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महात्मा ज्योतिबा फुले  
रुहेलखण्ड विश्वविद्यालय, बरेली

# **B.Ed.**

**(Two-Year Curriculum)**  
**Ordinances and Syllabus**

Department of B.Ed./M.Ed.  
Faculty of Education and Allied Sciences,  
M.J.P. Rohilkhand University, Bareilly (U.P.)  
[www.mjpru.ac.in](http://www.mjpru.ac.in)





**Department of B.Ed./M.Ed.**  
**M.J.P. Rohilkhand University Campus, Bareilly**

## **About the Department**

**T**his department came into existence initially as 'Department of Education' with M.Ed. course on 29th Sept., 1986 by an untiring effort of the then Vice Chancellor Dr. B.B. Singh Bisen with merely one room in administrative block, two teachers and an intake of ten students. In 1995, this department took a giant step forward when a new 'Faculty of Education and Allied Sciences' was carved out of the existing 'Faculty of Education' by changes in Statutes of the University; and under the new faculty it became the 'Department of B.Ed./M.Ed.'. The emergence and growth of this department is now a part of history.

Now, this Department is one of the premier teacher education institutions in India. Having been accredited as **A+** by **NAAC in 2005**, this Department has also obtained thrice the distinct status of **DRS by the UGC**. Under DRS programme, the Department has organized research based activities in the thrust areas of Educational Technology, Vocational Education and Special Education. The Department was also given the status of **IASE** in 1995 under Centrally Sponsored Scheme for Restructuring and Re-Organization of Teacher Education, 1987.

Motto of the department is 'कर्मणैव हि संसिद्धिः'. The mission and goals of this Department are adequately reflected in the conduct of academic programmes, research work, co-curricular activities and community service. After completing the course, most of the students go for employment or further studies. A good number of students

qualify in UGC-NET examination every year. Department has a well-qualified faculty with good published work and strong research orientation. All the faculty members are approved supervisors of doctoral research and most of them have undertaken research projects funded by International and national agencies. Faculty members have also received recognition of being in panels of national level agencies, and in the Editorial Boards & Review Committees of various reputed international/refereed journals. Faculty of the department is regularly participating as well acting as resource persons for seminars/conferences/workshops organized at different levels within as well as outside India. Teachers of the department are also producing print/non print teaching learning materials and undertaking various extension activities for community development in the form of social work, inclusive education, guidance services and environmental education.

The Department has well maintained infrastructural facilities of classrooms, teacher rooms, offices, meeting hall, conference hall, media centre, library, guest house etc. with adequate furniture and fixtures. Some of the facilities are also extended to outside agencies. There are more than 15,000 text books and 4,000 reference books in the departmental library and a few journals/magazines are also being subscribed. Seating capacity of reading hall in the library is 60. Computer Centre of the department, having adequate number of computers for use of students and faculty, is well equipped. The department has a smart class and also has a number of laboratories like Home Science Lab., Psychology Lab., Science & Technology (electronics) Lab., Photography Lab., Business and Marketing Lab., and Language Lab. Besides these, the department owns and runs a Media Centre (Instructional Resource Material Development Centre) and Disability Diagnosis and Counseling Center. The Department has achieved the status of '**Centre of Excellence**' by Government of Uttar Pradesh and is collaborating with several national and international agencies. A specialized centre namely '**Centre for Disability Studies**' has been established within the Department.

This department holds the distinction of having had innovative and unique teacher education courses like B.Ed. (Specializations in Vocational Education/ Educational Computing/Special Education) and Applied M.Ed. The B. Ed. (Specialization) courses have been in offer

during 1995-96 to 2014-15 and Applied M.Ed. during 1996-97 to 2014-15. While all these courses have been recognized by NCTE, B.Ed. (Specialization in Special Education) course has also been recognized by RCI.

After the new regulations of NCTE (Dec. 2014) being in force, these courses have been converted to simply B.Ed. and M.Ed. w.e.f. session 2015-16, both of two year duration. And not to forget, this Department is one among those who took lead in developing curriculum for 2-year B.Ed. and M.Ed. programme, along the new NCTE guidelines.

While all credit for its growth and development goes to the unfatiguing efforts of teaching faculty, technical and non-teaching staff; a special mention needs to be done of those who led this department to this status – the Heads of Department. Following is the list of esteemed Heads of Department in sequential order:

1. Dr. Beena Shah
2. Prof. Tribhuwan Singh
3. Prof. Beena Shah
4. Prof. Girijesh Kumar
5. Prof. Beena Shah
6. Prof. Girijesh Kumar
7. Prof. N.P. Singh
8. Prof. N.N. Pandey (Present HOD)

In a nutshell, this Department is proud of its glorious past and is continually striving towards the highest degree of quality teacher training and research in the country. Further, the department is committed to emerge as a promising leader in preparing professionals to provide leadership and exemplary educational services for improvement of the lives of individuals in a fast-changing and complex global society.



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# **Department of B.Ed./M.Ed. Faculty of Education & Allied Sciences, M.J.P. Rohilkhand University, Bareilly**

## **Prefatory Note:**

The Ordinances pertain to the Bachelor of Education programme in a regular full time two year mode, of M.J.P. Rohilkhand University, Bareilly. Keeping in view NCTE regulation 2014, the existing one year Bachelor of Education programme of Department of B.Ed./M.Ed. at campus shall now run in the name of B.Ed., whereas B.Ed. (Specialization in Special Education) coming under purview of Rehabilitation Council of India shall be covered by separate Ordinances.

## **Ordinances for B.Ed.**

### **1.1 Eligibility and Admission:**

- (i) Candidates with at least 50% marks either in the Bachelor's Degree and/or Master's Degree in Sciences/Social Sciences/Humanity, Bachelor's Degree in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto of this or any other University/deemed university recognized by UGC, may be admitted for the degree of Bachelor of Education. Relaxation in percentage of marks shall be given to S.C./S.T. students as per U.P. Government norms. Eligibility criteria shall vary as per NCTE/UGC/UP State Government norms.
- (ii) Rules of reservation shall apply to all admissions as per U.P. Government/University norms.
- (iii) No candidate shall be admitted to B.Ed. course of University campus unless he/she has appeared in the Entrance Test to be conducted by the State Government/ University.

### 1.2 Obligation of Admitted Candidates:

- (i) Every admitted candidate shall be required to show a competent knowledge in various theory papers and required skills to be detailed hereinafter.
- (ii) Every admitted candidate shall be required to undertake field work, assignments, school internship etc. as given in the course structure.
- (iii) As far attendance is concerned the rules of NCTE/University shall prevail.
- (iv) A candidate, who desires to appear in examinations under these ordinances, shall have to submit his application after completing all said activities on a prescribed form and that upto a prescribed last date. The candidate shall have to submit application for both years.

### 1.3 The Mode of Examination:

- (i) The mode of examination may vary between annual system and semester system as per the decision of the University. The mode of examination prevailing at present is that of annual examination.
- (ii) Students shall be allowed to appear for Back/Improvement examination in one paper only.
- (iii) A student can complete B.Ed. course in a maximum of three years from the date of admission in the course.

### 1.4 Course Structure of B.Ed.

#### (i) B. Ed. First Year (M.M.: 750)

##### A. Theory Papers (M.M. = 700)

		Marks		
		Ext.	Int.	Total
Paper 1	Childhood and Growing Up	70	30	100
Paper 2	Contemporary India and Education	70	30	100
Paper 3	Learning and Teaching	70	30	100
Paper 4	Language across the Curriculum	35	15	50
Paper 5	Understanding Disciplines & Subjects	35	15	50
Paper 6	Gender, School and Society	35	15	50



Paper 7&8	Pedagogy of School Subjects (Part-I) (Any Two of the following) A. Teaching of Physical Science B. Teaching of Biological Science C. Teaching of Mathematics D. Teaching of Home Science E. Teaching of Social Studies F. Teaching of English G. Teaching of Hindi H. Teaching of Commerce	35 x2	15 x2	50 x2
Paper 9 (EPC-1)	Reading and Reflecting on Texts	Nil	50	50
Paper 10 (EPC-2)	Drama and Art in Education	20	30	50
Paper 11 (EPC-3)	Critical Understanding of ICT	35	15	50
		<b>Total</b>		<b>700</b>

**Note:** Internal evaluation in Paper-1 to 8 shall be done through one written test and tasks & assignments. In Papers 1, 2 and 3 written test shall comprise of 10 marks and tasks & assignment shall comprise of 20 marks. In Papers 4, 5, 6, 7, 8 and 11 written test shall comprise of 05 marks and tasks & assignments shall comprise of 10 marks. Papers 9 and 10 shall be evaluated on the basis of activities indicated in the syllabus internally.

### **B. Practical/Teaching Skill/Field Engagement: (M.M. = 50)**

There shall be school engagement of Four weeks in the first year. School engagement and practical shall be evaluated as follows:

		Marks		
		Ext.	Int.	Total
1.	Observation of School Activities and Preparation of Report	Nil	10	10
2.	Observation of Teaching and Preparation of Report	Nil	10	10
3.	Evaluation of Teaching Skills (through Micro-teaching)	Nil	30	30
		<b>Total</b>		<b>50</b>

## (ii) B. Ed. Second Year (M.M.: 650)

### A. Theory Papers (M.M. = 450)

		Marks		
		Ext.	Int.	Total
Paper 12&13	Pedagogy of School Subjects (Part-II) <i>[Two of the following, Same as opted in First Year for paper 7 and 8]</i> A. Teaching of Physical Science B. Teaching of Biological Science C. Teaching of Mathematics D. Teaching of Home Science E. Teaching of Social Studies F. Teaching of English G. Teaching of Hindi H. Teaching of Commerce	35 x2	15 x2	50 x2
Paper 14	Knowledge and Curriculum	70	30	100
Paper 15	Assessment for Learning	70	30	100
Paper 16	Creating an Inclusive School	35	15	50
Paper 17	Optional Paper <i>(Any One of the Following)</i> A. Vocational Education B. Computer Education C. Special Education D. Teaching of Computer Science	35	15	50
Paper 18 (EPC-4)	Understanding the Self	Nil	50	50
		<b>Total</b>		<b>450</b>

**Note:** Internal evaluation in papers 12 to 17 shall be done through one written test and tasks & assignments. In papers of 100 marks written test shall comprise of 10 marks whereas tasks and assignments shall comprise of 20 marks. In papers of 50 marks written test shall comprise of 5 marks whereas tasks & assignments shall comprise of 10 marks. Paper 18 shall be evaluated on the basis of internal evaluation of theory of 15 marks and activities of 35 marks mentioned in the syllabus.

**B. Practical/Teaching Skill/Field Engagement: (M.M. = 200)**

There shall be field work of 16 weeks in the second year out of which school internship shall be of 15 weeks. Out of these 15 weeks, 01 week shall be devoted to the observation of subject teaching in the school. Next 06 weeks shall be devoted for teaching of subjects lessons with daily lesson plan. 25 lessons each shall be taught at Upper Primary and secondary levels. During next six weeks students shall carry out the duties of concerned subject teacher as per the school time table. Last 02 weeks shall be devoted to post teaching activities. Activities during this period shall be evaluated as follows:

<b>Category-A:</b>		<b>Marks</b>		
		<b>Ext.</b>	<b>Int.</b>	<b>Total</b>
1.	Final Teaching Skill Exam. (Two Subjects)	100	Nil	100

<b>Category-B:</b>		<b>Marks</b>		
		<b>Ext.</b>	<b>Int.</b>	<b>Total</b>
2.	Criticism Lesson (one each subject)	Nil	30	30
3.	Preparation of teaching aids/improvisation of apparatus (one each subject)	Nil	15	15
4.	Achievement Test: administration and analysis of score (minimum two)	Nil	15	15
5.	Evaluation of records (lesson plan, notebook, teacher's diary, peer observation etc.) in both subjects	Nil	15	15
6.	School experience and plan of action for improvement of some aspects of school – minimum two	Nil	15	15
7.	Co-curricular activities (Organization/participation: Science club, Cultural club, Environment Protection club etc.) minimum two	Nil	10	10
		<b>Total</b>		<b>200</b>

**Note:** The evaluation under category-A will be done for both the subjects by a board of three examiners – two external and one internal appointed by the University. The evaluation under category-B will be done by concerned supervisor/teacher and internal marks shall be sent through

Head of the Department to university in triplicate prior to final teaching skill examination, failing which no panel of examiners for category-A will be allotted.

### **1.5 Conduct of Examinations :**

- (i) The examination for two year B.Ed. shall be held once every year on such dates as may be fixed by the Department/ University.
- (ii) A candidate shall be eligible to appear in the examination who has pursued the prescribed course of studies in the department and has completed required attendance and all the activities related to practical/teaching/field engagement as prescribed for each year mentioned in clause 1.4 earlier.
- (iii) The examination at the end of the course shall be both in theory and practical/teaching skill/Field engagement. A candidate shall be required to pass theory and practical/ teaching skill/field work examinations separately.
- (iv) To pass in theory, a candidate must obtain 30% marks in each theory paper and 36% in the aggregate of theory papers. In practical/teaching skill/field engagement pass percentage shall be 40%.
- (v) There shall be separate divisions in theory and practical/ teaching skill/field engagement. However, no division shall be awarded in the first year. Only Pass/Fail shall be given in the first year. Divisions shall be awarded on the basis of examination of both years.
- (vi) Classification of results (Theory as well as Practicals/ teaching skill/Field engagement) –
  - 60% and above - First Division
  - 48% and above but below 60% - Second Division
  - 36% and above but below 48% - Third Division  
(For Theory)
  - 40% and above but below 48% - Third Division  
(For Practical/ teaching skill/ Field Engagement)
- (vii) A candidate shall be promoted to second year only when he/she has passed first year.
- (viii) In each session, the candidate can appear in improvement/back exam. in one paper only.

- (ix) A student of B.Ed. course, who has completed all the desired activities/internal tests/attendance etc. throughout the year but could not appear in the examination or appeared in the examination but failed in more than one papers, may be allowed to appear in the examination of next year as an ex-student. The internal marks received in previous session shall be carried over.
- (x) In case of any obscurity, the general provision of the university shall prevail.
- (xi) Marksheet and Degrees shall be awarded as Bachelor of Education.



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## **B. Ed. First Year**

### **Syllabus**

Paper 1	Childhood and Growing Up
Paper 2	Contemporary India and Education
Paper 3	Learning and Teaching
Paper 4	Language across the Curriculum
Paper 5	Understanding Disciplines & Subjects
Paper 6	Gender, School and Society
Paper 7&8	Pedagogy of School Subjects (Part-I) <i>(Any Two of the following)</i> <ul style="list-style-type: none"><li>A. Teaching of Physical Science</li><li>B. Teaching of Biological Science</li><li>C. Teaching of Mathematics</li><li>D. Teaching of Home Science</li><li>E. Teaching of Social Studies</li><li>F. Teaching of English</li><li>G. Teaching of Hindi</li><li>H. Teaching of Commerce</li></ul>
Paper 9 (EPC-1)	Reading and Reflecting on Texts
Paper 10 (EPC-2)	Drama and Art in Education
Paper 11 (EPC-3)	Critical Understanding of ICT

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**(First Year)**

## **Paper 1: Childhood and Growing Up**

Max. Marks: 100

### **Objectives:**

After completing this course student teacher will able to:

1. Gain advanced knowledge of developmental processes and principles;
2. Study different method of understand child;
3. Understand the specific features of childhood and adolescence as distinct stages of development;
4. Understand the need for theory in childhood development;
5. Understand practical application of theory;
6. Understand multicultural families with diverse forms of child rearing and parent child relationships;
7. Create awareness about children and families living in difficult circumstances;
8. Aware of the current issues confronting adolescents; and
9. Develop awareness of constitutional provisions and legislations for children.

### **Course Content:**

#### **Unit I: Introduction to Concept and Process of Childhood Development:**

- Meaning of Childhood development, Principle of development
- Study of Life span – Prenatal, early childhood, middle childhood, adolescence, adulthood and old age.
- Procedure for study the Children – Observation, Interview, PLA Technique, Case Study, Anthropometric measurement, and Sociometry.
- Programme for children – Integrated Child Developmental Scheme (ICDS); National Plan of Action for Children. 2005, Kishori Shakti Yojana (KSY), Nutrition Programme for Adolescent Girls (NPAG), Counselling and Guidance services provided by the State, Child Line Foundation (CIF), Integrated Programme for Street Children, Childline service.

