

Devi Ahilya Vishvavidyalaya Indore (M.P.)
Syllabus For

**B.Ed. Two Year (Four Semester) BACHELOR OF
EDUCATION**

B.ED. DEGREE COURSE

2019-20 Academic Year and Onwards

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BACHELOR OF EDUCATION (B.Ed.)
B. Ed. Two Year (Four Semesters)
COURSE STRUCTURE
B.Ed .IV sem Course Scheme of
Examination

Note: Assignments & Tasks for Courses I, 2, 3

Course paper	Semester week	Total marks	Internal	Minimum	External)	Minimum
Core Course						
1. CC 1:gender , School & Society	6	100	25	10	75	30
2. CC2: Educational Technology	6	100	25	10	75	30
3. CC 3 : Creating an inclusive e School	6	100	25	10	75	30
CC 4: Optional Course: Choose any one .. a. Value Education b. Futurology in Education C. Health and Physical Education d. Guidance and Counseling C. Environmental Education f. Action Research	6	100	25	10	75	30
5. EPC6: Understanding the Self	2	50	15	06	35	14
6. EPC 7: understanding of ICT	2	50	15	06	35	14
	28	500	130		370	

Note: EPC 1,2,3,4,5,6 and 7 are practical subjects

GUIDELINES FOR INTERNAL ASSESSMENT:

- 1. The college shall submit to the University all the internal assessment marks pertaining to theory and practicum as detailed in above to the University a week before the commencement of the theory examination along with CD in the format supplied by the University.**
- 2 The Registrar (Evaluation) shall arrange for scrutiny of internal marks by constituting a committee of 2-3 members. The committee shall ascertain IA marks in the light of guidelines. The Registrar (Evaluation) shall call for all the IA related records of any Affiliated College without any prior intimation or the screening committee may visit any B.Ed. college at any time during the office hour without any intimation; and during such surprise visit, the screening committee shall verify the IA records.**
- 3 The individual colleges shall also submit the required descriptive statistics i.e., Frequency distribution, Mean, for (i) Total Internal Assessment (ii) individual papers and (iii) Internship in Teaching as directed by the Registrar(Evaluation).**
- 4 The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Registrar (Evaluation).**
- 5 In the instance of any malpractice coming to the knowledge of the Registrar (Evaluation) the matter will be seriously viewed by the University for action.**
- 6 The decision of the University shall be**

There shall be a University Examination at the end of each semester.

- 2 Scheme of studies and examination of the B.Ed. Course**
- 3 The External and internal assessment for each Theory and (MOT) paper shall be 75 and 25 marks respectively.**

Theory Examination - Question Paper Pattern

Pattern of all Question Papers for B.Ed. papers (duration of examination-3 hrs)

Section	No. of questions to be answered	Marks per question	Total Marks	Nature of objectives to be covered
A	11 Questions out of 14 questions to be answered	5	55	Knowledge/ Understanding/Comprehension type questions. Each should be answered not more than one Page (100-150 Words)
B	2 Questions out of 4 questions to be answered	10	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages (400-500 Words)
		Total	75	

Note:

- 1. All units in a given subject/paper should be adequately represented in the question Paper.**
- 2. Due weightage in terms of marks should be given to each unit**

Internal Assessment:

- A. The Internal Assessment marks of the theory papers are as follows**

Particulars	Marks
A attendance	5 Marks
First test	5 Marks
Second test	5 Marks
Assignment	10 Marks

Attendance Marks Split-up

Attendance I Percentage	90 and above	Above 80 to 90	Above 75 to 80	70 and below
Marks	5	4	3	No Marks

Bachelor of Education (B.Ed.) Course Compulsory Paper

Fourth Semester

CC 1 Gender, School and Society

Objectives:

To enable the Student Teacher to:

1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
3. To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
4. To help student teachers to develop abilities to handle notion of gender and sexuality.

Course Contents:

UNIT I GENDER ISSUES: KEY CONCEPTS

1. The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
2. Unequal access of education to girls; access Lu schools; gender identity construction at home and in society.
3. Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for education.

UNIT II GENDER CHALLENGES AND EDUCATION

I .Challenging gender inequalities or reinforcing gender parity:

The role of schools, peers, teachers, curriculum and textbooks, etc.

