

SCHEME OF EXAMINATION FOR B. ED. TWO YEAR PROGRAMME
(To be implemented from the Session 2015-16)
(As recommended by the UG Board of Studies in Education)

YEAR I

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per Week (Exam Hours: Marks)
		Total	Theory	Interna		
I	Childhood and Growing up	100	80	20	4 Credits	4 (3 HRS: 80)
II	Contemporary India and Education	100	80	20	4 Credits	4 (3 HRS: 80)
III	Learning and Teaching	100	80	20	4 Credits	4 (3 HRS: 80)
IV & V	Pedagogy of School Subject I*	100	80	20	4 Credits	4 (3 HRS: 80)
IV & V	Pedagogy of School Subject II*	100	80	20	4 Credits	4 (3 HRS: 80)
Enhancing Professional Capacities (EPC) Practicum						
VI (A)	Reading and Reflecting on Texts	50			2 Credits	
VI (B)	Drama and Art in Education	50			2 Credits	
VII (A)	Critical Understanding of ICT	50			2 Credits	
VII (B)	Understanding the Self	50			2 Credits	
	Total Marks	700		Total Credits	28 Credits	

NOTE: Engagement with the Field in the School for two weeks: Tasks and Assignments for all the theory papers**

YEAR II

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per Week (Exam Hours:)
		Total	Theory	Internal		
I	Knowledge and Curriculum	100	80	20	4 Credits	4 (3.00 HRS: 80)
II	Assessment for Learning	100	80	20	4 Credits	4 (3.00 HRS: 80)
III	Creating an Inclusive School	100	80	20	4 Credits	4 (3.00 HRS: 80)
IV (A)	Language Across the Curriculum	50	40	10	2 Credits	2 (1.30HRS: 40)
IV (B)	Understanding Disciplines and Subjects	50	40	10	2 Credits	2 (1.30 HRS: 40)
V (A)	Gender, School & Society	50	40	10	2 Credits	2 (1.30 HRS: 40)
V (B)	Option Course Any one of the following: 1. Work Education 2. Health, Physical and Yoga Education 3. Peace Education 4. Guidance and Counselling	50	40	10	2 Credits	2 (1.30 HRS: 40)
VI	Skill in Teaching (Pedagogic Subject 1)	100			4 Credits	
VII	Skill in Teaching (Pedagogic Subject II)	100			4 Credits	
VIII	School Based Activities: 1. Development of CCE 2. Development of Learning Material 3. Reporting (Record) about School Internship	50			2 Credits	
	Total Marks	750		Total Credits	30 Credits	

NOTE: Engagement with the Field in Schools for two weeks: Tasks and Assignments for all the theory papers along with Teaching Practice for Pedagogy of School Subject I & II**

* Candidates are required to opt two ‘Teaching Subjects’ selecting one from any (A, B, C & D) groups out of which one teaching subject can be on the basis of graduation and the other one may be on the basis of Post graduation. However, the candidates who have passed Shastri Examination can opt for two subjects from Group-A.

Paper	NOMENCLATURE	Max. Marks		No. of Credits	Teaching Hours per Week (Exam Hours: Marks)
		Theory	Internal Assessment		
Group A					
Opt. i	Pedagogy of Hindi	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of English	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Sanskrit	80	20	4 Credits	4 (3 HRS: 80)
Opt. iv	Pedagogy of Urdu	80	20	4 Credits	4 (3 HRS: 80)
Group B					
Opt. i	Pedagogy of Mathematics	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Home Science	80	20	4 Credits	4 (3 HRS: 80)
Group C					
Opt. i	Pedagogy of Biological Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Economics	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Computer Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Music	80	20	4 Credits	4 (3 HRS: 80)
Group D					
Opt. i	Pedagogy of Physical Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Social Sciences	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Commerce	80	20	4 Credits	4 (3 HRS: 80)

****Under the broad curricular area, Engagement with the Field, 20 weeks (4+16) shall be allocated over the two years for Tasks, assignments, Teaching Practice and school internship.**

Distribution of Four Weeks

- During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.
- Two weeks of First Year will be devoted to field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school.
- Two weeks of Second Year will be devoted to field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school along with the teaching practice for Pedagogy of School Subject I & II.

Distribution of Sixteen Weeks (School Internship)

- During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.
- Initially, the student-teachers will observe the school and its classrooms with regular teachers **for one week.**
- For each student-teacher, internship should be conducted preferably in one school within the District of concerned College of Education for the entire another **15 weeks.** However, this period can be divided into two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period.
- Student-teachers should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from Principal/faculty of the school and concerned College of Education giving preference to practice schools and limiting to concerned District only. After completing School Internship from the school, the Principal of the concerned College of Education will countersign the Certificate signed by Teacher Educator of concerned College and Principal of the School.

NOTE: Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of ‘microteaching’ of isolated ‘skills’ and simulated lessons.

Note:

- 1) Each student will attend supervised teaching for two weeks in 2nd Year.
- 2) Practical Exam for Course VI (A), VI (B), VII (A) & VII (B) will be conducted by the external examiners at the end of 1st Year.
- 3) Examination of Skill in Teaching and School Based Activities will be conducted by an External Team consisting of one Coordinator (Head Examiner should be of the parent

University) and two Members (Sub-Examiners duly approved by the Board of Studies) at the end of 4th Semester. While constituting the team, teaching subject of the Coordinator will be taken into consideration and it will not overlap with the Teaching subjects of other two examiners. Thus, a team will cover all the three streams i.e. Teaching of Languages, Teaching of Sciences and Teaching of Social Sciences.

Criteria for the award of 20 % Internal Assessment in Theory Papers will be as per the distribution given below:-

i)	One Task & Assignment in every theory paper	10% marks
ii)	One test in every theory paper	5% marks
iii)	Attendance	5% marks
	Upto 75%	0 mark
	Upto 80%	2% marks
	Upto 85%	3% marks
	Upto 90%	4% marks
	Above 90%	5% marks

NOTE

If a candidate is awarded Internal Assessment of more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the College as the case may be.

Grand Total =1450 marks

Total Credits: 58

COURSE-I: CHILDHOOD AND GROWING UP

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the meaning, concept and characteristics of growth, maturation and development at various stages
- describe the problems of childhood and adolescent age especially with respect to the Indian context
- develop an understanding of different aspects of a child's physical, intellectual, social and moral development
- analyze the impact of urbanization, globalization and economic changes on construction and experience acquired by growing child
- develop an understanding of dimensions and stages of childhood development and developmental tasks; with a focus on cognitive views of learning as well as social-cultural and constructivism
- explain the concept of individual differences and its implications
- enlist the factors influencing individual difference
- differentiate between classical and operant conditioning theory of learning
- explain the Piaget's concept of cognitive development
- differentiate between Kohlberg's theory of moral development and Erikson theory of psycho-social development
- describe the role of teacher in teaching learning situations
- explain the concept and principles of different perspectives in learning
- describe childhood in the context of poverty and globalization

COURSE CONTENT

UNIT- 1

Development of Child at different Stages (Childhood and Adolescence)

- Concept, Meaning and general principles of Growth and development. Stages of development—growth and development across various stages from infancy to adolescence. (Physical, intellectual, social and moral development.)
- Piaget’s concept of cognitive development,
- Kohlberg’s theory of moral development
- Erikson’s psycho-social development theory
- Factors affecting Growth and development
- Relative role of heredity and environment in development.
- Concept of growth and maturation
- Parenting styles: influencing developmental aspects of childhood and adolescence.
- Impact of Media on growing children and adolescents: deconstruction of significant events that media highlights and creates.

UNIT- 2

Understanding Individual Difference

- Concept of individual difference, Factors influencing individual difference, Educational implications of individual differences for teachers in organizing educational activities.
- Dimensions of differences in psychological attributes-cognitive, interest, aptitude, creativity, personality and values.
- Understanding individual from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning
- Understanding differences based on a range of cognitive abilities—learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of ‘difference’ rather than ‘deficit’ perspective.
- Methods and Ways to understand Children’s and Adolescents’ Behaviour: Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives
- Meaning, characteristics and kinds of Play; Play and its functions: linkages with the physical, social, emotional, cognitive.
- Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.

UNIT-3

Theoretical Perspectives to enhance Learning among Children and Adolescents

- Learning: Meaning, implicit knowledge and beliefs.

- Perspective on Human Learning: connectionists or Behaviorist (Thorndike, Classical and Operant Conditioning)
- Cognitivist (Insightful learning, Tolman's Sign learning theory)
- Constructivism
- Bruner's discovery learning:
- Concepts and principles of each perspective and their applicability in different learning situations.
- Relevance and applicability of various theories of learning for different kinds of learning situations.
- Role of learner in various learning situations as seen in different theoretical perspectives.
- Role of teacher in teaching learning situations.

UNIT-4

Deprivation and Deprived Children: Measures for their Adjustment and Education

- Childhood in the context of poverty and globalization
- Current issues related to adolescents stress and role of the teacher (Increasing loneliness, changing family structures and rising permissiveness)
- Issues in marginalization of difference and diversity
- Children living in urban slum, socially deprived girls: measures to bring improvement in their status
- Child rearing practices of children separated from parents practices of children's separated children in crèches; children in orphanages
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Understanding needs and behavioral problems of children and adolescents: Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence substance abuse, drug addiction,
- Impact of globalization, urbanization and economic changes on construction and experience of children in childhood and adolescent age.

Tasks & Assignments: Any one of the following (10 marks)

- Administer any two of the following Psychological Tests and prepare a report on it:
 - Intelligence Test
 - Personality Test
 - Self-Concept Questionnaire/ Inventory
 - Creativity
 - Learning Style Inventory

- Parenting Style Inventory
- Interest Test
- Teaching Attitude
- Conduct a case study on a problematic Child (M.R, L.D, V.I, H.I, disruptive behavior and delinquent child etc.) and prepare a report on it.
- Prepare an observation schedule and observe the behavior of child in school setting.
- Prepare a survey report on “How media is affecting the behavior of growing child” on a group of Ten Children of age 6-14 years in terms of enhancing violence and developmental aspects of childhood. (The survey should be based on the collection of the data using a questionnaire).
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Aries, P. (1965).Centuries of Childhood-A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
- Bhatia, H. R.(1990). Elements of Educational Psychology Bombay:Orient Langman Ltd.
- Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Chauhan, S. S.(2000). Psychology of Adolescence. New Delhi: Vikas Publishers.
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Crain, W. (1992).Theories of Development: Concepts and Applications. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Chapter 12: Erikson and the Eight Stages of Life.
- Dandipani, S. (2000). A Textbook of Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- Dash, M.(1991). Educational Psychology. New Delhi: Deep and Deep Publishers.
- Gardner, H. (1985).Frames of Mind: The Theory of Multiple Intelligences, London: Paladin Books.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. Harvard Educational Review, 47 (4), 481-517.
- Gulati, S. (1995).Education for Creativity, New Delhi: NCERT.
- Hurlock, E. B. (1990). Adolescent Development. New York. McGraw Hill.

- Kakkar S. (1991). *The Inner World: A Psycho-analytic study of childhood and society in India*, Delhi: Oxford University Press.
- Kakkar, S.B (1978). *Indian Childhood: Cultural Ideas, and Social Reality*, New Delhi: Oxford.
- Kauffman et al (1993). *Exceptional Children*. Boston: Allyn & Bacon.
- Kundu, C.L. and Tutoo, D.N. (2000). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal S.K (2002). *Advanced Educational Psychology*, New Delhi: Prentice Hall of India Private Limited.
- Mathur, S. S. (2000). *Shiksha Manovigyan*. Agra: Vinod Pustak Bhandar.
- Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*, Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146.
- Nanda, S.K (1995). *Educational Psychology*, Jalandhar: New Academic Publishing Co.
- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers.
- Pal, H.R.(2006). *Advanced Educational Psychology (Hindi)* New Delhi. Delhi University.
- Pal, H.R. and Sharma, M. (2007). *Education of Gifted (Hindi)*, New Delhi: Kshipra.
- Piaget J. (1997). *Development and Learning*. In Gauvian, M. and M. Cole.(eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
- Snowman, B. R. and Snowman, J.(1996). *Psychology Applied to Teaching*. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.
- Tripathi, S. N. (1983). *Pratiba Aur Srijnatmakt*, Bombay: Mcmillan Co.