#### **Unit II: Theories of Childhood Development and their Significance:**

- Erik Erikson's Psychosocial Theory,

- Piaget's Cognitive Theory,
- Arnold Gesell's Maturation Theory,
- Bandura's social Learning Theory,
- Bronfen Brenner's Ecological Theory,
- Vygotsky's Sociocultural Theory
- Noan Chomsky's Processing Theory

### **Unit III: Childhood and Adolescence:**

- Defining Childhood and Adolescence as a distinct stage
- Adolescence special feature and significance
- Characteristics and developmental task of Childhood Adolescence
- Socialization of Childhood and Adolescence in different culture.
- Role of media in the lives of adolescents with special reference to use of internet (Social networking sites, emails, browsing).

### **Unit IV: Family School and Community:**

- The Family – Meaning, function of the family, the family as a social system. Style of child rearing, Socio-economic and Ethnic variation in Child Rearing. Cultural Influences of family.
- School – Meaning and Function of school School Transition in in childhood and adolescence, helping adolescence in school adjustment, Teacher student interaction, peer relation and its importance. Cultural value of peer groups.
- Community – Meaning and Function of Community, case study of a community-linked programme local/national/ international.

### **Unit V: Issues and Concerns in Childhood and Adolescence:**

- Children with difficult circumstances and Understanding of them- Juvenile Delinquency, depression, Schizophrenia, Suicidal tendencies, sexual deviance in adolescence.
- Marzalied Children- Child labour, Overweight/Underweight children, Children growing up in poverty, HIV affected children, Orphans.
- Approaches to intervention and therapy for wellbeing-Preventive and Promotive Approach, Individual counseling and family therapy.
- Laws, Policies and Programmes for Children-Constitutional provisions Policies and action plans e.g. National Policy for

Children, Nutrition Policy, Health Policy. Child rights within the framework of Human Rights.

### **Field Work/Assignments: (Opt any two)**

- (i) Case profile of a child or a adolescent with behaviour difficulties.
- (ii) Interview with children/parent/community (any one)
- (iii) Visit and survey of delinquent centre (Bal Sudhar Ghar)
- (iv) Assessing media (Electronic & Print) influence on adolescent lives
- (v) Anthropometric measurement of adolescent in different cultural and socio economic background family.

### **Reference Books:**

1. Anastasi, A. & Urbina, S. (1997). Psychological Testing (Seventh edition). Indian Reprint, Delhi Pearson Education.
2. Berk, L.E (2004) Child Development (6th edition). Allyn & Bacon. Boston,
3. Berk, L E (2000) Child Development (8th edition) PHI learning Pvt ltd, New Delhi
4. Bhargava,V. (2005) Adoption in India: Policies and Experiences. New Delhi: Sage Publications
5. Atwata, E. (1988). Adolescence. New Jersey: Prentice Hall.
6. Elizabeth B. Hurlock Developmental Psychology Tata McGraw-Hill Publishing Company Ltd.
7. Erikson, E.H. (1968). Identity: Youth & Crises. London: Faber & Faber.
8. Freeman, F.S. (1963) Theory and Practice of Psychological Testing. Oxford and IBH Publishing Co.
9. Kumar,A.(2002).Fundamentals of Child Rights-Concepts, Issues and Challenges (Vol.I &II), NewDelhi: Anmol Publications Pvt. Ltd.
10. Newman, Barbara M. and Newman, Philip.R.(2001). Theories of Human Development. Routledge Taylor and Francis Group.
11. P.H.Mussen, J.J.Conger, J. Kagan, Child Development & personality Harper International Edition, New York.
12. Sharma, N. (1999). Understanding Adolescence. New Delhi: National Book Trust.
13. Strasburger,V.C . & Wilson, B.J. (2002). Children, Adolescents and the Media. New Delhi: Sage Publications
14. Thomas, R. Murray (2000). Recent Theories of Human Development. Sage Publications.
15. Yadav, C.P. (2008). Policies and Legislation for Children in India. New Delhi: Anmol Publications Pvt. Ltd.

## **Paper 2: Contemporary India and Education**

Max. Marks: 100

### **Objectives:**

After going through this course students will be able to:

1. Understand concept of education
2. Understand the national goals acc. to Indian Constitution
3. Understand the history of education acc. to time and place
4. Understand diversity of Indian society
5. Develop understanding of classroom in social context
6. Understand educational heritage
7. Develop understanding of policy frameworks for public education
8. Understand issues of contemporary Indian society

### **Course Content:**

#### **Unit I: Education and Indian Society:**

- Education: Concept, process, basis and nature, Concept of education at different stages, functions of education
- Indian Constitution and national goals: Preamble, fundamental rights and duties, directive principles, Concepts of democracy, socialism, secularism and national integration, Constitutional provisions for education.

#### **Unit II: Heritage – Philosophical and Educational:**

- Philosophical traditions of India
- Educational heritage : Ancient, Medieval and British
- National Critique of colonial education and experiments with alternatives.

#### **Unit III: Education for Transformation:**

- Different forms of diversity and inequality and implication for education - Religion, caste and tribe; sex, class and others
- Education and economic development, education and scientific development, education and socialism, education and secularism, Role of equality in social change.

### **Unit IV: Policy Framework for Public Education:**

- Language policy: Colonial debates on school language, Constitutional provisions, three language formula, multilingual education
- Commission and policies: Recommendations of Indian Education Commission, Education 1986 and its review (G.O.I., 1992), National curriculum framework for school education 2005.

### **Unit V: Issues and concerns in education:**

- Right to Education, Sarva Shiksha Abhiyan, Integrated child development scheme, Mid-day meal, Role of National Commission on Protection of Child Right
- Meaning and Concept of liberalization, globalization and privatization and its impact on education, national and social integration, vocationalization of education and skill development.

### **Practicum/Field work: (Any two of the following)**

- (i) Survey report on marginalized group
- (ii) Observe mid-day meal of a school and assess its nutritive and social integrative value
- (iii) Conduct an awareness programme for Child's Rights with community
- (iv) Organize a stage show showing cultural diversity/inequality of Indian society
- (v) Conduct a drive for literacy/hygiene in the area of requirement and prepare a report.

### **Reference Books:**

1. Anand, C.L. et al (1983). The teacher and education in emerging Indian society, New Delhi : NCERT
2. Sharma, R.A. (2013) : Philosophical and Sociological Foundation of Education, Lal Book Depot, Meerut
3. Pandey, R. (2014-15). Teacher in Emerging Indian Society, Alok Prakashan, Allahabad
4. Pathak, P.D. & Tyagi, G.S.D. (1994) : Principle of Education, Vinod Pustak Mandir, Agra
5. G.O.I. (1966) Report of education commission : Education and national development, New Delhi: Ministry of Educaiton
6. G.O.I. (1986) National policy of education, New Delhi: MHRD
7. G.O.I. (1992) National policy of education,(As modified in 1992) New Delhi: MHRD

8. G.O.I. (2009) The right of children to free and compulsory education Act 2009
9. G.O.I. (2011) Sarva Shiksha Abhiyan: Framework for implementation based on the right of children to free and compulsory education Act 2009
10. Kumar, K. (2013). Politics of education in colonial India, Routledge
11. Naik, J.P. and Narullah, S. (1974). A students' history of education in India (1800-1973) Macmillan
12. NCERT (2005). National curriculum framework for school education, New Delhi : NCERT
13. NCERT (2006). Position paper – National focus group on gender issues in education, New Delhi : NCERT
14. Saxena, N.R.S. (2010). Principles of education, Meerut: International Publishing House.

## **Paper 3: Learning and Teaching**

Max. Marks: 100

### **Objectives:**

After completion of this course, the student-teacher shall be able to:

1. Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes;
2. Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories;
3. Understand the individual differences in cognitive abilities among the learners and decide the teaching-learning strategies appropriate to the needs of the learners;
4. Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers;
5. Be acquainted with group dynamics and various roles of the teachers in teaching learning process;
6. Understand the nuances of professionalism and be encouraged to develop competencies to act as professionals;
7. Comprehend the parameters of effective teaching so as to demonstrate his/her skills at different phases of instruction.

## **Course Content:**

### **Unit I: Process of Learning:**

- Nature of Learning : Meaning, Definitions, Characteristics
- Types of Learning : Facts, concepts, skills, generalizations, principles, rules, values, beliefs, attitudes
- Learning Curves : meaning, types, educational implications
- Factors affecting Learning : maturation, attention, interest, fatigue, school related factors
- Motivation : definition, types and techniques

### **Unit II: Approaches to Learning:**

Concept, theories and educational applicability of following approaches to learning:

- Behaviorist Approach: Thorndike's theory of Trial & Error; Pavlov's theory of Classical Conditioning; Skinner's theory of Operant Conditioning
- Observation Approach: Bandura's Social Learning Theory
- Cognitive Approach: Bruner's theory of Discovery Learning; Ausubel's theory of Meaningful Verbal Learning, Vygotsky's Socio-cultural & Socio-cognitive theory
- Constructivism: cognitive constructivism and social constructivism (concept and features), cooperative and collaborative learning, understanding processes that facilitate construction of knowledge (experiential learning, social mediation, meta cognition)

### **Unit III: Differences in Individual Learners:**

- Intra and Inter Individual differences : meaning, dimensions and factors
- Intelligence : nature, theories (factor theories, Gardner's theory of Multiple intelligence; Goleman's theory of emotional intelligence) and assessment
- Learning Styles : concept, types and implications for learning
- Personality : meaning and types
- Creativity : concept, factors and nurturing creativity

### **Unit IV: Classroom Dynamics:**

- Classroom climate and group dynamics
- Development of inter personal relationships

- Class management
- Leadership dynamics
- Teacher as a leader of group and facilitator of learning

### **Unit V: Teaching as a Complex Activity:**

- Concept of Teaching: meaning, definition, characteristics, forms
- Phases of Teaching: pre active, inter active, post active
- Levels of Teaching: memory, understanding, reflective
- Basic teaching skills and competencies
- Strategies and techniques of teaching

### **Unit VI: Teaching as a Profession:**

- Nature and characteristics of a profession
- Teaching as a profession : concept and controversies
- Expectations as responsibilities and of a teacher
- Role of teacher in teaching learning situations as : (a) transmitter of knowledge, (b) facilitator, (c) negotiator, (d) co-learner
- Professional ethics and code of conduct for teachers in formal schools
- Teacher accountability

### **Practicum / Field Work: (any two from the given list)**

- (i) Written tests and assignments for assessing conceptual understandings and clarity;
- (ii) Administration and Interpretation of any one psychological test - Intelligence test (performance non-verbal, verbal)/ Aptitude Test/Creativity Test/Personality Test/Attitude Test;
- (iii) Any one experiment on learning – division of attention, memory, transfer of learning
- (iv) Preparation of learner profile based on cognitive characteristics
- (v) Preparation of learner profile based on non-cognitive characteristics
- (vi) Analysis of classroom teaching episode in the light of teaching skills / strategies

### **Reference Books:**

1. Benjafield, J.G. (1992). *Cognition*, Prentice Hall, Englewood Cliffs.
2. Biehler and Snowman (7th ed) (1993) *Psychology Applied to Teaching* Boston: Houghton Mifflin Company



3. Bigge, Morris L. (1967) *Learning Theories for Teachers* Delhi: Universal Book Stall
4. Bower and Hilgard (5th ed.) (1986) *Theories of Learning* New Delhi: Prentice Hall
5. Bruner, J.S. (1967) *A Study of Thinking*, New York: John Wiley
6. Chand, Tara and Prakash, Ravi (1997) *Advanced Educational Psychology* New Delhi: Kanishka Publications
7. Chauhan, S.S. (6th ed. Revised) (1998) *Advanced Educational Psychology* New Delhi: Vikas Publishing House
8. Dandekar, W.N. (1998) *Psychological Foundations of Education* Delhi: Macmillan India
9. Dececco, J. P. (1977), *The Psychology of Learning and Instruction*, Prentice Hall of India Pvt. Ltd., New Delhi.
10. Gagné, R. M. (1985) *The Conditions of Learning and Theory of Instruction* (4th edition). New York: Holt, Rinehart and Winston
11. Gardner, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*, Basic Books, New York.
12. Gardner, Howard (1991). *The Unschooled Mind*, Basic Books, New York.
13. Gardner, H. (1999) *The disciplined mind: What all students should understand*. New York: Simon & Schuster
14. Goleman, Daniel (1999) *Working with Emotional Intelligence* London: Bloomsbury
15. Hurlock, Elizabeth (1976) *Personality Development* New Delhi: Tata McGraw Hill Pub
16. Klausmeier, Herbert J. (5th ed.) (1985) *Educational Psychology* New York: Harper and Row
17. Klein, Stephen B. (3rd ed.) (1996) *Learning Principles and Applications* New Delhi: McGraw Hill
18. Kundu, C.L. and Tutoo, D.N. (2000) *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.,
19. Kuppaswamy, B. (1998) *Advanced Educational Psychology* New Delhi Sterling Publishers
20. Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
21. Mangal, S.K. (1998) - *Advanced Educational Psychology*, Prentice hall of India, New Delhi. New York.
22. Vygotsky, L.S. (1978) *Mind in Society*, Harvard University Press: Cambridge.
23. Woolfolk, Anitha E (7th ed) (1998) *Educational Psychology* Boston: Allyn and Bacon.

## Paper 4: Language across Curriculum

Max. Marks: 50

### Objectives:

After going through this course students will be able to:

1. Develop sensitivity to the language diversity existing in the classroom
2. Understand nature of classroom discourse and develop strategies for using oral language in the classroom
3. Develop listening and speaking ability
4. Understand interplay of language and society
5. Prepare background for sound reading
6. Understand multilingualism in the class

### Course Content:

#### Unit I: Language and Society:

- Relationship between language and society: identity, power and discrimination
- Multilingualism: differential status of Indian classroom language, dialects vs standard language.

#### Unit II: Language Development and Acquisition:

- Theories of language development and its implementation in teaching, Psychological basis of language.
- Language acquisition: stages, language and thought,
- Language acquisition and cognitive development, language in different contexts.

#### Unit III: Classroom Discourse:

- Classroom discourse: meaning, nature and medium, Importance and elements of oral language.
- Strategies for using oral language: Discussion and questioning as tools for learning, debates, seminars.
- Role of teacher in classroom discourse.

#### Unit IV: Reading, Listening and Speaking:

- Need and importance, Types of reading: Skimming and scanning, strategies for effective reading: loud and silent readings, Analysing text of different nature.

- Developing listening skills, articulation of different sounds, stress, rhythm, tonal variations and intonation, Speech defects – lisping, slurring, stuttering and stammering and role of teacher in their resolution.

### **Unit V: Developing Writing Skills:**

- Need and importance of writing, Making reading writing connections.
- Strategies of writing for children – note taking, summarising, Analysing children’s writings, Text book analysis.

### **Practicum/Assignment: (Any One of the following)**

- (i) Identification of speech defects of primary level students and making a remedial strategy for its resolution
- (ii) Organisation of activity based game to motivate students for creative questioning
- (iii) Critical analysis of any book written for children

### **Reference Books:**

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K.Heugh, A. Seigruhn & P.Pluddemann (Eds.) *Multilingual education for South Africa*, Heinemann Educational Books
2. Eller, R.G. (1989). Johnny can’t talk, either : The perpetuation of deficit theory in classrooms, - *The Reading Teacher*, 670-674
3. Sinha, S. (2000). Acquiring literacy in schools. *Seminar*, 38-42
4. Thwaite, A. and Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy*, 32(1), 38
5. Anderson, R.C. (1984). Role of reader’s schema in comprehension, learning and memory. In R.C. Anderson *et al.* (eds) *Learning to read in American schools : Basal readers and content texts*. Psychology Press
6. Grellet, F. (1981). *Developing reading skills : A practical guide to reading comprehension exercises*. Cambridge University Press
7. NCERT (2006). Position paper : National Focus Group on teaching of Indian language (NCF-2005). New Delhi : NCERT.

## **Paper 5: Understanding Disciplines and Subjects**

Max. Marks: 50

### **Objectives:**

1. To enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.
2. To enable the student-teachers to know the paradigm shifts in the nature of disciplines.
3. To know the history of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
4. To enable student-teacher to critically evaluate the knowledge from a broad range of disciplines.

### **Course Content:**

#### **Unit I: Disciplinary Knowledge:**

- Meaning, definition and nature of discipline. Role of disciplinary knowledge in overall scheme of school curriculum.
- History of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
- Paradigm shift in the nature of discipline.

#### **Unit II: Syllabus and Content in Disciplinary Areas:**

- Meaning, definition and nature of Syllabus in different disciplinary areas.
- Theory of content: Selection criteria of contents in the syllabus, Sequencing and transformation of the contents in the syllabus for construction of learners own knowledge through it.
- Criteria of inclusion and exclusion of subject area from the school curriculum.