- 1. Representation of gendered roles, relationships and ideas in textbooks and curricula.**
- 2. Schools nurture or challenge creation of young people as masculine and feminine selves.**

UNIT III GENDER ISSUES AND ROLE OF TEACHER

- 1. Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same.)**
- 2. Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).**
- 3. Identification of sexual abuse/violence and its verbalization, (combating the dominant societal outlook of objectification of the female body, and so on.)**

UNIT IV ROLE OF THE MEDIA AND LIFE SKILLS EDUCATION

- 1. Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.**

2. Life Skills courses in school: provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self

3. Gender equality Education: of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state).

Assignment:

1. Group Discussion:

B.Ed. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls 2nd physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.

Group work& activities, brainstorming, audio-visual presentations:

Prospective teachers 1.0 attend and themselves undertake sessions of open verbalization with school sh1dents, voluntary cum friendly involvement in discussions, , together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).

2. **Assignments and Projects:** Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.

REFERENCES:

1. **Aeker,S. (1994) Feminist theory and the study of gender and education;**
Jn S. Acker, **Gendered Education: Sociological Reflections on women,**
Teaching and Feminism, Buckingham: Open University Press.
2. **Barks, 0. (1971) Sociology of Education Ed. 2 Landon: Batsford.**
3. **Kumar, K. (1991) Political agenda of Education, New Delhi: Sage..**
4. **Lips, Hilary -M. (1989) Sex and Gender an Introduction, California**
Mountainvicw, Mayfield Publishing Company.
5. **Shokesbaft, Charol (1989). Women 111 education administration, New**
Bury Parle Sage Publication.
6. **Crapo, I-I. (ed.) (1970) Family, Class and education, London: Longman**
7. **David, Mirrian, E. (1980) State the Family and education, London:**
Routledge and kegan nPaul Desai,
8. **Tyler, W. (1977) The sociology of educational inequality, London: Methuen.**
9. **Chandra, Karuna (1984) Structures and ideologies: Socialization**

and Education of girl child in South Asia', Indian. Journal of Social Sciences.Vol 3 No. 1.

10. Ahmad, Kamna (1984) 'Social context of Women's Education 1921-81 ', New frontiers higher education, Vol.- XV No. 3.

CC2: EDUCATIONAL TECHNOLOGY

OBJECTIVES:

1. To acquaint students with the nature and scope and Educational Technology (ET).
2. To develop competency in handling various Audio - Visual Aids and equipment.
3. To familiarize students with the role of mass media in improving teaching - learning process.
4. To develop in students the skill of preparing effective educational software.
5. To make students aware of the concept of System Approach in Education.

CONTENT:

Unit I: Educational Technology

- Concept ,meaning and definition
- Nature and Scope
- Hardware approaches
- Software approaches
- System approaches.

Unit II: Audio -Visual Aids

- Handling and application of different gadgets like OHP, Epidiascope, slide-cum-filmstrip projector, Film projector, Videotape Recorder, CCTV, and Audio Tape Recorder.
- Preparation of AV aids: Charts, Models, Transparencies, Slides, Audiotapes, Video and Audio Scripting and Low Cost Teaching Aids.

Unit III: Mass Media: Role of mass media

- Radio, TV and Printed Material in teaching-learning process.

Unit IV: Individualized Instruction

- **PLM: linear, Branch and Mathetics**
- **Instructional Strategies: Group, Individualized and Personalized**
- **Self-Learning Material -Module ,Moodles,Digitalized Learning Material and OER,**
- **Multimedia Approach: Meaning, Definition and steps of development.**

Unit V: System Approach

- **Meaning, components and Types of systems**
- **System Approach: Definition, Components with special reference to classroom instruction. Utility of system approach in the field of Education.**

SUGGESTED ACTIVITIES:

D Preparation of AV aids: Charts/ models etc.

Development of multimedia planner sheet.

