

Paper-I-Research Methodology& Computer Applications

Objectives

- To acquaint the research scholars with the nature, scope and limitations of various methods of conducting educational research.
- To develop an understanding of process of conducting educational research.
- To develop an ability of appropriate selection, development and use of various tools of research
- To acquaint the students with various techniques of sampling and to develop an ability of selecting appropriate sample for a research study.
- To acquaint the students with various experimental design.
- To acquaint the students with the use of various parametric and non-parametric statistics for analysing quantitative data.
- To develop an understanding of various techniques of analysingQualitative data.
- To make researchers understand the ethical issues involved in research

UNIT-1:Research Approaches

- Quantitative :Experimental and Ex-post Facto
- Qualitative :Historical, Philosophical, Ethnographic, Grounded, and Critical

UNIT-2:ToolsDevelopment & Techniques of Data Collection

- Sampling: Concept, Types, and Error-avoidance
- Observation & Observation Schedule
- Questionnaire, Interviews & Field Notes
- Psychological Tests & Inventories:
- Surveys

UNIT-3: Experimental Design

- Pre experimental, Quasi experimental and True experimental designs
- Simple Randomized,
- Treatment X Subject
- Treatment X Level
- Factorial

UNIT -4: Data Analysis

A. Quantitative:

- Review of Bivariate Regression & Correlational Analysis
- Multivariate Correlational & Regression Analysis
- ANOVA & ANCOVA, Two-way Analysis
- Factor Analysis
- SPSS Usage

B. Qualitative:

- Inductive, Phenomenological Approach
- Iteration and Reflexivity
- Trustworthiness and authenticity of data
- Coding and categorization of data
- Nvivo, atlasti

UNIT-5: Ethics and Parametersin Research

- Concept
- Citations

- h-index, i-10 index
- Impact factor
- IPR and Copyright issues
- Safe use of online resources
- Anti-plagiarizationsoftwares

Essential/Suggested Reading:

- **Babbie, Earl** (2010). The Practice of Social Science Research, Wadworth Cengage Learning, Belmont, USA. P.513.
- **Blaxter, Loraine; Hughes, Christina aind Tight, Malcom** (2009).How to Research, Open University, New York. P.204
- **Cochran, W.G. & Cochran G.M.** (1961). Experimental Design, Asia Publication House. Bombay
- **Cohen, L. Manion& Morrison K.** (2006). Research Methods in Education, 6th Edn. New York. Routledge
- **Creswell, John W.** (2008). Research Design: Qualitative Quantitative and Mixed Methods Approaches 3rdEdn. New Delhi, Sage Publication
- **Denzin N.K. & Lincoln Y.S.** (2009). Handbook of Qualitative Research, Sage Publication, 2009
- **Ferguson G.A.**(1981) Statistical Analysis in Psychology and Educations Tokyo, McGraw Hill.
- **Festinger, U and Katz, D.** (1970). (Eds).Research Methods in Behavioural Sciences, New York: Mott, Reinehart and Winston Inc.
- **Filstead, W.J.**(1970). Qualitative Methodology: First hand Involvement with Social World. Chicago, Markham Pub. Co.
- **Flick, Uwe** (2006). An introduction to Qualitative Research, 3rd edition, Sage Publication, New Delhi. P.242.
- **Gegory, Robert J** (1992). Psychological Testing, Allyn and Bacon
- **Guilford J.P.&Fruchtger, B.** (1978). Fundamental Statistics in Psychology and Education, Mc Graw Hill.
- **Kisber, Lynn Butler** (2010). Qualitative Enquiry, Sage, New Delhi, P.123.
- **Patton, M.Q.** (1988). Qualitative Methods, Beverly Hills, Sage Publication.
- **Biber, S.N.&Leavy, P.** (2011), The Practice of Qualitative Research, Sage.

Paper II Perspectives in Education

UNIT –i : Content for Philosophy:

Objectives:

- To acquaint the students with the nature of philosophy and its relationship with Research.
- To understand Knowledge and role of research in knowledge construction.
- To develop a philosophical framework for analysing Education.
- To provide an overview of Ethics involved in research.

Unit I:

- Nature and meaning of Philosophy, its relationship with Research.
- Metaphysics and metaphysical issues in research and Theory of positivism.
- Nature of Knowledge and Knowledge construction and research as a tool for Knowledge construction.
- Values: meaning, Temporal and external values and ethical issues in research.
- Overview of researches in Philosophy of Education.

Readings:

- Anderson, Terry Kanuka, Heather (1998: Online Social Interchange, Discord, and Knowledge Construction.
- BM Gordon - 1995 –Knowledge construction, competing critical theories, and education. ERIC
- James A. Banks,(1993): The Canon Debate, Knowledge Construction, and Multicultural Education,
- Research Article <https://doi.org/10.3102/0013189X022005004>
- Swami Ranganathananda (1971): Eternal Values for a Changing Society, : Bharatiya Vidya Bhavan,Bombay; 3rd Revised edition ISBN-10: 0702501107

Weblinks

- <https://journals.sagepub.com/doi/abs/10.3102/0013189X022005004>
- <https://www.papermasters.com/knowledge-construction.html>
- <https://www.encyclopedia.com/religion/encyclopedias.../temporal-values-theology>
- <https://dentonbible.org/notes/the-theology-of-success-eternal-versus-temporal-values/>
- <http://www.sciforums.com/threads/temporal-vs-chronological.142131/>

Unit II: Sociology of Education

Objectives

- To reflect and critique sociological approaches.
- To critically analyze various policies and their implications.
- To examine research trends in sociology of education

Content

- Sociological Approaches. (Conflict, Functionalist, and Interactionalist.)
- Dialectic Tradition. (Modernization, Post-Modernization, Westernization, Globalization, and Industrialization.)
- Complexities of Indian Society. (Stratification, Transformation, and Sanskritization.Political Sociology in India. (Nationalism, Democracy, and Secularism)
- Research Trends in Sociology of Education.

Suggested Readings:

- Aikara, J. (1994) *Sociology of Education*, Indian Council of Social Sciences Research, New Delhi.
- Apple, Michael. (1986) *Teacher and Text: A Political Economy of Class and Gender Relations in Education*, Taylor & Francis New York.
- Batra, G.S. and R.C.Dangwal. (2004) *Globalisation and Liberalisation: New Developments*, Deep and Deep, New Delhi.
- Bulle, Nathalie. (2008) *Sociology and Education: Issues in Sociology of Education*, Peter Lang, New York.
- Chanda S. S. and R.K.Sharma.(2002)*Sociology of Education*.Atlantic Publishers, New Delhi.
- Cook, L. A. and E. Cook.(1970)*Sociological Approach to Education*, McGraw Hill, New York.
- Demaine, Jack. (1981) *Contemporary Theories in the Sociology of Education*,The MacMillan, London.
- Deway, J. (1977) *Democracy and Education: An Introduction to the Philosophy of Education*, The MacMillan, New York.
- Dube, S.C. (1967) *Modernization and it's Adaptive Demands on Indian Society*, Papers in the sociology of education in India, NCERT, New Delhi.
- Durkheim, E. (1956) *Education and Sociology*, Free Press, New York.
- Ghosh, Ratna. (2004) *Education in Secular Democratic Societies*, Living With Religious Diversity, IIC Quarterly, New Delhi.
- Gore, M.S. (1984) *Education and Modernization in India*, Rawat Publishers, Jaipur.
- Jayaram, N. (1990) *Sociology of Education*,Rawat, New Delhi.
- Kumar, Krishna.(1991) *The Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*,Sage Publications, New Delhi.
- Mannheim, Karl and W. A. C. Stewart. (1997) *An Introduction to Sociology of Education*, Taylor & Francis.
- Mathur S.S. (2008)*A Sociological Approach to Indian Education*, VinodPustakMandir, Agra.
- Mohanty J.(1989). *Democracy and Education in India*, Deep & Deep Publications, New Delhi.
- Mossish, Loor. (1972)*Sociology of Education: An Introduction*,Allen and Unwin, London.
- NCERT (1972) *Field Studies In Sociology Of Education*, NCERT,New Delhi.
- Swift, D. F. (1970) *Basic Readings in the Sociology of Education*,RoutledgeAndKegan Paul, London.

UNIT IV: ICT and Education

OBJECTIVES

- To get practical experience and reflective engagement on critical issues of ICT
- To understand the role of ICT in education in relation to various policies and education
- To get a rich learning experience through various ICT tools which will enable them to engage diverse classroom context
- To critically assess the quality and efficacy of resources and tools available
- To access and suitably modify open educational resources

Content

- Meaning , importance and tools of ICT in teaching learning processes
- Introduction to Websites ,Social network (Blogs, Twitter, whatsapp, facebook, instagram etc.) ICT and web technology and its usages in research
- Modes of web learning (Virtual learning, Blended learning, Flipped learning, virtual classroom, virtual experiments, Virtual Tourism
- Visual research ,Webtools in research, animation, simulation e-content etc.
- MOOCs and ,GOI Digital initiatives, OER, Digital Divide and dataism
- Recent trends in ICT research
- Cybercrimes and ethics

Suggested reading

- Intel Education, NCTE(2007) Handbook for teacher Educator,Banglore
- GOI Digital initiatives 2018 Document
- E-learning methodology:Perspectives on the instructional design for virtual classroom . Sarup Publication,New Delhi(2101)
- Alexis,LEON, Fundamentals of IT,new DELHI,Vikas Publication,1999
- Sharma R N,Advanced Educational Technology,Atlantic Publishers,2003

WEBLINKS

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- <https://digitalcommons.unl.edu>
- <https://scindeks-clanci.ceon.rs>
- www.sciencedirect.com
- www.scirp.org
- www.ncbi.nlm.nih.gov
- www.tandfonline.com
- <http://www.tojet.net>

Paper-III (1) Science Education

Objectives of the course

- To enable students to understand the nature and structure of science.
- To introduce students the philosophy and history of science
- To acquaint students development of Science education in India
- To help students to understand the development of thinking in children and its implications for curriculum
- To enable students to understand how to develop scientific attitude, temper, creativity and methods
- To enable students understand science as a tool for development as well as for protection of natural environment.

Unit I : Nature and Philosophy

- Nature of scientific knowledge
- Evolutionary and Revolutionary view of growth of scientific knowledge
- Constructivism as a philosophical approach

Unit II: Science ,Society and Technology

- Milestones in the development of Science & Technology
- Innovative Methods of Science Teaching
- Eminent Scientists and their methods

Unit III: Scientific Thinking and Recent Developments

- Creativity, Temper, Scientific Methods and its development
- Inventions and Discoveries in Sciences
- Development of Scientific Attitude

Unit IV: History of Science Education

- Development of Science Education in India
- Comparative science education curriculums of India,UK and USA
- Innovative science Curriculum Experiments in India and Abroad
- Impact of Science and Technology on Social development

Unit V: Science, Environment and E Technologies

- Effects of development in Science on the Natural Resources
- Science for Sustainable Development
- Global Environmental Issues and Management Strategies
- e-Technologies in Science Education
- New Technologies in Science Teaching
- Recent Trends in research in Science Education

Suggested Readings:

- | | |
|--------------------------|---|
| • Ander Bon, R.D (1970) | Developing Children Thinking through Science
New Delhi, Prentice Hall. |
| • Bernal D.C. (1969) | Science in History, Pinguins Books. |
| • Vaidya N (1971) | The Impact of Science and Technology, New Delhi,
Oxford & IB Publications. |
| • Aejaaz Masih (1998) | New Trends in Science Education, Manak
Publication, New Delhi |
| • Husain Ahrar (2010) | Chronology of Science & Technology ,
Kaniksha Publication, New Delhi |

- Husain Ahrar (2007) Legend of Science, Academic Excellence,
New Delhi
- Martin E R Ralph(1994) Teaching of Science for all Children's.
Allyn & Baceu
- SS Dahiya (2004) Educational Technology,Shipra Publication,Delhi

Weblinks

- <http://iopscience.iop.org>
- www.wikipedia.co
- <https://scindeks-clanci.ceon.rs>
- www.sciencedirect.com

Paper -III (8) Social Science Education

M.M.-100

Credits: 4

External 75/ Internal 25

Objectives:

Objectives:

- After completion the students will:
- Know and understand the conceptual development in Social Science.
- Acquaint themselves with prevalent Social issues.
- Be Aware of role of Community in development of content in Social Science.
- Know the trends in the area of research in Social Science.
- Acquaint themselves with the innovative methods, nature and assumptions of conducting research.

Unit I- Conceptual Development of Social Science

- Concept and Importance of Social Science
- Social Science curriculum and developmental issues.
- Scientific aspects of Social Science.

Unit II- Issues in Social Science

- Building sensitivity in Individuals regarding Environment (both Physical and Social).
- International understanding and Peace.
- Social issues of marginalized.

Unit III- Community participation and Social Science

- Learning through Non-formal agencies (Museums and Historical Buildings).
- Importance of Community Resources and Social Science.
- Social Science and children in Democracy.

Unit IV- New trends of research in Social science.

- Thrust areas of research in social science globally.
- Impact of Media on Social development.
- Cultural issues in Research.

Unit V- Research in Social Science.

- Nature and assumptions of Research.
- Popular methods used in research in social science.
- Evaluation of Nature of curriculum of social science at different levels.

BIBLIOGRAPHY

BOOKS

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- Neelam. D(1993), Multimedia Approach in Teaching Social Studies, Harmer Publishing House, New Delhi.
- Michalis.J.V (1996), Social Studies for Children in Democracy, New York.
- Edwin.F (1996), Teaching the New Social Studies, New York.

- Huckle .J and Sterling. S(2001), Education for sustainability, Earthscan Publishing.
- V.Kahn and J.M.(2006), Research in Education , Pearson Prentice Hall, New jersey
- Suter.N.W (2006) Introduction to Educational Research, Sage Publication India Pvt.Ltd., New Delhi.
- Dr. Kanwaljit. S (2012), Methodology of Educational Research, Lotus Press, New Delhi.
- Russell.S.K. and Joseph.C (2012), Research Method in Education, Sage Publication India Private Limited, New Delhi.
- Mattoo.A and Tiwari.H (2017), Culture, People and Power: India and Globalised World, Shipra Publications.
- Dr. S.Packiam(2018), Education for Sustainable Development, Neelkamal Pvt. Ltd.
- Charles.K and Selvi.A.V (2018) ,Peace and Value Education, Neelkamal Publication.
- Mohan.V (2018), Indian Ethics, Neelkamal Publisher.
- Dutta. G (2019), Doing Research in Social Sciences, Neelkamal Publications.
- Sahrma.R.A, Environmental Education, Vinod Pustak Mandir.
- Dr. Kameshwri.H.A and Dr. Krishnaiah.R.S. , Pedagogy of Social Science, Volume I&II, Neelkamal Publisher.

WEBSITES

- <https://research-methodology.net/research-methods/quantitative-research>
- Quantitative research qualitative-quantitative research <http://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/> accessed on 7-12-2018
- www.sagepub.com/sites/default/files/upm-binaries/36869_muijs.pdf accessed on 7-12-2018
- [http://www.diffen.com/difference/Qualitative vs Quantitative](http://www.diffen.com/difference/Qualitative%20vs%20Quantitative) accessed on 9-12-2018

Paper – III (2) Teacher Education

Objectives: After completion of this course the learners are enable to :

- *Map teacher education in pre and post-independent India*
- *Critically analyze the curriculum frameworks of teacher education*
- *Familiar with NCTE's regulations and guidelines for TE programs*
- *Reflect on trends and issues in teacher education*
- *gain insight about international TE programs*
- *Appreciate the alternative models and mode in teacher education*
- *Appraise the research and innovation in teacher education*

UNIT – 1: Origins and history of Teacher Education in India

- History of Teacher Education
- Normal Schools, Nai Taleem
- Notions and writings on Teacher Education

UNIT – 2: Teacher Education in post-independent India

- Chattopadhyay Committee (1980)
- Acharya Ramamurthy Committee (1990), Justice Verma Committee (2012)
- Contemporary Trends and Issues in Teacher Education

UNIT – 3: Critical Review of the curriculum frameworks

- Curriculum frameworks: 1978, 1988, 1998, 2005 (NCF), 2006 Draft, 2009
- Quality and regulation issues in teacher education (NCTE)
- Assessment and Accreditation in teacher education (NAAC, QCI, Other apex bodies)

UNIT – 4: Teacher education programs

- Pre-service education: B.Ed., D.El.Ed., B.El.Ed., NTT, Montessori
- In-service: INSET , ABL, MGML, TE in private schools
- Alternative models and modes of Teacher education
- Manpower planning in teacher education

UNIT – 5: Teacher Education – International Perspectives

- Policy and prospective at international level
- Case studies of programs of teacher education of UK, USA, China, Finland
- Research and innovation in teacher education

Reference:

- Educational Consultants Ltd. (2001) Inside the School: A synthesis of case studies of classroom processes “Ministry of Human Resource Development”.
- GOI(2012), Vision of Teacher Education in India: Quality and Regulatory Perspective, Vol-1, Dept of School Education and Literacy, MHRD, GOI, New Delhi
- Goel, B.S and Sharma, J.D. (1984), A Study of Evolution of the Textbook, National Council of Educational Research and Training, New Delhi.
- Govt. of India (1986), National Policy on Education-1986 and Programme of Action-1986, Ministry of Human Resource Development, New Delhi.
- NCERT (1988), National Curriculum for Elementary and Secondary Education - A Framework, New Delhi.
- National curriculum Framework for Teacher Education(2009), National council for Teacher Education, GOI, New Delhi
- NCERT (2000), National Curriculum Framework for School Education, New Delhi.
- National Curriculum Framework for School Education, 2005, Policy Framework; National Council of Educational

Research and Training; New Delhi.

- National Council for Teacher Education (1998): Curriculum Framework for Quality Teacher Education, New Delhi, NCTE.
- NCERT (1978): Teacher Education Curriculum a Framework. New Delhi,
- NCERT.Ramdas.,&Sastry (2012) NaiTalim is Dead.....long live NaiTalimPaper Presented at NaiTalim Seminar at sewagramAshram,Wardha, Gujrat.
- Report of Justice Verma Commission Report. Vol.1, Vol.2 and Vol.3 Aug. 2012.
- Report of the Education Commission: Education and National Development,1964-66(1966),Department of Education, MHRD, GOI, New Delhi.
- Report of Verma Committee For Teacher Education: Perceptions About Teacher And Teacher's Education by :PhutanePadmavatiVasantrao
- Revamping Teacher Education: Justice Verma Committee Recommendations by : Dr. Sarala Ranjan Menon and Dr. MalgondaAdugonda
- The National Council for Teacher Education Act,1993(No.73of 1993)
- UNESCO, 1998. World Education Report: Teachers and Teaching in a Changing World. Paris: UNESCO
- UNESCO, 2000. The Dakar Framework for Action. Education for All: Meeting our Collective Commitments. Paris: UNESCOV.
- Ravi(2015),Teacher Education, Laxmi book publishing, Solapur, Maharashtra
- Singh, Surya Nath (1996),Teaching Profession in India: Past, Present and Future, Professional status of teachers, National council for teacher Education, Delhi..
- Educational system.blogspot.com
- www.govt. education topic
- www.techereducation wiki
- www.ncte-india.org
- www.ugc.ac.in
- www.ncert.nic.in

Paper-III (11) Educational Technology

OBJECTIVES

- To develop an understanding of advance technology in education.
- To be able to know and appreciate the use of technology in different learning contexts
- To develop an insight into various communication approaches
- To be able to develop an understanding into research trends in Educational Technology.
- To enable scholars, develop an understanding of virtual learning environment

UNIT-1:EDUCATIONAL TECHNOLOGY :CONCEPT, CONTEXTS AND CRITIQUE

- Role, experience and applications of Educational Technology in school education and higher education.
- Role, experience and applications of Educational Technology in Special education
- Educational Technology in Distance Education

UNIT-2:MODERN COMMUNICATION TECHNOLOGY

- Individualized instruction, Instructional Design
- Interpersonal approach: IEC, Social Marketing Approach, Participatory Communication approach.
- Media approach: development communication approach

UNIT-3: RESEARCH IN EDUCATIONAL TECHNOLOGY

- Trends in research in the area of Educational Technology
- Trends in E-Learning
- Publication Tools

UNIT-4: TRENDS AND ISSUES IN EDUCATIONAL TECHNOLOGY

- Ethics
- Issues related to(a) infrastructural and (b) manpower
- Technology Management :Learning Management Systems: Definition – Components – LMS Vs LCMS.
- Policies initiatives in Educational Technology and ICT

UNIT -5 : VIRTUAL LEARNING ENVIRONMENT

- Virtual learning environment-concept
- Virtual schools and universities
- E-content Development

References

- **Alexis, Leon & others** (1999). Fundamentals of Information Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- **Sharma,R.A**(2002)Advanced Educational Technology ,International Publishing House,Meerut
- **Sharma,R.N. and Chandra,S.S.**(2003) Advanced Educational Technology Atlantic Publishers, New Delhi Vol.1 &2
- **Das, B. C.**, (2000). Educational Technology: Cuttack. Kalyani Publications.
- **Mohanti, J.** (1992). Educational Technology. New Delhi Deep and Deep Publication Co.
- **Roblyer,M.D. and Edwards,J.** (2000) Integrating Educational Technology into Teaching Merrill, Ohio
- **Tufte, Thomas and Mefalopulos(2009)** Participatory Communication : Apractical Guide, world bank working paper no.170, World Bank, Washington,D.C.
- **UNICEF(2005)** Strategic Communication -For Behavioral and Social Change in South Asia, UNICEF

PAPER III (12) – EDUCATIONAL ADMINISTRATION AND MANAGEMENT

OBJECTIVES:

- To acquaint the students about the administrative structure of educational institutions.
- To enable the students to be acquainted with the role of administrative and regulative bodies.
- To enable the students to understand the constitutional provisions.
- To acquaint the students with understanding of leadership and academic setting.
- To enable the students to analyse the issues and challenges in educational administration.

UNIT-1

Constitutional Provisions

- State List, Union List and Concurrent List
- Centre & State Relationship
- Constitutional Amendments related to Education
- Right to Education as a fundamental right & its implications.

UNIT –II Management of School Education

- Role of centre and state
- Elementary Education, Structure of Elementary Education
- Secondary Education, Structure of Secondary Education
- Agencies of Education: SCERT, Directorate of Education & NCERT.

UNIT –III Management of Higher Education

- Central, State and Deemed Universities, Organizational Structure & Decision Making
- Distance Education, Open Universities
- Agencies of Higher Education: Directorate of Higher Education, UGC & NCTE.

UNIT –IV Budgeting and Financial Management

- Grant in Aid System and its implications
- Financing of Education :Elementary, Secondary & Higher Education,
- Finance Commission ,MHRD, NitiAayog and UGC
- Self Financing in Educational Institution

UNIT –V Key Issues in Educational Administration

- Educational Leadership & Management :Academic Leadership & Institutional Leadership
- Total Quality Management
- Autonomy, Accountability, Privatization and Commercialization of Education
- Issues related to Access, Equity and Excellence in Education

References and weblinks

- **Bakar, M.A.** The Union and the States in Education, New Delhi: Shabd Sanchar, 1976.
- **Bhat, K.S. and Ravi, S.S.,** Administration of Education, Delhi: Seema Publications, 1985.
- **Bhat, B.D. and Sharma, S.R.,** Education Administration: Emerging Trends, Delhi; Kanishka Publishing House, 1992.
- **Bhatnagar, R.P. and Aggarwal, V.,** Educational Administration, Meerut: Loyal Book Depot, 1986.
- **Hanson, E. Mark,** Educational Administration and Organizational Behaviour, Boston: Allyn and Bacon, 1991.
- **Goel, S.L. and Goel, A.,** Education Policy and Administration, Delhi; Deep and Deep Publications, 1994.
- **Kaur, K.,** Education in India (1781-1985): Policies, Planning and Implementation, Chandigarh: 1985.
- **Koontz, H. and O' Donnel, C.,** Essentials of Management, New Delhi: Tata McGraw- Hill, 1982.

- **Morphet et al** (1961) Educational Administration Prentice Hall, Englewood Cliffs New Jersey.
- **National Policy on Education** (1986) Govt. of India, MHRD, New Delhi: 1986 and Revised Policy Formulation.
- **Nwanko, J.I.,** Educational Administration: Theory and Practice, New Delhi : Vikas Publishing House, 1982.
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- **Powar, K.B.,** Quality Assurance in Distance Higher Education, New Delhi: AIU House, 1999.
- **Tierney, William G.** (2006) The Changing Nature of Organizational Leadership and Culture in Academic Work. Journal of Research on Leadership Education, v1 n1 Apr 2006.

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- https://www.researchgate.net/publication/273143560_Introduction_to_Educational_Administration_A_Module (Retrieved on 7 February, 2019).
- https://www.researchgate.net/publication/325486196_Educational_Management_Educational_Administration_and_Educational_Leadership_Definitions_and_General_concepts (Retrieved on 7 February, 2019).
- https://books.google.co.in/books?id=NWjyl3-6eIEC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false (Retrieved on 7 February, 2019).
- https://books.google.co.in/books/about/EDUCATIONAL_ADMINISTRATION_Theory_and_Pr.html?id=zexa_1Ept4oC&redir_esc=y (Retrieved on 7 February, 2019).

Paper-III (3) EDUCATIONAL ASSESSMENT AND EVALUATION

Course Objectives: On completion of the course, the students will be able to:

- Understand the basic concepts and practices adopted in educational measurement and educational evaluation.
- Examine various purposes and approaches to evaluation.
- Construct and standardize a test and scales.
- Know the new trends in educational assessment and evaluation.

Unit- I. Overview of Assessment and Evaluation

- Basic principles of Evaluation
- Classification of assessment based on: purpose, scope, Nature of Interpretation, and context.
- Critical review of types, purposes, procedures, uses, and limitations of assessment strategies and techniques including authentic assessment, value-based assessment and alternate assessment.

Unit- II. Evaluation: Approaches

- Need assessment studies
- Decision oriented evaluation, Goals free evaluation
- Programme evaluation, Curriculum Evaluation

Unit-III Tools of Evaluation

- Knowledge Tests
- Rating Scales
- Skill Tests
- Self-appraisal: Portfolio

Unit-IV Construction and Validation of Tool

- Reliability
- Validity
- Norms

Unit-V Current Trends and future Perspectives

Thrust areas for research in evaluation as Rise of Alternative credentials, Changing demographics causing further strain in higher edu, BYOD, BYOA, and the growing importance of campus device management, Push for innovative school models continuing in K-12, Testing moving online as opt-out movements gain steam as in Nevada, Montana, Oklahoma, Indiana, Florida, Kansas, and Ohio ,

- Use of computer in evaluation.
- Evaluation systems in USA, UK, and India

Suggested Readings:

- Ansatasi, A. and Urbina, S. (2005). Psychological testing. Singapore: Pearson Education.
- Atkin, L.R. (2000). Psychological Testing and Measurement. London: Allyn and Bacon.
- Fetsco, T and McClure, J (2005). Educational Psychology: An Integrated Approach to Classroom Decisions. U.S.A.: Pearson Education.
- Gronlund, N.E. and Linn, R.L. (2003). Measurement and Assessment in Teaching. Singapore: Pearson Education.
- Gupta Rainu (2018), Measurement, Evaluation and assessment of Learning, Shipra Publications, New Delhi
- Linn, R.L. and Miller, M.D. (2005). Measurement and Assessment in Teaching. U.S.: Pearson Education.

- Reynolds, C.R., Livingstone, R.B. and Wilson, V. (2005). Measurement and Assessment in Education. New York: Pearson.
- Thorndike, R. M. and Christ, T. T. (2010). Measurement and Evaluation in Psychology and Education. New Delhi: PHI Learning PVT Limited.

Paper-III (5) Environmental Education

Objectives:

- To help students develop a holistic perspective related to environmental issues through understanding the linkages between natural (biotic, abiotic) and social environment.
- To understand the idea of EE with respect to Education for Sustainable Development (ESD).
- To question the idea of development in relation to issues and concepts.

Unit I Concept and Scope of Environmental Education (8 periods)

- History of Environmental Education at global level: Need, Importance
- History of Environmental Education in India
- International Debates around Climate Change, Is it happening?

Unit II Politics of Resources ((10 periods)

- Food: Issues Related to Farmers and Farming, ZBNF, Organic Farming, Corporate Farming, Fuel Fodder Debate, GM Crops
- Water: Politics of Large Dams, Understanding changes in sources, decline of earlier sources at alternatives through the lens of history and culture
- Land: Forest Ownership, Corporate Intrusion

Unit III Livelihood and Shelter (8 periods)

- Idea of Urbanisation, migration, displacement and ghettoization
- Shrinking Common Spaces
- In the area of Neo-Liberalization: Artisans such as *bunkars*, marginal professions

Unit IV Laws, Policies and People's Movement (9 periods)

- Environmental Laws, litigations
- Forest Act, Land Acquisition Act, Food Security Act
- *Beej Bachao Andolan*, Narmada Bachao Andolan and Chipko movement

Unit V Curriculum Organisation (4-5 periods)

- Organisation of curriculum at different levels.
- Projection and Representation of concepts and issues in curriculum: Text Analysis
- School Projects
-

References:

- Citizen's Report II nd: Centre for Science and Environment: New Delhi
- Sainath, P (1996): *Everybody Loves a Good Draught: Stories from India's Poorest Districts*, Penguin Books: New Delhi
- Shiva, V (2000): *Stolen Harvest: The Hijacking of Global Food Supply*, South Press, Cambridge
- Shiva, V (2001): *Soil not Oil*
- Mishra, A (): *AajbhiKhareinheinTaalab*

Following Acts Available on the Internet:

- Land acquisition Act
- Forest Act

Paper-III (9) Language Education

Objectives

- To examine the language situation in India
- To develop an insight into the evolution / history and current status of language policies in India
- To study the research trends in language and language education

Unit 1: History of Language Education

- Language Policies over the decades. Changes in perception regarding various languages and their reflections in the policies
- Language and Identity: Regional languages and local languages; languages of the tribes of India, marginalized groups language
- Current status: Politics of Languages

Unit 2: Theories of Language Learning

- Psycholinguistic and Sociolinguistic
- Approaches of Early Literacy
- Classroom implications

Unit 3: Multilingualism

- Multilingualism as constitutive of identity
Role of language in a diverse society
- Language for communication

Unit 4: Research Trends in Languages

- Tools for research in Languages
- Innovations and current practices
- Critical literacy

Unit 5: Agencies of Language Learning

- NCERT, SCERT, NCPUL, CIIL etc
- BCL modules
- Media

References and weblinks

Paper-III (7) Mathematics Education

Objectives:

To enable the scholar to:

- Understand the nature and history of mathematics and mathematics education.
- Understand the evolution of research in mathematics education and its significance for a prospective mathematics teacher or mathematics teacher educator.
- Understand suitable evaluation and assessment techniques.

Unit 1: Nature and History of Mathematics and Mathematics Education

- Nature of mathematics in light of the key basic characteristics of mathematics such as abstraction, generalization, symbols and signs, proofs etc.
- Historical development of major ideas in mathematics, evolution of concepts in mathematics
- Socio cultural perspective (Ethno- mathematics) and the constructivist approach.

Unit 2: Understanding Mathematics Education

Aims of Mathematics Education

- Development of Mathematics education in India,
- Critical Issues in Mathematics education at all levels of Education;

Unit 3: Pedagogical Issues

- Role of mathematics in the curriculum and in teaching- learning process.
- Mathematics in the street and in the school - Folk Mathematics
- Mathematics Associations and their role in development of Mathematics pedagogy.

Unit 4: Assessment in Mathematics:

- Perspectives related to assessment and learning of mathematics. Changing role of assessment
- Assessment methods for linguistically, culturally and mathematically diverse students.
- Critical analysis and comparison of large-scale mathematics tests such as TIMSS, PISA, Olympiads and National Achievement Survey

Unit 5: Research in Mathematics Education

Research trends in the area of:

- Mathematics
- Mathematics Education
- Teaching and Learning of Mathematics

References

- Bharath. S., English, L. (2010). Theories in Mathematics education. Seeking new frontiers. Springer.
- Devlin K. (2011). Introduction to Mathematical thinking. Ernest P. (1991). The Philosophy of Mathematics Education.
- Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 43–64). Routledge.
- Gutstein, E. (2006). Reading and writing the world with mathematics: Toward a pedagogy for social justice. New York: Routledge.

- National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Mathematics
- Terezinha Nunes Carraher, David William Csrrahe and Analucia Dias Schliemann, (1985), *Mathematics in the street and in school*, British Journal of Developmental Psychology

weblinks

Paper-III (6) Economics of Education

Course: Ph.D.Marks: 100

Internal: 25 External: 75

Objectives

- To aware the learners about the concept and significance of Economics of Education.
- To understand and recognize the importance of education as investment for human capital formation.
- To aware learners towards the different types of educational costs and benefits.
- To enable learners to understand the educational planning and its process in India.
- To familiarize learners from the different sources of educational finance in India.
- To develop ability in learners to critically analyze and draw conclusions relating to expenditure on different levels of education in India.
- To acquaint learners to understand and critically examine the impact of privatization and globalization of higher education in India.
- To acquaint the scholars with recent trends in economics of education research

Contents

Unit 1: Economics and Education

- Nature of Education in Indian Economy.
- Meaning and Significance of Economics of Education.
- Education as a public good
- Education as an investment.
- Education and Economic Development.

Unit 2: Taxonomy of Educational Costs and Benefits

- Private, Institutional, Opportunity and Unit Cost of Education.
- Individual and Social Benefits of Education.
- Recent Trends of Researches on Economics of Education.

Unit 3: Educational Planning

- Social Demand, Returns and Manpower.
- Institutional Planning ,Development of an Institutional Plan

Unit 4: Financing of Education in India

- Finance Commission and Distribution of Revenues between Centre and States.
- Sources of Educational Finance.
- Public Expenditure on School and Higher Education.
- Self-Financing and Grant-in-Aid Schemes in Higher Education.
- Finance Generation in Universities and Institutions.

Unit 5: Privatization and Globalization of Higher Education in India

- Importance and Problems of Privatization of Higher Education.
- Importance and Problems of Globalization of Higher Education.
- Commercialization of Education

Readings

- Blaug, M., ed., (1992), The Economic Value of Education, Haris, England: Edward Elgar.
- Carnoy, M., ed., (1995), International Encyclopedia of Economics of Education, Oxford: Pergamon.
- Cohen, E. and Gesky, T.G. (1990), Economics of Education, 3rd edition, Oxford: Pergamon Press.
- Leven, H. (1983), Introduction to Cost Analysis and Cost Effectiveness Analysis, Sage Publication.
- Majumdar, T. (1983), Investment in Education and Social Choice, Cambridge University Press.
- Padmanabhan, C. B. (1998), Educational Financing and Structural Policies in India, New Delhi: Common Wealth.
- Prakash, S. (1994), Expenditure on Education, New Delhi: NIEPA.
- Psacharopoulos, G., ed., (1987), Economics of Education, New York: Pergamon.

- Singh, K., 'Generation and Utilization of School-Community Resources', in The Journal of Education and Indian Perspective, Pages 78-85, Volume III, Number 2, September 2011, ISSN: 0976-934X, Department of Education, Mahatma Gandhi Kashi Vidyapith, Varanasi, Uttar Pradesh.
- Singh, K., 'Internationalization of Higher Education: Global Trends', Pages 1-16, in Internationalization of Higher Education-Access and Quality, Edited by Mishra, L., (2013), ISBN: 978-81-7541-689-5, Shipra Publications, New Delhi.
- Singh, K., 'Paradigm Shift in Funding Higher Education in India', (2014), Pages 1052-1063, International Education Conference 2014 Proceedings in, Education as a Right Across the Levels: Challenges, Opportunities and Strategies, Faculty of Education, Jamia Millia Islamia, New Delhi, ISBN: 978-81-309-2742-8, Viva Books New Delhi.
- Singh, K., 'Right to Education and its Financial Concerns', in Edusearch- Journal of Educational Research, Pages 54-57, Vol. 2, No. 2, October, 2011, ISSN : 0976-1160, Researchers Organization, Bilaspur (Chhattisgarh).
- Tilak, J. B. G. ed., (2003), Financing Education in India, New Delhi: Ravi Books.
- Varghese, N. V., and Zaidi, S. M. I. A., ed., (1997), Micro-Planning in Education, Module 8, in Modules on District Planning in Education, New Delhi: NIEPA.

Weblinks

www.niti.gov.in
www.finmin.nic.in
www.mhrd.gov.in

Paper –III (10) Special Education

Objectives:

After this paper, the research scholars are expected to realize the following objectives

- Explain the concept of special education in different perspectives
- Examine the critically the concept, nature and characteristics of various disabilities
- Explain the policies and legislations at the national and international levels
- Enumerate the current needs, trends and issues related to education and special education
- Focus the present trends and future perspectives in education and special education
- Understand the different strategies and assistive technology for special needs children
- Critically evaluate the related research studies in special education

UNIT-I: Historical Perspective of Special Education

- Historical perspective of special education in India and abroad
- Evolutionary process in attitude change towards persons with disabilities
- Philosophical approaches to special education and related studies in this area.
- Psychological and Sociological perspective of special education and related studies in this area

UNIT-II: Overview and research of different disabilities

- Physical disability: Locomotor disability, Visual impairment, Hearing impairment, speech and language disability
- Intellectual disability: Specific learning disabilities, Autism spectrum disorder
- Mental behavior: Mental illness
- Disability caused due to Chronic neurological conditions: Multiple sclerosis, Parkinson's disease and Multiple Disabilities

UNIT-III: Policies and Legislations

- International legislation for Persons with Disabilities.
- National Legislation, Policies and Schemes for Persons with Disabilities
- Employment agencies and services for disabled in India

UNIT-IV: Current issues in Special Education

- Empathy and sensitization for Persons with Disabilities.
- Current approaches of Researches in the field of special education
- Marginalization in Disabilities and intersectionality
- Disabled & Schooling: Pedagogy and Assistive Technology for Inclusion

UNIT-V: Current trends and future perspectives

- Paradigm shift from exclusion to inclusion
- Community Based Rehabilitation
- Deinstitutionalization
- Cross Disability Approach

References:

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.

- Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youth Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi Weblinks.
- <http://disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>
- <http://www.rehabcouncil.nic.in/writereaddata/rciact.pdf>
- <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

Paper III (4) PHYSICAL EDUCATION

Objectives:

- to describe the evolution of physical education as a discipline
- to aware the researcher about the modern trends in physical education
- to enable the researcher to understand the nature and scope of physical education research
- to acquaint researchers with basic knowledge of various research methods used in physical education
- to provide knowledge to the researchers about the place of physical education in different policy documents

Unit 1: Introduction of Physical Education

- Historical development of Physical Education
- Milestones in the development of Physical Education.
- Research Trends in Physical Education

Unit 2: Nature and Scope of Research in Physical Education

- Nature of Research in Physical Education
- Scope of research in Physical Education or Major areas of Research in Physical Education (Sports biomechanics, sports injuries, sports psychology, sports management, sports physiology)
- Adapted physical education for diverse population

Unit 3: Methodology of Research in Physical Education

- Video or Motion analysis (2D and 3D) in physical education and sports
- Gait analysis of Walking and Running
- Laboratory Research in Physical Education (Anthropometrical analysis, Testing of Physical fitness components)

Unit 4: Physical Education in Schools and Teacher Education Institutions

- Place of Physical Education in School Curriculum
- Physical Education in Teacher Education Curriculum (NCTE, Teacher Education Curriculum Framework)
- NCF 2005, Other related document
- Yoga Education

Units 5: Physical Education and Performance

- Relationship of Physical activity and yogic activities.
- Fitness among teacher and students its impact on academic performance of students
- Importance of Physical fitness, health and nutritional status for students
- Posture and Postural deformity
- Physical education and sports for stress management
- Effect of sedentary lifestyle on our physical, mental, social and emotional status

References

- Agashe, S.R. (2013). Introduction to physical education, fitness & sports. New Delhi, India: Khel SahityaKedra.
- Bucher, C.A. (1979). Foundations of physical education (8th Ed). St. Louis: The C.V. Mosby Co.
- Chelladurai, P. (2001). Managing organizations for sport and physical activity: A systems perspective. Scottsdale, Ariz.: Holcomb Hathaway Publishers.
- Goswami, J. (2014). Diet, health and nutrition. New Delhi, India: Khel SahityaKedra.
- Griffiths, I.W. (2005). Principles of biomechanics & Motion Analysis.
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- Rajagopalan, K. (2014). A brief history of physical education in India. New Delhi, India: Friends Publication.

- Singh, A., Bains, J., Gill, J.S., Barar, R.S. & Rathee, N.K. (2005). Essentials of physical education. New Delhi, India: Kalyani Publishers.
- Vainienė, E., Rastauskienė, G.J., Šukys, S., & Lileikienė, A. (2014). Physical education study field –in search of disciplinary identity. *Acta Kinesiologiae Universitatis Tartuensis*, 20, 70-89.
- Whittle, M. (2006). An introduction to gait analysis (4th ed.). USA, Butterworth-Heinemann.

Web Links

- http://www.unhas.ac.id/tahir/BAHAN-KULIAH/BIO-MEDICAL/NEW/HANBOOK/0071449337_ar005-Biomechanics_Of_Human_Movement.pdf
- http://shodhganga.inflibnet.ac.in/bitstream/10603/149275/9/07_chapter%202.pdf
- <http://www.kireetjoshiarchives.com/teachers-training/mystery-and-excellence-on-the-human-body/physical-education-in-ancient-india/&page=267>

M.A. (EDUCATION) - M-16
(4 Semester Course)

SYLLABUS

W.E.F. 2016

INSTITUTE OF ADVANCE STUDIES IN EDUCATION
FACULTY OF EDUCATION
JAMIA MILLIA ISLAMIA
NEW DELHI
M.A. EDUCATION

S E M E S T E R - I

M16.1S1	Philosophical Foundations of Education	2 Credits	(50 marks)
M16.1S2	Sociological Foundations of Education	2 Credits	(50 marks)
M16.1S3	Psychological Foundations of Education	4 Credits	(100 marks)
M16.1S4	Curriculum & Pedagogy of Education	4 Credits	(100 marks)
M16.1S5	Research Methods in Education	4 Credits	(100 marks)
M16.1S6	Teacher Education	2 Credits	(50 marks)
M16.1S7	Seminar: An interaction and participation with TEI & School Exp.	2 Credits	(50 marks)
Total: 20 Credits			500 marks

S E M E S T E R - II

M16.2S1	Philosophical Foundations of Education	2 Credits	(50 marks)
M16.2S2	Sociological Foundations of Education	2 Credits	(50 marks)
M16.2S3	Psychological Foundations of Education	4 Credits	(100 marks)
M16.2S4	Curriculum & Evaluations of Education	4 Credits	(100 marks)
M16.2S5	Research Methods in Education	4 Credits	(100 marks)
M16.2S6	Teacher Education	2 Credits	(50 marks)
M16.2S7	Activity: Planning & Conducting a Project	<u>2 Credits</u>	<u>(50 marks)</u>
20 Credits			500 Marks

S E M E S T E R – III

M16.3S1	Specialized Paper	-	4 Credits	100Marks
	i. Language Education			
	ii. Social Science Education			
	iii. Science Education			
	iv. Mathematics Education			
	v. Agriculture Education			
M16.3S2	Analysis and Interpretation of Data	4 Credits	100 Marks	
	(Qualitative)			

M16.3S3	Building Discourse in Education-	2 Credits	50 Marks
M16.3S4	Optional Paper (anyone of the following)	2 Credits	(50 marks)
	1. Educational Management 2. Educational Technology 3. Guidance and Counseling 4. Inclusive Education 5. Environmental Education		
M16.3S5	ICT and Education	- 4 Credits	100Marks
M16.3S6	Synopsis: Preparation & Presentation,	4 Credits (2+2)	100Marks
		20 Credits	500 Marks

S E M E S T E R – I V

M16.4S1	Specialized Paper	- 4Credit s	100Marks
	i. Language Education ii. Social Science Education iii. Science Education iv. Mathematics Education v. Agriculture Education		
M16.4S2	Analysis and Interpretation of Data	4 Credits	100Marks
	(Quantitative)		
M16.4S3	Building Discourse in Education	2Credits	50Marks
M16.4S4	Optional Paper (anyone of the following)	2 Credits	(50 marks)
	1. Educational Management 2. Educational Technology 3. Guidance and Counseling 4. Inclusive Education 5. Environmental Education		
M16.4S5	ICT & Education (Practical)	2 Credits	50Marks
M16.4S6	Dissertation	- 4Credit s	100Marks
M16.4S7	Viva Voce	- <u>2Credit s</u>	<u>50 Marks</u>

Total: 20 Credits 500Marks

1-PHILOSOPHICAL FOUNDATIONS OF EDUCATION (Code: M16.1S1)

Objectives:

To enable the students to :

Develop a philosophical framework for analyzing education, its aims and practices and reflect on theorization in education.

