Head of the Organization – Different Roles

(09 Lectures)

- Qualities of an Ideal Head Master and Roles and Responsibilities
- Academic Aspects: Preparation of Time-Table, Planning and Organising Co-Curricular Activities, Subject Clubs, Guidance and Counselling, Supervision, Maintenance of Standards, Establishing Conducive Organizational Climate and Institutional Evaluation
- Administrative Aspects: Institutional Planning, Mobilization of Resources, Preparation of Budget, Maintenance of Records and Registers, Conducting Staff Meetings
- Human Resource Management: Acquisition, Development, Motivation, Maintenance.
- Material Resource Management: Needs Assessment, Procurement, Maintenance.
- Discipline Management: Need and Importance, Causes of Indiscipline and Remedial Actions.

Unit-IV Educational Planning

- Approaches to Educational Planning
- Institutional Planning: Concept and Scope (Concepts and practices relating to planning: process, procedure, techniques, strategic planning, operational planning in educational organizations)
- Micro Planning, School Mapping and Development Plans
- Decentralised Planning and Management: Concept and Scope

Unit-V Classroom Management

(12 Lectures)

- Meaning and Principles of Classroom Management
- Supportive devices of Classroom Management
- Classroom Variables
- Role of teacher in Classroom Management
- Accountability in School Education: Meaning, Types and methods used for assessing accountability

Selected Readings:

- Agrarwal J.C. (2007), School management, Shipra publication, Daryaganj, New Delhi.

- Famulavo Joseph, (1986): Hand book of Human resource Administration, McGraw Hills, New York.
- Haseen Taj, (2008) Current challenges in education, Neelkamal publications, Hyderabad.
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B. ED. (2 YEAR PROGRAMME) SEMESTER-IV
CORE COURSE-III
[BEDU-CC-413] LANGUAGE ACROSS THE CURRICULUM

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Introduction

The role of languages across the curriculum is being increasingly recognized, it would be important for all teachers to understand the importance of language across the curriculum and evolve strategies that will help share the responsibility for the development of learners and the development of languages. We need to understand that language education is not confined to the language classroom. A science, social science or mathematics class is ipso facto a language class. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's faculty in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language-free environment. Assumptions about the language and literacy background of students influence classroom interactions, pedagogical decisions and the nature of students' learning. It is important to understand the language background of the students and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area. This course is visualized to develop understanding about the nature and importance of classroom discourse; developing reading for information. This will strengthen the ability to 'read', 'think', 'discuss and communicate' as well as 'write' in the language of content. All possible efforts should be made to build networks across different subjects and language in order to enhance levels of language proficiency. Therefore, student-teachers will need to be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives. The focus is to create sensitivity to the language diversity that exists in the classrooms. Understanding the language background of students, as first or second language users of the language used in teaching the subject. The focus is to help students' teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area. The focus is to develop critical reading comprehension in the content areas informational reading and developing writing in specific content areas with familiarity of different registers.



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Course Objectives:

The course will enable the student teachers to-

- Understand the language background of students.
- Understand the nature of classroom discourse.
- Understand the nature and need of informational reading.
- Understand the importance and role of language for content areas.
- To enable student-teachers to understand the nature and structure of language.
- To help them appreciate the relationship between language, mind and society.
- To acquaint them with the process of language acquisition and learning.
- To support them in the understanding of different language skills and development of the same.
- To develop sensitivity and competency towards catering to a multilingual audience in Schools.

