

DEPARTMENT OF EDUCATION

School of Educational Studies (SES)

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

(A CENTRAL UNIVERSITY)



Two-Years B.Ed. (Bachelor of Education)

B. Ed. CURRICULUM

STRUCTURE OF THE B.Ed. CURRICULUM

1. Introduction:

Bachelor of Education (B.Ed.) is an undergraduate Professional Degree which prepares students for work as a teacher in schools. The Department board has re-formulated the B. Ed. programme by diversifying the courses offered and strengthening the content and structure of the programme, in tune with the National Curriculum Framework for Teacher Education (NCFTE), 2014. The diversification is largely done in introducing the advanced courses in education and new specialization courses in emerging areas of the discipline. The structure of the programme is enriched by adding field experiences / specializations in all semesters.

2. Vision:

- To provide opportunities to young students to shape them as innovative and farsighted teachers who can meet the requirements of global competitive world and contribute to academic excellence.
- To impart value – based curriculum good academic environment for strengthening faith in humanistic, social and moral values as well as in Indian Cultural heritage and democracy.
- To create facilities for imparting quality education and grow into a centre of excellence in the field of teacher education.
- To develop necessary competences in a teacher to have a desire for life-long learning and for reaching the unreached and explore the unexplored.

3. Programme Objectives:

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and rights of the child.
- To become competent and committed professionals willing to perform the identified tasks.
- To use competencies and skills needed for becoming an effective teacher.
- To be sensitive student teacher about emerging issues such as environment, Population, gender equality, legal literacy etc.
- To inculcate rational thinking and scientific temper among the students.
- To develop critical awareness about the social realities among the students.
- To inculcate managerial and organizational skill.

4. Course Structure & Evaluation Pattern:

B. Ed. programme is a professional education programme. The programme comprised of the three broad inter-related curricular areas- 1. Perspective Course 2. Curriculum and Pedagogic Studies 3. Engagement with the Field

SCHEME

S.N.	Course Code	Course Title	Marks			Credits			
			Internal	External	Total	L	T	P	C
Semester I									
1.	BEDU C 111	Paper I- Childhood & Growing Up	20	80	100	4	0	0	4
2.	BEDU C 112	Paper II- Contemporary India and Education	20	80	100	4	0	0	4
3.	BEDU C 113	Paper III- Technology of Teaching	20	80	100	4	0	0	4
4.	BEDU C 114	Paper IV- Curriculum Development	20	80	100	4	0	0	4
Total			80	320	400	16	0	0	16

Semester II									
1.	BEDU C 211	Paper I- Bases of Learning	20	80	100	4	0	0	4
2.	BEDU C 212	Paper II- Pedagogy of School Subject-1 (Hindi, English, Sanskrit, General Science, Physics and Chemistry)	20	80	100	4	0	0	4
3.	BEDU C 213	Paper III- Pedagogy of School Subject-2 (Social Sciences, Geography, Civics, History, Economics, Commerce, Biology and Mathematics)	20	80	100	4	0	0	4
4.	BEDU C 214	EPC 1- Reading and Reflecting on Text	50	0	50	1	0	2	2
5.	BEDU C 215	EPC 2- Art and Aesthetics	50	0	50	1	0	2	2
Total			160	240	400	14	0	4	16

Semester III									
S.N.	Course Code	Course Title	Marks			Credits			
			Internal	External	Total	L	T	P	C
1.	BEDU C 311	EPC-3 Development of Teaching Skills (Micro with Simulated Teaching)	50	0	50	1	0	2	2
2.	BEDU C 312	EPC-4 Community work	50	0	50	0	1	2	2
3.	BEDU C 313	School Internship Programme	50	200	250	0	1	22	12
Total			150	200	350	1	2	26	16

Semester IV									
S.N.	Course Code	Course Title	Marks			Component			
			Internal	External	Total	L	T	P	C
1.	BEDU C 411	Paper I- Assessment of Learning	20	80	100	4	0	0	4
2.	BEDU C 412	Paper II- Gender, School and Society	10	40	50	2			2
3.	BEDU C 413	Paper III- Creating an Inclusive School	10	40	50	2	0	0	2
4.		Paper IV- Elective Course*** (Any Two)	10+10	40+40	100	4	0	0	4*
	BEDU E ₁ 414	1. Health and Physical Education	*Each elective paper carries 2 credits.						
	BEDU E ₂ 414	2. Yoga Education							
	BEDU E ₃ 414	3. Peace Education							
	BEDU E ₄ 414	4. Guidance and Counseling							
	BEDU E ₅ 414	5. Environment Education							
	BEDU E ₆ 414	6. Work- Education							
5.	BEDU C 415	EPC 5 - Understanding the Self	50	0	50	1	0	2	2
6.	BEDU C 416	EPC 6 - Enriching Learning through Information and Communication Technology	50	0	50	1	0	2	2
Total			160	240	400	14	0	4	16

Semester- I

**Paper I - Childhood & Growing up
(BEDU C 111)**

L	T	P	C
4	0	0	4

Course objectives:

- Understanding the nature of Human development during infancy, childhood and Adolescence stages.
- Understand the learner in terms of various characteristics.
- Learn the factors affecting adolescence.
- Understanding Educational significance of Growth and development.
- Examine critically Physical mental, Emotional and social development during Adolescence.

Course Contents:

Unit I *Growth & Developmental Pattern of Learner*

12L

- Concept of Growth & development
- Principle of Growth & development
- Stages of Development
- General Aspects of development – Physical, Motor, Mental, Cognitive, Social, Emotional & Moral
- Some Theories of development : Freud, Bruner, Piaget, Ericson, Chomsky, Kohlberg

Unit II *Childhood*

12L

- Childhood : Meaning and Characteristics
- Physical, Mental, Social, Emotional, Moral development in Childhood.
- Factors influencing the various aspect of development in Childhood.
- Contribution of Home, School, Society and Community in the Child development.
- Nature of Education in Childhood.
- Dealing with Children: Separation from Parents, Child in crèches, Children in Orphanages

Unit III *Adolescence*

12L

- Meaning, Characteristics & Problems of Adolescence.
- Physical, Mental, Social, Emotional & Moral development in Adolescence.
- Role of Family, School & Society in the development of Adolescence.
- Form of Education in Adolescence.
- Recent issues related to Adolescence development.
- Changing family structure/Information load, Sexual abuse/Impact of Media, Internet / Mobile, Depression & society/ Juvenile delinquency/Loneliness & peer Pressure.

Unit IV Guidance & Counseling for Adolescence

12L

- Concept, Meaning & Aims Guidance for Adolescence.
- Types of Guidance: Vocational/ Educational/ Health/ Social Guidance/ Individual/ Group Guidance
- Need of Guidance for Adolescence in India.
- A Sense of Self: Self description, Self recognition, Self Concept, Self esteem, Social Comparison, Inter Visualization & Self Control.

Unit V Heredity & Environment

12L

- Meaning & Definition of Heredity & environment.
- Influence of Heredity & Environment on Child
- Relation of Heredity & environment
- Importance of Heredity & Environment in Education and for teachers.
- Eugenics & Euthenics.

References:

- Ambros, S.R. (1981). Child Development, New York: Holt Rinehart and Winston,
- Bhatnagar, Suresh (1988). Advance Education Psychology. Meerut: R.L. Book Depot
- Bourne, L.E. (1985): Psychology: Its Principles and Meaning. New York: Holt, Rinehart and Winston
- Chouhan, S.S. (2010). Advance Educational Psychology. New Delhi: Vikas Publishing House.
- Dandapani, S. (2001): Advanced Educational Psychology (2nd edition). New Delhi: Anmol Publications Pvt. Ltd.
- Mangal, S.K. (2010). *Shiksha Manovigyan*. New Delhi :PHI Learning Private Limited
- Singh, A. K. (2010). *Shiksha Manovigyan*. New Delhi : Bharti Bhawan Publication

**Paper II - Contemporary India and Education
(BEDU C 112)**

L	T	P	C
4	0	0	4

Course Objectives:

- To enable student-teachers to engage with studies on general introduction to education.
- To enable student-teachers to engage with studies on Indian and western schools of philosophy and education.
- To enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To include selections from theoretical readings, personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- To enable student-teachers to engage with studies on Indian knowledge system and functioning of different constitutional bodies.

Course Content:

Unit I *Education: An Introduction*

10 L

- Meaning, definitions, nature and importance of Education.
- Agencies of Education (formal, informal and non-formal) and forms of education (Individual vs Collective, Direct vs Indirect, General vs Specific and Special and Negative vs Positive Education).
- Education as a process: lifelong and alternative Education, Education and information, teaching, training, instruction, literacy and Education as science and art.
- Aims and objectives of Education, Classification of Educational Objectives, Social and individual objectives of Education and their coordination, Individual, Society & Education.

Unit II *History of Indian Education*

11 L

- Indian Education System; Ancient, Medieval and Modern age
- Macaulay's Minutes, Wood Dispatch, Secondary Education Commission, National Education Commission-1966
- National Policies on Education : 1968 and 1986

Unit III *Education and Philosophy*

12 L

- Foundations of Education, Philosophical foundations of Education, Philosophy and Darshana, relationship between Philosophy and Education, difference between Philosophy of Education and Educational Philosophy.

- Educational thought of; Mahatma Gandhi (Basic Education), Giju Bhai Badheka, Froebel, Rouesso

Unit IV *Indian constitution and Education*

12L

- Preamble, Educational provisions enshrined in Indian constitution
- Right to Education Act-2009
- Equality for Educational opportunity, Democracy and Education.

Unit V *Structure of Education System*

15L

- Meaning, concept and aims of Indian Knowledge System: Primary, Secondary and Higher education.
- National structure of Education, Vocationalization of Secondary Education.
- Role and functions of UGC, NCERT and NCTE.
- Delor's Commission Report: Learning to know, Learning to do, Learning to be and Learning to live together

References:-

Gore, M. S. (1984). *Education and Modernization In India*. Jaipur: Rawat Publishers

Havighurst, R. (1995). *Society and Education, Boston: Allyn and Bacon*

Inkeles, A. (1987). *What is Sociology?* New Delhi: Prentice Hall of India

Kamat, A. R. (1985). *Education and Social Change in India*, Mumbai: Samaiya Publishing House

M. H. R. D. (1990). *Towards an Enlightened and Human Society*, New Delhi: Department of Education

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: Amitash Prakashan.

Pandey, R. S. (1982). *An Introduction to Major Philosophies of Education*, Agra: Vinod Publishing House

Thakur, A. S. & Berwal, S. (2007). *Education in Emerging Indian Society*, New Delhi: Mayur Paperbacks: National Publishing House.

**Paper III - Technology of Teaching
(BEDU C 113)**

L	T	P	C
4	0	0	4

Course Objectives:

- Gain Insight and reflect on the Concept of Teaching and Status of Teaching as a Profession.
- Understand the roles and responsibilities of teachers.
- Understand the aspects of teaching.
- Comprehend the aspects of teaching.
- Enlist the Parameter of effective teaching.

Course Content:

Unit I *Concept of Teaching & Educational Technology*

12L

- Meaning, Nature, Aims, characteristics & Types of Teaching.
- Variables of Teaching
- Meaning, Definition & Nature of Learning.
- Relationship between Teaching & learning
- Difference between learning, Training & Instruction
- Meaning, Assumption & Definition of Educational Technology
- Types & Aspects of Educational Technology.

Unit II *Anatomy of Teaching*

12L

- Parameters of Effective Teaching.
- Phases of Teaching.
- Maxims of Teaching.
- Principles of Teaching.
- Planning & Approaches of teaching and teacher behaviour.

Unit III *Models of Teaching*

12L

- Meaning & Fundamental Elements of Teaching Models
- Types of Teaching Models; Insight Model, Interaction Model, Computer based Model, Jurisprudential Model, Social Inquiry Model, Operant Conditioning Model, Concept Attainment Model.

Unit IV *Theories of Teaching*

12L

- Definition, Need, Basis and Scope of Teaching Theories.
- Theory of Teacher behavior, Theory of Instruction, Meutic Theory, Communication theory, Moulding theory, Mutual Inquiry theory.
- General theories of Teaching, Cognitive theory, Psychological theory.