- (i) Acquaint themselves with major Western Schools of Education and their Educational implications.
 - (ii) Understand relation between Philosophy and Education.
- UNIT-I - Meaning of Philosophy and its Branches
- Metaphysics, Axiology & epistemology
- UNIT-II - Philosophical perspective of Education, Relation between Philosophy & Education
- UNIT-III - Western Schools of Philosophy and their Educational Implications.
- UNIT-IV - Contemporary Philosophers-Paulo friere, Ivan Illich

BIBLIOGRAPHY

1. Agrwal J.C. (2006) Theory & Principal of Education, Vikash Publishing House, Janpura, New Delhi.
2. Barrow, R. & Woods, R.(2006): An Introduction to Philosophy of Education, Routledge Taylor & Francies Group, London and New York
3. Brubacher J.S.(1971): Modern Philosophies of Education, Surjeet Publication, Kamla Nagar, New Delhi/Tat McyrawHill Pvt. Ltd.
4. Carr.W.(2005) The Routledge Flamer Reader in Philosophy of Education, Routledge Tauylor & Franceis Group, London and New York.
5. Chaube S.P. (1994): Philosophical & Sociological Foundation of Education, Vinod Pushtak Mandir, Agra, UP
6. Chaudhry K. (2005): A Handbook of Philosophy of Education, Mahamaya Publishing House, New Delhi
7. Dewey, J.(1916): Democracy and Education, The Macrmillan Company, New Delhi.

8. Peters, R.S. (1970): Ethics and Education, George Allen & Unwin Ltd. London, U.K.
9. RAI, B.C. (1996): THEORY OF EDUCATION,

1ES-II-SOCIOLOGICAL FOUNDATIONS OF EDUCATION (Code: M16.1S2)

OBJECTIVES

1. To enable the students to understand theories of Sociology of Education and their applications in analyzing education.
2. To enable the students to understand the concept and process of Social organizations.
3. To enable the students to understand and critically analyze issues and problems of education.

UNIT-1-Historical Development of Sociology of Education, Relationship between sociology and education. Theoretical approaches Functionalism (Emile Durkhiem) Conflict theory, Interactionism, Open System Approach

UNIT-II-Education and society, school and community, stratification and mobility.

‘Concept of social development’

UNIT-III- Education and social change. Role of School, Modernization and post

Modernization, Globalization and Education

UNIT-IV-Education for Secularism and Democracy. Education for Peace and International, Understanding.

REFERENCES:

1. Agrwal J.C. (2006): **Theory & Principal of Education**, Vikash Publication House, Junpura, New Delhi
2. Barrow, R.& Woods, R.(2006): **An Introduction of Philosophy of Education**, Routledge Taylor & Francies Group, London and New York
3. Brubacher, J.S. (1971): **Modern Philosophies of Education**, Surjeet Pub.Kamla Nagar, New Delhi/Tata MCgrawhill Pvt.Ltd.
4. Carr.W.(2005): **The Routledge Flamer Reader in Philosophy of Education**, Routledge Taylor & Francies Group, London and New York.
5. Chaube, S.P.(1994): **Philosophical & Sociological Foundation of Education**, Vindo Pushtak Mandir, Agra,
6. Choudhry K.(2005): **A Handbook of Philosophy of Education**, Mahamaya Pub.House, New Delhi.
7. Dewey, J.(1916): **Democracy and Education**, The Macmillan Company, New Delhi.
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9. Rai, B.C.(1996): **Theory of Education**, Prakashan Kendra, Sitapur, Lucknow, UP
10. Shivarudarappa, G. (1998): **Philosophical Approaches to Education**, College Book House, Contonment, Trivendrum, Kerala.

M.A. Education

1-ES-III- Psychological Foundations of Education (Code: M16.1S3)

OBJECTIVES:

- (i) To acquaint the students with relation between Education and Psychology.
- (ii) To help students understand various approaches to Learning and the application of these applications.
- (iii) To acquaint students with the concept and process of development.

Unit-I Educational Psychology

- a) Relationship between Education and Psychology
- b) Nature and Methods of Educational Psychology
- c) Application of Principles of Educational Psychology in the field of Education

Unit-II-Growth and Development

Concept, Principles and Stages of Development
Cognitive development-Piaget's theory
Psycho-social Development-E. Erikson's theory
Personality development-Maslow's theory
Moral development-Kohlberg's theory

Unit-III-Intelligence

- a) Concept and Nature of Intelligence
- b) Factors effecting Intelligence
- c) Theories of Intelligence
- d) Assessment of Intelligence

Unit-IV-Individual Differences

Concept of Individual difference
Areas of Individual difference
Implications of Individual difference in organising Educational programmes

References:

Unit-I

1. Anita Woolfolk (2004); Educational Psychology, Pearson Education
2. Fernald, L.D & Fernalt P.S. (1999) Munn's Introduction to Psychology, AITBS Publishers Delhi
3. Robert. R. Baron (2001) Psychology, Printice Hall of India
4. S.K. Mangal, (2005) Advanced Educational Psychology, Printice Hall of India

Unit-II-IV

1. Allport. G.W. Patterns of Growth of Personality, New York

2. Alison Clark, S.W. Stewart, S. Friedman (1988) Lifelong Human Development, WIE, Wily
3. Anita Woolfolk (2004); Educational Psychology, Pearson Education
4. Fernald, L.D & Fernalt P.S. (1999) Munn's Introduction to Psychology, AITBS Publishers Delhi
5. Helen Bee & Denise Boyd. (2004) The Developing Child, Pearson Education Pvt. Ltd.
6. Hurlock, E.B. (1997) Child Development, TATA Mc Graw Hills.
7. Robert, R. Baron (2001) Psychology, Printice Hall of India
8. S.K. Mangal, (2005) Advanced Educational Psychology, Printice Hall of India

1-ES-IV- Curriculum and Pedagogy of Education (Code: M16.1S4)

The course builds on philosophy, sociology, child development and learning to develop an understanding of how and to what extent educational aims are realized in schools. The course is anchored around the idea of 'curriculum' as the plan for the implementation of educational aims, and therefore being the most important dimension of the design and conduct of learning.

1. A critical perspective on the idea of curriculum (negotiated and socio-historical), its relationship to educational aims and societies.
2. Using insights from philosophy, sociology, psychology of learning and group psychology/organizational theory to reflect on curriculum design and its realization in schools
3. Critical understanding of curriculum as it obtains in Indian schools, assessing the quality of learning

Unit 1: The relevance of the study of curriculum

a)Curriculum and its relationship to educational aims. Its role and importance in education. Delimiting the idea of curriculum and its relationship to syllabus, textbook etc. Historical review of the development of the concept of curriculum and its entry into Indian school education at the national and state levels. Understanding curriculum documents as 'facts' (state produced documents, school level documents)-Probing questions- Why does it exist? Who prepares it, and how is it prepared? What does it contain? Who does it address? How does it relate to boards of examinations? Mapping stakeholders influencing the curriculum document , and their interests, Ideology and control.

NCERT (2005) National Curriculum Framework.

NCERT (2005) Position paper of the group on Curriculum and Textbooks

NCERT (2005) Position paper of the group on Aims of Education

NCERT (2000) National Curriculum Framework

NCERT (1988) National Curriculum Framework

Agnihotri R K et al (1998) *Prashika* (Delhi: Ratna Sagar)

Eklavya (2005) *Triannual Report* 'New Beginnings'

b) Organization of Curriculum: What will be taught and how?

- (a) Based on the Thinkers: study of Plato, Rousseau, Dewey, Gandhi, Friere, to understand the relationship between aims of education, analysis of society, pedagogic processes, construction of learner and the process of learning-understanding the interplay to determine curriculum.

. (b) Understanding how Cognition and Learning contributes to curriculum Making- Piaget and Vygotsky in Making of Curriculum

Stenhouse, L (1976) *Introduction to Curriculum Research and Development* (Oxford: Heinemann Education)

Dewey J (1918) *Democracy and Education*

Jean-Jacques Rousseau, *Emile on Education*, tr. by Allan Bloom (Basic, 1979)

Friere P (1974) *Pedagogy of the Oppressed* New York; A Seabury Press

Gandi ,M *The Problem of Education*

Dewey J *Child and the Curriculum*

Dewey J(1918)*My Pedagogic Creed*

Chapter 1 of *what is worth teaching* as it discusses Psychological and philosophical foundations of education –how these contribute to curriculum.

Some simple reading for Vygotsky and Piaget to be identified

Unit2: Understanding the debate around what is worth Teaching

(a)How to decide the content –the difficult and defensible choice.

(b) Implicit, Explicit and ‘Hidden curriculum’ Relationship of curriculum with practice. - School organization, location and architecture, staffing, structuring of time, classroom design, relationship patterns and learning interactions; school rituals and forums; choice of texts, curricular subjects; co-curricular and extra-curricular activities Curriculum as fact and practice

Kumar, Krishna (2000) *What is Worth Teaching* (2nd Edition) (Hyderabad: Orient Longman).

Apple, M (1979).Ideology and Control

Bourdieu P. (1986) “Forms of Capital” in J.G. Richardson (ed) *Handbook of Theory and Research in the Sociology of Education* New York: Greenwood Press.

Unit 4: Situating curriculum: the school and the home

.Community relationship to curricular choices and children’s learning—the role of PTA.

Critical perspectives on concepts such as ‘framing’ ‘polarity’ ‘alienation’

Critical perspectives on concepts such as ‘relevance’ (national development/post-colonial societies)

Padma Sarangapani (2003) *Constructing School Knowledge* (New Delhi: Sage)

Bernstein, Basil (1977) "Class and Pedagogies: visible and invisible" *Class Codes and Control Volume 3* (London: Routledge and Kegan Paul).

School of Barbiana

Deschooling Society By Ivan Illich

Unit 4

Unpacking terms –, 'reproduction' , 'Elitism ' , 'Innateness –nature /nurture'

Critical perspectives on concepts such as 'equity-equality' in gender, caste, class.

Textbook analysis in terms of above and linking it to reproduction in society

Pathak, Avijit (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness* (Delhi: Rainbow Publishers) Introduction.

CABE (2005) document –Zoya Hassan Gopal Guru Committee Report

Chapters-Divisive School system, and Growing up Male from Book What is worth Teaching

Kumar K()Educational Experience of Schedule Caste and Schedule Tribes in Shukla and Kumar

Watching Film:

India Untouched –Stalin

1.ES- V - RESEARCH MEHODS IN EDUCATION (Code: M16.1S5)

OBJECTIVES:

To enable the Students to:

- (i) Understand meaning and nature of Research.
- (ii) Understand the process of research.
- (iii) Understand the construction and proper use of various tools used for collecting data.

UNIT-I-Research and Its Type: Meaning & Characteristic of Research Foundation: Its Nature and Scope.

Scientific Research: Steps of Scientific methods and its scope in educational research

Qualitative Research Paradigm: Assumption, Nature and Scope

UNIT-II-Research Methods:

Historical

Survey

Experimental

Case Study

Ethnographic

UNIT-III- Research Design: Meaning and importance

A-Sample & Sampling Design: Concepts of Population, Sample, Representative Sample, Probability & Non Probability Techniques of Sampling

B-Tools & Techniques of Research:

i. Characteristics of Good Tools

ii. Questionnaire & Interview

iii. Observation & Observation Scholarship

iv. Tests & Scales: Uses & Types

UNIT-IV-Preparation of Research Proposal

A Research Problems, Research Objectives, Research Questions Hypothesis

i. Operationalization of variables

ii. Review of Related Literature

iii. Research Design

iv. Limitation & Delimitation

B. Report Writing: Purpose, Format, Characteristics of a Good Research Report

BASIC REFERENCES FOR RESEARCH METHODS

1. Best, J.W. & Kahn, James V Research in Education (7th Edn) New Delhi, Prentice Hall of India, Pvt. Ltd. 1995
2. Cohen, Louis, Manion; Lawrence & Marrison; Keith R.B. (6th Edn) Research Methods in Education London, Rowledge.
3. Corey, S.M. & Shukla J.K. Practical Classroom Research by Teachers, New Delhi, National Institute of Basic Education, 1962.
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6. Kaul, Lokesh Methodology of Education Research, New Delhi, Vikas Pub. House, 1994
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9. Moulay G.J. Science of Educational Research, New Delhi: Eurasia 1974
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1ES-VI - TEACHER EDUCATION – I (Code: M16.1S6)

PRE – SERVICE TEACHER EDUCATION

Course Objectives:

After going through this course, the students will be able to explain as clarify:

- Aims and objectives of teacher education
- The recommendations of various commissions and policies and their implications
- Relating to teacher education the Curriculum Frameworks developed by NCTE and NCERT
- The structure of curriculum at different levels of teacher education and education of teacher educators
- Various processes relating to teacher education

Unit – I

- Indicators of Quality Education: The centrality of the teacher's Role
- Aims and objectives of Teacher Education
- Competency based and commitment oriented Teacher Education
- Systemic concerns and New Demands on Teacher Education curriculum

Unit – II

- Recommendations of various commission on Teacher Education: Education Commission (1964 – 66) National Commission on Teacher – I (1983 – 85), National Knowledge Commission
- Strategies outlined in the Programme of Action (POA) of the NPE – 1986 1992
- Review of the Centrally Sponsored Scheme on Restructuring and Re-organization of Teacher Education (1987): SCERTs, DIETs, IASEs, & CTEs

Unit – III

- Process of curriculum Development, Essentials in Teacher Education
- Curriculum Frameworks of Teacher Education:
 - NCERT / NCTE – 1978, 88
 - NCERT – 2004
 - NCTE & NCERT – 2006
 - NCTE – 1998, 2009
- Education of Teacher Educators: Rationale and objectives, strengthening

the programmes

Unit – IV

- Role of students teaching in Teacher Education Programme rammers
- Organizing of students Teaching: Various Patterns
- Techniques of Teacher Training: Core – teaching, Micro – teaching, interaction analysis
- Supervision and Evaluation of students teaching

Suggested Readings:

- NCERT (1978) – Teacher education curriculum: A framework, New Delhi: NCERT
- NCERT (1988) – National Curriculum for teacher education, New Delhi: NCERT
- NCERT (1991) – Secondary teacher education: Curriculum: Guidelines and syllabus, New Delhi: NCERT.
- NCERT (1991) – Elementary teacher education: Curriculum: Guidelines and Syllabi
- NCTE (1998) – Assessment and evaluation in teacher education, New Delhi: NCTE.
- NCTE (1998) – Curriculum framework for quality teacher education, New Delhi: NCTE
- NCTE (1998) – Quality concerns in elementary teacher education, New Delhi: NCTE
- NCTE (1998) – Quality concerns in Secondary teacher education, New Delhi: NCTE
- Singh L.C. and Sharma P.C. (1995) – Teacher education and the teacher, New Delhi, Vikas Publishing House.
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- Slicks Gloria Appelt (Ed.) (1995), preparing new teacher, California: Corwin
- Eleventh Five Year Plan: Section – IV Teacher Education Government of India: Planning Commission
- National Policy on Education, 1986 and 1992, New Delhi: Government of India, MOE
- Programme of action, 1986 and 1992, New Delhi: Government of India, MOE
- NCTE (1998) *Competency based and Commitment oriented teacher education for quality school education*, New Delhi: NCTE
- NCTE (1998) *Policy perspective in Teacher Education: Critique & Documents*, New Delhi: NCTE
- NCTE (2003) *Envisioning teacher education in the 10th plan and beyond*, New Delhi: NCTE
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- Singh R. P. (1997) Teacher training India: looking ahead, New Delhi; Federation of Management of Educational Institutions
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- NCTE (2002) – Calendar of Activities (B.Ed.), New Delhi: NCTE
- Rama Murty – Towards enlightened and humane society NPE, 1986 A review New Delhi: MHRD, Dept. of Education

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- Hartley, David, & Whitehead, Maurice. (Eds.) (2006). Teacher education: major themes in education. London: Rutledge.
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- Liston, D. & Zeichner, K (1991) – Teacher education and the Social Conditions of Schooling, New York routledge
- Grossman, P. L. (1990) – The making of a teacher: teacher knowledge and teacher education, New York: Teachers College press

2.ES-1- PHILOSOPHICAL FOUNDATION OF EDUCATION (Code: M16.2S1)

Objectives: To enable the students to

Understand the Oriental schools of philosophy and their educational implications.

- (i) Acquaint themselves with modern Indian philosophers and their educational thoughts.
- (ii) Understand importance of Values in life in school curriculum.

UNIT-I - Oriental Schools of Philosophy –there Concept of Man,
Education & Society.

Islam, Hinduism, Sikhism, Buddhism and Jainism

UNIT-II - 20th Century Indian Philosophers and their educational thoughts.

Radha Krishan, R.Tagore, J.Krishnamurthy, Maulana Azad,
M.K. Gandhi and K.G.Syyedan and Zakir Husain.

UNIT-III - Value Education-Eternal Vs Temporal Values-Democracy,
Liberty, Social Justice and Sustainable Development

UNIT-IV - Philosophy of Peace and Human Rights

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3. Brubacher, J.S. (1971): **Modern Philosophies of Education**, Surjeet Pub.Kamla Nagar, New Delhi/Tata MCgrawhill Pvt.Ltd.
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- 14.O'Connor, DJ(1961): **Introduction to the Philosophy of Education**,
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2.ES-II-SOCIOLOGICAL FOUNDATIONS OF EDUCATION (Code:) M16.2S2

Objectives:

- (i) To help Students relation between Education and culture.
- (ii) To acquaint them with role of education in Democracy.
- (iii) To help them understand the problem of caste and creed in Indian society.

UNIT-I-Education and Culture: Culture, Values, Role of Education, in Cultural Context, Pluralism/ Multi culturism and Multicultural Education.

UNIT-II-Role of Education for Empowerment of Marginalized: Class, Caste, Gender and Religion, the Policy of Positive Discrimination, Inclusion in Education.

UNIT-III-Education and Politics: Power and Dominance, Policies of Education, Political Ideologies and Goals of Education.

UNIT-IV-Expansion of Education, Privatization of Education.

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1. Agrwal J.C. (2006): **Theory & Principal of Education**, Vikash Publication House, Junpura, New Delhi
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3. Brubacher, J.S. (1971): **Modern Philosophies of Education**, Surjeet Pub.Kamla Nagar, New Delhi/Tata MCgrawhill Pvt.Ltd.
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- 22 Wingo, G.M. (1975) **Philosophical Bases of Education-An Introduction**, New Delhi, Sterling Publishers Pvt.Ltd.

2. ES-III-PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (Code:) M16.2S3

Objectives:

- (i) To help the students to understand theories of learning, its approaches and application.
- (ii) To help them understand the concept of learning and its principles.
- (iii) To acquaint them with the main approaches to understand and assess personality.

Unit-I A-Learning

- a) Concept of learning
- b) Information processing
- c) Learning of concepts and Principles

B-Theories of Learning

Behaviorist approach-Thorndike, Pavlov and Skinner

Cognitive approach-Kohlar and Lewin

Gagne's theory of instruction

C-Transfer of Learning

- a) Concept of Transfer of Learning
- b) Theories of Transfer of Learning

D-Constructivism

Constructivist's assumptions about learning

Constructivists Learning goals

Constructivists conditions for learning

Constructivists methods of instructions

Unit-II-Personality

- a) Concept, types and Traits of Personality
- b) Approaches to the study of personality
 - Psycho-analytical approach-Freud
 - Humanistic approach-Allport and Roger
 - Behavioral and social learning-Miller and Vygotsky
- c) Assessment of Personality
 - i) Personality inventories and Rating scales
 - ii) Projective techniques-TAT, Rorschach

Unit-III-Motivation

- a) Concept and types of motivation
- b) Motivation for learning
- c) Self concept, self efficacy, self esteem and self-determination

Unit-IV-Guidance and Counselling

- a) Concept and Principles of Guidance and Counselling
- b) Tools and techniques of Guidance
- c) Personal, Vocational and Educational guidance

References:

Unit-I

- | | |
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| 10. Mercy P. Driscoll (1994)
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Unit-II

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Unit-III

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2-ES-IV-CURRICULUM & EVALUATION OF EDUCATION (Code: M16.2S4)

Concept of Measurement, Assessment & Evaluation, Scales of Measurement. Relationship of Evaluation with Curriculum & Instruction

Types of Evaluation: Formative, Summative, Diagnostic, Concept of Continuous & Comprehensive Evaluation.

Assessment of Students' Performance

1. Cognitive Areas: Nature & types of Achievement

Test: Oral, Written, Practical, Importance and use of Testimony of Educational Subjective (cognitive Demon)

Strength & limitations of essay type, short answer type and objective type questions.

Purpose and Scope of Probing, questions and questions with multiple correct answers, Development of Achievement Test: Item construction, Formulate of objectives, blue print, item analysis, standardization (reliability, validity,

General Mental Ability Test & Intelligence Tests: Their uses, type & limitation.
2. Non Cognitive Areas: Assessment of Interest Attitude, Values.

Assessment of Performance in Group Projects and Group Achievement

A Critical Analysis of CBSE proposal for assessment in Non-cognitive areas use of Portfolio Analysis
3. Evaluation of Curriculum
Scientific and Humanistic (Qualitative & Evaluation Naturalistic)

Intended Vs Goal Free Evaluation

Inductive & Deductive Evaluation Models
4. (a) Derive & Standard Scores: Z, T & Stanina
(b) Correlational Techniques: Biserial, Point biserial Tetrachoric 'r' and coefficient
(c) Regression Analysis: Bivariate and Multivariate

2 ES- V-RESEARCH METHODS IN EDUCATION (ANALYSIS OF DATA)

(Code: M16.2S5)

Objectives:

The students will be able to:

1. Develop an understanding of various descriptive and inferential statistical measures.
2. Choose and employ appropriate statistical technique (s) to analyse quantitative data.
3. Develop a basic understanding of nature of qualitative data.
4. Develop an understanding of some basic techniques to analyse the qualitative data.

UNIT-I Descriptive Statistics

- i. Measures of Central Tendencies
- ii. Measures of Variability
- iii. Measures of Correction: r, e

UNIT-II Inferential Statistics (Parametric)

- a. Significance of a Statistics
- b. Concepts of Null hypothesis, Level of Significance
- c. Type I & Type II error
- d. T-test

UNIT-III Inferential Statistics (Non-Parametric)

- a. Chi-square
- b. Median Test

UNIT-IV Analysis of Qualitative Data

- a. Editing & Coding of Data, Logical & Inductive Analysis
- b. Content Analysis

BASIC REFERENCES FOR RESEARCH METHODS

11. Best, J.W. & Kahn, James V Research in Education (7th Edu) New Delhi, Prentice Hall of India, Pvt. Ltd. 1995
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2-ES-VI TEACHER EDUCATION (Code: M16.2S6)

PROFESSIONAL DEVELOPMENT OF TEACHERS

Course Objectives:

After going through this course, the students will be able to explain and clarify:

- Aspects relating to teaching profession
- Role and functions of NCTE and NCERT
- Objectives and strategies of professional development of teacher and teacher education
- ICT implications for teacher education
- Trends in research including action research in teacher education
- Quality assurance in teacher education

- | | |
|-------------------|--|
| Unit – I | <ul style="list-style-type: none">• Teaching as a Profession, Professional, Ethics of Teachers, Role of Professional Organizations, Role and Functions of NCTE in Teacher Education |
| Unit – II | <ul style="list-style-type: none">• Continuing Professional Development of Teacher and Teacher Educators:• Need, Objectives, Agencies, Organizational strategies Models, concerns and challenges |
| Unit – III | <ul style="list-style-type: none">• Information and Communication Technologies in Education. Implications for Teacher Education• Teacher Education through Open and Distance Learning status, Concerns and Challenges |
| Unit – IV | <ul style="list-style-type: none">• Innovative Teacher Education Models and Practice – A Critical Review and Flexibility for Future Directions.• Research in Teacher Education: Trends, Research Gaps, Measures to Improve Quality of Research and its Dissemination, Action Research to Improve Classroom and Institutional Practices• Quality Assurance in Teacher Education |

Suggested Readings:

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- Chaurasia, G. (2000) – Teacher education and professional organization, Delhi Authors Press
- Mefitt, JC (1983) – In service education of teachers, Washington; Centre for Applied Research in Education INC.
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3-ES-I (i)-LANGUAGES EDUCATION (URDU, HINDI OR ENGLISH) **(Code: M16.3S1)**

OBJECTIVES:

1. To acquaint the Students with the Structure and functions of the languages.
2. To develop understanding of different skills and abilities of languages.
3. To develop an awareness of multilingual approach of different level of languages teaching in school.
4. To make them aware of language aids and equipments.
5. To develop an awareness of evaluation techniques in language and literature.

UNIT-I LANGUAGES-NATURE & DEVELOPMENT

- (a) Language and Communication-Verbal Non Verbal
- (b) Language Structure and Organisation:Phonology,Morphology, Syntax and Semantics
- (c) Language and Dialect (Societal Context)
- (d) Theories of Language Learning: Sociolinguistic and Psycholinguists

UNIT-II LANGUAGE AND CURRICULUM

- (a) Place of language in School Curriculum: Mother Tongue and Other languages (second language and foreign language)
- (b) Multilingualism and School Education
- (c) Language and Its family
- (d) Objectives of Language-Learning and Teaching Formulation of
- (e) Objectives in Behavioral Themes.

UNIT-III PEDOGOGY OF LANGUAGE (Urdu or Hindi or English)

- (a) Developing Listening and Speaking Abilities
- (b) Developing Reading Abilities Vocabulary, Intensive and Extensive Reading.

- (c) Developing Writing Skills, Error Analysis, Creative Writing, Writing Styles.

UNIT-IV

LANGUAGES-AIDS AND EQUIPMENTS

- (a) Text Books and Other Reading Materials-Selection and Gradation of Text-books and other Reading – Materials.
- (b) A-V-Aids for Language-Teaching
- (c) Agencies of Language-Learning
- (d) Use of ICT in Language-Teaching
- (e) Language Teacher: Skills needed for language-teachers.

UNIT-V EVALUATION

- (a) Comprehensive and Continuous Evaluation in Language
- (b) Construction of Achievements Tests in languages
- (c) Formative and summative evaluation
- (d) Diagnostic Test and Remedial Teaching
- (e) Grading System: Criterion Refer need grading, norms referee need Grading.

- (f) Open Book Test

3-ES-I(ii)- SOCIAL SCIENCE EDUCATION (Code: M16.3S1)

OBJECTIVES:

- (i) To enable the students to understand the nature and scope of social science.
- (ii) To familiarize them with importance of social science in school curriculum.
- (iii) To understand the difference between social science and social studies.

UNIT-I NATURE & STRUCTURE OF SOCIAL SCIENCE

- (a) Concept and Nature of Social Science
- (b) Scope of Social Science in the Light of Latest NCF.
- (c) Evaluation of Social Science
- (d) Social Science Vs Social Studies

UNIT-II SOCIAL SCIENCE EDUCATION IN INDIA

- (a) Place of Social Science in School Curriculum
- (b) Objectives of Social Science Teaching
- (c) Use of Art, Visuals and Performance to Develop Critical Thinking about Society.

UNIT-III: SOCIAL SCIENCE AT ELEMENTARY LEVEL/STAGE

- (a) Parts of Society and Its Social Orders
- (b) Local Content as a part of Teaching Learning Process.
- (c) Social Science as a Career of Human Values (Generating Moral Values)
- (d) Sensitization towards Social Issues

UNIT- IV : EVALUATION

- (a) Continuous and Comprehensive evaluation in Social Science.
- (b) Suggested Procedures and Practices of Evaluation in Social Science.

BIBLIOGRAPHY (SOCIAL SCIENCE EDUCATION)

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 6. Kochhar,S.K. Innovations in Instructional Technology, Chandigarh, University Textbook Board, Punjab-1975.
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 9. Verma G.S. Samajik Vigyan-International Publishing House, Meerut-2008.
 10. Sharma R.A. Environmental Education Vinod Pustak Mandir
 11. Sharma R.A. Paryawgvn Shiksha, Vindo Pustak Mandir Agra
 - 12 .Dubey Samajik Vigyan Shiksha, Vinod Pustak Mandir, Agra
 13. Mathus.S.S. A Sociological Approach to Indian Education
 14. Ruhela S.P. and Khan R.S.-Samajik Vigyan Shikshan-Oota Open University.
 15. Kochhar S.K.-1963- The Teaching of Social Studies, Delhi University-Publishers.
 - 16 .Shaida B.D & Shanda A.K.(1956)-Samajik Adhyan Shikshan, N.Delhi Agra Book Depot.
 17. Tyagi G.(1973)- Samajik Adhyan Ka Shikshan-Agra-Vinod Pustak Bhandar.
 18. Khan.S.U.(1998)- History Teaching Problem Perspective and Prospect-Heera Publications. N.Delhi.
 19. Vashist S.R. Social Studies in Elementary Schools.
 20. Dhanija Neelam (1993)Multimedia Approaches in Teaching Social Studies, N.Delhi Harmer Publishing House.

21. Mouley D.S., Rajput Sarla And Verma P.S.(1990) Nagrik Shastra Shikshan-Kota Open University.
22. Michaelis.J.V. Social Studies for Children in a Democracy
New York (1966).
23. Ferrlon Edwin Teaching the New Social Studies, New York (1966)
- 24.Ruhela S.P. Shiksha Ka Samajshashtra, UP
Hindi Granth Academy.
- 25.Srinivas, M.N. Social Change in Modern India, Bombay, Allied
Publisher 1966.

3-ES-I(iii): SCIENCE EDUCATION (Code: M16.3S1)

Objectives:

- (i) To enable the students understand the basic nature and structure of Science .
- (ii) To enable the students to appreciate the efforts of Indian Govt. for the promotion of Science education.
- (iii) To acquaint students with some approaches and strategies of development of science curriculum.
- (iv) To enable the students to understand the relationship of science with personal development of individual, technology and society.

UNIT-I - SCIENCE AND IT'S NATURE

- a) Nature of Scientific Knowledge
- b) Processes of Science
- c) Product of science: Science concept, principles and

Generalizations.

UNIT-II - SCIENCE EDUCATION:

HISTORICAL PERSPECTIVE

- (a) History of development of science education in India and abroad.
- a) Policies and Planning of Science Education
- b) Place of Science in School Curriculum
- c) Objectives of Teaching Science
- d) Training in Scientific Method

UNIT-III - SCIENCE AND SOCIETY

- a) Science for Material Development of Society
- b) Impact of Science on Social Norms of the Society
- c) Impact of Science on Personal Development of Individual- Development of Thinking and Scientific Attitude

UNIT-IV - SCIENCE AT ELEMENTARY LEVEL/STATE

- a) Objective of Teaching Science at Elementary Level

- b) MLL in Science at Elementary Level
- c) Pedagogy of Science at Elementary Level-Focus on Constructivist Approach
- d) Physical and Biological Environment of Children-A Source of Content in School Syllabus

SUGGESTED READINGS:

Ander Bon.R.D.(1970); Developing Children Thinking Through Science,
New Delhi, Princess Hall

Bernal J.D.(1996) Science in History: Penguin Books

Cartin,A.A;& Sund,R.D. Teaching Science through Discovery. London.

Edward Victor; Science for Elementary School, MacMillan

Publishing Co. NewYork

Frank P. (1961) Modern Science and its Philippias, Collier Books

Husain Ahrar(2008) Legends of Science, Academic Excellence, N.Delhi

Husain Ahrar (2001) Vigyan Shikshan, SPD Books

Husain Ahrar (2010) Chronology of Science & Technology, Kamlash

Publisher Distributor, New Delhi

Martin, E Ralph & Other; Teaching Science for All Childrens, London,

Albyn & Bacon

NCERT Position of Science Education in Indian Schools.

Vaidya ,N. Science teaching for the twentifirst century. Deep

And DeepPublication.Delhi.

3-ES-I (iv) Mathematics Education (Code: M16.3S1)

Objectives:

1. To enable students understand the Nature and Fundamental Processes of Mathematics.
2. To introduce students the History of Mathematics.
3. To acquaint students with the development of Mathematics Education in India as well as development of Mathematics as a discipline and its place in School Curriculum
4. To enable students understand Mathematics as a look for development of an individual as well as of society.
5. To enable students to understand the objectives of Teaching Mathematics at Elementary Level.
6. To enable students to design teaching strategies to develop mathematical knowledge, skills and logical thinking at Elementary Level.

Unit I. Nature of Knowledge of Mathematics

- i) Specific Nature of Mathematics
- ii) Fundamental Processes in Mathematics and their relevance.
- iii) History of Development of Mathematics

Unit II. Mathematics Education in India

7. Development of Mathematics Education in India.
8. Development of Mathematics as a Discipline.
9. Mathematics in School Curriculum.
10. Relationship of Mathematics with other Disciplines.

Unit III. Mathematics and the Development of Society

- i) Role of Mathematics in the development of an Individual.
- ii) Role of Mathematics in the development of Society.

Unit IV. Mathematics at Elementary Level

- i) Objectives of Teaching Mathematics at Elementary Level.
- ii) Strategies of Teaching Mathematics at Elementary Level through Learner Centered Approaches. (Focus should be on Constructive Approaches)

REFERENCES

1. Ashlock, R.B. and Herman Jr. W.L, Current Research in Elementary School Mathematics, New York:Macmillan,1970.
2. Baur, G.R.and George,L.U, Helping Children Learn Mathematics-A Competency Based Laboratory Approach, California:cummings publishing Co.,1976.
3. David Wood (1988), How Children Think and Learn, Blackwell Publishers Ltd., Oxford U.K.
4. Davis, D.R.(1951) The Teaching of Mathematics, Addison Wesley Press. London.

5. Fatima, Roohi. Teaching Aids in Mathematics, Kanishka Publishers, Distributers New Delhi-110002
6. Ward, M. and Hardgrove, C.E., Modern Elementary Mathematics Reading, Massachusetts:Addison Wesley Publishing Co.Inc.,1965.
7. Heimer, R.T. and Trueblood, C.R., Strategies for Teaching Children Mathematics, Chicago:Science Research Associates, 1977.
8. James.Anice, Teaching of Mathematics, Neelkamal Publication Pvt. Ltd.Hyderabad
9. Kidd, Kennenth, P.et.al., The Laboratory Approach to Mathematics. Chicag:Science Research Associates,1970.

3-ES-I-(v)- AGRICULTURE EDUCATION (Code: M16.3S1)

OBJECTIVES:

The Students should be able to:

Understand the concepts and scope of Agriculture Education.

Develop the Scientific skill in agriculture more productive, sustainable and globally complete

Acquire the basic skills of resource management

Keep abreast with different innovations agriculture Education and Try there out for improving.

Content:

UNIT-I

- a. Meaning and concept of Agriculture Education and its components.
- b. The place of Agriculture Education in the School Curriculum.
- c. Role of Agriculture Education in the School Curriculum

UNIT-II Curriculum Development in Agriculture. critical evaluation of the syllabus of agriculture at the elementary and secondary levels. Relation of Agriculture with other schools subject.

UNIT-III Methods and Techniques of teaching Demonstration, Discussion, Experiment Project visit and Projects.

UNIT-IV Teaching Aids and Co-curricular Activities in Agriculture Education.

Suggested Readings:

- Ashant Rameshwra (1956): Adhunik Krishi Vigyan, New Dehati Pustak Bhandar
- Yagodin.B.A. (1984): Agriculture Chemistry, Moscow Mir Publications
- ICAR (1985): Handbook of Agriculture, ICAR, Krishi Bhawan Publishe
- Mathur, Y.K. and Opathayay, K.D. (1978): Agriculture Entomology, Publisher Goyal Printing Press. Meetut.
- Gopal Swami Enger. K.S. (1989): Complete Gardening in India, Bangalore Publications
- Gupta.M.N. Madhyamic Vanaspati Vigyan, Agra Publishing House.
- Post harvest technology: Green House Publication

- Seed Treatment with magnetism process.
- Ali Sohrab (2004), Madhu Makkhi Palan, M/S Maktaba Jamia Ltd. N.D.
- Ali Sohrab (2005) Plant Nuttinents and Worms Composting. Oxford Publication.
- Ali Sohrab (2006). Applied Entomology, Arabic Publication Darya Ganj, N.D.
- Ali Sohrab (2007). Agriculture Education, G.M. Publication. N.Deljhi
- Indian Farming ICAR. Publication Monthly
- Indian Journal of Agiruculture Science ICAR. New Delhi
- Indian Horticulture ICAR Publication (Quterly)
- Krishi Chainyka ICAR Publication. New Delhi-12

3. ES II : Analysis and Interpretation of Data (Qualitative) (Code: M16.3S2)

UNIT 1 Introduction to qualitative data analysis

Theory and approaches to analysis in the design of qualitative research studies in social science for use in studying educational problems and topics and inventory of data.

UNIT 2 Approaches to Qualitative Data

Narrative analysis, Phenomenological, Ethnomethodological, Conversation analytic, hermeneutic, Naturalistic

UNIT 3 Qualitative Data Assessment

Credibility, authenticity, reliability and validity: observational field notes, interview and questionnaire transcripts, public and private documents and other participant artifacts, and film, tape and photograph records.

UNIT 4 Formulating and Analyzing Qualitative Data

- Analytic units and categorization of data
- Sequential selection methods
- Generating relationships from qualitative data
- Computer application for qualitative analysis

Readings:

1. Ezzy, Douglas, 2002. *Qualitative Analysis: Practice and Innovation*. London: Routledge.
2. Hollway, Wendy, and Tony Jefferson, 2003. Chapter 5 “Data Analysis” in *Qualitative research for education: An introduction to theory and methods* (4th Ed.) Boston: Pearson Education Group, pp. 147-184.
3. 2002 ethnomethodological Analysis of Interview.C. 37 In Jaber F. Gubrium and James.
4. Holstein (Eds.), *handbook of Interviewing research*. Pp. 777-795. Thousand Oaks, CA: SAGE.
5. Baker, Carolyn D. 2000 Locating culture in action: Membership categorization in texts and talk. In A. Lee & C. Poynton (Eds.) *Culture and text: Discourse and methodology in social research and cultural studies*. Pp. 99-113.

3. ES-III Building Discourse in Education (I) (Code: M16.3S3)

Course Focus and Purpose:

This Course is in two parts (I) and (II). The purpose of this course is to investigate and reconsider basic ways of thinking about schooling and formal processes of education.

The ways structures and cultures bear on schooling will be explored from an interdisciplinary perspective. Focus will be on methods and forms of thought and expression-interpretation, analysis, alternative assertions.

Three sets of core questions will shape investigations:

1. What relationships exist between social structure and how schools, teachers, and learners work?
2. How have these relationship between society and schools been portrayed in the literatures of education and social science? How adequate and useful are these portrayals for understanding differences in educational experience and outcomes?
3. What do those answers imply about how we might construe for what it would take to improve schools' effectiveness.

Course Content Part I:

Syed Ahmed Khan: from the Archives: Structure upon the present educational system in India.

Pierre Bourdieu: School as a Conservative Force in Schooling for Capitalism

Marjorie Sykes: Nai Taleem

John Dewey: My Pedagogic Creed

Paulo Firere: Pedagogy of the Oppressed

With specific reference to above texts:

UNIT-I

Investigating schooling and the relationship between social structures and practice within them. Social structure, in this case, social class, as the key determinant of what happens in school. As agent for the reproduction of social stratification and inequity. How are teachers' work is portrayed, what agency they may have, and how change in education is conceived.

UNIT-II

Illuminate the nature of teaching and learning; determinants of effective teaching and learning, ways in which teaching-learning is represented and the adequacy of the representations of instructions in existing disciplinary accounts; participate in new communities of discourse. Examine, analyze what is constructed as the curriculum, discourse, relations, and culture of the class.

UNIT-III

Inquiry through reading, principal and subsidiary arguments; conceptual terms, assumptions, evidence and methods used; strengths and weakness of the author argument; accounting for differences

UNIT-IV

Relationship between professional education and the foundations of schooling.

References:

Apple, Michael. Ideology and the Curriculum. Routledge, Chapman and Hall, New York, 1990

Geeta, V. Gender. Vedam Books.2002.

Hasan, Z. Regulatory Framework for Curricula, Syllabi and Textbooks. CABE, 2004.

Henry,A. Groux. Rethinking Cultural Politics in the work of Antonio Gramsci. Carmel Borg, Joseph A. Buttigieg. Peter Mayo

(Eds.)<http://books.google.com/books?hl=en&lr=&id=knVL1sbZ7vUC&oi=fnd&pg=PA41&dq=Gramsci+on+education&ots=>

Kumar, K. What is worth teaching? Orient Longman. New Delhi.2004.

.....Educational experiences of SC and ST Children. Economic and Political Weekly. Vol. 18, No. 36/37 (Sep. 3-10,1983), pp. 1566-1572.

Nambissan, G. Equity in Education? Schooling of Dalit Children in India. Economic and Political Weekly. April 20-27, 1996.

Naqvi, Farah. Re-constructing community. Seminar.2007.

Sarangapani, P. Constructing school knowledge an ethenography of childhood and learning in an Indian Village. Vedam.2003.

NCERT. Gender Issues in Education 3.2 National curriculum Framework,2005.

3-ES-IV (i)-Educational Administrations & Management

Objectives:

1. To develop an understanding of the concept and concerns of educational administration.
2. To develop an understanding of the role of administrator (Principals School/Head of the Univs.) and the teacher in institutional management.
3. To acquaint the student with the Educational agencies & their role in education system.
4. To enable the student to critically analyze the administrative scenario in relations to the functioning of other well manages educational institutions.

Educational Administration & Management

1. Educational Administrations & Management: Concept of Educational Administration, Concept of Management, Development of Modern Concept of Educational. Administration from 1950 to present time, quality Management in Educational Institutes..

1. Educational Agencies, Role of Center & State in Education, Center State Relations in Education.
2. Constitutional Provisions for Education:. Decentralization of management of Education, Role & responsibilities of Panchayati Raj, VEC, Strength and weaknesses of this systems and suggestions for improvement.
3. Educational Planning: meaning and nature, Approaches to Educational Planning Institutional Planning School Mapping, Decision Making in Educational Institutes

REFERENCES

1. Camback J.F & Greggh. Administrative Behaviour in education, New Youk, Harper & Brothers.
2. Cassaco J (1970) Planning. Techniques for university management. Washington D,.C. American Council on Education (ACE)
3. Chakravarly (1976) Management by Objective: An Intgegrated Approach Bombay Macmillan.
4. Kiran Maij Ys(1989) Management of Higher Education in India, New Delhi.
5. Koontz H. & Donnel (1976) Management. A System & Contingency Analysis of Mgt. functions Tokyo MC Grawbtice.
6. Likert R (1961) New Pattern of Mgt. New York, MC Grawfide
7. Memoria C.B. (1991) Personnel Magt. Mumbai Hiymalaya Publishing House.

8. Mukhopadhyay M (1998) Total Quality Mgt. NIEPA Publication New Delhi.
9. Fielder FE (1976) A Theory of Leadership Effectiveness, New York Mc Graw Hill.
- 10 .Azad T.L. Financial Mgt. in Education

3-ES-IV(ii) EDUCATIONAL TECHNOLOGY(Code: M16.3S4)

Objectives: To enable the student to :

1. develop understanding of the concept of Educational Technology and Technology of Education and forms of Educational Technology
2. be aware of Psychological basis of Educational Psychology
3. be acquainted with the concept of Information Communication Technology (ICT) in Education
4. be acquainted with the nature, with Hardware and Software, research trends and applications of Educational Technology
5. be acquainted with Media Technology and Instructional System for use in Education

UNIT –I : Introduction and Background

- a. Meaning, need, scope, significance, limitation and objectives of Educational Technology.
- b. Forms of Educational Technology: Media Technology, Instructional Technology, Teaching Technology, Behavioral Technology, Cybernetics.
- c. Technology Literacy - Visual, Audio, Media and - Meaning, Importance and development of each.