#### **Unit III: Notion of the Disciplinary Doctrine:**

- Discipline oriented vs. learner oriented school subject, School subject as the tool of social reconstruction and national development.

#### **Unit IV: Advancement of Knowledge and Changes in Disciplinary Areas:**

- In respect of Social Science, Science, Math and Language.

## **Unit V: Designing of Discipline and Subject:**

- Differentiate among curriculum, syllabus and text book, designing of curriculum, syllabus and text book, criteria of selection of good text books, magazine and journals, importance of practical, community and intuitive of tacit knowledge in the design of school subject.

### **Practicum/ Field Work: (any one from the following)**

- (i) Conduct seminar on scheme of school curriculum.
- (ii) Collection of information from the elderly or aged people of the society about changes in life style and analyze the reasons of these changes and present the report of the work.
- (iii) Conduct a play on advances of knowledge in teaching/ education from the ancient period, to 21<sup>st</sup> century.
- (iv) Criticism of the syllabus of any one subject of secondary level in respect to the ideal principles of syllabus designing.
- (v) Workshop on any disciplinary area like criticism of a text book related to Social Science, Science, Math and Language in the light of present need and the principles of text book design.
- (vi) Debate on criteria of inclusion of exclusion of subject area in school curriculum.

### **Reference Books:**

1. Naik, J.P., & Nurullah, S. (1974). A students' history of education in India (1800-1973). Macmillan
2. NCERT. (2005). National curriculum framework. NCERT.
3. Apple, M.W. (2008). Can schooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3), 239–261.
4. Apple, M.W., Au, W., & Gandin, L.A. (2011). The Routledge international handbook of critical education. Taylor & Francis.
5. Apple, M.W., & Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya. Retrieved from <http://www.arvindguptatoys.com/>
6. Armstrong, M. (1980). The practice of art and the growth of understanding. In Closely observed children: The diary of a primary classroom (pp. 131–170). Writers & Readers

## Paper 6: Gender, School and Society

Max. Marks: 50

### Objectives:

After completing this paper the student teachers will be able to:

1. Develop basic understanding and familiarity with key concepts – gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
2. 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.
3. Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
4. Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
5. Construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
6. Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to sexual harassment at the workplace and child sexual abuse.
7. Understand how gender relates to education and schooling. The students will be able to understand on how school as an institutions addresses gender concerns in curriculum, textual materials and pedagogy.

### Course Content:

#### Unit I: Gender Issues: Key Concepts:

- Concepts and terms and relate them with their context in understanding the power relations to gender, sex, sexuality, patriarchy, masculinity and feminism
- Gender bias, gender stereotyping and empowerment
- Equity and equality in relation with caste, class, religion, disability and region.

#### Unit II: Gender Studies: Paradigm Shifts:

- Paradigm shift from women’s studies to gender studies
- Historical backdrop : some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women’s experiences of education

- Contemporary period: recommendations of policy initiatives, commission and committees, schemes, programmes and plans.

### **Unit III: Gender, Power and Education:**

- Gender identities and socialization practices in : Family, School and other formal and informal organization
- Schooling of girls: Inequalities and resistances (issues of access, retention and exclusion), Overview of girl education in India with special reference to U.P.

### **Unit IV: Gender Issues in Curriculum:**

- Gender, culture and institution : Intersection of class, caste, religion and region
- Curriculum and gender question
- Construction of gender in curriculum framework since independence : An analysis
- Gender and the hidden curriculum
- Gender in text and context (textbooks' intersectionality with other disciplines, classroom process, including pedagogy)
- Teacher as an agent of change
- Life skills and sexuality

### **Unit V: Gender, Sexuality, Sexual Harassment and Abuse:**

- Linkages and differences between reproductive right and sexual rights
- Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- Sites of conflict : Social and emotional
- Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions
- Agencies perpetuating violence: Family, school, work place and media (print and electronic)
- Institutions redressing sexual harassment and abuse.

### **Practicum/Field work: (any one of the following)**

- (i) Analysis of textual materials from the perspective of gender bias and stereotype
- (ii) Preparation of project on critical analysis of recommendation of commissions and policies on capacity building and empowerment

of girls and women, how these initiatives have generated in the formation of women collectively and have helped in encouraging grassroot mobilisation of women, such as Mahila Samakhya programmes

- (iii) Preparation of indicators on participation of boys and girls in heterogeneous schools – Public and private-aided and managed by religious organizations and prepare a report
- (iv) Case study on how students perceive role models in their own lives.

## Reference Books:

1. Deng, Z (2013) : School subjects and academic disciplines In A. Luke, A Woods & Wev (Eds), Curriculum syllabus design and equity : A premier and model. Routledge
2. Delpit, L.D. (2012): Multiplication is for white people: raising expectations for other people's children. The New Press
3. G.O.I. (1966) : Report of the education commission : Education and national development. New Delhi : Ministry of Education
4. G.O.I. (1986) : National Policy of Education, G.O.I.
5. G.O.I. (1992) : National Policy on Education, 1986 (As modified in 1992),
6. Menon, N. (2012) : Seeing like a feminist India : Penguin
7. Nirantar. (2010) : Textbook regimes : A feminist critique of nation and identity. New Delhi
8. Abanot, Robert. (2010) : Social psychology, Pearson education, New Delhi
9. Goswami, Acharya Balchand. (2003) : Vyakti, parivar and sex, Jaina prakashan, Jaipur
10. Mathur Savitri. (2008) : Sociological foundation of education, Kavita Prakashan, Jaipur
11. Sidhu, Ramindra, (2009) : Sociology of education, Shri Sai Printographers, New Delhi
12. Mudgal, S.D. (2007) : Social work education today and tomorrow, Book Enclave, Jaipur
13. Nath Pramanik Rathindra, (2006) : Gender inequality and women's empowerment, Abhijeet Publication, Delhi
14. Malik, C.D. (2008) : Social and political thought Dr. B.R. Ambedkar, Arise Publishers and Distributers, New Delhi
15. पांडेय, आर. एस. (2012) उदीयमान भारतीय समाज में शिक्षक. विनोद पुस्तक मंदिर, आगरा
16. रूहेला, एस. पी. (1992) भारतीय शिक्षा का समाजशास्त्र, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
17. रूहेला, एस. पी. (2011) शिक्षा के दार्शनिक तथा समाजशास्त्रीय आधार, अग्रवाल पब्लिकेशन, आगरा



## **Paper 7 & 8: Pedagogy of School Subjects (Part-I)**

(Any Two of the following)

### **(A) Teaching of Physical Science**

Max. Marks: 50

#### **Objectives:**

The course will enable teachers' trainee to:

1. Join insight on the meaning and nature of Science
2. Make them enable in developing lesson planning skills in the contents of Science with respect to its branches
3. Understand the process of different models of teaching
4. Determining aims and objectives in the contents area of Science
5. Familiarize with the curriculum organization in science subject
6. Formulate meaningful enquiry episodes, problem-solving situation, investigatory learning project based on upper primary and secondary school.

#### **Course Content:**

##### **Unit I: Nature of Science:**

- Science as a domain of enquiry, as a process of constructing knowledge, Science as a interdisciplinary are of learning. Facts, concepts, principles, law and theories – their characteristics in content of Science (Citing example of each). Contribution of Eminent Scientist; Issac Newton, Dalton, Albert Einestien, Graham bell, J.C. Bose, C.V. Raman, Vikram Sarabhai, H.J. Bhabha, D.S. Kothari.

##### **Unit II: Aims and objectives in teaching of Science:**

- Aims and objectives of Science teaching at upper primary and secondary level school. General objectives, specific objectives, specific objectives behavioural changes, educational objectives and teaching or learning objectives, classification of learning objective; cognitive, affective and psychomotor. Writing objectives in behavioural terms in content area of Science (such as thermo-dynamics, heat, electricity, magnetism, light, acid, base, salts, chemical change, state of matter etc.).

##### **Unit III: Curriculum Organization:**

- Organization structure of curriculum, types of curriculum, principles of Science curriculum, curriculum objectives, trends in

Science curriculum. Justification for including Science as a subject of study in school curriculum.

#### **Unit IV: Lesson Planning:**

- Meaning and need of lesson planning, characteristics of good lesson plan, types of lesson plan, approaches in lesson planning; Herbart, Morrison, Dewy & Kilpatrick and RCEM. Design of lesson plan in the content area of Science (such as waves, matter, light, forces, chemical changes, acid, base, common salts, energy, work, etc.)

#### **Unit V: Teaching Models and Strategies:**

- Meaning and definition of teaching models, fundamental elements of teaching models, types of teaching models; behavior modification and constructivist. Microteaching simulated teaching, team teaching.

#### **Practicum (any one of the following):**

- (i) Assignment on writing objective in behavioural terms in the content area of Science at upper primary level and secondary level
- (ii) Reports on the contribution of an Eminent Scientist
- (iii) Assignment on facts, principles, law and theories – their characteristics in the content of Science (citing example of each)
- (iv) Prepare two micro teaching lesson on the content area of Science.

#### **Reference Books:**

1. Kulshrestha, S.P. : Teaching of Physical Science, R.Lal Book Depot, Meerut
2. Sood, J.K. : Teaching of Physical Science, Agarwal Publication, Agra
3. Pandey, Shashi Kiran : Science teaching, Vani Prakashan, New Delhi
4. Rawat, D.C. : Teaching of Science, Vinod Pustak, Agra
5. Das, R.C. : Science teaching in schools, Steerling Publication, New Delhi
6. Bennett, Jeffrey : on teaching Science (print/e-book) Big Kid Science Publication
7. Singh, R.: Teaching methods in schools, Commonwealth Publication, Delhi.
8. Norman Herr : The source book for teaching Science (e-book/print) Wiley Publication
9. Pathak, R.P. : Teaching skills, Pearson Publication, New Delhi
10. Yadav, M.S. : Objective Science, Anmol Publication, New Delhi
11. Siddiqui, N.N. & Siddiqui, M.N. : Teaching of Science, Doaba House, New Delhi
12. Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi
13. Chandra, T. : Principles of teaching, Anmol Publication, New Delhi
14. Bloom, B.S.: Taxnomy of educational objectives, Mckay Co. New Delhi.

## **(B) Teaching of Biological Science**

Max. Marks: 50

### **Objectives:**

After Completion of Course the Students will be able to:

1. Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;
2. Appreciate that science is a dynamic and expanding body of knowledge;
3. Appreciate the fact that every child possesses curiosity about his/her natural surroundings;
4. Identify and relate everyday experiences with learning biological science
5. Appreciate various approaches of teaching-learning of biological science
6. Explore the process skill in science and role of laboratory in teaching– learning
7. Use effectively different activities/experiments/demonstrations/ laboratory experiences for teaching–learning of biological science;
8. Develop process-oriented objectives based on the content themes/units

### **Course Content:**

#### **Unit I: Nature and Scope of Biological Science:**

- Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; History of biological science; Origin of life and evolution, biodiversity, observations and experiments in biological sciences; Interdisciplinary linkages, biological sciences and society.

#### **Unit II: Aims and Objectives of Biological Science:**

- Developing scientific attitude and scientific temper; Acquire the skills to understand the methods and process that lead to exploration; Generalisation and validation of scientific knowledge in biological science; Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment; Know the facts and principles of biology and its applications consistent with the stages of cognitive development of learners.

#### **Unit III: Exploring Learners:**

- Motivating learner to bring his/her previous knowledge in science/biology gained through classroom/environment/ parents and peer group; Generating discussion, involving learners in

teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work).

#### **Unit IV: School Science Curriculum (Biological Science):**

- Trends in Science curriculum; Consideration in developing learner-centered curriculum in biology; Analysis of textbooks and biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages; Analysis of other print and non-print materials in the area of biological science used in various states.

#### **Unit V: Approaches and Strategies of Learning Biological Science:**

- Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization; Communication in biological sciences; Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science.

#### **Practicum/Assignments: (Any one of the following)**

- (i) Preparation of model and charts.
- (ii) Herbarium
- (iii) Preservation of Animals
- (iv) Gardening
- (v) Improvisation, maintenance and repair of Biological Equipment.
- (vi) Establishment of Biological Museum
- (vii) Preparation of experiments
- (viii) Visit to places of Biological Interest & their reporting by the student
- (ix) Review of Biology Science Curriculum

#### **Reference Books:**

1. Agarwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
2. Mangal S. K.: *Teaching of science*, New Delhi: Arya Book Depot, 1992
3. Yadav Seema and Singh A.K.: *Teaching of Life Science*, New Delhi: Dominant Publications
4. NCERT: *Teaching of Science in Secondary Schools*. New Delhi: NCERT, 1982

5. Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karanpaper Books. New Delhi
6. Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
7. Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications
8. K.Yadav "Teaching of Life Sciences"
9. Miller and Blaydes "Methods and Materials for Teaching Biological Sciences.
10. Mohan,. Radha(2004):Innovative Science Teaching, Prentice Hall of India, New Delhi

## **(C) Teaching of Mathematics**

Max. Marks: 50

### **Objectives:**

After going through this course students will be able to:

1. Understand meaning, nature and scope of mathematics
2. Develop an insight into aims and objectives of teaching school mathematics
3. Understand school mathematics curriculum
4. Understand approaches and strategies in teaching and learning of mathematics.

### **Course Content:**

#### **Unit I: Nature and scope of Mathematics:**

- Meaning and building blocks of mathematics, the nature of mathematical propositions, truth values, compound propositions; Truth tables; Truth sets; Venn diagram, logically valid conclusions; Use of quantifiers; A mathematical theorem and its variants-converse, inverse and contra positive; proof and types of proof; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians. Aesthetic sense in mathematics, coexistence of precision and beauty in mathematics; Scope of mathematics.

#### **Unit II: Aims and Objectives of Teaching School Mathematics:**

- Need for establishing general objectives for teaching mathematics. Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education, writing specific

objectives and teaching points of various content areas in mathematics like Algebra, Geometry etc.

### **Unit III: School Mathematics Curriculum:**

- Objectives of curriculum, principles of designing curriculum, designing curriculum of different stages of schooling, main goal of mathematics education, core areas of concern in school mathematics, curricular choices at different stages of school mathematics education, construction of syllabi in various disciplines of mathematics, for example, Algebra, Geometry etc; Pedagogical analysis of various topics in mathematics at various levels of schooling – Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability etc.

### **Unit IV: Approaches and Strategies in Teaching and Learning of Mathematical Concepts:**

- Nature of concepts, concept formation and concept assimilation, Moves in teaching a concept – defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason; Comparing and contrasting; giving counter examples; Non examples. Planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc. Problem posing and solving, discovering or exploring various options for solving the problems, formulation of generalizations through several illustrations, difference between teaching of mathematics and teaching of science.

### **Unit V: Exploring Learners:**

- Cultivating learner's sensitivity like intuition, encouraging learner for probing, raising queries, appreciating dialogue among peer-group, promoting the student's confidence (carrying out examples from various mathematical content areas, such as Number systems, Geometry, Sets etc.).

### **Practicum/Assignment: (Any one of the following)**

- (i) Preparation of a report on learning difficulties of students at different levels
- (ii) Survey of strategies of teaching used by teachers at any one level
- (iii) Assignment on contribution of Indian mathematicians.

## Reference Books:

1. Kapur, J.N.(1998). *Suggested experiments in mathematics*, New Delhi : Arya Book Depot
2. Siddiqui, M.H. (2009). *Teaching of mathematics*. New Delhi : APH Publishing Corporation
3. Sharma, C.S. and others (2003) *Textbook of mathematics*. New Delhi : Arya Book Depot
4. Weil, J. and Weil, M. *Models of teaching*.
5. सिंह, योगेश कुमार (2010). गणित शिक्षण : आधुनिक पद्धतियों. नई दिल्ली:ए.पी.एच. पब्लिशिंग हाउस.
6. मंगल, एस.के. (2005). *गणित शिक्षण*. नई दिल्ली : आर्य बुक डिपो
7. नेगी, जे.एस. (2007). *गणित शिक्षण*. आगरा: विनोद पुस्तक मंदिर
8. Copeland, R.W. (1979). *How children learn mathematics*. New York : MacMillan
9. Cooney, Thomas, J. et al. (1975). *Dynamics of teaching secondary school mathematics*. Boston : Houghton Mifflin
10. Rouse Ball, W.W. (1947). *Mathematical recreation and essay*. Macmillan & Co.