- **Preparation of PLM: linear, Branch and Methetics**

i. REFERENCES:

1. **Brown, J.W., R.B. and Hercheroad: A.V. instruction Technology Media and Method. New York: McGraw Hill Books Company, 1977.**
2. **W Davis, 1.K.: The management of Learning, London: McGraw I-lilJ Book Company, 1971.**
3. **W Decca, John, P.: Educational Technology: Reading in Programmed Instruction, London: Holt Rinehart and Winston, 1964.**
4. **blJ Mangal, S.K.: Fundamentals of Educational Teclmology. Ludhiana: Prakash Brothers, 1988.**
5. **W Mukhopad[1yay, M.: Educational Technology - Challenging Issue. New Delhi: Sterling**
6. **Publishers Private Limited, 1980.**
7. **W Sampath, ◆K. et.al: Introduction to Educational Technology. New Delhi: Sterling Pub Iishers Private Limited, 1990.**
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11. W. Taber, J.J., Glaser, R. and Schafer, I-I.H.: Learning and Programmed Instrnction.

12. Massachusetts: Addison Weller Reading, 1965.

CC3: CREATING AND INCULSIVE SCHOOL

Objectives: On completion of the Course the Student Teacher will be able to :

- 1. Identify the children of special needs.**
- 2. Understand the nature of special needs their psychoeducational characteristics and functional limitation.**
- 3. Familiarize with assessment and placement procedure for children with special needs.**
- 4. Developed understanding about accommodating special needs in regular classroom.**
- 5. Appreciate the education of children with special needs.**

Course Content:

Unit 1- Spccial needs and education

- Concept and types of special needs.**
- education of children with special needs and its implication for universilisation of elementary education.**
- understanding and respecting diversity .**
- trends of education for children with special need in India.**
- policies schemes and legislations about the education of children with special educational needs.**

Unit 2- nature, types and characters tics of children with special needs Psycho-social and educational characteristics functional limitations with reference to-

- locomotor impairment**
- hearing impairment**
- visual impairment**
- learning disability**
- gifted and disadvantaged children**
- Mental retardation and slow learners.**

Unit 3- inclusive Education- concept and philosophy of inclusive education

- **teaching competencies required for inclusive education**
- **Roll of class teachers and Resource teachers in inclusive education.**
- **School and classroom management for implementing inclusive education.**
- **Guidance and counselling in inclusive education.**
- **Specific roll of family and community participation.**
- **Suppo1i services needed for inclusive schools**

UNIT 4- identification and assessment of children with special educationanl needs

- **Concept and techniques of assessment**
- **-identification and functional assessment of children with special needs**
- **-implication of assessment for instructional planning and curriculum.**
- **Curriculum, a d a p t a t i o n , teaching strategies and evaluation in inclusive school.**
- **-Principles and methods of curriculum adaptation and adjustment to address diversity.**
- **Teaching learning strategies for children with special educational needs: coi11paretive learning, p e e r tutoring ,behavior modification, multisensory approach, perceptual strategy and system approach.**
- **individual educational program (IEP) and use of emerging technology**
- **Adaptation in evaluation procedures.**

Practicum: Any one of the following:

(Suggested practicum but more activities can be taken up by the teacher based on any topic from above unit)

- 1. Preparation of a repoti on importance of education for children with special needs**
- 2. Case study of children with special needs school in school situation.**
- 3. Observation of class room situation and identification of special needs.**
- 4. Identification of gifted /creative /slow learner/children with learning disability using standardized test.**
- 5. Preparation of teaching plan for accommodation special**

need(Any one type) in regular classroom.

6. List out the resources for effective implementation of integration programme with reference to any one category of special needs.

Apart from the above similar activities from the five units will be identified and given.

Reference

1. Montgomery,D. (1990),special need in ordinary schools:children with learning difficulties,Cassel Educational limited ,london
2. Ainscow,M.(1990)special needs in the classroom:A Teacher education resource pack UNESCO
3. Hallahan and Kuffman J.M.(1984) excetional children ,Prentice ball
4. Haring N.G.(1986)Exceptional Children and youth Ohio:Columbl1s Charles E Mernl Publishing Co. A Bell and Howell Co.
5. Hegarty S. and Mithu Alur(2002)Education and children with Special needs.