UNIT-II: Learning Theories and Integration Models

- a. Skinner
- b. Gagne
- c. Bruner
- d. Ausbel
- e. Merril

Unit-III: Using Instructional Software in Teaching and Learning

- a. Drills
- b. Tutorials
- c. Simulations
- d. Instructional games
- e. Problem Solving
- f. Programmed Instruction : Linear and Branching and Teaching machines

Unit –IV: Media Technology, Instructional

System and Multimedia Approach

a. Types, Classification, Selection, Preparation and Use of Media -

Projected, Non Projected

b .Print media technology and Photography Technology.

c. The Concept of Multimedia and Hypermedia : Use

in Education and Training,

d. Multimedia Tools (In brief) : Paint and Draw Applications,

Graphic Effects and Techniques, Sound and Music, Video,

Multimedia , Authoring Tools, types of Presentations

References :

Alexis, Leon & others (1999). Fundamentals of Information Technology. New Delhi: Vikas Publishing House Pvt. Ltd.

Sharma,R.A(2002)Advanced Educational Technology ,International Publishing House,Meerut

Sharma,RN and Chandra,S.S.(2003) Advanced Educational Technology Atlantic Publishers, New Delhi Vol.1 &2

Das, B. C., (2000). Educational Technology: Cuttack. Kalyani Publications.

Mohanti, J. (1992). Educational Technology. New Delhi Deep and Deep Publication Co.

Roblyer,M.D and Edwards,J(2000) Integrating Educational Technology into Teaching Merrill, Ohio

Driscoll,M.P(1994) Psychology of Learning for Instruction,Allyn and Bacon Boston

Kovalchick, Anna and Dawson, Kara (2005). Encyclopedia of Education and Technology: New Delhi. Vol 1 and 2 Pantagon Press

Sampeth,K et.al(1981) Introduction to Educational Technology, Sterling Publishers Pvt. Ltd.New Delhi

Honcok, A, (1977). Planning for Educational Mass Media : New York. Lougman

Group Ltd

Kumar, Keval. J.(2006). Mass Communication in India. Mumbai.

Kumar,K. L.,(1996). Educational Technology : New Delhi. New Age International (P) Ltd.

Bloom, R. S. (1974). Taxonomy of Educational Objectives, Mckay co., Inc.,
New Delhi.

Brown J.,Lewis Richard B, et al (1983). Instructional Technology Media
and Methods. New York : Mc Graw Hill Book.Com.

Chauhan, S. S., (1983). Innovations in Teaching Learning Process: New Delhi .Vikas Publishing
House Pvt. Ltd..

Tatpuje, Dipak & Others (2001). Information Technology Applications.
Pune : Nirali Prakashan

Barton,R(2004) Teaching Secondary Science with ICT, Open University Press, Mc-Graw Hill ,
England

Johnson, L., Levine, A., Smith, R., & Stone, S. (2010). *The 2010 Horizon Report*.

Austin, Texas: The New Media Consortium. www.nmc.org

Dixit, Manish, Internet an Introduction.(2000) New Delhi : Tata McGraw- Hill
publishing Company Ltd.

Jain, Madhulika & others (2000). Information Technology Concepts. New Delhi :
BPB Publications.

Agrawal, R(2009) Educational Technology Management and Evaluation Shipra Publications,
Delhi

Diwan, Parag.(2001). Information System Management. New Delhi :
Pentagon Press

3-ES-IV (iii) EDUCATIONAL GUIDANCE AND COUNSELLING (Code: M16.3S4)

OBJECTIVES

- (i) To acquaint the students with the aims, principles, techniques and organizational Framework for various services of the school guidance programme.
- (ii) To enable the students to understand the concept of educational guidance and vocational guidance.
- (iii) To enable the students to understand the basic concept of counselling, adjustment, mental health, mental hygiene and relation among these concepts.
- (iv) To acquaint the students with the testing in guidance.

CONTENT

2 Credits

UNIT-I: Introduction

- (a) Concept of Guidance, Assumption, Issues, and Problems of Guidance.
- (b) Purpose and Scope of Guidance.
- (c) Need for Guidance.

UNIT-II: Guidance Programme

- (a) Essential Features of the Guidance Programme: Orientation Service, Individual Inventory Service, Occupational Information Service, Counselling Service, Placement Service, Research and evaluation
- (b) Principles of Organizing Guidance Services.

UNIT-III: Educational Guidance

- (a) Guidance and Curriculum
- (b) Guidance and Classroom learning
- (c) Guidance and special Groups: Gifted, Backward, Underachievers and Dull.

UNIT-IV: Vocational Guidance

- (a) Nature of Work, Various Motives Associated, Place of work in one's life
- (b) Understanding Career Development: Approaches to Career Guidance, Roe's Theory of Early Determinants of Vocational Choice; Holland's Trait and Factor Theory; Supers' Theory of Vocational Development
- (c) Vocationalisation of Education and Career Development.

References

1. Antasi,A Psychological Testing(6th Edition) New York: McMillan
2. Bolcher,D.H. *Counselling A Developmental Approach*,John Wiley & Sons Inc.2000
3. Paterson: *Theories of Counselling and Psychotherapy*, (Harper, 1989)
4. Fruster,J.M.: *Psychological counselling in India Mumbai* McMillion
5. Bordin,E.S.: *Psychological counseling* IInd Editor, McGraw Hill, 1968
6. Osipow, S.M. and Walshow: *Behaviour Change in Counselling Readings*
7. Jones,A.J.: *Principes of Guidance*, sixth ed., McGraw Hill, New York, 1970
8. Mayers,G.E.: *Principles and Techniques of vocational Guidance*, McGraw Hill, New York
9. Humphereys,H.A. and Traxler,Q.E.: *Guidance Services*, Science Research Associates, Chicago, 1954
10. Rao, S.N.: *Counselling Psychology* Tata McGraw Hill, New Delhi, 1992
11. Presricha: *Guidance and Counselling in Indian Education*, New Delhi, N.C.E.R.T.,1976
12. Abraham,Jessy. *Guidance and Counselling for Teacher Education*, Delhi, Saroop Publication 2003

3. ES –IV (iv) INCLUSIVE EDUCATION (Code: M16.3S4)

Maximum Marks: 50

Credits:

2

Objectives:

After studying this paper, the students are expected to realize the following objectives:

1. Explain the concept of special education in different perspectives.
2. Examine critically the concept, nature and characteristics of various disabilities.
3. Understand causes and preventions of various disabilities.
4. Understand the different teaching strategies for children with special needs.

Course content

Unit 1: Historical Perspectives of Special Education

- 1.1 Historical Development in India and Abroad
- 1.2 Evolutionary process in attitude change towards persons with special needs.
- 1.3 Philosophical, Psychological and Sociological Perspectives of Special Education.

Unit 2: Overview of Different Disabilities

Concept, nature and characteristics of the following disabilities:

Visual impairment, Hearing, Speech and language Impairment, Locomotor and Neurological Impairment, Mental Retardation, Learning Disabilities, Giftedness and Autism

Unit 3: Identification, Causes and Preventions of the following Disabilities

Concept, nature and characteristics of the following disabilities:

Visual impairment, Hearing, Speech and language Impairment, Locomotor and Neurological Impairment, Mental Retardation, Learning Disabilities, Giftedness and Autism

Unit 4: Teaching Strategies for the following Disabilities

Concept, nature and characteristics of the following disabilities:

Visual impairment, Hearing, Speech and language Impairment, Locomotor and Neurological Impairment, Mental Retardation, Learning Disabilities, Giftedness and Autism

Reference Books:

1. Alam, M. Ansar (2004). Hearing Impaired and Normal Students: A Comparative Study, Delhi, Devika Publication.

2. Baquer, A. and Sharma, A. (1997). Disability Challenges Vs Response, CAN. New Delhi.
3. Brelje, W. (1999). Global Perspective on Education of the Deaf, selected Countries. Butte Publication Inc. USA.
4. Cruschank, W. M. (1975). Psychology of Exceptional children and Youth. Englewood cliffs N. J. Prentice Hall.
5. Deno, E. (1973). Instructional Alternatives for Exceptional Children. Reston V.A.E.F.
6. Dubbey, S.N. (2001). Education scenario in India-2001. Author Press.
7. Dessent T. (1987). Making the Ordinary school Special. The Falmer press London.
8. Evans, R.C. & Mc. Luughlin, P. (1993). Recent Advances in Special Education and rehabilitation, Boston: Andever Medical Publishers.
9. Evans, P & Verma, V. 1990. Special Education. Past, Present and Future. Falmer press.
10. Friel, J. (1997). Children with special Needs. Jessica Kingsleg Publications London.
11. Guilford, P. (1997). Special Education Needs. Routledge Kagan Paul
12. Hallahan, D. and Kayffman, I. M. (1978). Exceptional Children. An introduction to Special Education, NJ, Englewood Cliffs: Prentice Hall.
13. Panda, K.C. (1997). Education of Exceptional Children, New Delhi: Vikas Publication House.
14. Panda, R.S. and Advani, I. (1995). Perspectives in Disability and rehabilitation, New Delhi: Vikas Publication House.
15. Robert, F. and Juanne, M.H. 1995). Foundation of Education: the Challenge of Professional Practice- Allyn & Becor.
16. Slephens, T. M. Etal (1983). Teaching Mainstream students, New York: John, V. Viley.
17. WHO (1976). International Classification of Procedure in Medicine, Geneva Vol. 1 & 2.

3 ES –IV (V) ENVIRONMENTAL EDUCATION (Code: M16.3S4)

Maximum Marks: 50 (External-38, Internal-12)

Credit: 2

Objectives:

1. To foster clear awareness of and concern about economic, social, political and ecological interdependence at local, regional, national and international levels.
2. To provide opportunities to acquire the knowledge, values, attitude, commitments and skills needed to protect and improve the environment.
3. To develop and reinforce new patterns of environmentally sensitive behaviour among individuals, groups and society as a whole for sustainable environment.

Unit 1. Introduction to Environment and Related Terms

1. Meaning of Environment, Ecosystem and Sustainable development.
2. Natural System: Biosphere, Abiotic and Biotic Components, Biodiversity
3. Industrial Growth, Scientific and Technological Development and their Impact on the Environment.

Unit 2. Environmental Degradation

1. Environmental Pollution and its impact on various life forms: Air Pollution, Water Pollution, Soil Pollution, Sound Pollution
2. Extinction of Flora and Fauna, Red Data Book, Extinct, Endangered, Vulnerable and Threatened species of plants and animals.
3. Problems related to Deforestation and its solution-Afforestation.

Unit 3. Need for Environmental Education

1. Need for Conservation and Protection of Rich Environmental Heritage
2. Concept, meaning and importance of Environmental Education
3. Aims and Objectives of Environmental Education at different levels of schooling.
4. Guiding Principles and Foundations of Environmental Education

Sessional Work 12 Marks

- (i) One tests 6 Marks
- (ii) One Practical/Project Work 6 Marks

SUGGESTED READINGS

1. Agarwal S. K., Tiwari, Swarnalatha. and Dubey. P.S.: *Biodiversity and Environment*, New Delhi, APH Publishing, 1996.
2. Balla, G.S., *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2007.

3. Chauhan, I. S. & Chauhan, A., *Environmental Degradation*, Rawat Publications, Jaipur, 1998.
4. Garg M.R., *Environmental Pollution and Protection*, Guwahati, DVS Publication, 2000
5. Gokulanathan, Pai P.P (eds), *Environmental Education*, Shillong, NEHU Publication, 2000.
6. Gurcharan Singh, Agarwal S. K, Sethi, Inderjee; *Degrading Environment*, New Delhi, Commonwealth Publishers, 1993.
7. Ignasimulther, S. J., *Environmental Awareness & Protection*, New Delhi, Phoenix Publishing House Pvt. Ltd., 1998.
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9. Kumar, Naresh; *Air Pollution and Environment Protection*, Guwahati, Nivedita Book Distributor, 1999
10. Kumar, B., *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2004.
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12. Nanda V. K. *Environmental Education*, New Delhi, Anmol Publication, Pvt. Ltd., 1997.
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14. Reddy, K.P. & Reddy, N., *Environmental Education*, Neelkamal Publications Pvt. Ltd., Hyderabad, 2013
15. Satapathy, Nityananda; *Sustainable Development*, Ahmedabad, Karnavati, Publications, 1997.
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17. Sharma, S.P, *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2006.
18. Shimray, Chong, *Teaching Environmental Education-Trends and Practices in India*, Sage Publications India Pvt. Ltd., 2016

19. Verma, Sneha Lata (Edit), Resource Book of Environmental Education, Academic Excellence Publishers, New Delhi, 2008.

3ES V. Information Technology in Education (Code: M16.3S5)

Unit-1: Information technology:

- concept, need and importance
- ICT in Education Policy, current policy initiatives in ICT
- the place of ICT in the school curriculum,
- the role of ICT in everyday life, and the relationship between technology, culture and education development.

Unit-2: Historical development of information technology and different facts of information technology

Unit-3: Web 2.0 and Internet for educational purposes:

- Use of ICT in Self Learning; Distance learning, Virtual schools and colleges, Educational web sites

Unit-4: Recent innovations such as mobile computing open content, electronic books, simple augmented reality and its implications for classroom teaching and learning.

Unit-5 Designing and Implementing Learning through ICT

- steps in the process of development
- criteria for evaluating the ICT implantation in education

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BACHELOR OF EDUCATION (B.Ed.)

Syllabus
(w.e.f. 2015-16)



Department of Teacher Training and Non-formal Education
Institute of Advanced Studies in Education
Faculty of Education
Jamia Millia Islamia
New Delhi-110025

Contents

REGULATIONS (GENERAL GUIDELINES) RELATING TO THE B.ED.	6
FIRST YEAR	14
PAPER-I: CONCEPTUAL FOUNDATIONS OF EDUCATION (Code: B22C50)	15
PAPER-II: CONTEMPORAY INDIA AND EDUCATION (Code: B22C51)	17
PAPER-III: CHILD DEVELOPMENT, LEARNING AND TEACHING (Code: B22C52).....	21
PAPER-IV : LANGUAGE ACROSS THE CURRICULUM (Code: B22C53)	25
PAPER-V: GENDER SCHOOL AND SOCIETY (CODE: B22C54)	28
PAPER-VI/VII: PEDAGOGY OF PHYSICS- PART I (CODE: B22P67)	32
PAPER-VI/VII: PEDAGOGY OF CHEMISTRY- PART I (CODE: B22P68)	35
PAPER-VI/VII: PEDAGOGY OF BIOLOGICAL SCIENCES- PART I (CODE: B22P69)	38
PAPER-VI/VII: PEDAGOGY OF MATHEMATICS- PART I (CODE: B22P70)	42
PAPER-VI/VII: PEDAGOGY OF HOME SCIENCE- PART I (CODE: B22P71)	47
PAPER-VI/VII: PEDAGOGY OF COMPUTER SCIENCE- PART I (CODE: B22P72)	50
PAPER-VI/VII: PEDAGOGY OF POLITICAL SCIENCE- PART I (CODE: B22P61)	53
PAPER-VI/VII: PEDAGOGY OF HISTORY- PART I (CODE: B22P60)	56
PAPER-VI/VII: PEDAGOGY OF GEOGRAPHY- PART I (CODE: B22P62).....	59
PAPER-VI/VII: PEDAGOGY OF ECONOMICS- PART I (CODE: B22P623).....	61
PAPER-VI/VII: PEDAGOGY OF COMMERCE- PART I (CODE: B22P624).....	64
PAPER-VI/VII: PEDAGOGY OF SOCIAL SCIENCE- PART I (CODE: B22P65)	68
PAPER-VI/VII: PEDAGOGY OF URDU- PART I (CODE: B22P56)	71
PAPER-VI/VII: PEDAGOGY OF HINDI- PART I (CODE: B22P57).....	74
PAPER-VI/VII: PEDAGOGY OF ENGLISH- PART I (CODE: B22P55)	75
PAPER-VIII (ELECTIVE): ELEMENTARY EDUCATION-PART-I (CODE: B22E72).....	82
PAPER-VIII (ELECTIVE): ENVIRONMENTAL EDUCATION FOR SUSTAINABALE DEVELOPMENT (PART-I) (CODE: B22E73).....	85
PAPER-VIII (ELECTIVE): SCIENCE EDUCATION-PART-I (CODE: B22E74).....	88
PAPER-VIII (ELECTIVE): COMPUTER EDUCATION-PART-I (CODE: B22E75)	90
Paper-VIII (ELECTIVE): WOMEN AND INDIAN SOCIETY-PART-I (Code: B22E76)	92
PAPER-VIII (ELECTIVE): INCLUSIVE EDUCATION-PART-I (CODE: B22E87)	94
PAPER-VIII (ELECTIVE): EDUCATIONAL MEASUEREMENT AND EVALUATION -PART-I (CODE: B22E77)	96

PAPER-VIII (ELECTIVE): HEALTH AND PHYSICAL EDUCATION- PART-I (CODE: B22E78)	99
PAPER-VIII (ELECTIVE): EDUCATIONAL TECHNOLOGY-PART-I (CODE: B22E79)	101
PAPER-VIII (ELECTIVE): POPULATION EDUCATION-PART-I (CODE: B22E80)	103
PAPER-VIII (ELECTIVE): EDUCATIONAL THINKERS-PART-I (CODE: B22E81)	106
PAPER-VIII (ELECTIVE): SCHOOL ORGANIZATION AND MANAGEMENT PART-I (CODE: B22E82) .	108
PAPER-VIII (ELECTIVE): AGRICULTURE EDUCATION-PART-I (CODE: B22E83)	110
PAPER-VIII (ELECTIVE): GUIDANCE AND COUNSELLING-PART-I (CODE: B22E84)	112
PAPER-VIII (ELECTIVE): CURRICULUM DEVELOPMENT-PART-I (CODE: B22E86)	113
COURSES ON ENHANCING PROFESSIONAL CAPACITIES (CODE: B22CEPC 01)	115
EPC-I: SELF DEVELOPMENT/UNDERSTANDING THE SELF (CODE: EPC-1)	116
EPC-2: CRITICAL UNDERSTANDING OF ICT (CODE: EPC-2)	117
EPC-3: WORK EDUCATION (VOCATIONAL)-PART-I (CODE: EPC-3)	119
BANDHANI AND BLOCK PRINTING	120
GARDENING	122
INTERIOR DECORATION	124
Maintenance and Repair of Domestic Electrical Gadgets (MRDEG)	126
NEEDLE WORK	129
PAPER WORK	131
VOCAL MUSIC	134
WOOD WORK	136
EPC-4: THEATRE, ART AND CCA (CODE: EPC-4)	137
EPC-5 COMMUNITY WORK (NSS) (CODE: EPC-5)	139
EPC-6: YOGA AND PHYSICAL EDUCATION (GAMES AND SPORTS) (CODE: EPC-6)	140
EPC-7: ART IN SCHOOL (CODE: EPC-7)	144
EASY URDU (QUALIFYING)	145
SECOND YEAR	147
PAPER-IX/X: PEDAGOGY OF PHYSICS- PART II (CODE: B22P114)	148
PAPER-IX/X: PEDAGOGY OF CHEMISTRY- PART II (CODE: B22P115)	151
PAPER-IX/X: PEDAGOGY OF BIOLOGICAL SCIENCES- PART II (CODE: B22P116)	153
PAPER-IX/X: PEDAGOGY OF MATHEMATICS- PART II (CODE: B22P117)	157
PAPER-IX/X: PEDAGOGY OF HOME SCIENCE- PART II (CODE: B22P1168)	161
PAPER-IX/X: PEDAGOGY OF COMPUTER SCIENCE- PART II (CODE: B22P119)	163
PAPER-IX/X: PEDAGOGY OF POLITICAL SCIENCE- PART II (CODE: B22P108)	165
PAPER-IX/X: PEDAGOGY OF HISTORY- PART II (CODE: B22P107)	167

PAPER-IX/X: PEDAGOGY OF GEOGRAPHY- PART II (CODE: B22P109).....	170
PAPER-IX/X: PEDAGOGY OF ECONOMICS- PART II (CODE: B22P110)	172
PAPER-IX/X: PEDAGOGY OF COMMERCE- PART II (CODE: B22P111)	175
PAPER-IX/X: PEDAGOGY OF ISLAMIC STUDIES- PART II (CODE: B22P113).....	177
PAPER-IX/X: PEDAGOGY OF SOCIAL SCIENCE- PART II (CODE: B22P112)	179
PAPER-IX/X: PEDAGOGY OF URDU- PART II (CODE: B22P103).....	181
PAPER-IX/X: PEDAGOGY OF HINDI- PART II (CODE: B22P104)	184
PAPER-IX/X: PEDAGOGY OF ENGLISH- PART II (CODE: B22P101).....	185
PAPER-IX/X: PEDAGOGY OF ARABIC- PART II (CODE: B22P105)	187
PAPER-IX/X: PEDAGOGY OF PERSIAN- PART II (CODE: B22P106).....	191
ELECTIVES (Second Year).....	192
PAPER-XI (ELECTIVE): ELEMENTARY EDUCATION-PART-II (CODE: B22E89).....	193
PAPER-XI (ELECTIVE): ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT (PART-II) (CODE: B22E90).....	195
PAPER-XI (ELECTIVE): SCIENCE EDUCATION-PART-II (CODE: B22E91)	198
PAPER-XI (ELECTIVE): COMPUTER EDUCATION-PART-II (CODE: B22E92).....	200
PAPER-XI (ELECTIVE): WOMEN AND INDIAN SOCIETY-PART-II (CODE: B22E93)	202
PAPER-XI (ELECTIVE): INCLUSIVE EDUCATION-PART-II (CODE: B22E119).....	204
PAPER-XI (ELECTIVE): EDUCATIONAL MEASUREMENT AND EVALUATION-PART-II (CODE: B22E94)	206
PAPER-XI (ELECTIVE): HEALTH AND PHYSICAL EDUCATION-PART-II (CODE: B22E95)	209
PAPER-XI (ELECTIVE): EDUCATIONAL TECHNOLOGY-PART-II (CODE: B22E96)	212
PAPER-XI (ELECTIVE): POPULATION EDUCATION-PART-II (CODE: B22E97)	214
Paper-XI (ELECTIVE): EDUCATIONAL THINKERS-PART-II (Code: B22E98)	217
Paper-XI (ELECTIVE): SCHOOL ORGANIZATION AND MANAGEMENT (PART-II) (Code: B22E99)...	219
PAPER-XI (ELECTIVE): AGRICULTURE EDUCATION-PART-II (CODE: B22E100).....	221
PAPER-XI (ELECTIVE): GUIDANCE AND COUNSELLING-PART-II (CODE: B22E101)	223
PAPER-XI (ELECTIVE): CURRICULUM DEVELOPMENT-PART-II (CODE: B22E120).....	224
COURSES FOR ENHANCING PROFESSIONAL COPACITIES (CEPC)	226
EPC-8: WORK EDUCATION (VOCATIONAL)-PART-II (CODE: EPC-8).....	227
BANDHANI AND BLOCK PRINTING	228
GARDENING	230
INTERIOR DECORATION	232
Maintenance and Repair of Domestic Electrical Gadgets (MRDEG)	233
NEEDLE WORK.....	234

PAPER WORK.....	236
VOCAL MUSIC.....	238
WOOD WORK.....	240
EPC-9: READING AND REFLECTION ON TEXT (CODE: EPC-9)	241



REGULATIONS (GENERAL GUIDELINES) RELATING TO THE B.ED.

(BACHELOR OF EDUCATION)

Vision

Teaching as a profession and education as a human enterprise have to contribute in transforming the human society into a just, equitable, inclusive, harmonious and developed society.

Mission

- To prepare competent, committed and caring teacher for all levels of schooling through developing a system of pre-service and in-service teacher education in continuum.
- To make the department a comprehensive college of education (as envisaged by the Education Commission-1966) and specially cater to the needs of those who remain unattended
- To do concerted efforts for making teaching as a full-fledged profession and Education as an uncontested discipline

SCHEME OF STUDIES

FIRST YEAR

A. Theory (60% External and 40% Internal Evaluation)

Paper	Paper Title	Marks	Credits	Contact Hours
B22C50	Conceptual Foundations of Education	100	4	60
B22C51	Contemporary India and Education	100	4	60
B22C52	Child Development, Learning and Teaching	100	4	60
B22C53	Language across the curriculum	50	2	30
B22C54	Gender, School and Society	50	2	30
B22P55-71	Pedagogy of School Subject-I, Part-I	50	2	30
	And Pedagogy of School Subject -II	50	2	30
B22P55	Pedagogy of English			
B22P56	Pedagogy of Urdu			
B22P57	Pedagogy of Hindi			
B22P58	Pedagogy of Arabic			
B22P59	Pedagogy of Persian			
B22P60	Pedagogy of History			
B22P61	Pedagogy of Political Science			
B22P62	Pedagogy of Geography			
B22P63	Pedagogy of Economics			
B22P64	Pedagogy of Commerce			
B22P65	Pedagogy of Social Studies			
B22P66	Pedagogy of Islamic Studies			
B22P67	Pedagogy of Physics			

B22P68	Pedagogy of Chemistry			
B22P69	Pedagogy of Biological Science			
B22P70	Pedagogy of Mathematics			
B22P71	Pedagogy of Home Science			
B22E72-87	Electives/Optional Part-I (One out of 15)	50	2	30
B22E72	Elementary Education			
B22E73	Environmental Education for Sustainable Development			
B22E74	Science Education			
B22E75	Computer Education			
B22E76	Women and Indian Society			
B22E77	Educational Measurement and Evaluation			
B22E78	Health and Physical Education			
B22E79	Educational mTechnology			
B22E80	Population Education			
B22E81	Educational Thinkers			
B22E82	School Organisation and Management			
B22E83	Agriculture Education			
B22E84	Guidance and Counselling			
B22E86	Curriculum Development			
B22E87	Inclusive Education			

Total 550 22

B. B22CEPC 01(Courses on Enhancing Professional Capacities) (100% Internal Evaluation)

Paper	Paper Title	Marks	Credits	Contact Hours
EPC-1	Understanding the Self	50	2	30
EPC-2	Critical Understanding of ICT	50	2	Workshop mode
EPC-3	Work Education (Vocational)	50	2	60
EPC-4	Theatre, Art and CCA	50	2	60
EPC-5	Community Work/NSS	50	2	Through 10 Day NSS Camp
EPC-6	Yoga and Physical Education (Games & Sports)	50	2	30
EPC-7	Art in School	50	2	30
	Easy Urdu (Qualifying)	50	2	30
Total		350 + (50)	14+(2)	

C. B22SIP 01School Experience Programme /Internship/Practice Teaching (100% Internal Evaluation)

S.No.	Components	Weight	Credit
1	Report on the observation of regular teachers' classes	20	Note: Report to be submitted and evaluated by first subject teacher
2	Report on the observation of pupil teachers' classes and TLM development and used by them	20	
3	Reflection on School/Class Discipline	20	
4	School Examination & Assessment (CCE) System	20	
5	Reflection on School library, Laboratory, Common Room, Sports and other Activities	20	
Total		100	4
		Marks	Credits

SECOND YEAR

Theory (60% External and 40% Internal Evaluation)

Paper	Paper Title	Marks	Credits	Contact Hours
B22P102-118	Ped agogy of School Subject-I, Part-II	50	2	30
	And Pedagogy of School Subject -II	50	2	30
B22P102	Pedagogy of English			
B22P103	Pedagogy of Urdu			
B22P104	Pedagogy of Hindi			
B22P105	Pedagogy of Arabic			
B22P106	Pedagogy of Persian			
B22P107	Pedagogy of History			
B22P108	Pedagogy of Political Science			
B22P109	Pedagogy of Geography			
B22P110	Pedagogy of Economics			
B22P111	Pedagogy of Commerce			
B22P112	Pedagogy of Social Studies			
B22P113	Pedagogy of Islamic Studies			
B22P114	Pedagogy of Physics			
B22P115	Pedagogy of Chemistry			
B22P116	Pedagogy of Biological Science			
B22P117	Pedagogy of Mathematics			
B22P118	Pedagogy of Home Science			
B22E89-120	Electives/Optional Part-I (One out of fifteen)	50	2	30

B22E89	Elementary Education		
B22E90	Environmental Education for Sustainable Development		
B22E91	Science Education		
B22E92	Computer Education		
B22E93	Women and Indian Society		
B22E94	Educational Measurement and Evaluation		
B22E95	Health and Physical Education		
B22E96	Educational mTechnology		
B22E97	Population Education		
B22E98	Educational Thinkers		
B22E99	School Organisation and Management		
B22E100	Agriculture Education		
B22E101	Guidance and Counselling		
B22E119	Inclusive Education		
B22E120	Curriculum Development		
Total		150	22

B22CEPC 02(Courses on Enhancing Professional Capacities) (100% Internal Evaluation)

Paper	Paper Title	Marks	Credits	Contact Hours
EPC-8	Work Education (Vocational)	50	2	30
EPC-9	Reading and Reflection on Text	50	2	30
	Easy Urdu (Qualifying)	50	2	30
Total		100 + (50)		

**B222SIP 02School Experience Programme /Internship/Practice Teaching
(100% Internal Evaluation)**

S.No.	Components	Marks	Credits
1	Simulated Teaching	2x50=100	4
2	School T.P (Internship)	300	12
3	Discussion Lesson	2x25=50	2
4	ATR (IInd Sub)	25	1
5	CBSE Based Paper Preparation (Ist Sub)	25	1
6	Organization and Participation in School Activities-Assessment by School/School Mentor & School In-charge(Supervisor from Department)	2x25=50	2
7	One Teaching Aids in Each Teaching Subjects	2x25 =50	2
8	School Diary and Reflective Journal followed by presentation in First Subject.	25 +25=50	2
Total		650	26

MARKS & CREDIT DETAILS OF 2 YEAR B.ED, JMI

Components	Ist Year		IInd Year		Grand Total	
	Marks	Credits	Marks	Credits	Marks	Credits
Theory	550	22	150	6	700	28
CEPC	350	14	100	4	450	18
School Internship	100	4	650	26	750	30
Total	1000	40	900	36	1900	76

School Experience Programme/School Internship:

As per NCTE framework, the first year of B.Ed. will provide an opportunity for field observation in school and other educational settings for a total period of **2 weeks (i.e. 10 working days, spread across the session)**. Assessment and evaluation of this component will be done as per the breakup of marks given in the table for first year school internship Programme.

A **18-week (90 working days)** school internship programme for the practice of teaching and related school experiences will be offered in the first half of the second year (i.e. from August to December). Internship will be covered at the rate of 5 days per week and **students will come to the department one day per week (preferably on Monday-as per the announced scheduled) for consultation and regular classes of the IInd Year courses mentioned in the table**. The details of the breakup of marks and assessment for SEP is given in the table C (School Internship)



FIRST YEAR



PAPER-I: CONCEPTUAL FOUNDATIONS OF EDUCATION (Code: B22C50)

MAXIMUM MARKS: 100

External: 60; Internal 40

Credit: 4, Contact Hours: 60

Rationale: Anyone who wants to become teacher in school system must understand the sociological and philosophical aspects of education in detail. As education is a social process and aims of which are set out by the philosophy of that society, hence there is a need to understand the sociology and philosophy of education. This paper introduces both these aspects and discusses many social and philosophical issues in education.

Objectives: The pupil teacher will be able to understand-

- The need for studying education in its social context.
- The broader role of education as process of socialization.
- To give pupil teachers a brief exposure of philosophical implications of education.
- To provide pupil teacher with an awareness of different agencies and sources of education in broader concept.
- To help pupil teacher understand the role of education in the process of modernization.
- To help pupil teacher understand the role of teacher in developing a harmonious society.

Unit-I Introduction to education and related concepts

1. Concept of education, teaching, training, instruction, indoctrination.
2. Aims of Education (Individual and Social)
3. Formal, Non-Formal and Informal Education

Unit-II Philosophical Bases of Education

1. Relationship between philosophy and education
2. Study of the following school of philosophy and their educational implications: Idealism, Naturalism, Pragmatism
3. Educational ideas of the following thinkers concerning aims of education and pedagogic practices: John Dewey, Gandhi, Tagore, Freire, J.Krishnamurti

Unit-III Sociological Bases of Education

1. Relationship between education and society
2. Educational Sociology and Sociology of Education
3. Comparison between Functionalist and Conflict perspective
4. Education and Social Change
5. Social Equity, justice and education
6. Democracy, Secularism, Socialism, Composite culture and national integration and role of education
7. UN Declaration of Human Rights and Education

Unit - IV Sociology of Childhood Development

1. Agencies of Education: Family, Peer group, School, State
2. Socialization process of children, a process of preparation for adulthood roles.
3. Role of Family, community and society as a whole in the development of children.

4. Childhood and adolescence in the eyes of Law; Education, Labor, Marriage and Property rights.

Unit - V Diversities across Culture, Media and Childhood

1. Concept of Media and its forms.
2. Impact on Media resources on children.
3. Access to Internet and its utilization, Role of parents.
1. Concept of Pluralism
2. Multiculturalism
3. Marginalisation and Concept of inclusion: Empowerment of women and weaker sections (SC, ST, OBC and minorities) and the role of education

SESSIONAL WORK

40 MARKS

Two Tests 10 Marks each

20

One Assignment/ Project/ Practical Work

20

SUGGESTED PRACTICAL ACTIVITIES:

- Analyzing the social structure of the practicing school
- Writing a critique of school in light of the philosophy being followed
- A detailed study of one of the thinkers mentioned in the entire syllabus

ESSENTIAL READINGS:

1. Anand, C.L. (Eds) (1983), The Teacher and Education in Emerging Indian Society, New Delhi, NCERT
2. Bhattacharjee, Nandini (1999), Through the looking-glass: Gender Socialization in Primary School in T.S. Saraswathi (ed) Culture, Socialization and Human Development: Theory, Research and Application, Sage: New Delhi
3. Brubacher, John. S. (1971), Modern Philosophies of Education, Delhi: Tata Mc Graw Hill.
4. Chanana, Karuna (2008), Bharat main Prathamik Shiksha main LangikAsamanta.
5. Dewey, John (1952), The School and the Child, New York: The Macmillan Company.
6. Dewey, John (2009), School aurSamaj, Delhi: Aakar.
7. Dewey, John (2007, 1899), The School and Society, Cosimo: New York
8. Durkheim Emile (1956), Education and Sociology, New York, Free Press of Glencol
9. Gore, M.A. et Al (1967), Paper in Sociology of Education in India, New Delhi, NCERT.
10. Delor Commission Report: An Initiative of Quality in Education 21st Century, Geetha, V. (2007), Gender, Stree: Calcutta
11. Krishnamurthi, J. (2006), Krishnamurthi on Education, Part-I: Talks to Students: Chennai: Krishnamurthi Foundation of India.
12. Kumar, Krishna. (2006), Raj, Samajaur Shiksha, New Delhi: Rajkamal Publication.
13. MHRD, Report of Education Commission (1964-66), New Delhi, Govt. of India, Ministry of Education, New Delhi. NCERT

PAPER-II: CONTEMPORARY INDIA AND EDUCATION (Code: B22C51)

MAXIMUM MARKS: 100

External: 60 ; Internal 40

Rationale: This course intends to orient the students about constitutional provisions in education and provide the historical background of education leading towards contemporary and modern education system in India. A critical understanding of various policies, programs, commissions and curriculum frameworks help them to be a reflective practitioner in the field. This course also exposes the learners to understand current issues and trends in the field of education.

Objectives: Through this course, the student – teachers will be able to:

- Become acquainted with the constitutional provisions toward education, policy frameworks and their implications for education
- Become acquainted with the historical background of education in modern India
- Become acquainted with the problems of education with reference to various commissions and National Policy on Education 1986 and Program of Action 1992.
- Reflect on the highlights of NCF-2005 and NCFTE-2009
- Engage with the policy debates over time, implementation of policies and programmes for development of education
- Acquire conceptual tools of sociological analysis and hands on experiences of engaging with diverse communities, children and schools.

UNIT – I Constitutional Provisions and policies for Marginalized groups

1. Indian constitution: Values related to the aims of education, Directive principles of state policy, Education as Fundamental Right-RTE Act-2009
2. Constitutional provisions for SC/ ST/ OBC/ Minority/ Women/ Disabled.
3. Policies for Education of Marginalized Groups - affirmative action.
4. Constitutional amendments: 42nd, 73rd, 74th, 86th Amendments.

UNIT – II Education in India (Pre – Independence period) with special reference to:

1. Adam's Report on Indigenous System of Education.
2. Anglo-Oriental Controversy and Macaulay's Minute
3. Woods Dispatch
4. Sargent Plan (1944)
5. Basic Education (Nai Taalim-1937)

UNIT – III Education in India (Post -Independence Period) with special reference to:

1. Indian Education Commission (1964-66).
2. Context of developing three language formula
3. National Policy of Education (1986), Programme of Action (1992) – important interventions

UNIT – IV Some Other Important Policy Documents

1. Delor's Commission Report (1996)
2. National Knowledge Commission Report-2005.
3. National Curriculum Framework -2005
4. National Curriculum Framework For Teachers Education – 2009

UNIT – V Organizations and Programs in Education

1. Educational Organisations- UGC, NCERT, NCTE , IASE, SCERTs, CTEs and DIETs
2. UEE and some Important Centrally sponsored schemes-MDM, SSA, RMSA, Samagra Shiksha Abhiyan

UNIT – VI Contemporary trends and issues in education

1. Liberalization, Privatization, Globalization and its role in education
2. Public-Private Partnership: Concept, Framework and current Scenario
3. Vocationalization of Education: History, Policy and prospects
4. Examination reforms: Pre and post independence scenario
5. Quality Education: concept, Indicators, Issues and alleways

SESSIONAL WORK

40 MARKS

Two Tests 10 Marks each

20

One Assignment/ Project/ Practical Work

20

SUGGESTED PRACTICAL ACTIVITIES

A report will be submitted on the activities after their execution as suggested in each activity.

- (a) Implementation of SSA and Midday Meal Scheme in a primary school.
- (b) Initiative taken by at least one NGO towards improving secondary education.
- (c) Case study of a Private Teacher Education Institution to ascertain its strength and weaknesses.
- (d) Interview with an educationally marginalized group and decipher issues and problems concerning to their education.
- (e) Implementation of RTE-2009 in schools.
- (f) Interview with teacher/children/ parents of Disabled student to find out problems faced by disabled children in acquiring education.

ESSENTIAL READINGS:

1. Aggarwal, J.C Gupta, S. (2007). Secondary education: History, Problems and Management. Shipra Publication: New Delhi
2. Dash, B. N (2006). A new Approach to Teacher and Education in Emerging India Society. Neelkamal Publication: New Delhi
3. Delors, J. (1996). Learning: The treasure within: Report to UNESCO of International commission on Education for the 21st Century. United Nations Educational, Scientific and cultural organization : Frame

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PAPER-III: CHILD DEVELOPMENT, LEARNING AND TEACHING (Code: B22C52)

MAXIMUM MARKS: 100

External: 60 ; Internal 40

Credit: 4, Contact Hours: 60

Rationale: This paper being an essential component of the course prepares teachers for future generation of our nation. It is important for the teachers to understand their students in a holistic environment in which they live and develop. The teachers should realize that each individual child has his/her own identity which needs to be respected. Each child is different from others. Teachers should be able to understand and appreciate the necessities of childhood as well as adolescence. They should also be able to understand and identify the forces that shape the personality of each child. Learning is a very complex phenomenon. Philosophers from time immemorial were trying to understand how human beings are able to adjust in different environment? How they Learn? What are the conditions in which Learning takes place? What is the role of other human beings, parents, siblings, peers and other knowledgeable persons in the society in the learning of an individual? Why same level of learning is not achieved by learners of same age and class? This paper will provide answer to these and many other related questions and equip future teachers with a sound knowledge and understanding about learner, learning, teaching and various conditions in which learning takes place. They will engage critically with theories that reduce learning to behavioural and testable components, which have been influential in education, but which narrowly limit the perspective on education. The centrality of curiosity, interest, active engagement and inquiry in learning at all levels will be emphasized.

Objectives: Prospective teachers will be able to:

- Reflect on and critique notions of learning and teaching from their own experience and question the wide belief that teaching is telling (informing/demonstrating) and understand their role in building inclusive, culturally responsive classroom that promotes learners.
- Form strong images of what powerful learning in a classroom can be, its relationship with learners' motivation, and develop analytical tools to understand such learning.
- Engage with the notion of learning as construction of knowledge, that all teaching is directed at learning and the learner is at the heart of the teaching
- Investigate the differences and connections between learning in school and learning outside school.
- Analyze teaching as a complex profession and examine the values, beliefs, practices, responsibilities in institutional setting.
- Understand Childhood and Adolescence
- Rationalize the Principles according to which Growth and Development took place
- Appreciate that despite diversities and differences each individual has same biological, Physiological and Psychological needs for proper development.
- Identify the role of social and communicative media in the development of personality, and use it judiciously.
- Differentiate between cognition and Learning
- Understand their students with respect to their physical, social, emotional, intellectual needs and the differences they have with respect to their motivation, interests, abilities etc.

UNIT - I Human Development: Different Stages and their Characteristics

1. Learner as Psycho-Social Entity: Growth, Development and Maturation.
2. Stages of human development: Infancy, childhood, adolescence and adulthood.
3. Aspects of development: Physical, social, intellectual, emotional, moral and language development and their interdependence. Principles of development.
4. Piaget and Vygotsky on learning and development
5. Adolescents and Education; Development of Self-concept and Identity

Unit - II Learning and Cognition

1. Learning as construction of knowledge
2. Understanding learning-socio cultural and cognitive process
3. Learning in school and Out of school: Connections between both
4. Cognition: meaning, concept and process of cognition, Cognition and learning

Unit - III Intelligence and Learning

1. Dimensions of learning: Knowledge, skills, values, belief, attitudes
2. Learning, unlearning, relearning
3. Intelligence: concept, theories and measurement, Multiple intelligence, Intelligence: a psychometric approach

Unit - IV Learning and Diversity:

1. Issues of diversities, differences and discrimination
2. Children with Special Needs (CWSN), Strategies for teaching & learning
3. Inclusive classroom: Physically, socially, emotionally and marginalized children in the classroom and their learning strategies
4. Creative and gifted children
5. Multicultural and multilingual education

Unit V Understanding learner and the learning process

1. The centrality of curiosity, interest, active engagement and inquiry in learning at all levels
2. Kohler and Bruner's views on learning
3. Kohlberg's moral development theory
4. Erickson's emotional development theory
5. Pavlov, Thorndike, Skinner's Behavioural learning theories and its critique

Unit - VI Teacher and Teaching Learning Process

1. Role of teacher in contemporary school system
2. Agency and Autonomy of teachers; Teacher as reflective practitioner, learner, active partner of professional learning community
3. Models of teaching: Concept attainment and teaching
4. Teaching as a profession
5. Professional ethics and development of professional identity of teachers

SESSIONAL WORK

MM. 40

2 Tests

MM. 20

2 Assignments

MM. 20

SUGGESTED PRACTICAL ACTIVITIES:

- Analyzing teaching in diverse classrooms
- Exploring the activity of teaching in a formal setting, and appreciate it as a contextually located, highly complex enterprise, that cannot be reduced to techniques
- Engage critically with theories that reduce learning to behavioural and testable components, which have been influential in education, but which narrowly limit the perspective on education
- The centrality of curiosity, interest, active engagement and inquiry in learning at all levels
- Differences and connections between learning in school and learning outside school
- What powerful learning in a classroom can be, its relationship with learners' motivation, and develop analytical tools to understand such learning.
- Critically question the widespread belief that teaching is telling (informing/demonstrating)
- Understand culturally responsive teaching approaches that support learning
- Values, personal relationships between teacher and learners, relationships among the learners themselves, autonomy, self-esteem and freedom experienced by learners, all shape and are shaped by the work of teaching.
- Analysis of a variety of records of learning and teaching. These should include videos of lessons, examples of children's work, records that capture a variety of images of learning and teaching. Student participation will be in an inquiry mode, involving planning exploration, sharing and reflecting, analytical writing, and studying teachers' diaries

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<http://www.jstor.org/stable/1163320>
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8. Kamala V. Mukunda (2011). *Teachers need to re-invent themselves*. The Hindu, Oct 13, 2011 <http://www.thehindu.com/features/education/school/teachers-need-to-reinvent-themselves/article2531980.ece>
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10. Laura, E. Berk (1996), *Child Development*, Prentice Hall of India, New Delhi.
11. Magdalene Lampert (2001). *Teaching Problems and the Problems of Teaching*. New Haven, USA: Yale University.
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PAPER-IV : LANGUAGE ACROSS THE CURRICULUM (Code: B22C53)

MAXIMUM MARKS: 50
EXTERNAL: 30; INTERNAL: 20
CREDIT: 2; CONTACT HOURS; 30

Rationale: Language, thought, learning, mind and action are inextricably linked. It is vital for teachers to have an understanding of how children learn language. Further, Language and literacy are generally seen as the concern of only the language teachers. Yet all teaching-learning takes place in a linguistic environment. Assumptions about the language and literacy background of students' influence classroom interactions, pedagogical decisions and the nature of students' learning. Thus, it is important to understand their language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area. We hope that after studying this paper, students will be able to see language as a thread across the curriculum. The sources of teaching this paper may be school textbooks of all subjects and sites of classroom transaction, textbook writing and teacher training. This course and its implementation in practice subsume a regular interaction among the teachers teaching different subjects.

