

Curriculum Framework

1.2.1

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			

Handwritten signature and date: 22/03/21

Handwritten signature and date: 22/03/21

Handwritten signature and date: 22/03/21

Handwritten signature and date: 22/03/21

Handwritten signature and date: 29/12/22
 प्राचार्या
 मिलाई महिला महाविद्यालय
 हास्पिटल सेक्टर, मिलाई नगर (छ.ग.)

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.

Pandey
22/03/21

Sharma
22/03/21

Sharma
22/3/21

Sharma
22/03/21

Sharma
Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)
29/12/22

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 pilgunge 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).

Handy
22/03/21

Handy
22/03/21

Handy
22/03/21

Handy
22/03/21

Handy
29/12/22
Principal
Bhilal Mahila Mahavidyalaya
Hospital Sector, Bhilal, Durg (C.G.)

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.

-----***-----

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.

Bhandari
22/03/21

Sharma
22/03/21

Rawat
22/03/21

Sharma
22/03/21

Sharma
29/12/22
Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

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.

Handy
22/12/21

Handy
22/03/21

Handy
22/3/21

Handy
22/03/21

Handy
29/12/22
Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

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

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

[Handwritten signature]
22/03/21

[Handwritten signature]
22/03/21

[Handwritten signature]
22/03/21

[Handwritten signature]
22/03/21

[Handwritten signature]
29/12/22
Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.2)

Suggested Readings:

1. Brown, J.W, Lewis Pb. & Harelerac: 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.

Handwritten signature
22/03/21

Handwritten signature
22/03/21

Handwritten signature
22/3/21

Handwritten signature
22/03/21

Handwritten signature
22/03/21

Principal

Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

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.

[Handwritten signature]
22/03/21

[Handwritten signature]
22/03/21

[Handwritten signature]
22/03/21

[Handwritten signature]
22/03/21

[Handwritten signature]
29/12/22

Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

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.

-----***-----

Handy
22/13/21

Handy
22/03/21

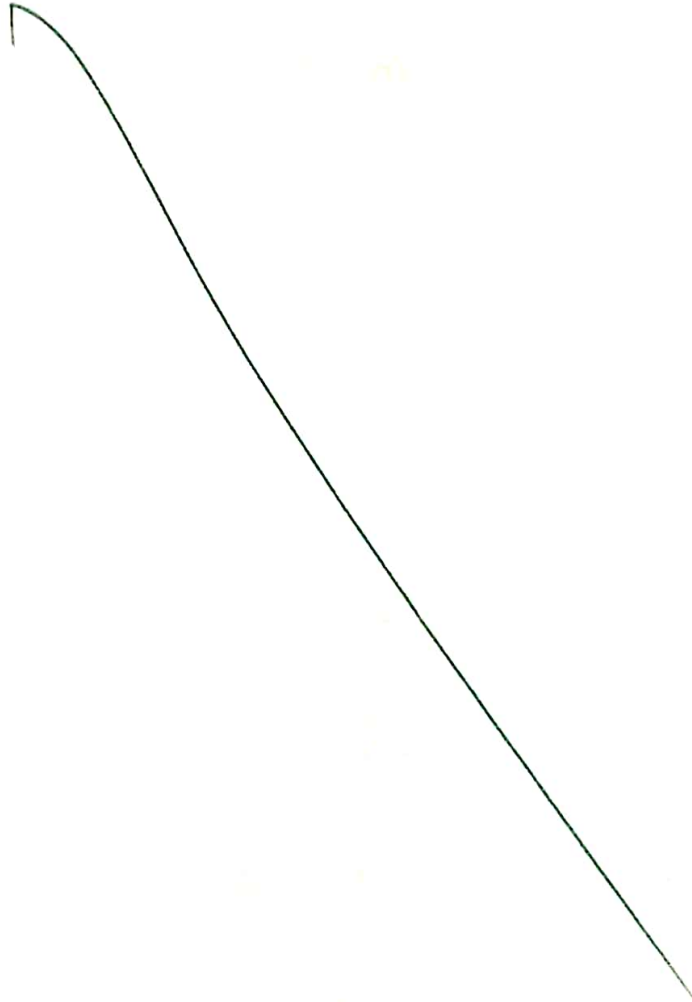
Handy
22/13/21

Handy
22/03/21

Handy
29/12/22
Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai; Durg (C.G.)