## (D) Teaching of Home Science

Max. Marks: 50

### Objectives:

After completing this course student teachers will be able to:

1. Develop the understanding of the nature and scope of Home Science.
2. Understand the various subjects included in Home Science.
3. Understand aims and objectives of teaching Home Science.
4. Appreciate the Role of Home Science in daily life.
5. Identify and use of various methods of teaching Home Science.

### Course Content:

#### Unit I: Nature and Scope of Home Science:

- Philosophy of Home Science, History of Home Science in India, Definition and Concept of Home Science, Role of Home Science in National development and International Integration, Scope of Home Science.

## **Unit II: Place of Home Science in School at Different Level:**

- Place of Home Science in school curriculum, Home Science at elementary level, Home Science for class 9<sup>th</sup> and 10<sup>th</sup> , Home Science for class 11<sup>th</sup> and 12<sup>th</sup>, Subjects included in Home Science.

## **Unit III: Aims and Objectives of Teaching Home Science:**

- Aims of teaching Home Science, Objectives of teaching of Home Science at upper primary level, secondary level and higher secondary level, Writing objectives in Behavioural terms, Correlation of Home Science with other subjects.

## **Unit IV: Home Science Curriculum:**

- Characteristics of learner, Principles of development of curriculum for Home Science, Important points for curriculum construction in Home Science, Status of Home Science curriculum in secondary education.

## **Unit V: Methods of Teaching Home Science:**

- Importance of Methods of Teaching Home Science, Teaching Methods: Lecture cum discussion method, Laboratory method, Demonstration method, Project method, Field trip method, Assignment method.

## **Practicum (any one of the following):**

- (i) Survey of Methods of Teaching Home Science used by teachers at any one level
- (ii) Review of Home Science Curriculum at Secondary and Higher Secondary Stage
- (iii) Visit to Places related to Home Science and prepare a report
- (iv) Assignment on writing objectives in behavioural terms in the content area of Home Science at secondary level.

## **Reference Books:**

1. Sherry, G.P. Grah Vigyan Shikshak, Vinod Pustak Mandir, Agra
2. Sukhia, S.P. & Mehrotra, P.B. Grah Vigyan Shikshan, Haryana Sahitya Academy, Chandigarh.
3. Sharma, Shakuntala, Grah Vigyan Shikshan, Apollo Prakashan, Jaipur
4. Pathak, R.P., Teaching Skills, Pearson, Delhi
5. Yadav, Seema, Teaching of Home Science, Anmol Publications Pvt. Ltd., New Delhi



6. Sharma, B.L. & Saxena, B.M., Teaching of Home Science, R.Lal Book Depot, Meerut
7. Das, R.R. & Ray, B., Teaching of Home Science, Sterling Publications Pvt. Ltd., New Delhi
8. Bloom, B.S. Taxonomy of Educational objectives, Mckay Co. New York
9. Ryon, D.C., Characteristics of Teachers, Sterling Publications Co. Pvt. Ltd., Delhi
10. Chandra, A., Introduction to Home Science (2<sup>nd</sup> revised edition) Metropolitan, New Delhi
11. Ray, Binita, Fundamentals of Home Science (Part I & II), Sterling Publications Co. Pvt. Ltd., Delhi.

## **(E) Teaching of Social Studies**

Max. Marks: 50

### **Objectives:**

1. To develop an understanding of pedagogical processes and critical issues related to the teaching-learning of social studies.
2. To help evolve a national and international perspective through comparative analysis of curricula.
3. To enable the student-teachers to become effective teachers of social studies.
4. To prepare the student-teachers for leadership roles in schools and other educational institutions.
5. Develop a critical understanding about the nature of social science and its interface with society
6. Develop the ability to organize curricular activities for promoting social science learning.

### **Course Content:**

#### **Unit I: Conceptualization of Social Studies:**

- Concept, nature and scope of social studies, Philosophical and Theoretical basis of Social studies,
- Distinguishing between natural sciences and social sciences, major social science disciplines in schools.
- Place of social studies in school curriculum: Aims and objectives of teaching social studies at various level of education with special reference to Indian conditions.
- Need and significance of teaching social studies at secondary level of education.

## **Unit II: Curriculum of Social Studies:**

- Curriculum its meaning and definitions
- Evolution of Social Science Curriculum in the context of independent India,
- Process of curriculum development in social science
- Critical appraisal of existing social science curriculum at secondary level of education.

## **Unit III: Principles, Maxims, Methods and Techniques of Teaching Social Science:**

- Principles and maxims of class-room teaching of social science.
- Teaching methods : meaning, definition
- Modern and traditional Methods of teaching social science
- Techniques of teaching : meaning, definition
- Different techniques of teaching social science

## **Unit IV: Teaching Aids in the Teaching of Social Science:**

- Importance of teaching aids,
- Different kinds of teaching aids: Traditional and modern teaching aids of teaching of social science
- Preparation of teaching aids
- Use of teaching aids in the class room situations
- Application of ICT in the Social Science Classroom.

## **Unit V: Lesson Planning in Social Science:**

- Meaning, needs, importance of lesson planning.in social science
- Different approaches of lesson planning.in social science
- Preparation of lesson plan.in social science

## **Practicum (Any one of the following):**

- (i) Writing objectives in behavioural terms in the content area of social Science at upper primary level and secondary level.
- (ii) Preparation of teaching two aids.
- (iii) Case study of any village or urban ward based on the social issues.
- (iv) Critical appraisal of existing social science curriculum at secondary level of education.
- (v) Organise events on important social issues related to social harmony and national integration.

## Reference Books:

1. Kochhar, S.K.: Teaching of Social Science, Sterling Publication, New Delhi.
2. Bunning, A.C.: Teaching of Social Studies in Secondary Schools, McGraw Hill Book Company, Inc., New York.
3. High, J.: Teaching Secondary School Social Studies, The Macmillan Company, New York.
4. Tripathi, S.: Teaching Methods, Radha Publications, New Delhi.
5. Chauhan, S.S.: Innovations in Teaching Learning Process, Vikash Publication House, New Delhi.
6. Siddiqui, M.H.: Excellence of Teaching, Ashish Publication House, New Delhi.

## (F) Teaching of English

Max. Marks: 50

### Course Content:

#### Unit I: Role of Language:

- Role of language in Gender sensitivity, Language as means to establish identity,
- Language and class
- Relation between language and comprehension( Understanding), Language as medium of instruction, multilingual as a resource and challenge in classrooms and how to overcome the same
- Policies of Language Education : Article 343-351, 351A; Kothari Commission (1964-66); NPE-1986; POA -1992, National Curriculum Framework 2005 (language Education)

#### Unit II: Position of English in India:

- English as a colonial Language
- English as a second language
- English as a global language
- Challenges of teaching English
- Significance of English in the age of Multinational

#### Unit III: Language Teaching Methodologies:

- Inductive and deductive approach to teach English
- Multilingual approach to teach English

- Grammar Translation metho
- Direct method
- Structural – situational approach
- Audio- visual method
- Natural method
- Communicative approach
- Total Physical Response

#### **Unit IV: Nature of Language:**

- Varieties of English
- Linguistic diversity and its impact on English
- Organisation of sounds – vowels and consonant sounds

#### **Unit V: Acquisition of Language Skills:**

- Active and passive skills : Reading, writing, listening and speaking
- How to develop listening and speaking skills
- Role [play, simulation, speech, games, language laboratories and multimedia resources
- How to develop reading skill, reading loud and silent reading, study skills, using thesauruses , dictionaries and encyclopaedia
- Reasons of faulty pronunciation and how to overcome them
- Process of writing, formal and informal writing, poems, sort story, dialogue and advertisement

#### **Activities in the classroom/ Assignments (any one):**

- (i) Take a passage from English textbook of class IX or X and analyse the following:
  - a. Does the language clearly convey the meaning of the topic being discussed?
  - b. Whether the language is reader friendly?
  - c. Whether the language is ambiguous / technical etc?
- (ii) Discuss in group:
  - a. The role of English language in the changing scenario of Twenty-first century.
  - b. Globalization and English
- (iii) Prepare three activities to develop reading and speaking skill of students of class viii.

## (G) हिन्दी शिक्षण

Max. Marks: 50

### उद्देश्य:

1. भाषा और उसके विविध रूपों से छात्राध्यापकों को अवगत कराना
2. भाषायी कौशल एवं प्रकृति से उन्हें अवगत कराना
3. मातृभाषा का महत्व, उद्देश्यों एवं पाठ्यक्रम में उसके स्थान से अवगत कराना
4. हिन्दी भाषा शिक्षण की नवीन पद्धतियों से छात्रों को अवगत कराना
5. वाचन एवं लेखन शिक्षण विधियों से छात्रों को अवगत कराना
6. मूल्यांकन की विभिन्न विधियों से अवगत कराना

### पाठ्य वस्तु:

#### इकाई 1: भाषा शिक्षण:

- भाषा सम्प्रत्य, भाषा की प्रकृति एवं भाषा के विविध रूप, भाषा का सामाजिक जीवन में महत्व
- भाषा प्रयोग एक कौशल, हिन्दी भाषा शिक्षण में प्रयुक्त होने वाले सूत्र और भाषा शिक्षण के मुख्य सिद्धान्त

#### इकाई 2: मातृभाषा की महत्ता, पाठ्यक्रम एवं उद्देश्य:

- मातृभाषा का अर्थ एवं परिभाषा, महत्व, विभिन्न स्तरों पर पाठ्यक्रम में मातृभाषा का स्थान
- शैक्षिक एवं शिक्षण उद्देश्यों में अन्तर, उद्देश्यों का विश्लेषण, पूर्व प्राथमिक, प्राथमिक, उच्च प्राथमिक एवं माध्यमिक स्तरों पर मातृभाषा शिक्षण के उद्देश्य।

#### इकाई 3: नवीन शिक्षण पद्धतियाँ और भाषा शिक्षण:

- मान्टेसरी पद्धति, किण्डर गार्टन, डाल्टन योजना, प्रोजेक्ट पद्धति एवं खेलविधि
- भाषा प्रयोगशाला का उद्देश्य, आवश्यकता एवं भाषा शिक्षण में प्रयोगशाला का महत्व।

#### इकाई 4: वाचन एवं लेखन शिक्षण:

- वाचन का महत्व, उद्देश्य, सुन्दर वाचन की विशेषतायें, वाचन के प्रकार,
- वाचन शिक्षण की विधियाँ एवं सुन्दर वाचन हेतु अहम सुझाव
- लेखन का अर्थ, लेखन शिक्षण के उद्देश्य, लेखन शिक्षण की विधियाँ।

## इकाई 5: भाषा शिक्षण में मूल्यांकन:

- भाषा शिक्षण में मूल्यांकन की विभिन्न विधियां, हिन्दी शिक्षण में मूल्यांकन की उपयोगिता
- वर्तमान परीक्षा प्रणाली का मूल्यांकन, वस्तुनिष्ठ एवं निबन्धतात्मक परीक्षाओं के गुण और दोष।

### प्रायोगिक कार्य: दत्त कार्य (कोई एक):

- कक्षा-6 से कक्षा-8 तक के बच्चों की भाषा का जायजा लेते हुए हिन्दी के विविध रूपों पर एक रिपोर्ट तैयार करना
- यू.पी. बोर्ड एवं सी.बी.एस.ई. के छात्रों में हिन्दी भाषा की स्थिति का तुलनात्मक विश्लेषण करना
- वाचन शिक्षण को प्रभावी बनाने के लिए विभिन्न विधियाँ एवं अपने अहम् सुझावों की सूची तैयार कीजिये
- वर्तमान परीक्षा प्रणाली का अवलोकन कर उसके गुण एवं दोषों पर अपनी एक रिपोर्ट तैयार कीजिये।

### सन्दर्भ पुस्तकें:

1. Sharma, P.P. & Gupta, M. (2007): *Hindi Teaching*, Sahityagar Prakashak, Jaipur.
2. Lal, R.B. (2003) : *Hindi Teaching*, Rastogi Publication, Meerut
3. Pandey, R.S. (2013-14) : *Hindi Teaching*, Agrawal Publication, Agra
4. Kumar, Y. (2004) : *Modern Hindi Teaching*, A.P.H. Publishing Corporation, New Delhi
5. Singh, A.K. (2007) : *Hindi Teaching*, Apolo Prakashan, Jaipur
6. Singh, S. (2004): *Hindi Teaching*, International Publishing House, Meerut
7. Chaturvedi, S. (2001) : *Hindi Teaching*, R.Lal Book Depot, Meerut
8. Sharma, K. & B. (2013-14) : *Hindi Teaching*, Agrawal Publication, Agra
9. Mittal, M.L. (2012) : *Hindi Teaching*, Loyal Book Depot, Meerut

## (H) Teaching of Commerce

Max. Marks: 50

### Objectives:

1. To develop an understanding of pedagogical processes concerning teaching of commerce.
2. To help evolve an overall perspective through analysis of curricula.

3. To enable the teacher-trainee for effective teaching of commerce at secondary level.
4. To inculcate desirable values and attitudes among teacher-trainees.

## **Course Content:**

### **Unit I: Conceptual Framework of Commerce**

- Meaning, nature and scope of Commerce.
- Need and significance of teaching commerce at secondary level.
- History of commerce education in India.
- Aims and objectives of teaching commerce at secondary level.

### **Unit II: Commerce Curriculum**

- Need and objectives of curriculum development in commerce.
- Principles and process of curriculum development.
- Critical appraisal of existing commerce curriculum at secondary level of education.

### **Unit III: Approaches for Teaching of Commerce**

- Maxims and strategies of teaching
- Methods of teaching commerce: Traditional and modern methods.
- Techniques of teaching commerce

### **Unit IV: Teaching Learning Resources in Teaching of Commerce**

- Teaching Aids: Need, types and utility of teaching aids in teaching of commerce.
- Preparation of teaching aids and their use in classroom situations.
- Various learning resources available for teachers and learners: Magazines, Journals, Newspapers, Reports, Policy documents, Internet, etc.
- Text–book: Need and importance; Criteria of selection of good text-book.

### **Unit V: Planning for Classroom Teaching**

- Meaning, nature and significance of lesson planning.
- Different approaches of lesson planning for teaching of commerce.

- Preparation of lesson plans for different type of content of commerce: Accountancy, business studies, etc.

### **Practicum (any one of the following):**

- (i) Preparation of evaluative report on commerce curriculum at secondary level of any board of education.
- (ii) Preparation of one teaching aid.
- (iii) Preparation of one unit plan.

### **Reference Books:**

1. Singh, R.P. & Singh, and P.: *Vanijya Shikshan*, Agra: Vinod Pustak Mandir.
2. Tripathi, S.: *Teaching Methods*, New Delhi: Radha Publications.
3. Chauhan, S.S.: *Innovations in Teaching Learning Process*, New Delhi: Vikas Publication House.
4. Siddiqui, M.H.: *Excellence of Teaching*, Asia Publication House, New Delhi
5. Rao, S.: *Teaching of Commerce*, New Delhi: Anmol Publications.
6. Tyagi, G.D.: *Vanijya Shikshan*, Agra, Agarwal Publications.
7. Singh, Y.K.: *Teaching of Commerce*, New Delhi: A.P.H. Publishing House

## **Paper 9 (EPC-1): Reading and Reflecting on Texts**

Max. Marks: 50

### **Objectives:**

1. Students will be able to develop their capacities as readers, writers and thinkers when they learn reading and writing together.
2. Students will be able to analyze various text structures.
3. Reading-Writing activities will motivate students to read-write an respond to a variety of texts.
4. Students will be able to develop various practical skills and capabilities as understanding, thinking, retention, analyzing and summarizing.

### **Course Content:**

#### **Unit I: Activities Related to Reading of Text:**

- Teacher Educator will give a topic (related to empirical, conceptual and historic work, policy document) for reading. After reading, pupil teachers will discuss their view in group on the given topic of reading.



- Teacher educator will examine/observe the grappling with the diverse texts of the students and remedial suggestions will be given.

### **Unit II: Activities Related to Skills and Strategies:**

- Teacher educator will demonstrate essential skills (model reading, drill, pronunciation, silent reading etc.) of reading and writing.
- Narrative texts, expository texts from diverse sources, autobiographical narratives and field studies etc. could also include addressing various reading skills and strategies.
- Teacher educator will set goal for learning, monitoring, comprehension and self reflection.

### **Unit III: Activities Related to Assignment:**

- Students will read, summarize and describe empirical, conceptual and historical work, policy documents and studies about school etc. and submit reading- reflection in the form of written assignment.