- Meaning, definition & Types of Teaching Strategies.
- Techniques of Teaching methods
- New methods of Teaching; Problem Solving, Supervised Study, Discovery Approach, Panel discussion, conference, Workshop, Seminar, symposium.
- Micro Teaching, Team teaching, Diagnostic & Remedial Teaching.

References:

Bloom, B.S. et. Al (Eds.): Taxonomy of Education Objectives: Handbook I, The Cognitive Domain.

Bloom, B.S. et. Al (Eds.): Taxonomy of Education Objectives: Handbook II, The Affective Domain.

Joyce, Bruce and Weil, Marshal (2003): Models of Teaching, Prentice Hall of India Pvt. Ltd., New Delhi.

Green Thomas, F. (1998): The Activities of Teaching, McGraw Hill Company, London,
Gronlund, Norman E. (1976): Measurement and Evaluation in Teaching, Mac Millan Publishing Co. Inc, London

Gronlund, Norman E. (1976): Stating Behavioural Objectives for Class-room Instruction, Mac Millan Publishing Company, London

Peter, Laurence J.: 'Perspective Teaching', Mac Millan Publishing Co. Inc, London

Sharma, R. A.: Shikshan Takniki; Modern Publisher, Meerut.

S. P. Kuklshresth: Shaikshik Takniki ke Mul Adhar, Vinod Pustak Mandir, Agra

Weil, M & Joyce, B. (1979): Information Processing Models of Teaching. Prentice Hall Inc., New Jersey.

**Paper IV - Curriculum Development
(BEDU C 114)**

L	T	P	C
4	0	0	4

Course Objectives:

- To enable the students teachers to development an understanding about important Principles of Curriculum Construction.
- To help student teachers understand the bases and determinants of curriculum.
- To orient the Student Teachers With curriculum design, Process and construction of curriculum development.
- To acquaint Student teacher with curricular content, curriculum implementation and process of curriculum evaluation.
- To help student teacher understand issues, trends and researcher in the area of curriculum in India.

Course Content:

Unit I *Concept of Curriculum*

10 L

- Meaning, definition & scope of curriculum.
- Curriculum, syllabus & course of study
- Indian school's curriculum at Primary, Secondary & Higher Secondary stages. (National curriculum)
- Types of Curriculum.

Unit II *Foundations of curriculum development:*

10 L

- Philosophical, Sociological, Psychological, Historical & Cultural foundation of Curriculum development.
- Place of values, ideals, believes & traditions in Curriculum.
- Social, Cultural Heritage & Curriculum.
- Characteristics of Curriculum in a Democratic Society.
- Development of Patriotism & National Consciousness & Curriculum.
- Development of world outlook & Curriculum.

Unit III *Organization of Curriculum:*

14 L

- Pattern or design of Curriculum Organization.
- Principles of curriculum construction.
- Main steps of curriculum development (process).
- Phases of Curriculum Development.
- Participants & agencies for curriculum development.
- New Trends in Curriculum.
- Some notable Indian Experiments regarding Curriculum organization: Shanti Niketan, Gurukul Education System & Basic Education.

Unit IV Models of Curriculum Development:

14 L

- Meaning, definition & types of Curriculum Development Model.
- Objectives Model, Process Model.
- Situational Model, General Model.
- Organizational Model (M.S. Huck)
- Functional Model (J.F. Kerr).
- Hilda- Taba's (Comprehensive Evaluation Curriculum Model)
- Saran's Model.
- Implication of recommendations of Kothari commission & New National Education Policy 1986 or curriculum development & change at different stage of Education.

Unit V Curriculum Evaluation:

12L

- Evaluation process of Curriculum.
- Meaning & definition of Curriculum change.
- Current forces affecting Curriculum change.
- Main obstacles in curriculum change.

References:

- Bloom. B.S. et. Al (Eds.) Taxonomy of Education Objectives: Handbook I, the Cognitive Domain.
- Bloom, B.S. et. Al (Eds.). Taxonomy of Education Objectives: Handbook II, The Affective Domain.
- Govt. of India Ministry of Education, the Improvement of Curriculum in India School, NCERT, New Delhi
- Sharma, R.A. Curriculum Development. Meerut: Lall Book Depott. Meerut.
- Bhalla, Navneet (2007). Curriculum Development. Authorspress
- Yadav, Siyaram (2014). *Pathyakram Vikas* . Agra : Vinod Pustak Mandir
- Wiles, Jon W. & Joseph C. Bondi (2009). Curriculum Development: A Guide to Practice (8th Edition). London : Crowin Press
- Wiles, Jon W (2009). Leading Curriculum Development. London : Crowin Press.

Semester- II

**Paper – Bases of Learning
(IBEDU C 411)**

L	T	P	C
4	0	0	4

Course Objectives:

- Identify the variables involved in teaching learning process so as to infer their role in making instruction effective.
- Understand various aspect of development during adolescent years so as to be able to solve the problems of adjustment of their pupils.
- Identify major approaches to learning and interpret them instructional/applications, so as to be able to facilities the learning of their pupils.
- Understand the needs of learner as individual and as member of Class room group so as to be able to facilitate personal and social development of their pupils.
- Appreciate the need and significance of guidance and counseling and to create and awareness of the approaches and strategies concerned.

Course Content:

Unit I *Learning- I*

10L

- Educational Psychology: Concept & Scope.
- Meaning, Definition & Characteristics of Learning.
- Concept & Dimensions of Effective learning.
- Types of Learning
- Effective Methods of Learning
- Laws of Learning
- Theories of Learning– Thorndike, Pavlov, Skinner and Gestalt theory.

Unit II *Learning–II*

12L

- Learning Curves & plateaus.
- Transfer of learning & Training.
- Role of Teacher in learning process.
- Attention, Fatigue & Motivation: Concepts & Educational implication.

Unit III *Mental Process of learning*

10L

- Thinking Process: Meaning, definition and types.
- Memory: Meaning and types ; Strategies to develop Memory
- Forgetting: Nature and Causes of forgetting
- Factors & Strategies to minimize forgetting.
- Imagination – Meaning, type & its educational implications.

- Mental Health & hygiene - meaning, definition, and characteristics of good mental health personality.

Unit IV *Intelligence and Creativity*

12L

- Intelligence: Meaning, nature and theories of Intelligence, Measurement of intelligence.
- Creativity: Concepts, relationship with intelligence, Techniques for fostering creativity
- Interest & Attitude & their assessment
- Personality : meaning, definitions & theories (Type and Trait), Assessment of personality

Unit V *Exceptional Children*

16 L

- Exceptional Children: Meaning, Definition & Kinds of exceptional children.
- Gifted Children: Meaning, characteristics & education of Gifted Children.
- Backward child: Meaning characteristics & causes of backwardness or educational Retardation. Measures to prevent Backwardness or Retardation. Education of backward child.
- Mentally Retarded child: Meaning, Characteristics & Education of Mentally Retarded children.
- Teacher of Mentally Retarded children.
- Problematic children: Concepts, Meaning, Types & Characteristics & their education.
- Drug Addicted children.

References:

Allen, B. P. (2000). *Personality Theories*. Boston : Allyn and Bacon

Bhatnagar, S. (1980). *Psychological Foundations of Teaching Learning and Development*. Meerut: Loyal Book Depot

Blair, G. M., Jones, R. S. & Simpson, R. H. (1975): *Educational Psychology*. New York: Macmillan.

De, Ceco & Crawford, L. (1988): *The Psychology of Learning and Instruction*. New Delhi : PHI Learning Private Limited.

Gupta, S.P. (2016). *Uchatar Shiksha Manovigyan: Siddhant evam Vyavhaar*. Allahabad : Sharda Pustak Sadan

Singh, Arun Kumar (2014). *Shiksha Manovigyan*. New Delhi: Bharti Bhawan Publication

Sprinthal, R. C. & Spriental, N. A. (1977): *A Developmental Approach*. New York: Addison Wesley.

Paper II Pedagogy of School Subject-1
(Hindi, English, Sanskrit, General Science, Physics, Chemistry)
(IBEDU C 712)

L	T	P	C
4	0	0	4

Pedagogy of Hindi

Course Objectives:

- To attain efficiency and effectiveness in teaching and learning of Hindi Language.
- To have a critical study of learning Hindi as a first language in the multilingual Indian society.
- To understand the role of Hindi in India and decide its place in the school curriculum of Madhya Pradesh so as to improve Hindi Language Attainment and Cognitive Skills.
- To be committed, inspired and interested in teaching Hindi.
- To teach with skill using interaction mode.
- To inculcate right language habits in students.
- To acquire accurate knowledge of the Devanagri Script and correct pronunciation.
- To develop low-cost learning materials for teaching Hindi and to remedy the errors that pupils make.

Course Content:

Unit I *General Introduction to Teaching Hindi*

12 L

Objectives of Teaching Hindi at Secondary Level Evolution and Development of Hindi; Dialects of Hindi and Standard Hindi; Role of Hindi in India as Mother Tongue, National Language and Contact Language; Objectives of teaching Hindi as First Language and Second Language at the Secondary Level.

Unit II *Methods and Models of Teaching Hindi*

14 L

A- Methods and Approaches Natural and Spiritual Powers in Learning a Language; Importance of Exercise and Drills; Qualities and Role of the Hindi Teacher; Relative Co-ordination among various Components of Language; Use of Various Teaching Maxims

B- Concept Attainment Model Methods of Teaching Prose, Poetry, Grammar, Composition and other type of Prose as story, drama and letter writing. Meaning, Tools and its use in Teaching Hindi, Concept Attainment Model for Teaching Hindi Concepts.

Unit III Skills of Teaching and Learning in Hindi

12 L

Development of Skills Listening Comprehension; Type and Modes of Spoken Hindi; Implications of Stress and Intonation; Making Notes While Listening; Reading Comprehension Communication: Use of Spoken form in dialogue Stories, Reading aloud, Dramatization and Poetry reading; Correct Use of Stress and Intonation and Division of Utterance into Meaningful World-Groups Good Reading Habits: Reading with Appropriate Speed for Various Purposes Such as studying, Looking for Information, Scanning etc.; Reading for Overall Comprehension; Reading for Evaluation; Reading for Appreciation of Form, Style and Author's Personality; Reading for Facts, Reasoning, Logical Relationship, Definitions, Generalization, Understanding Diagrams; Reading Manuals, Charts, Schedule and Rule Books. Good Writing Habits: Advanced Mechanics of Writing i.e. spelling, punctuation, indenting, title and subtitle of section. Underlining quotation, Use of parentheses, Use of abbreviation. Capital Letters and Correct Forms of Address in Letters, Applications etc.; Organisation of Subject Matter and Paragraph in an Essay or any writing.

Unit IV Lesson Planning in Teaching Hindi

12 L

- Lesson Planning Format of Lesson Planning for Prose, Poetry, Grammar, and Composition
- Audio Visual Aids: Meaning, Classification, Importance and uses in Teaching Hindi.

Unit V Evaluation in Teaching Hindi

10 L

Evaluation Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Standardizing an Achievement Test, Developing different types of questions in Hindi.

Assignments: (Any two of the following)

1. Dividing Syllabus into units and arranging them in proper sequence.
2. Critical study of any one Hindi textbook prescribed for Classes IX, X, XI or XII.
3. Preparation of a language kit for teaching Hindi.
4. Preparation of a lesson plan for All India Radio Broadcast.
5. Preparation of question papers.
6. Developing two games for teaching any Hindi Topic.

References:

- Bhai Yogendrajeet: Hindi Bhasha Shikshan, Vinod Pustak Mandir, Agra.
Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
Kshatriya, K.: Matra Bhasha Shikshan, Vinod Pustak Mandir, Agra.
Lal, Raman Bihari : Hindi Shikshan, Rastogi Publications, Meerut.

Satya, Raghunath : Hindi Shikshan Vidhi, Punjab Kitabghar, Jullundur.

Sharma, Dr. Laxminarayan : Bhasha 1, 2 Ki Shikshan-Vidhiyan Aur Paath-Niyojan Vinod Pustak Mandir, Agra.