Course Content:

Unit I *Language Background of Students*

(10 Lectures)

- Language: Concept, types and Functions (in classroom and out of classroom)
- Understanding multilingualism in the classroom
- Home language and school language
- Understanding the language background of students, as first or second language users of the language used in teaching the subject.
- Learning Language, leaning through Language and Learning about Language
- Constitutional status of Language: Hindi, English and Regional Language

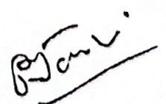
Unit II *Nature of Classroom Discourse*

(10 Lectures)

- Classroom Discourse — oral language; discussion as a tool for learning;
- Construction of Proverbs and Idioms, Diversity of language and religion.
- Speech defects: lispings, slurring and stammering, role of teacher in its resolution.
- Physical, Environmental, Social and Psychological barriers to language learning.
- Understanding Hindi alphabets & it's logical & simple classification
- Vocabulary building strategies in classroom.
- Tools for learning: Dictionary, Discussion and Word puzzles
- Courteous expression: In written and spoken form, Professional implications for a teacher.

Unit-III *LSWR as Basic Skills for Languages*

(10 Lectures)



- The development of reading & writing skills of secondary students through activities.
- Nature of expository texts Vs narrative texts, transactional Vs reflective texts.
- Effective ways of speaking for Effective Listening: Pronunciation, Enunciation, pause, intonation, articulation, Pitch Raising & Dropping.
- Importance of 3 V's (Vocal, Visual & Verbal) in language communication
- Role of literature in language learning and understanding

Practical Assignments/Field Engagement:

- The students to be actively engaged in drill and practice exercises with respect to honing their proficiency in Speaking, Reading and Writing in English and Hindi with the support of assistive devices in the Language Laboratory under the guidance of Faculty Mentors.
- Participation in two Extempore Presentations, one Debate, one Paragraph writing and One Application Writing. (To be the basis of Evaluation after exhaustive sessions to improve Communication Skills.)
- Students to maintain a record of observation on the communication of children (both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations Formally Informal Communication and the challenges they face in Communicating.

Selected Readings:

- Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi: Sage Publications.
- Agnihotri, R.K. (1999). Bachchon ki bhashaa seekhne ki kshamata, bhag 1 or 2. Shakshik Sandarbh. Bhopal: Eklavya Publication
- Agnihotri, R.K. (2007). Hindi: An essential grammar. London: Routledge
- Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted in multiliguality. International Multilingual Research Journal, Vol.(2) 1-10
- Agnihotri, R.K. and Bandyopadhyay, P.K. (ed.) (2000). Bhasha, bhubhashita or Hindi: Eknath samvaad, New Delhi: Shilalekh
- Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
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- Kumar, K. (2000). Child language and the teacher. New Delhi: National Book Trust.
- Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years.

- NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
- Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.
- Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? Language Arts. 57(4).
- Yule, G. (2006). The study of language. Delhi: Cambridge University Press.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-IV
CORE COURSE-IV
[BEDU-CC-414] EPC-4 UNDERSTANDING THE SELF

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(3 Lectures)

Unit I Exploring the Aim of Life

Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.

Workshop Themes

(6 Practical)

- Vision as a person: aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formations, values and direction of life.

Unit 2 Discovering one's True Potential.

(3 Lectures)

Objectives

- To facilitate the personal growth of the students by helping them to identify their own potential.
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

(6 Practical)

- Understanding one's strengths and weaknesses through self-observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self-esteem and emotional integration.
- Exploring fear and trust; competition and cooperation.
- Developing skills of inner self organization and self-reflection.
- Writing a self-reflective journal.

Unit 3 Developing Sensitivity

(3 Lectures)

Objectivities

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.

- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences.

Workshop Themes

(6 Practical)

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g. media).
- Defining consciously, one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communications skills.
- Understanding one's own childhood and adult-child gaps in society.

(3 Lectures)

Unit 4 Peace, Progress and Harmony

Objectives

- To develop the capacity to establish peace within oneself.
- To develop the capacity to establish harmony within a group and methods of conflict resolution.
- To understand the meaning of leadership and develop attitudes and skills of a catalyst.
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.

(6 Lectures)

Workshop Themes

- Establishing peace within oneself: exercises of concentration and meditation.
- Understanding group dynamics and communication.
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution.
- Exploring the bases of social disharmony: becoming the agents and catalysts of change. and exploring methods of facilitating change.