### **Unit IV: Activities Related to Observation and Discussion:**

- Pupil teachers will observe the activities of peer group also.
- Teacher educators will motivate pupil teachers to think and critically analyze activities of self and group during reading, discussion and writing.

### **Unit V: Activities Related to Evaluation and Reflection:**

- Students will develop reflections from experience and observation.
- Teacher educator will evaluate reflections.
- Following class room activities will be helpful for students within three steps -
  - Write before you read
  - Write-while-you-read
  - Write-after-you-read

### **Practicum:**

#### **Activity I: Relating an Experience:**

Students will write about something they have experienced (historical, policy perspectives, teaching and learning etc.) .In this way, students form schema-building associations with the text.

### **Activity II: Predicting:**

Students will preview the text (historical, policy perspectives, teaching and learning etc.); put text aside and write down what they think about the text. Teacher educator will help students to compare and discuss predictions in the classroom.

### **Activity III: Split-Page Notes:**

Students will read the texts; highlight their selections of text; divide a piece of paper into two columns and write the main ideas they found in the text on the left side of the paper and the details on the right side. Compare, revise and clarify the selected text within small groups.

### **Activity IV: Plus-Minus-Interesting:**

Students will draw a table with three columns and to label the columns *plus*, *minus* and *Interesting*. After reading text, students will write it into one of the three columns what they see as being positive, write in the *Plus* column; write negative points in the *Minus* column; and interesting points in the last column marked *Interesting*. Activity will be followed by group discussion.

### **Activity V: Retelling:**

Students will review the text; select key words; recall; retell and reconstruct through oral and written presentation.

## **Reference Books:**

1. Reflecting on Literacy in Education, Peter Hannon, Routledge Publication
2. Reflective Practices: Writing and professional development. Gillie Bolten. Sage Publication
3. Write to be Read Teacher's manual: Reading, Reflection and Writing. Williams R. Smalzer. Cambridge University Press.
4. Literacy and Learning: Reflection on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers.
5. Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane West berg PhD, Hilliard Jason MD, Springer Publications
6. Research and Reflection: Teacher Take Action for Literacy Development, Andrea Izzo. Inforation age Publication
7. Reading to Learn in the Content Areas, Judy Richardson, Raymong Morgan, Charlene Fleener. Cinage learning.

## **Paper 10 (EPC-2): Drama and Art in Education**

Max. Marks: 50

### **Objectives:**

This paper focuses on teacher trainees to:

1. Develop aesthetic sensibilities and learn the use of art in teaching-learning.
2. Integrate curricular and co-curricular activities for overall development of learners.
3. Understand basics of different art forms and impact of art forms on the human mind.
4. Extend awareness, understand multiple perspectives, and realize reality through fantasy in order to cope with unpredictable unsettling experiences.
5. Enhance awareness of the rich cultural heritage, artists and artisans.
6. Enhance artistic and aesthetic sensibility for responding to the beauty in different art-forms, through genuine exploration, experience and free expression.
7. Understand drama and art as a form of self-expression for enhancing creativity.
8. Enhance skills for integrating different art-forms across school curriculum at secondary level.

### **Course Content:**

#### **Unit I: Appreciation of Arts & Crafts:**

- Meaning and concepts of arts and crafts and their significance at secondary level of school education. Difference between 'Education in Arts' and 'Arts in Education'.
- Aesthetics & principles of art appreciation. Importance and role of arts in deepening children's perceptual ability, reflection and expression.
- Dimensions of Indian art & craft traditions and its relevance in education.
- Indian contemporary arts and artists: visual arts, performing arts. Indian festivals and their artistic significance in education.

#### **Unit II: Visual Arts in Education:**

- Nature and importance visual arts in education.
- Different forms of visual presentations and their artistic features (drawings, paintings, portraits, photography, graphic designs, cartoons, illustrations, origami, clay-modeling, printmaking, etc.)
- Philosophical and sociological implications of visual arts.

- Criticism and evaluation of art works; understanding of art trends from the Western and Eastern viewpoints.

### **Unit III: Performing Arts in Education:**

- Nature and importance of performing arts in education.
- History and overview of various disciplines in dance, music and theatre.
- Identification of different performing art forms and artists (dance, music, theatre, puppetry, etc.)
- Drama as critical pedagogy. Different drama forms and theatre techniques useful in education (such as hot seating).

### **Practicum:**

#### **(i) Experimentation with Visual Arts and Crafts:**

- Experimentation with different materials of visual art, such as pastel/poster colors, pen and ink, *Rangoli* materials, clay, photographs, cartoons, clipart, etc.
- Exploration and experimentation with different methods of visual arts like painting, printing, sketching, photography, collage making, clay modelling, origami, etc.
- Paper framing and display of art work.

#### **(ii) Exercise with Performing Arts:**

- 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; and their appraisal.
- Participation and performance in any one of the Performing Arts keeping in mind the integrated educational approach.
- Designing and management of stage-setting for a performance/presentation (properties, costume, make-up, set design, lighting etc.).

#### **(iii) Project Work/Field Work/Assignments:**

- Visit to places of art, exhibitions and cultural festivals; and preparation of a report thereof.
- Preparation of a report on local culture and art forms, interpretation of art works, movies and other media.
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various arts & craft forms;

- Textbook analysis to find scope for integrating art forms either in the text or activities/exercises;
- Documentation of the processes of any one art or craft form with the pedagogical basis (such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face)

***Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/ Maths/ Social Sciences/ Languages etc.) while integrating different art forms.***

## **Reference Books:**

1. Atkinson, D. (2002). *Art in education: Identity and practice*. Dordrecht: Kluwer Academic Publishers. ISBN: 1-4020-1084-8 (HB) 1-4020-1085-0 (PB)
2. Smith, R.A. and Simpson, A. (1991). *Aesthetics and arts education*. Urbana-Champaign: University of Illinois Press. ISBN: 0-252-01752-8 (HB), 0-252-06141-1 (PB)
3. Gardner, H. (1990). *Art education and human development*. Los Angeles: Getty Publications. ISBN: 978-0-89236-179-3, 978-0-252-06141-7
4. Purohit, V. (1988). *Arts of transitional India: Twentieth century*, 2 Volumes. Bombay: Popular Prakashan Pvt. Ltd. ISBN: 0-86132-138-3
5. Mathur, S. (2007). *India by design: Colonial history and cultural display*. London: University of California Press Ltd. ISBN: 978-0-520-23417-8 (HB), 978-0-520-25231-8 (PB)
6. Chapman, L.H. (1978). *Approaches to art in education*. New York: Harcourt College Publishers. ISBN: 0155028960, 9780155028968
7. Eca, T. and Mason, R. (2008). *International dialogues about visual culture, education and art*. Bristol: Intellect Books. ISBN: 978-1-84150-167-3, e-ISBN: 978-1-84150-227-4
8. McCutchen, B.P. (2006). *Teaching dance as art in education*. USA: Sheridan Books (Website: humankinetics.com). ISBN: 9780-07360-5188-0 (HB)
9. Efland, A. (1990). *A history of art education: Intellectual and social currents in teaching the visual arts*. New York: Teachers College Press, Columbia University. ISBN: 0-8077-2978-7 (HB), 0-8077-2977-9 (PB)
10. Thompson, C.M. (1995). *The visual arts and early childhood learning*. Reston, Virginia: National Art Education Association. ISBN: 0937652806, 9780937652800

11. Lowen, S. (2005). *The performing arts in India: Development & spread across the globe*. Gurgaon: Shubhi Publications. ISBN: 81-87226-94-3, 978-81-87226-94-9
12. Wade, B. C. (1983). *Performing arts in India: Essays on music, dance, and drama* (Volume 21 of monograph series). Barkley: Center for South and Southeast Asia Studies, University of California.
13. Banerjee, U.K. (2006). *Indian performing arts: A mosaic* (3<sup>rd</sup> Ed.). New Delhi: Harman Publishing House. ISBN: 8186622756, 9788186622759
14. Kothari, S. (2003). *New directions in Indian dance (India)*. Mumbai: Marg Publications (National Centre for the Performing Arts). ISBN: 81-85026-62-9

## **Paper 11 (EPC-3): Critical Understanding of ICT**

Max. Marks: 50

### **Objectives:**

1. To develop an understanding of the concept of ICT in Education.
2. To develop an understanding of the importance and need of communication through ICT.
3. To develop an understanding of the psychological bases of using various support media required for ICT.
4. To provide much hands on experience with computers.
5. To familiarize student-teachers with contemporary teaching- learning techniques.
6. To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

### **Course Content:**

#### **Unit I: ICT in Education:**

- Concept, meaning, nature and importance of ICT in Education, Need of ICT in education, Scope of ICT in education, advantages and limitations of ICT in education, challenges in integrating ICT in school education, difference between Educational technology, Communication technology and information technology.

#### **Unit II: Psychological Bases of Using ICT:**

- Dale's cone of experience, Multisensory instruction. Multisensory instructional approach and constructivist approach.

### **Unit III: Introduction to Computers:**

- Meaning, characteristics and functioning of a computer through block diagram, Hardware: Input, output and storage devices, Software: concept and types, computer memory: concept and types, viruses and its management.

### **Unit IV: ICT Supported Teaching/Learning Strategies:**

- Programmed instruction, computer assisted instruction, computer managed instruction, Computer based education and computer managed education, project based learning, collaborative learning, co-operative learning, technology aided learning.

### **Unit V: E-learning and Web Based Learning:**

- E-learning: Concept and nature, web based learning, virtual classroom, EDUSAT, critical issues in internet usage – authenticity of information, plagiarism, downsides of social networking group.

### **Practicum/Assignment (Any one):**

- (i) Comparative analysis of traditional teaching/learning and ICT mediated teaching/learning.
- (ii) Prepare a report of Effective teaching learning process with ICT.
- (iii) Comparison of various ICT supported teaching learning strategies.
- (iv) Report on web based learning environments.

### **Reference Books:**

1. Aggarwal J.C. (1995). Essentials of Educational Technology – Learning Innovations, Vikas Publications, New Delhi.
2. Grant Wiggins, Jay McTighe (2005). Understanding by Design, 2<sup>nd</sup> Edition, Association for Supervision and Curriculum Development
3. Intel® Teach to the future Pre–Service Curriculum Manual, Edition 2.0 (with Companion CD),
4. Kumar, K.L., 2000, Educational Technology, New Age International (P) Ltd. Publishers, New Delhi.
5. Sampath, K, et al, 1998, Introduction to Educational Technology, (4<sup>th</sup> Edition) Sterling Publishers, New Delhi.
6. Underwood, Jean D.M., and Geoffrely Underwood, 1990, Computers and Learning – Helping Children Acquire Thinking Skills, Basil Blackwell, Oxford.



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## **B. Ed. Second Year**

### **Syllabus**

Paper 12&13	Pedagogy of School Subjects (Part-II) <i>[Two of the following, Same as opted in First Year for paper 7 and 8]</i> <ul style="list-style-type: none"><li>A. Teaching of Physical Science</li><li>B. Teaching of Biological Science</li><li>C. Teaching of Mathematics</li><li>D. Teaching of Home Science</li><li>E. Teaching of Social Studies</li><li>F. Teaching of English</li><li>G. Teaching of Hindi</li><li>H. Teaching of Commerce</li></ul>
Paper 14	Knowledge and Curriculum
Paper 15	Assessment for Learning
Paper 16	Creating an Inclusive School
Paper 17	Optional Course <i>(Any One of the Following)</i> <ul style="list-style-type: none"><li>A. Vocational Education</li><li>B. Computer Education</li><li>C. Special Education</li><li>D. Teaching of Computer Science</li></ul>
Paper 18 (EPC-4)	Understanding the Self

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**(Second Year)**

**Paper 12 and 13:  
Pedagogy of a School Subject (Part-II)**

[Two of the following, Same as opted in First Year for paper 7 and 8]

**(A) Teaching of Physical Science**

Max. Marks: 50

**Objectives:**

The course will enable teachers' trainee to:

1. Determining planning and organizing aspect in teaching of Science
2. Understand the role of lab and use laboratory experiences for teaching-learning of Science
3. Use effectively different activities/learning resources for teaching-learning of Science
4. Facilitate development of scientific attitudes in learners.
5. Make them enable to use effectively the different approaches in teaching of Science.

**Course Content:**

**Unit I: Planning and organizing for teaching and learning:**

- Task analysis or pedagogical analysis, identification and organization of concepts for teaching-learning of Science (on different topic such as motion, work and energy, matter and its measuring parameters, carbon and its compound, properties of elements, magnetism, transfer of energy, light etc.). Instructional material required for planning of teaching, identification and writing teaching objectives in behavioral terms, teaching operations, planning ICT applications in learning Science, organizing other activities for teaching-learning of Science.

**Unit II: Formal Approaches in Teaching of Science:**

- Observation, experimentation, demonstration, heuristic, project, lecture, laboratory, problem-solving, investigatory approach, concept mapping, programmed instruction, computer assisted instruction.

**Unit III: Non-Formal approaches in teaching of Science:**

- Assignment, tutorials, independent self-study, seminar/conferences, workshop, Science clubs, exhibitions, fair and scientific hobbies and its advantages.

### **Unit IV: Science laboratory and practical work:**

- Objectives of laboratory, planning a science laboratory, organization of laboratory, types of science lab, rules for maintaining laboratory, requirements of apparatus and chemicals for development of science lab at secondary level. Laboratory manuals, practical works and record keeping in science lab.

### **Unit V: Learning resources in Science:**

- Identification and use of learning resources in science from immediate environment (e.g. buses and mirror, inter conversion of one form of energy to other, propagation of waves in solids, liquids and gas, natural PH indicators, soap, detergents, carbon, common salts etc.), Science kit, teaching aids; audio, visual, audio-visual. Principles of selection and steps for effective use of teaching aids, use of ICT experiences in learning science, text book, work book and its characteristics, and other non-print learning materials used in science at school level.

### **Practicum (any one):**

- (i) Assignment on task analysis
- (ii) Identification and prepare one learning resources material in Science
- (iii) Prepare a report on the Science laboratory in the schools at secondary level
- (iv) Prepare two lesson plan in content area of Science at least one based on innovative method.

### **Reference Books:**

1. Kulshrestha, S.P.: Teaching of Physical Science, R. Lal Book Depot, Meerut
2. Sood, J.K.: Teaching of Physical Science, Agarwal Publication, Agra
3. Pandey, Shashi Kiran: Science teaching, Vani Prakashan, New Delhi
4. Rawat, D.C.: Teaching of Science, Vinod Pustak, Agra
5. Das, R.C.: Science teaching in schools, Steerling Publication, New Delhi
6. Bennett, Jeffrey: on teaching Science (print/e-book) Big Kid Science Publication
7. Singh, R.: Teaching methods in schools, Commonwealth Publication, Delhi.
8. Norman Herr: The source book for teaching Science (e-book/print) Wiley Publication
9. Pathak, R.P. : Teaching skills, Pearson Publication, New Delhi
10. Yadav, M.S.: Objective Science, Anmol Publication, New Delhi
11. Siddiqui, N.N. & Siddiqui, M.N. : Teaching of Science, Doaba House, New Delhi
12. Chauhan S.S.: Innovation in teaching, Vikas Publication, New Delhi
13. Chandra, T.: Principles of teaching, Anmol Publication, New Delhi
14. Bloom, B.S.: Taxnomy of educational objectives, Mckay Co. New Delhi.

## **(B) Teaching of Biological Science**

Max. Marks: 50

### **Objectives:**

After Completion of Course the Students will be able to:

1. Explore different ways of creating learning situations for different concepts of biological science;
2. Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages
3. Facilitate development of scientific attitudes in learners
4. Examine different pedagogical issues in learning biological science
5. Construct appropriate assessment tools for evaluating learning of biological science.
6. Stimulate curiosity, inventiveness and creativity in biological science
7. Develop ability to use biological science concepts for life skills
8. Acquire the skills to work in collaboration with community.
9. Estimate the facilities required for the organization and maintenance of Science laboratory
10. Acquire specific laboratory skills needed to link theory with practical work
11. Understand professional organizations and growth of science teachers.

### **Course Content:**

#### **Unit I: Planning for Teaching-Learning Biological Science:**

- Identification and organisation of concepts for teaching-learning of biology;
- Instructional materials required for planning teaching-learning of biological science; Organising activities, laboratory experiences; planning ICT applications in learning biology.

#### **Unit II: Learning Resources in Biological Science:**

- Identification and use of learning resources in biological science from immediate environment, exploring alternative sources; Developing Science Kit; Designing Science laboratory; Planning and organizing field observations; Using community resources for biology learning; Pooling of learning resources in school complex/block/ district level; Handling hurdles in utilization of resources.