Singh, Savitri : Hindi Shikshan, Lyall Book Depot, Meerut.

Pal, H.R.: Speech Communication – Hindi. Bhopal: M.P.Granth Academy, 2003.

Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.

Weil, M & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

Pedagogy of English

Course Objectives:

- To develop English Language teaching competency.
- To have a critical study of learning English as a second language in the multilingual Indian Society.
- To understand the role of English in India and decide its place in the school Syllabus of Madhya Pradesh and to improve English Language attainment and cognitive skills.
- To be committed, inspired and interested in teaching English.
- To train in using interaction mode to evaluate himself and pupils and inculcate right language habits, and
- To train in developing materials for teaching English as Second Language and remedy the errors that the pupils make.

Course Content

Unit I *General Introduction to Teaching English*

12 L

Objectives of Teaching and Learning English at Secondary Level Second Language Learning and Mother Tongue Learning; The Function of a Second Language in Multilingual Society; Role of English in India and its Place in the School Curriculum; The Curriculum of English in the Secondary School; Qualities and Role of the English Teacher.

Unit II *Methods and Models of Teaching English*

12 L

Methods, Approaches & Models of Teaching Grammar Cum Translation Method; Direct Method; Structural Approach; Communicative Approach; Methods of Teaching Alphabets, Spelling, Prose, Poetry, Grammar, Composition.

Unit III *Skills of Teaching and Learning English*

12 L

Language Skills Listening Comprehension; Type of Modes of Spoken English; Making Notes While Listening; Communication Habits; Correct Use of Stress and Development of four basic skills, namely, listening, speaking, reading and writing Good Reading Habits: Reading with appropriate speed for various purposes such as studying, looking for information, scanning etc.; Reading for overall comprehension, practice of analysing a text for organization; Reading for evaluation and reading for appreciation; Reading for facts, reasoning, logical relationship, definition, generalizations, understanding diagrams, reading manuals, charts, schedules and rule books Good Writing Habits: Advanced mechanics of writing i.e. spelling, punctuation, indenting title and subtitle of section. Underlining, quotations, use of parentheses, use of abbreviations, capital letters and correct forms of address in letter, applications, etc.; Organization of Paragraph, an Essay or a paper i.e. organization of Letter, Language Games

Unit IV Lesson Planning in Teaching English

12 L

- A- Lesson Planning; Lesson Planning format of Prose, Poetry, Grammar and Composition.
- B- Audio Visual Aids: Meaning, Classification, Importance and uses in Teaching English.

Unit V Evaluation in Teaching English

12L

Evaluation in English Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in English.

Assignment: (Any two of the following)

1. Dividing syllabus into units and arranging them in proper sequence.
2. Critical study of any one English textbook prescribed for classes IX, X, XI or XII.
3. Preparation of Unit Plan for teaching English.
4. Preparation of a Lesson Plan for teaching English.
5. Preparation of an Achievement Test in English.

References:

- Allen & Campbell: Teaching English as a second language, TMH Edition. New Delhi : Tata McGraw Hill Publishing Company, 1972.
- Baruah, T.C.: The English Teacher's Handbook. New Delhi: Sterling Publishers Pvt. Ltd., 1984.
- Bechhold, H. F. and Behling: The Science of Language and the Art of Teaching, Charles Scribners Sons, New York.
- Billows, F. L.: The Techniques of Language Teaching, London Longman, 1975.
- Bista, A.R.: Teaching of English. Sixth Edition. Agra: Vinod Pustak Mandir, 1965.
- Bright, J.A.: Teaching English as Second Language. London: Long Man Group, 1976.
- Chaudhary, N.R.: Teaching English in Indian Schools. New Delhi: H.. Publishing Corporation, 1998.
- Catarby, E. V.: Teaching English as a Foreign Language in School Curriculum India, New Delhi, NCERT, 1986.
- Doughty, Peter: Language "English" and the Curriculum. Schools Counselling Programme in Linguistic and English Teaching, 1994.
- Jain, R.K.: Essentials of English Teaching. Agra: Vinod Pustak Mandir, Agra, 1994.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

Kela, John: Teaching English. London: Methuen & Company, 1978.

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Pedagogy of Sanskrit

Course Objectives:

- To develop awareness of objectives of teaching Sanskrit at the secondary level.
- To understand the significance of communication skills.
- To get acquainted with the methods of teaching Sanskrit.
- To develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit.
- To get acquainted with the various aspects of the Sanskrit and devices of language learning.
- To develop diagnostic and remedial skills in teaching Sanskrit.

Course Content:

Unit I Introduction to Teaching of Sanskrit

15 L

Objectives of Teaching Sanskrit at Secondary Level Role of Sanskrit in India and Abroad; Aims and Objectives of Teaching Sanskrit; Sanskrit as a Driving Force for National Integration; Sanskrit as a keeper of the National Heritage; Sanskrit for the Appreciation of Moral and Spiritual Values; Sanskrit as a Foundation of Linguistic Studies; Place of Sanskrit in the School Curriculum; Efforts made by the Central and Madhya Pradesh Government for Preserving Sanskrit Learning; Salient Features of the Sanskrit in Commission Report Regarding Secondary Education; The Curriculum of Sanskrit in the Secondary School; Qualities and role of the Sanskrit Teacher.

Unit II Methods and Models of Teaching Sanskrit

10 L

- Methods, Approaches and Models Pathshala Method. Bhandarkar Method. Direct Method. Structural Approach and Concept Attainment Model.
- Methods of Teaching Translation; Teaching Prose; Teaching Poetry; Teaching Grammar & Teaching Composition.

Unit III Skills of Teaching and Learning in Sanskrit

12 L

Development of Skills Listening Comprehension; Type and Modes of Spoken Sanskrit; Implications of Stress and Intonation; Making Notes While Listening; Reading Comprehension Communication: Use of Spoken form in dialogue Stories, Reading aloud, Dramatization and Poetry reading; Correct Use of Stress and Intonation and Division of Utterance into Meaningful World-Groups Good Reading Habits: Reading with Appropriate Speed for Various Purposes Such as studying, Looking for Information, Scanning etc.; Reading for Overall Comprehension; Reading for Evaluation; Reading for Appreciation of Form, Style and Author's Personality; Reading for Facts, Reasoning, Logical Relationship, Definitions, Generalization, Understanding Diagrams; Reading Manuals, Charts, Schedule and Rule Books.

Good Writing Habits: Advanced Mechanics of Writing i.e. spelling, punctuation, indenting, title and subtitle of section. Underlining quotation, Use of parentheses, Use of abbreviation. Capital Letters and Correct Forms of Address in Letters, Applications etc.; Organisation of Subject Matter and Paragraph in an Essay or any writing.

Unit IV Lesson Planning in Teaching Sanskrit

12 L

- Lesson Planning Format of Lesson Planning for Prose, Poetry, Grammar, and Composition.
- Audio Visual Aids: Meaning, Classification, Importance and uses in Teaching Sanskrit.

Unit V Evaluation in Teaching Sanskrit

11 L

- Evaluation Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement.
- Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing.
- Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Sanskrit.

Assignments: (Any two of the following.)

Dividing syllabus into units and arranging them in proper sequence.

Critical study of any Sanskrit textbook prescribed for classes IX, X, XI or XII.

Preparation of a Unit Plan for teaching Sanskrit.

Preparation of a Lesson Plan for teaching Sanskrit.

Preparation of Blue print in Sanskrit for any class.

Development of Teacher made Achievement test in Sanskrit for any one class

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Apte, D. G. and Dongre, P. K.: Teaching of Sanskrit in Secondary School, Acharya Book Depot, Baroda, 1980.

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Chaturvedi, R. S.: Sanskrit Shikshan Padhati.

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Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

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Panday, R. S. : Sanskrit Shikshan, Vinod Pustak Mandir, Agra, 2000.

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Safaya, R. N.: Sanskrit Shikshan Vidhi, Harayana Sahitya Academy, Chandigarh.

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Pedagogy of General Science

Course Objectives:

- Explain objectives of teaching General Science and formulate instructional objectives in behavioral terms.
- Critical evaluation of the existing General Science curriculum of any class.
- Explain various methods of teaching General Science.
- Co-relate General Science with other subjects and day-to-day life.
- Select and use of different kinds of instructional media.
- Evaluate the textbooks and organize various co-curricular activities.
- Organize the practical work and improvise General Science apparatus.
- Explain the concept of evaluation and construct blue print of a question paper.
- Lesson Plan in General Science according to Herbertian approach.
- Explain the concept of microteaching in view of various skills of teaching.
- Explain the basic concepts of Science.

Course Content:

UNIT I *General Introduction to Teaching General Science*

12 L

- Impact of Science and technology on our modern living and globalization Science and its correlation with other school subjects and daily life.
- Bloom's taxonomy of educational objectives, Objectives of teaching Science and instructional objectives.
- Curriculum; Meaning, place of Science in school curriculum, principles of Science curriculum construction.

UNIT II *Methods of Teaching General Science*

12 L

- Approaches and Methods of teaching Science - Lecture method, Lecture cum demonstration method, heuristic method, project method, problem solving method and inductive and deductive approach.
- Science teacher and the professional growth.
- Scientific attitude and scientific method – Concept and role of teacher in their development.

UNIT III *Use of Teaching Aids in Teaching General Science*

12 L

- Instructional Media: Need and importance, classification, selection and integration of media in teaching learning process (Use of Chalk board, charts, models, overhead projectors, educational films and computers).
- Science text book – Importance, characteristics, its evaluation procedure.

UNIT IV Lesson Planning in Teaching General Science**14 L**

- Lesson planning in Science; Importance, Herbertian approach of lesson planning, Micro teaching, Skills Writing, Instructional objectives, Introducing the lessons, Probing Questions, Explaining and Illustrating with examples.
- Need and organization of practical work in Science, improvisation of Science apparatus, Lecture cum demonstration, laboratory plan for a high school, laboratory equipment and material selection, purchase and maintenance.

UNIT V Evaluation in Teaching General science**10L**

- Evaluation in Science; Concept, characteristics of a good evaluation tool
- Preparation of a blue print of a question paper.

Assignment: (Any two of the following)

1. Project Report: Prepare an achievement test on any unit related to any class from 6th to 10th and submit a report about the effectiveness of the prepared achievement test.
2. Write a lesson plan on any topic of your choice (class 6th to 10th) following a specific method linked with constructivist approach.
3. Prepare two teaching aids on any topic of your choice and write its application for teaching a topic, following the constructivist approach.
4. Prepare an analytical report on any of text books (6-10) of Science
5. Develop any two demonstrative experiments for teaching any topic on Science
6. ICT based or power-point presentation on any topic of your choice (class VI to X) on Science
7. Seminar presentation on any topic given in the syllabus.

References:

- Das, R. C. (1989): *Science Teaching in Schools*, Sterling Publishers, New Delhi.
- Garg, K. K.; Singh, Raghuvir and Kaur, Inderjeet (2007) : *A Text Book of Science for Class X*, NCERT, New Delhi.
- Kohli, V. K. (2006): *How to Teach Science*, Vivek Publishers, Ambala.
- Mangal, S. K. (1997): *Teaching of Science*, Arya Book Depot, New Delhi.
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- Thurber, W. and Collete (1964): *A Teaching Science in Today's Secondary Schools*, Allen and Becon, Boston.
- Vaidya, N. (1971): *The Impact of Science Teaching*, Oxford and IBH Publishers, New Delhi.

Pedagogy of Physics

Course Objectives:

- To develop an understanding of the various objective of teaching Physics Secondary
- To acquaint himself with various methods and techniques of teaching Physics.
- To appreciate the usefulness of various co-curricular activities for fostering interest of pupils in learning Physics.
- To develop the ability of constructing improvised apparatus and of repairing and maintaining scientific equipment.
- To developed the basic skills of demonstration experiments and of using Video Audio Visual Aids.
- To apply appropriate evaluation techniques to assess the progress achievement of pupils.