Objectives: This paper will enable student-teachers to

- Understand the nature of language and how children learn language.
- Understanding the language background of students, as first or second language users of the language used in teaching the subject. The aim will be to create sensitivity to the language diversity that exists in the classrooms.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom; discussions, the nature of questioning, role of teacher and forms of control in inhibiting or promoting inquiry in various subjects.
- Recognize multilingualism as a resource in the classroom.
- Develop understanding and skills in engaging linguistically in all its forms-speaking and writing; listening and reading.

UNIT 1: Language, Mind & Society

1. Language: nature and structure; difference between human and animal communication, Kinesics and Proxemics
2. Multilingualism: language, power and society; language and cognition; language and gender; language and disability.
3. The home language and school language; the power dynamics of the 'standard' language as the school language v/s home language.
4. Different languages and dialects; interaction between language across the curriculum and language in the material world' sources/ environments of language development: role of media; language usage.

UNIT 2: Language and Content Areas

1. Language as central to the construction of knowledge: Mutual enrichment of language and content areas; content specific registers and expressions; their variable use across disciplines; reinforcement of specific registers in different content areas.
2. Language and content areas: Languages of literature, social science, science and mathematics; mathematics as a language in its own right.
3. Activity based language learning (activities may be taken up in different school subjects e.g., writing essays, mathematics, and so on)
4. Nature of expository texts vs. narrative texts; transactional vs. reflexive texts; text structures; examining content area textbooks; reading strategies for children- note-making, summarizing; making reading-writing connections; process writing; analyzing children's' writings to understand their conceptions.

UNIT 3: Assessment and Evaluation

1. Productbased assessment
2. Process based assessment
3. Error analysis and content analysis as means of language development

SESSIONAL WORK:20 MARKS

Two tests 5 marks each	10
One assignment/Project/Practical Work/Reflective Essay	10

Readings:

1. Sinha, Shobha (2000). *Acquiring Literacy in School*. NewDelhi: Seminar.
2. Anne Thwaite and Anne Rivalland (2009). How can Analysis of Classroom Talk Help Teachers Reflect on Their Practices? *Australian Journal of Language and Literacy* 32(1), p.38-54.
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13. ZabaanAurIlm-e-Zabaan, Prof. Abdul QadirSarwari
14. Ilm-e-Lisaaniyat, Dr. Gyanchand Jain



PAPER-V: GENDER SCHOOL AND SOCIETY (CODE: B22C54)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: This paper aims at introducing the students to gender as a formal area of study by studying the relationship between gender and social institutions and encourages them to critically look at the role of school in formation of gender identities and providing for a gender just environment.

Objectives: This course will enable the students to

- Develop an understanding of the theoretical concepts of sex, gender, patriarchy, gender bias, gender stereotypes, masculinity and feminism
- Sensitize students to the social structures of patriarchy-state, society, families, workplace.
- Examine the role of school, peers, teachers, curriculum and text books in reinforcing gender parity.
- Study the various constitutional provisions pertaining to gender justice.
- Analyse the gender stance of various policies.

Unit I Theorising Gender

Understanding the notions of

1. Sex and Gender
2. Patriarchy
3. Masculinities and Feminities
4. Feminisms
5. Including the third gender

Unit II Gender and Social Institutions

1. Socialization and its various agencies
2. Gender in Popular Culture : Images of men and women in literature, films / theater, television and advertisements etc.
3. Examining Policy Perspectives : (with reference to gender)
 - a. Durgabai Deshmukh Committee Report, 1957
 - b. Kothari Commission(1966)
 - c. NPE (1986)
 - d. Position Paper of Focus Group on ‘Gender Issues in Education’
 - e. Child Marriage Act, 2013
 - f. Gender and Indian Constitution

Unit III Gender in School

1. Gender related issues of access, enrolment, retention and exclusion
2. Gender and hidden curriculum
3. Text Analysis through the gender lens

Sessional Work

20 Marks

One Test

10 Marks

One Assignment/ Project/ Practical Work

10 Marks

Suggested Practical Activities

- Critical analysis of textbooks with reference to bias and stereotypes.
- Reviewing recent policy documents
- Preparing a case profile of an NGO working in the area of gender
- Examining school rituals with reference to inherent bias and stereotypical stance
- Organizing symposia and panel discussions on gender issues
- Analysis and preparation of report on gender as a factor influencing career and academic stream choices.
- Documenting personal anecdotes – growing up female/male/ third gender

Essential Readings

- 1 Beteille, A. (2009). *Society and Politics in India*. Delhi : Rawat Publication.
- 2 Bhasin, K. (2014). *What is Patriarchy?* Delhi : Women Unlimited- An association of Kali for women.
- 3 Bhasin, K. (1986). *Naarivad, yehaakhirhaikya?* Delhi : JagoriPrakashan.
- 4 Chakkravarty, U(2012). *JaatiSamaj Mein Pitrasatta*. Delhi : Granth Shilpi.
- 5 Connell, R. W. (1995). *Masculinities*. Berkeley: University of California Press.
- 6 Gerda,L.(1986). *Creation of Patriarchy*. New York : Oxford University Press.
- 7 GOI(1966). *Report of the Education Commission*. New Delhi : MHRD.
- 8 GOI(1974). *Towards Equality: Report of the Committee on the Status of Women in India*. Ministry of Education and Social Welfare.
- 9 GOI (1986). *National Policy on Education*. New Delhi : MHRD.
- 10 Nandini, M. and Saxena, S. (July 2012). Contemporary Issues in Gender and Education (Editorial). *Contemporary Education Dialogue*, 9(2),139-143.
- 11 NCERT(2006). *Position Paper-Focus Group on Gender Issues in Education*. New Delhi: NCERT

PEDAGOGY OF SCHOOL SUBJECTS-I/II

A.Science Group:

1. Pedagogy of Physics
2. Pedagogy of Chemistry
3. Pedagogy of Biological Sciences
4. Pedagogy of Mathematics
5. Pedagogy of Home Science
6. Pedagogy of Computer Science

B. Social Science Group:

1. Pedagogy of History
2. Pedagogy of Political Science
3. Pedagogy of Economics
4. Pedagogy of Geography
5. Pedagogy of Commerce
6. Pedagogy of Islamic Studies
7. Pedagogy of Social studies

C. Language Group:

1. Pedagogy of Urdu
2. Pedagogy of Hindi
3. Pedagogy of English
4. Pedagogy of Arabic
5. Pedagogy of Persian



A.Science Group Subjects



PAPER-VI/VII: PEDAGOGY OF PHYSICS- PART I (CODE: B22P67)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Physics as the most fundamental science looks for and provides general patterns or laws that are helpful in explaining nature in terms of the inanimate matter and energy dynamics. Many of the learners' difficulties in comprehension of the subject matter in physics could be analysed in terms of the nature of the subject itself. The papers Physics and its Pedagogy - I and II help students revisit the fundamentals of school physics by tracing the history of concepts, reflect upon the nature of the discipline and then encourage them to locate the classroom teaching learning within the framework of history, epistemology, research on children's ideas and various theories of learning.

Objective: During the course, the students are expected to be able to

- Understand and analyze the nature of physics epistemologically and philosophically.
- Revisit the relevant physics content conceptually and historically.
- Investigate children's ideas and intuitive notions in the different areas of physics.
- work out the implications of different theories of learning and instruction at secondary level
- reflect upon different issues in physics pedagogy

Unit I Revisiting School Physics

A study of the historical development of the major concepts in the following umbrella areas, leading to the current understanding with special reference to common alternative conceptions, their identification and ways to address them.

1. Motion in a straight line, laws of motion,,
2. Force and pressure, friction,
3. work and energy, gravitation,
4. Light - ray optics, phenomenon of reflection and shadow formation
5. Stars and solar system
6. Heat
7. Sound
8. Electricity-electric currents and its effects

Unit II Epistemological Issues and Theoretical Perspectives on Learning and Instruction

1. Nature of Science
2. Structure of Science-Facts, laws, theories
3. Philosophical positions on Science – Kuhn, Popper, Lakatos
4. Represented Knowledge- Imagery and Language in physics
5. Constructivism as a philosophical stance
6. Piaget and children's conception of causality
7. Bruner's idea of discovery
8. Ausubel's idea of meaningful verbal learning
9. Vygotsky and Zone of proximal development

Unit III : Pedagogical Considerations

1. Understanding Intuitive thought and alternative conceptions in physical science
2. Conceptual Change
3. Science as Inquiry
4. Processes of Science

5. Metaphors, analogies , experiments, thought experiments and arguments as pedagogic devices in physics

Sessional Work

20 Marks

One test

10 Marks

One project/assignment/task

10Marks

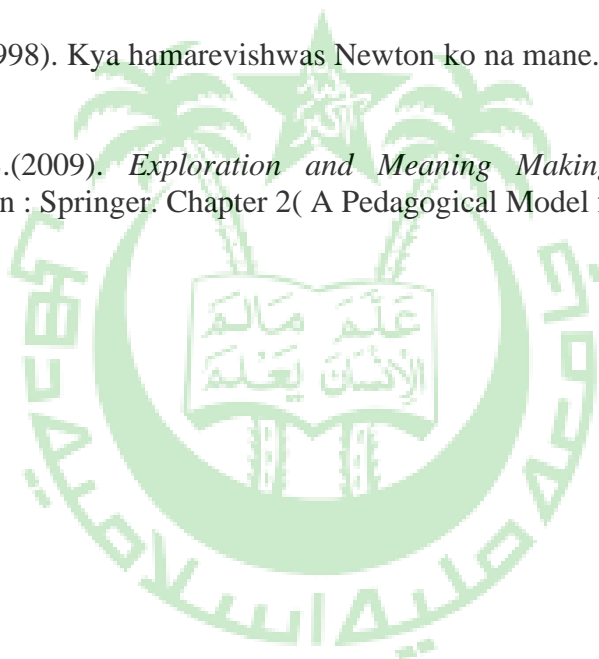
Suggested Practical Activities

- Identify any one concept from those listed in Unit 1. Trace the history of this concept beginning from the most primitive ideas to our contemporary understanding.
- Developing appropriate elicitation strategies to investigate prevalence of different intuitive notions among children.
- Identifying and analysing the pedagogic benefit of various metaphors and analogies used in a standard physics text book.
- Designing classroom tasks for enhancing and assessing process skills

Suggested Readings

1. Ahmad, J. (2019), *Pedagogy of science: Reflective Practices*, Sage Publications, New Delhi
2. Arons, A.B.(1997). *Teaching Introductory Physics*, USA : John Wiley & Sons.
3. Arnold, M. and Millar, R. (1994). Teaching about Electric Circuits : A Constructivist Approach. In R. .Levinson(Ed.).*Teaching Science*.London : Routledge.
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13. Mc Comas, W.F.(1998). The Principal Elements of the Nature of Science : Dispelling the Myths
14. Newton, P. , Driver, R. and Osborne, J. (2004) The place of argumentation in the pedagogy of school science. In J. Gilbert(2004)(Ed.) *The RoutledgeFalmer Reader in Science Education*. London : Routledge Falmer. Chapter 6
15. Piaget, J. (1930). *The Child's Conception of Physical Causality*. London: Kegan Paul,Trench, Trubner& Co. Ltd.
16. Popper, K. (1963). *Conjectures and Refutations*. London: Routledge and Keagan Paul.pp. 33-39;
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18. Rampal, A. (1998). Kya hamarevishwas Newton ko na mane. *Sandarbh*, July-Oct, 28-36.
19. Zubrowski, B.(2009). *Exploration and Meaning Making in the Learning of Science*.London : Springer. Chapter 2(A Pedagogical Model for Guided Inquiry).



PAPER-VI/VII: PEDAGOGY OF CHEMISTRY- PART I (CODE: B22P68)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: According to *The Curriculum for the Ten – Year School – A Framework*, (1975) Science was to be considered as one of the composite subject at the upper primary and secondary stage. Chemistry is one of them. Chemistry is the study of Matter and the changes that are undergoing in matter under various environmental and manmade conditions. This papers will help the future teacher understand the Nature of Science in general and Chemistry in particular and instill the curiosity among their students at school to ponder about the nature of unlimited treasure of material they see around themselves and use in their daily life, and the changes that are taking place even in their bodies.

NCF-2005 in its position paper on **Teaching of Science** focusing on Learner –oriented pedagogy necessitate the *reorienting teachers to new methodology, enabling them to participate at all stages of innovations, get them to think independently, enhance their content knowledge and adopt rigorous approach in their teaching*. This paper intends to introduce the future teacher with various methods and technique which will help the children to construct their own knowledge and also refresh teacher's own knowledge of Chemistry.

Objectives: After going through this course, the pupil teachers are expected to:

- Revisit some of the fundamental concepts in science presented to school children.
- Understand the Nature of science and analyze the structure of knowledge.
- Understand why the teaching of science is included in the curriculum even at Elementary level.
- Realize the importance of observation and experimentation in learning science.
- Plan for helping school children Learn scientific concepts and Principles of science in a constructive way.

Unit –I Revisiting School Science (Class VI to X)

This part of the syllabus will help the learners to strengthen their understanding about some of the important areas in science education and address the alternate concepts students form about them.

1. Materials, Metals and Non-Metals, extraction and properties
2. Changes around us, separation of substances.
3. Combustion and Flame
4. Mixture, Compounds and their separation
5. Elements and Molecules, Periodic properties of Elements
6. Chemical bonding, its necessity and process including hybridization.
7. Food and nutrition in plants and animals
8. Weather and Climate
9. Pollution of Air and Water, Water cycle.

10. Natural resources
11. Heat , Sound and Solar system.

Unit -II Conceptual Framework

1. Nature of Science; Scientific Method and Scientific Knowledge
2. Scientific processes and their product.
3. Brief History of the Development of Chemistry
4. Nature of Chemistry, Knowledge structure in Chemistry.
5. Aims and objectives of teaching Chemistry

UnitIII : Teaching and Learningof Chemistry (Pedagogical and Transactional considerations).

1. Approaches of Teaching science
2. Processing of Information, Learning of Concepts, views of Piaget, Bruner and Ausubel.
3. Cooperative Learning, contribution of Vygotsky
4. Observation, Demonstration and Experimentation
5. Computer Assisted learning.
6. Concept, importance and process of planning for teaching
7. Writing objectives in Instructional and Behavioral terms.
8. Planning for a Unit and single lesson. Planning for practical in Science.
9. Importance of experiments in chemistry
10. Organizing chemistry labs in school
11. Utilization of chemistry labs for teaching of Chemistry in schools.
12. Developing resource/ support material for effective teaching.
13. Pedagogical Analysis of a unit
14. Development of concept maps for teaching and evaluating learning.

SESSIONAL WORK

20 marks

One test 10 marks

One Assignment/ Project 10 marks

Essential Readings:

1. Ahmad, J. (2019), *Pedagogy of science: Reflective Practices*, Sage Publications, New Delhi.
2. Abruscato,J.(1992) *Teaching Children Science* . Allyn and Bacon, London.
3. Anderson, R.D. (1970) *Developing Children's thinking through Science*, Prentice Hall of India. New Delhi.
4. Ausubel, D. (1963). *The Psychology of Meaningful Verbal Learning*, Brune and Stratton, New York.
5. Bruce Joyce and Marsha, Weil. (1996) *Models of Teaching* (5th Ed.)PHI, Delhi.
6. Cartin, A.A. and Sund, R.D. (1976) *Teaching Chemistry through Discovery*. Merrill, London.

7. Criscoll Marcy P. (1994) Psychology of Learning for Instruction, Allyn and Bacon, London.
8. Donald C Orlich and others (2004) Teaching Strategies, A Guide to Effective Instruction, (7th Ed.) Houghton Mifflin Co. New York.
9. Kalra, R.M. (2008) Science Education for Teacher Trainees and In-Service Teachers, PHI, Delhi.
10. Krishnamacharyulu, V .(2011) Science Education, Neelkamal Publication, Private Ltd, Hyderabad.
11. NCERT (2005) Position of Science Teaching in Indian Schools
12. NCERT strategies in Science Education (RCE) Ajmer.
13. NCERT (2014) Pedagogy of Science, Vol I and II.
14. NCF-2005 Position Paper on Teaching of Science.
15. Radha Mohan (2002) Innovative Science Teaching (2nd ed.) PHI, Pvt Ltd. Delhi.
16. Joy Hakim (2004) The Story of Science www.joyhakim.com



PAPER-VI/VII: PEDAGOGY OF BIOLOGICAL SCIENCES- PART I (CODE: B22P69)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Biology teaching and learning is one of the foundations of school subjects. It is taught at all levels of schooling, along with environmental science at elementary level, as part of science at secondary level and as an independent subject at senior secondary level. Every subject differs in its nature of content, epistemology, pedagogy and in evaluation strategies. Owing to the tremendous advancement in science and technology, the content, pedagogy and evaluation strategies, there is a need of well-planned and ICT based teaching and training of prospective teachers of biology to make them acquaint with all aspects of biology teaching and learning so that they may be transformed into professionally skilled teachers of biological sciences.

Objectives: This course, in its first year, intends to develop in the pupil teachers the ability to:

- Acquire knowledge, understanding and ability to apply modern concepts of biology in secondary education.
- Understand the nature, facets, process and product of science.
- Understand the objectives of teaching biology at school level.
- Be cognizant of different methods of teaching biological sciences.
- Decide appropriate teaching methods from the repertoire of methods available.
- Inculcate skills to practice biological science education.
- Inculcate skills to create necessary instructional accessories.
- Plan for teaching of biological science at various levels of schooling.
- Manage instructional activity in such a way that majority of the learners attain most of the learning objectives.

Unit-I Revisiting School Science (Class VI to X)

1. Place and significance of science/biology in school curriculum; Nature, Scope and History (landmarks) of the development of Biology; Aims and Objectives of teaching Science in general and biology in particular.
2. Contents of Science from class VI to X: Revision of contents and analyzing the drawbacks with reference to the attainment of aims and objective of science/biology

teaching-learning (pupil-teachers are supposed to revise the whole syllabus of science from class VI to X with a view that they will teach science during teaching practice).

3. Biology: Food and Nutrition in plants and animals; Adaptations in plants and animals; Respiration in organisms; Transportation in animals and plants; Reproduction in plants and animals; Crop protection and management; Microorganisms: Friend and Foe; Cell structure and functions; Tissues; Diversity in living organisms; Environmental Pollution; Biochemistry: Coal and Petroleum

Unit-II Science: Conceptual Framework and Learning Approaches

1. Definition, nature, process and product of science
2. Basic and Integrated Science Process Skills and Scientific Method
3. Science-Technology-Society Relationship, Ethics and Values in Science-Scientific Attitude
4. Bloom's Taxonomy (original and revised), Instructional objectives, Formulation of behavioural objectives
5. Process approach, Behavioristic Approach, Constructivist Approach
6. Piaget, Ausubel, Gagne, Vygotsky and Bruner's views on learning and its implications in science/biology.
7. Learning of Concept: Concept and its formation, Concept attainment model, Concept Mapping

Unit-III Methods and Planning for Teaching-Learning

1. Teaching Methods: Lecture-cum-Discussion and Demonstration, Problem Solving, Discovery, Laboratory, Project, CAI (Computer Aided Instruction), Inductive-Deductive, Bringing innovation in teaching
2. Pedagogical Analysis of a unit/topic
3. Unit Planning and Lesson Planning
4. Lesson Planning based on Behaviorist and Constructivist Pedagogy
5. Teaching-learning Aids in Science/Biology: Meaning, types, preparation, qualities and use
6. Edger Dales' Cone of Learning Experiences

SESSIONAL WORK

20 Marks

One test

10 Marks

One Assignment/Project/Practical Work

10 Marks

SUGGESTED PRACTICAL ACTIVITIES:

- Conducting survey by pupil-teachers' through questionnaire or interview on the understanding of nature and relevance of science in the lives of their family members and friends.
- Organizing campaign and activities to popularize science
- Setting and maintaining of an aquarium, vivarium or terrarium.
- Solving an identified problem in science/biology teaching-learning through action research.
- Preparing a computer assisted/animated lesson plan (power point presentation) on any topic of biology and its presentation and submission in hard as well as soft copy.
- Visits to Science Centre, Parks, Museums or any other place of science/biology learning.
- Social survey related to Peoples Understanding of Science/Biology
- Any other activity related to the syllabus of science or biology teaching

ESSENTIAL READINGS:

1. Ahmad, J. (2019), *Pedagogy of science: Reflective Practices*, Sage Publications, New Delhi.
2. Ahmad, Jasim (2014), *Teaching of Biological Sciences*, IInd Edition, 3rd Print, PHI Learning Pvt. Ltd. (Erstwhile Prentice Hall of India), New Delhi.
3. Anderson, R.D (1970), *Developing Children's Thinking Through Science*, Prentice Hall of India, New Delhi.
4. Driver, R., Squires, A., Rushworth, P. and Wood-Robinson, V. (2006), *Making Sense of Secondary Science: Research into Children's Ideas*, London: Routledge Falmer
5. Martin E. Ralph, Gerlovich J., Sexton C., Wagner, K. (1994), *Teaching Science for All Children*, Allyn and Bacon, Boston, London, Toronto, Sydney, Tokyo, Singapore.
6. Miller, David, F. (1963), *Methods and Materials for Teaching the Biological Sciences*, New York, McGraw Hill.
7. Mohan, Radha (2007), *Innovative Science Teaching*, Prentice Hall of India, New Delhi
8. NCERT (2005), *Position Paper – National Focus Group on Teaching of Science*, National Curriculum Framework-2005, MHRD, Govt. of India, New Delhi.
9. NCERT: Science Textbooks (Class VI to X)
10. Schwab, Joseph J. (1965), *Biology Teacher's Handbook- Biological Science Curriculum Study*, John Willey and Sons, New York, London & Sydeny.

ADDITIONAL READINGS:

1. Abruscato, J. (1992), *Science in Elementary Education*, Macmillan Publishing Company, 866 Third Aveue, New York.
2. Bremmer, Jean (1967), *Teaching of Biology*, London, MacMillan
3. Heller, R. (1967), *The Teaching and Learning of Biology*, UNESCO, Paris

4. Kuhn, T.S. (1962), The Structure of Scientific Revolution, University of Chicago Press, Chicago.
5. Mangal, S.K. (2004), Teaching of Life Sciences, Arya Book Depot, New Delhi.
6. Masih, Aejaz (1999), New Trends in Science Curriculum, Manak Publications, New Delhi.
7. Mintzes, J.J., Wandersee, J.H. and Novak, J.D. (1998), Teaching Science for Understanding: A Human Constructivist View, California Academic Press.
8. Sood, J.K. (2004-05), Teaching of Science, Vinod Pustak Mandir, Agra.
9. UNESCO (1986), UNESCO Handbook for Biology Teachers in Asia, UNESCO Regional Office of Science and Technology for South and Central Asia, New Delhi.
10. Vidya, N. (1996), Science Teaching for Twenty First Century, Deep and Deep Publishers, New Delhi.



PAPER-VI/VII: PEDAGOGY OF MATHEMATICS- PART I (CODE: B22P70)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Rationale:

The position paper from the Focus group on 'Teaching of mathematics' says that lack of teacher preparation is one of the core areas of concern for mathematics education in India. The position paper points out that among all the school content areas, mathematics relies much more on the preparation that the teacher has, in her own understanding and in her ability to create appropriate pedagogic contexts in the class room. In the light of these recommendations, the papers Mathematics and its Pedagogy - I and II aims at making a community of mathematics teachers which can engage with mathematics at various levels, a community which believes that every child has a right to and is capable of learning and doing meaningful mathematics (NCF 2005).

The current syllabus focuses on how to prepare teachers who can create an engaging mathematics classroom. For this purpose, students will revisit the foundational areas up to senior secondary mathematics along with their implications for pedagogy. This course encourages a prospective-teacher to participate in the processes like problem solving, problem-posing, mathematical communication and to appreciate child's diverse ways to learning mathematics.

Objectives:

During the course, the students are expected to be able to

- Understand and analyze the nature of mathematics, its special features and significance of mathematics in daily life as well as in the development of society.
- Revisit the relevant mathematics content conceptually.
- Aware regarding how children learn mathematical concepts
- Investigate the ways in which children can be helped to develop ability to think mathematically
- Understand the taxonomy of Educational Objectives.
- Investigate different ways to aid learning different concepts of mathematics up to secondary level with appropriate strategies
- Find out the problems in learning concepts and corrective measures.

Unit-I: Why teach Mathematics and the Mathematics Syllabus from 6 to 10:

1. Place and significance of mathematics in school curriculum. The role of school mathematics in society and its status. Relationship of mathematics to other school subjects. The reason for people to be afraid of Maths.
2. The aims and objectives of teaching and learning of mathematics; Need for establishing general objectives of teaching mathematics, Aims and objective as given

in National Curriculum Framework, writing learning objectives of various content areas in mathematics.

3. Revisit the specific areas of Mathematics taught between Class VI to X; Pupil-teachers are supposed to revise the whole syllabus of mathematics from class VI to X. Polynomials, Ratio and Proportion, Linear equations in two variables, Geometrical Concepts- lines, angles, triangles, quadrilateral and circles, Areas and Volumes, Probability, Statistics – Measure of Central Tendency- Graphical representation

Suggested Tasks

- Students take up any one concept and investigate its uses in daily life
- Students undertake a study of NCF (and relevant position papers), Mathematics syllabus and text books in juxtaposition to each other to trace the thought from curricular documents to syllabus to textbooks to classrooms.
- Students review a text book of secondary class

Unit–II: Mathematics: Conceptual Framework/Epistemological Concerns and Learning Approaches

1. Nature of Mathematics (axioms, postulates, patterns and language of Mathematics)
2. History of mathematics with special emphasis on teaching of mathematics. Historical development of Notations and Number systems. Contributions of Indian Mathematicians: Aryabhatta, Bhaskaracharya, Ramanujan etc).
3. Learning of Concept: 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; Children's own strategies for learning mathematics concepts, Errors children make and its significance, How children's learning is obstructed by adults
4. Concept–Formation and Attainment Model; Concept Maps (Understanding a concept map, Concept maps for meaning making, Concept maps as a pedagogic tool, Concept maps as an assessment tool)

Suggested Tasks:

- Students prepare a Visual and Interactive aid/ Scrap book based on Contributions of Indian Mathematicians
- Students choose a concept and develop concept files in light of available research on children's ideas

Unit-III: Methods and Planning for Teaching-Learning

1. Teaching strategies for Mathematics: Inductive–Deductive method, Problem Solving, Constructivist approach, Discovery Approach, Co–operative learning approach, Computer Assisted Instruction (CAI). Activity base method, Hands on experiences,

concretization, principle of ELPS and visualizing proof and alternative ways for learning mathematics (repetition and exercise).

2. Pedagogical Analysis of a unit/topic
3. Lesson Planning: What is a lesson Plan, Importance and need of planning lesson, Steps in planning a lesson, searching answers for, why we teach what we teach? Stating general and specific objectives according to Blooms Taxonomy (original and revised). Relating new concepts to be taught to what learners already have (helping assimilation for accommodation), selecting appropriate strategies for presenting content according to nature of content and age of learners, using support material for concretizing learning.

Suggested Tasks:

- Students go beyond the activities given in the textbook and design some original tasks around the concepts addressed in the textbook. They carry out these activities in the classroom and record their observations.

Sessional Work

- (i) Two test of 5 Marks each
- (ii) Practical/Project

20 Marks

10 Marks

10 Marks

Readings:

Chapter I:

1. James, Anice (2010). *“Teaching of mathematics”*, Neel Kamal Publication Pvt. Ltd. Hyderabad
2. Mishra L. (2008). *“Teaching of Mathematics”*, A.P.H. Publication Corporation, Darya Ganj, New Delhi
3. National Curriculum Framework [NCF] (2005). *A Paradigm Shift – Mathematics*; NCERT publication, New Delhi
4. NCERT, (2008). *Position Paper National focus group on Teaching of Mathematics*, NCERT publication, New Delhi (Hindi and English Version)
5. NCERT Text Books of Mathematics for class VI to X, Hindi, English and Urdu version (New Edition)

Chapter II:

1. Bruce a Joyce (1994) *Models of teaching*, New Delhi, March Weil Prentice Hall
2. Buehl, M. M., & Alexander, P. A. (2006). Examining the dual nature of epistemological beliefs. *International Journal of Educational Research*, 45, 28–42.
3. Chittriv, U. G. (1988). *Ausubel vs. Bruner Model for Teaching Mathematics*. Himalya Publishing House.

4. Dossey, J. A. (1991). The nature of mathematics: its role and its influence. *Handbook of Mathematics*.
5. Fatima Roohi, (2013), Concept Attainment Testing in Mathematics, Global Publications, New Delhi
6. Kilpatrick, J. (1990). *A History of Research in Mathematics*. U.S. Georgia.
7. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. Penguin: London.

Chapter III:

1. Bloom, B.S. (1956), Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain, David McKay Company Inc. New York.
2. Fatima, Roohi. (2007). *Teaching Aids in Mathematics: A Handbook for Elementary Teachers*. Kanishka Publishers, New Delhi.
3. James, Anice Teaching of Mathematics, Neelkamal Publication Pvt. Ltd. Hyderabad
4. Kulshishtha, A.K. Teaching of Mathematics, R. Lall Book Depot, Meerut-250001
5. NCTM (2000). *Principles and standards for school mathematics*, VA. : National Council of Teacher of Mathematics.
6. NCERT(2012) New Delhi, Pedagogy of Mathematics, Textbook for Two-Year B.Ed. Course

Advance Readings:

1. David Wood (1988), *How Children Think and Learn*, Blackwell Publishers Ltd., Oxford U.K.
2. Fexmont & Herbert, *How to Teach Mathematics in Secondary School*, W.B. Saunders Company, London.
3. Gronlund, N.E. (1990), *Measurement and Evaluation in Teaching*, New York: Macmillan.
4. Kidd, Kenneth, P. et al. (1970) *The Laboratory Approach to Mathematics*. Chicago: Science Research Associates.
5. NCERT (2005); *National Curriculum Framework 2005 (NCF-2005)-A Paradigm Shift-Mathematics* NCERT publications, New Delhi
6. NCERT (2010) New Delhi, *Manual of Upper Primary, Mathematic Kit*
7. NCERT (2008) New Delhi, *Textbooks of Mathematics for classes I to X*, Urdu, Hindi and English version (new Edition)
8. N.C.E.R.T. (2003). *Action Research, Handbook For Primary Teachers*,
9. N.C.E.R.T. (2003), *Continuous and Comprehensive Evaluation*

10. Resinck, L.B. and Ford, W.W., (1980): The Psychology of Mathematics for Instruction, New Jersey: Lawrence Erlbaum Associates.
11. Roy Hollands (1990) Development of Mathematical Skills Blackwell Publishers, Oxford, London
12. Schonnel F.J.(1965) Diagnostic and Remedial Teaching in Arithmetic, Liver and Boyd, London
13. Skemp,R.R.(1971), The Psychology of Learning Mathematics, Hatmondsworth: Penguin Books.
14. Thomas A. Sonnabend (1993) Mathematics for Elementary Teachers (An Interactive Approach), HBJ Publishers, Florida



PAPER-VI/VII: PEDAGOGY OF HOME SCIENCE- PART I (CODE: B22P71)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Home science aims at enabling students to deal with day to day problems and ultimately establish them as more competent and productive members of the family and community at large. Pedagogy of Home Science is to prepare prospective teachers for dealing with the home science curriculum at different levels of schooling making optimum use of materials and resources. As a Home Science teacher at school is expected to handle all the branches of Home Science, enrichment of the content of all the branches of Home Science are given due importance in the curriculum. Keeping in mind the recent trends and recommendations with reference to the content, pedagogy and evaluation strategies, the paper helps students acquaint with classroom teaching learning.

Objectives: This course is intended to develop in the student teachers the ability to:

- acquire knowledge, understanding and ability to apply modern concept of home science at secondary and senior secondary level.
- develop an understanding of the objectives of teaching home science at school level.
- revisit the relevant Home Science content conceptually.
- formulate instructional objectives in behavioural terms.
- be cognizant of different methods of teaching home science.
- decide appropriate teaching methods from the repertoire of methods available.
- develop appropriate plans for teaching of home science at various levels.
- develop necessary skills to develop instructional accessories
- list out the criteria of good home science curriculum.

Unit-I Revisiting School Home Science

1. Health and Environment: signs of good health; factors affecting health; personal hygiene, causes and prevention of communicable diseases; immunization
2. Child Development: Conception, prenatal and antenatal care; Concepts and Principles of development; Developments during infancy, childhood and adolescence- physical, motor, socio- emotional, cognitive and language
3. Food, Nutrition and Health: Nutrients, sources and functions; Deficiency diseases; Balanced diet; Meal planning; Methods of cooking
4. Fiber and Fabrics: Classification of fibers – properties, identification; Weaves; Finishes; Care and maintenance of fabrics; Selection of clothes

5. Home management: Housing; Elements of art; Color and color combinations; Principles of design; Family resources; Process of management; Managing time and energy; Saving and investment

Unit-II Conceptual Framework

1. Modern concept of Home science, meaning and components
2. Nature and scope of Home Science
3. Integration of Home Science with other school subjects
4. Objectives of teaching home Science at secondary and senior secondary level, Bloom's taxonomy (original and revised), Formulation of instructional objectives.

Unit-III Methods and Planning for Teaching Learning

1. Discussion, Demonstration, Laboratory work, Project, Problem solving, Discovery, Cooperative Learning, Constructivist approach to teaching and learning.
2. Emerging technologies in teaching and learning.
3. Support material in Home Science teaching: their classification, selection criteria and development of low cost material.
4. Lesson planning and unit planning (both theory and practical) :Pedagogical Analysis of the content, identification of teaching concepts, listing behavioural outcomes, selecting learning experiences and activities.

SESSIONAL WORK

20 Marks

One test

10 Marks

One Assignment/Project/Practical Work

10 Marks

SUGGESTED PRACTICAL ACTIVITIES:

- Development of computer assisted lesson in Home Science.
- Critical review of radio and TV lesson.
- Preparing teaching aids- charts, specimens, posters, flash cards, etc.
- Preparing notes of lessons.

ESSENTIAL READINGS:

1. Ambron, Sveann Robinson (1978). Child Development, Holt Rinehart Winston, Second Edition.
2. Anderson, Lorin W. & Krathwohl, David R. (2001). A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom's Taxonomy. New York. Longman Publishing. Retrieved from: <http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm>.
3. Borich, GD (1992) Effective Teaching methods. Macmillan Publishing Company, New York.
4. Chandra, Arvinda (1995). Fundamentals of Teaching Home Science, New Delhi, Sterling Publishers.
5. Das, R. R. and Ray, B. (1989). Teaching of Home Science. New Delhi, Sterling Publishers.
6. Dash, Nibedita (2004). Teaching of Home Science. Domiant Publisher, New Delhi.

ADDITIONAL READINGS:

1. NCERT (2005). Position Paper – National Focus Group on Teaching of Science, National Curriculum Framework-2005, MHRD, Govt. of India, New Delhi.
2. Moore, K. D. (2005). Effective Instructional Strategies. New Delhi, Sage.
3. Sapra, Rekha (2007). Integrated Approach to Human Development An Introduction Vishvabharati Publishers, New Delhi.

PAPER-VI/VII: PEDAGOGY OF COMPUTER SCIENCE- PART I (CODE: B22P72)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Rationale: We are in the advance age of science and technology. Computer is at the centre of gravity of all scientific and technological activities. Computer has become an integral part of all human activities. The teaching-learning process has been influenced by all kinds of educational technologies. Viewing all these great changes, computer has become an integral part of school curriculum, hence there is a need to offer this paper and to prepare teachers who are skilled in applying computer in teaching-learning process and who can teach this paper to children more effectively.

Objectives: After completion of course the students will be able to:

- Develop insight into the meaning, nature, scope and objective of computer science education.
- Revisit the content of computer science.
- Understand the need and importance of computer science as a subject.
- Develop competencies for teaching-learning mathematics through various measures.

Unit – 1: Revisiting Computer Science Content

Computer Fundamentals and Basics of Information Technology, programming methodology, Python, Data Structure, Information Processing Tools, Word Processing, Spreadsheet, Presentation tools, Database and SQL, HTML, XML, Operation Systems, Boolean Algebra, Communication and Network Concepts, Website Designing, Societal impacts of Information Technology.

Unit – 2: Computer Science: Conceptual Framework

1. Meaning, scope and importance of Computer Science and its place in school curriculum
2. The Aims and Objectives of teaching Computer Science in Schools
3. Relation of Computer Science with other subjects
4. Information processing theories, Connectivism: educational implications

Unit – 3: Teaching-Learning Strategies

Comparative study of various teaching methodologies in context of teaching of computer science: Lecture, Discussion, Illustration, Demonstration, Laboratory, Project, problem solving, CML, CAI, mobile learning, and online learning, personalized instructions, system approach, multimedia approach.

Unit – 4: Teaching Learning Resources

1. Concept, Need and importance
2. Interacting with Hardware Tools – Computers, Printers, Projectors, Screen, etc.
3. Computer Science Laboratory as a Learning Resource
4. Educational software – Types, characteristics, uses and evaluation
5. Web 2.0 and Web 3.0: Email, chatting, Blogs, Wiki, Newsgroups, Mobiles, Video conferencing, Web conferencing, social network, social bookmarking, e-portfolio etc.
6. Online courses

SESSIONAL WORK

20 Marks

One test	10 Marks
One Assignment/Project/Practical Work	10 Marks

Suggested Readings:

- Craig Zacker. (2001) networking : the Complete Reference. Tata Mc Graw–Hill Pub.
- Gear. C.W (1986), Computer Organization and Programming, Tata Mc Graw–Hill Pub.
- Gorden B. Davis(1982) Introduction to Computers, Tata Mc Graw- Hill book Company
- Hirschbuhl, John J.; Kelley, John (2006). Computers in Education (Edition: 12). Dushkin/McGraw-Hill.
- Kumar, Khushvinder and Kumar, Sunil. *Teaching of Computer. GurusarSadhar:* GBD Publications.
- Mc. Dougall, A. and Dowling, C. Computers in Education, North Holland.
- Norton, P. (1998). Introduction to Computers. New Delhi: Tata McGraw Hill Publishing Co Ltd.
- Orit Hazzan, Tami Lapidot, Noa Ragoni(2011). Guide to Teaching Computer Science: An Activity-Based Approach. Springer, London.
- Qureshi, Husnain(2004). Modern Teaching of Computer Science, Anmol Publications Pvt. Limited
- Rajaraman, V. (2004). *Fundamental of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Ralph W. Gerard. (1967) . Computers and Education, Mc Graw Hill Book co.
- Ravichandran D., (2001) . Programming with C++, Tata Mc Graw- Hill Publishing
- Allen Downey, Learning with Python, Paperback
- Martin C. Brown, Python: The Complete Reference, Paperback
- Sharma, Shaloo(2002). Modern methods of teaching computer science. Sarup and Sons, Delhi.
- Singh, Y.K. and Nath, R.(2005). Teaching of Computer Science.APH Publishing, Delhi

B. Social Science Group Subjects



PAPER-VI/VII: PEDAGOGY OF POLITICAL SCIENCE- PART I (CODE: B22P61)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Rationale: In branch of Social Sciences Political Science introduced as one of the subject as a major component at secondary and senior secondary level. The objective is to make learners aware about the Indian Political System and also thereto create interest in democratic system. At the senior secondary stage, learners are in a position to understand abstract ideas, exercise the power of thinking and to develop their own perception. It is at this stage that learners are exposed to the rigour of the discipline of political science in a systematic way. Political Science subject are being introduced in such a way that, the learners are introduced to the political challenges that the nation is facing today along with some creative and analytic ideas to understand these critical and burning issues and correlate these ideas with Indian Polity and Political System.

The rationale of this paper is to prepare a skilled, competent and a confident with full of knowledge. Teachers to teach syllabus effectively with the use of an appropriate method of teaching. An effort is also made to make pupil teachers a researcher, so that they can strengthen their practical teaching learning practices in schools.

Objectives: To enable the pupil teachers to:

- Appreciate the significance of the study of political science at secondary and senior secondary level.
- Understand the place of political science at secondary and senior secondary level.
- Develop an ability to select an appropriate method for teaching political science effectively.
- Recognized the importance of action research and apply it to improve the quality of teaching learning process of political science.
- Formulate instructional objectives.
- Apply ICT in their teaching – learning process.
- Understand about national and international events through Mass Media and current event approach.
- To understand Indian Polity and its comparison with international political system.

Unit – I: Meaning, Nature and Scope of Political Science.

1. Meaning and Significance of Political Science.
2. The place of Political Science at secondary and senior secondary level.
3. Curriculum development of Political Science.

Unit – II: Aims and Objectives of teaching of Political Science.

1. Objectives of teaching Political Science at Secondary and Senior Secondary level.
2. Difference between aims and objectives

3. General and Specific Objectives of teaching of Political Science

Unit – III: Teaching methods of Political Science.

1. Project
2. Problem Solving
3. Discussion
4. Observation
5. Source Method
6. Team-teaching
7. ICT-Based Teaching

Unit – IV: Enrichment Contents

1. Salient features of Indian Constitution.
2. Indian Federal System: Executive, Legislature & Judiciary.
3. Composition of Parliament.
4. Local Self Government.
5. Women and Indian Politics.
6. Current Issues in Political Science.

Sessional Works:

- (i) One Test
- (ii) One Assignment

20 Marks

10 Marks

10 Marks

Suggested Practical Activities:

- Conduct a case study on any Current Political Science Issue
- Conduct a field work based project.
- Develop an Action-research Project.
- Make a scrap book on any current political issue.
- Organize youth parliament and Debate in class room.
- Collect study materials by making use of information communication and Technology (ICT).

Essential Readings

1. Arora Panjkaj(2018) "Pedagogy Of Political Science " Shipra Publication, Delhi
2. Aggarwal, JC (2010) "Teaching of Political Science", Vikas Publication, Delhi.
3. Chapel Susan and Others (2011) "Learning to Teaching the Secondary Level", Oxford University Press.
4. Syed, M .H. (2005) "Modern Teaching of Political Science", Anmol Publication.
5. NCERT (2006) "Teaching of Social Science a Position Paper", NCERT, Delhi
6. Aggarwal, N.N and others (2005) "Teaching of Political Science", Vikas Publication, Delhi
7. Buch M.B (1979) Improving Instruction in Civics, New Delhi NCERT.
8. Dhanija, Neelam (1993) "Teaching of Political Science, New Delhi Harman Publication.
9. George Alex Amman Madan (2009) "Teaching Social Science in Schools Delhi", Sage Publication.
10. Gregusou, Gabrie (2005) "How to teaching Political Science", Comenius University, Bratislva.
11. Sheda and Sheda (2001) "Teaching of Political Sciences" Arya Book Depot., Delhi
12. Tyagi Gurushakran (2000) "Naagrik Shastra Shikshan", Rajasthan Hindi Academy. Rajasthan.