COURSE-II: CONTEMPORARY INDIA AND EDUCATION

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand perspectives in education including social bases of education
- critically understand the constitutional values related to aims of education
- analyze varied aims of education and its process aspects
- develop their own view about education and its development in social and cultural context
- develop a personalized professional view of one's pedagogical role
- think critically about the prevailing conditions of the society and their remedies
- visualize meaningfully the contemporary India
- develop an understanding of trends, issues and challenges facing contemporary Indian Society

COURSE CONTENT

UNIT-1

Constitution of India and Education

- Concurrent status of education
- Policies, Acts and Provisions related to education
- Education of marginalized and socially disadvantaged segments
- Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A
- Directive Principles of State Policies
- Right to Education (RTE) Act 2009

UNIT - 2

Review of Education Commissions and Policies in India:

- Prominent characteristics of education in India during colonial rule

- Critical appraisal of recommendations of following commissions
 - i) Secondary Education commission (1952-53)
 - ii) Indian Education Commission (1964-66)
 - iii) National Policy of Education (1986)
 - iv) Ramamurthy Education Commission (1990)
 - v) Programme of Action (1992)
- National Curriculum Framework 2005: Needs and Objectives

UNIT – 3

Contemporary Issues in Indian Education

- Universalization of Elementary Education and related issues such as MDM, SSA and RMSA
- Issues and Debates on Globalization, Liberalization and Privatization
- Common School System
- Vocationalisation of Education
- Three Language Formulas
- Open learning and distance education System
- Modernization: Concept, Advantages & Disadvantages

UNIT – 4

Emerging Concerns of Indian Society and Education

- Culture and Education
- Democracy and Education
- Inequalities in ancient, medieval and modern education
- New Economic Reforms and their impact on Education
- Education for Technological Empowerment
- Role of teacher in the context of Universal Education
- Reservation as an egalitarian Policy

Task & Assignments: Any one of the following (10 marks)

- Project on conflicts and social movements in India.
- Role of media in democracy.
- Impact of electronic media on children.
- Challenges of pluralistic education in the contexts of conflict.
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Challenges of Education- A policy perspective, (1985). Ministry of Education, Govt. of India, New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin.

- Education for all (1993). The India scene, Ministry of Education, Govt. of India, New Delhi.
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- Kashyap, S.C. (2009). The Constitution of India. New Delhi National Book Trust.
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- Pandey, K.P.(2010). Perspectives in Social Foundations of Education. New Delhi: Shipra Publications.
- Programme of Action (1992). Ministry of Education, Govt. of India, New Delhi.
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- Report of the Education Commission Education and National Development (1964-66) Ministry of Education, Govt. of India, New Delhi.
- Report of the Secondary Education Commission (1952-53) Ministry of Education, Govt. of India, New Delhi, 1949.
- Report of the University Education Commission (1948) Ministry of Education, Govt. of India, New Delhi 1949.
- Right to Free and Compulsory Education Act 2009.
- Sadgopal, A.(2000). Shiksha Main Badlav ka Sawal: Samajik Amubhavo se Niti Tak. Delhi: Granth Shilpi.
- Sadgopal, A. (2009). Muft aur Anivarya Shiksha Adhikaar Vidheyak 2009. Vimarsh Vol.1.

COURSE- III: LEARNING AND TEACHING

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the concept and importance of teaching
- explain the concept of phases and levels of teaching
- describe different theories of teaching, models of teaching and strategies of teaching
- explain the concept, importance and types of learning
- describe Flander's Interaction Analysis along with concept and types of evaluation

COURSE CONTENT

UNIT-1

- Teaching: Concept, Nature, Importance of Teaching and Phases of Teaching: Pre-active, Inter-active and Post-active
- Teaching : Different from Instruction, Training and Indoctrination
- Levels of Teaching : Memory, Understanding and Reflective level
- Theories of Teaching: Formal Theories, Descriptive Theories, Normative Theories

UNIT-2

- Models of Teaching
 - Bruner's Concept Attainment Model
 - Mastery Learning Model
 - Inquiry Training Model
 - Glaser's Basic Teaching Model
- Strategies of Teaching
 - Simulation
 - Brain-storming
 - Lecture

- Demonstration
- Team-Teaching

UNIT-3

- Learning: Concept, Importance, Types and Factors Affecting Learning
 - Concept of e-learning (m-learning and online learning)
 - Constructivism
 - Learning styles
- Flander's Interaction Analysis: Concept, Procedure and Significance in Teaching-Learning
- Use of ICT in Teaching Learning Process

UNIT-4

- Evaluation in Teaching – Learning Process: Concept, Need and Characteristics of Evaluation
- Evaluation Devices- Written, Oral and Observation
- Types of Evaluation : Formative, Summative and Diagnostic
- Grading and its Types
- Continuous and Comprehensive Evaluation

Task & Assignment: Any one of the following (10 marks)

- Draft a report on Teachers' Teaching Style by one week Classroom observation of two teachers.
- A Survey based report on an effective Teacher behaviours or class room Instruction Strategies of effective Teacher.
- Study of a case and prepare a report on influential factors of learning.
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Bhushan, A. and Ahuja, M. (1992). Educational Technology. Meerut: Vikas Publication.
- Dececco, J.P. and Cramford, Q.R. (1970). Psychology of Learning and Instructions. New Delhi: Prentice Hall of India Pvt. Ltd.
- Flanders, Ned A. (1978). Analyzing Teacher Behaviour. London: Addison Wesley Publishing Co.
- Gage, N.L. (1978). The Scientific Basis of the Art of Teaching. London: Teacher's College Press.
- Joyce, B. W., M. and Showers, B. (1985). Models of Teaching, New Delhi: Prentice Hall of India Pvt. Ltd.
- Mehra, V. (2010). A Text book of Educational Technology, New Delhi: Sanjay Prakashan.

COURSE-IV & V (GROUP A) Opt. (i): PEDAGOGY OF HINDI

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand the importance and role of Hindi language in our mother tongue (in our Country) or role of mother tongue in the education of a child
- develop various skills e.g. Language skills, teaching skills (micro-teaching skills) etc.
- conduct pedagogical analysis
- demonstrate the use of various audio-visual aids
- explain the concept of evaluation and types of evaluating techniques
- concept of curriculum in teaching of Hindi
- knowledge of different co-curricular activities in teaching of Hindi

पाठ्यवस्तु

इकाई-1

हिन्दी शिक्षण

- मातृभाषा शिक्षण का अर्थ, स्वरूप, महत्त्व, उद्देश्य एवं सामान्य सिद्धान्त
- देवनागरी लिपि की विशेषताएँ एवं सीमाएँ
- हिन्दी भाषा का महत्त्व – मातृभाषा एवं राष्ट्रीय भाषा के रूप में
- ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य
- भाषाई कौशलों का विकास
 - (अ) श्रवण कौशल
 - (आ) भाषण कौशल
 - (इ) पठन कौशल
 - (ई) लेखन कौशल

- हिन्दी शब्दों का वर्गीकरण (अर्थ, उत्पत्ति, व्युत्पत्ति)
- हिन्दी ध्वनियों का वर्गीकरण, अक्षर विन्यास एवं विराम-चिन्ह
- उच्चारण शिक्षण का महत्त्व, उच्चारण दोष के कारण व उपाय

इकाई- 2

- हिन्दी पाठ योजना का अर्थ, महत्त्व एवं रूपरेखा
- दृश्य-श्रव्य सहायक साधनों का महत्त्व, चयन एवं प्रयोग
- इकाई योजना एवं दैनिक पाठ योजना का अर्थ, महत्त्व, अन्तर एवं निर्माण
- सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास: प्रस्तावना कौशल, प्रश्न कौशल, उदाहरण कौशल, व्याख्या कौशल और उद्दीपन परिवर्तन कौशल
- हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग

इकाई- 3

- पद्य शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- गद्य शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- व्याकरण शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- हिन्दी शिक्षण में अनुवाद का अर्थ, विशेषताएँ, रचना शिक्षण (कहानी, पत्र, नाटक एवं निबन्ध) उद्देश्य, महत्त्व, विधियाँ सोपान
- हिन्दी शिक्षण में गृहकार्य – स्वरूप एवं संशोधन
- हिन्दी सुलेख शिक्षण – गुण, उद्देश्य एवं विधियाँ

इकाई- 4

- वर्तमान शिक्षा प्रणाली में हिन्दी पाठ्यपुस्तक की विशेषताएँ एवं समीक्षा
- 21वीं शताब्दी में हिन्दी की वर्तमान स्थिति, हिन्दी अध्यापक के गुण एवं कर्तव्य
- हिन्दी में मूल्यांकन – अर्थ, स्वरूप, विभिन्न विधाओं का मूल्यांकन एवं संशोधन
- हिन्दी प्रश्न पत्र निर्माण – आदर्श प्रश्न पत्र के सिद्धान्त का मूल्यांकन एवं संशोधन
- भाषा शिक्षण में हिन्दी पुस्तकालय की उपयोगिता एवं व्यवस्था
- हिन्दी पाठ्य वस्तु का अर्थ एवं शिक्षा – शास्त्रीय विश्लेषण

प्रयोगात्मक क्रियाएँ

- सूक्ष्म कौशलों के सोपानों का विकास
- पाठशालाओं में हिन्दी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था करना

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COURSE-IV & V (GROUP A) Opt. (ii): PEDAGOGY OF ENGLISH

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand the functions and importance of English language
- understand the linguistic principles;
- conduct pedagogical analysis and develop teaching skills
- understand the different theories to language learning and teaching
- critically explain various teaching methods
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology)
- understand about the teaching of prose, poetry, composition and grammar
- acquire language skills : listening speaking reading and writing
- understand need and functions of language lab
- understand the process of language assessment and
- develop creativity among learners

COURSE CONTENT

UNIT-1

An Overview of Language Teaching

- Meaning, Importance and Functions of language.
- Linguistic characteristics of English.
- Linguistic Principles, and Aims and Objectives of Teaching English
- Philosophical, Social and Psychological Bases of Approaches to Language Acquisition and Language Learning; Inductive and Deductive Approach; Whole Language Approach; Constructive Approach; Multilingual Approach to Language Teaching.

UNIT-2

Learner Centered Approaches and Methods of Teaching

- Difference between ‘Approach’ and ‘Method’
- Direct Method, Bi-lingual method, Audio-Lingual Method, Structural Approach, Communicative Approach, Constructive Approach and Co-operative Learning
- Teaching of Prose, Poetry, Composition and Grammar – Objectives and Methodology
- Micro and Mega Lessons

Teaching Learning Materials and Aids

- Print media; other reading materials such as learner chosen texts, magazines, newspapers, class libraries, etc., ICT – audio-visual aids including CALL programmes; Radio, T.V., Films, Planning co-curricular activities (discussion debates, workshops, seminar etc.); language labs, etc.

UNIT-3

Developing Listening and Speaking Skills

- Features of English Pronunciation, Elementary knowledge of English sounds.
- Stress, Rhythm, Intonation, Patterns and their Implications.
- Materials and resources for developing the Listening and Speaking Skills: Storytelling, dialogues, Situational Conversations, Role Playing, Simulations, Speech, Games and Contexts, Language Laboratories, Pictures, Authentic Materials and Multimedia Resources.

Developing Reading and Writing Skills

- Developing Reading and Writing Skills
- Teaching Mechanism of Reading
- Reading aloud and Silent Reading; Extensive and Intensive Reading; Study Skills, Including using Thesauruses, Dictionary, Encyclopedia Etc.
- Writing : Stages of Writing; Process of Writing; Formal And Informal Writing, such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech, Advertisement, etc., Reference Skills, Study Skills, Higher Order Skills.

UNIT-4

Remedial and Enrichment Content

- Meaning and Significance of remedial teaching
- Common errors in English and their removal through remedial teaching

Remedial Teaching Strategies

- Individualized Educational Programme
- Peer Support Programme
- Reward Scheme
- Handling Pupil’s language acquisition problems

- Feedback to students, parents and teachers

Evaluation Procedure

- Progress and Assessment of development of Language; Continuous and Comprehensive Evaluation; Techniques of Evaluation – oral, written, portfolio; cloze test, self-evaluation, peer evaluation, group evaluation.
- Typology of Questions; activities and tasks (Open-ended questions, MCQ's, true and false etc.) Reflecting – Problem Solving, Creative and Critical Thinking and Enhancing Imagination.

Tasks & Assignments: Any one of the following (10 marks)

- Do a comparative study of positive features and weaknesses of different approaches to language learning.
- Prepare an outline for a school magazine.
- Develop the material for the school magazine based on your experiences during school experience practice (Hand written).
- Prepare a book-review of any one English Text Book (from syllabus of 8th to 10th class).
- Prepare activities for listening, speaking, reading and writing.
- Any other task/assignment given by the institution.