### **Unit III: Tools and Techniques of Assessment for Learning Biological Science:**

- Performance-based assessment; Developing indicators for performance assessment in biological sciences; Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work in biology; Assessment of participation in collaborative learning; Construction of test items (open-ended and structured) in biological science and administration of tests; Developing assessment framework in biological science; Assessment of experimental work in biological science; Exploring content areas in biological science not assessed in formal examination system and their evaluation through various curricular channels; Encouraging teacher-learners to examine a variety of methods of assessments in biological science; Continuous and comprehensive evaluation.

### **Unit IV: Biological Science – Lifelong Learning:**

- Nurturing natural curiosity of observation and drawing conclusion; Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organizing events on specific day, such as Earth Day, Environment Day, etc.; Planning and organizing field experiences, Science club, Science exhibition; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.

### **Unit V: Professional Development of Biology Teacher:**

- Professional development programmes for science/biology teachers; Participation in seminar, conferences, online sharing membership of professional organization; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in biology education; Role of reflective practices in professional development of biology teachers; Field visits, visit to botanical garden, science park, science centre, zoo, National

Laboratories etc.; Teacher as a researcher: Learning to understand how children learn science– action research in biological science.

### **Assignment (Any one of the following):**

- (i) Organise events on Earth Day/ Environment Day/ Health day/ AIDS awareness etc.
- (ii) Organise activity with local school students
- (iii) Preparation and administration of an achievement test in Life Science
- (iv) Identify and diagnose difficulty in students scoring below average and give remedial measures.
- (v) Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print
- (vi) Write a review of present biology course books of secondary level
- (vii) Identify and prepare a monogram on plants of your college campus.
- (viii) Prepare a question bank of the topics in Biology course book

### **Reference Books:**

1. Sundarajan, S. (1995): Teaching Science in Middle School: A Resource Book. Orient Longman: Hyderabad
2. Gupta S.K. (1983): Technology of Science Education, Vikas Publishing House Pvt Ltd, Delhi
3. Rawat M. S. (1996): Biology Teaching, Agra: Sahitya Prakashan,
4. Pal, H.R and Pal, R. (2006): Curriculum Yesterday, Today and Tomorrow. Kshipra, New Delhi,
5. NCERT (1982): Teaching of Science in Secondary Schools. New Delhi: NCERT,
6. Maheshwari, V. K. and Maheshwari, Sudha (2010): Teaching of Science, R. Lall Book depot, Meerut.

## **(C) Teaching of Mathematics**

Max. Marks: 50

### **Objectives:**

After going through this course student teachers will be able to –

1. Appreciate mathematics as a tool to engage the mind of students
2. Understand the role of mathematics in day-to-day life

3. Develop competencies for teaching-learning mathematics through various measures
4. Construct appropriate assessment tools for evaluating mathematics learning.
5. Appreciate importance of mathematics laboratory in learning mathematics
6. Develop ability to use concepts for life skills.

## **Course Content:**

### **Unit I: Planning for Teaching-Learning Mathematics:**

- Selecting the content for instruction; Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, etc.); Organisation of concepts for teaching-learning of mathematics.
- Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volume of cube, cuboids, etc.), ICT applications; Evaluation tools and learners participation in developing instructional materials etc.

### **Unit II: Learning Resources in Mathematics:**

- Textbooks and audio-visual multimedia – selection and designing; Using community resources for mathematics learning, pooling of learning resources in school complex/ block/district level, handling hurdles in utilizing resources.

### **Unit III: Assessment and Evaluation:**

- Informal Creative Evaluation : Meaning, concept and types, assessment of creativity, problem solving activity performance
- Formal Ways of Assessment : Variety of assessment techniques and practices, Assessing product vs. process, knowing vs. doing
- Assessment Framework: Identifying and organizing components for developing framework of question paper at different stages of learning; Framing questions based on concepts and sub-concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation and rote learning, Framing of open-ended questions providing the scope to learners to give responses in their own words, Framing of conceptual questions from simple questions.



## Unit IV: Mathematics for All:

- Identifying learner's strengths and weaknesses; Activities enriching mathematics learning-assisting learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities – games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and effectiveness in mathematics.

## Unit V: Professional Development of Mathematics Teachers:

- Types of inservice programmes for mathematics teachers; Role of mathematics teachers' association, Journals and other resource materials in mathematics education; Professional growth-participation in conference/seminar/workshop.

## Practicum: (Any one of the following)

- (i) Preparation of strengths and weaknesses of students
- (ii) Preparation of Blue Print on any unit of mathematics
- (iii) Preparation of low cost teaching aids.

## Reference Books:

1. Kapur, J.N.(1998). *Suggested experiments in mathematics*, New Delhi : Arya Book Depot
2. Siddiqui, M.H. (2009). *Teaching of mathematics*. New Delhi : APH Publishing Corporation
3. Sharma, C.S. and others (2003) *Textbook of mathematics*. New Delhi : Arya Book Depot
4. Weil, J. and Weil, M. *Models of teaching*.
5. Copeland, R.W. (1979). *How children learn mathematics*. New York : MacMillan
6. Cooney, Thomas, J. *et al.* (1975). *Dynamics of teaching secondary school mathematics*. Boston : Houghton Mifflin
7. Rouse Ball, W.W. (1947). *Mathematical recreation and essay*. Macmillan & Co.
8. सिंह, योगेश कुमार (2010). गणित शिक्षण : आधुनिक पद्धतियाँ. नई दिल्ली:ए.पी.एच. पब्लिशिंग हाउस.
9. मंगल, एस.के. (2005). *गणित शिक्षण*. नई दिल्ली : आर्य बुक डिपो
10. नेगी, जे.एस. (2007). *गणित शिक्षण*. आगरा: विनोद पुस्तक मंदिर

## **(D) Teaching of Home Science**

Max. Marks: 50

### **Objectives:**

After completing this course student teachers will be able to –

1. Understand and use techniques of Home Science to make teaching –learning effective.
2. Appreciate the importance of teaching-learning resources of Home Science.
3. Construct appropriate tools for evaluating learning of Home Science.
4. Use effectively different activities/demonstration/ laboratory experiences for teaching-learning of Home Science.
5. Explore different ways of creating learning situations in learning different concepts of Home Science.

### **Course Content:**

#### **Unit I: Techniques/Skills of Teaching Home Science:**

- Skill of probing questions, skill of explaining, skill of illustrating with examples, skill of reinforcement, skill of stimulus variation, skill of classroom management, skill of using Blackboard.

#### **Unit II: Teaching-Learning Resources in Home Science:**

- Audio visual aids in Home Science, Importance and use of Audio-visual aids, Types of Audio-visual aids. Home Science Laboratory: Equipments in lab, Organization of lab and Home Science department, Importance of lab.
- Text Books & Library : Importance of Text books in Teaching of Home Science
- The Home Science Teacher: Qualities of Home Science Teacher.

#### **Unit III: Lesson Planning in Home Science:**

- Meaning & concept of a lesson plan, Features of a good lesson plan, Planning different types of lessons, Steps involved in Lesson Planning.

#### **Unit IV: Evaluation in Home Science:**

- Concept of Evaluation, Process of Evaluation, Techniques of Evaluation, Purpose of Evaluation in Home Science.

## **Unit V: Professional development of Home Science Teacher:**

- Concept of professional development, Professional development programmes for Home Science teachers: Participation in Seminar, Conferences, membership of Professional organizations, Journals and other resource materials, National level Home Science Institutions & laboratory.

### **Practicum: (any one of the following)**

- (i) Preparation of Charts and Models etc.
- (ii) Prepare two micro teaching lessons on the current areas of Home Science
- (iii) Prepare a report on the Home Science Laboratory at secondary stage
- (iv) Survey of techniques and skills of Home Science used by teachers at any one level
- (v) Prepare a question bank on any topic of Home Science.

### **Reference Books:**

1. Sherry, G.P. Grah Vigyan Shikshak. Vinod Pustak Mandir, Agra
2. Sukhia, S.P. & Mehrotra, P.B. Grah Vigyan Shikshan, Haryana Sahitya Academy, Chandigarh.
3. Sharma, Shakuntala,.Grah Vigyan Shikshan, Apollo Prakashan, Jaipur
4. Pathak, R.P., Teaching Skills, Pearson, Delhi
5. Yadav, Seema. Teaching of Home Science, Anmol Publications Pvt. Ltd., New Delhi
6. Sharma, B.L. & Saxena, B.M., Teaching of Home Science, R.Lal Book Depot, Meerut
7. Das, R.R. & Ray, B. Teaching of Home Science. Sterling Publications Pvt. Ltd., New Delhi
8. Bloom, B.S. Taxonomy of Educational objectives. Mckay Co. New York
9. Ryon, D.C., Characteristics of Teachers. Sterling Publications Co. Pvt. Ltd., Delhi
10. Chandra, A., Introduction to Home Science (2<sup>nd</sup> revised edition) Metropolitan, New Delhi
11. Ray, Binita, Fundamentals of Home Science (Part I & II). Sterling Publications Co. Pvt. Ltd., Delhi

## **(E) Teaching of Social Studies**

Max. Marks: 50

### **Course Content:**

#### **Unit I: Issues and Challenges in Teaching-learning of Social Science:**

- Pre-conceptions and mis-conceptions in Social Science
- Social Science as an integrated subject.
- Indigenous and Critical pedagogy in social science
- Cross Cultural Perspectives and Issues in Social Science
- Teaching Social Science to children with special needs

#### **Unit II: Analysis of Social Science Text Books and Question Papers:**

- Analysis of social science text book in the light of syllabus and from the perspective of child
- Analysis of question papers of different state boards of education in the light of subject specific requirement in terms of the assessment of knowledge, understanding and skills of students.

#### **Unit III: Approaches of Pedagogy of Social Science:**

- Behaviourist approach, Constructivist approached, Interdisciplinary approach, integrated approach, child centered approach and environmental approach of teaching-learning of Social Science.

#### **Unit IV: Evaluation in Social Science:**

- Competency based evaluation, Continues and comprehensive evaluation,
- Tools of evaluation, Characteristics of a good question paper

#### **Unit V: Teacher of Social Science:**

- Personal, social and professional qualities and competencies of an ideal teacher of social science.

#### **Practicum/Assignment: (Any one of the following)**

- (i) Reports on the contribution of any five Eminent social scientists
- (ii) Preparation and administration of an achievement test in Social Science

- (iii) Prepare a question bank of the topics in course book Social Science
- (iv) Organization of debate related to different issues of emerging social issues.
- (v) Organise events on Earth Day/ Environment Day/ Health day/ AIDS awareness etc.
- (vi) Critical analysis of existing social science text book at secondary level of education.

## Reference Books:

1. Apple, Michael W & Beane James A (Ed.) (2006), Democratic schools - lessons from the chalk face Eklavya: Bhopal. Arora & Awasthy (2003), Political theory, New Delhi, Haranand Publication Pvt. Ltd.
2. Bining, A.C. & Bining, D.H.( 1952), Teaching of social studies in secondary schools, Bombay. Tata McGraw Hill Publishing Co. Ltd.
3. Haydn, Terry, Arthur, James and Hunt, Martin (2002), Learning to Teach History in the secondary school, A companion to school experience London, Routledge, Falmer.
4. Pathak, S. P. (2005), Teaching of History- The Paedo Centric Approach, New Delhi, Kanishka Publishers,.
5. Teaching social sciences in middle schools - Eklavya's Social Science Teaching Programme, A Review, Eklavya Bhopal (2002)
6. Webb, Keith (1995), An Introduction to problems in the Philosophy of Social Sciences, London, Pinter.,
7. Winch, Peter (1958) The idea of a Social Science and its relation to Philosophy, New York, Routledge and Kegan Paul.
8. Zevin, J., (2000), Social studies for the twenty first century, London, Lawrence Erlbaum Associates Publishers.
9. Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
10. Edgar, B.W. & Stanely (1958), Teaching social studies in high school, Boston, Heath and company.,
11. Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Thousand Oaks, Sage Publication.
12. Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.
13. Kochhar, S.K. (1998), The teaching of social studies, New Delhi, Sterling Publishing Pvt. Ltd.

## **(F) Teaching of English**

Max. Marks: 50

### **Course Content:**

#### **Unit I: Language, Literature and Aesthetics –I:**

- Need, objective and relevance of studying literature in school curriculum, Translation: importance and need, Translation as a creative activity

#### **Unit II: Language, Literature and Aesthetics –II:**

- Teaching of different forms of English literature: Poetry, Prose, Drama: lesson planning in prose, poetry and Drama at various school levels

#### **Unit III: Development and Analysis of Syllabus and Textual Materials:**

- Understanding the relationship between curriculum, syllabus and textbook, development of activities and tasks for English teaching, moving away from rote learning to constructivism, Teacher as a researcher: develop meaningful strategies keeping in view the needs of the learners.

#### **Unit IV: Teaching-Learning Material and Aids:**

- Print media, other reading materials, such as magazines, newspapers comic strips etc. ICT- audio-visual aids including CALL programmes, Radio, T.V., Films; Planning co-curricular activities (discussion, debates, workshops, seminars etc.) Language laboratory

#### **Unit V: Assessment, Its Role and Importance:**

- Continuous and comprehensive evaluation, techniques of evaluation- oral, written, cloze tests, self-evaluation, peer evaluation, group evaluation
- Typology of questions; Activities and tasks (open- ended questions, MCQ, true and false etc. problem solving, creative and critical thinking, enhancing imagination and environmental awareness

#### **Practum: (Any one of the following)**

- (i) Review any two stories of your choice
- (ii) Interview any local artist/ poet/writer
- (iii) Collect folktales in English (translated) for your portfolio
- (iv) Prepare a newsletter (handwritten) on the basis of your school experience programme.

## (G) हिन्दी शिक्षण

Max. Marks: 50

### उद्देश्य:

1. बोलकर एवं सुनकर अर्थ ग्रहण करने की क्षमता विकसित करना
2. हिन्दी की विविध विधाओं के आधार पर गतिविधियों का निर्माण करना
3. सृजनात्मक एवं रचनात्मक प्रवृत्तियों को विकसित करना
4. पाठ्यवस्तु के महत्व से अवगत कराना
5. शिक्षण एवं सहायक शिक्षण सामग्री की उपादेयता से अवगत कराना

### पाठ्य वस्तु:

#### इकाई I: गद्य एवं पद्य शिक्षण:

- गद्य शिक्षण की उपादेयता, गद्य शिक्षण के उद्देश्य, गद्य पाठयोजना के सोपान
- पद्य शिक्षण की महत्ता, पद्य शिक्षण के उद्देश्य, पद्य पाठयोजना के सोपान

#### इकाई II: व्याकरण एवं रचना शिक्षण:

- व्याकरण का अर्थ एवं महत्व, व्याकरण शिक्षण के उद्देश्य, व्याकरण पाठ योजना
- रचना शिक्षण का महत्व, रचना शिक्षण के उद्देश्य, रचना शिक्षण की विधियाँ, रचना शिक्षण पाठ योजना।

#### इकाई III: कहानी, नाटक एवं उपन्यास शिक्षण:

- कहानी, नाटक एवं उपन्यास शिक्षण के उद्देश्य एवं महत्व
- कहानी, नाटक एवं उपन्यास शिक्षण की विशेषतायें, कहानी, नाटक एवं उपन्यास पाठयोजना।

#### इकाई IV: पाठ्य पुस्तक:

- छात्र एवं अध्यापकों की दृष्टि से पाठ्यपुस्तक की आवश्यकता, महत्व एवं उद्देश्य
- पाठ्यपुस्तकों के गुण एवं पाठ्यपुस्तकों के चयन में सावधानियाँ।

#### इकाई V: पाठयोजना एवं शिक्षण सहायक सामग्री:

- पाठयोजना का अर्थ, उद्देश्य, महत्व एवं इकाई योजना
- शिक्षण सहायक सामग्री का अर्थ, आवश्यकता, महत्व एवं उद्देश्य, प्रकार और भाषा शिक्षण में प्रयुक्त होने वाली सहायक सामग्री।

#### इकाई VI: भाषा शिक्षण में नवाचार:

- सूक्ष्म शिक्षण का अर्थ, परिभाषा, उपयोगिता
- समूह शिक्षण का अर्थ, उद्देश्य, विशेषतायें और उपयोगिता, अधिगम केप्सूल का अर्थ, उद्देश्य एवं केप्सूल निर्माणकर्ता संस्थायें।

### प्रायोगिक कार्य: दत्त कार्य (कोई एक):

1. भाषायी कौशल सुनना एवं बोलना के विकास हेतु प्राथमिक एवं माध्यमिक स्तर पर विभिन्न गतिविधियाँ तैयार करना
2. आधुनिक परिप्रेक्ष्य में समाज में पनपती बुराइयों पर एक नाटक का प्रारूप तैयार करना और उसके उन्मूलन को ध्यान में रखते हुए भावी पीढ़ी को एक लिखित संदेश देकर नाटक के प्रारूप को प्रभावी बनाना
3. रचनात्मक दृष्टिकोण को ध्यान में रखते हुए कम से कम तीन गतिविधियाँ तैयार करना
4. हिन्दी शिक्षण को प्रभावी बनाने के लिए दृश्य, श्रव्य एवं दृश्य-श्रव्य सहायक सामग्री के चार्ट एवं मॉडल्स तैयार करना।

### सन्दर्भ पुस्तकें:

1. Sharma, P.P. & Gupta, M. (2007): *Hindi Teaching*, Sahityagar Prakashak, Jaipur.
2. Lal, R.B. (2003) : *Hindi Teaching*, Rastogi Publication, Meerut
3. Pandey, R.S. (2014) : *Hindi Teaching*, Agrawal Publication, Agra
4. Kumar, Y. (2004) : *Modern Hindi Teaching*, A.P.H. Publishing Corporation, New Delhi
5. Singh, A.K. (2007) : *Hindi Teaching*, Apolo Prakashan, Jaipur
6. Singh, S. (2004) : *Hindi Teaching*, International Publishing House, Meerut
7. Chaturvedi, S. (2001) : *Hindi Teaching*, R.Lal Book Depot, Meerut
8. Mittal, M.L. (2012) : *Hindi Teaching*, Loyal Book Depot, Meerut
9. Sharma, K.K. & Sharma B. (2013-14) : *Hindi Teaching*, Agrawal Publication, Agra
10. Chandra, J. (1996) : *Teaching of Hindi*, Modern Publisher, Meerut.