Course Content:

Unit I *Introduction to Teaching of Physics*

14 L

- Nature of Science Science and its nature, scientific method and attitude, nature of physics its scope and development relationship of physics with other subjects, limitation of science.
- Objectives of Teaching Physics Significance of teaching physics at school level, short range and long-range objectives, Taxonomy of Educational Objectives, significance of writing behavioural objectives.

Unit II *Curriculum Construction in Physics*

10 L

- Curriculum Construction in Physics Principles of planning physics curriculum at school level, Process of Physics Curriculum construction, Trends in curriculum construction, curriculum construction in physics by NCERT.

Unit III *Methods and Models of Teaching Physics*

12 L

- Methods and Approaches of Teaching Physics Lecture Method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Guided Discovery Method, Computer Aided Instruction, Programmed Instruction, Concept Attainment Model, Inquiry Training Model, and Jerk technology.

Unit IV *Lesson Planning in Teaching Physics*

14 L

- Lesson Planning in Physics Necessity of planning of instruction in Physics, Unit Planning, Basics Elements of Lesson Planning, Preparation of Lesson Plan for teaching physics.
- Aids in Physics Teaching Visual and A-V Aids, Educational Broadcasts, Educational Television, Charts, Power Point Presentation, Models-Static, and working, Teleconferencing, Low Cost Teaching Aids, Improvised Apparatus.
- Physics Laboratory Importance of Physics Laboratory in teaching Physics; Planning of Physics Laboratory; Field Trips, Science Exhibition, Science Museum.

Unit V *Evaluation in Physics*

10 L

- Evaluation in Physics Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Physics.

Assignment: (Any two of the following.)

- 1.Planning and conducting experiments.
- 2.Improvisation of low cost equipment and tools.
- 3.Preparation of models and charts.
- 4.Preparation of Physics projects.
- 5.Critical analysis of physics textbooks.
- 6.Preparation of blue print for teacher made test.
- 7.Review of Physics Science Curriculum
8. Development of self-instructional material on any one topic of Physics

References:

- 1.Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
- 2.Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.
- 3.Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
- 4.Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.
5. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- 6.Kishore, L.: Teaching of Physical Science. Delhi: Doaba House, 1991.
- 7.Mangal, S.K.: Teaching of Science. New Delhi: Agra Book Depot, 1982.
- 8.NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982.
- 9.Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
- 10.Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
- 11.Rawat, D.S.: Teaching of Science. Agra: Vinod Pustak Mandir, 1981. 32
- 12.Sansanwal, D.N.: Jerk Technology. Journal of Indian Education, Vol. XXVI, No. 1, 2000, pp 17 – 22.
- 13.Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, 1991.
- 14.Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
15. Sharma, R. C.: Science Teaching, Dhanpat Rai and Sons, Jullundur.
16. Vaidya, N.: The Impact of Science Teaching. New Delhi: Oxford and IBH, 1970. 17.Vaidya, N.:Science Teaching for the 21st century. Deep and Deep Publication, New Delhi, 1996.

Pedagogy of Chemistry

Course Objectives:

- To develop understanding of various objectives of teaching Chemistry in Secondary Schools.
- To understand and adopt proper methods of teaching various topics of Chemistry.
- To appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.
- To get acquainted with various methods of evaluation of the progress of pupils in Chemistry.
- To prepare and use different types of instructional material for teaching Chemistry.
- To understand the difficulties faced in teaching and learning Chemistry and suggest remedial measures.

Course Content:

Unit I *Introduction to Teaching of Chemistry*

14 L

- The Nature of Science Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry.
- Instructional Objectives General and Specific Objectives of Teaching Chemistry.

Unit II *Curriculum Construction in Chemistry*

10 L

- Chemistry Curriculum Place of Chemistry in School Curriculum and its relationship with different subjects, Principles in Curriculum Construction, difference between Curriculum and Syllabus, Co curricular activities, factors influencing curriculum of chemistry.

Unit III *Methods and Models of Teaching Chemistry*

12 L

- Methods of Teaching Chemistry Lecture Method, Demonstration Method. Discussion Method, Problem Solving Method, Project Method, Concept Attainment Model, Inquiry Training Model.

Unit IV *Lesson Planning in Teaching Chemistry*

14 L

- Lesson Planning Unit Planning, Lesson Planning-Essential Features, format, etc.
- Chemistry Laboratory Planning, Equipment, Use of Kits, Safety in Chemistry Laboratory, maintenance of Chemistry Laboratory.
- Aids in Chemistry Teaching Audio Aids, A-V Aids, Educational Broadcasts, Television and Teleconferencing, Charts, Models, Low Cost Teaching Aids, Improvised Apparatus.

Unit V *Evaluation in Chemistry*

10 L

- Evaluation of Chemistry Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement.

- Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing.
- Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Chemistry.

Assignments : (Any two of the following.)

1. Planning and Conducting Experiments.
2. Improvisation of low Cost Equipment and Tools.
3. Preparation of models and charts.
4. Preparation of Chemistry Projects.
5. Critical analysis of chemistry textbooks.
6. Preparation of design, blue print for teacher made test.
7. Development of self-instructional material on any one topic of Chemistry

References:

- Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
- Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.
- Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
- Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
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- Mangal, S.K.: Teaching of Science. New Delhi: Agra Book Depot, 1982.
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- Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
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Paper III - Pedagogy of School Subject-2
(Social Science, Geography, Civics, History, Economics, Biology and Mathematics)
(BEDU C 213)

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Pedagogy of Social Science

Course Objectives:

- Understand the nature, structure and scope of Social Science.
- Develop an appreciation of the role and significance of Social Science in Nation and Social reconstruction.
- Develop an understanding of interrelationship between different areas, History, Geography, Civics, Economics and Sociology in the context of development of Nation and Society.
- Develop understanding and skills using different strategies for teaching social science at school stage.
- Develop understanding of various strategies and the need to involve students in various group activities to promote co- operative learning.
- Develop understanding of the concept and practice of different approaches of the evaluation and to develop skills in preparing and using different evaluation tools in teaching of Social Science.
- Develop the skills of using local environment, community resources and other instructional inputs in the teaching of Social Science.

Course Content:

Unit I *General Introduction to Social Science*

15 L

- Objectives, Purpose and Scope Meaning and Nature of Concepts of Social Science and Social Studies; Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology, Social Science at school stage, Aims and Objectives of teaching of Social Science in Secondary School.

Unit II *Curriculum in Social Science*

10 L

- Curriculum General Approach and Underlying Principles of Curriculum construction; their Applicability in construction of Social Science Curriculum; Study of Recent Curriculum Development in M.P. and other States including National Curriculum, Gradation and Organization of Courses in the Context of M. P.

Unit III *Methods of Teaching Social Science***15 L**

- Methods and Techniques Methods: Lecture Method, Conversation Method, Discussion Method, Problem Solving Method, Project Method, Source Method, Field visits; Role Playing, Unit Plan Method Techniques: Skills of Questioning, Story Telling, Simulation, etc.

Unit IV *Lesson Planning in Teaching Social Science***10 L**

- Lesson Planning Unit Plan. Lesson Plan: Steps, and Components of Lesson Plan.
- Aids: Use of Audio and Video Materials' and Electronic Media in Teaching Social Science, Preparation of Low Cost Teaching

Unit V *Evaluation in Social Science***10 L**

- Evaluation Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Social Science.

Assignments: (Any two of the following)

1. Analysis of the syllabus: A Critical Study.
2. Analysis of a relevant textbook.
3. Analysis of a relevant question paper.
4. Preparation of an objective type test for Class X.
5. Preparation of low cost teaching Aids.
6. Development of self-instructional material on any one topic of Social Science.

References:

- Bining and Bining : Teaching of Social Studies in Secondary Schools. New York : McGraw Hill Book Co., 1972.
- Desia, D. N.: Recent Concept of Social Studies, Vora and Co.
- Desia, D. M. and Mehta, T. S.: Evaluation in Social Studies - Ministry of Education Govt. of India.
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- Kochhar, S.K.: The Teaching of Social Studies. New Delhi: Sterling Publishers Pvt. Ltd., 1988.

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Marsh, D.A. (Ed.): The Social Sciences. London: Roulledge and Kegan Paul, 1965.

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NCERT: Teaching of History, New Delhi.

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Trigg, R.: Understanding Social Studies. New York: Basics Black Well, 1985.

Weil, M & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

Pedagogy of Geography

Course Objectives:

- To understand the objectives of teaching Geography at Secondary Stage.
- To understand the techniques of teaching Geography.
- To develop the skills of using various methods of teaching Geography.
- To evaluate Geography textbook of Higher Secondary Level.
- To select appropriate devices of evaluation.
- To develop skills of using instructional materials

Course Content:

Unit I *General Introduction to Geography*

12 L

- Objectives, Purpose and Scope Meaning and Nature of Geography; Integration of different Subjects of Social Science - History, Civics, Economics, Geography, Sociology and Social Sciences at Secondary Stage; Aims and Objectives of Teaching of Geography at Secondary Stage and Skills to be developed among school student

Unit II *Curriculum Construction in Geography*

12 L

- Curriculum of Geography General Principles of Curriculum Framing, Principles of Selection and Organization of Content; Presentation of the Subject Matter of Geography at Secondary Level

Unit III *Methods and Models of Teaching Geography*

12 L

- Methods of Teaching Geography General Principle and Maxims of Teaching Geography; Method and Techniques of Teaching Geography - Traditional Methods of Teaching; Textbook Method, Lecture Method, Story - Telling Method, Discussion Method; Project Method, Play Way Method, Techniques: Questioning, Narration, Examination, Drill, Supervised Study and Assignment. Concept Attainment Model, Inquiry Training Model,

Unit IV *Lesson Planning in Teaching of Geography*

14 L

- Lesson Planning Unit Plan; Lesson Plan: Steps, Exponents of Lesson Plan.
- Teaching Aids for Geography - Traditional Aids: Black Board, Textbook; Verbal Aids – Story, Example, Dramatization; Visual Aids - Real Objects, Models, Pictures; Audio Aids - Radio Tape Recorder; Audio - Visual Aids - Film and Film strips, T. V.; Excursion and Field Work.
- Textbook and Resources of Geography Importance and Need of Textbooks, Selection of Textbook, Review of some Textbooks prescribed at different Stages; Geography Room /

Corner in School; Resourcefulness, Professional Competence and Personality of Geography Teacher

Unit V Evaluation in Geography

10 L

- Evaluation in Geography Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Geography

Assignments: (any two of the following)

1. Dividing syllabus into Units and
2. Critical study of any one Geography book prescribed for classes IX, X and XI.
3. Preparation of unit plan for teaching Geography.
4. Preparation of teaching Aids.
5. Preparation of question paper and Text Item for classes IX, X and XI.
6. Preparation of lesson plan in Geography.
7. Home work and assessing the scripts.
8. Preparation of charts related to the given topics.
9. Writing term papers.
10. Development of self-instructional material on any one topic of Geography

References:

- Barnard, H.C.: Principles and Practices of Teaching Geography. Patna: Bihar Hindi Granth Academy, 1963.
- Gospiti, G.H.: The Teaching of Geography. London: McMillan, 1974.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
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- Tara Chand: Principles of Teaching. New Delhi: Anmol Publication, 1990.
- UNESCO: Source Book for Geography Teaching. New York: Thomson Press, UNESCO St. Martin's Press, 1965.
- Verma, O. P.: Geography Teaching. Staring Publishers, New Delhi.

Pedagogy of Civics

Course Objectives:

- To develop understanding of various objectives of teaching Civics at Secondary Level.
- To understand and adopt proper methods and techniques of teaching various topics of Civics.
- To develop and use appropriate Educational Technology and low cost teaching materials.
- To develop understanding of the concept and practices; different approaches of evaluation and to develop skills preparing and using different evaluation tools of teaching Civics.
- To analysis and evaluate Civics Syllabus and textbooks.
- To develop the understanding of interrelationship between different subjects of Social Science.
- To develop brotherhood and integrity among students.
- To cultivate new approaches of National Integration among students.