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- Agnihotri, R.K. and Khanna A.L. (1994). Socio-Cultural and Linguistic Aspects of English in India. SAGE Publications New Delhi/Thousand Oaks/London, Publication.
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COURSE-IV & V (GROUP A) Opt. (iii): PEDAGOGY OF SANSKRIT

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the nature, need & principles of Sanskrit Language
- describe different methods of teaching of Sanskrit
- demonstrate the use of various audio visual aids
- explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit
- define the meaning of evaluation and types of evaluating techniques
- explain and organise different type of co-curricular activities related to Sanskrit (Shloka Recitation, Lecture, Dramatization and other creative competitions)

COURSE CONTENT

इकाई 1

- संस्कृत भाषा शिक्षण – अर्थ, महत्त्व, उद्देश्य
- संस्कृत भाषा एवं साहित्य का ऐतिहासिक तथा वर्तमान अवलोकन
संस्कृत भाषा की पाठ्यक्रम में अनिवार्यता या स्थान
- संस्कृत भाषा शिक्षण में सामान्य सिद्धान्त तथा सूत्र
संस्कृत भाषा शिक्षण में श्रवण तथा पठन का अभ्यास

इकाई 2

- संस्कृत भाषा शिक्षण की विभिन्न पद्धतियाँ – उद्देश्य, विशेषताएँ, लाभ तथा सीमाएँ
- संस्कृत भाषा शिक्षण की विधियाँ
 - पाठशाला विधि
 - पाठ्यपुस्तक विधि
 - प्रत्यक्ष विधि

- व्याकरण अनुवाद विधि
- संस्कृत पाठ्य पुस्तक निर्माण
- संस्कृत अध्यापक तथा दृश्य श्रव्य साधन प्रयोग
- सूक्ष्म तथा विस्तृत पाठ योजना
- संस्कृत भाषा शिक्षण एवं पुस्तकालय

इकाई 3

संस्कृत में विधाओं का शिक्षण

- संस्कृत में गद्य-शिक्षण-प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में पद्य-शिक्षण- प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में व्याकरण शिक्षण –प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में रचना शिक्षण – प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत में अनुवाद शिक्षण- प्रक्रिया. उद्देश्य तथा सोपान

संस्कृत विषय वस्तु

- धातु रूप-पठ, लिख, अस्, भू, कृ (लट् तथा लै लकार)
- शब्द रूप- राम, हरि, नदी, लता
- प्रत्यय – (अनीयर, तव्यत्) समास (बहुब्रीहि द्वन्द्व)
- शब्दार्थ तथा अनुवाद (8वीं तथा 10वीं हरियाणा बोर्ड के पाठ्यक्रम से)

इकाई 4

संस्कृत भाषायी कौशल

- संस्कृतमे उच्चारण शिक्षण – अशुद्धि उच्चारण केप्रकार, व्याकरण तथासुधार के उपाय।
- संस्कृतमेंअक्षर-विन्यास, शिक्षण-सम्बन्धी अशुद्धियां,कारण तथा निवारण केउपाय।

संस्कृत भाषा ज्ञान का मूल्यांकन, अर्थ, परीक्षाओं के प्रकार (निबंधात्मक, वस्तुनिष्ठ, लघूत्तर)

- गृहकार्य नियोजन एवं संशोधन प्रक्रिया।
- संस्कृत भाषा की सहपाठ्य क्रियाएं (श्लोकोच्चारण, भाषण, अभिनयीकरण एवं रचनात्मकप्रतियोगिताएं)

संस्कृत शिक्षण हेतु अनुमोदित पुस्तकें

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COURSE-IV & V (GROUP A) Opt. (iv): PEDAGOGY OF URDU

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the concept of Urdu and its elements
- define linguistic skills and development of these skills among pupils
- conduct pedagogical analysis on any two lessons in Urdu and develop teaching
- explain the concept of evaluation and methods of evaluating the performance of students
- critically explain various methods for teaching Urdu
- demonstrate language competencies

COURSE CONTENT

UNIT I

Nature and Development of Language

- Nature, development forms, functions and significant movements in modern Urdu Literature
- Elements of Urdu Language –its phonetic structure, morphological structure and syntactic structure.
- Spelling Errors, their causes and corrections.
- Children Literature.
- Objectives of Teaching Urdu at Secondary and Senior Secondary levels.
- Statement of objectives in behavioral terms.

UNIT II

Pedagogical Analysis & Lesson Planning

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on any two topics of Prose & Poetry each
- Lesson planning: Need & Importance, Basic Elements & its Preparation
- Unit Planning in Urdu: Need , importance and its preparation
- Identification of linguistic and Ideational content of the lessons.

UNIT-3

Micro Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of Illustration, Skill of Explaining, Skill of Stimulus Variation.

Approaches and Methods of Teaching Urdu

- Prose: Objectives and Methodology, lesson planning.
- Poetry: Objectives and Methodology, lesson planning.
- Grammar: Objectives and approaches, lesson planning.
- Speech development, speech defects, causes and remedies.
- Reading, loud reading and silent reading, intensive and extensive reading, self-reading and reading habits.
- Writing composition, objectives and methodology and correction of composition.

Materials for Teaching Urdu

- Urdu Text book and its evaluation.
- Supplementary Readers.
- Use of audio visual aids in teaching of Urdu.

UNIT-4

Activities Related to Urdu

- Activities for developing listening and speaking competencies.
- Activities for developing reading competency.
- Activities for developing writing competency.

Evaluation

- Meaning, Importance and Types of Evaluation in Urdu
- Types of tests: Essay type, short answer type and objective type.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps
- Diagnostic testing and remedial measures

Action Research in Urdu

- Concept and Importance of Action Research
- Planning for Action Research

Tasks & Assignments: Any one of the following (10 marks)

- Pedagogical analysis of any one topic.
- Preparation of transparencies for two lessons.
- Development of test items –essay, short answer and objective type question in Urdu.
- Preparation of Diagnostic test and remedial Program in Urdu.
- Organizing a co-curricular activity related to Urdu in School/IASE.
- Planning an outline for action research in Urdu.
- Any other project/assignment given by the institution

SUGGESTED READINGS

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- Gray, C.W. (1965). Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London: Longmans.
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- Khan, R.H. (1974). Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board.
- Srivastava, R.P (1979). Teaching of Reading, Delhi: Bahari Publishers.
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- Moinuddin (1988). Urdu Zaban Ki Tadres, New Delhi:Taraqqi Urdu Bureau.

COURSE- IV &V (GROUP B) Opt. (i): PEDAGOGY OF MATHEMATICS

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- (i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions
- (ii) Q.NO. 1 will be compulsory and will carry 16 marks. It will be comprised of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- (iii) Two long – answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- (iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the meaning, nature, aims and objectives of mathematics
- perform pedagogical analysis of various concepts in mathematics
- describe instructional planning and development of relevant material for the teaching of mathematics
- use ICT in teaching of mathematics
- describe continuous and comprehensive evaluation, diagnostic testing and remedial teaching in mathematics
- explain importance and uses of learning resources in mathematics
- improve competences in secondary level mathematics

COURSE CONTENT

UNIT I

Concept and Aims of Teaching of Mathematics

- Meaning, scope and nature of mathematics
- Aims and objectives of teaching mathematics at secondary stage
- Framing objectives according to Blooms taxonomy
- The nature of mathematical propositions, use of quantifiers and venn diagram
- A Mathematical theorem and its variants- converse, inverse and contra positive, proofs and types of proof.

Historical Perspective of Mathematics

- History of mathematics with special emphases on teaching of mathematics
- Coexistence of precision and beauty in mathematics

UNIT-2

Development of Curriculum in Mathematics

- Meaning and objectives of curriculum
- Principles for designing curriculum of mathematics at different stages of schooling
- Recent curriculum reform at national/ state level at their critical appraisal
- Content Analysis, Pedagogical Analysis and their comparison
- Pedagogical analysis of following topics of mathematics
 - Equations
 - Sets
 - Volume
 - Trigonometry
 - Ratio and proportion

Methods of Teaching Mathematics

- Inductive - deductive
- Analytic – synthetic
- Problem solving
- Heuristic method

UNIT-3

Learning Resources

- Importance of summer programs, correspondence courses, mathematics club, contests and fairs
- Designing mathematics laboratory and its effective use
- Importance of recreational activities – games , puzzles and riddles in mathematics
- Projective and non- projective teaching aids

Instructional and Material Development

- Writing of lesson plan
- Micro lesson planning with special reference to following micro teaching skills- Introduction, probing question, class room management, skill of illustration with examples, skill of reinforcement
- Preparation and use of audio- visual material and equipments
- Application of ICT in teaching of mathematics

UNIT-4

Evaluation in Mathematics

- Evaluation Tools: Meaning, need and use of diagnostic testing and remedial teaching
- Continuous and comprehensive evaluation
- Formative and summative evaluation
- Criterion and norm reference test

Professional Development of Mathematics Teachers

- Types of In-service programme for mathematics teacher
- Role of mathematics teachers association , journals and other resource material in mathematics education
- Professional growth through participation in conference/ seminars/workshop

Tasks & Assignments: Any one of the following (10 marks)

- Preparation of an unit plan in Mathematics
- Preparation of lesson plans on two different approaches on a selected content matter
- Development of learning aids on any topic in Mathematics and procedure for using it.
- Book review of any two books in Mathematics.
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Alen, D.W and Ryan, K.A. (1969).Micro teaching, reading. Masschusetts, Falifornia: Addition Wesley.
- Bloom, B.Se. (1956). Taxonomy of Educational objectives. Handbook No. 1, New York: Longmans Green.
- Boyer, C. B. (1968). History of Mathematics. New York: John Wiley.
- Butler, C.H. and Wren, K.H. (1980). The teaching of secondary mathematics. New York: McGraw-Hill Book Company.
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- Dave, R.H. and Saxena, R.C. (1970). Curriculum & Teaching of Maths in Secondary Schools. A Research Monograph, Delhi: NCERT
- Davis, D.R. (1951). The teaching of Mathematics. London: Addison Wesclyh Press.
- Kulshrestha, A.K. (2007). Teaching of Mathematics. Meerut: R.Lal Book Depot.
- Mangal, S.K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot.
- Shankaran and Gupta, H.N. (1984). Content- cum – Methodology of teaching Mathematics. New Delhi: NCERT.

COURSE-IV & V (GROUP B) Opt. (ii): PEDAGOGY OF HOME SCIENCE

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop understanding of the meaning, scope, areas, aims and objectives of Teaching of Home Science
- acquaint students about misconceptions regarding Home Science
- acquaint students about importance and interdisciplinary approach of Home-science
- develop understanding of the various methods and procedures required for Teaching Home Science effectively
- develop instructional planning and development of relevant material for the Teaching of Home science
- develop practical skills to organize various learning experiences related to Teaching of Home Science
- acquaint students to use I.C.E.T. in Teaching of Home Science
- perform pedagogical analysis of various concepts in Home science
- develop competencies and skill for effective evaluation in Home Science

COURSE CONTENT

UNIT-1

Concept and Aims of Teaching of Home Science

- Meaning, Nature and Scope of Home Science.
- Components of Home Science.
 - Food and Nutrition
 - Resource Management
 - Human Development

- Textiles and clothing
- Extantion Education
- Misconceptions regarding Home Science
- Importance of Teaching of Home Science in various stages of Secondary Education.
- General aims and objectives of Teaching Home Science at Secondary stage.
- Bloom's Taxonomy of Educational Objectives and writing objectives in terms of behavioural outcomes of students
- Study of National, Programmes run by Government relating to Health, Nutrition and Child Care

UNIT-2

Skills and Methods of Teaching Home Science

- Micro-teaching skills
 - Skill of Introducing the lesson
 - Skill of Questioning
 - Skill of Illustration
 - Skill of Explaining
 - Skill of Stimulus variation
- Preparation of Micro Lesson Plan
- Methods of Teaching
 - Lecture-cum-Demonstration
 - Laboratory
 - Project
 - Inductive-Deductive
 - Problem Solving

UNIT-3

Instructional Planning and Material Development

- Unit planning and lesson planning
- Meaning, Importance and preparation of Unit plan
- Meaning, Importance and Preparation of Lesson Plan

Meaning, Importance, Classification and Preparation of Audio-Visual Material used for Teaching of Home Science

- Application of I.C.T in Teaching of Home Science
- Learning Resources
- Importance and Organization of Home Science Club.
- Excursions and Home Science Exhibitions
- Home Science Laboratory: Planning, Organization and its importance.

UNIT-4

Pedagogical Analysis

- Meaning, importance and Steps of Pedagogical Analysis

- Pedagogical Analysis on the following topics:
 - Balanced Diet
 - Health and Hygiene
 - Fiber
 - Care and Maintenance of Fabrics
 - Child Care
 - Elements of Art
 - Principles of Design
 - Importance and Principles of Budget Making

Evaluation

- Evaluation in Home Science-Meaning and Importance of Evaluation
- Formative and Summative Evaluation.
- Diagnostic Testing and Remedial Teaching
- Development of Test Items
- Short-Answer Type
- Objective-Type

Tasks & Assignments: Any one of the following (10 marks)

- Market Survey and Report.
- Preparation of decorative items for the beautification of the school.
- Preparation of a Report on Quality Control Measures.
- Preparation of a Report on Mid-day Meal Programme in the school.
- Any other project/assignment given by the institution.

SUGGESTED READING

- Hindi Garanth Academy, Yadav, S. (2001). Teaching of Home Science. New Dehli: Anmol Publications.
- Sukhia, S. P. & Malhotra, P. V. (1976). Teaching of Home Science. Chandigarh: Haryana.
- Singh L.C. (1977). Micro-Teaching: An Innovation in Teacher Education. New Delhi: Department of Teacher Education, NCERT.
- Dass and Ray. (1983). Teaching of Home Science. New Delhi: Sterling Publishers Pvt. Ltd.
- Kapoor, R. (1994). Teaching of Home Science. Ludhiana: Prakash Book Depot.
- Chandra, A. (1995). Fundamentals of Teaching Home Science. New Delhi: Sterling publishers.
- Sheri, G. P. & Sherry, D. P. (2008). Teaching of Home Science. Agra: Vinod Pustak Mandir.

