

Sub : FOUNDATION COURSE

Paper Code : BAED-301

Part A

ईकाई – १ :-

- 1 शिकागो व्याखान – स्वामी विवेकानंद
- 2 धर्म और व्याखान – महर्षि अरविंद

ईकाई – २:-

- 1 सादगी – महात्मा गांधी
- 2 चित्त जहां भय शून्य – रवीन्द्रनाथ ठाकुर

ईकाई – 3:-

- 1 कछुआ धर्म निबंध – चंद्रधर शर्मा गुलेरी
- 2 वह तोड़ती पत्थर (कविता) – निराला
- 3 सपनों की उड़ान (प्रेरक निबंध) – ए. पी. जे. अब्दुल कलाम
- 4 चीफ़ की दावत (कहानी) – भीष्म साहनी
- 5 वर्ण – विन्यास (व्याकरणपरक) – विश्वनाथ प्रसाद मिश्र

PART-B

Unit-4 :-

- 1 Tree: Tina Morris
- 2 Night of scorpion: Nissim Ezekiel
- 3 What is science? : Geroge orwell
- 4 On the rule of the road: A.G. Gar

Unit 5 :-

Comprehensions of unseen passages, paragraph writing, report – Writing, short essay on a given topic

Correspondence skills (formal & non formal letters and application)

Basic Language skills: tenses, Prepositions, determiners, verbs & articles.

Suggested Readings: संदर्भ पुस्तक— मध्यप. देश हिन्दी ग्रंथ अकादमी, भोपाल संदर्भ पुस्तक— मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल द्वारा प्रकाशित पुस्तक

Sub- Sociology

Paper Code : BAED-302 (A)

UNIT – I

Rural Sociology - Meaning and Definition, Subject Matter, Scope.

Urban Sociology - Meaning and Definition, Subject Matter, Scope

Importance of Rural Sociology and Urban Sociology.

UNIT – II

Migration - Meaning, Definition and Characteristics, Migration from Rural Society causes and consequences.

Jajmani System in Rural India - Meaning Characteristics and Change.

Agrarian Relation in India.

UNIT – III

Rural Leadership Meaning, Characteristics and Emerging Pattern.

Dominant Caste and Factionalism in Rural India.

Panchayati Raj Institution - Aims, Functions and Organization, Achievements and Challenges of Panchayati Raj System.

UNIT – IV

Urban Migration - Nature, Characteristics Meaning, Scope, Importance.

Problems Related with Urban Development Housing, Slums, Environmental Pollution

Urban Local Self Government.

UNIT – V

Urban Development - Market, Technology and Changes.

Changing Dimensions of Urban Life - Individualism, Lonely Life, New Patterns of Relationships

Changes in Indian Urban society .

Recommended Books:

- 1.Heijdra, B.J. and F.V. Ploeg (200!) Foundations of Modern Macroeconomics, Oxford, University Press, Oxford**
- 2. Lewis, M.K. and P.D. Mizan (2001) Foundations of Modern Macroeconomics, Oxford, University Press, Oxford.**
- 3.Lewis, M.K. and RD. Mizan (2000). Monetary Economics, Oxford University Press, New Delhi.**



Sub : Economics

Paper Code : BAED: 302(B) (optional)

UNIT – I

Macro Variables, Stock and Flow. Circular Flow of Income in closed and Open Economy. Concept of National Income- GDP, GNP. Measurement of National Income and Social Accounting in India. National Income and Economic Welfare.

UNIT – II

Classical Theory of Employment, Say's Law of Market, Income determination- Aggregate Demand and Supply Functions, Keynesian Theory of Employment- Effective demand. Consumption Function, Factors Affecting Consumption, Average and Marginal Propensities to consume. Simple Investment and Govt. Expenditure, Multiplier and Leakages of Multiplier.

UNIT – III

Investment Function and Marginal Efficiency of Capital (MEC), Factors Affecting Capital Formation Concept of Accelerator, Keynesian Theory of Liquidity Preference, Liquidity Trap.