4. Optional Course:

(Any One of the Subject mentioned below)

Ca) Value Education

Objectives: Upon completion of the course the student-teachers will be able to:

1. Understand the concept and types of values.
2. Understand the meaning and basic-theories of axiology.
3. Get an insight into the strategies of inculcation of values among children.
4. Develop awareness about the different agencies working in the sphere of value education.
5. Develop skills and techniques needed to teach value education.
6. ·Understand the role of the teacher in value education.

Unit 1: Introduction to Values

1.1 Values: Concept, Nature, Types and Significance

1.2 Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values

1.3 Contemporary Values in Indian Context

1.3.1 Panchakosha Theory of Values

1.3.2 Basic Human Values -Truth, Beauty, Goodness, Love, Peace, Non-Violence

1.3.3 Contemporary Values - Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

Unit 2: Strategies of Inculcation of Values

2.1 Sources of Value Education - Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.

2.2 Techniques of inculcating Values in Life

2.2.1 Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana, and Samadhi)

2.3 Role of Teachers in Value Education.

Unit 3: Role of Social Agencies in Value Education

3.1 Family

3.2 Religion

3.3 Educational Institutions

3.4 Community

3.5 Mass Media (Print and Electronic)

3.6 Information and Communication Technology (Computer and Internet)

Unit 4: Value Education in Secondary Schools

4.1 Integrated approach

4.2 Direct Approach

4.3 Incidental approach

4.4 Co-curricular and Extra-Curricular Activities

4.1.1 Resolving Value Conflicts (value crisis)

4.1.2 Discussion of Burning Social and Moral Problems

4.1.3 Project Work and Community Centered Activities

Assignments (any one)

- 1. Visit to religious institutions which are involved in Educational endeavor**
- 2. Documentation of the contributions of the great personalities and institutions for the promotion and protection of values**
- 3. Selection of incidences/ episodes from the biographies depicting particular/ selected value**
- 4. Preparation of Value Judgment Scale**

Reference:

- 1. Broucly S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hall Inc. WDewey, J. (1916) Democracy and Education. New York: Macmillan.**
- 2. Doyle, T.F. (1973) Educational Judgments. London: Roufledge and Kegam Paul. QlFeather T., Norman (1975) Values in Education and Society, New York:**

3. Division of Macmillan Publishing Co.

4. Gupta, N.L. (1986) Value-education: Theory and Practice, Amjeer, Krishna brothers.
5. IK.neller, G.F., (197 l) Introduction to the Philosophy of Education. New York: Johnwilly and Sons.
6. Lowentbal, F. and Vandamme F. Eds. (1986) Pragmatics and Education. New York.Planeum.
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8. Peters, R.S. (1963) Authority, Responsibility and Education. London: George Allen and Unwin.
9. Rogers, C.R. (1980) A Way of Being. Houghton Mifflin, Boston. WRussell, B. (1972) Education and the Good Life. New York: Leveright.
- 10.Venkataiab N. (Ed), (1998) Value Education. New Delhi: API-I Publishing Corporat.

Optional Subject

(hJ FUTUROLOGY IN EDUCATION

OBJECTIVES:

To acquaint students with the significance of the study of Futures
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general and Futurology in particular.

- To develop the knowledge and skills of students for Forecasting Future of Education through methods and techniques.

To develop critical thinking of students about the problem and prospect of school education in future.

CONTENT:

**UNIT I: Concept of Future and Future studies:
Needs, Scope and Significance of Futures Studies in General**

**UNIT II: Concepts of Futurology in Education and
Futuristic Education: Needs and relevance of study of
Futurology in Education at Teacher Education stage and
School stage**

**UNIT III: Parameters of Forecasting Educational Futures.
Different methods of Futures Studies: simple Trend
Extrapolation, Brain Storming, Delphi, Future Wheel, Role
Playing, and Scenario Writing.**

**UNIT- IV: Futures of Educational System:
Library, Classroom, Methods, Media and Teaching Aids,
Textbooks, Examination System, Futures School Teachers and
Students. Futures of Primary and Secondary Education in the
Context of Social and Technological Change**

ACTIVITY:

Group Activity (ONE)

**Development of Scenario on any one area of Education as specified in
Units 4 and 5 using the activities specified in unit 3.**

Individual Activity (ONE)