COURSE – IV & V (GROUP C) Opt. (i): PEDAGOGY OF BIOLOGICAL SCIENCE

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop awareness about developments in the area of biological sciences
- orient prospective teachers in specific educational aspects of science e.g. aims and objective of biological science, pedagogical analysis of contents in biological sciences, methods of teaching, evaluation
- enable prospective teachers to be effective teachers in order to perform the required role as a biological teacher under Indian School conditions

COURSE CONTENT

UNIT-1

- Nature, History, scope and Interdisciplinary linkage of Biological Sciences
- General Aims and Objectives of Biological Sciences
- Facts and principles of Biology & its applications consistent with the stages of cognitive development of learners, Origin of life and evolution, biodiversity, observation and experiments in Biological Science.
- Bloom's taxonomy of educational objectives
- Formulation of specific objective of Biological Science in behavioural terms

UNIT-2

Pedagogical Analysis

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Photosynthesis,
 - Human digestive system,
 - Food Chain,
 - Ecological Balance

- Respiratory System
- Excretory
- Circulatory
- Hereditary and Environment

UNIT-3

- Development of Instructional Material: Unit planning, Lesson planning, Preparation of Teaching aids, Development of Demonstration Experiments.
- Development of Self-Instruction materials, Linear Programme
- Teaching Strategies: Problem Solving, Investigatory approach, collaborative learning, experimental learning
- Micro Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of Illustration, Skill of Explaining, Skill of Stimulus Variation

UNIT-4

- Concept of measurement and evaluation
- Types of evaluation: Formative, Summative, Diagnostic
- Preparation of an objective type and achievement test, Attributes of a good Achievement Test
- Different types of Grading
- Continuous and Comprehensive Evaluation

Task & Assignments: Any one of the following (10 marks)

- Model of Food Chain
- Model of Respiratory System
- Model of Excretory System
- Any other project/assignment given by the institution

SUGGESTED READINGS

- Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karanpaper Books. New Delhi.
- Anderson, R.D. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado.
- Bremmer, J. (1967). Teaching Biology, Macmillan, London.
- Buffaloe, N. and Throneberry, J.B. (1972). Principles of Biology University Press, New Delhi: Prentice- Hall of India Ltd.
- Carin. &Robert, S. (1989).Teaching Modern Science (5th edition). U.S.A: Merill Publishing Co.

- Green, T.L. (1965). The Teaching of Biology in Tropical Secondary Schools, London: Oxford University Press.
- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi, Sterling Publishing (Pvt. Ltd).
- Heiss. E.D., Obourn. S., & Hoffman. C.W. (1985) Modern Science Teaching. New Delhi: Sterling Publishing (Pvt) Ltd. Macmillian Company Press.
- Heiss, Obourn.,& Hoffman. (1985) Modern Science in Secondary Schools. New Delhi: Sterling Publishing Private Ltd.
- Nayak, (2003). Teaching of Physics. New Delhi: APH Publications.
- Pandey,(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Passi, B.K. (1976). Becoming a Better Teacher: Micro Teaching Approach, Ahemedabad: Sahitya Mudranalaya.
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- Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
- Siddifit, S. (1985). Teaching of Science Today and Tomorrow. New Delhi: Doba's House.
- Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications.

COURSE-IV & V(GROUP C) Opt. (ii): PEDAGOGY OF ECONOMICS

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop an understanding of meaning, scope, aims and objectives of teaching of Economics
- get knowledge of different methods of teaching
- get knowledge of different devices, techniques and tools of evaluation
- develop the skill of preparing lesson plan in subject
- develop an interest in teaching of Economics
- acquire knowledge of present economic conditions in India
- acquire desirable attitudes and to become effective instrument of economic change and economic development
- become an effective citizen and good consumer
- acquire appropriate professional behaviour and to develop commitment to leading profession
- train the students to use problem-solving approach in problems related to economy and economics
- demonstrate application of I.C.T. in Teaching of Economics

COURSE CONTENT

UNIT-1

Concept, Scope, Aims and Objectives of Teaching of Economics

- Meaning, Nature and Scope of Economics as a school subject
- Aims, objectives and values of Teaching Economics
- Importance and role of Economics in Education
- Values of Teaching Economics: Practical, Social & Cultural

- Bloom's Taxonomy of objectives
- Statement of objectives in Behavioural Terms.

UNIT II

Pedagogical Analysis & Lesson Planning

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Wants and their classification
 - Laws of return
 - Population- its Growth Pattern, Problems of over population, Density of population
 - National Income- Meaning, Methods of Measurement.
- Lesson planning: Need & Importance, Basic Elements & its Preparation

Learning Resources

- Importance and Organization of Economics Club
- Excursion and Economics Exhibitions
- Organization of seminars, symposiums and discussions

UNIT III

- **Development of Instructional Material**
 - Development and Designing of Curriculum of Economics
 - Economics Text-Book: Importance and criteria of selection
 - Economics Teacher: Professional Competencies and Responsibilities
 - Development/ Utilization of Instructional Aids- Charts, Maps Graphs Tables, Models Film Strips, T. V. Computer, Internet.
 - Application of I.C.T. in Teaching of Economics.
- **Methods of Teaching** : Lecture Method, Discussion Method, Survey Method, Project Method & Inductive-Deductive Method
- **Skills of Teaching** :Skill of Introducing the lesson, Skill of Explaining, Skill of Probing Questions, Skill of Illustration with Example & Skill of Stimulus Variation

UNIT IV

Evaluation

- Meaning, Importance and Types of Evaluation in Economics
- Types of tests: Essay type, short answer type and objective type.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps

Tasks & Assignments: Any one of the following (10 marks)

- Market Survey and Report about Consumer Behaviour

- Preparation of a Report on Programs run by Government relating to alleviation of poverty and/ or spread of education
- Preparation of test items of an achievement test of economics.
- Preparation of at least two teaching aids for teaching of Economics
- Any other project/assignment given by the institution

SUGGESTED READINGS

- Arora, P. N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Kanwar, B. S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.). (1975). Teaching of Economics. London: Heinemann Education Books.
- Sharma and Sexana (2002). Teaching of Economics. Surya Publication Meerut.
- Siddiqui, M.H. (1993). Teaching of Economics. New Delhi, Ashish Publishing House.
- Sidhu, H.S. (2000): Teaching of Economics. Ludhiana: Tondon Publications.
- Singh, Y. K. (2008). Teaching of Economics. New Delhi: APH Publishing Corporation.
- Tyagi, G. (2007). Teaching of Economics. Vinod Publishing House.
- Varshna, R. K. (1996). Teaching of Economics. Sahitya Publications.

PAPER-IV & V (GROUP C) Opt. (iii): PEDAGOGY OF COMPUTER SCIENCE

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop understanding of the meaning, scope, aims and objectives of teaching of computer science
- acquaint students about importance of computer science
- develop understanding of the various skills, methods and procedures required for teaching computer science effectively
- describe instructional planning and development of relevant material for the teaching of computer science
- develop practical skills to organize various learning experiences related to teaching of computer science
- develop skills and competencies required for preparing teaching-aids in teaching of computer science
- attain proficiency in using smart class room equipment effectively
- perform pedagogical analysis of various concepts in computer science
- train the students to use problem-solving approach in problems related to daily life
- develop competencies and skill for effective evaluation in Computer Science

COURSE CONTENT

UNIT-1

Concept and Aims of Teaching of Computer Science

- Concept, Need and Scope of Computer Science.
- Importance of Teaching of Computer at various stages in Indian Schools.
- Introduction to computers
- Input and Output and storage devices
 - MS Office-2007 onwards (Word, Excel, MS Access, PowerPoint, Paint)
 - Uses and Applications of computer

- Computer care- Viruses, Security and maintenance
- General Aims and Objectives of Teaching Computer Science
- Bloom's Taxonomy of Educational Objectives
- Writing objectives in terms of behavioural outcomes of students

UNIT-2

Skills and Methods of Teaching Computer Science

- Micro-teaching skills
 - Skill of Introducing the lesson
 - Skill of Questioning
 - Skill of Illustration
 - Skill of Explaining
 - Skill of Stimulus variation
- Preparation of Micro Lesson Plan
- Methods of Teaching
 - Lecture-cum-Demonstration
 - Laboratory
 - Project
 - Inductive-Deductive
 - Problem Solving
 - Advanced Methods of Teaching: CML,CAI, Mobile Learning and Online Learning

UNIT-3

Instructional Planning and Material Development

- Unit planning and lesson planning, Preparation of Lesson Plan
- Meaning, Importance, classification and preparation of Instructional Material used for Teaching of Computer Science

Learning Resources

- Text Books: Characteristics and Criteria for Selection of Computer Books with special reference to Theory and Practical Books of Computer Subject
- Self-Instructional Material
- Computer Assisted Instructional Material
- Computer Science Laboratory: Planning, Organization and its importance

UNIT-4

Pedagogical Analysis

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Computer System
 - Operating System

- Net-Working
- M.S. Windows
- MS Office
- Information Technology & Computers.

Evaluation

- Evaluation in Computer Science-Meaning and Importance of Evaluation
- Formative and Summative Evaluation.
- Diagnostic Testing and Remedial Teaching
- Types of Tests used in Computer Science

Tasks & Assignments: Any one of the following (10 marks)

- Preparation of Self Instruction Modules for the Secondary School Students
- Collection and Interpretation of data regarding computer attitude of Government School students.
- Use online Evaluation Tools for measuring Soft skills.
- Act as proctor for Computer literacy in peer teaching.
- Any other project/assignment provided by the college.

SUGGESTED READINGS

- Singh, L.C. (1977). Micro-Teaching: An Innovation in Teacher Education, Department of Teacher Education, New Delhi: NCERT.
- Gill, N.S. (2001). Essentials of Computer and Network Technology. Khanna Book Publishing Company.
- Leon, A. M. (2001). Computer for everyone. New Delhi: Vikas Publishing house.
- Intel. (2003). Intel Innovation in Education. New Delhi: Student Work Book.
- Tanenbaum, A. S. (2009). Computer Networks. New Delhi: Pearson Prentice Hall.
- Singh, Y.K. (2011). Teaching of Computer Science. New Delhi: APH publication.
- Khandai, H. (2013). Teaching of Computer Science. New Delhi: APH publication.

PAPER-IV & V (GROUP C) Opt. (iv): PEDAGOGY OF MUSIC

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Practical: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop interest for music
- develop understanding of aims of teaching of music
- develop competencies and skills for teaching of music
- provide knowledge of different methods and techniques of teaching of music
- understand lesson planning and evaluation aspects in teaching music
- develop understanding & aesthetic sense through music
- enable pupil teachers to organize competitions and other practical activities

COURSE CONTENT

UNIT 1

Music: Concepts, Aims and Objectives

- Concept of Music, types and importance of Music in present scenario
- History of Indian Music: Ancient, Medieval and Modern period.
- Aims and objectives of Music as a subject in the School curriculum.
- Bloom's Taxonomy and Instructional objectives in teaching of Music

UNIT 2

Teaching Skills, Lesson Planning, Notation and Voice Culture of Indian Music

- Micro-teaching skills: Meaning, Process, Utility, Merits, Limitations
 - Introducing the Lesson
 - Questioning
 - Stimulus Variation
 - Illustration with Examples
 - Explaining

- Lesson Planing: Meaning, Importance & types.
- Possibilities of notation for Indian Music: Critical study of Bhatkande and Vishnu Digamber Pulskar
- Voice-culture-importance in Indian context

UNIT 3

Teaching Methods, Qualities of Music Teacher, Motion and Rhythm, Aesthetics in Indian Music

- Methods of teaching Music
 - Alankar - Geet Method
 - Demonstration – imitation Method
 - Project Method
 - Individual and Group Teaching Method
- Qualities of Music Teacher-Gayak, Vadaak and Avadyakar/composer.
- Knowledge and Importance of Taal/Motion and Rhythm and its training
- Aesthetics in Indian Music

UNIT 4

Instructional Aids, Textbooks, Classical Music, Evaluations

- Meaning and Importance of Audio-visual Instructional Aids in Teaching of Music
- Textbooks: Meaning, Importance of textbooks in teaching of Music, Qualities of a good textbooks of Music
- Importance of Classical Music, Suggestions for the popularization of Classical Music.
- Evaluation in Music: Meaning, Purpose, Importance, Evaluation Devices-Oral, Written and Practical

Tasks & Assignments: Any one of the following (10 marks)

- Tuning of the instrument related to the subject of the students.
- Collection of Musical documents (Notes, Newspaper and Magazines Articles cutting).
- Preparation of Project Report on the legends of Music.
- Preparation of low cost teaching aids.
- Any other project/ assignment given by the institution.

SUGGESTED READINGS

- Elliott (2012). Fundamental of Music. New Delhi: Prentice Hall of India.
- Shah, S. (2006). Sangeet Shikshan. Agra: Vinod Pustak Mandir.
- Khanna, J. (2003). Teaching of Music. Ludhiana: Tondon Publications.
- Vasant (1998). Sangeet Vishaarad. Hathras: Sangeet Karyalaya.

COURSE-IV & V (GROUP D) Opt. (i): PEDAGOGY OF PHYSICAL SCIENCES

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- acquaint them with the teachings of physical sciences
- develop awareness about developments in the area of teaching and learning of physical sciences
- understand the methods and skills of teaching physical sciences
- develop competencies to teach at various levels in the Indian school conditions
- prepare a lesson plan
- acquiring skills relating to planning the lessons and presenting them effectively
- develop scientific thinking in themselves, students and communities
- understand the importance of educational technology for teaching physical sciences
- understand the techniques of evaluating science teaching and to construct an achievement test to assess the learning outcomes of pupils
- estimate the facilities required for the organization and maintenance of science laboratory
- understand the special qualities of a science teacher and to acquire those qualities
- acquire a favourable scientific temper towards science teaching and values

COURSE CONTENT

UNIT-1

Importance of Teachings of Physical Sciences

- Nature, Concept & Scope of Physical Sciences and its Place in the School Curriculum.
- History of Physical Sciences with special emphasis on Teaching of Physical Science.
- Aims and Objectives of Teaching Physical Sciences.
 - Differentiate between the terms 'Aims' and 'Objectives'.