UNIT – IV

Money- Meaning and Functions, Stock of Money and its Measures- M 1, M2, M3, M4. Quantity Theory of Money- Cash Transaction and Cash Balance Approaches. Inflation, Deflation and Recession- Definition, Causes and Effects on different Segments of the Economy. Types of inflation- Demand Pull and Cost Push Inflation.

UNIT – V

Bank: Meaning and Types. Central Bank and its Functions with Reference to R.B.I. Credit Control- Qualitative and Quantitative Methods. Objectives and Limitations of Monetary Policy. Functions of Commercial Bank. Meaning and Methods of Credit Creation, Recent Reforms in Banking Sectors. Money Market and its Instrument, Defects of Money Market in India. Role of Private Banking in India. Stock Market.

Recommended Books:

- 1. Heijdra, B.J. and F.V. Ploeg (2001) Foundations of Modern Macroeconomics, Oxford, University Press, Oxford**
- 2. Lewis, M.K. and P.D. Mizan (2001) Foundations of Modern Macroeconomics, Oxford, University Press, Oxford.**
- 3. Lewis, M.K. and RD. Mizan (2000). Monetary Economics, Oxford University Press, New Delhi.**

Sub : History

Paper Code : BAED-303

UNIT – I Sources of Medieval Indian History.

Foundation and Consolidation of the Delhi Sultanate - Qutubuddin Aibak, Iltutmish.

Razia Sultana and Balban. Alauddin Khalji - His conquests and reforms.

UNIT – II Mohammad bin Tughluq and Firuz Shah Tughluq. Disintegration of the Delhi Sultanate, Vijayanager and Bahmani Kingdoms.

Timur's invasion and its impact.

Invasion of the Mighals, Babur and Humayun, Sher Shah Suri.

UNIT – III Akbar- Consolidation and territorial expansion of the Mughal empire, his Religious and Rjput Policy.

Jahangir, Shahjahan, Mughal Sikh relations.

Rise of Marathas, Shivaji- His conquests and administration.

Aurangzeb and the decline of the Mughal empire, Nadir Shah's invasion and its impact.

UNIT – IV Socio-religious life during the Sultanate period-Bhakti and Sufi movenents.

Economic life during Sultanate peiod, Agriculture Industry and Trade.

Administrative system.

UNIT – V Mughal administration and institutions.

Mansabdari System.

Social and religious life,

Status of women. Economic life, Agriculture, Trade and Commerce Architecture.

Suggested Readings;

1. Dr. Ashirwadi Lal Srivastava-Madhya kalin Bharat Ka Itihaas
2. Dr. A.V. Pandey-MadhyakalinBharat Ka Itihas
3. Dr. Satish Chandra-Madhyakalin Bharat me Itihas lekhan,Dharm or Rajya ka swaroop.
4. Sir Jadunath Sarkar- Histories of Marathas
5. Dr. Radhe Sharan Agarwal- Madhya Kalin Bharat Ka Itihas



Sub :Political Science
Paper Code: BAED: 304

UNIT – I

- **Salient features of Ancient Indian Political Thought: Ramayan and Mahabharat, Political Ideas of: Manu and Kautilya.**

UNIT – II

- **Political Ideas of: Gandhi, Nehru, Ambedkar and Ram ManoharLohia.**

UNIT – III

- **Salient Features of Greek Political Thought, Plato and Aristotle, Salient features of Western Medieval Political Thought.**

UNIT – IV

- **Political Ideas of: Machiavelli, Bentham, J.S. Mill and Rousseau.**

UNIT – V

- **Political Ideas of: Hegel, Green, Marx and Mao**

Suggested Readings:

1. **Alatekar A.S. ,State and Government in Ancient India,Delhi Motilal Banarasidas,1958**
2. **A. Appadurai,: Indian Political Thinking, Oxford Press**
3. **R.P. Kangle,: Arthashastra Of Kautilya, Delhi,Motilal Banarsidas,1965**
4. **K.P. Karunakaran,: Indian Politics from Dadabhai Naoroji to Gandhi**

A study of Political Ideas of Modern India New Delhi,

5. **B.R. Nanda,: Gokhale,Gandhi and Nehru:
Studies in Indian Nationalism,
Londan,Alian and Unwin,1974.**
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Sub. :Education Policies School Leadership And Management