Course Content:

Unit I *Introduction to Civics*

10L

- Objectives, Purpose and Scope Objectives of Teaching Civics; Social Skills to be Developed Among School Students; Need and Importance of Civics in School Curriculum and its' relationship with other School Subjects; Teaching the Concepts of Human Rights and Duties of Citizens.

Unit II *Curriculum Construction in Civics*

10L

- Curriculum of Civics General Principles of Curriculum Framing, Principles of selection and Organization of Content; Presentation of the Subject Matter of Civics at Secondary Level.

Unit III *Methods and Models of Teaching Civics*

15L

- Methods of Teaching Civics General Principles and Maxims of Teaching Civics; Methods and Techniques of Teaching Civics - Traditional Methods of teaching; Textbook Method; Lecture Method, Story-Telling Method, Discussion Method, Project Method, Role Play Method, Techniques: Questioning, Narration, Examination Drill, Supervised Study, Assignment, Seminar and Panel Discussion; Concept Attainment Model

Unit IV *Lesson Planning in Teaching Civics*

15L

- Lesson Planning Unit Plan; Lesson Plan: Steps, components of Lesson Plan.

- Teaching Aids for Civics Traditional Aids; Black Board, Textbooks; Verbal Aids-Story, Example, Dramatization; Visual Aids-Real, Objects, Models Pictures; Audio Aids-Radio, Tape, Recorder; Audio Visual Aids-Film and Film strips, T. V.; Excursion and Field Work.
- Textbooks and Resources of Civics Importance and Need of Textbooks, Selection of Textbooks, Review of some Textbooks prescribed in different Schools; Resourcefulness, Professional competence and Personality of Civics Teacher.

Unit V Evaluation in Civics

10L

- Evaluation in Civics Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Civics.

Assignments: (Any two of the following.)

1. Dividing syllabus into units and arranging them in proper sequence.
2. Critical study of any one civics book prescribed of classes IX, X and XI.
3. Preparation of unit plan for teaching Civics.
4. Preparation of teaching aids.
5. Preparation of question and test item for classes IX, X and XI.
6. Home work and assessing the scripts.
7. Preparation of lesson plans of the above topics.
8. Preparation of charts related to the given topics.
9. Development of self-instructional material on any one topic of Civics

References:

- Asirbatham: Political Theory, Upper Indian Publishing House Ltd., Lucknow.
- Balkrishna: Principles of Civics Kitab Mahal, Allahabad.
- Bhartiya shashan Aur Rajneeti. Delhi: Delhi University, 1986
- Gupte, R. N.: Indian Constitution and Civic Life, Kitab Mahal, Allahabad.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kochhar, S.K.: Teaching of Political Science. New Delhi: Sterling Publishers, 1970.
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- Sandhu, G.S.: Rahniti Siddhant. Delhi: Delhi University, 1988. 22
- Saraf, F.J.: Political Science. Ohio: Charels Merrill, Columbus, 1965.

Pedagogy of History

Course Objective:

- To understand the objectives of teaching History at Secondary Stage.
- To understand the techniques of teaching History.
- To develop the skills of using various methods of teaching History.
- To evaluate History Text-books of Higher Secondary Level.
- To select appropriate devices of evaluation.
- To develop skills of using instructional materials

Course Content:

Unit I *General Introduction to History*

12 L

- Objectives, Purpose and Scope Meaning and Nature of Concepts of History; Integration of Different Subjects of Social Science; History, Civics, Economic, Geography, and Social Science at Secondary Stage; Aims and objectives of Teaching of History at Secondary Stage and skills to Developed among school students; Importance of local History, Provincial or Regional History, National History and World History; Values of Teaching History-Cultural, Ethical, Intellectual.

Unit II *Curriculum Construction in History*

12L

- Curriculum of History General Principles of Curriculum Framing, Principles of Selection and Organization of Content; Presentation of the Subject Matter of History at Secondary Level; Need of Organizing Facts in History for Various Grades; Methods of Organizing History Curriculum:

Unit III *Methods and Models of Teaching History*

14 L

- Methods of Teaching History General Principles and Maxims of Teaching in Relation to History; Methods and Techniques of Teaching History - Traditional Methods of Teaching: Textbook Method, Lecture Method, Story- Telling Method, Discussion Method, Project Method, Play Way Method, Techniques: Questioning, Narration, Supervised Study and Assignment.
- Teaching Aids for History Traditional Aids: Black Board, Textbooks; Verbal Aids-Story, example, Dramatization; Visual Aids-Real Objects, Models, Pictures; Audio Aids-Radio, tape Recorder; Audio Visual Aids-Film and Film strips; Excursion and Field Work, Museum, exhibition of Social and cultural life of the People; Time Lines, Time Chart.

Unit IV *Lesson Planning in Teaching History*

12 L

- Lesson Planning Unit Plan; Lesson Plan: Steps, Exponents of Lesson Plan.

- Textbooks and Resources of History Importance and Need to Textbooks, Review of Some Textbooks prescribed at Different stages; History Room / Corner in School; Resourcefulness, Professional competence and Personality of History Teachers.

Unit V *Evaluation in History*

12 L

- Evaluation in History Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in History

Assignments: (Any two of the following.)

- Dividing syllabus into Units and arranging them in proper sequence.
- Critical study of any one History Book prescribed for Classes IX, X and XI.
- Preparation of unit plan for teaching History.
- Preparation of teaching aids.
- Preparation of question papers and Text Item for Classes IX, X and XI.
- Preparation of lesson plan in History.
- Home work and assessing the scripts.
- Preparation of charts related to the given topics.
- Writing term papers.
- Development of self-instructional material on any one topic of History

References:

- Chaudhary, K.P.: Effective Teaching of History in India. New Delhi: NCERT, 1975.
- Ghate, V.D.: The Teaching of History. Bombay: Oxford University Press, 1956.
- Ghosh, K.D.: Creative Teaching of History. Bombay: Oxford University Press, 1951.
- Kochhar, S.K.: Teaching of History. New Delhi: Sterling Publishers, 1967.
- Lewis, N.M.: Teaching of History in Secondary Schools. London: Evans Brothers Ltd., 1956. NCERT: Teaching History in Secondary Schools. New Delhi: NCERT, 1970.
- Panday, G.O.(Ed): Itihas Swaroop avam siddhant .Jaipur: Rajasthan Hindi Granth Academy, 1991.
- Sharma, R.S.: Ancient India – A History Text Book for Class IX. New Delhi: NCERT, 1990.
- Tyagi, G.D.: Teaching of History. Agra: Vinod Pushtak Mandir, 1995.
- Yadav, Nirmal: Teaching of History. New Delhi: Anmol Publications Pvt.Ltd. 1994

Pedagogy of Economics

Course Objectives:

- To understand the objectives of teaching Economics at Secondary Stage.
- To understand the techniques of teaching Economics.
- To develop the skills of using various methods of teaching Economics.
- To evaluate Economics Textbooks of Higher Secondary Level.
- To select appropriate devices of evaluation.
- To develop skills of using instructional materials

Course Content:

Unit I *Introduction to Economics Teaching*

14 L

- Objectives, Purpose and Scope Meaning and Nature of Concepts of Economics; Integration of Different Subjects of Social Science, History, Civics, Economics, and Geography at Secondary State; Aims and Objectives of teaching Economics at Secondary Stage and Skills to be developed among school students
- Curriculum of Economics General Principles of curriculum framing, Principles of Selection and Organization of Content; Presentation of the Subject Matter of Economics at Secondary Level.

Unit II *Methods of Teaching Economics*

12 L

- Methods of Teaching Economics General Principles and Maxims of Teaching Economics; Methods and Techniques of Teaching Economics - Traditional Methods of Teaching, Textbooks Method, Lecture Method, Story Telling Method, Discussion Method, Project Method, Play Way Method, Techniques: Questioning, Narration, Examination, Drill, Supervised Study and Assignment. Concept Attainment Model.

Unit III *Lesson Planning & Teaching Learning Material In Economics*

12 L

- Teaching Aids for Economics Traditional Aids: Black Board, Textbooks; Verbal Aids-Story Telling, Example, Dramatization; Visual Aids-Real Objects, Models, Pictures; Audio Aids-Radio, Tape Recorder; Audio - Visual Aids-Film and Film strips, T. V.; Excursion and Field Work.
- Lesson Planning Type of Lesson Plan: Unit Plan; Lesson Plan: Steps, Components of Lesson Plan.

Unit IV *Textbooks and Economics Teacher*

12 L

- Textbooks and Resources of Economics Importance and Need to Textbooks, Selections of Textbooks, Review of Some Books Prescribed at different Stages; Economics Room /

Corner in School; Resourcefulness, Professional Competence and Personality of Economics Teachers

Unit V *Evaluation in Economics*

10 L

- Evaluation in Economics Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Economics.

Assignments: (Any two of the following.)

- Dividing syllabus into Units and arranging them in proper sequence.
- Critical study of any one Economics Book prescribed for classes IX and
- Preparation of unit plan for teaching Economics.
- Preparation of teaching aids.
- Preparation of question papers and text item for classes IX, X and XI.
- Preparation of lesson plan in Economics.
- Home work and assessing the scripts.
- Preparation of charts related to the given topics.
- Writing term papers.
- Development of self-instructional material on any one topic of Economics

References:

- Bhoogol Evam Arthshastra: Kaksha Dasveen. Bhopal: M.P. Pathya Pustak Nigam, 1988.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kanwar, B.S.: Teaching of Economics. Ludhiana: Educational Publishers, 1970.
- Knoph, J.H.: the Teaching of Elementary Economics. New York: Holt Rinehart and Winston, 1965.
- Oliver, J.M.: The Principles of Teaching Economics. New Delhi: Heinmann Educational Books Ltd., 1975.
- Singh, H.N. and Rajendra Pal: Arthshastra Shikshan. Ajmer: Kshetriya Shiksha Mahavidyalaya, 1969.
- Singh, R.P.: Arthshastra Ka Shikshan. Ajmer: Kshetriya Shiksha Mahavidyalaya, 1969.
- Tyagi, G.D.: Arthshastra Shikshan. Agra: Vinod Pustak Mandir, 1981.
- Weil, M & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

Pedagogy of Commerce

Course Objectives:

- To acquaint teacher trainee with meaning, need and importance of Commerce.
- To familiarize teacher trainee with aims & objectives of teaching commerce at secondary level.
- To acquaint teacher trainee with the methods and techniques of teaching commerce.
- To acquaint teacher trainee with the importance and format of lesson planning.
- To acquaint teacher trainee with the importance and use of Teaching Aids.
- To acquaint teacher trainee with the process of curriculum development.
- To acquaint teacher trainee with the process of evaluation used in Commerce.

Course Content:

Unit I *Introduction to Economics Teaching*

12 L

- Aims and Objectives of teaching Commerce at Secondary level, understanding terminology of Commerce, such as, Book Keeping, Accountancy, Banking & Insurance, Marketing Management, Auditing and Tax, Modern Trends in Commerce: e-commerce, use of computers in Commerce, Tally Package.
- Concept, nature, need and importance of teaching Commerce at higher secondary level, status of teaching commerce in India and abroad, relationship of Commerce with other subjects, such as, Economics, Law, Mathematics, Psychology, Sociology, Statistics, etc.

Unit II *Curriculum Construction in Commerce Teaching*

12 L

- Commerce Curriculum Principles of Curriculum, Curriculum construction for Secondary Stages, Modern Trends in Commerce Curriculum, Teaching - Learning Material in Commerce.

Unit III *Methods and Models of Commerce Teaching*

12 L

- Methods of teaching Commerce to secondary classes: Inductive, Deductive, Lecture Method, Project Method, Problem Solving Method, Concept Attainment Model, Inquiry Training Model.

Unit IV *Lesson Planning in Commerce Teaching*

12 L

- Unit and Lesson Planning Necessity of planning of instruction in Commerce, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Commerce.
- Teaching Aids; Types, it's importance and uses in teaching of Commerce.

Unit V Evaluation in Commerce

12 L

- Evaluation in Commerce, Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement.
- Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Commerce

Assignments: (Any two of the following.)