Unit 5 Facilitating Personal Growth: Applications in Teaching

(3 Lectures)

Objectives

- To explore attitudes and methods needed for facilitating persona growth in student.
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum.

Workshop Themes

(6 Practical)



B.Ed. (2 Year Programme)
Doctor Harisingh Gour Vishwavidyalaya, Sagar

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them.
- Exploring and practicing ways to facilitate personal growth the develop social skills in students while teaching.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-IV
CORE COURSE-V
[BEDU-CC-415] PSYCHOLOGY PRACTICAL & COMMUNITY WORK

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Course objectives:

- To acquaint the pupil teachers with the factors working within the society/community i.e., knowledge of social realities.
- To develop the dignity of labor among them.
- To arouse their interest in the social and economic reconstruction of the country.
- To make them aware with the educational problems and needs of the society.
- To enable them for preparing youth for sustainable development.
- To develop the personality of the pupil teacher through community service.
- The students will spend few days during the academic year in the identified village.

Separate activities may be undertaken every year out of the following or given by the Institute.

Course Content:

Pupil-teacher will perform following 5 activities, in which one activity i.e., one-week of scout and guide training programme will be mandatory for all.

1. All Pupil-teachers will must join one-week of scout and guide training programme.

Other Suggested Activities (Pupil-teachers will perform any 4 activities and prepare a report):

2. Study of educational scenario of a community. Reporting the profile of each institution/NGO/social organization, which is directly or indirectly concerned with educational/literacy programme.
3. Micro planning exercises for assessing the educational status of the community.
4. Organization of "Nukkad Natak" "Cultural Programmes" and "Rallies" etc. for motivating the villagers for sending their wards to schools.
5. Exploiting the community resources and finding means and ways of using them for school.
6. Survey or nearby community (adapted community) and assessing their educational needs, social needs etc.
7. Conducting awareness programmes in the community- like Environment conservation, tree plantation, watershed management, health-programmes like vaccination, polio drop etc. AIDS awareness, electoral awareness, road safety, human rights, women rights etc.

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8. Literacy programmes in the community.
9. Developing healthy food habits among the community.
10. Training community in some simple vocations for self-employment.
11. Establishing and maintaining library in a community.
12. Remedial teaching work for poor and needy in the community.
13. Action Research regarding local problems in consultation with the community.
14. Conducting Adult Education Programmes.
15. Training of community in First Aid.
16. Any other activity as per your community demands

Note: During the above activities' pupil-teachers will work full-day in their institution local area (as notified by the Head of the Department with course-coordinator). The teaching of the theory courses shall be suspended.

Psychology Practical:

Pupil-teachers will administer following test as per the requirement and prepare a dense record:

- Paper Pencil Test (Any Three)
- Performance Test (Any Two)

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B. ED. (2 YEAR PROGRAMME) SEMESTER-IV
ELECTIVE COURSE-I
[BEDU-EC-411] HEALTH AND PHYSICAL EDUCATION

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Course Objectives:

- Explain the concept, aims and objectives of Health and physical Education.
- Describe hygienic environment along with contributing factors and its importance.
- Explain various Communicable diseases and first aid.
- Demonstrate ability to describe balanced diet.
- Explain good posture.
- Define general medical standard of an individual.
- Aware about communicable diseases.

Course contents:

Unit I Introduction to Physical Education

(15 Lectures)

- Concept, Aims & Objectives of Physical Education, Concept of Physical fitness.
- A brief historical survey of physical education in India during Aryans, Epic, Buddhist, Muslim and British period.
- Foundation and Necessity of Physical Education.

Unit II Introduction to Health Education

(15 Lectures)

- Concept, Aims, Objectives & Importance of Health Education, Concept of hygiene, factors affecting health of child.
- Elementary structure and functions of teeth, eye, ear, skin, heart, kidney, blood, respiratory system & digestive system and health problems related to them.
- School Health Programme: Concept of Mental, social and environmental health, core life skills.