Paper Code : BAED :305

Objectives :-

- . To develop perception of the role and function of a teacher as envisaged in the NPE 1986 and to Familiarize the student teacher with the different projects and schemes at secondary level in Madhya Pradesh**
- . To develop an understanding of the brief historical background of Indian Education with special reference to secondary Education**
- . To acquire elementary knowledge of educational administration and management.**

Unit -1: Educational Policies

- . General aims and objectives of educational policies with reference of secondary education.**
- . Different education policies during pre and post- independence period wood dispatch, Maqualey minutes, Wardh summit, Indian Act- 1935. Basic Shiksha and Mudaliar Commission Taleem. Radha Krishnaan Commission, Kothari Commission, NPE amended 1992, sarva Shiksha Abhiyan and RTE-2010**

Unit – II : School Curriculum

- . Main features of secondary school curriculum and the process of curriculum development**
 - . General principles of school curriculum**
 - . Critical analysis of secondary school curriculum in context of Madhya Pradesh**
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Unit –III: Leadership

- . Leadership in school : Concept need and importance of leadership, Dimension and style of leadership at secondary level. Role of leadership in school effectiveness.
- . Implementation of leadership at secondary level issues and challenges.
- . Types , styles problems of leadership role of school Head Master/ Principal in institutional planning.

Unit IV :- Educational Management

- Concept, need, characteristics, principles of educational management.
- Basic of management - planning, organization, control decision making and financing.
- Prevailing education management pattern in Madhya Pradesh

Unit - V : Function of Management

Time management - Principles and Importance of time management in school curricular and co curricular activities.

- Resource management - Different types of resources at school level maximum optimization of resources

Reference :-

- Agrawal, J.E., 2005 : Nai Shiksha Niti, Prabhat Prakashan, New Delhi
Bhatnagar, R.P., Vidhya Shaikshik Prakashan, Eagle Book Depot, Meerut
NCERT (1998) : School Mapping, New Delhi
• NIEPA (1988) : School mapping, New Delhi. Saxena, N.R. Swaroop
Shikshan kala evam Padhtiyan Loyal Book Depot, Meerut.
Combs P.H. (1970) : What is education planning? IIEP (Unesco) Paris
Hardy C. & Altcin R. (1986) : Understanding school as organization, Penguin, London
Naik J.P. (1970) : On Planning, Asia Institute for Educational planning & Administration, New Delhi
-

Sub : Gender, School and Society

Paper Code : BAED-306

Course Objectives: To enable the Student 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 to schools; gender identity construction at home and in society.**
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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

1. Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.

2. Representation of gendered roles, relationships and ideas in textbooks and curricula.

3. Schools nurture or challenge creation of young people as masculine and feminine selves.

UNIT III : Gender Issues and Role of Teacher

7. 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.)

8. Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).

9. Identification of sexual abuse/violence and its verbalisation, (combating the dominant societal outlook of objectification of the female body, and so on.)

Unit IV : Role Of Media and Life Skills Education

10. Role of the media and Life Skills Education

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

11: 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.

Unit -V

12: 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: REd. 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 and 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 extracurricular periods in school and not integrated into subjects of study need to be discussed.

2. **Group work& activities, brainstorming, audio-visual presentations: prospective teachers to attend and themselves undertake sessions of open verbalization with school students, 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.).**

3. **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. **Acker,S. (1994) Feminist theory and the study of gender and education; In S.**
 2. **Acker, Gendered Education: Sociological Reflections on women, Teaching and**
 3. **Feminism, Buckingham: Open University Press.**
 4. **Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.**
 5. **Kumar, K. (1991) Political agenda of Education, New Delhi: Sage.**
 6. **Lips, Hilary M. (1989) Sex and Gender an Introduction, California**
 7. **Mountainview, Mayfield Publishing Company.**
 8. **Hokeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.**
 9. **Crapo, H. (ed.) (1970) Family, Class and education, London: Longman**
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10. David, Mirrian, E. (1980) *State the Family and education*, London: Routledge and kegan Paul Desai,
11. Tyler, W. (1977) *The sociology of educational inequality*, London: Methuen.
Chandra, Karuna (1984) *Structures and ideologies: Socialization and Education of girl child in South Asia*, Indian. Journal of Social Sciences.Vol 3 No. 1.
12. Ahmad, Karuna (1984) *'Social context of Women's Education 1921-81'*, New frontiers in higher education, Vol.- XV No. 3.