- Aims of teaching Physical Sciences at Middle, Secondary and Senior Secondary stages.
- Bloom's Taxonomy of educational objectives.
- Instructional Objectives of teaching Physical Sciences at the school stage and their formulation.
- Physical Science Teacher: Qualities & Responsibilities.
- Need for Professional Orientation.

UNIT -2

Approaches & Methods of Teaching Physical Sciences

- Development of Teaching Skills through Micro Teaching (Probing Questions, Introducing the Lesson, Explaining, Illustration with Examples, Using Chalkboard and Stimulus Variation).
- Methods of teaching Physical Sciences (Lecture cum Demonstration method, Project method and Problem Solving method).
- Aids, Equipments and Assistance in teaching Physical Sciences:
 - Need and utilities of Physical Sciences Laboratory.
 - Preparation and use of Teaching Aids.
 - Unit and Lesson Planning.
 - Popularization and Propagation of Physical Sciences through Science Exhibition, Science Magazine, Science Trip and Science Quiz.
- E-teaching of Physical Sciences using technology for self-learning and collaborative learning of science

UNIT-3

Pedagogical Analysis of contents in Physical Sciences

- Contents Analysis, Pedagogical Analysis and their comparison.
- Study of items: Division of units into sub-units, Teaching requirements, Instructional objectives, Teaching strategies, Previous knowledge testing, Topic announcement, Concepts of contents, Presentation, Teaching aids use, Demonstration experimental verification, Thought provoking questions and Criterion based tests.
- Pedagogical analysis of any one of the following topics:
 - Atomic Structure
 - Energy and its types
 - Environment and Pollution
 - Water as a Universal Solvent
 - Transmission of Heat
 - Magnetism
 - Friction

UNIT-4

Evaluating Outcomes of Physical Sciences Teaching

- Indicators of Quality Learning and Major Issues in Classroom Learning with special reference to Physical Sciences.
- Concept of Test, Measurement and Evaluation.
- Differentiate between the terms 'Examination' and 'Evaluation'.
- Qualities of a good test, Principles and steps in construction of an achievement test, Blue Print and Question Paper, Item analysis, Construction of multiple choice questions, Diagnostic test, Remedial teaching in physical sciences.
- Continuous and comprehensive evaluation, Formative and summative assessment, Grading pattern.
- Selection of appropriate evaluation technique.

Task & Assignments: Any one of the following (10 marks)

- Preparation of Unit Plan and two lesson plans on any topic of Physical Science included in the Science text book of secondary school.
- Write Book Review on any two books in Physical Sciences.
- Write Review on Science Exhibition, Science Trip, Science Fair, Science Fiction Movie and Scientific Environment of Class.
- Preparation of a unit/ achievement test on any topic by developing the Blue Print and the test items conforming to the blue print.
- Preparation of a model / tool / device based on any principle of Physical Sciences.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Joshi, D. (2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Mangal, S.K. (2009). Teaching of Physical Sciences. New Delhi: Arya Book Depot.
- Pandey.(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Radha, M.(2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
- Rahi, A.S. (2012). Pedagogy in Physical Sciences and Teachers. U.S:Createspace Publications.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Sonika, R.(2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Sood, J.K. (1992). New directions in Science Teaching. Chandigarh: Kohli Publishers.
- Vanaja, M. (2010). Educational Technology. New Delhi: Neelkamal Publishers.

COURSE-IV & V (GROUP D) Opt. (ii): PEDAGOGY OF SOCIAL SCIENCE

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to

- initiate pupil-teacher to various concepts and technology of teaching of Social Studies for promotion of National and International Peace and Understanding
- have an overview and integrate the knowledge drawn from various sources-History, Geography, Civics, Sociology and Economics
- acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Social Studies
- understand the principles of curriculum development, its transaction and evaluation
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology and explain challenging situations in the society

COURSE CONTENT

UNIT 1

Foundation and Context of Social Sciences

- Meaning, Nature and Scope of Social Sciences as a school subject
- Aims and Objectives of teaching Social Sciences at School level
- Taxonomy and behavioural Objectives in Social Sciences
- Values of Teaching Social Sciences
- Correlation of Social Sciences with History, Economics, Civics, Geography, Sociology, Mathematics, Natural Science and Psychology

UNIT-2

Pedagogy & Lesson Planning

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:

- Constitution of India
- Size, Location and Physical features of India
- French Revolution
- Population
- Democracy in the contemporary world
- Disaster Management
- Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation

UNIT-3

Curriculum, Teaching Learning Material and Skills of Teaching Social Sciences

- Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum-logical, concentric, spiral, chronological.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking)
- Skills of teaching Social Studies: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation

UNIT-4

Classroom Processes and Evaluation in Social Sciences

- Classroom Processes: Discovery method, Discussion method, Computer Assisted Instruction (CAI) Educational broadcasting and telecasting, e-tutoring, Survey Method, Field Visits, Concept Mapping and Story Telling.
- Meaning, Importance and Types of Evaluation in Social Sciences.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System
- Construction of Achievement Test – Concept and Steps

Tasks & Assignments: Any one of the following (10 marks)

- Understanding a slum in terms of its economics, subsistence, politics and historic memories.
- Study the transport needs of a community by analyzing different kinds of vehicles people own in relation with gender and socio-economic standards.
- Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.
- Trace any consumer product from its raw form and how various factors of geography, economics, politics and history influenced it.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Agarwal, J.C. (1993). Teaching of Social Studies-A Practical Approach. Second (Revised Edition): Viaks Publishing House.
- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi, Sage.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
- Eklavya (1994). Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad, Eklavya.
- George, A. and Madan, A. (2009). Teaching Social Science in Schools, NCERT's New Textbook, New Delhi, Sage.
- Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect, New Delhi: Heera Publications.
- Kochhar, S.K. (1998). Teaching of Social Studies, New Delhi: Sterling Publishers Pvt. Ltd, New Delhi.
- NCERT (2006). Position Paper National Focus Group on Teaching of Social Sciences, New Delhi, NCERT.
- NCERT Social Science Textbooks for classes VI-X, New Delhi, NCERT.

COURSE-IV & V (GROUP D) Opt. (iii): PEDAGOGY OF COMMERCE

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- gain insight on the meaning and nature of Commerce for determining aims, and strategies of teaching learning
- identify and relate everyday experiences with learning commerce
- understand lesson planning and evaluation aspects in teaching Commerce
- apply the knowledge in analyzing higher secondary Commerce contents in terms of the techniques and aids for the purpose of teaching Commerce
- understand the different types of curriculum, classroom management techniques and technology in and of education to teach Commerce
- develop interests in knowing the recent development in teaching methodology, and technological developments in Commerce
- be professionally competent to design pedagogical content knowledge to be imparted in actual teaching-learning systems
- develop critical attitude to different types of learning resources and to use them for becoming an informed and effective teacher
- understand various tools and techniques of assessment of pupil's scholastic and non-scholastic performance
- become a self-critical teacher of commerce in modern day

COURSE CONTENT

UNIT- 1

Foundation and Context of Commerce

- Meaning, Nature and Scope of Commerce as a school subject.
- Aims and Objectives of teaching Commerce at School level
- Taxonomy and behavioural Objectives in Commerce.

- Values of Teaching Commerce: Practical. Social & Cultural
- Correlation of Commerce with Book-keeping, Organisation of Business and Secretarial Practice, Economics, Law, Sociology, Mathematics and Geography.

UNIT-2

Important Concepts, Pedagogy & Lesson Planning

- Understanding terminology of Commerce: Book Keeping, Accountancy, Business Management, E-commerce, M-commerce
- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Cash Book.
 - Trade
 - Advertisements
 - Balance Sheet.
 - GST/VAT Calculation
- Lesson planning in Commerce: Need & Importance, Basic Elements & its Preparation

UNIT-3

Curriculum, Teaching Learning Material and Skills of Teaching Commerce

- Meaning, Importance and Principles of designing a good Curriculum of Commerce, Critical Appraisal of the Existing Curriculum in Commerce, Suggestions for improvement
- Teaching Learning Material: Textbook & Reference Books, Business Documents, News Papers and E-resources (Blog, World Wide Web, and Social Networking)
- Skills of teaching Commerce: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation

UNIT-4

Classroom Processes and Evaluation in Commerce

- Classroom Processes: Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI) Educational broadcasting and telecasting, e-tutoring, Problem Solving and Heuristic method.
- Meaning, Importance and Types of Evaluation in Commerce.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps

Tasks & Assignments: Any one of the following (10 marks)

- Visits to banks, insurance houses, warehouse, trade-centres, companies and other business houses

- Collection of business documents, newspaper and magazines articles (cuttings), business forms
- Collection of e-learning resources in Commerce.
- Explore how cartoons, currency, newspapers, magazines, documentaries etc. be used in teaching of commerce.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi:Vikas Publishing House Pvt. Ltd.
- Allen, O. C. and Francis, P.H. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall.
- Head, G. W. (1988). Commerce. London: Heinemann Professional Publishing.
- Joyce, & Well, (2004). Models of Teaching. U.K: Prentice Hall of India.
- Khan, M. S. (1982). Commerce Education. New Delhi: Sterling Publishers Private Ltd.
- Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Ltd.
- Muthumanickam, R. (2004). Educational Objectives for Effective Planning and Teaching. Chidambaram: Cyber land Publisher.
- Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.
- Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation Ltd.

COURSE- VI (A): READING AND REFLECTING ON TEXTS
(To be evaluated by the External Examiner)

Max. Marks: 50

- Distribution of 50 Marks will be**
- I. Sessional Work = 20 Marks**
 - II. Practical Work at the time of exam= 20 Marks**
 - III. Viva-voce = 10 Marks**

OBJECTIVES

After completion of the course, student teachers will be able to:

- Read and respond to variety of texts in different ways, may be personal, creative or Critical.
- enhance their capabilities as readers and writers by becoming participants in the process of reading
- get involved in the reading interactively – individually and in groups
- become resources for one another
- comprehend and think reflectively on spoken or written texts
- read critically and analyze course readings, ideas presented in the class and experiences in schools
- write with a sense of purpose and for an audience
- learn to think together and develop meta-cognitive awareness to become conscious of their own thinking process

COURSE CONTENT

UNIT I

Reading as a Language Skill

- acquisition of reading skills
- reading for global and local comprehension
- reading a wide variety of texts such as descriptive, narratives, conversations, biographical sketches, plays, poems, letters, screenplays, reports, news reports

Attentive/Close Reading and Reflecting on Texts

- Identify and select the texts :course text and beyond
 - Understanding the process of critical reading
 - Ways of reading: pre-reading and post reading

UNIT 2

Developing Writing skills

- Writing for specific purpose and specific audience
- Experience the classroom process of Writing (including collaboration, editing)

- Recognizing errors as part of learning process
- Editing the written texts in terms of discoursed, syntax, morphology and writing conventions.

Writing and Reflecting on Text

- Understand the concept of reflective writing
- Distinguish Features of reflecting writing's
- Read, reflect, and think critically: recognize the benefits of reflecting on developing teaching philosophy
- Includes knowledge of types of texts: their structure, language features, word knowledge and content knowledge acquired through learning and personal experience

Sessional Work (Any two of the following):

- Read a book, a journal Article, or a chapter and write personal responses and summarize.
- Prepare presentations on literary TEXT – Autobiography / ethnographic text.
- Beyond the textbook: reading comprehension and question –answers.
- Preparing a Vocabulary Book (50 words), with Meanings and Usage.
- Writing a book review and critically analyze the Content and Language of the text.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). Bhasha, bhubhashita or Hindi: Ekanthsamvaad, New Delhi: Shilalekh.
- Anderson R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R.C Anderson, J. Osborn, & R. J. Tierney (Eds.), Learning to read in American Schools: Basal readers and content texts. Psychology Press.
- Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
- Grellet, F. (1981). Developing Reading skills: A practical guide to reading comprehension exercise Cambridge University Press.
- Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) Handbook of Research on the Education of Young Children, New York: Macmillan.137-150.
- NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
- Reading Development Cell, NCERT (2008).Reading for meaning. New Delhi: NCERT.
- Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? Language Arts.57(4).Tompkins, Gail E. (1994). Teaching Writing: Balancing Process and Product. Macmillan.
- California Yule, G. (2006).The study of language. Delhi: Cambridge University Press.

- Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, *Children's Literature in the Reading Programme*. Michigan: International Reading Association.
- Richards, J.C. and Theodore S. R. (1986). *Approaches and Methods in Language Teaching: A description and Analysis*. India: Cambridge University Press.