13. Neel Kamal (1995) “Teaching of Civics, Loyal Book”, Publication.

14. Intel (2003) Intel Innovation to the Future Students Work Book.

Additional Reading

1. Allen, Barbare (2007) “Blended Learning tools for teaching and Training, Facet Publication.
2. Govt. of India (2010), “Indian Constitution”, Govt. of India, Publication MHRD, Delhi.
3. Govt. of India Constitutional Amendment 73rd (1994) Govt. of India, MHRD, Delhi.
4. NCERT (2005), NCF 2005, NCERT, New Delhi.
5. Khanna S.D. (1980) Teaching of Political Sciences, Doabe Book House, Delhi
6. Baley Alexander, W.C. (1973) Teaching of Social Studies in Secondary Schools, Mc Grew Publications.



PAPER-VI/VII: PEDAGOGY OF HISTORY- PART I (CODE: B22P60)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: History is introduced as one of the subjects of social science at secondary level. The objective is to make learners aware about the features of History. At the secondary level, the learners are exposed to the rigor of the discipline of History in a systematic way. History course is being introduced in such a manner that the learners understand the concepts of history, social realities, its complexities, societal changes, struggles of men and society and how men evolved, conflicts of men and society and how to deal with it in a better way. History allows them a position to appreciate the science of society, different ways of interpretation and concepts of human and social activities while giving them an opportunity to develop creative thinking, analysis and logical reasoning.

The rationale of this paper is to develop is to prepare a skilled, competent and a confident pupil teacher, equipping him with the full content knowledge, helping to teach the syllabus effectively with an appropriate teaching-method. An effort is also made to make pupil teacher a researcher, so that they can strengthen their practical teaching-learning activity in schools.

Objectives:

- Appreciate the significance of study of history at secondary and senior secondary school level.
- Develop an understanding of pedagogical process of teaching –learning in history
- Develop class room skills needed for teaching of history integrated modern technologies.
- Use different methods of teaching in history at secondary and senior secondary school level.
- Develop an ability to identify and design appropriate teaching – Learning aids and its use in class room.
- Enable the pupil teacher to become effective teacher of history.

UNIT 1: Content Enrichment

1. The earliest people, From gathering to growing food
2. Early Indian civilization
3. Moryan Emperor: Ashoka
4. The Delhi Sultans: Rulers And Buildings
5. The Mughal Empire: Rulers and Buildings
6. Bhakti & Sufi Movement in India
7. Eighteenth-Century Political & Social Reformations (Women, Class, Caste etc.) in India

Unit 2: Meaning, Nature, Scope and Significance of History

1. Meaning, Nature, Scope and trends in History.
2. Co-relation of History with the other Subjects
3. Importance/Significance of History in Schools at secondary and senior secondary school level
4. Curriculum Development in History.

UNIT 3: Objectives of Teaching of History

1. General objectives of Teaching of History at Secondary and Senior Secondary School level.
2. Aims and Objectives of Teaching of
3. Aims and Objectives of teaching of history according to NCF 2005
4. Specific/ Instructional objectives
5. Behavioral Objectives

UNIT 4: Learner Centered and Activity Based Learning

1. Source Method
2. Discussion Method
3. Question Answer Method
4. Story Telling Method
5. Excursion Method
6. Teaching of history through monuments; Preserving cultural edifices
7. Multimedia Approaches

Sessional Works

20 Marks

- (i) One Test
- (ii) One Assignment

10 Marks
10 Marks

Suggested Practical Work/ Activities for I year

- Conduct a Case Study on any Historical Monument.
- Organize an Excursion for History Students.
- Develop an Action Research Proposal.
- Preparing History Bulletin Board.
- Write Upon any topic of Current Historical Issues.
- Organize a Debate on any Historical Topic.
- Developing learning activities for History Class.
- Prepare a Power Point Presentation on any topic of History.
- Prepare a History Scrap Book.

Essential Readings:

1. Burston, W.H. and Green, C.W. (1962) Handbook for History Teachers: Methuen and Co. Ltd.; London
2. Carr E.H (1961): What is History: London; Mac Millan & Co. Ltd.?
3. Chaudhry, K.P. (1975): The Effective Teaching of History in India: New Delhi; NCERT
4. Collingwood, R.G. (1951): The Idea of History: London; OUP.
5. Ghate, V.D. (1956): The Teaching of History (5th Edition): Oxford University Press; Geoffrey; Cumberlege.
6. Hashmi, Masroor (2011): Tarikh kaise padhayen (Urdu): Maktaba Jamia; New Delhi
7. Khan, S.U. (1998): History Teaching- Problem, Perspective and Prospect: Heera; New Delhi.
8. Kochhar, S.K. (1984): Teaching of History: Sterling Publishers Pvt. Ltd.; New Delhi.
9. Kothari Commission. (1964-66): M.H.R.D.; New Delhi
10. National Curriculum Framework (2005): National Council of Educational Research and Training: New Delhi.
11. National Policy on Education (1986): M.H.R.D. New Delhi.
12. NCERT: Text books of Class VI-VIII
13. Pathak, S.P. (2003): Teaching of History: Kanishka Publishers; New Delhi.
14. Position Paper on Teaching of Social Science (2005): National Council of Educational Research and Training: New Delhi.
15. Report of National Advisory Committee (1993, Yashpal Committee): MHRD; New Delhi.
16. Report of the Indian University Education Commission (1949); Ministry of Education. Government of India; New Delhi.
17. Secondary Education Commission (1952): M.H.R.D.; New Delhi.
18. Tyagi, Gurusarand Das (2005): Teaching of History: Vinod Pustak Mandir; Agra.

Suggested Readings:

1. AbdurRab; Tadrish-i-Tarikh, Urdu Board
2. Dhanija Neelam (1993): Multimedia Approach In Teaching Social Studies: Harman Publishing House; New Delhi.
3. Dixit, U. Bughela (1972): Itihas Shikshan: Hindi Granth Academy; Jaipur.
4. Ghate, V.D (1956): Teaching of History: OUP; Bombay.
5. Hashmi, Masroor (1975): Tarikh Kaise Padhayen (Urdu): Maktaba Jamia; New Delhi.
6. Haydn, T.; Arthur, J. and Hunt, M. (2001): Learning to Teach History in the Secondary School: Routledge Falmer; London.
7. Intel (2003): Intel Innovation In Education: Intel Tech to the Future-Students Workbook.
8. Khan, S.U. (2000): Objective Based Teaching of History: IASE; Jamia Millia Islamia; New Delhi.

PAPER-VI/VII: PEDAGOGY OF GEOGRAPHY- PART I (CODE: B22P62)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Geography as a discipline tries to explore the hidden treasure of nature and utilize them for the welfare of human being in their process of planning and development. Its nature is very dynamic encompassing almost all the major disciplines of natural and social sciences adopting interdisciplinary approaches in its study and to take a care of accuracy and precision in the study it equips itself with recently developed tools and techniques like GIS and remote sensing besides field surveys. Its teaching aims to sensitize students to understand and critically analyze the ongoing process of naturalized man and humanized nature of the earth – the only planet able to sustain all forms of life.

Objectives: The student Teacher will be able to:

- Explain the evolution of Geography as a discipline, its nature and scope.
- Describe the fundamentals of geographical phenomena in teaching learning process.
- Develop desirable and practical skills for teaching geography

UNIT- I: GEOGRAPHY AS A DISCIPLINE

1. Meaning, nature and scope of geography
2. Historical perspectives and development of Geography as a subject
3. Approaches to study Geography.
4. Recent trends of Geographical Studies and application of new techniques (Multimedia, GIS, GPS and Remote Sensing)

UNIT – II: School Curriculum in Geography-revising content

1. Land forms and topography associated with mountains, plains, plateaus and rivers
2. Water resources, Role of river in economy, river pollution and control.
3. Atmosphere, Air pollution, Global Warming, Green House Effect, Ozone layer depletion.

UNIT- III: AIMS AND OBJECTIVES OF TEACHING GEOGRAPHY

1. Aims of teaching geography in current scenario
2. Instructional objectives of teaching Geography
3. Principles of formulating curriculum in geography
4. Designing a frame work to analyze and evaluate a text book of geography

UNIT –IV: LEARNER CENTERED AND ACTIVITY-BASED TEACHING

1. Conceptual Learning in Geography and pedagogical analysis of a unit
2. Approaches, methods and techniques in Geography Learning and Teaching:
 - Expository approach,
 - Regional Approach
 - Discovery approach
 - Problem-solving approach
 - Project method
 - Computer Assisted Instruction (CAI) and Multi-media

Sessional Work**20 Marks**

(i) One Test of 10 marks

10 Marks

(ii) Practical/Project

10 marks

Suggested Practical Activities

- Location of places on map from textbooks of classes VI-X.
- Survey of books on Geography
- Minerals identification (at least 20 minerals)
- Data representation through excel sheet.
- Thematic mapping, power point presentation

Suggested Readings:

1. Aggarwal D.D. (2004) *Modern Methods of Teaching Geography*, Sarup and Sons, new Delhi
2. Alvi, Mohd. Z.U. (1984) *Tadrees-e-Jughrafiya*, New delhi, Traqqi Urdu Board
3. Arora, K.L. (1976) *The teaching of geography*, Jullender Prakash Brothers
4. Chorely R.J. (1970) *Frontiers in Geography Teaching*, London, Mathews and Co. Ltd
5. Dhanija Neelam (1993) *Multimedia Approaches in Teaching Social Studies*, New Delhi, Harmen Publishing House.
6. Fisher C. and Binns (eds) (2000) *Issues in Geography Teaching*, London, Mathews and Col. Ltd.
7. Greves N.C. (1982) *New Source Book of Geography Teaching*, London, Longman/the UNESCO Press.
8. Hall David (1976) *Geography and Geography Teaching*, Unani Education Books,
9. Jha P. K. (2007) *Modern Methods of Teaching Geography*, New Delhi, Rajat Pub.
10. Lambert & Balderstone (2000) *Learning to Teach Geography in Secondary Schools*, London, & New York, Routledge, Falmer
11. Leong, Goh Chey (1976) *Certified Manner in Physical Geography*, Singapore, Oxford University Press.
12. Marlin Leask & Norbert Prachler (1999), *Learning to Teach using ICT in the Secondary School*, Routledge, New York.
13. Verma J. P. (1960) *Bhugol Adhyayan*, Agra, Vinod Pustak Mandir
14. Verma O. P. (1984) *Geography Teaching*, New Delhi, Sterling Publication P. Ltd.
15. Walford Rex (1981) *Signposts for Geography Teaching*, London, Longman

Additional Reading

1. Berry, J.K. (1993) *Beyond Mapping: Concepts, Algorithms and Issues in GIS*. Fort Collins, CO: GIS World Books.
2. Bolstad, P. (2005) *GIS Fundamentals: A first text on Geographic Information Systems, Second Edition*. White Bear Lake, MN: Eider Press, 543 pp.
3. Broadman David (1985) *New directions in Geography Education*, London, Philadelphia, Fehur Press, London
4. Burrough, P.A. and McDonnell, R.A. (1998) *Principles of geographical information systems*. Oxford University Press, Oxford, 327 pp.
5. Chang, K.S. (2005) *Introduction to Geographic Information System, 3rd Edition*. McGraw Hill.
6. Huckle J. (1983) *Geographical Education Reflection and Action*, London, Oxford University Press
7. Intel (2003) *Intel Innovation in Education, Intel Teach to the Future – Students Work Book*

PAPER-VI/VII: PEDAGOGY OF ECONOMICS- PART I (CODE: B22P623)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Rationale:

Economics is introduced as one of the subjects of social science at secondary level. The objective is to make learners aware about the features of Indian economy and to create interest in them towards economic life of people. At the senior secondary stage, learners are in a position to understand abstract ideas, exercise their power of thinking and to develop perception towards the changes taking place in day to day life. It is at this stage that learners are exposed to the rigour of the discipline of economics in a systematic way. Economics courses are being introduced in such a way that, the learners are introduced to the economic realities that the nation is facing today along with some basic statistical tools to understand these broader economic realities and economics as a theory of abstraction.

The rationale of this paper is to prepare a skilled, competent and confident with full of knowledge teachers to teach syllabus effectively with the use of an appropriate method to facilitate learning. An effort is also made to make student teachers a researcher, so that they can collect data and strengthen their practical teaching-learning practices in schools.

Objectives: To enable the student-teachers to:

- Appreciate the significance of study of economics in their life.
- Acquire competence in content of economics.
- Formulate learning outcomes on a given topic.
- Develop an ability to select an appropriate method for teaching economics.
- Prepare and apply of content based instructional material for teaching economics effectively.
- Apply ICT in their teaching-learning process.

Unit-I: Content Enrichment

- (a) Economic Development.
- (b) Sectors of Economic Activities.
- (c) Poverty in India.
- (d) Impact of Globalization on Indian Economy.

Unit-II: Objectives and Learning Outcomes of Teaching Economics

- (a) General objectives of teaching economics at secondary and senior secondary level.
- (b) Pedagogical analysis of a Unit/Chapter.
- (c) Teaching Objectives and Learning Outcomes.

Unit-III: Teaching-Learning Methods

- (a) Problem solving
- (b) Project

- (c) Discussion
- (d) Simulation gaming
- (e) Constructivist
- (f) Experiential learning

Unit-IV: Instructional Resources

- (a) Construction of tables, diagrams and models.
- (b) Preparation of charts and flash cards.
- (c) Use of films and newspaper.
- (d) Use of community resources and ICT.

Sessional Works

20 Marks

- | | |
|---------------------|----------|
| (i) One Test | 10 Marks |
| (ii) One Assignment | 10 Marks |

Suggested Practical Activities

- (i) Conduct a case study on any economic unit.
- (ii) Conduct a field survey based project.
- (iii) Develop role playing based activity on any topic of economics.
- (iv) Organize debate in classroom.
- (v) Prepare a power point presentation on any topic of economics.
- (vi) Pedagogical analysis of any unit/chapter.
- (vii) Prepare a short documentary on any topic of economics.
- (viii) Write up on any current economic issue.

Essential Readings

1. Bawa, M.S., ed., (1995). Teaching of Economics, Delhi: Delhi University, IASE.
2. Gupta, R., (2011). Teaching of Economics, New Delhi: Jagdamba Publishing Company.
3. Khan, R. S., (1982). Mashiyat Kaise Parhaain, New Delhi: IASE, JMI.
4. Siddiqui, M.H., (1993). Teaching of Economics, New Delhi: Ashoka Publishing House.

Additional Readings

1. Anderson, Lorin W., David R. Krathwohl (ed.), (2011), A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition, Allyn and Bacon, Second Edition.
2. Bawa, M. S., ed., (1995). Evaluation in Economics, Delhi: Delhi University, IASE.
3. Gupta, R., (2011). Arthashastra Shikshan, New Delhi: Jagdamba Publishing Company.
4. Kadambari, S. & Tuteja, T., ed., (1995). Teaching of Economics, New Delhi: Commonwealth Publisher.
5. Kaur, J. V., (2010). Teaching of Economics, Ludhiana: Tandon Publications.

6. Mixon. F.G. (Jr.) and Cebula. R. J. (2014), New Developments in Economic Education, Edward Elgar Publishing, U.K.
7. National Curriculum Framework (2005). New Delhi: NCERT.
8. Saxena, N. R., Mishra, B. K. and Mohanty, R. K., (2010). Teaching of Economics, Meerut: R. Lall Book Depot.
9. Singh, R. and Kumar, D., (2011). ArthashastraShikshan, Meerut: R. Lall Book Depot.
10. Teaching Economics in India- A Teacher's Handbook, Srinivasan, M. V., (Coordinator), Department of Education in Social Sciences, New Delhi: NCERT.

Web Links

<http://www.economics.ltsn.ac.uk>

<http://econlib.org/library/CEE.html>

<http://www.economicswebinstitute.org/books.htm>

http://economics.about.com/od/freeeconomicstextbooks/Free_Economics_Textbooks.htm

http://www.mospi.goi.in/mospi_nssso_rept_pubn.htm

<http://www.rbi.org.in/scripts/Statistics.aspx>

<http://econ.worldbank.org>



PAPER-VI/VII: PEDAGOGY OF COMMERCE- PART I (CODE: B22P624)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Commerce as a social science recognizes the fact that business influences and is influenced by social, political, legal and economic forces. It allows students to appreciate that business is an integral component of society and develops an understanding of many social and ethical issues. Commerce offers foundation for many professional careers like Finance, Planning, Accountancy, Tax Practitioners, Banking and Broking, besides academics, research, and many more. Over the years, there has been a shift in the trend, with large percentage of student are now opting for Commerce at Senior Secondary Level, making it one of the most sought after discipline. To cater the growing demand for Commerce, there is need for Commerce Teachers. The rationale of this paper is to prepare Commerce Teachers who are skilled, competent and reflective, always flexible enough to mold and change themselves with the ever-changing macro and micro environment.

Objectives: This paper is intended to develop in Student Teacher the ability to:

- Acquire knowledge regarding meaning, nature and scope of commerce, its place in School curriculum and aims of teaching commerce.
- Appreciate the significance of the study of Commerce at Senior Secondary Level.
- Develop an understanding of different methods of teaching Commerce
- Develop evaluation tools to measure learning outcomes in Commerce.
- Recognize the importance of Action Research and apply it to bring about an improvement in the teaching learning process in the context of Commerce Education.
- Develop an ability to identify and design appropriate Teaching Aids and its use in class room.
- Identify and use
- Enable the pupil teacher to become effective teacher of Commerce.

Unit 1- Enrichment Content

1. Management
2. Social Responsibilities of Business
3. Accounting Principles
4. Depreciation
5. Rectification of Errors

Unit 2 – Nature and Significance of Commerce

1. Historical Perspective on development of Commerce as a discipline
2. Indian Structure of Commerce Education
3. Nature and Significance of Business Subjects: Business Studies and Accountancy: their Technical and Social nature.
4. Need for inclusion of Commerce at Lower Secondary Stage.

Unit 3 – Objectives of Teaching Commerce

1. Aims and Objectives of Teaching Business Subjects in Academic Stream
2. Formulation of Instructional Objectives in Behavioral Terms

Unit 4 – Teaching Methods and Instructional Resources and Action Research

1. Lecture-cum-Demonstration Method
2. Discussion Method
3. Problem Solving
4. Projected and Non Projected Teaching Aids
5. Field Trips, Committees and Bulletin Board
6. Community Resources for Teaching Business Subjects
7. Planning and Organizing of Co- curricular Activities.
8. Action Research in Commerce Education

SESSIONAL WORK

One Test

One Assignment/Project/ Practical Work

20 Marks

10 Marks

10 Marks

SUGGESTED PRACTICAL ACTIVITIES

- Writing Specific Instructional Objectives in Behavioral Terms of a Unit.
- Preparing Practice Set
- Planning and Organizing Bulletin Board
- Pedagogical Analysis Of a Unit/Chapter
- Identification of 10 Concepts from a Unit
- Selecting teaching -learning strategies and developing learning experience/activities from a Unit
- Writing Objective based Test Items
- Critical Appraisal of Commerce Syllabus at Senior Secondary Stage

ESSENTIAL READINGS

1. Aggarwal, J. C., (2008): Teaching of Commerce -A Practical Approach, Vikas Publishing House Pvt. Ltd. (
2. Dhanija, N., (1993): Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi.
3. Rao, S.,(2002): Teaching of Commerce, Anmol Publication Pvt Limited, Delhi
4. Singh, I.B. (1968) Vanija Ka Adhyapan, Laxmi Narayan Aggarwal Publishers, Agra

ADDITIONAL READINGS

1. Intel (2003): Intel Innovation in Education, Intel Teach to the Future – Students
2. Work Book.
3. Singh, M.N. (1975): Methods and Techniques of Teaching Commerce, Youngman & Co. , Delhi.
4. Tonne, P., (1965) : Methods of Teaching Business Subjects, Tata McGraw Hill, New York

VI/VII

Pedagogy of Islamic Studies- Part I

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives: The learners will be able to:

1. Appreciate the significance of study of Islamic studies at secondary & Sr. Sec. Level
2. Develop an understanding of pedagogical process of teaching learning process.
3. Develop an ability to identify & design appropriate teaching learning aids & its effective use
4. Develop an ability to select an appropriate method for teaching Islamic studies
5. Become effective teachers of Islamic Studies
6. Acquire competence to prepare lesson plan & achievement test
7. Recognize the importance of action research & apply it to improve the quality of teaching learning process

UNIT-I Islamic Studies & Content Enrichment

1. Meaning, Definition Scope of Islamic Studies.
2. Importance of Islamic Studies
3. Historical background of Islam: Advent of Islam, Prophet, Pious Caliphs
4. Eternal Fundamentals of Islam; Tauheed, Risalah&Aakhirah
5. Makki&Madani Life of Prophet
6. Ibaadaat: Salah, Saum, Zakah, Haj
7. Caliphs of Islam & Companions of Prophets.
8. Battles in Islam: Badr, Uhud, Khandaq, SulahHudaibiya, FatheMakka

UNIT-II Aims, Methods & Approaches of Teaching Islamic Studies

1. Aims and objectives of teaching Islamic Studies at Secondary & Sr. Secondary level
2. Discussion Method
3. Lecture Method
4. Project Method
5. Problem Solving Method

Unit – III: Lesson Planning & Unit Planning

1. Lesson Planning: Meaning, Importance and Format (Prose & Poetry)
2. Unit Planning: Meaning, Importance and Format
3. Projected and non projected teaching learning materials
5. Utilization of Community Resources

SEESIONAL WORK

20 Marks

Two Tests:

10 Marks

One Assignment/Project/Practical Work

10 Marks

Books Recommended:

1. Ajjola, A.D. (1999): The concept of Family in Islam, Adam Publication, Delhi.
2. Akhtarul Wasey, (Ed.) 2008: Education, Literature and Islam, Shilpa Publication, Delhi.
3. Ansari Amir (2011): Handbook Islamic Architecture, Cyber tech. Publication, New Delhi.
4. Brown, Jonathan A.C. (2009): Hadith: Mohammad's Legacy in the Medieval and Modern World, Oxford One World Publication.
5. C.I.E., (Council of Islamic Education) : Teaching about Islam and Muslims in the Public School, Classroom, Third Edition.
6. Calvert John (2008): Islamism: A Documentary and Reference Guide – West Port Greenwood.
7. Companini, Masimo (2011): The Quran: Modern Muslim Interpretation translated by Caroline Higgett, Routledge Taylor & Francis Group, London.
8. Companini, Massino (2008): An Introduction to Islamic Philosophy, translated by Caroline Higgett Edinburgh University Press.
9. Engineer Asghar Ali (2006): The State in Islam: Nature and Scope, Gurgaon, Hope India.
10. Esposito, John L. Ed, (2009): Oxford Encyclopedia of the Islamic World; Oxford University Press, Vol.I-VI, New York.
11. Haq, Mahar Abdul (2008): Educational Philosophy of the Holy Quran, Adam Publication, New Delhi.
12. Lindquist, E.F. Ed.(1961): Measurement, American Council on Education, Washington, USA.
13. Siddiqui, M.H.(2006): Teaching of Economics, Ashish Publishing House, New Delhi.
14. Siddiqui, M.H. (1998): Islamic Education: An Objective Approach, Aligarh Muslim University Press.
15. Siddiqui, Mujibul Hasan (1999): Teaching of Islamic Education, Ashish Publishing House, New Delhi.
16. Siddiqui, MujibulHasaon (2005): Techniques of classroom Teaching. Ashish Publishing House, New Delhi.
17. Siddiqui, Mujibul Hasan (2005): Techniques of teaching.
18. Singh, Arun Kumar (1986): Test, Measurement and Research Methods in Behavioural Sciences, Tata McGraw Hill, New Delhi.

PAPER-VI/VII: PEDAGOGY OF SOCIAL SCIENCE- PART I (CODE: B22P65)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: This course Pedagogy of Social Sciences introduces student teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences.

This course will help student teachers understand key concepts of the various Social Sciences as well as related pedagogical issues. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e. see Social Sciences as an integrated area of study.

Social and economic issues and the concerns of Indian society have to be introduced through real-life situations and primary sources of information. Student-teachers are encouraged to grasp concepts and to develop thinking skills.

OBJECTIVES OF TEACHING SOCIAL SCIENCE: To facilitate in student teachers the ability to:

1. appreciate the need for learning History, Geography, Socio-political life, Economics and Commerce either as separate discipline or as integrated discipline.
2. acquire and develop knowledge about learning and construction of social Sciences
3. develop classroom skills needed for integrating modern technologies in pedagogy of Social Science.
4. develop Plan for instruction for teaching of History, Geography, Socio-political life, Economics and Commerce either as separate discipline or as integrated discipline at the secondary level
5. organize activities and tap community resources for promoting Social Science learning
6. acquire the potential to develop instructional support material through books, journal, mimeographs, databases, internet and other Web resources
7. acquire practical skills related to the study of History, Geography, Socio-political life, Economics and Commerce either as separate discipline or as integrated discipline
8. develop ability to inculcate interest in History, Geography, Socio-political life, Economics and Commerce either as separate discipline or as integrated discipline
9. develop positive thinking and scientific attitude towards sustainable development goals and justify use of resources for sustainable human development.

Unit-I: Structure & Development of Social Science

- Meaning and Nature (Environmental Science ---Social Studies ---Social Science)
- Scope of Social Science
- Difference between Social studies and Social Science (History& Trends)

Unit-II: Enrichment Content

- Structure of Indian Economy
- Development and climatic changes
- Amendments in Indian constitution
- Periodisation of Indian History

Unit-III: Objective Based Teaching and Pedagogical Analysis of Social Science

- Aims & objectives of teaching Social Science
- Types of objectives (educational and behavioural)
- Pedagogical Analysis of a unit from curriculum development content
- Lesson Planning

Unit- IV: Curriculum Analysis in Social Science

- Analysis of curriculum
- Critical analysis of Social Science textbook

Suggested Activities:

- Develop TLM related to teaching Social Science
- Identify and record the historical importance of a village around Delhi
Visit two historical monuments of different ages and discuss their architecture

Suggested Readings

- Ansari.M and Srivastava.R.P: PaschatyaShikshashastri, vishwagyanprakashan, 2019

C.Language Group Subjects



PAPER-VI/VII: PEDAGOGY OF URDU- PART I (CODE: B22P56)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Maximum Marks (کل نمبرات): ۵۰

External Marks (خارجی نمبرات): ۳۰

Internal Marks (داخلی نمبرات): ۲۰

جواز (Rationale)

زبان، جذبات و احساسات اور مافی الضمیر کے ترسیل کا اہم وسیلہ ہے۔ اسکول کی ساری تعلیم کا ذریعہ زبان ہے۔ اگر بچوں میں زبان کی مہارت نہ ہو تو وہ اپنے مافی الضمیر کا اظہار نہیں کر سکتے، دنیا کے تمام علوم کے مطالعے سے محروم ہو سکتے ہیں، اور اپنے جذبات و احساسات اور خیالات کا بہتر طور پر اظہار نہیں کر سکتے۔ اس لیے انسان کی زندگی اور خاص کر تعلیمی میدان میں زبان کی اہمیت مسلم ہے۔ اسی مقصد کے حصول کے لیے اردو زبان کی تدریس بحیثیت مضمون اسکولی نصاب میں شامل ہے۔ اس مضمون کی تدریس و آموزش کو کارآمد بنانے کے لیے، اردو تدریسیات اساتذہ کے اس تربیتی پروگرام کا ایک حصہ ہے۔

اغراض و مقاصد:

- ۱۔ اردو زبان کی تشکیلی ساخت (ہجاء، صرف و نحو) کی بنیادی فہم
- ۲۔ اردو زبان کے آغاز و ارتقاء سے متعلق علم میں توسیع
- ۳۔ نثری اور شعری اصناف ادب کی تفہیم و تحسین کی صلاحیت کی نشوونما
- ۴۔ زبان کی مہارتوں کے فروغ سے متعلق مختلف نکات کا علم
- ۵۔ ثانوی اور اعلیٰ ثانوی سطح پر تدریس اردو کے مقاصد سے واقفیت
- ۶۔ تدریس اصناف کے طریقہ کار سے واقفیت
- ۷۔ کلاس روم تدریس اور دوسری سرگرمیوں کے لیے منصوبہ سبق کی تشکیل کا عمل

اکائی-۱: اردو زبان و ادب کا مطالعہ

(الف) اردو زبان کی ترکیب و ساخت کے عناصر (حروف تہجی، اعراب و علامات، مصوتے مصمتے، صوتیات، اضافتیں، الفاظ، مرکبات، روزمرہ، محاورے، ضرب المثل، سابقہ لاحقہ، رموز، اوقاف)

- (ب) اردو زبان کی تشکیل اور آغاز و ارتقا
(ج) اردو کی اہم تحریکات (سرسید تحریک اور ترقی پسند تحریک)
(د) اردو کی نثری اور شعری اصناف

اکائی-۲: زبان کی مہارتوں کا فروغ

- (الف) سماعت: سماعت کی خصوصیات، سماعت میں حائل عناصر، سماعت کے نقائص اور تدارک
(ب) گفتگو: گفتگو کے اوصاف، گفتگو کے نقائص و وجوہات اور تدارک
(ج) مطالعہ: گہر اور سرسری مطالعہ اور اس کی تربیت، بلند خوانی اور خاموش مطالعہ، مطالعہ کی عادت
(د) تحریر: مضمون نویسی، مراسلہ نگاری، اور تخلیقی تحریر، املا کی غلطیاں اور ان کی اصلاح

اکائی-۳: تدریس اردو کے مقاصد، طریقہ کار اور منصوبہ مسبق

- (الف) برتاوی انداز میں تدریسی مقاصد کا تعین
(ب) ثانوی اور اعلیٰ ثانوی سطح پر تدریس اردو کے مقاصد (نثری اصناف، شعری اصناف، انشا اور قواعد)
(ج) نثری اصناف کا تدریسی طریقہ کار اور منصوبہ مسبق
(د) شعری اصناف کا تدریسی طریقہ کار اور منصوبہ مسبق
(س) انشا اور قواعد کا تدریسی طریقہ کار

سیشنل کام ۲۰ نمبرات

- ایک ٹیسٹ ۱۰ نمبرات
ایک تفویض / پروجیکٹ / عملی کام ۱۰ نمبرات

تجویز کردہ عملی سرگرمیاں

- (الف) تخلیقی صلاحیتوں کی نشوونما کے لیے ادبی سرگرمیوں کا انعقاد
(ب) نثر اور نظم کے ایک ایک منصوبہ سبق کی تیاری

(ج) ذخیرہ الفاظ میں اضافے کے لیے متضاد اور مترادفات سے متعلق سرگرمیاں

ضروری مطالعہ

- ۱۔ اردو تدریسیات (حصہ اول)، این۔ سی۔ ای۔ آر۔ ٹی۔ نئی دہلی، ۲۰۱۵
- ۲۔ اردو تدریسیات (حصہ دوم)، این۔ سی۔ ای۔ آر۔ ٹی۔ نئی دہلی، ۲۰۱۶
- ۳۔ تدریس اردو، فرمان فتح پوری، مقتدرہ قومی زبان، اسلام آباد، پاکستان، ۱۹۸۶
- ۴۔ رہنما کتاب، (ثانوی اور اعلیٰ ثانوی سطح کے اردو اساتذہ کی لیے)، این۔ سی۔ ای۔ آر۔ ٹی۔ نئی دہلی، ۲۰۰۹
- ۵۔ رہنما کتاب، (اعلیٰ ابتدائی سطح کے اردو اساتذہ کی لیے)، این۔ سی۔ ای۔ آر۔ ٹی۔ نئی دہلی، ۲۰۱۰
- ۶۔ اردو زبان کی تدریس، معین الدین، قومی کانسٹبل برائے فروغ اردو زبان، نئی دہلی، ۲۰۱۱
- ۷۔ تدریس اردو، زبیدہ حبیب، ادبستان پبلیکیشنز، نئی دہلی، ۲۰۱۲
- ۸۔ اردو تدریس: جدید طریقے اور تقاضے، ریاض احمد، مکتبہ جامعہ لمیٹڈ، نئی دہلی، ۲۰۱۱
- ۹۔ اردو زبان و قواعد (حصہ اول)، شفیع احمد صدیقی، مکتبہ جامعہ لمیٹڈ، نئی دہلی، ۱۹۹۱
- ۱۰۔ اردو زبان کی تاریخ، مرزا خلیل احمد بیگ، ایجوکیشنل بک ہاؤس، علی گڑھ، ۲۰۰۰
- ۱۱۔ اردو زبان و ادب کی تاریخ، (ثانوی اور اعلیٰ ثانوی درجات کے لیے)، این۔ سی۔ ای۔ آر۔ ٹی۔ نئی دہلی، ۲۰۱۳
- ۱۲۔ اردو کی ادبی اصناف، (ثانوی اور اعلیٰ ثانوی درجات کے لیے)، این۔ سی۔ ای۔ آر۔ ٹی۔ نئی دہلی، ۲۰۱۲

اضافی مطالعہ

- ۱۔ اردو کیسے پڑھائیں، سلیم عبداللہ، ایجوکیشنل بک ہاؤس، علی گڑھ، ۲۰۰۴
- ۲۔ تدریس زبان اردو، انعام اللہ خاں شروانی، مارکوس اسٹریٹ، کلکتہ، ۲۰۰۳ء
- ۳۔ تدریس اردو، جی۔ ایم۔ ملک اور این۔ اے۔ جمیل، مجید بک ڈپو، لاہور، پاکستان
- ۴۔ انشا اور تلفظ، رشید حسن خاں، مکتبہ جامعہ لمیٹڈ، نئی دہلی، ۲۰۰۰ء

PAPER-VI/VII: PEDAGOGY OF HINDI- PART I (CODE: B22P57)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Available in hard copy-to be typed by the publisher/printer, as it is in Devnagri Script.



PAPER-VI/VII: PEDAGOGY OF ENGLISH- PART I (CODE: B22P55)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives: After completing this paper students will be able to

- Understand the need and place of English language;
- Develop activities and tasks for learners;
- Make the best use of four skills and knowledge of the language for the development of these skills among the learners;
- Use multilingualism as a resource, using learner's mother tongues at opportune moments;

Unit 1 Language and Learners

- English in the Age of Globalization
- Status of English in India viz-a-viz mother tongue; ESL, EFL
- Multilingualism: Nature, and its use as a resource for language teaching; Multi lingual Education; Whether Mother Tongue is a resource or a barrier to second language learning.
- First generation learners: Learner's Socio-cultural background & its effect on language learning

Unit 2 Approaches to Teaching of English

- Language Acquisition Vs. Language learning
- Whether L1/L2 is acquired or learnt
- What are the prerequisites for making learning a language a natural process
- The behaviorist and cognitive perspectives to language learning
- Translation and Grammar method
- Structural approach
- Communicative approach
- Place of Grammar & Mother Tongue in L2
- Whether Grammar to be taught as a separate subject or in an integrated manner
- The constructivist classroom
 - Role of a Teacher at different levels
 - Classroom organization at different levels
 - Textbook and other resources for language learning at different levels

UNIT 3: Developments of Language Skills

a) Listening' Vs 'hearing'

- Listening with comprehension

- Organizing various listening activities: public announcements, simple instructions, telephonic conversation, classroom discussion, radio/T.V. news, sports commentary etc.
- Components of listening:
 - intensive
 - extensive
- Sound system of language – Articulation of sounds
- Repetition of pronounced written letters and words
- Stress & Intonation

b) Types of oral communication

- Creating opportunities for using spoken English within the classroom
- Classroom interaction, recitation, storytelling, use of multimedia in language teaching and CALL (Computer Aided Language Learning)
- Testing listening and speaking skills at different levels
- Articulation of correct pronunciation
- Problems faced by Indians in articulating vowel and consonant sounds

c) Reading

- Decoding unfamiliar/ unknown words
- Word recognition skills
- Guided reading
- Reading with understanding and comprehension
- Extensive and intensive reading
- Skimming and scanning
- Making inferences, analysis and extrapolation
- Loud reading and silent reading
- Reading different literary genres
- Use of dictionaries, e-dictionaries and web pages
- Testing reading at different levels

d) Writing

- Mechanism of writing – strokes and curves, features of handwriting development, the script of language
- Spelling: stages of development
- Development of Vocabulary
- Different types of writing tasks:
 - Translation
 - Dictation
 - Picture stories
 - Controlled, guided and free composition
- Writing letters, application, reports, messages, memos, notices and posters
- Writing Paragraph and short essay
- Writing as process and product
- Testing writing at different levels

SEESIONAL WORK

20 Marks

- One test 10 Marks
- One Assignment/Project/Practical Work 10 Marks

Suggested Readings

Agnihotri, R.K. and Khanna, A.L. (1977). *The Social Psychological Perspective on Second Language Learning : A critique in Rajinder Singh (ed) Grammar, Language and Society*, Sage Publications, New Delhi. P.325-342

Bansal R. K and J. B. Harrison. (1983). *Spoken English for India*. Hyderabad: Orient Longman.

Baugh, A. C and Cable, T. (1994). *A History of the English Language* (4th Ed.). London: Rutledge.

Bloom, B. S. (1956). *Taxonomy of Educational Objectives*, Vol. 1. New York: Mckay.

Brumfit, C. J. and Mitchell, R. (1989). *Research in the Language Classroom*, London: British Council with Modern English Publications; Mc Millan.

Francis, H. (1990). *Language in Teaching and Learning*. New Delhi: Universal Book Stall.

Hubbard, L. R. (1999). *Learning How to Learn*. Los Angeles: Effective Education Publishing.

Mcarthur, I. ed. (1992). *The Oxford Companion to the English Language*. Oxford: The University Press.

NCERT (2005). *Position Paper National Focus Group on Teaching of English*. NCERT, New Delhi.

Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Penny, Ur. (2005). *A course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press.

Tickoo, ML. (2005). *Teaching and Learning English*. New Delhi: Orient Longman.

Verma, S. K. (1995). *Language in Education Problems and Principles*. Madras: T. R. Publications.

Vygotsky, L. S. (1962). *Thought and Language*. Cambridge

Paper-VI/VII
Pedagogy of Arabic- Part I

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives: To enrich the knowledge about the nature of Arabic Language, its peculiarities, linguistic characteristics, international significance and situation of teaching Arabic in India. Curricula development, Methods of teaching, Educational technology, Methodology of improvement of four Language skills, Lesson planning, Evaluation its Techniques and Action research.

UNIT – I: Arabic languages& content development

1. Language : its meaning and functions
2. Special Features & International Significance
3. (1) Communication (2) Medium of thinking (3) Transmission of Culture
4. Historical Development of Arabic language
5. Phonology, Morphology, Syntax, Semantics.
6. Ancient Arabic Prose & Poetry
7. Modern Arabic Prose & Poetry
8. Curriculum & Syllabus: Definition, importance, kinds and development
9. Components & Principles of curriculum
10. Salient features of a good Textbook

UNIT – II Methods & Approaches

- 1- Aims & Objectives of Teaching Arabic at Elementary & Secondary level
- 2- (1) Structural Approach (2) Communicative Approach (3) Innatist Approach
- 3- (1) Grammar & Translation Method (2) Direct Method (3) Audio-Lingual Method
- 4- (1) Total Physical Response (2) The Silent Way
- 5- Meaning & importance of lesson planning & general steps of lesson planning
- 6- Teaching of Prose: Objectives & lesson planning; Mechanism of Reading; Intensive & Extensive Reading, Silent & Loud Reading, Skimming & Scanning.
- 7- Teaching of Poetry & lesson Planning: Importance of recitation.

UNIT – III: Educational Technology

- 1- Concept of Educational Technology
- 2- Meaning & Importance of different types of teaching aids
- 3- Audio-visual & Video aids in teaching Arabic language
- 4- Computer Assisted learning in language teaching
- 5- Classical teaching aids & language laboratory

SEESIONAL WORK

Two Tests:

One Assignment/Project/Practical Work

20 Marks

10 Marks

10 Marks

Suggested Practical Work

The pupil will submit one or two project type assignments choosing from the following:

- Pedagogical analysis of the chapter
- Developing Learning activities for the same
- Preparing a brief model lesson plan
- Developing test items-essay, short answer and objective types
- Preparing one diagnostic test/Remedial Programme
- Organizing Co-curricular activities related to Arabic in school/IASE
- Developing an Action Research project in Arabic

ESSENTIAL READINGS

- Ibrahim, A.Aleem:** Al-Muwajjih al Fanni li Mudarrisi al Arabia, Cairo, Dar al Maarif, 1968
- Nadwi, Shafiq Ahman Khan:** Ahammiyat al Qissa fi Taalim al Arabia lilAjanib (Dessertation available in the Rare Section, Z.H. Library) JMI, 1981
KaifaNuallim al Arabia ?
- Al-Naqa M. Kaamil:** TaraaiqueTadrees al Lugha al Arabia li GhairNaatiqinBiha, ISESCO, Morocco, 2003
- Samak, S.M.:** Fan al TadreesbilLugha al Arabia, Cairo, Al-Anglo-Misriya, 1979
- Sini M.Ismail :** Murshid al Muallim fi Tadrees al Arabia li Ghair al NatiqinBiha, GCC (AEB) Riyadh, 1983.
- Hadeedi, A:** MushkilaTaalim al Lugha al Arabia li Ghair al Arab, Cairo
- Al Khauli, F :** Dalil al ImlawaQawaid al Kitaba al Arabia, Makkah, 1973
- John. K :** Duroos fi Ilm al Aswaat al Arabia, Tunis, (Translated by Saleh Qarmawi), 1966
- Ahmad, MAQ :** Turuq Taalim al Lugha al Arabia lilMubtadyin, Cairo, 1982
- Mahjoob A.F :** Al Kitaba al Arabia waSalaahiyatuha li Taalim al Lugha li Ghair al NateqiniBiha, Makkah, 1985
- Rizwan, M.M :** Al Asaalib al Haditha fi Dirasaat al Nahu, Cairo, 1957
- Khatir, K.R. :** Al Ittijahaat al Haditha fi TuruqiTaalim al Qawaid, Cairo, 1957
- Aziz, A.M.A :** Al Lugha al Arabia Usooluha al NafsiyawaTuruquTadreesiha, Cairo, 1952
- Al Kalloob, BA :** Al Wasaail al Taalimia: IdaduhawaTuruquIstimaaliha, Bairut, DarulIlm, 1977

Paper-VI/VII
Pedagogy of Persian- Part I

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: To enrich the knowledge about the nature of Persian Language, its peculiarities, linguistic characteristics, international significance and situation of teaching Persian in India. Curricula development, Methods of teaching, Educational technology, Methodology of improvement of four Language skills, Lesson planning, Evaluation its Techniques and Action research.

UNIT – I: Persian Language & Curriculum Development

1. Language : Its meaning and functions
2. Special Features & Significance of Persian language
3. Historical Development of Persian language
4. Phonology, Morphology, Syntax, Semantics & Pragmatics
5. Ancient Persian Prose & Poetry
6. Modern Persian Prose & Poetry
7. Curriculum & Syllabus: Definition, importance, kinds and development
8. Components & Principles of curriculum
9. Salient features of a good Textbook

UNIT – II Methods & Approaches of Teaching Persian

- 8- Aims & Objectives of Teaching Persian at Elementary & Secondary level
- 9- (1) Structural Approach (2) Communicative Approach (3) Innatist Approach
- 10- (1) Grammar & Translation Method (2) Direct Method (3) Audio-Lingual Method
- 11- (1) Total Physical Response (2) The Silent Way
- 12- Meaning & importance of lesson planning & general steps of lesson planning
- 13- Teaching of Prose: Objectives & lesson planning; Mechanism of Reading; Intensive & Extensive Reading, Silent & Loud Reading, Skimming & Scanning.
- 14- Teaching of Poetry & lesson Planning: Importance of recitation.