B.A. B.Ed. IV Semester

Sub –Foundation Course BAED: 401

Unit I:

नैतिक मूल्य

1. भारतीय संविधान की प्रस्तावना
2. नागरिक के अधिकार और कर्तव्य
3. राज्य की नीति के नीति-निदेशक तत्व

Unit II:

हिन्दी भाषा

1. दिमागी गुलामी ;निबंध – राहुल सांकृत्यायन
2. फॉस ;कहानी – गोविंद मिश्र
3. हमारा सौरमंडल ;संकलित
4. जीवन: उत्पत्ति और संरचना ;संकलित
5. विराम चिन्ह – उपयोग औरप्रयोग ;संकलित

Unit III:

हिन्दी भाषा

1. इन्द्रधनुष का रहस्य ;वैज्ञानिक लेख – डां कपूरमल जैन
2. चली फगुनहट बौरे आम ;ललित निबंध – विवेकी राय
3. निबंध रचना ;संकलित
4. संक्षिप्तियाँ ;संकलित

Unit IV:

English Language

1. Three Questions: C. Rajgopalachari
2. Ramanujan: C.P. Snow
3. The Power of W.E. : Roger Rosenblatt

Part-B

4. A Short Extract from the Naked Ape: Desmond Morris

Unit V:

English Language

1. Narrative Skills- narration of events and situations.
2. Production of Speech: Classification of Sounds.
3. Correction of Common Errors in the sentence structure, drafting C.V.
4. Basic Language Skills: Tenses, prepositions, determinor, verbs & Articles, Nouns & Pronouns.

Suggested Reading-संदर्भ पुस्तक- मध्यप. देश हिन्दी ग्रंथ अकादमी, भोपाल संदर्भ पुस्तक- मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल द्वारा प्रकाशित पुस्तक

SOCIOLOGY
Paper: Tribal Society

BAED:402 (A)

Unit I:

- 1. Scheduled Tribe - Meaning, Characteristics, Demographic Profile, Tribal Area and Tribal Women**
- 2. Indian Tribes - Geographical Distribution, Language, Classification, Isolation, Assimilation and Integration.**
- 3. Status of Tribal Women - Participation in Panchayati Raj System, Rights and Social Security.**

Unit II:

- 1. Socio Cultural Introduction - Family, Marriage, Leadership & Cultural Diversities.**
- 2. Kinship, Religion, Belief, Totam and Taboo.**
- 3. Future of Indian Tribal Society.**

Unit III:

- 1. Tribal Economy - Life Style, New Agricultural Policy, Land Reform, Poverty Indebtedness**
- 2. Social Mobility and Change - Sanskritization, Acculturation, Impact of Urban Life Style.**
- 3. Impact of Globalization on Tribal Society**

Unit IV:

- 1. Tribal Problems - Land Alienation, Peasant Exploitation, Illiteracy, Unemployment**
- 2. Tribal Movements - Meaning, Characteristic Cause and Consequences**
- 3. Scenario After Independence – Political Participation, Social and Economic Development.**

Unit V:

- 1. Scenario of Tribal Life in Madhya Pradesh**
- 2. Life Style of Gond, Bhil, Korku, Bharia, Maria and Baiga Tribes**

Recommended Books:

M. Hansnain, Tribes in India, Harnam Publication, New Delhi.

Singh K.S. Tribal Situation in India, Harnam Publication, New Delhi.