## (H) Teaching of Commerce

Max. Marks: 50

### Objectives:

1. To develop a critical understanding about the nature of commerce and its interface with society.
2. To prepare the teacher-trainee for managerial roles in schools.
3. To develop the abilities for effective evaluation of students.
4. To enable teacher-trainees for analysis of critical issues related to the teaching-learning of commerce.



## **Course Content:**

### **Unit I: Correlation of Commerce with Other Subjects**

- Need, importance and types of correlation.
- Correlation of commerce with other subjects.

### **Unit II: Evaluation in Teaching of Commerce**

- Meaning, functions, and principles of evaluation
- Types of evaluation: Subjective and objective evaluation; competency based evaluation; continues and comprehensive evaluation; formative and summative evaluation.
- Various tools and techniques of evaluation; Characteristics of a good question paper and Role of the teacher in evaluation process

### **Unit III: Commerce Teacher**

- Qualifications of a commerce teacher.
- Qualities and competencies of a commerce teacher – Personal, social and professional.
- Role and responsibilities of a commerce teacher in secondary school.

### **Unit IV: Managerial Aspects in Teaching of Commerce**

- Management of co-curricular activities.
- Management of commerce room/laboratory.
- Management of community resources and industry-school linkages.

### **Unit V: Contemporary Issues and Challenges in Teaching of Commerce**

- Commerce as vocational subject.
- Cross-cultural perspectives and issues in commerce.
- Various challenges in teaching of commerce.

### **Practicum (any one of the following):**

- (i) Preparation of Unit test/Achievement test.
- (ii) Field visit and collection of data about functioning of any business institution.
- (iii) Review of any national/state plan/policy document concerning business, and its analysis.

## Reference Books:

1. Singh, R.P. & Singh, and P.: *Vanijya Shikshan*, Agra: Vinod Pustak Mandir.
2. Tripathi, S.: *Teaching Methods*, New Delhi: Radha Publications.
3. Chauhan, S.S.: *Innovations in Teaching Learning Process*, New Delhi: Vikas Publication House.
4. Siddiqui, M.H.: *Excellence of Teaching*, Asia Publication House, New Delhi
5. Rao, S.: *Teaching of Commerce*, New Delhi: Anmol Publications.
6. Tyagi, G.D.: *Vanijya Shikshan*, Agra, Agarwal Publications.
7. Singh, Y.K.: *Teaching of Commerce*, New Delhi: A.P.H. Publishing House

## Paper 14: Knowledge and Curriculum

Max. Marks: 100

### Objectives:

After completing the course student teachers will be able to –

1. Understand the epistemological and sociological bases of education.
2. Differentiate between different epistemological terms.
3. Comprehend modern child centered education.
4. Focus on the historical changes introduced by industrialization and democracy.
5. Conceptualize nationalism, universalism and secularism in relation to education.
6. Conceptualize meaning and perspectives of curriculum.
7. Comprehend bases and process of curriculum development.
8. Develop skills to critically analyse various samples of text books and curriculum evaluation.
9. Understand relationship between power, ideology and curriculum.

### Course Content:

#### Unit I: Knowledge Generation and Child-centered Education:

- Chronological review of knowledge generation : Myth based, faith based, logic based and scientific concepts of : Knowledge and skill, teaching and training, reason and belief
- Forms of knowledge : Concrete and abstract, local and universal, theoretical and practical, school and out of school
- Concept of child centered education: Activity, discovery, dialogue with reference to Gandhi and Tagore, Dewey, Plato, Freire, Bubar.

## **Unit II: Sociological Bases of Education:**

- Social bases of education in the context of society, culture and modernity with reference to historical changes by industrialization and democracy
- Education in relation to modern values like equity and equality, opportunity and social justice and dignity with reference to Ambedkar. Critical multiculturalism and democratic education
- Interrelationship of nationalism, universalism and secularism with education with reference to Tagore and Krishnamurti.

## **Unit III: Concept of Curriculum:**

- Meaning and Nature of curriculum, its need in schools, competency based curriculum
- Difference in curriculum framework, curriculum and syllabus
- Significance of core curriculum in Indian context, meaning and concerns of hidden curriculum
- How the syllabus is translated into textbooks
- Curriculum visualized at national, state, school and class level.

## **Unit IV: Curriculum Determinants and Curriculum Development:**

- Broad determinants of curriculum making (at the nation and state level) : national priorities, socio-political-cultural-geographical-economic diversities, international contexts
- Considerations in curriculum development : (at the school level) – structure at disciplines, socio cultural context of students (multicultural and multilingual) learner characteristics, relevance and teachers experiences, specificity of educational objectives, issue like gender differences and inclusiveness.
- Process of curriculum making, formulating aims and objectives, criteria for selecting knowledge, organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects, selecting and organizing learning situations.

## **Unit V: Curriculum & Textbooks Evaluation:**

- Understanding the relationship between curriculum, syllabus and textbooks.

- Criteria of development of learning resources.
- Analysis of textbooks, children's literature, and teacher's handbooks etc.
- Criteria and process of curriculum evaluation.
- Salient features of NCFSE 2005 and NCFTE 2010, analysis of these documents w.r.t. aspects like foundations, concerns and changes made with important considerations.

### **Practicum/Field work: (Any two of the following)**

- (i) Critical evaluation of textbooks at secondary level of the subject concerned of student teacher
- (ii) Study and analyse a competency based curriculum (minimum level of learning)
- (iii) Preparation of list of social issues in the nearby area of the school and its representation in school curriculum
- (iv) Organization of debate related to different issues of curriculum.

### **Reference Books:**

1. Sabyasachi, B. (1997). The Mahatma and the poet : Letters and debates between Gandhi and Tagore, New Delhi : National Book Trust
2. Dewey, J. (2004). Democracy and Education, Couries Daver Publications
3. Freire, P. (1998). Pedagogy of Freedom : Ethics, democracy and civic courage, Rowman and littlefield
4. Freire, P. (2000). Pedagogy of the oppressed, Continuum
5. Krishnamurti, J. (1992) : Education and world peace, in social responsibility, Krishnamurti Foundation
6. Tagore, R. (2003). Civilization and progress. In Crisis in Civilization and other essays, New Delhi: Rupa & Co.
7. Apple, M.W. (2008). Can schooling contribute to a more just society? Education, citizenship and Social Justice, 3(3), 239-261
8. Hirst, Paul H. Knowledge and curriculum, Routledge publication
9. Pathak, A.(2013). Social implications of schooling : knowledge, pedagogy and consciousness. Aakar books
10. Kelly, A.V.(2009) : The curriculum : Theory and practice. Sage publications
11. श्रीवास्तव, एस0एस0 एवं चतुर्वेदी, एम0जी0 (2010) पाठ्यचर्या और शिक्षण विधियों। जयपुर : शिक्षा प्रकाशन
12. यादव, सियाराम (2011) पाठ्यक्रम विन्यास। आगरा : अग्रवाल प्रकाशन
13. Letha, Ram Mohan(2009). Curriculum, instruction and evaluation, Agra: Agarwal Publication

14. Schilvest, W.H. (2012) : Curriculum: Prospective paradigm and possibility, Macmillan
15. Tyler, R.W.(1949) : Basic principles of curriculum and instruction
16. Taba, Hilda (1962): Curriculum Development. Theory and Practice, Har Court, Brace and Wald, New York
17. Kelley, A.B. (1996) : The curriculur Theory & Practice. Harper and Row, U.S.
18. Dewey, John . The child and the Curriculum. University of Chicago Press. Chicago
19. Srivastava, N. (1998). Competency based vocational Curriculum. Creche and Preschool Management, NCERT, Nerw Delhi.
20. Sharma, R.A. (2002). Managing Curriculum. Surya Publication, Agra
21. Chandra, Anil (2003). Basic Curriculum Theory : Research and Reform. Book Enclave, Jaipur
22. Ediger, Marlow & Bhaskara Rao, Digmurti (2007).Curriculum organization. Discovery Publishing House, New Delhi.

## **Paper 15: Assessment for Learning**

Max. Marks: 100

### **Objectives:**

The course will enable teachers' trainee to:

1. Gain a critical understanding of issues in assessment and evaluation (From a constructivist paradigm);
2. Become cognizant of key concepts, such as formative and summative Assessment, evaluation and measurement, test, examination;
3. Be exposed to different approaches of assessment;
4. Become efficient the use of a wide range of assessment tools;
5. Familiarize comprehensive and dynamic assessment procedures.

### **Course Content:**

#### **Unit I: Concepts, meaning and overview of assessment & evaluation:**

- Concepts and meaning of assessment, examination, Testing, Measurement and Evaluation, Need and importance of Assessment, Perspective on assessment and evaluation of learning in a constructivist paradigm, critical review of current evaluation practices and their assumptions about learning and development, commercialization of assessment

## **Unit II: Approaches to assessment:**

- Formative, summative, grading, continuous and comprehensive evaluation. Realistic, comprehensive and dynamic assessment procedures, Kinds of tasks; projects, assignments, performances. Observation of learning processes by self, by peers, by teacher. Self-assessment and peer –assessment, constructing portfolios,

## **Unit III: Feedback role in assessment & furthering learning:**

- Feedback as an essential component of formative assessment, Use of assessment for feedback; For taking pedagogic decisions, Types of teacher feedback (written comments, oral); Peer feedback, Place of marks, grades and qualitative descriptions, Using assessment feedback for furthering learning. Evolving suitable criteria for assessment distribution

## **Unit IV: Assessment Tools:**

- Assessment tools and their characteristics, constructions of assessment tools; *achievement test, diagnostic test & its application*. Quantitative and qualitative aspects of assessment: appropriate tools for each. Procedures for measurement of non-cognitive aspects

## **Unit V: Examination System: Practices & Possibilities**

- Impact of the prevailing examination system on student learning and stakeholders, entrance tests and their influence on students and school system. Impact of examination-driven schooling, on school culture. On pedagogy: Content-confined, information focused testing; Memory centric teaching and testing. De-linking school-based assessment from examinations: Some possibilities and alternate practices. Examination reform efforts and directions based on various commissions, govt. policies and schemes

## **Practicum (any two):**

- (i) Development of achievement test
- (ii) Preparation of annual plan for CCE at any stage in a subject
- (iii) Assignment on feedback for further learning
- (iv) Assignment on Formative assessment
- (v) Assignment on Summative assessment
- (vi) Assignment on peer -assessment

## Reference Books:

1. Thorndike, E.L., & E.P., Hagen (1969). Measurement and Evaluation in Psychology and Education. Johan Wiley and Sons Inc. New York
2. Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280–299.
3. Suzanne (1995). Assessment, Testing and Evaluation in Teacher Education (print/e-book), Ablex Publishing corporation, USA
4. Shepard, L.A. (2000). The role of assessment in a learning culture. Educational Researcher, 4–14.
5. Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. Phi Delta Kappan, 324–328
6. Black, Paul (2005). Assessment for Learning: putting into practice (e-book), McGraw-Hill
7. Dweck, C. (2006). Mindset: The new psychology of success. Random House LLC.
8. Sindhu, K.S. (2007). New Approaches to Measurement and Evaluation, Sterling Publication
9. William, Dylam (2011). Assessment for Learning: why, what and how (e-book), Institute of Education, London
10. Secolsky, Charls (2011) Handbook on Measurement and Evaluation in Higher Education (print/e-book), Routledge
11. Pathak, R.P., (2012). Measurement and Evaluation in Education. Pearson Publication New Delhi

## Paper 16: Creating an Inclusive School

Max. Marks: 50

### Objectives:

The students will be able to -

1. Demonstrate knowledge of different perspectives in the area of education of children with disabilities
2. Reformulate attitudes towards children with special needs
3. Identify needs of children with diversities
4. Plan need-based programmes for all children with varied abilities in the classroom
5. Use human and material resources in the classroom
6. Use specific strategies involving skills in teaching special needs children in inclusive classrooms
7. Modify appropriate learner-friendly evaluation procedures
8. Incorporate innovative practices to respond to education of children with special needs.

## **Course Content:**

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

- Historical perspectives and contemporary trends; Approaches of viewing disabilities; The charity model, the bio centric model, the functional model and the human rights model; Concept of special education, integrated education and inclusive education; Philosophy of inclusive education. Inclusive Education- Meaning, concept and definitions, Barriers to inclusion

### **Unit II: Legal and Policy Perspectives:**

- Important international declarations/conventions/ proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006
- Constitutional Provisions : The persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.
- National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA (1992); Education in the National Policy on Disability, 2006.
- Programmes and Schemes of Education of Children with Disabilities: Centrally Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education. MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).
- Special Role of Institutions for the Education of Children with Disabilities-Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District



Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

### **Unit III: Defining Special Needs:**

- Understanding diversities-concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities)
- Special Needs in terms of the curriculum in the context of different disabilities and their learning styles.
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach
- Community-based education.

### **Unit IV: Inclusive Practices in Classrooms for all:**

- School's readiness for addressing learning difficulties
- Assessment of children to know their profile
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
- Classroom management and organization
- Making learning more meaningful – Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom – special teacher, speech therapist, physiotherapist, occupational therapist, and counselor
- Development and application of learner-friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State
- Documentation, record keeping and maintenance.

### **Unit V: Developing Support Networks:**

- Addressing social climate of the classroom
- Child-to-child programme

- Developing partnerships in teaching : Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home
- Involving community resources as source of support to teachers
- Involving external agencies for networking – setting up appropriate forms of communication with professionals and para professionals.

### **Practicum: (At least one of the following):**

- (i) Identification of children with diverse needs
- (ii) Teaching one child with diverse needs using appropriate strategies
- (iii) Adaptation of curriculum and methods to teach one child with diverse needs
- (iv) Visit to one institution dealing with disabled children and preparing its' report
- (v) Establish the cell to identify children with diverse needs
- (vi) Any other relevant activity

### **Reference Books:**

1. Alur, Mithu (2010). Journey for inclusive education in the Indian sub continent. Routledge
2. Baker, E. T., Wang, M. C. & Walberg, H. J. (1998). 'The effect of inclusion on learning', in Nutbrown, C., & Clough, P. (2006). 'Inclusion in the Early Years', London, Sage Publication.
3. Burrello N. C., Lashley C, and Beatty E. E. (2001) Educating all students together. How school leaders create Unified System. Corwin Press, Inc., Sage Publication Company.
4. Dash, Neena (2012). Inclusive education for children with special needs. Atlantic Pub.
5. Gearheart, B. R; Weishahn, M. W; Gearheart C. J. (1992). The Exceptional Student in the Regular classroom (5th Ed.) Macmika Publishing company.
6. Hallahan, D.P., Kauffma, J.M., Pullen, P.C. (2009). Exceptional Learners – An Introduction to Education (11th Ed) Allyn& Bacon, Pearson Education, Inc. USA.
7. Hegarty S and Alur M (2002) Education and Children with special needs – from Segregation to Inclusion (Ed) Sage Publication
8. Jangira, N. K. (2002). Special educational needs of students and young adults: an unfinished agenda, in: M. Alur& S. Hegarty (Eds) Education and students with special needs: from segregation to inclusion New Delhi, Sage.
9. Jhulka, A. (2006) "Including students and youth with disabilities in education – a guide for practioners" NCERT, New Delhi
10. Luftig, L. R. (1989). 'Assessment of Learner with special needs' Boston, Allyn & Bacon.