Unit III Health Hazards

(15 Lectures)

- Concept and types of hazards, Drugs, Alcohol and Smoking.
- Food and Nutrition: Concept of balance diet, Mid-Day meal, hazards to food safety, food adulteration and contamination.
- Infection, carriers of infection; its prevention and control.
- Communicable diseases and National Diseases Control /Eradication Program.
- Medical inspection of school and First Aid.

Selected Readings:

(Handwritten signatures)

- Bucher. C.A. (1964). Foundations of Physical Education, New York: Mosby & Company
- Kilander, H.F. (1971). School Health Education, New York: Mac Millan Company
- Manjul. J.U.S. (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- Yaday, Y.P.& Yadav. R. (2003). Art of Yoga, New Delhi: Friends.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-IV
ELECTIVE COURSE-II
[BEDU-EC-412] ENVIRONMENTAL EDUCATION

L	T	P	C
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Course Objectives

- To make student-teachers aware of the concept of environment and development.
- To enable future teachers to understand the conflicts and inequalities that result from the complex interaction of social and environmental factors.
- To encourage inquiry into the role that teachers can play in dealing with curricular areas that focus on environment.

Course Content

(15 Lectures)

Unit I Concept of Environment

- Meaning of the term Environment and its relation to human beings;
- Critical examination of its historical and conceptual antecedents;
- Assessing the state of the environment;
- Study of environmental concerns including perspectives from both social and natural sciences;
- The emergent inter-disciplinary perspective

Unit II Understanding Development in the context of Environment *(15 Lectures)*

- Notion of Development as continued social, political and economic progress;
- Significance of 'well-being' of the global community
- Addressing the real and complex issues of Development;
- Their relationship to the natural and social systems
- Issues of sustainable development;
- Need for and challenges to sustainable development;
- Study of alternative approaches to sustainable development

Unit III Methods of Teaching Environmental Education

(15 Lectures)

- Direct (Specialized) Approach
- Integrated (Multi-Disciplinary) Approach
- Incidental Approach
- Co-curricular and Extra-Curricular activities.



- Project Work. Intellectual Meets – Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming.
- Field Outreach and Extension Activities.
- Eco-Clubs / Nature Clubs.
- Problem Solving Activities related to Burning Ecological Problems.
- Quiz, Poster Making, Models Making and Exhibitions.

Evaluation in Environmental Education-Formative Evaluation and Summative Evaluation.

Selected Readings:

- Sean Mc. B. (1978) Environmental Education – Principles and Practices, London: Edward, Arnold Publishers.
- Dash, M. C. (1993) Fundamentals of Ecology, Tata McGraw Hill.
- Krishnamacharyulu. V. and Reddy, G. S. (2000) Environmental Education, Hyderabad: Neelkamal Publications Pvt. Ltd.
- National Council of Educational Research and Training (1981) Environmental Education at the School Level, New Delhi.
- Patro, S. N. and Panda, G. K. (1994) Eastern Ghats in Orissa: Environment, Resources and Development, Bhubaneswar: Orissa Environmental Society.
- Purushotham Reddy and Narasimha Reddy, D. (2002) Environmental Education, Hyderabad: Neelkamal Publications Pvt. Ltd.
- Saxena, A. B. (1986) Environmental Education, Agra: National Psychological Corporation.
- Sharma, R. C. (1981) Environmental Education, New Delhi. & Sharma, R. C. (1985) Inter Disciplinary Approaches in Environmental Education, Paris.
- Sharma R. K. and Kaur, H (2000) Air Pollution, Meerat : Goel Publishing House.
- Sharma, B. K. and Kaur, H. (2000) An Introduction to Environmental Pollution, Meerat: Goel Publishing House.
- Sharma, B. K. and Kaur, H. (1994) Soil and Noise Pollution, Meerat: Goel Publishing House.
- Sharma, J. N. (1991) An Introduction to Water Pollution, Meerat: Krishna Prakash Mandir.
- UNESCO, Environmental Education – Principles of Teaching and Learning, Paris.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-IV
ELECTIVE COURSE-III
[BEDU-EC-413] PEACE AND VALUE EDUCATION