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.



Handwritten signature
22/03/21

Handwritten signature
22/03/21

Handwritten signature
22/03/21

Handwritten signature
22/03/21

Handwritten signature
29/12/22

Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

B.ED. SYLLABUS (SEMESTER IV)

PAPER - XII: ELECTIVE GROUP - II

TOTAL MARKS: 80

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

(D) COMPUTER EDUCATION

(E) INCLUSIVE EDUCATION

(F) TEACHING OF VALUES

PAPER - XII: ELECTIVE GROUP - II XII (D)

COMPUTER EDUCATION

TOTAL MARKS: 80

COURSE OBJECTIVES:

To enable the teacher-trainees:

- (i) To appreciate the role of computer education in the context of modern technological society;
- (ii) To develop understanding of computers and their application in education;
- (iii) To acquire sufficient knowledge of handling computers with a view to impart computers independently at school level;
- (iv) To use computer based learning packages and organize effective classroom instructions;
- (v) To acquire necessary skills in using of modern word processing software; and
- (vi) To develop skills of creating and managing simple databases and handling of computers.

Course Outline

Unit - I

- Importance of information technology.
- Classification of computers by technology, type and size.
- Uses and scope of computers.
- Fundamentals of computers.
- Input/output devices;
- Central processing unit storage devices;

Handwritten signature and date: 22/12/21

Handwritten signature and date: 22/03/21

Handwritten signature and date: 22/3/21

Handwritten signature and date: 22/03/21

Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai - Durg (C.G.)

- Operating systems;
- Application software.

Unit - II

- Files and folders;
- Use of pointing devices;
- Cut and paste;
- Shortcuts to applications;
- Use and exploring the contents of storage devices- floppy disk, drives, hard discs, CD ROM etc.
- Running applications and exiting applications.

Unit - III

Modern word processing applications:

- Importance of word processing in education.
- Characteristics of modern word processing applications.
- Toolbars and menu.
- Text and objects.
- Text entry- Running text and paragraphs.
- Formatting text- Bold, Italics, Centre and right, justification, changing font and font size, bullets and numbering.
- Editing text- select text, find and replace, cut, copy and paste.
- Editing document- Applying styles, spell check, headers and footers, footnotes, pagination, subscript and superscript.
- Insertion of objects, pictures, symbols, fields, page breaks and section.
- Page setup- Margins, paper size, and layout, printing and saving documents.

Unit - IV

Modern data base management applications:

- Importance of data base management in education.
- Characteristics of modern data base management applications.
- Concept of relational data base management system.
- Fields name, Type, Width.

Handwritten signature
22/03/21

Handwritten signature
22/03/21

Handwritten signature
22/03/21

Handwritten signature
22/03/21

Handwritten signature
29/12/22

Principal

Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.T.)

- Databases;
- Forms;
- Reports.

Unit - V

Computers for joyful learning:

- Need for joyful learning.
- Computers as an aid for joyful learning.
- Computer games.
- Multimedia capabilities of modern desk top computers.
- Internet- Importance and need.
- Use of interactive and educational software.

Assignments

- Write an essay on any topic using word-processing software. Document must include at least three of the following characteristics.

- Pagination;
 - Header;
 - Two different paragraph styles;
 - Two different fonts;
 - A picture object;
 - Bullets and numbering;
 - Subscript and super script;
 - Symbols or special characters.
- Use relational database management software for any one of the following activities:
- Developing question bank
 - Developing a data base for either students or staff including various fields like name, date of birth, date of joining, admission, salary/grade obtained etc.
 - Automated printing of salary statement/GPF deduction statement or any other administrative activity.