1. Preparing a diagnostic test in Commerce
2. Designing Commerce curriculum for class XI or XII
3. Evaluation of Textbook of Commerce prescribed by CBSE
4. Use of Internet in teaching & learning commerce
5. Development of self-instructional material on any one topic of Commerce 40
6. Evaluation of syllabus of Commerce at class XI or XII
7. Preparation of Blue Print for teacher made test in Commerce
8. Preparation of Models and Charts for teaching Commerce

References:

- Bhatia, S.K.: Method of Teaching Accounts. New Delhi: Institute of Advanced study Education Unit, 1995.
- Jain, K.C.: Vanijay Shikshan. Jaipur: Rajasthan Hindi Granth Academy, 1994.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Rao, Seema: Teaching of Commerce. New Delhi: Anmol Prakashan, 1995.
- Siddiqui, M.A. & Khan, R.S.: Handbook for Business Studies Method of Teaching. New Delhi: Institute of Advanced study Education Unit, 1996.
- Singh, R.P.: Teaching of Commerce. Meerut: Royal Book Depot, 200

Pedagogy of Mathematics

Course Objectives:

- To help students appreciate the distinctive character of mathematics, the power and beauty of mathematical type of reasoning.
- To develop the ability to spell out aims and objective of teaching Mathematics at Secondary level.
- To train them in different methods and approaches of teaching mathematics.
- To impart the skill of handling the diverse techniques of developing interest among students of mathematics.
- To empower them to develop tests for assessing readiness, attainments, and specific weakness of school learners.

Course Content:

Unit I *Aims and Objectives of Teaching Mathematics* 14 L

- Nature of Mathematics Major landmarks in the evolution of mathematics, Nature of mathematics and its' difference with scientific knowledge, Aims and objectives of teaching mathematics at Secondary stage, Importance of Mathematics in the Secondary School Curriculum its Relation with other Subject.
- Objectives of Teaching Mathematics, Bloom's Classification of Educational Objectives, Behavioral out comes in relation to the knowledge of facts, understanding of the principles and application of mathematical concepts.

Unit II *Curriculum Construction in Mathematics* 10 L

- Mathematics Curriculum Principles of Curriculum, Curriculum construction for Secondary Stages, Modern Trends in Mathematics Curriculum and Teaching Learning Material for Mathematics.

Unit III *Methods and Models of Teaching Mathematics* 12 L

- Methods of Teaching Methods of teaching mathematics to secondary classes: Inductive, Deductive, Analytic, Synthetic, Laboratory, Project, Problem Solving Method, Concept Attainment Model, Inquiry Training Model.

Unit IV *Lesson Planning* 12 L

- Unit and Lesson Planning Necessity of planning of instruction in Mathematics, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Mathematics

- Teaching Aids Charts, Diagrams, Models, Instruments, Films, Film Strips, Work Book, Geometry box, etc.

Unit V *Evaluation in Mathematics*

12 L

- Evaluation in Mathematics Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Mathematics

Assignments: (Any two of the following)

1. Preparing Flannel Board and Geo Board.
2. Preparation of Models and Charts.
3. Preparing Blue Print for Teacher Made Achievement Test.
4. Division of Class IX and X Syllabus into Units.
5. Evaluation of Mathematics Textbook.
6. Development of self-instructional material on any one topic of Mathematics

References:

- Aggrawal, R.N.: Ganit Shikshan Ki Adhunik Vidhiyan. New Delhi: Goyal Publishing House, 1967.
- Aiyanger, K.: The teaching of Mathematics in the New Education. New Delhi: Universal Publications, 1964.
- Eves, Caroll and Newsome, V.: an Introduction to the Foundations and Fundamental Concepts of Mathematics, 1965.
- Fuch, W.R.: Mathematics for Modern Mind. New York: McMillan Co., 1967.
- Jain, S.L.: Ganit Shikshan. Jaipur: Rajasthan Granth Academy, 1973.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kapur, J.N.: Some Aspects of School Mathematics. New Delhi: Arya Book Depot, 1967.
- Paswan, N. K.: Modern Methods of Teaching Mathematcs. Cyber Tech Publications, New Delhi, 2006.
- Rawat, M.S.: Ganit Shikshan. Agra: Vinod Pustak Mandir, 1982.
- Shah, G.B.: New Dimensions in Teaching Mathematics. Baroda: Faculty of Education and Psychology, 1964.

Sharma, J.N.: Introduction to New types of Tests in Mathematics. New Delhi: Arya Book Depot, 1966.

Sharma, N.R.: Ganit Shikshan, Kyon aur Kaise. Agra: Ratan Prakashan Mandir, 1966.

Siddhu, K.S.: The Teaching of Mathematics. New Delhi: Sterling Publications, 1982.

Wadhwa, S.: Modern Methods of Teaching Mathematics. Sarup & Sons, New Delhi, 2000.

Pedagogy of Biology

Course Objectives:

- To understand the importance of Biology as a school subject and its place in the school curriculum.
- To develop the skills and competencies in teaching of Biology at high and higher secondary levels.
- To create an understanding of difficulties faced in teaching and learning of Life Science, and suggest remedial measures.
- To attain proficiency in organizing suitable experiences for effective learning.
- To prepare and use different type of instructional material for teaching of Biology.
- To design different types of tests to evaluate understanding of students in Biology.

Course Content:

Unit I *Aims and Objectives of Teaching Biology*

14 L

- Biology - Nature and Scope Meaning and Definition of Science, Scientific Method, Science – Process and Product, Place of Biology in School Curriculum and its relationship with other subjects, importance of learning Biology.
- Objectives of Teaching Biology Objective of Biology Teaching, Taxonomy of Educational Objectives, Writing Objectives in behavioural terms.

Unit II *Curriculum Construction in Biology*

10 L

- Biology Curriculum Principles of planning Biology curriculum at school level, Process of Biology Curriculum Construction, Trends in curriculum construction, Modern Trends in Biology Curriculum, Characteristics of Progressive Curriculum.

Unit III *Methods and Models of Teaching Biology*

12 L

- Methods of Teaching Biology Lecture Method, Demonstration Method, Discussion Method, Project Method, Problem Solving Method, Field Trip Method, Panel Discussion, Role Playing, Concept Attainment Model and Inquiry Training Model.

Unit IV *Lesson Planning in Teaching Biology*

14 L

- Unit and Lesson Planning Necessity of planning of instruction in Biology, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Biology.
- Teaching Aids Biological Laboratory: Its Design, Maintenance of Equipment, Laboratory Management and Purchase of Equipment, Improvisation of Teaching Aids and Apparatus, Froggery Zoological and Botanical Museum and Botanical garden, Use of Resources for Biology Teaching - Excursion, Field Trip, Lecture, Radio Broadcast,

Educational Television, Organization of Science Club, Science Fair, Use of Audio - Visual Aids, Charts, Models, Film strip, Film Projector.

Unit V *Evaluation in Biology*

10 L

- Evaluation in Biology, Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Biology

Assignments: (Any two of the following)

1. Preparation of model and charts.
2. Herbarium.
3. Preservation of Animals.
4. Gardening.
5. Improvisation, maintenance and repair of Biological Equipment.
6. Establishment of Biological Museum
7. Preparation of experiments
8. Visit to places of Biological Interest & their reporting by the student
9. Review of Biology Science Curriculum
10. Development of self-instructional material on any one topic of Biology

References:

- Bhat, B.D. and Sharma, S.R.: *Methods of Science Teaching*. New Delhi: Kanishka Publishing House, 1993.
- Gupta, S.K.: *Teaching of Science Education*. New Delhi: Vikas Publishers, 1983.
- Gupta, S.K.: *Teaching Physical Science in Secondary*. New Delhi: Sterling Publishers, 1985.
- Gupta, V.K.: *Teaching and Learning of Science and Technology*. New Delhi: Vikas Publishing House Pvt. Ltd., 1995.
- Joyce, B. & Weil, M: *Models of Teaching*. Prentice Hall Inc., New Jersey, 1979.
- NCERT: *Teaching of Science in Secondary Schools*. New Delhi: NCERT, 1982.
- Rawat, D.S.: *Teaching of Science*. Agra: Vinod Pustak Mandir, 1981.
- Sharma, R.C.: *Modern Science Teaching*. Delhi : Dhanpat Rai and Sons, 1975.
- Siddiqui and Siddiqui : *Teaching of Science (Today and Tomorrow)*. Delhi : Deoba House, 1985.

**EPC-1 Reading and Reflecting on Text
(BEDU C 214)**

L	T	P	C
1	0	2	2

Course Objectives:

- An understanding of the needs and importance of reading and writing.
- To enhance the professional capacities of a student teacher.
- To develop competencies of Reading skills.
- To develop competencies of writing skills.
- To enable student-teachers to become more conscious of their responses to experiences,
- Observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.
- To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors those have shaped their aspirations and expectations.

Course Content:

Unit I *Engaging with Narrative and Descriptive Accounts*

07 L

- The selected texts could include stories or chapters form fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories
- Process of reading, skimming and Scanning, Narrative text, Expository text, Reading a wide variety of texts, including empirical, Conceptual and Historical, Policy Documents.
- Reading a text, Enhance capacities as readers, newspapers, magazines, journals and computer. Framing questions to think about.
- Readings interactively individually and in small groups, use of dictionary, Diagnosis of readings skills deficiencies and remedial teaching.

Unit II *Mechanics of Writing and Elements of Good Writing*

08L

- Mechanics of Writing and Elements of Good Writing (e.g. Coherency and cohesion).
- Nature and Style of Writing Combining reading and Writing for the Development of Critical Skills.
- Writing –Words: Sentences and Paragraphs, Role of Language and Pedagogy, Writing Across other Subjects.
- Writing messages: writing messages, notices, Circulars, Invitations, Biodatas, agreement/disagreement, Opinion.
- Writing Composition:–Letters, Types of Letters, Essays, Reports, Autobiographical narratives, Field notes, Ethnographies. Formal and Informal writing. Assignments,

Variety of texts, Activities for Writing, dialogues, short poems and short skills, writing within the context of other ideas.

Practical/Assignments (Any two)

30P

- Prepare a feedback form for parents and for teachers focusing on differences in the two forms due to different intent and audience.
- Develop a short journal of graphical representation of Hindi and English newspapers articles on school education.
- Visit a book store for young children, go through the available reading material including exercise books, puzzles etc. and make a list of useful material for developing early literacy skills.
- Writing reflecting statements of aspirations and expectations based on one's learning so far in the course.
- Writing an Educational Autobiography.

References:

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.

Bhatt, H (n.d). The diary of a school teacher. An Azim Premji University Publication. Retrived from www.arvindguptatoys.com/arvindgupta/diary-schoolteacher-eng.pdf.

Grellet, F (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension exercises. Cambridge University Press.

Sabyasach; B. (1997). The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore. National Book Trust.

Tagore, R. (2003) Civilization and progress. In Crisis in civilization and other essays, New Delhi: Rupa & Co. 38

Vygotsky, L. (1997) Interaction between Learning and Development. In M.Gauvain & M. Cole (Eds.) Readings on the Development of Children, New York: WH Freeman & Company.

**EPC-2 Art and Aesthetics
(BEDU C 215)**

L	T	P	C
1	0	2	2

Course Objectives:

- Understanding basics of different Art forms – impact of Art forms on the human mind.
- Understand the role of Art in ones Creative and Aesthetic Development.
- Understand the importance and educational Values of Art room: Art Museums art exhibitions and art galleries.
- Understand the role of art in Society, Culture and international understanding.
- Enhance skills for integrating different Art forms across school curriculum at secondary level.

Course Content:

Unit I *Art Education and Human Life*

15L

- Meaning, Concept, Aims of Arts and Aesthetics and significance at secondary level of school education.
- Difference between Education in Arts and Arts in Education.
- Classification of Art: Visual & Performing.
- Role of Art in education.
- Knowledge of Indian Craft Traditions and its relevance in education.
- Educational Values of Arts and its relation with other School Subjects.
- Its Concept and importance in human life, Art and Creativity: Exhibition, Museum and Galleries, Art and Community: Society, Culture and National Integration.
- Indian Festivals and its Artistic significance

Practical/Assignment

30 P

***Visual Arts & Crafts and Performing Arts* (Practicals any two groups of the followings)**

Group 1 *Drawing and Painting*

- Line Drawing and drawing with light and shade.
- Representational Drawing and Painting from nature – Plants, foliage, flowers, birds and animals etc. (medium – Pencil, pen & ink, Crayon, water colour any two medium)
- Perspective Drawing.
- Still-life Study (medium – Pencil, pen & ink, Crayon, water colour any two medium)
- Composition Painting
-

Group 2 *Designing on Different Surfaces*

- Creative pictorial or geometrical design – Water colour /pastel Colour.