Paper (Economics) : Indian Economy

BAED-402 (B)

Sem- IV

Subject - (Economics)

Subject Code

- UNIT I** Structure of Indian economy, Basic features: Nature Resources:- land ,water forest and mineral resources, Demographic Features: Population, size, sex, rural-urban classification, Population Distribution. Composition of Gross Domestic product.
- UNIT II** Agriculture: Nature and Importance, Land Use Pattern, Changes in Cropping Pattern of Madhya Pradesh, Trends in Agriculture
Production and Productivity, Green revolution, Agriculture Marketing and Mechanization.
- UNIT III** Industrial Policy of 1956, New Industrial Policy of 1991 and changes three in, Role of Public sector in Industrialization. Industrial Policy of Madhya Pradesh. Concepts of small scale Industries (SSI) and cottage industries, problems and prospects of SSI in Indian economy. Start Up India and Make In India.
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UNIT IV Infrastructure for Indian Economy: Power, Transportation and Communication. India's foreign Trade:- composition and direction, Balance of Payment, Role of Foreign Direct Investment and Multinational Corporation.

UNIT V Planning in India:- Objectives, Strategy, achievements and failure, NITI Ayog, Problems of Indian Economy-Poverty, Unemployment, Inflation and Black Money.

Recommended Books:

1. Indian Economy: Dutt & Sundaram
2. Indian Economy: AK Ghosh
3. Indian Economy: Uma Kapila

B.A. B.Ed.

IV th Semester

Sub : HISTORY

Sub.Code: BAED-403

Unit I The Beginning of modern era-Renaissance. Decline of Feudalism. Reformation and Counter Reformation - Rise of the Absolute state- Spain, France and Britain.

Unit II Economic revolution of the modern western world -Mercantilism and commercial Revolution, Beginnings of colonialism. Industrial revolution.

Unit III Glorious Revolution of 1688 A.D., American Revolution (1776 A.D.) - Its causes and effects. French Revolution (1789) - Nature, Causes and effects.

Unit IV Age of Napoleon Bonaparte- rise and fall, Vienna Congress (1815), Age of Metternich, Revolution of 1830 and 1848 A.D. and their impact over Europe, Eastern Question up to Crimean war 1856 A.D.

Unit V Liberalism in England—Act of 1832 and Chartist movement, Act 1867 A.D. American civil war. Napoleon –III Unification of Germany and Italy.

Books:

1. Dr.Vimal Chandra pandey..यूरोप का इतिहास
 2. Mathura lal Sharma . यूरोप का इतिहास भग.1&2
 3. Dr. Bhagwan Singh verma- विश्व का इतिहास
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**Paper : (Political Science):
Comparative Government and Politics
BAED-404**

Unit I:

Salient features of british constitution: Executive, Legisture, Judiciary and Political Parties

Unit II:

Salient feature of American Constitution: Executive, Legisture, Judiciary and political parties.

Unit III:

Salient features of Swiss Constitution: Executive, Legislature, Judiciary and Federal Tribal, Direct Democracy.

Unit IV:

Salient features of the Constituion of People's Republic of China: Executive, Legislature, Judiciary and Communist Party.

Unit V:

Comparative study of the Constitution of Britain, USA, Switerland and China: Federal System of USA & Switerland, Constitutional Amendments in USA and Switerland, Second Chamber-House of Lords and senate, party system in the USA, UK and china.

Suggested Readings :

- 1. Lucian Pye. New Aspects of Politics. Princeton Hall. 1966**
 - 2. Almond Powell, Comparative Politics, Boston, Little Brown, 1966**
 - 3. C.B. Gena, Comparative Politics, Publisher Jaipur, Rajasthan.**
 - 4. B.E. Padia, Comparative Politics. Sahitya Bhavan Publisher, Agra.**
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BAED-405

ED 405: Language across the curriculum – Part 2

Objectives It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts.

- They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.
- Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

UNIT 1: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves. Sequence of Activities • Selecting the topic for research and articulating some guiding questions • Searching and locating relevant reference books (could be from a school library or the institute library) • Scanning, skimming and extracting relevant information from the books by making notes • Collating notes and organizing information under various subheadings • Planning a presentation – with display and oral components • Making presentations to whole subject group, fielding questions.