COURSE- VI (B): DRAMA AND ART IN EDUCATION

(To be evaluated by the External Examiner)

Max. Marks:50

Distribution of 50 Marks will be

I. Sessional Work = 20 Marks

II. Practical Work at the time of exam= 20 Marks

III. Viva-voce = 10 Marks

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop and understanding of drama & art, the scope and purpose of art education and art as the basis of education
- exhibit basic understanding in art appreciation, art expression and art education
- bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music
- explore the adaptive strategies of artistic expression
- recognize the role of drama as education in the elementary school
- learn to identify areas that are best suited for drama exploration
- examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- explore the role of the teacher as creative guide in learning that is drama driven
- explore how art can enhance learning

COURSE CONTENT

UNIT 1

Understanding Drama and Arts in Education

- Meaning and Concept of 'Art' and 'Arts in Education',
- Understanding aesthetics and its education relevance
- Drama and Arts as Pedagogy of learning and development- understanding drama, Arts (Visual & Performing Arts) and their importance in teaching- learning of different subjects at school level.
- Range of art activities in drama
- Experiencing, responding and appreciating drama
- Exposure to selective basic skills required for drama
- Drama: Facilitating interest among students: planning and implementing activities
- Enhancing learning through drama for children with and without special needs: strategies and adaptations

UNIT 2

Media and Electronic Arts

- Range of art activities in media and electronic art forms
- Experiencing, responding and appreciating media and electronic arts
- Exposure to selective basic skills in media and electronic arts
- Media and electronic arts: Facilitating interest among students: planning and implementing activities
- Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Sessional work (Any two of the following):

- Role Playing' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc.)
- Write a self-reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Organizing art, craft and music exercises with small groups followed by discussions and presentation.
- Observe an art period in a school and briefly write your reflections on it.
- Any other project/ assignment given by the institution.

SUGGESTED READINGS

- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education, London: Heinmann.
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents inteaching the visual arts. New York, NY: Teachers College Press.
- Harriet, G. (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- McCaslin, N. (1987). Creative Drama in the Primary Grades. Vol. I and In the Intermediate Grades, Vol. II, New York/London: Longman.
- Mishra, A. (2004). Aaj bhi KhareinhaiTalaab, Gandhi Peace Foundation, 5th Edition.
- Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], The Selected Works of Gandhi; The Voice of Truth, Vol 6, Navajivan Publishing house.

- NCERT (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
- Prasad, D. (1998). Art as the Basis of Education, NBT, New Delhi.
- Sahi, J. and Sahi, R.(2009). Learning Through Art, Eklavya.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts: USA.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai.
- Ward, A. (1993). Sound and Music. Franklin Watts: New York.

COURSE- VII (A): CRITICAL UNDERSTANDING OF ICT
(To be evaluated by the External Examiner)

Max. Marks: 50

Distribution of 50 Marks will be

I. Sessional Work = 20 marks

II. Practical Work at the time of exam= 20 Marks

III. Viva-voce = 10 Marks

OBJECTIVES

After completion of the course, student teachers will be able to:

- demonstrate the use of ICT in Education
- demonstrate the use of MS Windows and MS Office
- prepare presentations in word and power point slides
- demonstrate the use of ICT and its integration in education
- demonstrate the use of internet for teaching
- use ICTs to develop digital portfolios in their teaching subjects
- use effectively the ICTs and the pedagogies associated with them
- use of smart classroom
- use of electronic and projecting devices in teaching

COURSE CONTENT

UNIT -1

- MS WINDOWS: Basic concept of an Operating System and its functions; Introduction of Windows & Basic components of a Window
- MS Office: MS WORD, Introduction to a Word Processor, Basic components of MS WORD and its operation
- MS Power Point: Introduction to Presentation Graphics, Basic components of MS Power Point and its operations, Making Small Presentations
- Basics of a presentation
 - Creation of Power point Presentation
 - Providing Aesthetics
 - Slide Manipulation and Slide Show Presentation of the Slides
- MS Excel: Introduction to Spreadsheets, Concept of Worksheets and workbooks and their operations, Preparation of Worksheets and workbooks

UNIT-2

- Internet: Concept & Definition; Ways of using the Internet in instruction

- Basic modes of use of the internet, e-mail, file exchange, discussion groups, live-conferencing (chat) and knowledge navigation
- Classification of the modes: searching for information and exchanging information
- Smart Classroom: Concept, Equipment, Organization, Operation & its importance in teaching.

Sessional Work (Any two of the following):

- Making a resume in MS Word.
- Making of lesson plan in MS Word.
- Making small presentations in MS Power Point.
- Making of progress report-card and annual results in MS Excel.
- Making of salary statement in MS Excel.
- Making of projects using internet.
- Making of projects integrating internet and smart classroom.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications.
- Jain, Satish. (1990). Introduction to Computer Science and Basic Programming, New Delhi: Prentice Hall of India.
- Saxena, S. (1998). A first Course in Computer, New Delhi: Vikas Publications.
- Sinha, P.K. (1990). Computer Fundamentals, New Delhi: BPB Publications.
- Tanenbaum, A.S. (1998). Computer Networks, New Delhi: Prentice-Hall of India.
- Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book.

COURSE- VII (B) :UNDERSTANDING THE SELF
(To be evaluated by the External Examiner)

Max. Marks: 50

Distribution of 50 Marks will be

- I. Sessional Work = 20 marks**
- II. Practical Work at the time of exam= 20 Marks**
- III. Viva-voce = 10 Marks**

OBJECTIVES

After completion of the course, student teachers will be able to:

- identify their own potential
- give conscious direction to their lives to take responsibility for their actions
- develop a holistic and integrated understanding of the human self and personality
- develop the capacity for self-reflection and personal integration
- develop the capacity for perspective taking and appreciating different points of view
- develop sensitivity towards needs of children by connecting with one's own childhood experiences
- develop the capacity to establish peace within oneself
- develop the capacity to establish harmony within a group and methods of conflict resolution

COURSE CONTENT

UNIT 1

Knowing one's True Potential

- Concept of Self and Self Identity, Self-Esteem, Aspects of Development of the Inner Self, Self-Development Strategies
- Personality: Determining a Distinctive Personality, Dynamic Approaches to Personality
- Forms of self-expression: Personal constructs, Social Constructs
- Communication Skills, Soft skills
- Self and Identity: Adult-Child gaps

UNIT 2

Peace, Progress and Harmony

- Locus of control
- Stress Management and Techniques of Relaxation
- Social Interaction and Group Influence (Social Bonds , Group Formation ,Cooperation & Competition)
- Methods of Conflict Resolutions and Group & Social Harmony
- Yoga for Peace and Harmony, Breathing exercises, Meditation.

Sessional Work (Any two of the following):

- Write a self-reflective journal (approx.600-800 words).
- Elaborate your own values towards self and society.
- Report on stress management techniques.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Goel, B. S. (1988). Psycho-Analysis and Meditation, Third Eye Foundation of India, Sonapat, Haryana.
- Snyder, C.R. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Sage Publishers.
- Topichik, G.S. (2008). Managing Workplace Negativity, PHI, Delhi.
- Kaul, H.K. (2013). Yoga Asana for Everyone. Surjeet Publishers.
- Hadfield, J. A. (1983). Psychology and Morals, Methuen & Co. London.
- Charles, K. and Arul, V. (2015). Peace and Value Education, Selvi Publishers.
- Feldonan, R.S. (2009). Essentials of Understanding Psychology Seventh Edition, Tata Mc Graw Hill, New Delhi.
- Kubalker, R. (2015). Know your Stress-Manage Your Stress, Neel Kamal Publishers.
- Sheorron, B. (2008). The Presentation Skills Workshop, Prentice Hall of India, New Delhi.
- Steve, D. (2012). The Basics of Communication: A relational Perspective Sage Publishers.

YEAR II

COURSE-I: KNOWLEDGE AND CURRICULUM

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand the concept of knowledge and knowing
- understand the different ways of knowing
- understand the facets of knowledge
- understand the epistemology of different philosophies
- understand the concept of curriculum
- understand the approaches of curriculum development
- know various designs of curriculum
- understand the importance of curriculum change

COURSE CONTENT

UNIT 1

Knowledge: Key Concepts

- Meaning of Knowledge and Knowing, Kinds of knowledge and Sources of knowledge
- Methods of acquiring Knowledge

Distinction Between

- Information and Knowledge, Belief and truth, Reasoning and Analysis

Different Ways of Knowing

- Relative roles of the knower and the known in knowledge transmission and construction
- Contribution of the teachers in assimilation and dissemination of information and knowledge

UNIT-2

Different facets of knowledge and relationship, such as:

- Local and University
- Concrete and Absolute
- Theoretical and Practical
- Contextual and Textual
- School and Out of School

Culture and Knowledge

- Role of culture in knowing
- Ways of knowledge rendered in to action
- Emerging problems relating to knowledge

Epistemology of Indian Philosophies

- Sankhya
- Vedanta

Epistemology of Western Philosophies

- Idealism, Naturalism, Pragmatism and Existentialism

UNIT-3

Conceptual Framework of Curriculum

- Curriculum – Meaning, nature and its organizing curriculum components
- Principles of curriculum construction
- Bases of curriculum

Different Approaches to Curriculum Theory

- Traditional approach
- Learner driven approach
- Critical approach

Curriculum Process and Different ways of Approaching Curriculum Theory

- Curriculum as product
- Curriculum as process
- Participatory approach

UNIT-4

Curriculum Design Models

- Discipline Centered Design, Learner Centered Design & Problem Centered Design
- Components required in Curriculum Development
- Curriculum Change: Meaning, Need and Factors affecting Curriculum Change

Tasks & Assignments: Any one of the following (10 marks)

- (Indian/ Western) Philosophy's branch of Epistemology

- Evaluation of curriculum of 9th or 10th standard and submission of report
- Any other project given by the institution.

SUGGESTED READINGS

- Agarwal, V. & Bhatnager, R. P. (1997). Educational Administration. Meerut: R. Lall Book Depot.
- Aggarwal, J. C. (1967). Education Administration, School Organisation and Supervision. Delhi: Arya Book Depot.
- Aggarwal, J. C. (2003). Handbook of Curriculum and Instruction. Delhi: Doaba Book House.
- Aggarwal J. C. Curriculum Development 2005: Towards Learning without Burden and Quality of Education - An Evaluation.
- Awad, E. M., Ghaziri, H. M. Knowledge Management. PHI Learning
- Bhatia, K. K. & Chadda D. P. C. (1980). Modern Indian Education and its problems. Ludhiana: Prakash Brothers
- Chopra, R. K. (1993). Status of Teacher in India, NCERT
- Gaiind, D.N. and Sharma, R. P. Education Theories and Modern trends.
- Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. New York: McGraw Hill
- Hass, G. (1991). Curriculum Planning, A new Approach, Boston: Allyn Bacon.
- Hooer, R.(1971). Curriculum: Context, Design and Development, New York: Longmans.
- Lawten, D. (1986). School Curriculum Planning, London: Holders and Stayhton.
- Menon, T. K. N. & Kaul, G. N. (1954). Experiments in Teacher Training, New Delhi: Sterling Publishers.
- Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen and Unwin.
- NCTE (2009). National Curricular Framework for Teacher Education. NCERT, New Delhi.
- NCERT(2005). National Curricular Framework for School Education. NCERT, New Delhi.
- Payne, D. A. (1973). Curriculum Coalition: Commentaries on Purpose, Process and Product. Boston: D.C. Heath.
- Reddy, R. B. (2007). Knowledge Management
- Srivastava S. H. Curriculum and Methods of Teaching
- Singh, R. P. (1990). Studies in Teacher Education. New Delhi: Bahri Publication.
- Singh, L. C. and Sharma, P. C. (1995). Teacher Education and the Teacher. New Delhi: Vikas Publishing House.
- Siddiqi, M. A. (1993). In Service Education of Teachers. New Delhi: NCERT.
- Yadav, K.,Khandaik. H. and Mathur, A. Innovation In Indian Education System.

COURSE-II: ASSESSMENT FOR LEARNING

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the Course, the student teacher will be able to:

- understand the concept of assessment
- understand the use of quantitative & qualitative tools and techniques of evaluation
- develop the skill in preparing, administering and analysing diagnostic test
- familiarize with new trends in assessment
- develop the skill necessary to compute basic statistical estimates and interpret the test scores

COURSE CONTENT

UNIT 1

Assessment, Measurement, Evaluation and Revised taxonomy

- Concept of Assessment, Measurement, Evaluation and Examination.
- Importance and Principles of Assessment.
- Difference among Assessment, Measurement and Evaluation.
- Examination as a tool for Assessment.
- NCF's 2005 vision of Assessment for Learning
- Revised Bloom's Taxonomy(2000) for Instructional Objectives
- Teacher as a facilitator in Assessment for Learning.