-----***-----

Handy
22/12/21

Handy
22/03/21

Handy
22/03/21

Handy
22/03/21

Handy
29/12/22

Principal
Bhilal Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

Suggested Readings:

1. Admas, D.M: Computer and Teacher Training.
2. Bhatnagar, S.C. & Ramani, K.V: Computers and Information Management.
3. CO-ROM-Titles available at cyber media 35 (4bays) Echelon Institutional area, sector 32, Gurgaon 122002.
4. Desai, B.: Database Management System.
5. Rajaram, V: Fundamentals of Computers. Prentice Hall of India, New Delhi.
6. SAM's Teach Yourself Office 97 in 24 hrs., Prentice Hall of India, New Delhi.
7. Shelly, John and Hunt Roger: Computer studies-first course (second edition), A.H. Wheeler & Co., Delhi.
8. Windows 96: Simplified. Complex Publishing, New Delhi.
9. Windows 98: No Experience Required. BPB Publications, New Delhi.

~~Principals~~
22/03/21

22/03/21

22/03/21

22/03/21

22/03/22

Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

B.ED. SYLLABUS (SEMESTER IV)

PAPER - XII: ELECTIVE GROUP - II XII (E)

INCLUSIVE EDUCATION

TOTAL MARKS: 80

COURSE OBJECTIVES:

The students will be able to-

- (i) demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- (ii) reformulate attitudes towards children with special needs;
- (iii) identify needs of children with diversities;
- (iv) plan need-based programmes for all children with varied abilities in the classroom;
- (v) use human and material resources in the classroom;
- (vi) use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- (vii) modify appropriate learner-friendly evaluation procedures;
- (viii) incorporate innovative practices to respond to education of children with special needs;
- (ix) contribute to the formulation of policy; and
- (x) implement laws pertaining to education of children with special needs.

Course Outline

Unit - I: Paradigms in Education of Children with Special Needs

- Historical perspectives and contemporary trends.
- Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model.
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

Unit - II: Legal and Policy Perspectives

-Important International Declarations/Conventions/Proclamations: Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;

[Handwritten signature]
22/12/21

[Handwritten signature]
22/03/21

[Handwritten signature]
22/3/21

[Handwritten signature]
22/03/21

[Handwritten signature]
29/12/22

Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

- Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act), The Rehabilitation Council of India Act, 1992 (RCI Act), and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999, RTE Act, 2009.

- National Policy- Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA (1992), Education in the National Policy on Disability, 2006.

- Programmes and Schemes of Education of Children with Disabilities:

- Centrally Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000), Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

Special Role of Institutions for the Education of Children with Disabilities- Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

Unit - III: Defining Special Needs

- Understanding diversities- concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities).

- Special needs in terms of the curriculum in the context of different disabilities and their learning styles.

- Concept of an inclusive school- infrastructure and accessibility, human resources, attitudes to disability, whole school approach.

- Community-based education.

Unit - IV: Inclusive Practices in Classrooms for All

- School's readiness for addressing learning difficulties.

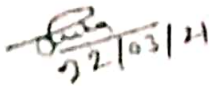
- Assessment of children to know their profile.

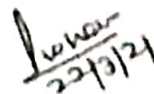
- Technological advancement and its application: ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.

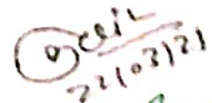
- Classroom management and organization.

- Making learning more meaningful: Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM.


22/03/21


22/03/21


22/03/21


22/03/21


29/12/22

Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom: Special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor.
- Development and application of learner-friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State.
- Documentation, record keeping and maintenance.

Unit - V: Developing Support Networks

- Addressing social climate of the classroom.
- Child-to-child programme.
- Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners- developing positive relationships between school and home.
- Involving community resources as source of support to teachers.
- Involving external agencies for networking: Setting up appropriate forms of communication with professionals and paraprofessionals.
- Liaising for reciprocal support of pre-school programmes, pre-vocational training programmes, social security, different provisions, concessions, etc.