UNIT 2: ENGAGING WITH EDUCATIONAL WRITING

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs) • Analysing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion) • Discussion of the theme, sharing responses and point(s) of view (small group discussion) • Writing a response paper (individually or in pairs) • Presentations of selected papers, questions and answers (large group)
-

References:

- Agarwal Deepale (2007) Curriculum Development Concept methods and techniques New Delhi
 - Arora GL (1984) Reflection on curriculum NCERT
 - Kumar Krishana(1997 what is worth teaching orient longman new Delhi
 - NCERT (1984) Curriculum and evaluation NCERT New Delhi
 - NCERT (2006) Systematic reforms for curriculum change New Delhi
 - NCERT(2009) National curriculum framework for teacher Education
 - NCERT (2000) National curriculum framework for school education
NCERT New Delhi
 - NCERT(2005) National curriculum framework NCERT sri Aurobindo marg
New Delhi
 - NCERT (2014) Basics in Education NCERT sri Aurobindo marg New Delhi
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CREATING AN INCLUSIVE SCHOOL

BAED: 406

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 psycho educational characteristics and functional limitation.**
- 3. Familiarize with assessment and placement procedure for children with special needs.**
- 4. Development understanding about accommodating special needs in regular classroom.**
- 5. Appreciate the education of children with special needs.**

COURSE CONTENT

Unit 1- Special needs and education

- Concept and types of special needs.**
- Education of children with special needs and its implication for universalization 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 characteristics of children with special needs

- psycho-social and educational characteristics functional limitations with reference to-**
- locomoter impairment**
- hearing impairment**
- visual impairment**
- learning disability**
- gifted and disadvantaged children**
- mental retardation and slow learners.**

Unit III 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 counseling in inclusive education.**
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Specific roll of family and community participation.

Unit IV

Support services needed for inclusive schools

assessment of children with special educational needs

Concept and techniques of assessment

- -identification and functional assessment of children with special needs
- -implication of assessment for instructional planning and curriculum.
- curriculum ,adaptation, teaching strategies and evaluation in inclusive school.

Unit V

- -Principles and methods of curriculum adaptation and adjustment to address diversity.
- teaching learning strategies for children with special educational needs:
- comparative learning ,peer 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 report 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.

References:

1. Montgomery,D. (1990),special need in ordinary schools: children with learning difficulties, Cassel Educational limited ,londan
 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 hall
 4. 4.Haring N.G.(1986)Exceptional Children and youth Ohio:Columbus Charles E Meml Publishing Co. A Bell and Howell Co.
 5. Hegarty S. and Mithu Alur(2002)Education and children with
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DRAMA AND ART IN EDUCATION BAED 407 (EPC 2)

Introduction:

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to Class X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

OBJECTIVES

- Understanding basics of different Art forms – impact of Art forms on the human mind
 - Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
 - Enhance skills for integrating different Art forms across school curriculum at secondary level
 - Enhance awareness of the rich cultural heritage, artists and artisans.
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COURSE CONTENT

UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modeling, paper cutting and folding, etc.
- Paper framing and display of Art works.

UNIT 2: PERFORMING ARTS:

DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

UNIT 3: APPRECIATION OF ARTS

. Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education

- What is the difference between Education in Arts and Arts in Education
 - Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
 - Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
 - Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
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- Indian festivals and its artistic significance.

Project Work (Units 1 and 2) Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc.–how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths/Social Sciences/ Languages etc.) while integrating different art forms.

Workshop Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance.

The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner- centred .

The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

PRACTICAL PART 1.

BODY MOVEMENT-Different theatre games, Exercises, Martial Arts, Folk Dances.

2. MEDITATION- Focus, Concentration.

3. SCRIPT WRITING-characterization, dialogue, time and space, beginning, middle, end

4. POETRY RECITATION- Rigved Mantras, Vaachik Abhinay.

5. SELECTION OF PLAY FOR CHILDREN.

6. CASTING.

7. BUILDING OF A CHARACTER.

8. PARTS OF SPEECH- Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.

References

- Nimish Dwivedi Marketing chronicles compendium of global and local marketing insights from the Agrawal Publication
- Reeta chouhan, Drama, Art and Education, Agrawal Publication