UNIT – III: Educational Technology

- 1- Concept of Educational Technology
- 2- Meaning & Importance of different types of teaching aids
- 3- Projected & Non-Projected teaching learning materials
- 4- Computer Assisted learning in language teaching
- 5- Classical teaching aids & language laboratory

SEESIONAL WORK

20 Marks

Two Tests:

10 Marks

One Assignment/Project/Practical Work

10 Marks

BOOKS RECOMMENDED:

1. Andalib, A. :Farsi adab key IrtiqakiMukhtarsir Tarikh, Nami Press,Lucknow,1975.
2. Kirmani, H.A.:FarsiAdabkiMukhtarsirTarikh,Nizami Press,Lucknow,1975.
3. Dhand, H. (2009)-Techniques of teaching APH Publisher, New Delhi.
4. Siddiqui, M.H. (2009)-Techniques of classroom Teaching, APH Publisher, New Delhi.
5. Knight,B.(1992)-A workshop for teacher development,ELT.
6. Agarwal,A.(2008)-Principles, Methods and techniques of Teaching Vikas Publishing House,-Pvt.Ltd.U.P.

ELECTIVES (Any one of the following electives)



PAPER-VIII (ELECTIVE): ELEMENTARY EDUCATION-PART-I (CODE: B22E72)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: This course aims to make student-teachers analyze and understand elementary education concepts, their premises and contexts that are foundation of education. Through the process of inquiry, critical analysis and an intellectual discourse, it is hoped that the student-teachers will be able to understand the importance of elementary education, appreciate the nature and the purpose of elementary education, their practical ramifications in the school context. This course is visualised essentially to lead to an understanding of some relevant concepts and themes in elementary education (which will also be helpful in understanding the Indian education system). The course outline is presented in a different form with intent. That is just to indicate that the main aim of the course is to provide opportunity for interactive and reflective modes of learning engagement. It purports to help student-teachers to not only understand the concepts through self-study but also 'reflect' on them. Therefore, 'sub-units' are not only the points covered under a unit but mainly 'discussion triggers' or pointers of learning.

Objectives:

- Understand the Nature and Significance of Elementary Education.
- Understand the Development of Elementary Education in India
- Understand the emerging trends and practices in Elementary Education.
- Acquaint them with the constitutional framework, policies and implications for education.
- Discuss constitutional provisions and various policy recommendations regarding UEE.
- Develop an understanding of the trends, issue and challenges facing Indian society.
- Develop appropriate Teacher Competency to deal with children at Elementary Level.

Unit-1: Structure of Elementary Education

1. Concept, Meaning, aims and Significance of Elementary Education
2. Ancient, Medieval and Modern education of India
3. Philosophical perspectives of Elementary Education (Froebel, Montessori, Mahatma Gandhi, Zakir Husain).

Unit-2: Contemporary India and Universalization of Elementary Education

1. Universalization of Elementary Education; Access, Achievement, Enrolment, Enrolment Ratio, Out of School Children & Retention etc.
2. Millennium Development Goal (MDG) in the reference of Elementary Education
3. Programmes and Schemes of the Universalization of Elementary Education

Unit-3: Development of Elementary Education in after independence

1. Constitutional provisions for Elementary Education
2. Recommendations of Commissions and committees on Elementary Education – Kothari Commission (1964-66), National Policy on Education (NPE) 1968, 1986, POA 1992, Ramamurthy Commission, National Knowledge Commission (NKC) and Yashpal Committee (Education without Burden),
3. 86th constitutional amendment & Right to Education (RTE-2009)

Sessional Work**20 Marks**

- (i) One Written test
- (ii) Practical/Project/Assignment

10 Marks
10 Marks

Activities:

- Writing a report on UEE on the basis of five year plan.
- Prepare a detailed report on the initiatives taken by any one non-Governmental organization (N.G.O.) in the area of elementary education in your district.
- Visit to a primary school and prepare the Report any one programme/schemes of UEE.
- Project on school problems in achieving the aims/goals of Elementary Education.

Essential Readings:

1. Chary, P.V., Sujatha, M. & Kolluri, E. (2018), Elementary Education in India, neel Kamal Publication, Hyderabad
2. Ansari, Mehnaz (2012), Pashchatya Shiksha Shastri, New Delhi
3. Chand, Jagdish (2009), Swatantra Bharat main Shiksha ka Vikas, Ansha Publication House, Delhi
4. Jain, M. K. (2010), Committees and Commissions of Elementary education, Shipra Publications, Delhi
5. Khan, R.S. & Ahmad, Ikram (Ed.): Elementary Education and the teacher IASE, JMI, New Delhi.
6. Mehrotra, S., Panchamukhi, P.R. and Srivastava R. (2005), Universalizing Elementary Education in India: Uncaging the 'Tiger' Economy, Oxford university press, New Delhi
7. Mohanty, J. (2002) Primary and Elementary education, Deep and Deep Publication, P-29-101, 167-182, 624-636, 708-719
8. NCTE (1998), Gandhi on Education, New Delhi: NCTE
9. Pathak, P.O. (2005), Bharatiya Shiksha aur Uski Samasyaen, Vinod Pustak mandir Agra
10. Ruhela, S.P. & Ahmad, I. (1977): Uniqueness of Zakir Husain and His contribution, New Delhi, Regency Publication.
11. The Right of Children to Free and Compulsory Education Act, 2009, No. 35 of 2009, Ministry of Law and Justice, The Gazette of India, August 27, 2009, New Delhi.
12. Nurullah, S. & Naik J.P. (1970), A Student History of Education in India (Urdu version)

Additional Readings

1. Dastgir Ghulam (1994), Hind mein Bartanvi Daur ki Taleem (Ek Mukhtasar Tahreekh), Abjad Publishing company, New Delhi
2. Jha, P. and Parvati, P. (2010), Right to Education Act 2009; Critical Gapes and Challenges, Economic and Political weekly. Vol. XLV. No.13, p:20-23
3. Kashyap, S.C. (2009), The Constitution of India, Natioanl Book trust: New delhi
4. Kumar, Krishna (1998), Buniyadi Shiksha ki Prasangikta, New Delhi
5. Kurrien, J (1983): Elementary Education in India: Myth, Reality, Alternative, New Delhi: Vikas Publishing House Pvt. Ltd.
6. MHRD (1993), Education For All, GOI, New Delhi
7. MHRD (1993), Education without Burden, GOI, New Delhi
8. MHRD, (1986-1992): National Policy of education 1992, Modification and their POA's New Delhi, MHRD.
9. NCERT (2005), National Curriculum Framework for School Education, New Delhi;

10. NUEPA & Ministry of HRD, Govt. of India (2010), Elementary Education in India – Progress Towards UEE, Flash Statistics, DISE 2008-09, pp. 12-13.
11. Nurullah, S. & Naik J.P. (1970), A Student History of Education in India (Urdu version)
12. Sadgopal, Anil (2000), *Shiksha Mein Badlaav Ka Sawaal*, Chapter 13 on ‘ShikshaNeeti Ka Sankat’, Granth Shilpi, New Delhi, pp. 175-189.
13. Sadgopal, Anil (2006), *A Post-Jomtien Reflection on the Education Policy: Dilution, Distortion and Diversion*, in *The Crisis of Elementary Education in India* (ed. Ravi Kumar), Sage Publications, New Delhi, pp. 92-136.
14. See Sadgopal, Anil, *C for Commerce*, *Tehelka*, 14 June 2008, pp. 44-45. http://www.tehelka.com/story_main39.asp?filename=cr140608cforcommerce.asp;



**PAPER-VIII (ELECTIVE): ENVIRONMENTAL EDUCATION FOR SUSTAINABLE
DEVELOPMENT (PART-I) (CODE: B22E73)**

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Rationale: The exponential growth in world population and rapidly rising science, technology and productivity spiral (STP Spiral) has been putting negative impacts and degrading the environment. On the one hand science and technology is exploding and same is the case with productivity, on the other hand environment, where we live in, is getting impure, instable and improper for human to survive and lead a good life. Environmental pollution like air pollution, water pollution, sound pollution, soil pollution is growing. Urbanization, industrialization, deforestation and such other 21st century trends are destabilizing ecological balance and creating threats to varied life forms including human beings. A variety of plants' and animals' species are either becoming extinct, or becoming endangered or vulnerable. Global warming and climate change has become the greatest threat to the world community. Considering all these changes and to protect the ailing environment, there is a need to foster clear awareness and understanding of and a positive attitude of all the teachers and pupil-teachers towards preservation and enrichment of our environment, hence this paper is introduced in pre-service teacher education Programme.

Objectives: This course, in its first year, intends to develop in the pupil teachers the ability to:

- Acquire the knowledge, values, attitude, commitments and skills needed to protect and improve the environment.
- Develop and reinforce new patterns of environmentally sensitive behaviours among individual, groups and society as a whole for sustainable environment.
- Make pupil-teachers acquaint and understand the basic concepts of environment and its sustainability.
- Develop among the pupil-teachers the understanding of the relationships between technological advancement and environment.
- Acquaint pupil-teachers with the problems of environmental degradation and the ways through which it can be checked.
- Develop the understanding of environmental education, its needs and aims and objectives.

Unit 1. Conceptual Framework

1. Concept of Environment, Ecosystem and Sustainable development.
2. Natural System: Biosphere, Abiotic and Biotic Components, Biodiversity
3. Technological Systems: Industrial Growth, Scientific and Technological Development and their Impact on the Environment.

Unit 2. Environmental Degradation

1. Environmental Pollution and its impact on various life forms: Air Pollution, Water Pollution, Soil Pollution, Sound Pollution
2. Extinction of Flora and Fauna, Red Data Book, Extinct, Endangered, Vulnerable and Threatened species of plants and animals.
3. Problems related to Deforestation and its solution-Afforestation.

Unit 3. Environmental Education

1. Need for Conservation and Protection of Rich Environmental Heritage
2. Concept, meaning and importance of Environmental Education
3. Aims and Objectives of Environmental Education at different levels of schooling.
4. Guiding Principles and Foundations of Environmental Education

SESSIONAL WORK

20 Marks

One test	10 Marks
One Assignment/Project/Practical Work	10 Marks

SUGGESTED PRACTICAL ACTIVITIES:

- Visit to local area to document environmental assets like rivers, forest, hill, mountain, grassland, lakes etc.
- Visit to local polluted site: Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds, pets
- Study of simple ecosystem: pond, river, hill slopes etc.
- Conducting social survey on any environmental problems.
- Preparing a power point presentation on any topic/issue of environmental education/science and its presentation.

ESSENTIAL READINGS:

1. Agarwal S. K., Tiwari, Swarnalatha. and Dubey. P.S.: *Biodiversity and Environment*, New Delhi, APH Publishing, 1996.
2. Balla, G.S., *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2007.
3. Chauhan, I. S. & Chauhan, Arun; *Environmental Degradation*, Jaipur, Rawat Publications, 1998.
4. Garg M.R., *Environmental Pollution and Protection*, Guwahati, DVS Publication, 2000
5. Gokulanathan, Pai P.P (eds), *Environmental Education*, Shillong, NEHU Publication, 2000.
6. Gurcharan Singh, Agarwal S. K, Sethi, Inderjee; *Degrading Environment*, New Delhi, Commonwealth Publishers, 1993.
7. Ignasimulther, S. J., *Environmental Awareness & Protection*, New Delhi, Phoenix Publishing House Pvt. Ltd., 1998.
8. Kidwai, Zeenat (Ed), *Environmental Education*, New Delhi, IASE, Faculty of Education, JMI, 2002.
9. Kumar, Naresh; *Air Pollution and Environment Protection*, Guwahati, Nivedita Book Distributor, 1999
10. Kumar, B., *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2004.
11. Nag, P. *Environmental Pollution and Development*, Guwahati, DVS Publication, 2001
12. Nanda V. K. *Environmental Education*, New Delhi, Anmol Publication, Pvt. Ltd., 1997.
13. Rao, V.K, *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2004.
14. Satapathy, Nityananda; *Sustainable Development*, Ahmedabad, Karnavati, Publications, 1997.
15. Sharma, R.K, *Environmental Education*, Meerut, Surya Publication, 1997
16. Sharma, S.P, *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2006.
17. Verma, Sneha Lata (Edit), *Resource Book of Environmental Education*, Academic Excellence Publishers, New Delhi, 2008.

ADDITIONAL READINGS:

1. Agarwal S. K: *Automobile Pollution*, New Delhi, Ashish Publishing House, 1991.
2. Agarwal. P & Rana, S. *Environment and Natural Resources*, New Delhi, Jugminder Book Agency, 1986.

3. Botkin, Daniel B.& Keller, Edward A. *Environmental Science-Earth a living Planet*, New York, John Wiley & Sons Inc. 2000.
4. Hussain, Zahid;*Environmental Degradation and Conservation in North East India*, New Delhi, Omsons Publications, 1996.
5. Khan, M.A. *Environment, Biodiversity and Conservation*, Guwahati, DVS Publication, 2002
6. Kumar, H. *Environmental Health Hazards*, Guwahati, DVS Publication, 2000
7. Ratore, M.S, *Environment and Development*, Jaipur, Rawat Publications, 1996.
8. Trivedi, B, *Environmental Issues in India*, DVS Publishers and Distributors, Guwahati, 2007.
9. UNESCO, *Trends in Environmental Education*, Paris, 1997



PAPER-VIII (ELECTIVE): SCIENCE EDUCATION-PART-I (CODE: B22E74)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Through science, people develop their understanding of the living, material and physical world. They need to increase their awareness of the pace and significance of developments in science, technology and acquire knowledge and understanding of the impact of science on their own health and wellbeing,. They are able to develop important, transferable skills so as to prepare them to be enterprising and creative teachers. To prepare teachers for their future lives and careers in the 21st century the four main purposes of science education are to:enable would be teachers to develop as scientifically literate citizens, able to hold and defend informed views on social, moral, ethical, and environmental issues related to science prepare them for further, more specialized, learning by integrating technology and by developing their better understanding of the 'big and new ideas' and concepts of science. Enable learning to translate into their future practice and therefore a specialized elective paper for science students

Objectives: The course has been designed to help students appreciate:

- Nature and Structure of Science
- The manner in which scientific thought have influenced society and changed its world view
- That science as an institution has never been autonomous. It has been influenced by dominant social political and economic forces.
- Various issues and problems of science education in India
- Use of Science Projects and Games in Teaching Learning
- innovative Science Curricula's in India and Abroad

Unit – I Nature, Structure and Projects in Science

1. Science as process and product
2. Philosophies of Aristotle and Kuhns
3. Meaning, Nature and importance of Action Research
4. Development of Action Research Plan
5. Development of games for secondary classes.

Unit – II Science Curriculum Development

1. Basic principles and components of science curriculum
2. Approaches of Curriculum, Environment, Disciplinary, Integrated and STS Approach.
3. Innovative Science Curriculum Experiments like PSSC, Nuffield, CHEM and HSTP

Unit – III Science Education in India

1. Status of Science Education in India
2. Policies and Planning of Science Curriculum in Independent India

Sessional Work

20 Marks

1. Two test of 5 marks each 10 Marks
2. Suggested Activities/projects: 10 Marks
Writing action research proposal, developing science games and to use them in teaching, Develop science education curriculum

Essential Reading:

1. Bernal D.C (1969), Science in History, Penguins Books. Vaidya N (1971), The Impact of Science and Technology, New Delhi, Oxford & IB Publication.
2. Husain Ahrar (2010) Chronology of Science & Technology, Kaniksha Publication, New Delhi
3. Husain Ahrar (2012) Science ki Tadrees, NVPH, New Delhi
4. Husain Ahrar (2007) Legend of Science, Academic Excellence, New Delhi
5. Monika Davar (2012) Phi Learning Pvt. Ltd, New Delhi
6. Radha Mohan (2010) Teaching of Science, PHI Learning Pvt. Ltd, New Delhi

Additional Reading

1. Martin E R Ralph (1994) Teaching of Science for all Children. Allyn & Becey.
2. Ander Bon, R.D (1970) Developing Children Thinking through Science, New Delhi, Prentice Hall



PAPER-VIII (ELECTIVE): COMPUTER EDUCATION-PART-I (CODE: B22E75)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Today age is computer age. Most of our daily activities are being influenced by the use of computers. While in areas like teaching and education, improvements cannot be achieved without computers. It has become necessary for each teacher educators to have a basic knowledge of application of computers. MS Word is used for official purpose, PowerPoint is a feature packed presentation program whereas Spreadsheet is used to maintain Database. This paper is being offered to acquaint the students about Basics of Computers, Internet, MS Word MS PowerPoint and MS Excel.

Objectives: At the end of the course, the student- teachers will be able to

- Understand the basics (fundamentals) of preparing a computer.
- Understand features of Office Software and their operations
- Develop skills in using Word processing, Spread sheets and presentation software.
- Acquire skills in using Internet services.
- To help the pupil-teacher to understand the uses of word processing, spreadsheet, presentation software and internet in education.

UNIT– I: COMPUTER BASICS and INTERNET

Definition, Components of a Computer System, Hardware & Software; Operating system: Types & Functions of Operating system; working with O.S.

INTERNET: Meaning, Need and Scope; Types of Networking: LAN, WAN, MAN; Internet Services: E- Mail, Chatting, Grouping, Blog, Wiki, Social Networking, Conferencing etc; Legal & Ethical Issues: Copyright, Hacking Netiquettes; Uses of Internet in Education.

UNIT - II: WORD PROCESSING and SPREADSHEET

Concept and features of word processing; Editing and Formatting Text; Inserting and editing Tables; Page setup and pagination; outlining documents; Advanced layout and formatting: background, watermark, formatting with textbox, shapes & frames etc.; revising documents and using Markup tools; Uses of word processing in education.

Basics of Spreadsheet, working with functions/formula, working with pivot tables, creating and editing charts, Managing and protecting worksheets/workbooks, linking workbooks, uses of spreadsheet in education.

UNIT - III: PRESENTATION SOFTWARE

Introduction To Slides, Views, Creation Of PowerPoint Presentation (Inserting, Deleting Slides, Formatting), Creating A Table, Charts & Diagram, Using Headers And Footers, Working With Pictures, Including Movies, Using Templates, Adding, Editing And Deleting Comments, Protecting Presentation, Working With External Data, Slide Transitions And Animation, Slide Show, Uses Of PowerPoint In Education.

Sessional Work:**20 Marks**

- | | |
|----------------------------|----------|
| a) Sessional / class tests | 10 Marks |
| b) Project/Practical work | 10 Marks |

Suggested Practical works/ Activities

- Development of a small CAL program related to a specific subject.
- Develop a PowerPoint presentation integrating word processing, Spreadsheet and Internet services (e.g. preparing a report on achievement test taken during teaching practice, students attendance report etc.)
- Prepare and use a computer based lesson plan in teaching practice/simulated teaching and prepare a report on classroom experiences.

Essential Reading:

1. Ahmad, J., Ahmad, M.S. and Khan, A. (2012), *Computer Applications in Education*, Neelkamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7.
2. Goel, Anita (2010). *Computer Fundamentals*. New Delhi: Pearson Education.
3. Jain, Atul (2005). *Computers in Education*. New Delhi: Isha Books
4. MS Office 2000 for everyone by Sanjay Saxena; Vikas Publishing House Pvt. Ltd.

Additional Readings:

1. Balaguruswamy. E., & Sharma, K. D. (1983). *Computer in Education and Training*. New Delhi: NIIT.
1. Norton, P. (1998). *Introduction to Computers*. New Delhi: Tata McGraw Hill Publishing Co Ltd.
2. Sanjay, Saxena. (2002). *Introduction to computers and M S Office*. New Delhi, Vikas Publishing House.
3. Srinivasan, T. M. (2002). *Use of Computers and Multimedia in Education*. Jaipur: Aavisakar Publication.

Paper-VIII (ELECTIVE): WOMEN AND INDIAN SOCIETY-PART-I (Code: B22E76)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Over the last decade Women's studies has gained increasing legitimacy within the academic circles, as a study ultimately aimed at social transformation by attempting to correct the existing gender imbalance in the society.

The National Policy of Education 1992, state that "women's studies is a critical input to promote better understanding of women's contribution to social processes within social, technological, and environmental changes of struggles & aspirations conceptual obstacles that make them invisible in many areas of scientific enquiry." Therefore it is essential that men and women understand women's issues and problems for a better interpersonal relationship between themselves.

Women's Studies are a part of the pursuit of a comprehensive critical and balanced understanding of the women's perspective. Its essential components include: Women's role in and the contribution to socioeconomic and political processes.

Objectives:

- To help students situate how gender frames and shapes the way identities of men and boys are formed, and its impact on gender equality of both sexes.
- To help students develop a framework for developing understanding the status of women and girls in India at home, in society, the Constitution and the law provisions and efforts towards their empowerment.
- To provide them a glimpse of the status of women Education and efforts of Govt. to empower women through education and other developmental programme
- To sensitize future teacher towards their role as a teachers in providing equal status to the girl child.

UNIT-1 Gender in Context

1. Home and Family: At birth, sex ratio, gender roles, sexual division of labour, mobility, differential status of boys and girls, age at marriage, gender relations within family, marriage, work
2. Society and Culture: Patriarchal mindsets, low participation of women in social, political, economic life; cultural mores, their historical origins, health and nutrition, security
3. Society & Women : A Historical Perspective, Status of women in Indian Society, Emerging role of women in Indian society
4. Indian Constitution and women: law Equality, Indiscrimination, Special provision, Equal Employability

UNIT-2 Women and Education

1. Educational status of Women: Female literacy, education-access, participation
2. Girls: Gross Enrolment Ratio, drop out of girls, barriers to girls education

sectionalities of caste, class, Girls from Sc, ST, Muslim communities, girls with specialneeds-status

3. National Efforts: Educational Commissions, Policies, NCF 2005 &NCFTE (with reference to women education)

UNIT-3 Women Education across stages

4. ECCE: Role of ECCE in human development; Integrated Child Development Services(ICDS) anganwadi
5. Elementary: Issues of security, female teachers, single sex and co-educational schooling; gender depictions in curricula, syllabi and textbooks; access to sports
6. Secondary: Adequacy of schooling provisions for girls, science, commerce and computer streams; differential support to girls and boys at this stage by family and society; early marriage and security as barriers

Sessional Work

20 Marks

One Test

10 Marks

One Assignment/practical

10 Marks

Suggestive Readings:

Essential Readings:

1. Gender and Development in India, Anuradha Mathu,2008
2. Women in Ancient and Medieval India / BhuvanChandel with Shubhada Joshi (Ed.) – 2009
3. Women's Education in India/S.P.Agarwal,J.C.Agarwal,1998
4. Empowerment of Women in India / K. Sreelakshmamma - 2008

Additional Readings:

1. National Policy for Women : With Schemes and Guidelines / Somya Banerjee – 2009
2. The Power of Gender and the Gender of Power : Explorations in Early Indian History / Kumkum Roy - 2010
3. Women in Dharmasastra : A Phenomenological and Critical Analysis / ChandrakalaPadia (Ed.) – 2009
4. Women in Changing Society / I. Sarkar - 2008 88. Women's Studies in India : A Reader / Mary John (Ed.) - 2008

PAPER-VIII (ELECTIVE): INCLUSIVE EDUCATION-PART-I (CODE: B22E87)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Non-discrimination and acceptance of individual differences using their creativity in teaching and working closely with parents and community to understand student strengths and needs including all types of children irrespective of their ability and disability is the need of the hour. For that inclusive education is a perfect solution which invites teachers working with a wide range of children including children with special need (CWSN), special teachers and general teachers by creating effective class room environment where the educational needs of all children are addressed. This paper will help the trainee in strengthening education for sustainable development, lifelong learning, for all and equal access of all levels of society to provide learning opportunities.

Objectives: After studying this paper the student will be able to:

- Know meaning, aims, objectives and functions of inclusive education.
- Understand Approaches and Types of Services in Inclusive Education.
- Trace historical development of education from exclusion to inclusion.
- Discuss the role of various agencies in India working for CWSN.
- Analyze various national and international legislation and policies for CWSN.

Unit I. Inclusive Education

1. Concept, Meaning and Definitions of Inclusive Education.
2. Aims, Objective and Functions of Inclusive Education.
3. Approaches and Types of Services in Inclusive Education.
4. Changing role of School for Inclusion.

Unit II. Historical Development in the Education for Children with Special Needs(CWSN).

1. Shift of Paradigm from Exclusion to Inclusion.
2. History of Inclusive Education services India and Abroad.
3. Evolutionary development in the attitudinal practices for CWSN.
4. Development of various Institutions for Children with Special Needs in Independent India.

Unit III. Legislation, Commission, Acts and Policies for Children with Special Needs

1. National Legislation of Children with Special Needs.
2. International Legislation of Children with Special Needs.
3. Commission, Policies and Acts for Children with Special Needs in India.
4. Sarva Shiksha Abhiyan and Inclusion.

Sessional work:

20 Marks

One Test

10 marks

One assignment

10 Marks

Suggested Activities:

- Visit to Inclusive School/NGOs.

- Visit to National Institutes for Disabilities.
- Critical analysis of Acts and Policies for CWSN.
- Comparative analysis of national and international legislation for CWSN.
- Surveys to prepare a list of facilities and concessions for CWSN in inclusive setup..

Essential Reading:

1. Begum. Sara (2009): Exclusion to Inclusion: Changing Scenario for Children with Special Need. Global Books Organization Delhi.
2. Panda. K.C (1997). Education of Exceptional Children, NEW Delhi, Vikas Publishing House
3. Panda, R.s and Advani, I. (1995) Perspectives in Disability and Rehabilitation, New Delhi. Vikas Publishing House.
4. Yesseldike, B. : Issues in Special Education. kanishka Publishers.
5. Loreman, T., Deppeler J., &Harvey.D.(2010): Inclusive Education: Supporting diversity in the classroom. Routledge Taylor &Fracis Group.
6. Werts.G.M., Culatta. A.R., Tompiks. R. J.,(2007): Fundamentals of special education, What Every Teacher Needs to Know. PHI Learning Pvt. Ltd.
7. Sharma. B.,(2011): Inclusive Education, Needs, Practices and Prospects. kanishka Publishers.

Additional Readings:

1. Vicky Arora. (2007): Yoga with visually challenged, Handbook for the special education for parents and the students. Academic Excellence, Delhi.
2. Accardo&Whitman(2011): Developmental disabilities Terminology. Paul. H. Brooks publishing company.
3. Yesseldike, B. : Special Education: A Practical Approach for teachers, kanishka Publishers.
4. RCI.(2012): Status of Disability in India. Crossway Communication PVT. Ltd.
5. Singh. D.,(2010): Special Educational Needs, Strategies, Guidelines and initiatives, kanishka Publisher

PAPER-VIII (ELECTIVE): EDUCATIONAL MEASUREMENT AND EVALUATION -

PART-I (CODE: B22E77)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Health and physical education teaches students how to enhance their own as well as others' health, wellbeing, safety, and physical activity participation in varied and changing contexts. The health and physical education learning area has strong foundations in scientific fields such as exercise physiology, nutrition, sports training, sports management, psychology, etc. which inform what we understand about healthy, safe and active choices. Further, study of physical education will support our student teacher to make enable their students confident, connected, actively involved, lifelong learners. In the same way study of health education will help our student teacher to enable their students to develop the values, knowledge, and competencies to live full and satisfying lives.

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

- i. develop right concept about health and factors influencing health.
- ii. identify his/her role and responsibilities in the total school health programme.
- iii. justify the need of physical education programme, and contribution of physical education towards the holistic development of students.
- iv. understand the significance of play for school children.
- v. design play activities for different groups of students.
- vi. organizing and conducting of sports competitions in school.
- vii. acquire knowledge of recreational activities and be able to design recreational programme for school children.

Unit 1: Health Education

- Health: Meaning, definition, dimensions, and factors influencing health.
- Health Education: Meaning, definition, aim and objectives, scope, principles, and importance.
- Health Appraisal: School health programme- routine examinations, health services, health supervisions, and health instructions.

Unit 2: Physical Education

- Physical Education: Meaning, definition, aim & objectives, and scope.
- Relationship of physical education with general education.
- Importance of physical education programmes in schools.
- Modern trends of physical education.

Unit 3: Organisation and Administration in Sports

- Sports Competitions: Meaning, types, need and importance in school.
- Organisation of athletic meet or annual sports competition at school.
- Play: Meaning, theories of play, significance of play in the child's education.
- Recreation: Meaning, definition, aim and objectives, and significance.

Sessional Work:

20 Marks

- | | | |
|------|------------------------------|----------|
| (i) | One Test | 10 marks |
| (ii) | Practical/Project Assignment | 10 marks |

Suggested Practical Activities

- (a) Examine health status of fellow-mates and prepare a report on that.
- (b) Prepare a physical education programme for school going children.
- (c) Organise an intramural competition for your group.
- (d) Participate in the organising of annual athletic meet of the department.
- (e) Prepare a recreational programme for your group.

Essential Readings:

1. Agashe, S.R. (2013). Introduction to health education. New Delhi, India: Khel Sahitya Kedra.
2. Agashe, S.R. (2013). Introduction to physical education, fitness & sports. New Delhi, India: Khel Sahitya Kedra.
3. Chelladurai, P. (2001). Managing organizations for sport and physical activity: A systems perspective. Scottsdale, Ariz.: Holcomb Hathaway Publishers.
4. Kilander, H.F. (1971). School health education. New York McMillan Copany.
5. Navdeve, B.K. (2013) Health education and recreation in physical education. New Delhi, India: Khel Sahitya Kedra.
6. Singh, A., Bains, J., Gill, J.S., Barar, R.S. & Rathee, N.K. (2005). Essentials of physical education. New Delhi, India: Kalyani Publishers.
7. Thomas, J.P. (1964). Organisation of physical education. Madras, India: Gnanodaya.

Additional Readings:

1. Bucher, C.A. (1979). Foundations of physical education (8th Ed). St. Louis: The C.V. Mosby Co.
2. Chelladurai, P. (2001). Managing organizations for sport and physical activity: A systems perspective. Scottsdale, Ariz.: Holcomb Hathaway Publishers.
3. Gupta, M.C. (2012). Physical fitness and health. New Delhi, India: Khel Sahitya Kedra.
4. Human Kinetics (2012). Introduction to recreation and leisure (2nd Ed.). Champaign, IL: Human Kinetics.
5. Jackson, A.W. (2003). Physical activity for health and fitness. Champaign, IL: Human Kinetics.

6. Kamlesh, M.L. (2014). Fundamental elements of physical education. New Delhi, India: Khel Sahitya Kedra.
7. Richard F. Mull, Brent Beggs, Mick Renneisen, (2015). Recreational family management. Champaign, IL: Human Kinetics.
8. Singh, A., Bains, J., Gill, J.S., & Barar, R.S. (2012). Physical education and olympic movement. New Delhi, India: Kalyani Publishers.
9. Weight, E., & Zullo, R. (2015). Administration of intercollegiate athletics. Champaign, IL: Human Kinetics.
10. Williams, J.F. Brownell, C.L. & Vernier, E.L. (1961). The administration of health education and physical education (5th Ed.). London: W.B. Saunders.



PAPER-VIII (ELECTIVE): HEALTH AND PHYSICAL EDUCATION-

PART-I (CODE: B22E78)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Health and physical education teaches students how to enhance their own as well as others' health, wellbeing, safety, and physical activity participation in varied and changing contexts. The health and physical education learning area has strong foundations in scientific fields such as exercise physiology, nutrition, sports training, sports management, and psychology, etc. which inform what we understand about healthy, safe and active choices. Further, study of physical education will supports our student teacher to make enable their students confident, connected, actively involved, lifelong learners. In the same way study of health education will help our student teacher to enable their students to develop the values, knowledge, and competencies to live full and satisfying lives.

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

- develop right concept about health and factors influencing health.
- indentify his/her role and responsibilities in the total school health programme.
- justify the need of physical education programme, and contribution of physical education towards the holistic development of students.
- understand the significance of play for school children.
- design play activities for different groups of students.
- organizing and conducting of sports competitions in school.
- acquire knowledge of recreational activities and be able to design recreational programme for school children.

Unit 1: Health Education

1. Health: Meaning, definition, dimension, and factors influencing health.
2. Health Education: Meaning, definition, aim and objectives, scope, principles, and importance.
3. Health Appraisal: School health programme- routine examinations, health services, health supervisions, and health instructions.

Unit 2: Physical Education

1. Physical Education: Meaning, definition, aim & objectives, and scope.
2. Relationship of physical education with general education.
3. Importance of physical education programmes in schools.
4. Modern trends of physical education.

Unit 3: Organisation and Administration in Sports

1. Sports Competitions: Meaning, types, need and importance in school.
2. Organisation of athletic meet or annual sports competition at school.
3. Play: Meaning, theories of play, significance of play in the child's education.
4. Recreation: Meaning, definition, aim and objectives, and significance.

Sessional Work:**20 Marks**

- | | |
|-----------------------------------|----------|
| (iii) One Test | 10 marks |
| (iv) Practical/Project Assignment | 10 marks |

Suggested Practical Activities

- Examine health status of fellow-mates and prepare a report on that.
- Prepare a physical education programme for school going children.
- Organise an intramural competition for your group.
- Participate in the organising of annual athletic meet of the department.
- Prepare a recreational programme for your group.

Essential Readings:

1. Agashe, S.R. (2013). Introduction to health education. New Delhi, India: Khel Sahitya Kedra.
2. Agashe, S.R. (2013). Introduction to physical education, fitness & sports. New Delhi, India: Khel Sahitya Kedra.
3. Chelladurai, P. (2001). Managing organizations for sport and physical activity: A systems perspective. Scottsdale, Ariz.: Holcomb Hathaway Publishers.
4. Kilander, H.F. (1971). School health education. New York McMillian Copany.
5. Navdeve, B.K. (2013) Health education and recreation in physical education. New Delhi, India: Khel Sahitya Kedra.
6. Singh, A., Bains, J., Gill, J.S., Barar, R.S. & Rathee, N.K. (2005). Essentials of physical education. New Delhi, India: Kalyani Publishers.
7. Thomas, J.P. (1964). Organisation of physical education. Madras, India: Gnanodaya.

Additional Readings:

1. Bucher, C.A. (1979). Foundations of physical education (8th Ed). St. Louis: The C.V. Mosby Co.
2. Chelladurai, P. (2001). Managing organizations for sport and physical activity: A systems perspective. Scottsdale, Ariz.: Holcomb Hathaway Publishers.
3. Gupta, M.C. (2012). Physical fitness and health. New Delhi, India: Khel Sahitya Kedra.
4. Human Kinetics (2012). Introduction to recreation and leisure (2nd Ed.). Champaign, IL: Human Kinetics.
5. Jackson, A.W. (2003). Physical activity for health and fitness. Champaign, IL: Human Kinetics.
6. Kamlesh, M.L. (2014). Fundamental elements of physical education. New Delhi, India: Khel Sahitya Kedra.
7. Richard F. Mull, Brent Beggs, Mick Renneisen, (2015). Recreational family management. Champaign, IL: Human Kinetics.
8. Singh, A., Bains, J., Gill, J.S., & Barar, R.S. (2012). Physical education and olympic movement. New Delhi, India: Kalyani Publishers.
9. Weight, E., & Zullo, R. (2015). Administration of intercollegiate athletics. Champaign, IL: Human Kinetics.
10. Williams, J.F. Brownell, C.L. & Vernier, E.L. (1961). The administration of health education and physical education (5th Ed.). London: W.B. Saunders.

PAPER-VIII (ELECTIVE): EDUCATIONAL TECHNOLOGY-PART-I (CODE: B22E79)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: We are in the advance age of science and technology. Technologies are all around us. In fact we are surrounded by various forms of technologies. The field of education and teaching-learning has also developed various forms of technologies used by teacher and students to teach and learn various concepts in various subjects. This paper is meant to acquaint the pupil teacher with such educational technologies without which teachers work is not accomplished in this era of ICT.

Objectives: The Student- Teacher will be able to

- Understand the concept and scope of educational technology.
- Develop skill of using different modes of communication
- Acquire the basic skills of resource management.
- Keep abreast with different strategies of teaching –learning process.
- Keep abreast with the different innovations in educational technology and try them out for improving teaching –learning.
- Communicate the strength of different instructional materials and orient other teachers in their uses.
- Evaluate the relative effectiveness of instructional materials.

UNIT I: Introduction to Educational Technology

1. Meaning and definition of educational technology.
2. System Approach to Education in Instruction and its components.

UNIT II: Communication

1. Theory of Communication
2. Types of Communication
3. Edgar Dale's cone of experience and Teaching learning Materials.

UNIT III: Instruction

1. Teaching Machines
2. Team Teaching
3. Programmed Instruction
4. Computer Assisted Instruction.

Sessional Work

20Marks

- | | | |
|------|---------------------------|----------|
| (i) | Two tests of 5 Marks each | 10 Marks |
| (ii) | Practical/Project | 10 Marks |

Suggested Readings:

1. Apter, Micheal, J. (1998): The New Technology of Education, London: McMillan
2. Chauhan, S.S. (1978): A Textbook of Programmed Instruction, New Delhi, Sterling Publications.
3. Pangotra, Narender Nath: Fundamentals of Educational Technology, Chandigarh, International Publishers

4. Ruhela,S.P. (1973): Educational Technology, New Delhi, Raj Prakashan
5. Sharma, R.A.(1977): ShikshanTakniki, Meerut, Modern Publishers.
6. Oberoi, S.C. (2005): Educational Technology, New Delhi, Arya book depot.
7. Mangal & Mangal (2009): Shiksha Takniki, New Delhi, PHI Learning Pvt. Ltd.
8. Khan. N (2004): Educational Technology, New Delhi, Rajat Publication.
9. Vanaja, M. (2007): Educational Technology, New Delhi, Neel Kamal publication.
10. Sampath,K(1998): Introduction to Educational Technology, New Delhi, Sterling Publication
11. Sharma, R.A.(2010): Technological foundation of education, Meerut, R.Lall book depot
12. Mohanty,J.(2009): Modern Trends in Educational Technology, New Delhi , NeelKamal Publications.



PAPER-VIII (ELECTIVE): POPULATION EDUCATION-PART-I (CODE: B22E80)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Rationale

Population education is an educational program that aims to create awareness on population situation, mother and child health, changing roles of parents, process of growing up, drug abuse, gender equality, role of teachers during adolescence, etc. which is the present need of society. Study of population situation of India with other countries and its impact on quality of life is another significant factor which makes it interesting. Small size of family is the present requirement for development in modern society. Awareness and competence on these topics make the student-teachers a full of confidence in their life.

Objectives: To enable the student-teachers to:

- Understand population education and its relevance in India.
- Understand the changing roles of parents, drug abuse, HIV/AIDS and need of care for mother and child.
- Aware towards reproductive health and recognize its importance in their life.
- Aware on components of adolescence education.
- Sensitize them towards sexually transmitted diseases to keep themselves away from these.
- Develop an understanding of the role of population education for sustainability of the environment, economy and society.
- Encourage to participate intelligently in decision making relating to population issues.
- Acquaint responsibilities of teachers towards adolescents in their school.

Unit I: Population Education

1. Emergence of concept of population education.
2. Meaning, objectives and content of population education.
3. Need of population education in India.
4. Population situation of India with other countries.

Unit II: Family Life Education.

1. Meaning, objectives and components of family life education.
2. Need of family life education in India.

3. Mother and child health.
4. Changing roles of parents in society.

Unit III: Adolescence Education in Schools.

1. Meaning, objectives and components (Process of Growing Up, HIV/AIDS and Drug Abuse) of adolescence education.
2. Need of adolescence education in India.
3. Meaning and objectives of reproductive health.
4. Sexually transmitted diseases.
5. Role of teachers towards students during adolescence.

Sessional Works

20 Marks

One Test

10 Marks

One Assignment

10 Marks

Suggested Practical Activities

- Prepare a report on population situation of India and compare it with the population situation of any country.
- Prepare a strategy of work for effective care of mother and child in India.
- Identify the present needful duties of parents for prosperous future of children in society and discuss them in your classroom.
- Identify present needful responsibilities of teachers for effective guidance of adolescence.
- Conduct a case study of a drug addict person of your locality and discuss its consequences in your classroom.
- Prepare a strategy for creating awareness on HIV/AIDS in India and discuss it in your classroom.

Essential Readings

1. Chandel, N. P. S. and Nand, V. K., (2008), Jansankhya Shiksha, Vinod Pustak Mandir, Agra (Uttar Pradesh).
2. Chandel, N. P. S. and Nand, V. K., (2008), Population Education, Vinod Pustak Mandir, Agra (Uttar Pradesh).

3. Khan, R.S., (ed.), (2000), Population Education- Context and Methodology, IASE, JMI, New Delhi.
4. Wangoo, M. L. (2018), Population Education, Tandon Publication, Ludhiana (Punjab).

Additional Readings

1. Aggarwal, J. C., (2010), Population Education, Shipra Publications, Delhi.
2. Goel, S.L., (2005), Population Policy and Family Welfare – Reproductive and Child Health Administration (RCH), Deep and Deep Publications Pvt. Ltd., New Delhi.
3. Handbook for Teacher, (2006): YUVA School Adolescence Education Programme, Department of Education, Delhi and Delhi State AIDS Central Society.
4. Handbook for Teachers, (2008): YUVA School Life Skills Programme, Department of Education and SCERT, Govt. Of NCT of Delhi.
5. Kidwai Z., (ed.), (2002), Environmental Education, IASE, JMI, New Delhi.
6. National Population Policy (2000), Ministry of Health and Family Welfare, Govt. Of India, New Delhi.
7. Sharma, K. Yogendra, (2005), Population Education – Concepts, Principles and Approaches, Kanishka Publishers, New Delhi.
8. Sharma, R. A., (2010), Jansankhya Shiksha, R. Lall Book Depot, Meerut.
9. Shrivastava, K.K., (2004), Environmental Education – Principles, Concepts and Management, Kanishka Publishers, New Delhi.
10. Pandey, V. C. (2005), Population Education, Gyan Publishing House, Delhi.

Web Links

<http://www.nfhsindia.org>
<http://www.censusindia.gov.in>
<http://www.unep.org>
<http://www.who.int/publications/en>

PAPER-VIII (ELECTIVE): EDUCATIONAL THINKERS-PART-I (CODE: B22E81)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: In an institution management brings all the components of a programme in a fruitful relationship, and harmonizes their mutual action. School Management includes everything regarding the efficient functioning of the school-machinery. While aims and objectives deal with the theoretical aspects of education, management is the dynamic part – the practical implementation. Its about unity of efforts, efficiency and co-ordination.

A teacher is the manager of the classroom but her/his managerial skills and leadership goes beyond the realm of the classroom. She/he becomes a part of school management in some way or the other, in her/his capacity as a teacher or when she/he is playing an administrative role. She/he may run a school for someone, or might want to start an institution of his own. To give a concrete shape to his philosophy there would be a need to plan, organize and implement. Therefore the rationale of this paper is to give the future teachers some insight into the managerial aspects of school.

Objectives: The paper will enable the student teacher to:

- understand the concept and components of school organization and management,
- to develop an understanding and application of the Principles of Educational Management.
- prepare a plan for the development of the Educational institution,
- understand the significance of school plant, building and equipment in school management
- recognize the significance of Human Resource Management in schools,

Unit I – Educational Organization and Management

1. Concept and Nature of Educational Organization and Management
2. Functions of Educational Management
3. Principles of Management

Unit II – Human Resource Management in Education

1. Recruitment
2. Induction and Orientation
3. Training and Development
4. Appraisal, Stability and Welfare
5. Motivation and Retention of Talent

Unit III - Institutional Planning and Resource Management

1. Institutional Planning: Concept, Objectives and Steps
2. Infrastructure: School Plant, Building, Library, Playground, Laboratory
3. Equipment and Gadgets: using Technology in Education
4. Management for Sustainable Development

SESSIONAL WORK

20 Marks

One Test

10 Marks

One Assignment/Project/ Practical Work

10 Marks

SUGGESTED PRACTICAL ACTIVITIES

- A blueprint design for the layout of a school plant.
- School observation followed by writing a critique on the school management's engagement in the active promotion and support of sustainable development.