- a. Designing futuristic course content of own subject at
school level on the basis of study of Literature.**
- b. Writing Scenario of Future of Students/
Teachers/School/ Environment/ Library/ Teaching
Aids/ Textbooks; etc. using Future Wheel Exercise.**
- c. Using Future Wheel Exercise.**

References:

- 1. Ekisirh Sade ke Liya Shiksha. Palash, Madhya
Pradesh Shishak Prashikshan Manda], Bhopal,
Jan., 1990.**

2. Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.
3. Reddy, N.: Problems of Futurology. Sterling Publishing Co., New Delhi, 1985.
4. Sapra, C.L., and Dadauz, S.S.: Education of the Future Management Challenges. National Book, New Delhi, 1986.
5. Seth, S.C.: India- The Next 7000 days. Wiley Eastern Ltd., New Delhi, 1986.
6. Seth, S.C.: Future Scan and anticipatory Management. Centre for Anticipatory Management, New Delhi.
7. Sharma, P.L.: India the Fomih World. Pankaj, New Delhi, 1985.
8. W Srivastava, A.P.: Teaching and Learning in XII Century. The Learning Laboratory, New Delhi, 1987.
9. W Toffler, A.: The Third Wave. Pan book, London, 1980.

Optional Subject

C c.) Health and Physical Education

Objectives: Upon completion of the course the student-teacher will be able to :

- I. Understand the significance of Health Education for the all-round development.
2. Maintain and promote good health
3. Develop the understanding of physical education and its related fields.
4. Acquire the knowledge about the teaching methods of physical education and its activities.
5. • Know about the effective organization of physical education activities.

Unit 1 : Health and Physical Education

- 1.1 Health : Meaning, Aims and Objectives, Importance and Scope**
- 1.2 Physical Education : Meaning, Aims and Objectives, Importance and Scope**
- 1.3 Related fields - Recreation, Health Education and Education**
- 1.4 National and Emotional Integration through Sports and Physical Education**
- 1.5 Yoga- Meaning-Astanga Yoga - Significance in Modern Society.**

Unit 2: Health Service and Supervision

- 1.1 Medical Inspection - Meaning, Procedure and Importance**
- 1.2 Personal Care - Skin, Eyes, Ears and Teeth**
- 1.3 Safety Education - Meaning and Significance, Safety in Classrooms, Play field, Gymnasium, Roads and Homes.**
- 1.4 First Aid- Meaning, Significance, principles of giving first aid**
- 1.5 FaLigue - Meaning, Causes and Remedies.**
- 1.6 Balanced DIET - Meaning and Benefits.**

Unit 3 : Leadership, Discipline, Incentives and Awards

3.1 Leadership

3.1.1 Qualities of good leader in physical education

2. I.2 Teacher leadership

3.1.3 Student leadership

3.2 Discipline

3.2.1 Meaning

3.2.2 Common forms of indiscipline in schools

3.2.3 Causes for indiscipline

3.2.4 Steps to check indiscipline

3.2.5 Rewards and discipline

3.2.6 punishment and discipline

3.3 Incentives and Awards

3.3.1 Letter - Crest

3.3.2 Cup

3.3.3 Trophy

3.3.4 Medal

3.3.5 Honour Board

3.3.6 Scholarship

3.3.7 Certificate

Cashprize - based on the Player's

3.3.8 Performance

Unit 4: Organization of Physical Education Activities

4.1 Intramural and Extramural Competitions: Meaning, Organization, Benefits

4.2 Tournaments: Meaning, Types - Knock-out and league, Benefits.

4.3 Sports meet: Meaning, Organization, Benefits.

4.4 Camps and Hikes: Meaning, Organization, Benefits.

Practicum

I. Participation in any one major game and one sports item

2. Ground marking for selected games and sports

3. Commands, line formation and marching, ceremonial parade

4. Participation in two National festival programmes for flag hoisting

References:

- a. ffi Karnalesh and Sangral, (2000), *Principles and Histo,y of Physical Education*,
 - i. Ludhiana: Tandon Publication,
- b. W Naclgir, K.G. (1998), *Sharir Shikshanad Vidhanagalu*, Dharwad : Mallcsajjan Vyayama Shale.
 - i. W Naclgir, K.G.(1997) , *Arogya Muttu Aragya Shikshana*, Dharwad Mallasajjana Vyama Shale.
 - ii. W Prakash Brothers (2000) *Organization, Administration and Recreation in Physical Education*, Ludhiana: Prakash Brother Publication.
 - iii. m Rao, V. K. (2003), *Physical Education*, New Delhi : A.P.H. Publishing Corporation.
 - iv. ID Sarojkant Bihari and Prasanna Kumar Chowdhary (2003), *Health and Physical Education*. Ludhiana: K.alenyi Publishers.
 - v. m Vijendra Kumar (2000), *J\ifodern Methods of Teaching Physical Education*,
 - vi. New Delhi: Sarup & Sons.

- To make students aware of the meaning and definition of Guidance and Counselling.
- To make students aware of the importance of Guidance and Counselling for promoting better adjustment in life.
- To familiarize students with different methods of counselling, Qualities and Role of Effective Counsellor and Counselling Interview.
- To develop competency among students to identify the need of Counselling.

11 To develop competency among students in evaluating individual differences.

11 To equip students for establishing a Guidance Unit.

- To acquaint the students with the need of Educational and Vocational Guidance at secondary level.

CONTENTS

UNIT I: Introduction of Guidance and Counselling

- Meaning, Definition, Need, Aims, Principles and Process of Guidance
- Meaning, Definition, Need, Aims, Principles and Process of Counselling
- Difference between Guidance and Counselling
- Different Types and Skills of Counselling, Qualities of effective Counsellor.

UNIT II: Educational Guidance

- Meaning, definition, Aims, Scope and Process of Educational Guidance

-
- Need of Educational Guidance at different stages of Education especially higher secondary stage
 - Collecting, Filing and disseminating educational information.

UNIT III: Vocational Guidance

- **Meaning, definition, Aims, Scope and Process of Vocational Guidance**
- **Need of Vocational Guidance at different stages of Education especially higher secondary level**
- **Collecting, Filing and disseminating vocational information.**

UNIT IV: Guidance Services, Personnel and Techniques

- **Requirement and Procedure of establishing Guidance unit at secondary level, Different services and Personnel of Guidance**
- **Standardized and Non- Standardized techniques used in Guidance- Types, Scoring and Interpretation.**

SUGGESTED ACTIVITIES: (Any Two)

- **Job Analysis**
- **Preparation of Cumulative Record**
- **Visit to different Guidance Centres (Child Guidance Centre, Choithram School, Blind School etc.)**
- **Organize an Educational Guidance program at H.S. School**
- **Visit to Mentally Retarded Children"s Home**
- **Film Review/Script writing for counseling**

REFERENCES:

1. **Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.**
2. **Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I -A Theoretical Perspective New Delhi: Vikas Publishing House.**
3. **Bhatnagai', A. and Gupta, N.: Guidance and Counselling Vol. II -A Theoretical**
4. **Perspective New Delhi: Vikas Publishing House.**
5. **Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.**
6. **Geldard, K. and Geldard, D.: Counselling Children: A Practical Introduction. New Delhi: Sage Publication, 1997.**
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8. **Jersey: Merrill Prentice Hall, 1995.**
9. **Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques.**
10. **Jaipur: Mangal Deep Publication, 2003.**
11. **Jaisawal, S.R.: Guidance and Counselling. Lucknow Prakashan, 1985.**

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15. Nayak, A.K.: Guidance and Counselling. New Delhi: APH Publishing Corporation, 1997.
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17. Pal, [-1.R. :Paramarsh Manovigyan(Hindi).Bhopal: Madhya Pradesh Hindi GranthAcademy, 2013.
18. I Rao, S. Narayana: Counselling and Guidance and Elementary School. New Delhi: Anrrol Prakashn, 2002.
19. Sharma, R.A.: Fundamentals of Guidance and Counseling. Meerut: R. Lall Book Depot, 2001.
20. Singh Raj: Educational Vocational guidance. New Delhi: Common Wealth Publishers, 1994.
21. Taneja, V.R.: First Course in Guidance and Counseling. Chandigarh: Mahindra Capital, 1972.