L	T	P	C
3	0	0	3

Course Objectives

On Completion of the course the student teacher will be able to:

- Understand the importance of Peace and value education.
- Analyse the factor responsible for disturbing peace.
- Familiarize themselves with the pedagogy of peace.
- Develop understanding about strategies for peace education.
- Appreciate the role of peace in life.

Course Content

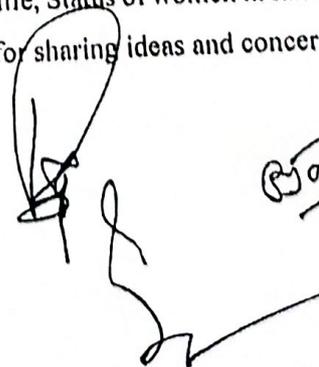
Unit-I Introduction to Peace and Values

- Meaning, Need and importance of value education in the present world.
- Value System – Role of culture and civilisation.
- Concept of value in behavioural sciences, nature and sources of values, determinants of values (Biological, Social, Psychological, Ecological) their bearing on education in varying degrees Indian culture and values.
- Strategies of Conflict Resolution-Brain Storming, Problem Saving, Emotional integration: Rapprochement Story telling.
- Negotiation, Persuasion, Rapprochement, Co-existence.

Unit-II Classification of Values

- Classification of values, material, Social, moral and spiritual, inculcation of values through education, Theories of value, Positive and negative values. Role of education to overcome negative values.
- Ethical values- Professional ethics, Mass media ethics, advertising ethics; Influence of ethics on family life; Psychology of children and youth- Leadership qualities, Personality development.
- Family values – Components, structure and responsibilities of family – Neutralisation of anger Adjustability – Threats of family life, Status of women in family and society, caring for needy and elderly, Time allotment for sharing ideas and concerns.







Unit-III Global Peace

- Concept of world peace in Indian perspective – Vasudhaiv Kutumbakam, Sarv Dharm Sambhav, Definition, need and Importance of world peace.
- Relevance of world peace in global world, first world war, causes, countries, involved and result establishment of league of nation (10 June 1920) second world war causes, countries involved and result-establishment of U.N.O. (10 October 1945)
- Some Important Organisations in the world peace; viz., UNESCO, UNO, NAM, SAARC, NATO, ASEAN (Year of establishment, Motto, member countries, headquarters) Theosophical Movement and communal harmony for peace.

Selected Readings

- Delors, Jacques (1996). Learning the treasure within. Report of International Commission on Education for the 21st century. Paris: London.
- Dhan, H. (2000). Teaching Human Rights. A Handbook for Teacher Educators, Asian Institute of Human Rights Education, Bhopal.
- Galtung, J and Ikeda, D. (1995). Choose peace. London: Pluto Press.
- Government of India (1948-49). Report of the University Education Commission, New Delhi, Ministry of Education.
- Government of India (1966). Report of the Education Commission 1964-66 on educational National development, New Delhi, Ministry of Education.
- Government of India (1986). Report of the National Policy on Education (1986), New Delhi, Ministry of Human Resource Development.
- Government of India (1993). Learning without Burden, New Delhi: Ministry of Human Resource Development, Department of Education, Govt. Of India.

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B. ED. (2 YEAR PROGRAMME) SEMESTER-IV

ELECTIVE COURSE-IV

[BEDU-EC-414] GUIDANCE AND COUNSELLING IN EDUCATION

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Course Objectives:

- To understand the concept of Guidance and Counselling.
- To assess the strength and learning difficulties of students.
- To help students in selecting their subjects for future study.
- To collect data using various tools like case study, achievement test etc.
- To understand and apply the techniques of Guidance and Counselling.