UNIT- 2

Tools and Techniques

- Characteristics of a good Assessment tool.
- Assessment Approaches:
 - Formative (Assessment for Learning) and Summative (Assessment of Learning)
 - Quantitative and Qualitative

- Tools of Evaluation: Observation, Interview, Questionnaire, Rating scale, Checklist and Cumulative Record
- Self-assessment and Feedback
- Planning and Preparation of an Achievement test (Including blue print)
 - Objective Type Test
 - Subjective Type Test

UNIT-3

New Trends and Issues in Assessment:

- Semester System, Grading System, Credit system
- Online Examination System, Question Bank, Open Book System
- Flexibility in Examination, Exam on Demand
- Diagnostic and Remedial Teaching for Qualitative Assessment.
- Using ICT for Innovation in Examination: Administration and Execution.
- Issues in Assessment:
 - Assessment at Different Stages
 - Design and Conduct of Assessment
 - Curricular Areas that can't be Tested for Marks

UNIT-4

Statistical Methods and Interpretation of Scores

- Meaning, Need and Importance of Statistics in Educational Assessment.
- Organization and Graphical Presentation of Data
- Scales of Measurement.
- Measures of Central Tendency: Mean Median and Mode.
- Measures of Variability: Range, Quartile Deviation and Standard Deviation.
- Normal Probability Curve: Concept and Characteristics.
- Co-efficient of Correlation: Spearman's Rank Difference Method.
- Percentile and Percentile Rank.

Tasks & Assignments: Any one of the following (10 marks)

- Project on: Online Exam and On Demand Exam.
- Preparation of Diagnostic Test.
- Preparation of Achievement Test and Its Analysis.
- Preparation of Question Bank.
- Preparation of Cumulative Record of One Student during Teaching Practice.
- Any Assignment provided by the institution.

SUGGESTED READINGS

- Aggarwal, Y.P. (2002). *Statistical Methods: Concepts, Applications and Computation*. New Delhi: Sterling Publishers Pvt. Limited.
- Anastasi, A. (1976). *Psychological Testing*. New York: McMillan Publishing Co., Inc.
- Asthana, B. (2008). *Measurement and Evaluation in Psychology and Education*. Agra: Agrawal Publications.
- Bhargava, M. and Mathur, M. (2005). *Psychometrics and Statistical Applications in Educational and Behavioural Sciences*. Agra: H. P. Bhargava Book House.
- Choube. P. S (1998). *A Guide to Psychology Experiments and Statistical Formulas*. Agra: Vinod Pustak Mandir.
- Ferguson, G.A. (1976). *Statistical Analysis in Psychology and Education*. Tokyo: McGraw Hill Kogakusha Limited.
- Guilford, J.P. and Fruchter, B. (1970). *Fundamental Statistics in Psychology and Education*. New York: McMillan Publishing Co., Inc.
- Gupta, C.B. and Gupta, V. (1995). *An Introduction to Statistical Methods*. Kanpur: Vikas Publishing Pvt. House.
- Lewis, R.A. (1979). *Psychological Testing and Assessment*. London: Allyn and Bacon, Inc.
- Mangal, S.K. (2002). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.

COURSE-III: CREATING AN INCLUSIVE SCHOOL

Time: 3 Hours

Max. Marks: 100
(Theory: 80 Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand the concept of exceptionality and inclusive education
- acquaint themselves with the legal and policy perspectives of inclusive education
- develop positive attitude towards children with special needs
- use teaching strategies in the education of children with special needs
- use support services and partnership in teaching
- incorporate innovative practices in the education of the children with diversities

COURSE CONTENT

UNIT-1

Concept of Exceptionality and Children with Special Needs

- Understanding diversities / differences- concept , characteristics and types of various disabilities (Visual, Hearing , Mental Retardation, locomotors and neurological disorders, learning disability and multiple disability)
- Concept, meaning and need of inclusive education
- Transition from segregation to inclusion
- Principles of Inclusive Education
- Models of Inclusion

UNIT-2

Legal and Policy Perspectives

- International Declarations and Conventions:
 - Salamanca statement and framework of action, 1994
 - Educational provisions in the UN convention on the rights of person with disabilities (UNCRPD), 2006

- Constitutional Provisions
 - Education of students with disabilities in NPE 1968, 1986, POA(1992)
 - (PWD Act 1995), (RCI Act , 1992), (RTE Act 2009)
 - Education in the national policy on disability, 2006

Role of Organizations for Education of Children with Disabilities

- Rehabilitation Council of India (RCI)
- National Institute of Different Disabilities
- Composite Regional Centres (CRCs)
- District Disability Rehabilitation Centres (DDRCs)
- Non Voluntary Govt. Organizations (NGOs)

UNIT-3

Special Needs & Inclusion

- Special needs in terms of learning experiences in the context of disabilities and their learning styles
- Schools awareness and readiness for addressing learning difficulties
- Concept of an inclusive school- infrastructure and accessibility, awareness and positive attitude towards disability, human resources, whole school approach

UNIT-4

Practices and Support System for Inclusive Set up

- Pedagogical Strategies to respond to individual needs of learners in classroom: Peer tutoring, cooperative learning strategy, social learning, Buddy system, Reflective teaching, Multisensory teaching
- Support Services and Partnership in Teaching: Developing positive relationship between school and home. Teaching and co-teaching personnel : Parents and teachers, teacher and special teacher, Team of teacher, Parents, Special Educator, Speech therapist, physiotherapist, occupational therapist and counselor, Professional training of teachers in inclusive schools
- Assistive and Adaptive Technologies in Inclusive Set up, use of ICT, Equipments and others technologies for different disabilities

Tasks & Assignments: Any one of the following (10 marks)

- Prepare a Report on school readiness for addressing Children with special needs.
- Record Keeping & Maintenance of Education of Children with Special Needs
- Any other project given by the institution

SUGGESTED READINGS

- Adrian, A. and John, E. (1998). Educating children with special needs. New Delhi: Prentice Hall.

- Alur, M. and Buch, M. (2010). The Journey for inclusive Education in the Indian subcontinent. New York: Routledge.
- Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs Responses. Can Publishing.
- Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall.
- Chaote, J.S. (1991). Successful mainstreaming. New York: Allyn & Bacon.
- Daniels, H. (1999). Inclusive Education. London: Kagan.
- Deiner, P.L. (2000). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace & Company.
- Dessent, P. (1987). Making Ordinary School Special. Jessica Kingsley Publishing.
- Gargiulo, R.N. (1987). Special Education in Contemporary Society: An Introduction to Exceptionalities. Belmont: Wadsworth Publication.
- Gathoo, V. (2004). Curriculum Strategies & Adaptations for Children with Hearing Impairment. New Delhi: Kanishka Publishing.
- Giuliani, G.A. and A.M. (2002). Education of Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.
- Mathew, S. (2004). Education of Children with Hearing Impairment. RCI, New Delhi: Kanishka Publications.
- Mangal, S.K. (2011). Educating Exceptional Children. New Delhi. PHI Learning Private Limited.

COURSE- IV A: LANGUAGE ACROSS THE CURRICULUM

Time: 30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- enhance knowledge acquisition through LAC Approach
- understand the different roles of language
- use language in all domains, in each learning activity in school
- create a link among different subjects through language learning
- use multilingualism as a strategy in the classroom situation
- study authentic literary and non-literary texts
- appreciate different dialects & registers of language
- develop an insight into the symbolic relationship between curriculum, syllabus and textbooks
- understand different language skills & ways to develop these
- develop creativity among learners

COURSE CONTENT

UNIT 1

Introduction to Language across the Curriculum Approach

- Meaning, need and benefits of LAC Approach
- Respective roles of Content Subject Teachers and Language Teachers in LAC Approach
- Language learning & Learning through Language General Classroom Language
- Functions of Language in Classroom Learning

Language Acquisition and Language Learning

- Nature of Multilingualism : Differential Status of Indian Language Classroom
- Multi-Cultural Awareness & Language Diversity

- Relationship between Language and society: Identity, Power and Discrimination
- Multilingualism as a Resource & a Strategy

Language Discourse in the Classroom

- General Classroom Language
- Classroom Instructions and Language Learning
- Use of Literature across the curriculum
- Role of Questioning & Discussions in the classroom

UNIT-2

Listening and Speaking as Essential Communicative Skills

- Processing and Enquiring Information
- Listening and Speaking to Interact: dialogue, storytelling, poem,
- Recitation, Short play
- Respond to Style, Tone and Registers of language

Reading to Learn and Understand

- Scanning, Skimming and Extracting relevant information from the books
- Understand the meaning in reference to context
- Schema Theory; Text structures, & reading in content areas

Writing to Learn and Understand

- Linkages between reading & Writing
- Learn to write reports, reviews, essays, notices, letters and creative writings
- Presentations of selected papers, questions and answers

Tasks & Assignments: Any one of the following (5 marks)

- Prepare a report on any one of the following-
- Write a Book review considering the following points-
- Use of different registers of Language
- Technical aspects of Language
- Meaning conveyed in the Text
- Design a Newsletter on the Basis of Academic & Co-curricular Activities held in your College.
- Any other project given by the institution

SUGGESTED READINGS

- Agnihotri, R.K.(1995).Multilingualism as a classroom resource. In K.Heugh, A. Sieruhn and P. Pluddemonn (Eds.) Multilingual Education for South Africa. Johannesburg, South Africa: Heinemann.3-7.

- Editor T.E., Content and Language Integrated Learning, The British Council, 20 September 2006. Forum for Across the Curriculum Teaching, <http://www.factworld.info/>.
- Hayes, J. H. (2006). Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening, Eye on Education.
- Kelly, K. A. New Challenge for Chemistry Education, Volume 32 No.5, September - October 2010.
- Peachey N., (2003) Content-based Instruction, The British Council.

COURSE-IV(B): UNDERSTANDING DISCIPLINES AND SUBJECTS

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- describe the characteristics and nature of disciplinarity
- discuss paradigm shift in the nature of disciplines
- explain the nature of education as a discipline
- examine issues related to education as interdisciplinary knowledge
- discuss the emerging issue of school and Teacher education
- understand the multiple perspective of pedagogy

COURSE CONTENT

UNIT 1

The Doctrine of Disciplinarity

- Meaning ,characteristics and nature of Academic disciplines
- Teacher's Subject matter knowledge and disciplinarity
- Alternatives to Disciplinarity

Paradigm shifts in the nature of Disciplines

- History and origin of Pedagogic Subjects; Philosophical, Sociological & Educational Perspective
- Understanding subject, interdisciplinary, multidisciplinary and trans-disciplinary approach within different subjects.

UNIT 2

Education as Interdisciplinary knowledge

- Critical analysis of education as a discipline/area of study.
- Education as a socially contrived system influenced by different factors.

- Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.

Theoretical Perspective of Education

- School education – contemporary challenges
- Linkage between education and other development sectors.
- Emerging dimensions of school and teacher education.
- Knowledge and pedagogy

Support system of Education

- Re-conceptualism of learning resources – textbooks, workbooks, multimedia, etc.
- Monitoring and evaluation of schools

Task and Assignments: Any one of the following (5 marks)

- Critical analysis of a curriculum/syllabus of particular school subject
- Evaluate a textbook of secondary class with reference to its adequacy and in achieving expected learning outcome

SUGGESTED READINGS

- Bonrs, J. A. (2001). Cultural diversity and Education. Foundations curriculum and teaching (4th Ed) Boston: Allyn and Bacon.
- Bruner, J.S. (2006). In search of pedagogy. Vol. I and Vol. II (The selected work) Routledge.
- Bruner, J.S. (1960). The process of education. Cambridge: Harvard University Press.
- Das, M. (1999). Sri Aurobindo one Education. NCTE, New Delhi.
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.
- Dewey, J. (2004). Democracy and education. Courier Dover Publications.
- Goodson, I.F., and Marsh, C.J. (2005). Studying school subjects: A guide. Routledge
- Hall, C., and Hall, E. (2003). Human relations in education. Routledge.
- Krishnan, A. (2009). What are Academic Disciplines? University of Southampton , NCRM E Prints Repository
eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf
- NCERT (2005). National Curriculum Framework.
- NCERT (2006). Teacher education for curriculum renewal.
- NCERT Report (2010) National Curriculum Framework.
- NCTE (2009). National Curriculum Framework for teacher educators, New Delhi.
- Ram, S. (1999) Current issues in teacher education, Sarup and Sons Publications, New Delhi.

COURSE-V (A): GENDER, SCHOOL AND SOCIETY

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40 Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, gender parity, equity and equality and patriarchy
- understand some important landmarks in connection with gender and education in historical and contemporary period
- learn about gender issues in school, and its intersection with class, caste, religion and region
- become aware of the processes of socialization at home and school that act as shaping factors in personality formation of the school-going child (in Indian contexts)
- reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'

COURSE CONTENT

UNIT 1

Gender Issues

- Gender and patriarchy, Gender bias, gender stereotyping, Equity and equality in relation with caste, class, religion ethnicity, disability and region.
- Historical backdrop: some landmarks from social reform movements
- Theories on gender and education: Application In Indian context
 - a) Socialization theory
 - b) Gender difference
 - c) Structural theory
 - d) Deconstructive theory
- Gender Identities and Socialization Practices in family, schools and other formal and informal organization

- Teacher as an agent of change

UNIT 2

Understanding the nature and processes of socialization

- At home: family as a social institution, parenting styles and their impact, transmission of parental expectations and values
- Socialization and the community: neighborhood, extended family religious group and their socialization functions, mutual dependence of man and society
- At school: impact of entry to school, relation between school and society, value formation in the context of schooling {role of schooling in developing national, secular and humanistic values}
- Understanding interface between home, community and school.