ESSENTIAL READINGS

1. Drucker, P.F., (2007): The Classic Drucker Collection: The Practice of Management, Harper & Row, New York
2. Nwankwo, J. I., (1982): Educational Administration: theory and practice, Vikas Publishing House, Delhi.
3. Saiyadain, M. (2008): Human Resources Management, McGraw Hill Education (India) Private Limited, India

ADDITIONAL READINGS

1. Aggarwal, J. (1964): Educational Administration, School Organization and Supervision, Arya Book Depot, Delhi.
2. Khan, M.S. : New Educational Administration, Asian Publishing House Pvt. Delhi.
3. Mukherjee, S.N. (1963): Secondary School Administration, Baroda
4. Naqvi, M.A., (1962) Tanzim-I-Madrasah, Sir Syed Book Depot, Aligarh
5. Safaya, R., (1977) School Administration and Organization, Dhanpat Rai & Sons, Jalandhar
6. Singh, M.P., (1962): a Manual of School Organization, Amritsar, City Book Depot, Amritsar
7. Chandra S.S, Chakraborty A.K, (2010), School Administration Organization and Management, Raj Printers, New Delhi, India.
8. Dash D.N, (2013), School Organization and Administration and Management, Neelkamal Publications PVT.LTD, Hyderabad.
9. Kochhar S,K, (2011), School Administration and Management, Sterling Publishers , New Delhi.
10. Kulbir Singh Sidhu, (2011), School Organization and Administration, Sterling Publishers, New Delhi.
11. Dr.Sachdeva M.S, School Administration and Management, Tandon Publications, Ludhiana.

Online References

1. https://www.academia.edu/1322796/The_Organizational_Communication_Process_in_Schools
2. <http://www.ascd.org/publications/books/102109/chapters/School-Organization.aspx>
3. <https://www.oecd.org/education/school/school-learning-organisation.pdf>

PAPER-VIII (ELECTIVE): SCHOOL ORGANIZATION AND MANAGEMENT

PART-I (CODE: B22E82)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: In an institution management brings all the components of a programme in a fruitful relationship, and harmonizes their mutual action. School Management includes everything regarding the efficient functioning of the school-machinery. While aims and objectives deal with the theoretical aspects of education, management is the dynamic part – the practical implementation. Its about unity of efforts, efficiency and co-ordination.

A teacher is the manager of the classroom but her/his managerial skills and leadership goes beyond the realm of the classroom. She/he becomes a part of school management in some way or the other, in her/his capacity as a teacher or when she/he is playing an administrative role. She/he may run a school for someone, or might want to start an institution of his own. To give a concrete shape to his philosophy there would be a need to plan, organize and implement. Therefore the rationale of this paper is to give the future teachers some insight into the managerial aspects of school.

Objectives: The paper will enable the student teacher to:

- understand the concept and components of school management,
- to develop an understanding and application of the Principles of Management.
- prepare a plan for the development of the institution,
- understand the significance of school plant, building and equipment in school management
- recognize the significance of Human Resource Management in schools,

Unit I – Management

1. Concept and Nature of Management
2. Development of Management Thought
3. Functions of Management
4. Principles of Management (Fayol)

Unit II – Human Resource Management

1. Recruitment
2. Induction and Orientation
3. Training and Development
4. Appraisal, Stability and Welfare
5. Motivation and Retention of Talent, Malow's Hierarchy of Needs

Unit III - Institutional Planning and Resource Management

1. Institutional Planning: Concept, Objectives and Steps
2. Infrastructure: School Plant, Building, Library, Playground, Laboratory
3. Equipment and Gadgets: using Technology in Education
4. Management for Sustainable Development

SESSIONAL WORK

20 Marks

One Test

10 Marks

One Assignment/Project/ Practical Work

10 Marks

SUGGESTED PRACTICAL ACTIVITIES

- A blueprint design for the layout of a school plant.
- School observation followed by writing a critique on the school management's engagement in the active promotion and support of sustainable development.

ESSENTIAL READINGS

1. Drucker, P.F., (2007): The Classic Drucker Collection: The Practice of Management, Harper & Row, New York
2. Nwankwo, J. I., (1982): Educational Administration: theory and practice, Vikas Publishing House, Delhi.
3. Saiyadain, M. (2008): Human Resources Management, McGraw Hill Education (India) Private Limited, India

ADDITIONAL READINGS

1. Aggarwal, J. (1964): Educational Administration, School Orgnaization and Supevision, Arya Book Depot, Delhi.
2. Khan, M.S. : New Educational Administration, Asian Publishing House Pvt. Delhi.
3. Mukherjee, S.N. (1963): Secondary School Administration, Baroda
4. Naqvi, M.A., (1962) Tanzim-I-Madrasah, Sir Syed Book Depot, Aligarh
5. Safaya, R., (1977) School Administration and Organization, Dhanpat Rai & Sons, Jallendhar
6. Singh, M.P., (1962): a Mannual of School Organization, Amritsar, City Book Depot, Amritsar

PAPER-VIII (ELECTIVE): AGRICULTURE EDUCATION-PART-I (CODE: B22E83)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Agriculture plays a pivotal role in our country; it provides core elements for human existence. Food security and employment is very crucial, besides sustainable development and environment protection. It is physical exercise, mental therapy and production combined. Additionally, agriculture is an excellent tool for the application of theory taught in several other subjects. It provides for the development of social and emotional intelligences, enacting core human values; responsibility, caring and kindness.

Objectives: The student teachers will be able to:

- Understand the concept, scope and importance of Agriculture Education
- Develop scientific skills for agriculture and will be more productive, sustainable and globally competitive
- Acquire basic skills of Resource Management
- Teach agriculture at school level
- Keep abreast of different innovations in agriculture education and try out these for improving agriculture
- Utilize leisure time in constructive activities and develop healthy habits

Unit- I Concept of Agriculture Education

1. Meaning, scope and components of Agriculture
2. History and place of agriculture education in the school curriculum
3. Aims of teaching agriculture education and its role in the school curriculum
4. Critical evaluation of the syllabus of agriculture at secondary level
5. Relation of agriculture with other school subjects

Unit- II Teaching Methodology

1. Lesson planning in agriculture education
2. Methods and techniques of teaching
3. Teaching aids and co-curricular activities in agriculture education
4. Tools and techniques of evaluation

Unit- III Use of Natural Resources in Agriculture

1. Soil: types, structure and texture, soil chemistry, soil conservation
2. Manure: natural manures, compost, green manure, bio fertilizers, chemical fertilizers, wormi composting
3. Irrigation: sprinkler and drip irrigation
4. Plant propagation; seeds and vegetative, cutting, air layering and budding
5. Plant protection: weed, insect-pest diseases and its control

Unit- IV Cultivation of different crops and animal farming

1. Cultivation of Rabi, Kharif and Zayad session crops in sustainable way
2. Stem crops, potato and ginger
3. Bulb crops, onion and garlic
4. Oil seeds crop, mustard and sunflower, wheat and paddy crops
5. Lady finger and tomato farming in protective cultivation
6. Animal husbandry, fish farming and kitchen gardening
7. Bee keeping, silk worm keeping
8. Apiculture and mushroom cultivation

Suggested Practical Work/ Suggested Activities

- Potato, onion and other seasonal vegetables cultivation
- Lady finger, tomato and sweet (baby) corn cultivation
- Cutting, air layering and budding
- Bee keeping, silk worm keeping
- Apiculture, mushroom cultivation,

Session Work:

Test: - 1

10 Marks

Assignment/Project: - 1

20 Marks

10 Marks

Suggested Readings:

1. I.C.A.R (2005), Hand book of agriculture
2. Ali, sohrab (2005), Manures and wormi composting
3. Upadhyay, K.D and Mathur (1982), Plant protection, Published from Barod (Meerut, UP)
4. Indian Journal of Agricultural Science, Yearly, Published by I.C.A.R, New Delhi

PAPER-VIII (ELECTIVE): GUIDANCE AND COUNSELLING-PART-I (CODE: B22E84)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Guidance and counselling is essentially required to be a part of B.Ed. curriculum in view of its importance in helping the individuals opt for the carrier according to their abilities and interest. Since the student teachers will ultimately engage themselves in guiding and counselling the students in a number of ways, there is a need for them to be apprised of the technicalities of the same.

Objectives: Through this course, the student teachers will be able to:

- be aware of the concept, need, importance and principles of guidance
- be familiar with meaning, need, principles and different approaches of counselling
- understand various types of guidance and their importance in dealing with the students of varied back ground.

Unit I: Guidance:

1. concept, need, importance and principles,
2. Minimum guidance services,
3. Some routine guidance functions in Indian Schools.

Unit II: Counselling:

1. Meaning, need and principles,
2. Guidance and counselling interchangeability of terms,
3. directive, nondirective and elective approaches of counselling,
4. The teacher as a Counsellor: role, responsibilities and limitations.

Unit III Types of Guidance:

1. Educational,
2. vocational,
3. social-personal guidance, the case of acutely mal adjusted child.

Sessional Work:

20 Marks

One Test:

10 Marks

One Assignment/Project:

10 Marks

Suggested Activities:

- Organizing co-curricular activities in school
- Preparing teaching learning material related to guidance and counselling
- Identification of problems faced by the students and teachers in the day to day teaching or school functioning.
- Development of an action research project
- Children with disability and inclusive education.
- Conduct a role play of counsellor and counselee for different typical situations i.e. exam related stress, phobia towards school subject
- conduct a carrier guidance program for school

Essential Readings:

PAPER-VIII (ELECTIVE): CURRICULUM DEVELOPMENT-PART-I (CODE: B22E86)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: This paper tries to introduce curriculum as an area of study to future teachers. It encourages them to dwell upon the sociological, philosophical and psychological foundations of the school curriculum and deliberate upon the implications of these foundations. Various considerations which would bear upon the process of curriculum evaluation are also introduced.

Objectives: To help the student teachers to develop:

- an understanding about the need, importance and components of curriculum.
- familiarity with different philosophical schools and their implications for curriculum
- the ability to build linkages between curriculum and socio-cultural context.
- familiarity with different psychological perspectives and their implications for curriculum.

Unit-I: Curriculum: Meaning and its Domain

1. Meaning of curriculum, Syllabus and Instruction.
2. Domains of Curriculum: objectives, content, learning experiences and evaluation

Unit-II: Philosophical and Sociological Foundations of Curriculum

1. Views of different philosophical schools about curriculum (Idealism, Naturalism, and Pragmatism)
2. Socio-political and cultural roots of curriculum
3. Core components of school curriculum in India

Unit-III: Psychological Foundations of Curriculum

1. Data about learner for curriculum development
 2. Learning theories and their implications for curriculum (Skinner, Gagne, Vygotsky)
 3. Stages of cognitive and emotional development and curriculum (Piaget, Brunner, Erikson)

Sessional Work:

20 Marks

One Test:

10 Marks

One Assignment/Project:

10 Marks

Suggested Practical Activities:

- Studying the curriculum of a school board like CBSE, BSEB, UP Board etc.
- Critical analysis of any given curriculum
- Comparing curriculum of different boards and schools
- Developing a suggestive curriculum for any class
- Observation of an innovative curriculum.

Essential Readings:

Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press.

Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2012). *Curriculum leadership: Strategies for development and implementation* (3rd ed.). Los Angeles, CA: Sage.

Kelly, A. V. (2009). *The Curriculum: Theory and Practice*. London: Sage

NCERT (2006). *Curriculum, syllabus, textbooks*. Position Paper. National Focus Group. New Delhi: NCERT

Ornstein, A. C., & Hunkins, F. P. (2004). *Curriculum: Foundations, principles, and issues*. Boston, Mass: Allyn and Bacon.



COURSES ON ENHANCING PROFESSIONAL CAPACITIES (CODE: B22CEPC 01)
(100% Internal Evaluation)



EPC-I: SELF DEVELOPMENT/UNDERSTANDING THE SELF (CODE: EPC-1)

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2, Contact Hours: 30

Rationale: The teacher lies at the heart of the educational process. Teacher development involves not only the development of knowledge, skills and practice but also the self-development and agency of the teacher. This paper aims to address the student teachers self-development by understanding self in relation to oneself, peers, educators, school and society; by collective reflection and leadership.

Objectives: The objectives of the paper/course are:

- To develop awareness of self through sharing of experiences at (a) early childhood (b) adolescences and (c) adulthood
- To develop awareness of self in relation to others and society.
- To develop awareness of student teachers strength and provide opportunity for its expression;
- To develop communication and leadership capacities of the students teacher to become effective school leaders.
- The paper will be taught through a series of orientations and workshops in seminar discussion classes

Unit-1 Developing profiles of self through various stages of life and presenting them.

Unit-2 Understanding self and society through multiple lenses of gender, caste, class, ethnicity, rurality, urbanity, disability and then intersectoralities.

Unit-3 To develop effective communication skills including performing arts.

Unit-4 Leadership and team building through production of a play/theatre/film/campaign/action

The paper will be assessed through performance, presentations and portfolios. There will be no written theory paper. **Distribution of marks will be as follows:**

Personal inventory/portfolio	10 Marks
Understanding self	10 Marks
Self and Society	10 Marks
Performing Art	10 Marks
Production/Project/Showing leadership	10 Marks
Total:	50 Marks

EPC-2: CRITICAL UNDERSTANDING OF ICT (CODE: EPC-2)

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2, Contact Hours: 30 (Will be conducted in workshop mode)

Rationale: This course is aimed to prepare teachers who can use technology in a classroom. It will help student-teachers in interpreting and adapting Information and Communication Technology (ICT) in line with educational aims and principles. The course will also help student-teachers to learn integrating ICT tools for teaching learning, material development, developing collaborative networks for sharing and learning. It will help student-teachers to develop an understanding of the shift from an 'industrial society' to a 'post-industrial information society'.

Objectives: The course facilitates student teachers in:

- Interpreting and adapting ICTs in line with educational aims and principles.
- Developing a critical perspective on ICTs.
- Learning integrating ICT tools for teaching-learning, material development and developing networks for sharing and learning.
- Understanding the evolution and impact of ICTs on society and in the education system.

UNIT -1: CONNECTING AND INTERACTING WITH ICT

1. Connecting and using input/output devices, storage devices, networking devices and operating systems.
2. Using web sites and search engines to locate, retrieve and manage content, tools and resources
3. Downloading and Uploading information and resources
4. Learning to create an email ID, send and receive emails, handle attachments, maintain address books and form or join email forums
5. Create and participate in web based networks for cooperative and collaborative learning :How to participate in discussion forums, wikis, video and audio conferencing, social networks, and blogging etc.
6. Make critical and conscious choices for the information they want to gain

UNIT-2: ICTs IN TEACHING-LEARNING

1. Curriculum analysis to determine content and methods of transacting
2. Determine and explore ICT resources for teaching-learning
3. Determine appropriate ICT infusion and design a learning plan for a given topic; Identify and add metadata for ICT resources that can be used
4. Use of open office tools in Teaching-Learning
5. Use of internet resources to help students access information, collaboration, and communication (Online Alumni Associations, Online expert advice, Online archivals, Digital library, e-books, Online conferencing, Blogs, Wikipedia, Social networking, Grouping, etc.)
6. ICT for Assessment/Evaluation- purposes and techniques of assessment/evaluation, scope of ICT for assessment/evaluation, Exploring and using appropriate software tools for assessment/evaluation
7. ICT based Constructivist Learning, ICT based Connectivist Learning

8. Research and critical appraisal of the utility and effectiveness of ICT devices and tools;

UNIT-3: ICT FOR ALL

1. OPEN EDUCATIONAL RESOURCES-access, use and evaluation, creation and contribution of educational resources (e.g. NROER, MOOCs)
2. Using free and open source software
3. assistive technologies- screen readers for the visually impaired; audio books; talking books;
4. Impact of ICT on our socio-cultural, political and economic spheres
5. Ethics in ICT Education
6. Language, social and other issues of ICT

MODE OF TRANSACTION

- Engaging the student-teachers in Discussion and Dialogue
- Practice in ICT Lab
- ICT Lab based Group work comprising assignments, projects, PPT etc.
- Engaging student-teachers with research articles, policy documents and other print or electronic material

Suggested Readings

1. Introduction to Computers 7th Edition, by Peter Norton, Tata McGrawhill Publications, New Delhi 2000
2. ICT: Changing Education by Christ Abbott, Taylor & Francis e-library, 2005
3. The ICT in Education Yearbook 2002 by British Computer Society, 2002
4. Information Communication Technology for Teacher Education by Santosh Vallikkad
5. Information Communication Technology in Education: Interactive Multimedia Instructional Strategies for Teaching-Learning Process by Anjali Khirwadkar, Pub: Sarup& Sons, 2005
6. Transforming Education : The Power of ICT policies, by UNESCO, 2011
7. Neil Anderson (2009).Equity and Information Communication Technology (ICT) in Education. Peter Lang Publishing, New York.

EPC-3: WORK EDUCATION (VOCATIONAL)-PART-I (CODE: EPC-3)

(Any one of the following)



BANDHANI AND BLOCK PRINTING

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2, Contact Hours: 60

Rationale: This course introduces theoretical and historical concepts of work education and its role in teaching learning process.

There are two sub units of the work education course.

- (a) Theoretical perspectives
- (b) Hands on experiences.

Pre-service teacher opting for this course would be provided with hand's on experiences for preparing visual, they will search for relevant visuals through internet surfing for using them during teaching learning process and they would be engaged in activities to prepare utility items for enhancing facilities of the classroom and school building or offices they would also learn to design many productive and decorative items. They will also use their aesthetic abilities during school functions.

Objectives:

- To acquaint children with the world of work and productive occupation going on in the community to develop in them a sense of respect for manual workers/ dignity of labour.
- To develop in the children an awareness of social problems and inculcate in them positive attitude towards community service.
- To develop in them a desire to be a useful member of the society and to contribute their best to common good.
- To inculcate in them a positive attitude of team work and socially desirable values like self reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness.
- To provide opportunities for creative self-expression and the development of problem solving activities.
- Develop aesthetic sense in children.
- Three H (head, heart and hand) co-ordination.

THEORY

Brief history, concept, need and importance of work education with special emphasis on Bandhani and printing (block and stencils).

MATERIAL AND TOOLS

Different types of colours: uses and sources

Tools and equipments: Functions and uses

CONTENT ENRICHMENT

- Different techniques used in conducting practical work related to bandhani (tying & dyeing and colours).
- Different techniques used in conducting printing (block and stencils).
- Free hand drawing.
- Element of design, colours harmony, balance, gestalt laws, motifs, designs, placement of design.

RELATED ACTIVITIES:

Preparing sample file of different pattern and design in bandhani and printing (blocks and stencils).

PRACTICAL WORK:

Productive work: cushion covers, table covers, wall hanging, napkins, bags pillow covers, mobile covers cloth, scarf, dupatta, table mats, bed sheets, etc.

Decorative work (classroom and school, offices buildings.)

Wall hangings, lamp shades, collage, file covers, assignment sheets, bulletin board etc.

Suggestive Readings

1. Wardha Commission Report 1937
2. Kothari Commission 1964-66
3. N.P.E. 1986, N.C.F.2005
4. N.C.E.R.T. – Socially useful productive work curriculum developing and implementing the program
5. Veena Singh: Nutan Bandhini Kala screen and Batik printing sahitya (Hindi)
6. Shanta Deshpande: Batik for the beginners, Bhatiya Vidya Bhavan, Pune
7. <http://en.wikipedia.org/wiki/batik>
8. <http://www.tiedyyetodierfor.com>
9. <http://www.handlooms.com/htrindya.aspx>
10. <http://www.wikipedia.org/wiki/screen>

GARDENING

MAXIMUM MARKS: 50
100% Internal Assessment
Credit: 2, Contact Hours: 60

Rationale and Objectives:

Gardening has equal importance from nursery to higher level of education. Children take keen interest in attractive flowers of different kind and love delightful tasty vegetables. They are affectionate to play in grass and soil while learning and making social relations. At senior secondary level, this subject is very useful due to its relation with bioscience, chemistry, physics and climate. It provides the scope for learning by doing, learning to do, learning to live together, sustainable development, healthy competition and production.

India has second position in vegetable production and first place in fruit production. Now we have more grain and we need more nutrition, therefore gardening is a better choice besides a good source of livelihood and earning more money as mango, pomegranate, papaya and grape etc already being exported to several Asian and European countries.

Unit- I Gardening

1. Concept, need and importance of work experience with special emphasis on Gardening
2. Brief history of work education in India with reference of Bunyadi/Naitaleem
3. Aim and objectives of gardening at school level
4. Physical, social and environmental effect of gardening

Unit- II Teaching Methodology

1. Teaching methods for Gardening: Lecture, demonstration, discussion, observation, experiment, visits and field projects
2. Lesson Planning in Gardening
3. Evaluation process, tools and techniques for student work evaluation

Unit- III Required Materials

1. Seeds (Local, NSC, Foundation and Breeder seeds)
2. Pots, types and uses with diameter and depth
3. Manure and Fertilizers, types, sources and importance
4. Tools and equipment
5. Soil, Water

Practical Work/Suggested Activities

- Preparing beds, sowing seeds and transplanting seedlings
- Pot culture: filling and preparing pots for sowing seeds and plants
- Excursion and visits to garden, fields, nurseries, agriculture and flower shows
- Preparing bonsai of common plants like Peepal, Bargad, Pilkhan, Bougainvillea, Mango etc.
- Plant propagation Technique (Air gottee, Budding, Grafting)

Suggested Readings:

1. Ali, Sohrab (2006), Applied Entomology, Arise Publisher, Darya Ganj, New Delhi
2. Ali, Sohrab (2005), Wormi Composting, Diamond Publisher, Darya Ganj, New Delhi
3. Enger, Swami (1985), Complete gardening in India
4. Paul, B.P. (1985), The rose in India, Published by ICAR, New Delhi
5. Journal Phal Phool, Quarterly, ICAR, New Delhi
6. Indian journal of Horticulture, Annually, ICAR, New Delhi



INTERIOR DECORATION

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2, Contact Hours: 60

Rationale: The planning and execution of the layout, decoration and furnishing of an architectural interior is known as Interior Decoration. Interior Decoration is basically the decoration of the interior of a building or room, especially with regard for color combination and artistic effect. It is the art of shaping the places in which we live, work and play in a functional and pleasing way.

Interior Decoration plays a vital role in everyday life. It introduces students to beauty, relaxation and modernism. It is an art that makes things look nice and attractive, thus reflecting creativity of students. This creativity can be showcased in schools, offices, homes etc. It is a method by which students can make simple places attractive. In school, this skill is used to make the learning more attractive and interesting.

Interior Decoration can be used in making the classroom attractive which will result in the happy environment of the classroom. If the classroom is well-decorated, the children would like to study there. Classrooms can be decorated in various ways with the help of charts, models, colorful drawing, display boards, bulletin boards, wall magazine etc. Through interior decoration the rooms can become beautiful by using accessories made either very cheap or waste material. The waste product or material is turned out into a creative, useful and attractive masterpiece that immediately catches the eyes of the person who sees it. It helps us to recycle and reuse the things. So, it has an immensely important environmental aspect.

With the help of Interior Decoration, an educational environment can be created in the classroom. Various things such as attractive boxes, magazines holders, and colorful materials attract the students. Interior decoration also helps a lot in various functions of schools and various events like festivals.

Objective:

- Students will be engaged in creative activities.
- Students will be able to develop personal qualities like exploration, imagination, creation, collaboration, experimentation and self-reliance.
- It will enable the students to develop the skills and technique, which are necessary for expression.
- It will help the students to learn how to critically think about something.
- Students will be encouraged to come up with their own ideas and solution to a design.

Unit 1: Introduction to Work Education

Work Education, Historical development, Primary and Secondary work Education, Introduction of New Course (Work Education), Requirement of introducing New Course, and

Courses under Work Education. Objectives of Work education in Schools with special emphasis to Interior Decoration, Evaluating students work.

Tools and Materials:

Distempers and paints for painting wall: Types, uses and sources

Cotton and synthetic fabrics for curtains: Types uses and sources

West Buttons, Fabrics, Beads, Boxes, Pots, Baskets, Branches of Dried trees: their practical utility

Plaster of Paris, M.Seal of Shilpkar, Types of Glasses, Rangoli Colours, Glass paints etc.

Tools: Function and uses

Content Enrichment:

Principles of Design: Proportion Harmony, Balance, Emphasis and rhythms

Elements of Design: Lines, Form, Texture, Light, Space, colour, pattern

Unit 2: Practical Work

Productive Work (Utility Items)

1. Dustbins
2. Magazine Holder
3. Glass Painting
4. Flower making
5. Photo Frame
6. Lines: Cushions, Bed Sheets, Doormats, Carpets (using waste cloths)
7. Paper Weight

Unit 3: Related Activities:

1. Integrating ICT in work education
2. Preparation of colour charts and schemes
3. Layout furniture arrangement in Classrooms, offices, lawns etc.

Note: Every student is required to submit 6-8 items

Suggested Readings:

1. Harling, Robert (Ed) (1967): Guide to Interior Decoration, London Conde Nast Pub.
2. Parsons, Frank A. Interior Decoration: Its Principles and Practice. Gardon City, N.Y.: Doubleday, Page & Co.,1915.
3. Gray, Susan. Designers on Designers: The Inspiration Behind Great Interiors. New York: McGraw Hills 2004.
4. Le Corbusier: Furniture and Interiors 1905-1965.
5. Decorate: 1000 Design Ideas for Every Room in Your Home by Holly Becker, Joanna Copestick
6. Philip Graham; Interior design
7. Sarah Rossbach: interior Design with feng Shui.
8. Corky Bingelli: Interior Design

Maintenance and Repair of Domestic Electrical Gadgets (MRDEG)

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2, Contact Hours: 60

Rational: Maintenance and Repair of Domestic Electrical Gadgets (MRDEG) is introduced as one of the Work Education (Craft) in B.Ed. This Work Education course is introduced as secondary work education by means of enabling learners to earn while in study or after study. The objective of this Work Education Course is to enable learner to repair and install domestic electrical appliances. By acquiring such skills the productivity of the person, family and country increases. Hence this provides opportunity to increase productivity and gross income of the country. Simultaneously to identify the scientific principle involved and apply in various form or as and when require. The students are also guided to take up this course as productive work in the schools.

Rational of this course is to inculcate required skills among students about domestic home appliances. The learners are guided to learn application and correct use of the tools, scientific principles involved, materials and components used. Learners are exposed to material used and different parts of the appliances. Working safe is also important aspect of the course.

Objectives:

- Developing understanding of principles of Work Education and historical prospective of Work Education.
- Developing familiarization with the Electrical Energy (Basic Concepts, Properties of Matters, Ideal Fuel, Types of Electricity, Production of Electrical Energy and Transmission of Electrical Energy).
- Developing Skills of working safely while working on Electrical Appliances and Installations.
- Identifying and using different hand Tools.
- Developing skill of using different measuring instruments.
- Identifying and using different Electrical Accessories.
- Developing acquaintance with properties and use of different materials (Conducting, Semi conducting, Insulating, Magnetic and Nonmagnetic.
- Developing skills for various kinds of electrical wiring.
- Acquiring skills of testing and repairing of all electrical installations and all domestic Appliances.
- Acquiring skills of dismantling, testing of parts and Reassembling of Heater, Electric Kettle, Room Heater, Toaster, Tube Light, Table Lamp etc.
- Acquiring skills of rewinding of Electric Fan and Washing Machine motor.
- Acquiring skill of domestic installation testing before energizing a domestic installation.

1: Introduction to Work Education

Work Education, Historical development, Primary and Secondary work Education, Introduction of New Course (Work Education), Requirement of introducing New Course, and Courses under Work Education. Objectives of Work education in Schools.

2: Tools and Materials

Electrical tools used their specifications and dimensions. Physical and electrical properties of the materials used in electric appliances and accessories. Construction, working and specifications of Electrical Instruments used in electrical installation and appliances.

3: Electrical Energy

Energy, Electrical Energy, atom, electron proton and neutron, Types of Electrical energy, production of Electrical Energy, Transmission and distribution of Electrical Energy. Safety precaution and Indian safety Standards.

4: Basic Electricity

Introduction to cell, parallel and series connection of cells, Charging of Batteries, electrical accessories and their application, electrical symbols, Properties of materials, conductor, insulator, resistance, parallel and series connection, LED, series and parallel connection of LED. Application of LED in Teaching Aid and in decoration, Electromagnet their applications.

5: Repair of Electrical Appliances:

Scientific Principle involved in domestic appliances, Identification and testing of parts used in appliance. Dismantling and assembling of appliances. Electric Iron, Electric Kettle, Tube light, Room Heater, Electric Stove, Toaster, Table Lamp, ceiling and table Fan,

6: House Wiring:

Types of House wiring, Distribution System, Testing of House wiring, Symbols used in Wiring Diagram. Reading of a Typical House wiring Diagram.

List of Activities

Theory:-

1. Familiarisation with Electrical energy.
2. Electrical circuits
3. Electrical tools
4. Electrical Accessories
5. Electrical Measurement And Measuring Instruments
6. Electrical safety precautions

Practicals:

1. Series test lamp
2. Extension boards

3. Distribution board
4. Electric iron
5. Room heater
6. Toaster
7. Geyser
8. Electric stoves
9. Electric cattle
10. Ceiling Fan
11. Table fan
12. Tube light
13. Stair case light
14. Electric bell
15. Distribution board (Three Phase)
16. Switch board
17. Fan regulator
18. House wiring
19. Table lamp

Evaluation

1. Assignment
2. Project with Project Report
3. Via voice
4. Practical File

Suggested Readings:

1. SupwGuidlines For Teachers, (Ed.) New Delhi
2. A Text Book On Electrical Gadgets And Appliances,
3. P. Venkateshwara Rao, Venson Publication, Madras
4. Elements Of Electrical Gadgets And Their Repairs, M.L. Anwani
5. Elements Of Electrical Gadgets, R.B. Bhatia, Arya Book Depot, New Delhi

NEEDLE WORK

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2, Contact Hours: 60

Rationale: Needlework provides the opportunity to develop an awareness of nature and the use of fabrics and to extend student's knowledge and skills by combining theory and practice. This craft combines knowledge from various fields of study to help individuals and families. In developing the capabilities and skills of students, it enables them to make their own contribution to the teaching learning process as well as improvement of their quality of life. The paper promotes self-reliance through its integration with the overall curriculum.

Objectives: Needle work aims to enable learners to:

- develop understanding of principles of Work Education and historical prospective of Work Education.
- develop acquaintance with properties and use of different materials used in needle work
- acquire basic embroidery and stitching skills required for construction and decoration of household and utility items
- develop ability for judicious use of needle work skills in teaching learning process
- develop the ability to improvise resources when necessary
- develop an appreciation of the value of production and the quality of a craft
- acquire relevant knowledge in Needlework to make productive and decorative items for family, school and community

Unit 1: Needle Work in Teaching Learning Process

1. Concept, need and importance of Work Experience with special emphasis on Needle work.
2. Objectives of teaching Needle work in schools
3. Lesson Planning
4. Evaluating students' work

Unit 2: Materials, Tools and Resources

1. Materials used for articles and toys (threads, wool and fabrics) - types, uses and sources
2. Tools and equipments- functions and uses
3. Utilizing resources: Magazines, books and internet- source of patterns
4. Drafting of a pattern
5. Deciphering the formulas for knitting patterns

Unit 3: Stitches and Seams

1. Stitches and Seams- Techniques of basic and decorative stitches: even and uneven basting, back stitch, hemming, stem stitch, chain stitch, button hole, blanket stitch, herring bone, French knot, bullion knot, satin stitch.

2. Sewing of fasteners- hook and eye, thread eye, button, buttonhole, press button
3. Preparing an article of utility with the use of stitches- table cover, napkins, wall panel, cushion cover, mobile/ tablet/ laptop cover, etc.
4. Preparing a practical work book with samples of different stitches and seams

Suggested Readings

1. Amanda O' Neill (1991) Needle Work and Sewing Techniques – The Complete Encyclopaedia Quintet Publishing Limited, London.
2. Janeaton (1986) Complete Stitch Encyclopaedia Hamlyn Publishing, London. Retrieved from <http://www.amazon.com/Jan-Eaton/e/B001IXTPW2>
3. Margret Hutchings (1967) Modern Soft Toys, Mills & Boons, London
4. Morton Brenda (1969). Making your own Soft Toys. Faber and Faber Ltd., London.
5. Raul Jewel Encyclopaedia of Dress Making (2000) APH Publishing Corporation, New Delhi. Retrieved from <http://www.abebooks.com/Encyclopaedia-Dress-Making-Raul-Jewel-APH/3667746401/bd>



PAPER WORK

MAXIMUM MARKS: 50
100% Internal Assessment
Credit: 2, Contact Hours: 60

Rationale: “The Gandhian proposal of *NaiTalim* (Basic Education) was a radical departure from Brahminical-cum-colonial paradigm insofar it challenged dichotomy by placing productive manual work at the centre of school curriculum itself. In the Gandhian view, participation in productive work under conditions approximating to real-life situations is pedagogically linked to learning and simultaneously becomes the medium of *knowledge acquisition, developing values and skillformation*, affirms Work Education Focus paper, NCF 2005.

This term paper is based on viewpoint of *NaiTaleem* and NCF 2005; nevertheless it departs from the traditional notion of manual productive work. The concept of work in this term paper includes hands on activities as well. Emphasis is on what is doable. This course would orient pre service teachers to appreciate dignity of labor, learn to work with precision and with the community so as their efficiency as a teacher is enhanced.

Objectives: Pre service teachers would work, deliberate and learn the following:

- Rationale for Work Education
- Theoretical perspectives of Work Education
- Psychological views in support of Work Education
- Visual literacy and significance of visuals in teaching learning process
- Work as a pedagogic medium
- Marjorie Sykes , Story of *NaiTalim* (review)

Unit – I Epistemological concerns:

- [i] Concept and rationale for Work Education including perspective of NCF 2005
- [ii] Historical perspectives
- [iii] Psychological Theories supporting work education
- [iv] work as a pedagogic medium
- [vii] Review of the Majorieskye’s article on NAI TALEEM.

Unit – II Work & hands on as a Pedagogic Medium:

- [i] Preparing educational aids (Science and Social science, languages stream) / Flash cards and cut outs for story telling (languages)/ Illustrating Mathematical concepts for students from this stream
- [ii] lesson plan on work/hands as pedagogic medium.

UNIT -III Integrating ICT in teaching learning process:

- [i] Preparing Posters/ calendars/ time table/ invitation cards etc using MS publisher for cultural activities in school
- [ii] PPT for preparing slides with text and pictures aligned to curricular subject.

Unit IV: Creative work:

Warli (Tribal art), Calligraphy, Montage/ Collage/ sketching/ shading/ quelling/ displays using Tanagram and using paper cutouts for classroom and school decorations

Unit – VI: Enhancing Educational Facilities:

Dustbins/ File cover/ pen stand/ Magazine holder/ hexagonal boxes etc

Unit VII: Community Work:

Preparing for community work in 1st yr and working with NGO during summer vacation and submission of a project in 2nd year of B.Ed program

Unit VIII: Reduce, Reuse and Recycle

[i] Submission of a report on reduce, reuse and recycle with variety of ideas, planning for best out of waste model during summer vacation(group work) and finishing it in 2nd yr for submission.

Submissions: One assignment, one report on reduce, reuse and recycle one lesson plan: work as a pedagogic medium and 3 - 5 models at least 1 from each unit.

Tasks for summer vacation: [i] working with an NGO/community work, submission of report in 2nd yr. [ii] Basic planning & preparation for best out of waste.

Essential Readings:

1. **Banerjee N P (1995)** *Work Experience in General Education*, Ambala, Associated Publishers, Concept Of Teacher Education, http://www.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf
2. Report of Education commission (1964-66), Report of Government of India
3. **Helen Jill Fletcher, The big book of things to do, Odkama Press Ltd London**
4. <http://notesfromtheblacklagoon.files.wordpress.com/2008/03/dsc00095.jpg>
5. <http://www.kkhsou.in/main/education/wardha.html> http://www.ncert.nic.in/html/pdf/sc_hoolcurriculum/position_papers/work&education.pdf
6. **Ingrid Kletteuneimer , Great Paper Craft Projects Sterling Publishing Co. Inc , New York**
7. Introduction to Wardha Scheme of Basic Education
8. **Kaul ML(1983)** *Gandhian Thoughts of Bsisc Education ; Relevance and Development* Journal of Indian Education 8(5) p 11-16
9. **M.K. Gandhi** (1927) *The story of my experiments with truth*, Navjivan Trust
10. **Mahmood S (1996)** *Work Experience, Its Role in Educational Process in Co Curricular Activities* edited by Faruqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
11. **Narvekar S, Basic painting Navneet Publication(India) Limited**
12. **Narvekar S, learn to draw birds, Navneet Publication (India) Limited**
13. **Narvekar S, Learn to draw designs, Navneet Publication (India) Limited**
14. **Narvekar S, Vikas , learn Pencil Shading Series ,Navneet Publication (India) Limited**
15. Position Paper National Focus Group On Work And Education, NCF 2005, NCERT
16. Report National Policy on Education 1986 , Govt of India Government of India,
17. Flower making, *SaubhagayaPrakashan*

18. Report National Policy on Education 1986 , Govt of India Government of India,
19. Sykes M (1988), *The Story Of Nai Talim, Fifty Years Of Education At Sevagram, India*, (1937-1987) http://home.iitk.ac.in/~amman/soc748/sykes_story_of_nai_talim.html
20. unesdoc.unesco.org/images/0006/000631/063100eb.pdf

Websites for creative ideas:

1. https://in.search.yahoo.com/yhs/search?hsimp=yhs-002&hspart=CND&type=AA2FB83CFBA_s58_g_e&p=Best%20out%20of%20waste
2. <http://cp.c-ij.com/en/contents/3158/disguise-mouse001f02/index.html>
3. <http://notesfromtheblacklagoon.files.wordpress.com/2008/03/dsc00095.jpg>
4. http://www.4to40.com/activities/artcraft/index.asp?article=activities_artcraft_dustbin_drum
5. <http://www.daniellesplace.com/HTML/paperplate.html>
6. <http://www.dltk-kids.com/animals/fish.html>
7. <http://www.dltk-kids.com/animals/index.html>
8. <http://www.enchantedlearning.com/crafts/chinesenewyear/tangram/>
9. http://www.internet4classrooms.com/science_elem.htm
10. <http://www.made-in-china.com/image/2f0j00aBCEpyJtYrbPM/Paper-Lantern-SF-D1001-.jpg>
11. <http://www.papercraft101.com/diypapertoykit-home>
12. <http://www.talkingchild.com/craftsplate.aspx>
13. <http://www.teach-nology.com/crafts/paperplates/>
14. <http://www.yamaha-motor.co.jp/global/entertainment/papercraft/animal-global/macaw/index.html>

VOCAL MUSIC

MAXIMUM MARKS: 50
100% Internal Assessment
Credit: 2, Contact Hours: 60

Rationale: Music is worth knowing. Music is one of the most important manifestation of our cultural heritage. Music is a potential in every individual that, like all potential, should be developed to its fullest. Music provides an outlet for creativity, self-expression, and individual uniqueness. It enables us to express our noblest thoughts and feelings. Music teaches students about unique aspects of their relationship with other human beings and with the world around them, in their own and other cultures. Music opens avenues of success for students who may have problems in other areas of the curriculum and opens approaches to learning that can be applied on other context. Studying music increases the satisfaction student's drive from music by sharpening sensitivity, raising their level of appreciation, and expanding their musical horizons. Music is one of the most powerful and profound symbol systems that exists. Music helps students learn a significant lessons that not all aspects of life quantifiable.

Objectives:

- To give the solid classical foundation so that they can prepare for singing.
- Making the teacher student capable of singing according to the beats and rhythms
- To develop song composing creativity skill
- To make the teacher student aware of every forms of Music

THEORY

Unit -1: Content Enrichment

1. Basic knowledge of Classical Music
 - a. Alankars, Aroh&Avroh, Alaap, Saptak, Bandish, Taans,
2. Rhythms practice with hands (Taals)
 - a. Talee&khalee, Double (dugun), Trippl (tigon), Fourth (chaugun)
3. Instruments: Function, classification and Uses
 - a. (Harmonium, Dholak)

Unit-2 : Music in Teaching Learning Process

1. Concept, Need and Importance of Work Experience with special emphasis on Music
2. Objectives of Teaching Music in School
3. Evaluating students work
4. Meaning of Sawara and its significance
5. Definition of Raaga and Taals

PRACTICAL

Unit -3: Classical Music

1. **Raagas** (RaagaYaman , RaagaBhairav)
2. **Activities** (Alankars, Aroh&Avroh, Alaap, Pakar, Compositions, Taans)
3. **Taals** (Teentaal, Dadra Taal)
4. **Activities:** (Talee&Khalee, Dugun (Double), Tigon (Tripple), Chaugun (Fourth).

Unit-4: Light Music

(Patriotic Songs, Group Songs, Folk Songs, Gazals, Qawwalis)

Recommended Books:

1. Shrivastav. H., RaagaParichay (Part 1 & 2), SnageetSadan, Prakashan ,2013.
2. Narayan, L., Sangeet Taalparichay (part 1), Sangeet Karyalaya
3. Sharma, B., Bhartiye sangeet ka litihas, Sangeet Karyalaya.
4. Bhatkhande, SargamGeetSangarah. Sangeet Karyalaya, Hathras.U.P.
5. Narayan, L., Bhartiye Sangeet Vadya, Bhartiye, Jananpith, 2011.



WOOD WORK

MAXIMUM MARKS: 50
100% Internal Assessment
Credit: 2, Contact Hours: 60

Rationale: Work Experience is dominated by pragmatic Philosophy as it aims at making the child capable of acquiring the knowledge for him and also the skills necessary to deal effectively with real life situations. Its develop a new type of work ethics which includes respect for manual work, self-reliance in daily life, creative efforts, increased productivity and work habits and values conducive to efficiency and excellence in work.

The Rational of this paper (Wood Work) is to develop is to prepare a skill, competent and confident pupil teacher, equipping him with the full knowledge, helping to teaching and learning of the creative manual work effectively with an appropriate technique.

Objectives: After study the pupil teacher will be able to:

- Develop the personality of the individual in terms of individual own needs, ability and aptitudes.
- Develop and understanding of pedagogical process for teaching-learning of wood work.
- Understand concept need and importance of work experience with special emphasis on wood work.
- Develop in the Children an awareness of social problems and inculcate in them positive attitude towards community services.
- Need the Children to participate increasingly in productive work
- Acquire competence to prepare teaching aids relevant to the school subject.

Unit- I Knowledge of Wood Work

1. Handling and using the tools in wood work
2. Knowledge about various types of woods and uses
3. Effective use waste of wood and its substitute etc.
4. Seasoning different type of wood and preparation the same.
5. Making simple objective of use in everyday life
6. Tools and equipment functions and applications.

Unit-II Techniques use in different type of Wood Work

Knowledge of planning, measuring and cutting of peace, joints and joints material like nails, screw, staple and their proper names and standard size and different joints and d their uses, join fret of piece with glue (Fevecole), fixing sunmica, polishing, calculating and estimating of cost for a task.

Unit-III Decorative Work: Decorating school and classroom, creative work (using waste likes sawdust, ice cream stick, match stick etc.)

Productive Work: Duster, pen stand, name plate, tray fix with Sun mica.

EPC-4: THEATRE, ART AND CCA (CODE: EPC-4)

MAXIMUM MARKS: 50 +50 =100

100% Internal Assessment

Credit: 2, Contact Hours: 60

Rationale: The need to integrated Co-Curricular Activities and performing art education in the formal schooling of our students is to retain our unique cultural identification in all its diversity and richness and encourage students. An understanding of Co-Curricular activities and performing art will give our students the ability to appreciate the richness and variety of artistic tradition as well as make them liberal, creative thinkers and good citizens of the nation. The NCF 2005 introduced performing art in education as an integral curricular areas, which must be taught in every school as a compulsory subject [up to class 10th] and facilities for the same may be provide in every school. Keeping this in view, it is very important that Co-Curricular activities and performing art education must be integrated in the school curriculum to provide an aesthetically viable atmosphere in schools by encouraging creativity. For this, not only Co-Curricular activities and performing art teachers but every teacher in the school system should be sensitized to understand and experience the use of performing art for holistic development of the learner, as a teacher as well as an individual.