-----***-----

[Handwritten signature]
22/03/21

[Handwritten signature]
22/03/21

[Handwritten signature]
22/03/21

[Handwritten signature]
22/03/21

[Handwritten signature]
29/12/22
Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

Suggested Readings:

1. Bender, W.N.: Learning Disability. Allyn & Bacon, Simon and Schuster, 1995, Boston London.
2. Berdine, W.H. & Blackhurst A.E. (eds). An Introduction to Special Education. Harpers Collins Publishers, Boston, 1980.
3. Dunn, L. & Bay, D.M. (ed.): Exceptional Children in the Schools. New York: Holt, Rinehart, Winston.
4. Hallahar, D.P. & Kauffman, J.M.: Exceptional Children: Introduction to Special Education. Allyn & Bacon, Massachusetts, 1991.
5. Hewett, Frank M. & Foreness Steven R.: Education of Exceptional Learners. Allyn & Bacon, Massachusetts, 1984.
6. Jordan, Thomes E.: The Exceptional Child. Ohio: Merrill.
7. Kirk, S.A & Gallagher J.J.: Education of Exceptional Children. Houghton Mifflin Co., Boston, 1989.
8. Magnifico, L.X.: Education of the Exceptional Child. New York, Longman.
9. Shanker, Udey: Exceptional Children. Jullundur: Sterling Publications.
10. Singh, N.N. and Beale, I.L. (eds.): Learning Disabilities- Nature, Theory and Treatment. Spring-Verlag, New York, Inc: 1992.
11. Smith, C.R.: Learning Disabilities- The interaction of Learner, Task and Setting. Allyn and Bacon, Massachusetts, 1991.
12. Strange, Ruth: Exceptional Children & Youth. J.J.: Prentice Hall.

Handy
22/03/21

Sun
22/03/21

Luman
22/3/21

Devi
22/03/21

[Signature]
23/12/22
Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

B.ED. SYLLABUS (SEMESTER IV)

PAPER - XII: ELECTIVE GROUP - II

XII (F) TEACHING OF VALUES

TOTAL MARKS: 80

COURSE OBJECTIVES:

- (i) To understand the nature and sources of nature, and disvalues.
- (ii) To understand the classification of values under different types.
- (iii) To appreciate educational values like democratic, secular, and socialist.

Course Outline

Unit - I

- Nature and sources of values, biological, psychological, social and ecological determinants of values- their bearing on education in varying degrees.

Unit - II

- Classification of values into various types: Material, social, moral and spiritual values; status of values; how can these be realized through education.

Unit - III

- Corresponding to values there are evils or dis-values: Material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.

Unit - IV

- Levels of values realization, how to resolve the conflicts among values; how to work for the integration of values that are embedded in education.
- Development of values as a personal and life-long process-teaching of values as an integral part of education.

Unit - V

- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden evaluate.
- Value of self-sacrifice vs value of self-centredness.
- Values of excellence vs values of ego-centralism.
- Values of work vs values of selfishness.
- Every teacher or all teachers need to teach values.

Handwritten signature and date: 22/12/21

Handwritten signature and date: 22/03/21

Handwritten signature and date: 22/12/21

Handwritten signature and date: 22/03/21

Handwritten signature and date: 22/12/22

Pincipal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai, Durg (C.G.)

Suggested Readings:

1. Hassh, I.R.H., Miller., J.R. & Fieding, G.D.: Models of Moral Education, An Appraisal. Lorigman Inc, New York.
2. Passi, B.K. & Singh, P.: Value Education, National Psychological Corporation. Agra.
3. Laths, L.E., Menu Harmins & Sydney, S.: Value and Teaching. Menhill, Ohio.
4. Rokeach, M.: The Nature of Human Values. Coiler MacMillan Publisher, London.
5. Fraenkel Jack R.: How to Teach Value: An Analytical Approach. Prentice Hall, New Jersey.

-----***-----

Pandey
22/03/21

Sharma
22/03/21

Kumar
22/03/21

Devi
22/03/21

Sharma
29/12/22

Principal
Bhilai Mahila Mahavidyalaya
Hospital Sector, Bhilai; Durg (C.G.)