Tasks & Assignments: Any one of the following (5 marks)

- Field visit to schools, to observe the schooling processes from gender perspective
- Collection of folk lore's reflecting socialization process.
- Any other project given by the institution

SUGGESTED READINGS

- Havinghurst, R. (1995). Society and education. Boston; Allyn and Bacon.
- Inkeles, A. (1987). What is sociology? New Delhi: Prentice Hall of India.
- M.H.R.D. (1990). Towards an enlightened and human society. New Delhi: Dept. of Education.
- Kamat, A.R.(1985). Education and social change in India. Mumbai: Samaiya Publishing House.
- Maunheim,K.(1962). An Introduction to Sociology of Education. London: Routledge and Kegan Paul.
- Pandey, K.P. (1983). Perspectives in Social Foundations of Education, Ghaziabad: AmitashPrakashan
- Bussolo (2009).Gender Aspects of the Trade and Poverty Nexus: A Macro-Micro Approach (English): Palgrans Mac Millan U.K.
- Geetha, V. and Revathi.A. (2011). The truth About Me: A Hijra Life story: Penguin Pubishing Group.
- Raimedhi, I. (2015). My Half of the sky. Sage Publications India Pvt. Ltd.
- Tendon, N. (2008).Feminism: A paradigm Shift. Atlantic Publisher.
- Mathu, A. (2007). Gender and development in India 01. Gyan Book Pvt. Ltd.

COURSE-V (B) Opt. (i): WORK EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- define the concept of work education
- understand the historical perspectives of work education
- develop proper attitude towards work education
- apply the strategies for promoting work education programme
- assess and evaluate work education and its related activities

COURSE CONTENT

UNIT-1

- Work Education : Meaning, Scope & Objectives
- Recommendations of: Secondary Education Commission, Kothari Commission, National Policy on Education, Programme of Action with reference to work education
- Place of Work Education at School Level
- Criterion for the selection of work education in schools.
- Principles of management of work education in schools, Role of Principal & Teachers
- Concept of Multipurpose schools and its role in work education.

UNIT 2

- Strategies for promotion of Work Education: Field visits, Discussion, Lecture, Computer Aided Instructions, Surveys.
- Need & Importance of Instructional Material and its types required for Work Education
- Role of Centre and State Govt. regarding work education.
- Work Education and Economic development.
- Problems and suggestions for improvement of work education.

- Evaluation: Guiding principles of Evaluation, Evaluation Tools: Observation, Oral test, Work sheet, Check list.

Tasks & Assignments: Any one of the following (5 marks)

- Report of visit to a place of any small scale industry.
- Prepare a report on different work education programmes running in the school
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Aggarwal, J.C. and Aggarwal, S.P. (1987). Vocational Education New Delhi: Doaba House Publishers.
- Prakash, V and Biswal, K. (2008). Perspective on Education and Development, Revisiting Education Commission and after, Shipra Publications
- Rashtriya, T. (2005). Vocational Education. New Delhi: APH Publishing Corporation,
- Report of Secondary Education Commission (1952 – 53).
- Report of Kothari Commission Report (1964 – 66).
- Report of National Education Policy 1986.
- Sharma, A. P. (1984). Contemporary Problems of Education, New Delhi: Vikas Publishing House Pvt. Ltd.

COURSE V (B) Opt. (ii): HEALTH, PHYSICAL AND YOGA EDUCATION

Time: 1:30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to

- explain the concept, aims and objectives of Health and Physical Education
- explain good posture
- describe various communicable diseases
- explain the aims, scope and functions of Yoga Education
- describe AshtangYoga of Patanjali
- explain the Yogic diet and its importance

COURSE CONTENT

UNIT- 1

Health Education

- Concept
- Aims and objectives of Health Education
- Factors influencing health
- Role of the Teacher in School Health Programme

Physical Education

- Concept
- Misconception
- Aims and Objectives
- Relation with General Education

Posture

- Concept and Values of good posture
- Causes of poor posture
- Common postural deformities and their management

UNIT-2

Communicable Diseases

- Meaning and Characteristics
- Mode, control and prevention
- First Aid- Meaning and scope
- Qualities and duties of a First- Aider

Yoga Education

- Meaning and importance of yoga
- Aims, scope and functions of yoga education
- Components of Patanjali's Ashtang Yoga

Yogic Diet

- Concept and types of diet / food
- Its application in modern context

Tasks & Assignments: Any one of the following (5 marks)

- Any **two** postural deformities and their management
- Any **five** Asanas and their effects on Human Body.
- Any other project/assignment given by the institution

SUGGESTED READINGS

- Besant, A. (2005). An Introduction to Yoga, New Delhi: Cosmo.
- Bucher, C.A.(1964). Foundation of Physical Education, New York: Mosby & Company.
- Kilander, H.F. (1971). School Health Education, New York: Mac Millan Company.
- Mangal, S.K., Mangal,U.and Mana, S. K.(2009). Yoga Education, N. Delhi: Arya.
- Manjul, J. U.S.(1965). School Swasthya Shiksha, Agra University: University Publisher.
- Omand, S.(2006). Patanjali Yoga Pradeep. Gorakhpur: Gita Press.
- Yadav, Y.P. and Yadav, R. (2003). Art of Yoga, New Delhi: Friends.
- Yogacharya, O. S. (2007). Freedom of Body and Mind: Yogasanas, Pranayam and Meditation, New Delhi: Rawat.

COURSE- V (B) (Opt. iii) PEACE EDUCATION

Time 1:30 Hours

Max. Marks: 50
(Theory: 40 Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to

- understand the theory of peace education and its importance
- understand peace as a dynamic social reality
- understand the NCF 2009 recommendations on peace education
- familiarize with transactional modalities
- develop the skill in role playing & story telling
- develop the feelings of peace, love compassion, tolerance and harmony through meditation, yoga and exercise
- implement the philosophies of great thinkers in their day to day life

COURSE CONTENTS

UNIT -1

Peace: Concept and Scope

- Peace – Meaning, nature and its relevance relating to the present global scenario
- Different sources of peace: Philosophical, Religious, Social and Psychological.
- Types/Classification of peace- Positive, Negative, Inner peace, Social Peace and Peace with Nature.

Peace Education: concept and scope

- Peace education – fundamental concept, scope, need and its importance
- Aims of Peace Education
- Types of peace education

Peace Education: Strategies and Agencies

- Different Peace Education Strategies.

- Role of different organizations like UNESCO in Peace Education (with special reference to Delor's Commission Report)
- NCF 2009 recommendations on Peace Education.
- Role of community, school and family in the development of values for Peaceful coexistence

UNIT-2

Understanding Peace as a Dynamic Social Reality

- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Role of Peace education in development of Love, Compassion, Tolerance and Harmony at National and International levels.

Transactional modalities

- Cooperative Learning
- Group Discussion
- Project Work
- Conflict Resolution

Contribution of the following Great Educational Thinkers in Peace Education and their Educational Implications

- Rabindranath Tagore
- Mahatma Gandhi
- Aurbindo
- Swami Vivekananda

Tasks & Assignments: Any one of the following (5 marks)

- Role Playing & Story Telling
- Peace and Harmony Through Meditation, Yoga And Exercise
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Balvinder K. (2006).Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi.
- Bernard, H.W. (1951). Towards Personality Adjustment, Mc Graw Hill Book Co., New York.
- Biggs, D.(1995). In Our Own Backyard: A teaching guide for the rights of the child, Toronto: UNICEF Canada.
- Blakeway, M., (1997). Compilation of Research Materials. Washington D.C., National Institute for Dispute Resolution.
- Blalock, H. M. (1967).Toward a Theory of Minority-Group Relations. New York: Wiley.

- Boulding, E. (1996). Peace behaviours in various societies. In From a culture of violence to a culture of peace, Peace and Conflict Issues Series, UNESCO Publishing, pp 31–54.
- Dewey (1969). *The school and Society*, Chicago, Univ. of Chicago Press (Reprint).
- Lederach, J. P.(1995). *Preparing for peace: conflict transformation across cultures*. Syracuse, New York: Syracuse University Press.
- Machel, G. (1996). *Promotion and protection of the rights of children: impact of armed conflict on children*. United Nations, New York.
- Reardon, B., ed. (1988). *Educating for global responsibility: Teacher-designed curricula for peace education, K-12*. New York: Teachers College Press, Columbia University.
- Reardon, B.(1993). *Pedagogy as purpose: peace education in the context of violence*. In Cremin, P., ed.(1993). *Education for Peace*. Educational Studies Association of Ireland and the Irish Peace Institute.
- Shah, I. (1971). *Thinkers of the East*. London: Penguin Books.
- UNICEF(1994). *I Dream of Peace*. New York: Harper-Collins.
- UNICEF (1996). *The State of the World’s Children Report 1996*. Oxford University Press.
- UNICEF Lebanon (1993). ‘Learning for life programme’.
- UNICEF Liberia (1993). *Kukatnon: Training manual of conflict resolution, reconciliation, and peace*.

COURSE V (B) Opt. (iv): GUIDANCE AND COUNSELING

Time 1:30 Hours

Max. Marks:50
(Theory: 40, Internal:10)

NOTE FOR PAPER SETTER

- i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the concepts of guidance and counseling
- demonstrate an understanding of educational, vocational and personal guidance
- recognize the need of guidance and counseling in schools
- describe various testing and non- testing techniques
- explain various services in school guidance programme
- develop the skill of administration and interpretation of psychological tests
- understand the process of organization of guidance services in schools
- know the qualities required for good Counselor

COURSE CONTENT

UNIT 1

Introduction to Guidance

- Meaning , Aims and Principles of guidance
- Need of guidance (Educational, Vocational and Psychological Needs)
- Types of guidance: Educational, Vocational and Personal

Studying and Appraising an Individual

- Meaning, Need and Importance of Studying and Appraising Individuals in Guidance
- Principles of Studying and Appraisal of students
- Testing and Non-testing Techniques for Studying and Appraisal of students
 - a) Testing Techniques: Intelligence tests, Aptitude Tests, and Personality Tests
 - b) Non-testing Techniques: Cumulative Record Cards, Case Study, Interview, Observation

Guidance Services

- Purposes and Principles of organization of guidance Services
- Organization of guidance services at Secondary Level
- Role of Guidance Personnel (Head of the Institution, Teacher and Counselor) in organization of guidance services in School

UNIT-2

Introduction to Counseling

- Meaning, Aims and Principles of Counseling
- Need of Counseling
- Types/ Approaches of Counseling: Directive, Non-directive, and Eclectic.
- Counseling Interview
- Difference between guidance and counseling

The Counselor as a Person

- Characteristics/ Qualities of Counselor
- Counselor's Professional Ethics
- Functions of Counselor

Task & Assignment: Any one of the following (5 marks)

- To prepare a Case study and Analysis of Case study
- To prepare Cumulative Record Cards
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Aggarwal, J. C. (2004). Educational Vocational Guidance and Counseling, Delhi: Doaba House.
- Chauhan, S. S. (2008). Principles and Techniques of Guidance. UP: Vikas Publishing House Pvt. Ltd.
- Granz, R. M. (2005). Foundation and Principle of Guidance, Boston: Allyn & Bacon.
- Gupta, V. K. (2004). Educational Guidance and Counselling, Ludhiana: Ankur Publications.
- Jones, J. A. (1970). Principles of Guidance, Bombay: Tata, New York: McGraw Hill.
- Kocher, S. K. (2007). Educational Guidance and Counselling, New Delhi: Sterling.
- Myres, G. E. (2005). Principles and Techniques of Vocational Guidance, New York: McGraw Hill.
- Nanda, S. K. and Sagar, S. (1972). Fundamentals of Guidance. Chandigarh: N.B.S. Educational Publishers.
- NCERT (2008). Counseling Process and Strategies (Module 2). New Delhi: NCERT.
- NCERT (2008). Guidance for Human Development and Adjustment (Module 3) New Delhi: NCERT.
- NCERT (2008). Introduction to Guidance (Module 1). New Delhi: NCERT.

- Pandey, K. P. (2000). Educational and Vocational Guidance in India, Varanasi: Vishwa Vidyalaya Prakashan.
- Rathus, S. A. and Nevied, J. S. (1980). Adjustment and Growth: The challenges of life, New York: Rinehart and Winston.
- Robinson (2005). Principles and Procedures in Student Counseling, New York: Harper & Row.
- Sharma, R. N. (2008). Vocational Guidance & Counseling. Delhi: Surjeet Publications.
- Sharma, R.A. (2008). Fundamentals of Guidance & Counseling, Meerut: R Lall Book Depot.
- Strang, R. (2005). Counseling Techniques in Colleges and Secondary Schools, New York: Harper.

COURSE VI & VII: SKILL IN TEACHING [PEDAGOGIC SUBJECT I & II]

Max. Marks: 100 (Each Pedagogic Subject)

Detail of Lessons to be followed in Each Pedagogic Subject

- a) Micro Lessons-05 (for each Teaching Subject)
- b) Mega Lessons-05 (Under Simulated situations)
- c) Discussion Lessons-01
- d) Real Teaching 12 Lessons

COURSE VIII: SCHOOL BASED ACTIVITIES

Max. Marks: 50

The student teachers are required to perform the following activities during school internship:

1. Development of CCE in any pedagogic subject
2. Development of learning material on one topic of any pedagogic subject.

After the school internship, the student teachers are required to prepare a report in which all the activities performed by them in the school during their stay of sixteen weeks in the school.