Course Contents:

Unit I Introduction to Guidance and Counselling

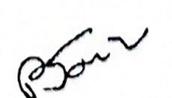
(15 Lectures)

- Guidance: Meaning, nature, scope and functions of guidance.
- Principles of guidance, Need of guidance at various stages of life,
- Types of guidance: educational, vocational, personal guidance (their meaning, objectives, needs and importance)
- Procedure of guidance, Individual and group procedures of guidance, their nature and advantage, Group guidance techniques; class tasks, Career Task, Career Conference Group Discussion, Field Visits, Career Exhibition, Audio visual techniques
- Role of various community agencies in school guidance program.
- Concept of counselling: theories of counselling
- Types of counselling: directive, non-directive and eclectic.
- Process of counselling (initial disclosure in depth exploration and commitment to action) Skills in counselling (listening, questioning, responding and communicating)
- Role of teacher as a counsellor and professional ethics associated with it

Unit II Understanding the Individual

(15 Lectures)

- Studying and appraising an individual; its need and importance in EVG (Educational and Vocational Guidance).
- Testing and non-testing devices for the study of an individual.
- Testing: intelligence, aptitude, attitude, interest, achievement and personality.
- Techniques used in guidance: questionnaire, anecdotal records, interview schedule, case study diary and autobiography cumulative – record cards



(15 Lectures)

Unit III *Job analysis and Guidance Services*

- Job analysis: concept and need.
- Job satisfaction: concept and factor affecting job satisfaction.
- Concept of occupational information and sources of collection
- Career counselling and discrimination of occupational information.
- Guidance services and the organization in schools
- Types of guidance services.
- Role of school personnel's in organizing guidance services.

Practicum/Assignments (Any two of the following)

1. Visit to different Guidance Centre.
2. Preparation of Cumulative Record.
3. Case Study of Problem Child.
4. Administration, Scoring & interpretation of at least two tests.
5. Job Analysis of a Counselor.
7. Preparation of scrap-book for career Counseling.

Selected Readings:

- Bengalee, M.S.: Guidance and Counseling. Bombay: Seth Publishers, 1984.
- Bhatnagar, A. and Gupta, N.: Guidance and Counseling Vol. I & II- A Theoretical Approach
- Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
- Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques. Hill Book Company, 1941.
- Jaiswal, S.R.: Guidance and Counseling. Lucknow: Lucknow Prakashan, 1985.
- Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.
- Koshy, Johns: Guidance and Counseling. New Delhi: Dominant Publisher, 2004.
- Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw
- Nayak, A.K.: Guidance and Counseling. New Delhi: APH Publishing Corporation,
- Oberoi, S.C.: Educational Vocational Guidance and Counseling (Hindi). Meerut:
- Sharma, R.A.: Fundamentals of Guidance and Counseling. Meerut: R. Lall Book
- Sharma, Tarachand: Modern Methods of Guidance and Counseling. New Delhi:
- Shrivastava, K.K.: Principles of Guidance and Counseling. New Delhi: Kaniska
- Vashist, S.R.: Vocational Guidance and Elementary School. New Delhi: Anmol Prakashan, 2002.



B. ED. (2 YEAR PROGRAMME) SEMESTER-IV
ELECTIVE COURSE-V
[BEDU-EC-415] WORK EDUCATION

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Course Objectives:

- To understand the Nature and concept of Philosophy of work education
- To acquire the basic skills in work education.
- To understand the different areas of work experience.
- To prepare different models according to their interest and temperament
- Critically examine the development of work education in different committee and commission.