- Surface design – Floor decoration Wall decoration.
- Poster-design
- Textile-design – Garment design with fabric colour, designing with Potato-cut block and stenciling on garments and other cloth
- Simple lettering for communication calligraphy.

Group 3 *Creative Art with Paper*

- Paper –cutting, Assemble-art with photo-pasting.
- Collage-Simple and Creative.
- Collecting and arranging rare photographs, photo print on various themes.

Group 4 *Pot-decoration*

- Decoration- Clay-pot,
- Decoration- Glass-pot,
- Ceramic pot and fiber pot.

Group 5 *Performing Arts: Dance, Music, Theatre and Puppetry*

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

References:

Devi Prasad (1998) Art: The Basis of Education. Devi Prasad (1999) Shiksha Ka Vahan: Kala (Hindi).

Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education. London:

Heinmann. Gupta, Arvind (2003). Kabad se Jugad: Little Science. Bhopal: Eklavya.

Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.

NCERT Committee on Improvement of Art Education, 1966. Published (1967), NCERT, New Delhi

NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre,

New Delhi: NCERT. 42 Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug Dharam

Vir Bharati, Tughlaq: Girish Karnad. Position Paper: National Focus Group on Art, Music, Dance and Theatre. Published (2006),

NCERT, New Delhi. Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi.

Teachers' Handbook of Art Education, Class VI. Published (2005), NCERT, New Delhi

Semester- III

**EPC-3 Development of Teaching Skills
(Micro with Simulated Teaching)
(BEDU C 311)**

L	T	P	C
1	0	2	2

Each student practices all the skills in small groups under the close supervision of faculty members of the department in simulated condition. All the skills are practiced and evaluated for each student through the semester.

Course Objectives:

To develop in pupil teachers' mastery in class room teaching skills Transaction Mode: The theoretical input and practice of following classroom teaching skills will take place in the specified hours through discussion, demonstration and micro teaching session. At the closure of the practice of individual skills a lesson to be delivered by linking all skills together (For obtaining feedback of each lesson tools will be provided).

Course Content:

Unit I Introduction to Teaching Skills

15 L

- **Introducing a lesson/topic:** the importance of motivation in teaching, techniques of introducing a lesson to provide motivation, meeting the motivational needs of the disadvantaged learners, movement from familiar to unfamiliar, introduction of dramatic element, strategies for sustaining attention and interest.
- **Questioning :** its various forms : thought provoking, interpretative questions, questions to measure analytical ability, application ability, rephrasing, question to test judgment ability, synthesis ability, probing questions distribution and delivery of instruction, suggestions for handling pupil's questions and promoting pupil-pupil interaction in diverse context
- **Explaining :** Clarity, continuity, relevance to the content, using beginning and concluding statements, covering essential points Illustrating with Examples - simple, interesting and relevant to the points being explained
- **Reinforcing :** principles of reinforcement, varieties of reinforces and their uses-positive and negative, verbal and non-verbal : guidelines for use of reinforcement
- **Stimulus Variation :** Meaning, components-movement, gesture, change in voice, stress, focusing change in interaction pattern, pause, pupil participation and aural and visual aids
- **Use of Blackboard:** techniques of using blackboard in different ways. Apart from these practice of communication skills, management of diversity and process based thinking skills will be practiced.

Practicum/Assignment based on different teaching skills

30P

References:

- Joshi, A. (2003) Shikshan Daksta Avem Shikshan Pratiman. Agra: H.P.B Book House
- Mathur, S. (2007): Shukshma Shikshan Avem Shikshan Kaushal. Jaipur: Astha Prakashan
- Singh, L.C. (2005). Micro- teaching. Agra: H.P. Bhargava Book House
- Singh, L.C. (2005). Shushkema Shikshan. Agra, H.P.Bhargava Book House.
- Singh, Y.K. & Sharma, A.: Microteaching. New Delhi: APH Publishing Corporation, 2004.

**EPC-4 Community Work
(BEDU C 312)**

L	T	P	C
0	1	2	2

Course objectives:

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

Suggested Activities (at least two):

1. Study of educational scenario of a community. Reporting the profile of each institution/NGO/social organization, which is directly or indirectly concerned with educational/literacy programme.
2. Micro planning exercises for assessing the educational status of the community.
3. Organization of "Nukkad Natak" "Cultural Programmes" and "Rallies" etc. for motivating the villagers for sending their wards to schools.
4. School mapping exercises for assessing the educational need of the community.
5. Study of enrolment, stagnation and wastage problems.
6. Exploiting the community resources and finding means and ways of using them for school.
7. Survey or nearby community (adapted community) and assessing their educational needs, social needs etc.
8. Conducting awareness programmes in the community- like Environment conservation, tree plantation, watershed management, health programmes like vaccination, polio drop etc. AIDS awareness, electoral awareness, road safety, human rights, women rights etc.
9. Literacy programmes in the community.
10. Cleanliness drives in the community and awareness about its needs.
11. Character building programmes.
12. Developing healthy food habits among the community.
13. Training community in some simple vocations for self employment.
14. Establishing and maintaining library in a community.
15. Remedial teaching work for poor and needy in the community.
16. Action Research regarding local problems in consultation with the community.

17. Establishing the peace committees and making them function effectively.
18. Conducting Adult Education Programmes.
19. Assistance and working with local community in actual relief work whenever needed.
20. Training of community in First Aid.
21. Helping the children with special needs.
22. Any other activity as per your community demands

School Internship Programme (BEDU C 313)

L	T	P	C
0	1	22	12

As the title suggests, in this component of the programme, the student teachers are actually placed in a specific school, in two time slots.

- Student teachers shall be equipped to cater to diverse needs of learners in schools during second year.
- Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary.
- They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty.
- Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.
- It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals (Record) during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.
- For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks.
- Internship may be arranged in 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.

Modes of Learning Engagement

This part of the course will be carried out as a part of the 'in-school' practice (internship in school)

- A mentor teacher, and supervising course instructor – when available – will guide and debrief the student teacher on a periodic basis. Adequate classroom contract hours for subject-based teaching-learning.
- Will be undertaken in the consultation with the school mentor.
- Student teacher in whom he/she records one's experiences, observations, and reflections should maintain a journal (Record).
- The student-teacher shall also maintain a portfolio, including detailing of teaching learning plans, resource used, assessment tools, student, observations and records.

- Student teachers functions in liaison with the regular teachers in the school in all day-to-day
- Functioning along with teaching-learning.
- The institute, in liaison with the schools, should prepare details of the school placement program

Modes of Assessment

In accordance with the field-based nature of the course, assessment should be made in terms of certain qualitative criteria and appropriately distributes across the various tasks carried out by student-teachers. The assessment will be entirely made on these for the total marks of 250, internal assessment 50 External assessment 200.

School Internship

Phase I – One week of School Engagement

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

Phase II – 15 Weeks of School Engagement

- Internship may be arranged in two phases.
- Regular classroom teaching delivery of seventy lessons.
- Criticism lessons two in selected subject.
- Involvement in school activities.
- Interaction with school teacher's community members and children.
- Writing Reflective Journals (Record).
- Final discussion two plans.
- Preparation of a case study report.

Suggested School Activities

- Organization of cultural activities.
- Organization of literary activities.
- Organization of games.
- Framing of Time-Table.
- Attending and organizing morning assembly.
- Maintain of school records.
- Maintain of library & laboratories.
- Organizing Science Club & Eco Club.
- Voluntary services.
- Mass awareness of social evils.

Semester- IV

Paper I - Assessment of Learning
(BEDU C 411)

L	T	P	C
4	0	0	4

Course Objectives:

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

Course Content:

Unit I *Evaluation, Assessment and Measurement* 14 L

- Evaluation: Concept, Nature, Importance, Forms of evaluation
- Fundamental assumption underlying the concept of evaluation, assessment and measurement, similarities and difference
- Types of scale :- Normal, ordinal interval and ratio scale
- Characteristics of measuring instruments, Concept of Reliability and Validity and their procedure of estimation.

Unit II *Measurement procedures: Cognitive and Non-Cognitive Testes* 12 L

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

Unit III *Tools and Techniques of Evaluation* 12 L

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

Unit IV *Continuous and comprehensive evaluation and credit based evaluation* 12 L

- Continuous evaluation concept purpose and use in teaching learning process
- Comprehensive evaluation concept, purpose and use in teaching learning process
- Credit based evaluation
- Function strength and limitation.

Unit V *Basic statistics in educational evaluation:* 10 L

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

References:

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Paper II - Gender, School and Society
(BEDU C 412)

L	T	P	C
4	0	0	4

Course Objectives:

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Course Content:

Unit I *Sex and Gender*

12L

- Meaning and concept of sex and gender, difference between sex and gender.
- Psychological and sociological perspectives of sex and gender.
- Feminism; meaning, concept, types and historical background, reproductive technology in human and mother hood.
- Patriarchy; meaning, concept and present scenario in Indian society, socialize class, gender and division.

Unit II *Gender Inequalities in Schooling*

12 L

- Organization of schooling of child; family, school and society.
- Gender inequality in Indian education system; causes and remedies of inequality.
- Issues and Concerns of Transgender.

Unit III *Social Construction of Gender*

12L

- Socialization of child; meaning and importance of socialization.
- Theories of socialization; Freud, Cooley and Mead.
- Process of social construction: Gender identity, Gender roles and role of media, class, caste community and gender relation.

Unit IV *Women Education and Law*

14L

- Women's Movement in Pre and Post Independent India.
- Constitutional provisions in Indian constitution for women education.
- Status of women in participation of formal education.
- Preventive Measure on Addressing Sexual Harassment and Abuse.

- Laws and Recent Initiatives of Government of India: Hindu succession Act 1956, Suppression of Immoral Traffic of woman and girls Act 1956, Dowry prohibition Act 1961, Medical termination of pregnancy Act 1971, Equal wages Act 1976, Muslim women's protection of right on Divorce Act 1976, Sati prohibition Act 1987, Protection of women from domestic violence Act 2005 etc.

Unit V *Education and Empowerment of Women*

10 L

- Concept and importance of women empowerment.
- Durgabhai Deshmukh committee, National Council for Women Education, National policy for women empowerment.
- Different schemes initiated by central government for empowerment of women.

References:

- Bordia, A. (2007). Education for gender equity: The Lok Jumbish experienc
- Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing
- Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House
- Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications
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**Paper III - Creating an Inclusive School
(BEDU C 413)**

L	T	P	C
2	0	0	2

Course Objectives:

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

Course Content:

Unit I *Introduction to inclusive education / school*

08 L

- Concept, meaning and need
- Transition from separation to inclusion
- Principles models
- National policy for person with disabilities 2006 with reference to inclusive education
- Sarva shiksha abhiyan – 2002 with reference to inclusive school.

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

10 L

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

Unit III *Planning and managing inclusive curriculum in schools*

12 L

- School readiness and school transition.
- Individualized education plan (IEP) : development and implementation.

- Practices and classroom management in inclusive education: seating arrangement, whole class teaching, collaborating teaching, activity – based learning , peer – tutoring and co-operative learning, Curricular and instructional accommodation.
- Facilitators for Inclusive Education, Need for multidisciplinary approach, Role and responsibilities: general, special and resource teacher, Role and responsibilities : family and community, Prepare at professional partnership : need and relevance.