Optional
Subject
Environmental
Education

Objectives : Upon completion of the course, the student-teacher will be able to :

1. Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.
2. Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
3. Interpret the environmental legislations 111 conservation and protection of the environment.
4. Understand the role of governmental and non-governmental agencies 111 Environmental education.
5. Apply the methods of teaching and evaluation in environmental education.

CONTENT

Unit 1 : Introduction to Environmental Education

1.1 Environmental Education - Concept, Importance and Scope

1.2 Objectives and Principles of Environmental Education.

I .3 Basic Concepts in Environmental Education

1.3.1 Ecology

I .3 .2 Eco-System

1.3.3 Ecological Balance

1.3.4 Food Chain

1.3.5 Polluti

on and

Pollutants I .3.6

Natural

Resources

1.3.7 Green House Effect

1.3.8 Bio-degradable and Non-degradable Materials.

1.3.9 Bio-sphere - Bio-Diversity

1.4 National Environment Averseness Campaign (NEAC)

1.5 Environmental Orientation for School Education (EOSE)

1.6 Environmental Information System (ENVIS).

Unit 2: Environment and Pollution

2.1 Meaning of Environment.

2.2 Types of Environment

2.3 Types of Environmental Pollution

2.3.1 Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act-1981.

2.3.2 W3ter Pollution: Meaning, causes, The Water (Prevention and Control of Pollution) Act - 1977

2.3.3 Soil Pollution : Meaning, causes, Remedies

2.3.4 Sound Pollution: Meaning, causes, Remedies

2.4 Ecological Imbalances

2.4.1 Deforestation

2.4.2 Soil Erosion

2.4.3 Extinction of Wild life

2.4.4 Depletion of Ozone layer

2.5 Life and Contributions of Environmental Activists.

2.5.1 Mahesh Chandra Mehta

2.5.2 Sunderlal Bahuguna

2.5.3 Vandana Shiva

2.5.4 Manek: a Gandhi

2.5.5 Shivaram Karanth

Unit 3 : Agencies in Environmental Education

2.1 United Nations Environment Programme (UNEP)

2.2 International Union for Conservation of Nature and Natural Resources (IUCN).

2.3 Union Ministry of Environment and Forests.

2.4 Central Pollution Control Board (CPCB).

2.5 Centre for Environment Education (CEE).

2.6 National Afforestation and Eco-Development Board (NAEB)

2.7 Environment Protection Movements in India.

2.7.1 Chipko Movement

2.7.2 Appiko Movement

2.7.3 Narmada Bachao Andolan (NBA).

2.7.4 Western Ghats Protection Movement

Unit 4: Methods of Teaching Environmental Education

4.1 Direct (Specialized) Approach

4.2 Integrated (Multi-Disciplinary) Approach

4.3 incidental Approach

4.4 Co-curricular and Extra-Curricular activities.

4.4.1 Project Work.

4.4.2 Intellectual Meets - Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming.

4.4.3 Field Outreach and Extension Activities.

4.4.4 Eco-Clubs/ Nature Clubs.

4.4.5 Problem Solving Activities related to Burning Ecological Problems.

4.4.6 Quiz, Poster Making, Models Making and Exhibitions.

4.5 Evaluation in Environmental Education

4.5.1 Formative Evaluation

4.5.2 Summative Evaluation.

Practicum/ Assignments (any one)

- 1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities**

- 1. District Environment office**

- 2. Paryavaran Vahini**

- 3. Eco-clubs /Nature clubs**

- 2. Collect articles published in News Papers / Periodicals concerning**

- environment and write a critical comment on them.

3. **Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your district / state and document the activities of any three individuals and three institutions.**
4. **Collect Twenty Five complaints published in Newspapers/Periodicals concerning pollution of the environment and suggest plan of action for solution of the complaints.**
5. **Prepare an Annotated Bibliography of 50 Websites concerning Environment, Ecology, Forests, Nature, Environmental Education.**
6. **Prepare a list of academic courses/programmes run by 50 universities/ educational institutions about Environmental Science, Environment Education and ecology, Environment Engineering etc.**
7. **Create a Garden in your college and document your experiences.**
8. **Organizing environment education activities for school students (any two)**
Exhibitions, quiz competitions, plays, slogan development, environment skits,
~ Dramas, Essay and Drawing competitions.
9. **Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20 families.**

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