11. Kauffman, J. M. & Hallahan, D. P. (Eds): (1982). 'Handbook of Special Education', New York: Prentice Hall Inc.
12. King S. & Margaret. E. (1994). 'Curriculum based assessment in special education', California: Singular Publishing group Inc.
13. Mani, M.N.G. (2000). Inclusive Education in Indian Context. International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission, Vivekannanda University.
14. Mangal, S.K. (2007). Educating Exceptional Students – An Introduction to Special Education. New Delhi: Prentice hall of India Pvt. Ltd.
15. Ministry of Human Resource Development (2005). Action plan for inclusion in education of students and youth with disabilities (New Delhi, Government of India).
16. Ministry of Social Justice and Empowerment (2006). National Policy for persons with disabilities (New Delhi, Government of India).
17. Murphy, P.F and Gipps, C.V. (1996). Equity in the classroom: Towards effective Pedagogy for girls and boys (Ed) The Faluer Press, UNESCO Publishing
18. Narayan, J. (1997). Grade Level Achievement Devices, Secunderabad, NIMH.
19. Nutbrown, C. C. (2006). 'Inclusion in the early years', London: Sage Publications Ltd.
20. Oslon, J. L., and Platt, J. M. (1992). Teaching students and adolescents with special needs. McMillan publishing company limited, USA.
21. Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995
22. National Sample Survey Organisation (2003) Disabled persons in India, NSS 58th round (New Delhi, Government of India).
23. Right to Education Bill (2005 Draft, enacted 2009) Available online.
24. Rehabilitation Council of India (2005) Annual Report, 2003–04, Rehabilitation Council of India, New Delhi.
25. Salamanca Statement and Framework for Action on Special Needs Education (1994).
26. Salvia, J; Yesseldyke, J. E; Bolt, S (2010) Assessment in special and Inclusive Education (11th Ed) Wadsworth Cengage Learning USA.
27. Sharma, Bharti (2011). Inclusive education; needs, practices and prospects. Kanishka Pub.
28. Smith, T .E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2001) Teaching Students with Special needs in Inclusion Setting. (3 Ed). Allyn & Bacon.
29. Swarup, S. (2007). Inclusive Education, Sixth Survey Of Educational Research 1993 N.Delhi.: 2000. NCERT.
30. Wood, J. W., and Lazzari, A. M. (1997). Exceeding the boundaries: Understanding Exceptional Lives. Harcourt Brace and Company, USA.
31. White W. F (1971). Tactics for teaching the disadvantaged. McGraw – Hill book Company.

## **Paper 17: Optional Paper**

(Any one of the following)

### **(A) Vocational Education**

Max. Marks: 50

#### **Objectives:**

After completing the course student teachers will be able to –

1. Explain the concept and historical development of Vocational Education
2. Describe the models and streams of Vocational Education
3. Describe the Organization and Management Structure of Vocational Education at various levels
4. Discuss the issues and concerns in the field of Vocational Education
5. Explain the National Curriculum for Vocational Education
6. Appreciate the role of Central and State Governments in Promoting & Managing Vocational Education.

#### **Course Content:**

##### **Unit I: Concept and Historical Perspectives:**

- Concept of Vocational Education, Objectives and Importance of Vocational Education, Developmental History and Recommendations of various commissions and committees on Vocational Education, Vocationalization of Secondary and Higher Secondary Education.

##### **Unit II: Models, Streams and Progress of Vocational Education:**

- Models of Vocational Education : Institution Based Model, Industry Based Model, Collaborative Model, Multichannel Model
- Streams of Vocational Education: Science & Technology, Business & Commerce, Home Science, Health & Paramedical, Agriculture, Progress of Vocational Education in different States.

##### **Unit III: Organization and Management of Vocational Education:**

- Management Structure of Vocational Education at National, Regional, State, District and School levels, Organization of Vocational Education and Role of Teachers.

#### **Unit IV: Contemporary Issues and Concerns:**

- Major issues related to Vocational Education, Strategies for effective implementation of Vocational Education Programme: School-Industry linkage, Production-cum-Training Centre, On-the-Job Training, Apprenticeship Training.

#### **Unit V: National Curriculum for Vocational Education and Evaluation:**

- National Curriculum Structure and Form (Competency Based Curriculum), Process of Curriculum Development in Vocational Education, Familiarization with Developed Curriculum of Vocational Streams.
- Purpose of Evaluation, Evaluation Parameters: Process Evaluation and Product Evaluation.

#### **Practicum: (any one of the following)**

- Visit to Vocational Education Institutions like Polytechnic, ITI and Schools providing Vocational Trades at +2 level and Preparation of a report on organization and conduction of Vocational Course.
- Visit to Industry related to Vocational Streams of Science & Technology/Business & Commerce/ Home Science and submit a report focusing on Production Process.

#### **Reference Books:**

1. Rashtriya, T. (2005). *Vocational Education*. A.P.H. Publishing Corporation, New Delhi.
2. Srivastava, N. Vocational Education: The National Scenario, IGNOU, New Delhi.
3. Agrawal, J.C. & Agrawal, S.P. Vocational Education in India: Why, What & How. Doaba House, Delhi.
4. NCERT. Higher Secondary Education and its Vocationalization. NCERT, New Delhi.
5. NCERT. National Curriculum Framework for School Education 2000. NCERT, New Delhi.
6. NCERT. National Curriculum Framework 2005. NCERT, New Delhi.
7. Mays, A.B. Principals and Practices of Vocational Education. McGraw Hill Book Co. Inc. New York.
8. Evans, R.N. & Herr, E.L. Foundations of Vocational Education (2ed) Macmillan Publishing Co., New York.
9. Srivastava, N. Competency Based Vocational Curriculum; Creche & Preschool Management. PSSCIVE (NCERT) Bhopal.

10. PSSCIVE. Competency Based Vocational Curriculum: Accountancy & Auditing. PSSCIVE (NCERT) Bhopal.
11. PSSCIVE. Competency Based Vocational Curriculum: Electronics Technology. PSSCIVE (NCERT) Bhopal.

## **(B) Computer Education**

Max. Marks: 50

### **Objectives:**

After completing the course student teachers will be able to –

1. Understand the basic concept and working of computers.
2. Describe and identify various peripheral devices and memory.
3. Differentiate hardware, software and various types of software.
4. Understand computer languages and its use.
5. Describe computer network and use of internet in education
6. Appreciate the role and utility of computer in education.

### **Course Content:**

#### **Unit I: Introduction to computers**

- Introduction to computer, Characteristics, generations of computers, block diagram of computer and its basic components, classification of computers, Basic input and output devices and primary and secondary memory.

#### **Unit II: Computer Software**

- Types of computer Software, Relationship between H/W and S/W, Introduction of Operating System, function of operating systems, Type of the Operating system: Real time, time sharing, Multi programming, Multiprocessing, Multi-tasking, introduction to Windows

#### **Unit III: Computer Languages**

- Introduction to computer languages, Types of computer languages, Low level languages, High level languages, program translators - Assembler, compilers and interpreter, Characteristics of good languages.

#### **Unit IV: Computer Network**

- Communication & Network, Communication and its elements, modes of communication, communication media, Network: need

of network and its type (LAN, WAN), Internet, type of internet connection (dial-up, PPP, TCP/IP), WWW, URL, E-Mail, Search engines, Web browsers, ISP, Uses of internet.

## **Unit V: Computers in Education**

- Information technology and computer, Role of computers in education, Computer as teaching machine: Computer Aided Instruction (CAI)-Concept and modes, Concept of other terms like CMI (Computer Managed Instructions) CBI (Computer Based Instructions) CALT Computer Assisted Learning and Teaching), Use of PowerPoint in education.

### **Practicum:**

- (i) Working with computers
- (ii) Internet
- (iii) PowerPoint

### **Reference Books:**

1. Bartes .T.: Introduction to Computer Science
2. Gerard. R.: Computers and education
3. Radha Krishan M: Computer Assisted Learning
4. Whiting: Computer education

## **(C) Special Education**

Max. Marks: 50

### **Objectives:**

The students will be able to -

1. Demonstrate knowledge of different perspectives in the area of education of children with disabilities
2. Reformulate attitudes towards children with special needs
3. Identify needs of children with diversities
4. Plan need-based programmes for all children with varied abilities in the classroom
5. Use human and material resources in the classroom
6. Use specific strategies involving skills in teaching special needs children in Special and inclusive classrooms
7. Modify appropriate learner-friendly evaluation procedures

8. Incorporate innovative practices to respond to education of children with special needs.

## **Course Content:**

### **Unit I:**

- Disability: Concept, Meaning & Perspectives, Gender and Disability
- Special Education & Inclusive Education: Concepts, meaning & Definitions, National & International Historical Progression

### **Unit II:**

- General Principles of Teaching Children with Special Needs: Curricular Adaptation, Planning, Preparing & Implementing IEPs & GTPs, Universal Design of Instruction

### **Unit III:**

- Teaching Children with Sensory Disabilities (VI, HI, Deaf-Blind)
- Teaching Children with Neuro-Developmental Disabilities (LD, MR (ID), ASD)

### **Unit IV:**

- Teaching Children with Loco-motor & Multiple Disabilities (CP, MD)
- Teaching Children with Learning Disabilities (LD)

### **Unit V:**

- Applied Behavioural Analysis
- Community Based Rehabilitation
- Assistive & Augmentative Communication

### **Practicum: (At least one of the following)**

- (i) Teaching one child with diverse needs using appropriate strategies
- (ii) Adaptation of curriculum and methods to teach one child with diverse needs
- (iii) Visit to one institution dealing with disabled children and preparing its' report
- (iv) Preparing an IEP and a GTP

### **Reference Books:**

1. Alur, Mithu (2010). Journey for inclusive education in the Indian sub continent. Routledge



2. Burrello N. C., Lashley C, and Beatty E. E. (2001) Educating all students together. How school leaders create Unified System. Corwin Press, Inc., Sage Publication Company.
3. Dash, Neena (2012). Inclusive education for children with special needs. Atlantic Pub.
4. Gearheart, B. R; Weishahn, M. W; Gearheart C. J. (1992). The Exceptional Student in the Regular classroom (5th Ed.) Macmikar Publishing company.
5. Hallahan, D.P., Kauffma, J.M., Pullen, P.C. (2009). Exceptional Learners – An Introduction to Education (11th Ed) Allyn& Bacon, Pearson Education, Inc. USA.
6. Hegarty S and Alur M (2002) Education and Children with special needs – from Segregation to Inclusion (Ed) Sage Publication
7. Internet Source, MHRD (2005b). 'Action Plan for Inclusive Education of Students and Youth with Disabilities'.
8. Internet Source, SSA (2002). 'Basic features of SSA', Inclusive education in SSA, Retrieved from [www.ssa.nic.in / inclusive\\_education / ssa\\_plan\\_manual](http://www.ssa.nic.in/inclusive_education/ssa_plan_manual).
9. Jangira, N. K. (2002). Special educational needs of students and young adults: an unfinished agenda, in: M. Alur& S. Hegarty (Eds) Education and students with special needs: from segregation to inclusion New Delhi, Sage.
10. Jhulka, A. (2006) "Including students and youth with disabilities in education – a guide for practioners" NCERT, New Delhi
11. Kauffman, J. M. &Hallahan, D. P. (Eds): (1982). 'Handbook of Special Education', New York: Prentice Hall Inc.
12. King S. & Margaret. E. (1994). 'Curriculum based assessment in special education', California: Singular Publishing group Inc.
13. Lerner J. W. (1985). Learning Disabilities. Boston: Houghton Mifflin
14. Luftig, L. R. (1989). 'Assessment of Learner with special needs' Boston, Allyn& Bacon.
15. Mani, M.N.G. (2000). Inclusive Education in Indian Context. International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission ,Vivekannanda University.
16. Mangal, S.K. (2007). Educating Exceptional Students – An Introduction to Special Education. New Delhi: Prentice hall of India Pvt. Ltd.
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19. Murphy, P.F and Gipps, C.V. (1996). Equity in the classroom: Towards effective Pedagogy for girls and boys (Ed) The Faluer Press, UNESCO Publishing
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21. Nutbrown, C. C. (2006). 'Inclusion in the early years', London: Sage Publications Ltd.
22. Oslon, J. L., and Platt, J. M. (1992). Teaching students and adolescents with special needs. McMillan publishing company limited, USA.
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31. Swarup, S. (2007). Inclusive Education, Sixth Survey Of Educational Research 1993 N.Delhi: 2000. NCERT.
32. Thompson, S.J., Quenemoen R. F Thurlow M. L., Ysseldyke J. E (2001). Alternate assessments for students with disabilities. Crowin Press, Inc and Council for Exceptional Children.
33. Wood, J. W., and Lazzari, A. M. (1997). Exceeding the boundaries: Understanding Exceptional Lives. Harcourt Brace and Company, USA.
34. White W. F (1971). Tactics for teaching the disadvantageded .Mcgraw – Hill book Company

## **(D) Teaching of Computer Science**

Max. Marks: 50

### **Objectives:**

After going through this course students will be able to -

1. Understand the general nature and scope of computer science
2. Develop understanding of aims and objectives of computer science teaching
3. Comprehend methods and techniques of teaching computer science
4. Construct and evaluate the achievement test scores in the subject

5. Learn framing of various lesson plans and unit plans in computer science in objective/scientific perspective
6. Develop expertise in teaching of computer science.

## **Course Content:**

### **Unit I:**

- Aims and objectives of teaching computer science. Qualities of a computer science teacher.

### **Unit II:**

- Methods of computer science teaching – Lecture, Demonstration, Assignment, Project, Laboratory and Problem Solving.

### **Unit III:**

- Organization and management of computer laboratory.
- Text book and work book in computer science, their merits and demerits.

### **Unit IV:**

- Audio-visual Aids in computer science teaching.
- Planning different types of lessons.

### **Unit V:**

- Co-relation of computer science with other school subjects.

### **Practicum (any one of the following):**

- (i) Preparation of two micro teaching lessons on current IT area
- (ii) Preparation of question bank in the area of computer science
- (iii) Presentation with the help of computer for school students
- (iv) Survey of problems faced by teachers in computer science teaching.

## **Reference Books:**

1. Singh, Y.K. & Nath, R.: *Teaching of Computers*, APH Publishing Corporation, New Delhi.
2. Goyal, H.K.: *Computer Vigyan Shikshan*, R.Lall Book Depot, Meerut.
3. Leon & Leon: *Fundamentals of Information Technology*, Vikas Publishing House, New Delhi.

## Paper 18 (EPC-4): Understanding the Self

Max. Marks: 50

### Objectives:

1. To develop understanding of pupil-teachers about themselves – the development of the self as a person and as a teacher
2. To develop social relational sensitivity and communication skills including the ability to listen and observe
3. To develop holistic and integrated understanding of the human self and personality
4. To build resilience within to deal with conflicts at different level and learn to create teams to draw upon collective strengths
5. To make pupil-teachers aware of their identities.

### Course Content:

#### Unit 1: Concept of Self and Understanding the Self (15 marks):

- Concept of Self
  - Understanding the Self in context of Indian Philosophy
  - Understanding the Self in context of Various Religions
  - Understanding the Self in context of Psychology
- Role of a teacher for creating the understanding of the Self
- Role of a school for creating the understanding of the Self
- Positive and Negative factors affecting the understanding of the Self
- Importance of understanding the Self in the context of education

#### Practicum/Activities (35 Marks):

The following seven activities will carry 05 marks each:

- (i) Organization of Yoga and meditation classes at least for a month in a school
- (ii) Preparation of a report about the effect of the programme.
- (iii) Attending a workshop on Personality Development.
- (iv) Revisiting one's childhood experiences and childhood experiences of one's peers.
- (v) Self disclosure through art, dance and story writing
- (vi) Meeting people within community and preparing a report.
- (vii) Preparation and maintaining a reflective journal in which one's experiences, observation and overall work done in the aforementioned activities.