References:

- Adrian A., John E. (1998). Educating children with Special needs, New Delhi: Prentice Hall
- Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Publishing
- Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall
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- Daniels, H. (1999). Inclusive Education, London: Kogan
- Deiner, P.L. (2000). Resource for Teaching children with diverse abilities, Florida: Harcourt Brace & Company
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Paper IV- Elective Course (Any two)

1. Health and Physical Education
2. Yoga Education
3. Peace Education
4. Guidance and Counseling
5. Environment Education
6. Work- Education

L	T	P	C
2+2	0	0	2+2

Health and Physical Education (BEDU E₁ 414)

Course Objectives:

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

Course contents:

Unit I *Introduction to Physical Education*

10 L

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

Unit II *Introduction to Health Education*

10 L

- Meaning and Definition.
- Aims & Objectives.
- Elementary structure of teeth, eye, ear, skin, respiratory system digestive system heart, blood, kidney.
- Postures and utility of Yogic Exercises (Asanas)
- School Health Programmes.

Unit III *Health Hazards and Physical Education*

10 L

- Drugs, Alcohol and smoking.
- Personal cleanliness and care of hair, eyes, ears, teeth, skin and clothing.
- Infection, carriers of infection; its prevention and control disinfection- disinfectants, classification of disinfectants.

- Communicable diseases and national diseases control /eradication program.
- Common diseases: malaria, typhoid, influenza, diarrhea, dysentery, diphtheria, chicken pox (variously), measles (Merbili), small pox, mumps (Infection Parotites), the common cold, tuberculosis, rabies, tetanus, leprosy, venereal diseases and intestinal worms.
- Medical inspection of school and First Aid- healthy environment- its role and necessity; mid- day- meals in schools, food and nutrition, balanced diet.

References:

Bucher. C.A. (1964). Foundations of Physical Education, New York: Mosby & Company

Kilander, H.F. (1971). School Health Education, New York: Mac Millan Company

Manjul. J.U.S. (1965). School Swasthya Shiksha, Agra University: Universal Publisher

Yaday, Y.P.& Yadav. R. (2003). Art of Yoga, New Delhi: Friends.

Yoga Education **(BEDU E2 414)**

Course Objectives: Pupil-teachers would be able to-

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

Course Contents:

Unit I *Philosophy and Psychology of Yoga*

10 L

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

Unit II *Classification of Yoga*

10 L

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

Unit III *Social Aspects of Yoga*

10 L

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

Practicum/Sessionals:

- Participating in any five asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrasana, Gomukhasana, Matsyanana, Janu- shirasana, Ardhmatsyendrasana, Padmasana and Shirasasana.
- Participating in Neti, Kapalbhata and Tratak.
- Participating in Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayamas.
- Preparing a workbook (project reports of the selected five asanas, their physiological, psychological and anatomical effects on human body, mind, senses and intellect.)

References:

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- Lzmailovich, A. V. (1990). *Sahaj Yoga as a cure for epilepsy, Sochi Physiotherapy Hospital*. U.S.S.R: Department of Curatology
- Omand, S. (1960). *Patanjali Yoga Pradeep*. Gorakhpur: Gita Press
- Rai, V.C. (1989). *Effect of Sahaj Yoga Meditation on cardiac disorders*. Delhi Medical College: Department of Physiology
- Rao, P. V. K. (1995). *Scientific and Psychological significance of Yoga*. Benaras Hindu University: Department of Education
- Yadava, Y. P. & Yadav, R. (2003). *Art of Yoga*, New Delhi: Friends
- Yogacharya, Omkareshwarananda, S. (2007). *Freedom of body and mind: Yogasanas, Pranayam and Meditation*, New Delhi: Rawat.

Peace Education **(BEDU E₃ 414)**

Course Objectives:

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

Course Content:

Unit I *Importance of peace*

10 L

- Aims, objectives and importance of peace Education
- Barnes – Psychological, cultural, Political.
- Factors responsible for disturbing Peace: Unemployment, Terrorism.
- Exploitation suppression of individuality, Complexes.
- Characteristic of good textbook, evaluation of textbook, analysis of text book from Peace Education and environmental education Perspective.

Unit II *Empowerment for peace*

12 L

- Justice – Social economic cultural and religious
- Equality – Egalitarianism education for all equal opportunity.
- Awareness of Relevance of Peace.
- Cognitive, Moral, Social, reasoning and Wisdom.
- Highlight of various Philosophies of peace of Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai The Dalali lama initiatives at national and international level.

Unit III *Strategies for Peace*

08 L

- Conflict resolution, Brain Storming, Problem Solving and Activity Performance.
- Emotional integration: Rapprochement Story telling.
- Understanding background: Survey action researches
- Violence in School, Home and Society
- Negotiation, Persuasion, Rapprochement, Co-existence.

Practicum/Sessional: Any two of the following:

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

1. Preparation of a report on school programmes for promoting of peace.
2. Case study of a child suffering from bad habit.
3. Observation of Classroom situation and identification of factors promoting peace.
4. Identification of situations where conflict resolution has been successfully practiced.
5. List out the resources for effective implementation of peace Education Programme.

References:

- Delors, Jacques (1996). Learning the treasure within. Report of International Commission on Education for the 21st century. Paris : London.
- Dhan, H. (2000). Teaching Human Rights. A Handbook for Teacher Educators, Asian Institute of Human Rights Education, Bhopal.
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Guidance and Counseling **(BEDU E4 414)**

Course Objectives:

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

Course Contents:

Unit I *Introduction to Guidance and Counseling* 12 L

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

Unit II *Understanding the Individual* 10 L

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

Unit III *Job analysis and Guidance Services* 08 L

- Job analysis: concept and need.
- Job satisfaction: concept and factor affecting job satisfaction.
- Concept of occupational information and sources of collection
- Career counseling and discrimination of occupational information.
- Guidance services and the organization in schools

- Types of guidance services.
- Role of school personnel's in organizing guidance services.

Practicum/Assignments (Any two of the following)

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

Reference:

- Bengalee, M.S.: Guidance and Counseling. Bombay: Seth Publishers, 1984.
- Bhatnagar, A. and Gupta, N.: Guidance and Counseling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
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Pal, H.R. and Pal,A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.

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Sharma, Tarachand: Modern Methods of Guidance and Counseling. New Delhi: Swarup & Sons., 2002.

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Vashist, S.R.: Vocational Guidance and Elementary School. New Delhi: Anmol Prakashan, 2002.

Environmental Education (BEDU E₅ 414)

Course Objectives:

- Define the concept of environmental education.
- Explain components of environment and healthy environment
- Explain various global environmental issues
- Demonstrate knowledge of impact of technology on environment.
- Define major eco-systems and their conservation.
- Explain various kinds of pollution.

Course Contents:

Unit I Introduction to *Environmental Education* 10 L

- Concept, Definition, Principles, Needs and Importance of Environmental Education.
- Goals and objectives of environmental education for sustainable development.
- Various methods (survey, project and field Trip)
- Role of school and teacher for various activities and associated skills for Environmental Education; Eco magazine, Exhibition and plantation
- Eco-Club; meaning, objectives, structure, and activities.

Unit II *Global Environmental Issues* 10 L

- Concept, problems and Remedies of; Depletion of ozone layer, Global Warming (Green House Effect).
- The major Eco-systems and their conservation; terrestrial and aquatic Eco- system
- Environment Pollution; Soil, Water, Air and Noise Pollution

Unit III *Environmental Conservation & Management* 10 L

- Concept and need of Forests and their conservation, Wildlife and its conservation, Conservation of energy resources.
- Alternative source of energy.
- Concept and need of Waste Management.
- Population and environment- Human population growth and its problems.
- Indoor Environment Management.

Practicum/Sessionals (any two of the following)

- Project report based on any local Environmental problem with suggested remedial measure.
- Role of the pollution control Boards
- Role of voluntary organizations.

- Environmental Study of any Slum Area, Lake, pond, River, Hill Forest etc.
- Review of Slides of Films related to environment.

References:

Gupta V. K. (1998). *Environmental Education*, Jalandhar: New Academic Publishing House

Kormondy, E. (1991). *Concept of Ecology*, New Delhi: Prentice Hall of India

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Work Education **(BEDU E₆ 414)**

Course Objectives:

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

Course Content:

Unit I *Concept of Work Education* 07 L

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

Unit II *Bases of Work Education* 06 L

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

Unit III *Methods and Evaluation of Work Education* 07L

- Inductive and Deductive Methods
- Project method.
- Problem-Solving Method
- Discussion method
- Lecture-cum Demonstration method
- work – study method exposure and
- Observation method.

- Evaluation in work education: design of work education and work book, practical work and attainment. Developing certain tools, e.g. rating scale, check list. Teacher's record. Observation schedule, etc

Practicum/Assignment in

Group (any one group of the following)

1. Agriculture

- Preparation work in growing of crops
- Preparation of pots & use of implements
- Keeping of records and Account
- Visit of Govt. garden of Farm

2. Gardening

- Care and Handling of equipment upkeep of plants.
- Handling of Pots.
- Preparation of fint nursery beds.
- Spraying of insecticides etc.
- Collection of seeds bulbs pests etc.

3. Tailoring and Embroidery

- Stitches various types-decoration work
- Handling of machine and its care
- Harmony of texture, shape ,design and colour
- Decoration and embroidery-drafting of various articles
- Learning traditional embroidery
- (kashmiri, Punjabi, Phulkari, Lucknow, Bengal katha, Kutch, Karnataka Kashida)

4. Toy Making

- Preparation of Simple toys and Puppets.
- Handling of Plaster-casting.
- Decoration of Toys - Painting, Dresses of Toys.
- Preparation of a Receipt - Book Page.

5. Chalk Making

- Cleaning of tools.
- Knowledge of raw materials.
- Preparation of chalk making.
- Packing of chalk sticks.

6. Fruit and Vegetable Products and Preservation

- Pickle for short-time use.
- Pickle for long time use.
- Fruit – processing – preparation of jams.
- Fruit – processing – preparation of jellies.

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**EPC-5 Understanding the Self
(BEDU C 415)**

L	T	P	C
1	0	2	2

Unit I *Exploring the Aim of Life*

03 L

Objectives

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

Workshop Themes

06 P

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

Unit 2 *Discovering one's True Potential*

03L

Objectives

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

Workshop Themes

06P

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

Unit 3 *Developing Sensitivity*

03L

Objectivities

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences.

Workshop Themes

06P

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g. media).

- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communications skills.
- Understanding one's own childhood and adult-child gaps in society.

Unit 4 *Peace, Progress and Harmony*

03L

Objectives

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

Workshop Themes

06L

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

Unit 5 *Facilitating Personal Growth: Applications in Teaching*

03L

Objectives

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

Workshop Themes

06P

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

**EPC-6 Enriching Learning through Information and Communication Technology
(IBEDU C 814)**

L	T	P	C
1	0	2	2

Course Objectives:

- This set of experiences is visualized with an assumption that many student- teachers will have a basic familiarity with computers, even if they do not have much hands-on-experience. It is intended to enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Unit I *Relevance of ICT in Education (Radio, Television, Computers)* 05 L

- Role of information technology in ‘Construction of Knowledge’.
- Possible uses of audio-visual media and computers.
- Visualizing Learning Situations using Audio-Visual and Other media.
- Use of radio and audio Medias: script writing, storytelling and songs etc.
- Use of television and video in education.
- Use of newspaper in education.

Unit II *Use of Computers in Schools* 05L

- Functional knowledge of operating computers-on / off, word processing, use of power point, Excel Computer as a learning tool.
- Effective browsing of the internet for discerning and selecting relevant information.
- Survey of educational sites based in India.
- Downloading relevant material.
- Cross collating knowledge from varied sources.
- Competencies in developing original software.

Unit III *Visualizing Technology-Supported Learning Situations* 05L

- Preparation of learning schemes.
- Interactive use of audio-visual programme.
- Developing PPT slide show for classroom use.
- Use of available software or CDs with LCD projection for subject learning interactions.
- Generating subject-related demonstrations using computer software.
- Enabling students to plan and execute projects (using computer based research).
- Engaging in professional self-development.
- Collaborative learning tasks.
- Interactive use of ICT: Participation in Yahoo groups and Creation of ‘blogs’ etc.

***Practicum/Assignment: Based on above theoretical parts* 30P**