Course Content:

(10 Lectures)

Unit I Concept of Work Education

- Meaning, aims, and objectives of work education at secondary Level.
- Nature and Scope of work education.
- Need and importance of Work Education in our daily life.
- Relationship with other subjects in the school curriculum. place of work education in the school curriculum
- Useful resources for work experience education
- Difference between work education and vocational education.

(10 Lectures)

Unit II Bases of Work Education

- Bases of work education: Historical, Philosophical, Psychological, Sociological and Economic
- Development of the concept of work education in general education suitable for India as envisaged by the education commission 1964-66
- Concept of socially useful productive work (SUPW) as designed by I. V. Patel Committee.
- Four Pillars of education International Commission on Education, 1996
- Criteria for Selection of Activities in work Education and Implementation

(10 Lectures)

Unit III Methods and Evaluation of Work Education

- Inductive and Deductive Methods
- Project method.



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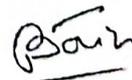
- Problem-Solving Method
- Discussion method
- Lecture-cum Demonstration method
- Story-telling method and
- Observation method.
- Evaluation in work education and methods of evaluation work education
- Developing certain tools, e.g. rating scale, check list. Teacher's record. Observation schedule, etc.

Practicum/Assignment in

(30 Hour Practical)

Group (any one group of the following)

1. **Agriculture**
 - a. Preparation work in growing of crops
 - b. Preparation of pots & use of implements
 - c. Keeping of records and Account
 - d. Visit of Govt. Garden of Farm
2. **Gardening**
 - a. Care and handing of equipment upkeep of plants.
 - b. Handing of Pots.
 - c. Preparation of find nursery beds.
 - d. Spraying of insecticides etc.
 - e. Collection of seeds bulbs pests etc.
3. **Tailoring and Embroidery**
 - a. Stitches various types-decoration work
 - b. Handling of machine and its care
 - c. Harmony of texture, shape, design and colour
 - d. Decoration and embroidery-drafting of various articles
 - e. Learning traditional embroidery
 - f. (kashmiri, Punjabi, Phulkari, Lucknow, Bengal katha, Kutch, Karnataka Kashida)
4. **Toy Making**
 - a. Preparation of Simple toys and Puppets.
 - b. Handling of Plaster-casting.
 - c. Decoration of Toys - Painting, Dresses of Toys.
 - d. Preparation of a Receipt - Book Page.



5. Chalk Making

- a. Cleaning of tools.
- b. Knowledge of raw materials.
- c. Preparation of chalk making.
- d. Packing of chalk sticks.

6. Fruit and Vegetable Products and Preservation

- a. Pickle for short-time use.
- b. Pickle for long time use.
- c. Fruit – processing – preparation of jams.
- d. Fruit – processing – preparation of jellies.

Selected Readings:

- Bhargav, Prabha: Pushpa Vatika. Delhi: Pustak Mahal, 2004. Bhargav, Prabha: Bagwani Kala. Delhi: Pustak Mahal, 2004.
- Bhargav, Prabha: Udhyan Kala. Delhi: Pustak Mahal, 2005.
- Chaudhary, M.L. & Prashad, K.V.: Bagwani Aur Mulya Verdhan. Delhi: Westwill Publishing House, 2006.
- George, A.: Horticulture Principles and Practices. Delhi: Pearson Education Publishing, 2002.
- Gupta, K.C: Chalk-Stick, Slate, Slate-Pencil & Pastel Colour Industry. Delhi: Dehati Pustak Bhandar
- Making Soft Toys for Children. Delhi: Rohan Book Company, 2000.
- Naik, Dada Bhai: Grih Vatika. Varanasi: Serv Seva Sangh Prakashan, 1981.
- Rahul Soft Toys. Delhi: Rahul Prakashan.
- Saini, R.S.: Bagwani Sidhant Avem Kirya Kalap. Udupur: Agrotech Publishing Academy, 2001.
- Shirivastav, S.S.: Udhyan Vigyan. Raipur: Central book House, 2003.
- Singh, D.K.: Hightech Horticulture. Udaipur: Agrotech Publishing Academy, 2004.
- Thakur, U.S. et al.: Krishi Vigyan Parichaya. Vidyarthi Prakashan, Indore, 1987.







B. ED. (2 YEAR PROGRAMME) SEMESTER-IV
ELECTIVE COURSE-V
[BEDU-EC-416] YOGA EDUCATION

Course Objectives: Pupil-teachers would be able to-

- Understand the philosophy of yoga.
- Critically understand the psychology of yoga
- Describe the socio-moral base of yoga.
- Explain physiology of Yoga.
- Classify yoga, yogic diet and yogic lifestyle.
- Explain medical aspects of yoga in terms of improving mental health and reducing stress.

Course Contents:

Unit I *Philosophy and Psychology of Yoga*

(15 Lectures)

- Basic philosophy of Yoga, goals of life and yoga, fundamental concepts of Yoga in all schools of Indian Philosophy; the concept of Prakriti & Purusha
- Psychology of yoga: Chitta (mind) and the methods of Chitta control; Vritti, Pratyahara, Dharna and Dhyana.

Unit II *Classification of Yoga*

(15 Lectures)

- Classification of Yoga: Raja Yoga (Ashtang Yoga), Hatha-Yoga, Sankhya-Yoga, Bhakti-Yoga and Mantra-Yoga.
- Kinds of Dhyana.

Unit III *Social Aspects of Yoga*

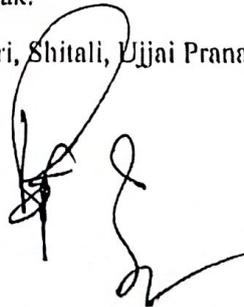
(15 Lectures)

- The five YAMAS and the five NIYAMAS, the universal code of socio-moral restraints and personal observances leading to ideal adjustments in social and personal life.
- Yogic diet & its application in modern context.

Practicum/Sessional:

- Participating in any five asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrashna, Gomukhasana, Matsyanana, Janu- shirasana, Ardhmatsyendrasana, Padmasana and Shirasasana.
- Participatin in Neti, Kapalbhati and Tratak.
- Participatin in Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayamas.







- Preparing a workbook (project reports of the selected five asanas, their physiological, psychological and anatomical effects on human body, mind, senses and intellect.)

Selected Readings:

- Bawara, B. V. (1993). *Aapki apni Baat*, Haryana: Divine Radiance Publications.
- Besant, A. (2005). *An Introduction to Yoga.*, New Delhi: Cosmo
- Iyenger, B.K.S. (1996). *Lighter on Yoga*. New Delhi: Harper Collins Publishers India Private Limited
- Larson, James, G. & Bhattacharya, R. S. (2007). *Encyclopedia of Indian Philosophies, Vol. XII Yoga*: Gerald James Larson and Ram Shankar Bhattacharya, New Delhi: Motilal Banarsidas Pub.
- Lata, P. (1996). *Intelligence, Creativity, Self-concept and Personality characteristics of delinquents and noe-delinquents*. Chandigarh: Panjab University.
- Lzmailovich, A. V. (1990). *Sahaj Yoga as a cure for epilepsy, Sochi Physiotherapy Hospital*. U.S.S.R: Department of Curatology
- Omand, S. (1960). *Patanjali Yoga Pradeep*. Gorakhpur: Gita Press
- Rai, V.C. (1989). *Effect of Sahaj Yoga Meditation on cardiac disorders*. Delhi Medical College: Department of Physiology
- Rao, P. V. K. (1995). *Scientific and Psychological significance of Yoga*. Benaras Hindu University: Department of Education
- Yadava, Y. P. & Yadav, R. (2003). *Art of Yoga*, New Delhi: Friends
- Yogacharya, Omkareshwarananda, S. (2007). *Freedom of body and mind: Yogasanas, Pranayam and Meditation*, New Delhi: Rawat.