Objectives:

- To enable the prospective teachers to: Need and importance of Co-Curricular activities and performing art in personality development of children.
- To understand the basics of different Art forms.
- To enhance skills for integrating different Art forms across secondary school level.
- To enhance artistic aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- To develop an imagination and creativity.
- To fostering critical thinking and problem-solving skills.
- To develop verbal and nonverbal communication.
- To encourage teachers to improve low cost teaching aids and make creative activities for students, an integral part of classroom.

Unit-1: Co-Curricular Activities and Performing Art in Education

1. Meaning, Purpose, Need, Kinds and significance
2. Principles and Planning of organising Co-Curricular Activities (CCA), Performing Art Community Development programmes

Unit-2: Management Aspect

1. Team Spirit
2. Leadership
3. Co-ordination
4. Co-operation

Unit-3: Performing Art in Education

Music / Dance / Theatre / Puppetry

Activities:

1. Group Song / Folk Song / Patriotic Song
2. Ghazals / Geet / Qawwali
3. Group Dance / Folk Dance
4. Skit / NukkadNatak
5. Puppetry Shows / Exhibitions



EPC-5 COMMUNITY WORK (NSS) (CODE: EPC-5)

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2

Community work and NSS will be conducted in the form of ten day/seven day camp.



EPC-6: YOGA AND PHYSICAL EDUCATION (GAMES AND SPORTS) (CODE: EPC-6)

MAXIMUM MARKS: 50
100% Internal Assessment
Credit: 2, Contact Hours: 60

Rationale: For our development as complete human beings, the body is as much important as the mind. Education means an all-round and harmonious development of body and mind. Games and sports foster many virtues. It keeps the body fit & active and the mind alert. It refreshes the mind, shape the body. As there is physical value of games and sports there are their moral values. It helps us to build up our character. It develops courage and patience. A sportsperson can gracefully accept defeat. His/her victory does not make him/her vain. Game and sports inculcate sporting spirit. A sportsperson must play the game honourably. As it fosters team spirit, so games and sports do teach discipline, co-operation and selfless devotion to the team. Sports and games have great importance in both individual and collective life. Sports activities are considered indispensable elements that foster these noble virtues in an individual. It is so important because it unite physical culture with mental recreation. Sports are a diversion from routine work. Sports are the spring of joy. But this joy comes only from intense and undivided interest in it. Unless one takes the games and sports seriously one cannot reap the full benefit of it.

In view of the crucial significance of this curricular area in the overall development of the child, it is very essential that teachers are adequately prepared. The preparation of teachers in this area has to be considered keeping in view the holistic definition of health and overall development of the individual.

Objectives:

- To develop an understanding of the importance of games, sport and yoga in the pursuit of a healthy and active lifestyle at the department and beyond.
- To provide the opportunity to be inventive and creative in sporting activities.
- To promote an awareness of and an ability to appreciate the aesthetic qualities of sporting performance and movement.
- To develop an ability to observe, analyse and judge the performance of self and peers in sporting situations.
- To develop an appreciation of the concepts of fair play, honest competition and good sportsmanship.
- To develop the capacity to maintain interest in sports and to persevere in order to achieve success.
- To prepare each student to be able to participate fully in the competitive, recreational and leisure opportunities offered outside the department environment.
- To develop leadership skills and foster qualities of co-operation, tolerance, consideration, trust and responsibility when faced with group and team problem-solving tasks.
- To develop self-esteem and self-confidence through positive sporting experiences.
- To use sport as a means to develop social interaction and so learn about others as well as themselves.

- To provide a release for pupils in order to refresh for academic work.
- To provide healthy competition through inter-house matches.

A. GAMES

(35 Marks)

In this section student will be engaged in two different types of activities, first part will be innovative games and second part deals with athletics.

Part 1: Games

a) Major Games

- I. Handy Footy
- II. Dodge Ball
- III. Ball Pass Relay
- IV. Combined Cricket
- V. Tug of War

b) Minor Games/Recreational Games

- I. Leg Cricket
- II. Standing Kho-kho
- III. In and Out
- IV. Under and Over Relay
- V. Crock fight/ Hanky Snatch
- VI. Mayhem
- VII. Chain Relay
- VIII. One Leg Relay
- IX. Bean Bag Scramble
- X. Dodge Relay
- XI. Give and Go
- XII. Chain Tag in Action
- XIII. Catch Triangle

Part 2: Athletics

a) Running Events

- I. 100 Meters (Boys and Girls)
- II. 200 Meters (Boys and Girls)
- III. 400 Meters (Boys and Girls)
- IV. 1500 Meters (Boys)
- V. 4×100 Meters Relay (Boys and Girls)
- VI. Skipping (Girls)
- VII. Sack Race (Boys and Girls)
- VIII. Chatti Race (Boys and Girls)
- IX. Obstacle Race (Boys and Girls)
- X. Three Legged Relay (Boys and Girls)

b) Jumping Events

- I. High Jump (Boys and Girls)
- II. Long Jump (Boys and Girls)

c) Throwing Events

- I. Shot Put (Boys and Girls)
- II. Medicine Ball Throw (Boys)
- III. Cricket Ball Throw (Girls)

B. YOGA ACTIVITIES:

(15 Marks)

Yoga activities will be divided into two parts, in the first part students will ask to practice yogic exercise i.e. yoga asanas, and the second part will deals with breath holding (pranayama) activities.

Part 1: Yogic Exercises (Yoga Asanas)

- I. Mountain Pose (Tadasana)
- II. Triangle Pose (Trikonasana)
- III. Chair Pose (Utkatasana)
- IV. Hands to Feet (Pada Hastasana)
- V. Thunderbolt Pose or Zen Pose (Vajrasana)
- VI. Easy Pose (Sukhasana)
- VII. Lotus Pose (Padmasana)
- VIII. Seated Forward Bend (Paschimothanasana)
- IX. Half Spinal Twist (ArdhaMatsyendrasana)
- X. Wind Relieving Pose (Pawanamuktasana)
- XI. Full Boat Pose (ParipurnaNavasana)
- XII. Plough Pose (Halasana)
- XIII. Crane Pose (Bakasana)
- XIV. Bow Pose (Dhanurasana)
- XV. Camel Pose (Ustrasana)
- XVI. Locust Pose (Salabhasana)
- XVII. Cobra Pose (Bhujangasana)
- XVIII. Child Pose (Balasana)
- XIX. Corpse Pose (Savasana)
- XX. Crocodile Pose (Makarasana)

Part 2: Breath Holding (Pranayama)

- I. Alternate Nostril Breathing (NadiShodhan or AnulomaViloma)
- II. Cleansing or Skull Shining Breathing (Kapalbhati)
- III. Bellows Breathing (Bhastrika)
- IV. Cooling Breathing (Sheetali)

EVALUATION PROCEDURE

Evaluation of proficiency in games and yoga activities is totally internal. In the following table distribution of marks is given.

Distribution of Marks/Breakup

Activity	Marks
Games (35 Marks)	

Involvement in Class	15
Participation in Annual Games	20
Yoga (15 Marks)	
Practical of Yogic Exercises (Yoga Asana)	10
Practical of Breath Holding Activities	5
Total Marks	50



EPC-7: ART IN SCHOOL (CODE: EPC-7)

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2, Contact Hours: 60

Rationale: The primary purpose of Art in school is to develop creativity, individuality and expression holistically through incalculable art-related activities. Art fosters both cultural awareness and cultural practices, and is the only means by which knowledge and appreciation of the arts and culture are transmitted from one generation to the next.

Education, as a planned endeavor, at a personal level or institutional level on a large/small scale, aims at making children capable of becoming knowledgeable, responsible, productive, and caring members of society. They are made familiar with the various practices of the community by learning the relevant skills and ideas. An educationist encourages students to analyze and evaluate their experiences, to doubt, to question, to investigate or in other words, be inquisitive and to think independently.

Education must, therefore, instill a sense of reasoning to promote and nourish a wide range of capacities and skills in our children.

Objectives

- Student teachers should learn handling of variety of media and easy techniques for display and teaching.
- To help realize one's own potential for self enhancement.
- To draw linkages between various art forms.
- Sufficient knowledge in use of different media should be provided to help student teachers.

ART ACTIVITIES

1. Line practicing
2. Colour scheme
3. Block letters
4. Calligraphy
5. Teaching aid (one)
6. Collage (one)
7. Freehand Calligraphy
8. poster (one)

THEORY

1. Concept of Art in School and its importance.
2. Importance and types of Teaching Aids used in Teaching Learning Process.
3. Significance of posters and Calligraphy.
4. Types of collage and its relevance.
5. Techniques used in practical work.
6. Material required for practical work.

One written assignment based on theoretical perspective including B.Ed. theory papers.

EASY URDU (QUALIFYING)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale:

Language is vital not only to communicate thoughts and ideas but it also develops information, friendship, cultural ties and economic relationship. As for Urdu is concerned, it is a most popular language spoken by millions of people across the world Urdu language has a rich history of hundreds of years back. This is mandatory for those students who have not studied Urdu upto class viii. Students of Easy Urdu shall take an examination at the end of the session. Marks of Easy Urdu will not be counted for division but to get the Diploma, minimum pass marks are 33% separately in paper and sessional work. The objective of this paper is as under

Objectives:

To help the students

- To speak correct Urdu with proper pronunciation and expression.
- To read simple Urdu
- To write correct and simple Urdu
- To develop interest in Urdu Language
- To appreciate the Urdu Language and develop interest in it.

UNIT –1

- Reading and Writing Alphabets through composite with greater emphasis on phonetic method.
- Allographs
- Airab (Signs).
- Making of words and short sentences.
- Names of vegetables, fruits and flowers.

UNIT- 2

- Days of the Week.
- Name of the months of English Calendar
- Singular & Plural.
- Synonyms & Antonyms.

UNIT-3

- Constructing Sentences using idioms.

- Short descriptive essay.
- Letter to friends and relatives.
- Application writing.

Sessional Work;

Test- 2- =10 Marks (05 Marks Each)

Assignment-1- 10 Marks

Suggested Readings;

- Farooqi, Shakeel Akhtar, Aasan Urdu, New Delhi, Makataba Jamia Ltd. 1983
- Farooqi, Shakeel Akhtar, Work Book, New Delhi, Maktaba Jamia Ltd., 1983
- Urdu for All, New Delhi, National Council for Promotion of Urdu Language, 2005
- Urdu sabkeliye, New Delhi, National Council for Promotion of Urdu Language, 2005
- Asan Urdu Shairi, 2003, New Delhi, National Council for Promotion of Urdu Language.
- Asan Urdu nasr, 2003, New Delhi, National Council for Promotion of Urdu Language.



SECOND YEAR

A. Theory (60% External and 40% Internal Evaluation)

Paper	Paper Title	Marks	Credits	Contact Hours
IX/X	Pedagogy of School Subject I, Part-II	50	2	30
IX/X	Pedagogy of School Subject II, Part-II	50	2	30
XI	Elective/Optional-Part-II	50	2	30
Total		150	6	

B. CEPC (Courses on Enhancing Professional Capacities) (100% Internal Evaluation)

Paper	Paper Title	Marks	Credits	Contact Hours
EPC-8	Work Education (Vocational)	50	2	30
EPC-9	Reading and Reflection on Text	50	2	30
Total		100	4	

PAPER-IX/X: PEDAGOGY OF PHYSICS- PART II (CODE: B22P114)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: During the course, the students are expected to be able to

- revisit the relevant physics content conceptually and historically.
- study prevailing ways of physics teaching-learning and develop their own ways of effective physics instruction in the light of the pedagogical understanding gained.
- evaluate learning in physics using different means
- locate various areas of physics in the context of school and society.

Unit IV :Revisiting School Physics

A study of the historical development of the major concepts in the following umbrella areas, leading to the current understanding with special reference to common alternative conceptions, their identification and ways to address them.

1. Motion in a plane
2. Rotational motion,
3. Electricity and Magnetism
4. Light- Wave and quantum optics
5. Properties of materials.
6. Atomic physics
7. Semiconductors

Unit V- Transactional Strategies and Assessment

1. Lectures for meaningful verbal learning
2. Demonstrations and Discussions as collaborative knowledge building exercises .
3. Projects and guided inquiry
4. Laboratory work- experiments and the idea of controlled situations
5. Developing age and concept appropriate teaching learning Material
6. Textbook in teaching and learning of physics
7. Community as teaching learning resource
8. Exploring Emerging technologies and creating web supported learning environments
9. Planning for Physics teaching and learning
10. Assessing Physics Concepts
11. Assessing Process skills
12. Constructing Paper pencil tests
13. Exploring alternatives to paper pencil tests – observation, oral testing, interview etc.

Unit VI: Science as a democratic enterprise

1. Gender and science
2. Whose science and science for whom- contextualising the disciplinary formalism
3. Resolving socio scientific issues in a democratic society
4. Constructing an inclusive image of science and scientists

Sessional Work

One test **10 Marks**

One project/assignment/task **10 Marks**

Suggested Practical Activities

- Critical Analysis of a text book.
- Preparing teaching learning material
- Developing test items for assessment of concepts and process skills pertaining to Physics teaching and learning
- Identification, discussion and analysis of any one socio scientific issue of the contemporary Indian society.
- Preparing life and career profiles of women physicists

Suggested Readings

1. Amos, S. and Boohan, R.(2002). *Aspects of Teaching Secondary Science*. London: The Open University.
2. Atkin, J.M. and Coffey, J.E. (2003). *Everyday Assessment in the Science Classroom*. Virginia: NSTA Press.
3. Black, P. (2004). Purposes for assessment. In J. Gilbert(2004)(Ed.) *The RoutledgeFalmer Reader in Science Education*. London : Routledge Falmer.
4. Driver, R., Guesne, E. and Tiberghien, A.(Eds.) (1985). *Children's Ideas in Science*. Milton Keynes: Open University Press.
5. Driver, R., Squires, A., Rushworth, P. and Wood-Robinson, V. (2006). *Making Sense of Secondary Science: Research into Children's Ideas*, London: Routledge Falmer.
6. Heywood, D. and Parker, J. (2010). *The Pedagogy of Physical Science*. London : Springer. Ch.2(The Role of Analogies in Learning)
7. Jones, M.G. andBroadwell, B.(2008). Visualization Without Vision: Students with Visual Impairment. In Gilbert, J., M. Reiner, M. and M. Nakhlesh(Eds). *Visualisation : Theory and Practice in Science Education. .*)(pp 295-309)Springer
8. Koponen, I. T. and Mantyla, T. (2006). Generative Role of Experiments in Physics and in Teaching of Physics : A Suggestion for Epistemological Reconstruction. *Science and Education*, 15, 31-54.
9. Lederman, J.S. and Stefanich, G.P. (2006). Addressing Disabilities in the Context of Inquiry and Nature of Science Instruction. In L.B. Flick and N.G. Lederman (Eds.). *Scientific Nature and Nature of Science..*Netherlands : Springer
10. Mintzes, Joel J., Wandersee, James H. and Novak, Joseph D. (1998). *Teaching science for Understanding: A Human Constructivist View*. California: Academic Press.
11. Novak, A.M. &Krajick, J.S. (2006). Using Technology to Support Inquiry in Middle School Science. In L.B. Flick and N.G. Lederman (Eds.). *Scientific Nature and Nature of Science..* Netherlands : Springer
12. Pringle, R.M. and Mc Laughlin, C.A.(2014). Integrating the Contributions of Scientists from Underrepresented Groups in the Middle School Science Curriculum. In M.M. Atwater et al. (Eds.). *Multicultural Science Education : Preparing Teachers for Equity and Social Justice* . New York : Springer.
13. Rogers, E.M.(1960). *Physics for the Inquiring Mind*. Princeton : University Press.
14. Sinha, R.(2003). *Quantum keSauSaal*. Saharanpur: GargiPrakashan.

15. Solomon, J. (1994). Group Discussions in the Classroom. In R. Levinson(Ed.).*Teaching Science*.London : Routledge.
16. Wellington, J. (2000).*Teaching and Learning Secondary Science*. London : Routledge
17. Whitelegg, E., Murphy, P. and Hart, C. (2007). Girls and Physics : Dilemmas and Tensions. In Pinto, R. and D. Cousu (eds.). *Contributions from Science Education Research*.Netherlands : Springer. 27-36. Ch.3



PAPER-IX/X: PEDAGOGY OF CHEMISTRY- PART II (CODE: B22P115)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: After going through this part of the syllabus the learners will be able to;

- Analyse the reasons behind the behavior of substances under various conditions.
- Appreciate the Principles and Laws governing the behavior of gasses.
- Learn the Government's efforts for developing a Nation with scientific temper.
- Analyse the curriculum and syllabi of secondary/senior secondary classes meant for achieving above mentioned Nation's goals.
- Search for the techniques and tools for assessing students learning and evaluating their overall development.

UNIT- IV Revisiting Chemistry content (class IX - XII)

1. States of Matter, thermal energy, gas laws, gas equation, kinetic molecular theory of gases.
2. Thermodynamics and its applications
3. Equilibrium and its laws.
4. Organic Chemistry, some basic principles, classification and nomenclature of compounds.
5. Electrochemistry and chemical kinetics.

UNIT - V Engaging with Curricular Material.

1. Focus group paper on Science Education NCF-2005
2. Science curriculum since Independence as proposed by NCERT.
3. Place of science in school curriculum,
4. Principles of curriculum construction
5. Text books for teaching science. Analysis of a text book.
6. Support resources for learning science, science club, science museum, science exhibition/fair bulletin boards etc.

UNIT VI Assessment and Evaluation.

1. Concept of Assessment and Evaluation
2. Forms of Evaluation; Diagnostic, summative, continuous and comprehensive evaluation.
3. Criterion referenced and norm referenced evaluation.
4. Tools for evaluation: characteristics, development and standardization of tool. Achievement Test and Observation schedule
5. Analysis of test scores. Graphical presentation of scores
6. Action Research and its Importance for School Teachers.

SESSIONAL WORK

MM 20

Test 10 marks

Assignment/ project 10 marks

Essential readings:

1. Ahmad, J. (2019), *Pedagogy of science: Reflective Practices*, Sage Publications, New Delhi.
2. Garrett H.E. (1981) *Statistics in Psychology of Education* (10th reprint).
3. Abruscato, J. (1992) *Teaching Children Science*. Allyn and Bacon, London.
4. Anderson, R.D. (1970) *Developing Children's thinking through Science*, Prentice Hall of India. New Delhi.
5. Ausubel, D. (1963). *The Psychology of Meaningful Verbal Learning*, Brune and Stratton, New York.
6. Bruce Joyce and Marsha, Weil. (1996) *Models of Teaching* (5th Ed.) PHI, Delhi.
7. Cartin, A.A. and Sund, R.D. (1976) *Teaching Chemistry through Discovery*. Merrill, London.
8. Criscoll Marcy P. (1994) *Psychology of Learning for Instruction*, Allyn and Bacon, London
9. Donald C Orlich and others (2004) *Teaching Strategies, A Guide to Effective Instruction*, (7th Ed.) Houghton Mifflin Co. New York.
10. NCERT (2005) *Position of Science Teaching in Indian Schools*
11. NCERT strategies in Science Education (RCE) Ajmer.
12. NCERT (2014) *Pedagogy of Science*



PAPER-IX/X: PEDAGOGY OF BIOLOGICAL SCIENCES- PART II (CODE: B22P116)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: In continuation with the first year, this course, in its second year, intends to develop in the pupil teachers the ability to:

- Differentiate between assessment and evaluation
- Describe various types of evaluation.
- Construct evaluation tools to measure learning outcomes in biology.
- Construct, standardize and analyze achievement test in biology.
- Understand and implement the concept of Continuous and Comprehensive Evaluation.
- Differentiate among the concepts of curriculum, textbook, syllabus and curricular material.
- Utilize community resources in biology teaching and learning.
- Organize different activities like science club, eco club, science exhibition, science fair, science quizzes etc.
- Apply action research in context of biology teaching-learning.

Unit-I Revisiting Biology Content (From Class X to XII)

1. Diversity in the living world: Organization and Classification of plants and animals
2. Cell Biology: Cellular organization, Structure and function of cell and its organelles, Biomolecules (carbohydrates and proteins), Cell Division (Mitosis and Meiosis).
3. Physiology in Plants: Transpiration, Photosynthesis, Respiration, Reproduction; Physiology in Human: Blood Circulatory System, Respiratory system, Reproductive system, Excretory System, Nervous system, Digestive system.
4. Genetics and Evolution: Mendelism and Darwinism, Organic Evolution, Mutation, Heredity and Variation
5. Ecology and Environment: Ecosystem, Biogeochemical Cycles, Pollution, Climate change, Role of environmental Organizations: NGT (National Green Tribunal, MOEF (Ministry of Environment and Forest), WWF, IUCN.
6. New Development and Emerging Areas in Biological Sciences: Biotechnology and its applications, Bioinformatics and its applications, Biodiversity, Diagnostic Techniques, GM Crops and related issues.

Unit-II Assessment and Evaluation

1. Concept of assessment (of learning, for learning, and as learning) and evaluation, Types of Evaluation: Placement, Formative, Summative, Diagnostic and Continuous and Comprehensive Evaluation (CCE).
2. Criterion Reference Evaluation and Norm Reference Evaluation
3. Tools for evaluation, Qualities of a good tool: Objectivity, reliability, Validity and Practicability
4. How to develop quality question paper: In workshop mode
5. Achievement Test: Concept, Characteristics, Significance, Preparation, Standardization and reporting of an achievement test and its results.

Unit-III Curricular Material, Syllabus, Text Book& Teaching-Learning Resources

1. Concept of curriculum, curricular material, syllabus and text book.
2. Science Curriculum: Characteristics, NCF-2005 Focus Group Paper on Science Education, Criteria for analyzing school science curriculum, Principles of curriculum construction
3. Textbook: Criteria of a good science textbook, Critical Analysis of Science Textbook
4. Teaching-Learning Resources: Community resources like museum, grassland, botanical garden, zoological park, biodiversity parks, medicinal park; Science Kit; Biology Kit etc.
5. Developing Organization Skill in Biological Science: Science club, Eco Club, Science Fair/Exhibition, Science Quiz, Science Bulletin Board etc.

SESSIONAL WORK

20 Marks

One test

10 Marks

One Assignment/Project/Practical Work

10 Marks

SUGGESTED PRACTICAL ACTIVITIES:

- Critically analyze school science curriculum of any state/board and discuss how it can be contextualized to the local environment.
- Critically analyze the science textbook of any class (VI to X) and on the basis of this analysis develop guidelines for textbook writers.
- Preparing videos of ongoing science classes and holding discussion followed by reporting on its strength and weaknesses.
- Observing videos of science classes (NROER/U-tube etc.) and discuss the elements of what appears to work and what does not.
- Organizing campaign and activities to popularize science
- Preparation/evaluation of textbook of biology of any class or its few chapters.

- Visits to Science Centre, Parks, Museums or any other place of science/biology learning.
- Social survey related to Peoples Understanding of Science/Biology

ESSENTIAL READINGS:

1. Ahmad, J. (2019), *Pedagogy of science: Reflective Practices*, Sage Publications, New Delhi.
2. Ahmad, Jasim (2014), *Teaching of Biological Sciences*, IInd Edition, 3rd Print, PHI Learning Pvt. Ltd. (Erstwhile Prentice Hall of India), New Delhi.
3. Anderson, R.D (1970), *Developing Children's Thinking Through Science*, Prentice Hall of India, New Delhi.
4. Driver, R., Squires, A., Rushworth, P. and Wood-Robinson, V. (2006), *Making Sense of Secondary Science: Research into Children's Ideas*, London: Routledge Falmer
5. Martin E. Ralph, Gerlovich J., Sexton C., Wagner, K. (1994), *Teaching Science for All Children*, Allyn and Bacon, Boston, London, Toronto, Sydney, Tokyo, Singapore.
6. Miller, David, F. (1963), *Methods and Materials for Teaching the Biological Sciences*, New York, McGraw Hill.
7. Mohan, Radha (2007), *Innovative Science Teaching*, Prentice Hall of India, New Delhi
8. NCERT (2005), *Position Paper – National Focus Group on Teaching of Science*, National Curriculum Framework-2005, MHRD, Govt. of India, New Delhi.
9. NCERT (2005), *Position paper on Curriculum, syllabus and textbook*, Publication Division, NCERT, MHRD, GOI, New Delhi.
10. NCERT: Science Textbooks (Class VI to X)
11. NCERT: Biology Textbook (Class XI & XII)
12. Schwab, Joseph J. (1965), *Biology Teacher's Handbook- Biological Science Curriculum Study*, John Willey and Sons, New York, London & Sydeny.

ADDITIONAL READINGS:

1. Abruscato, J. (1992), *Science in Elementary Education*, Macmillan Publishing Company, 866 Third Aveue, New York.
2. Bremmer, Jean (1967), *Teaching of Biology*, London, MacMillan
3. Heller, R. (1967), *The Teaching and Learning of Biology*, UNESCO, Paris
4. Kuhn, T.S. (1962), *The Structure of Scientific Revolution*, University of Chicago Press, Chicago.
5. Mangal, S.K. (2004), *Teaching of Life Sciences*, Arya Book Depot, New Delhi.
6. Masih, Aejaaz (1999), *New Trends in Science Curriculum*, Manak Publications, New Delhi.
7. Mintzes, J.J., Wandersee, J.H. and Novak, J.D. (1998), *Teaching Science for Understanding: A Human Constructivist View*, California Academic Press.
8. Sood, J.K. (2004-05), *Teaching of Science*, Vinod PustakMandir, Agra.
9. UNESCO (1986), *UNESCO Handbook for Biology Teachers in Asia*, UNESCO Regional Office of Science and Technology for South and Central Asia, New Delhi.

10. Vidya, N. (1996), Science Teaching for Twenty First Century, Deep and Deep, New Delhi.



PAPER-IX/X: PEDAGOGY OF MATHEMATICS- PART II (CODE: B22P117)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives: During the course, the students are expected to be able to

- Aware regarding how children learn mathematical concepts
- Investigate the ways in which children can be helped to develop ability to think mathematically
- Understand the nature of Evaluation for maximizing pupil learning.
- Develop and Use various tools and techniques of evaluation for Scholastic Achievement.
- Know and use Elementary Statistical Methods for analysis and interpretation of Evaluation.

Unit I: Revisiting Mathematics Content (Class IX - XII)

1. Sets and Functions: Sets, Relations and Functions, Trigonometric Functions, Inverse Trigonometric Functions
2. Algebra: Principle of Mathematical Induction, Complex Numbers and Quadratic Equations, Linear Inequalities, Permutations and Combinations, Binomial Theorem, Sequence and Series, Matrices, Determinants,
3. Coordinate Geometry: Straight Lines, Conic Sections, Introduction to Three-dimensional Geometry,
4. Calculus: Limits and Derivatives, Integrals, Applications of the Integrals, Differential Equations
5. Statistics and Probability Statistics, Probability,
6. Vectors and Three-Dimensional Geometry, Linear Programming,

Suggested Tasks

- Students take up any one concept and investigate its uses in daily life
- Students review a text book of secondary class

Unit-II Assessment and Evaluation

1. Concept of assessment and evaluation. Relationship of Evaluation with other components of teaching and learning
2. Types of Evaluation: Placement, Formative, Summative, Diagnostic (Need for diagnostic testing in Mathematics, Constructing domain specific diagnostic items), Prognostic evaluation. Criterion Reference Evaluation and Norm Reference Evaluation

3. Continuous and Comprehensive Evaluation (CCE). Alternative ways of assessment – observation, classroom conversations, worksheets, projects, field trips and class tasks., Studying students’ progress – rubrics and portfolios, Self and peer assessment of learners, Reporting and Feedback
4. Tools for evaluation, Qualities of a good tool: Objectivity, reliability, Validity and Practicability
5. How to develop quality question paper?
6. Achievement Test: Concept, Characteristics, Significance, Preparation, Standardization and reporting of an achievement test and its results.

Suggested Tasks:

- Students use multiple ways of assessment like observation in different situations, organize different games and quiz etc while teaching in school and document their observations on children’s learning
- Students prepare a test paper and administering and evaluating it, analyzing it for types of errors children make and their understanding behind it.
- Students prepare a diagnostic test and remedial program
- Students prepare students’ portfolios and report children's progress

Unit-III Curricular Material, Syllabus, Teaching-Learning Material & Resources

1. Concept of curriculum, curricular material, syllabus and text book.
2. Place of Mathematics in school curriculum in different policies of Education: Kothari Commission (1964 – 66), National Policy of Education (1986), National Curriculum Framework (2005), Focus Group Paper on Mathematics Education (NCF-2005), National Policy of Education (2019)
3. Teaching Learning Material: Place and Use of Mathematics Text Book in Teaching of Mathematics (Criteria of a good Mathematics textbook, analysis of Mathematics textbook)
4. Teaching-Learning Resources: Community resources, Understanding ‘community’ as a resource, Mass media, Mathematics Kit;
5. Developing Organization Skill in Mathematics: Mathematics’ Lab, Mathematics’ Club, Mathematics’ Quiz, Mathematics’ Exhibition and Mathematics’ Bulletin Board etc.

Suggested Tasks:

- Identification of a Problem faced by Mathematics Teacher and Preparation of Action Research Proposal

Sessional Work

20 Marks

- | | |
|------------------------------|----------|
| (i) Two test of 5 Marks each | 10 Marks |
| (ii) Practical/Project | 10 Marks |

Readings:

Chapter I:

1. NCERT (2008) New Delhi, Textbooks of Mathematics for classes XI and XII, Urdu, Hindi and English version (new Edition)

Chapter II:

1. Gronlund, N.E.(1990), Measurement and Evaluation in Teaching, New York: Macmillan.
2. N.C.E.R.T.(2003), Continuous and Comprehensive Evaluation
3. Schonnel F.J.(1965) Diagnostic and Remedial Teaching in Arithmetic, Liver and Boyd, London
4. Sinha, H.S. (1974): Modern Educational Testing, Sterling., New Delhi
5. Singh, A.K. (1986): Measurement and Research Methods in Behavioral Studies, Tata McGraw, New Delhi,.
6. Thornkike R.L. & Hagen, E. (1969): Measurement and Evaluation in Psychology and Education.

Chapter III:

1. NCERT (2005); National Curriculum Framework 2005 (NCF-2005)-A Paradigm Shift-Mathematics NCERT publications, New Delhi
2. National Council of Educational Research and Training (NCERT). (2006). *National Focus Group on Teaching of Mathematics- Position Paper*.India.
3. NCERT(2012) New Delhi, Pedagogy of Mathematics, Textbook for Two-Year B.Ed. Course

Advance Readings:

1. Chitriv, U. G. (1988). *Ausubel vs. Bruner Model for Teaching Mathematics*.Himalya Publishing House.
2. James,Anice Teaching of Mathematics, Neelkamal Publication Pvt. Ltd. Hyderabad
3. Khan, F. A. (2004). Living Learning and Doing Mathematics: A Study of Working class Children in Delhi. Contemporary Education Dialogue. Vol 1:2, Spring 2004, pp. 199-227
4. Miglani, R. K. & Siddiqui, M. N. (2013). *Teachers Handbook in Elementary Mathematics*.Arya Books.
5. Miglani, R. K. (2014). *Teaching of Mathematics*.Arya Books.
6. David Wood (1988), How Children Think and Learn, Blackwell Publishers Ltd., Oxford U.K.
7. Fexmont& Herbert, How to Teach Mathematics in Secondary School, W.B.Saurders Company, London.
8. Kidd, Kennenth, P.et.al. (1970) The Laboratory Approach to Mathematics. Chicag: Science Research Associates.
9. NCERT (2010)New Delhi, Manual of Upper Primary, Mathematic Kit
10. N.C.E.R.T.(2003). Action Research, Handbook For Primary Teachers,

11. Resinck, L.B. and Ford, W.W.,(1980): The Psychology of Mathematics for Instruction, New Jersey: Lawrence Erlbaum Associates.
12. Roy Hollands (1990) Development of Mathematical Skills Blackwell Publishers, Oxford, London
13. Skemp,R.R.(1971), The Psychology of Learning Mathematics, Hatmondsworth: Penguin Books.
14. Thomas A. Sonnabend (1993) Mathematics for Elementary Teachers (An Interactive Approach), HBJ Publishers, Florida



PAPER-IX/X: PEDAGOGY OF HOME SCIENCE- PART II (CODE: B22P1168)

MAXIMUM MARKS: 50
External: 30; Internal 20
Credit: 2, Contact Hours: 30

Objectives: This course is intended to develop in the student teachers the ability to:

- Differentiate between assessment and evaluation.
- Construct evaluation tools to measure learning outcomes in Home Science.
- Understand and implement the concept of Continuous and Comprehensive Evaluation.
- Differentiate among the concepts of curriculum, syllabus and textbook.
- Utilize community resources in home science teaching and learning.
- Organize different activities like home science club, exhibition, field trip, etc.

Unit- I Assessment and Evaluation

1. Concept of assessment (of learning, for learning, and as learning) and evaluation,
2. Types of Evaluation: Placement, Formative, Summative, Diagnostic and Continuous and Comprehensive Evaluation (CCE).
3. Criterion Reference Evaluation and Norm Reference Evaluation
4. Tools for evaluation, Qualities of a good tool: Objectivity, reliability, Validity and Practicability. Alternative ways of assessment – observation, classroom conversations, worksheets, projects, and class tasks; Studying students' progress using portfolios; Self and peer assessment of learners.
5. Preparation of evaluation devices: observation schedule, checklist, rating scale, etc.

Unit- II Curriculum and Curricular Material in Home Science

1. Concept of curriculum, syllabus and text book.
2. Principles of curriculum planning and Development of Home Science curriculum
3. Criteria of a good Home Science text book.

Unit- III Teaching Learning Resources

1. Effective use of Home Science text book
2. Use of community resources in teaching and learning of Home Science
3. Study of local, national and international programmes/ organizations in relation to health, nutrition, child care, housing, consumer problems.
4. Developing organization skill in Home Science: Home Science club, exhibition, field trip.
5. Planning for space and equipment of home science laboratory.

SESSIONAL WORK

20 Marks

One test

10 Marks

One Assignment/Project/Practical Work

10 Marks

SUGGESTED PRACTICAL ACTIVITIES:

- Planning of space and equipment for Home Science Department in schools.
- Critical analysis of a Home Science text book
- Visits to Health Centre, Child Welfare Centre, and Community Service Centre
- Development of lesson in Home Science for an adult / out of school youth, based on needs

ESSENTIAL READINGS:

1. Devadas, Rajammal P. (1976). Teaching of Home Science in Secondary Schools. All India Council for Secondary Education, New Delhi.
2. Hall, A. and Paolucci, B. (1968). Teaching Home Economics. New Delhi: Wiley Eastern Ltd.
3. Rajput, S, Gautam, SKS, Tiwari, AD, Kumar, S and Chandrashekhar (2003) Continuous and Comprehensive Education, Delhi- NCERT.
4. Robert L., Linn, Norman, E.G. (1994). Measurement and Assessment in Teaching, 7th Edition. London: Merrill an Imprint of Prentice Hall.
5. Yadav, Seema (1994). Teaching of Home Science. Anmol Publication, New Delhi.
6. Mullick (1991). Elements of Teaching Home Science



PAPER-IX/X: PEDAGOGY OF COMPUTER SCIENCE- PART II (CODE: B22P119)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: After completion of course the students will be able to:

- Understand the proper planning and management of computer laboratory
- Appreciate the importance of mathematics laboratory in learning computer science.
- Construct and use appropriate assessment tools for evaluating learning of computer science.

Unit 1: Assessment and Evaluation

1. Need and purpose of assessment and evaluation in computer science
2. Continuous & Comprehensive Assessment/Evaluation in computer science: Development and use of Tools and techniques.
3. Online assessment/evaluation
4. Using Software for assessment/evaluation (e.g. HOT POTATOS, CMAP, E-PORTFOLIO etc.)

Unit2: Organization and Management of Computer Laboratory

1. Planning of Computer Laboratory: Room space, furniture, light conditions, number of computers etc.
2. Special features of Computer laboratory
3. Setting up a computer lab – Essential infrastructure
4. Laboratory management
5. Organising practical and evaluation of practical

Unit2: Cyber Safety – Law and Ethics

1. Appropriate use of social networking sites
2. Plagiarism, Intellectual Property, Privacy, e-Waste
3. Adware, Malware, Viruses, Trojans
4. Disability issues while teaching and using Computers

SESSIONAL WORK

20 Marks

One test

10 Marks

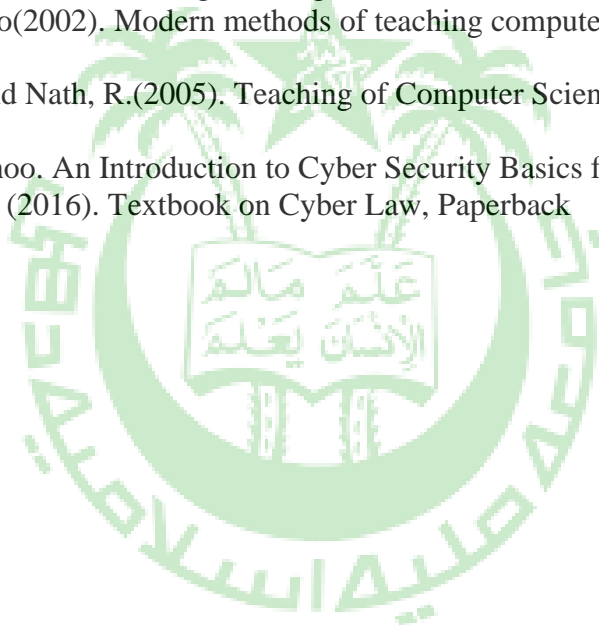
One Assignment/Project/Practical Work

10 Marks

Essential Readings:

1. Craig Zacker. (2001) networking : the Complete Reference. Tata Mc Graw–Hill Pub.
2. Gear. C.W (1986), Computer Organization and Programming, Tata Mc Graw–Hill Pub.

3. Gorden B. Davis(1982) Introduction to Computers, Tata McGraw- Hill book Company
4. Hirschbuhl, John J.; Kelley, John (2006). Computers in Education (Edition: 12).Dushkin/McGraw-Hill.
5. Kumar, Khushvinder and Kumar, Sunil. *Teaching of Computer. GurusarSadhar:* GBD Publications.
6. Mc. Dougall, A. and Dowling, C. Computers in Education, North Holland.
7. Norton, P. (1998). Introduction to Computers. New Delhi: Tata McGraw Hill Publishing Co Ltd.
8. Orit Hazzan, Tami Lapidot, NoaRagoni(2011). Guide to Teaching Computer Science: An Activity-Based Approach. Springer, London.
9. Qureshi, Husnain(2004). Modern Teaching of Computer Science, Anmol Publications Pvt. Limited
10. Rajaraman, V. (2004). *Fundamental of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd.
11. Ralph W. Gerard. (1967) . Computers and Education, Mc Graw Hill Bookco.
12. Ravichandran D., (2001) . Programming with C++, Tata Mc Graw- HillPublishing
13. Sharma, Shaloo(2002). Modern methods of teaching computer science. Sarup and Sons, Delhi.
14. Singh, Y.K. and Nath, R.(2005). Teaching of Computer Science.APH Publishing, Delhi
15. Kumar, Sambhoo. An Introduction to Cyber Security Basics for Beginner, Paperback
16. Duggal, Pavan (2016). Textbook on Cyber Law, Paperback



PAPER-IX/X: PEDAGOGY OF POLITICAL SCIENCE- PART II (CODE: B22P108)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives: The pupil teacher will be able to:

- Appreciate the significance of study Political Science at senior secondary level.
- Develop an understanding of pedagogical process for teaching-learning of Political Science.
- Construct different types of questions.
- Develop an ability to identify and design appropriate teaching-learning material and its effective use in classroom.
- Acquire competence to prepare lesson plan and unit test.
- Identify and use community resources in teaching of Political Science.
- Develop an ability to critical analyse of textbook of Political Science.

Unit-I: Instructional Planning

1. Typology of question.
2. Planning and development of a lesson plan.
3. Planning and development of a unit plan.

Unit-II: Instructional Resources and Activities in Teaching of Political Science.

1. Preparation and use of Teaching Learning Material in teaching of Political Science
2. Planning and visit to Political Institution such as Parliament House, Delhi Assembly Secretariat etc.
3. Utilization of Community Resources.

Unit-III: Critical Analysis of Textbook

1. Pedagogical analysis of a topic from enrichment content.
2. Presentation of content in meaningful manner.
3. Clarity of terms and concepts.
4. Relevance of content in answering the questions of textbook.

Unit-IV: Enrichment Contents

1. Globalization: Its impact on National & International Politics.
2. Caste based politics.
3. Current issues in Indian Politics.
4. Recent changes in Indian Politics.
5. Women Empowerment through Political Participation
6. Current Issues in Political Science.

Sessional Works

20 Marks

- (i) One Test of 10 Marks
- (ii) One Assignment of 10 Marks

10 Marks
10 Marks

Suggested Practical Activities

- Developing a model instructional resource material for effective teaching-learning.
- Pedagogical analysis of any chapter.
- Preparation and presentation of a lesson plan based on power point.
- Preparation of scrap book on current political events.
- Preparation of an achievement test.
- Preparation of multidisciplinary questions (MDQs).
- Preparation of high order thinking skills (HOTS) questions.
- Watching a film and documenters for analysis and co-relate with the specific content and issues.

Essential Readings :

1. Aggrawal, JC (2010) "Teaching of Political Science", Vikas Publication, Delhi.
2. Chapel Susan and Others (2011) "Learning to Teaching the Secondary Level", Oxford University Press.
3. Syed, M .H. (2005) "Modern Teaching of Political Science", Anmol Publication.
4. NCERT (2006) "Teaching of Social Science a Position Paper", NCERT, Delhi
5. Aggarwal, N.N and others (2005) "Teaching of Political Science", Vikas Publication, Delhi
6. Buch M.B (1969) Improving instruction in Civics, New Delhi NCERT.
7. Dhanija, Neelam (1993) "Teaching of Political Science, New Delhi Harman Publication.
8. George Alex Amman Madan (2009) "Teaching Social Science in Schools Delhi", Sage Publication.
9. Gregusou, Gabrie (2005) "How to teaching Political Science", Comenius University, Bratislva.
10. Sheda and Sheda (2001) "Teaching of Political Sciences" Arya Book Depot., Delhi
11. Tyagi Gurushakran (2000) "Naagrik Shastra Shikshan", Rajasthan Hindi Academy. Rajasthan.
12. Neel Kamal (1995) "Teaching of Civics, Loyal Book", Publication.
13. Intel (2003) Intel Innovation to the Future Students Work Book.

Additional Reading

1. Allen, Barbare (2007) "Blended Learning tools for teaching and Training, Facet Publication.
2. Govt. of India (2010), "Indian Constitution", Govt. of India, Publication MHRD, Delhi.
3. Govt. of India Constitutional Amendment 73rd (1994) Govt. of India, MHRD, Delhi.
4. NCERT (2005), NCF 2005, NCERT, New Delhi.
5. Khanna S.D. (1980) Teaching of Political Sciences, Doabe Book House, Delhi
6. Baley Alexander, W.C. (1973) Teaching of Social Studies in Secondary Schools, Mc Grew Publications.

PAPER-IX/X: PEDAGOGY OF HISTORY- PART II (CODE: B22P107)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives

- Develop an understanding of pedagogical process for Teaching- Learning of History.
- Construct different types of questions of History teaching.
- Develop an ability to identify and design appropriate teaching- learning material and its effective use in Teaching of History.
- Develop instructional planning for teaching of history at secondary and senior secondary school level.
- Acquire competence to prepare Lesson plan and Unit test in History.
- Recognize the importance of Monuments, Maps, Films and News paper in Teaching of History.
- Develop an ability to critically analyze textbook of History.
- Acquire the potential to develop instructional material for teaching of History.

UNIT 1: Content Enrichment

1. Revolution 1857: Nature, Cause & Effect
2. The making of the national movement: 1870s--1947,
3. The French revolution
4. Socialism in Europe and the Russian revolution

Unit-2: Instructional Planning

1. Meaning, Need and Importance of Lesson Planning in Teaching of History.
2. Planning and development of a unit plan & lesson plan

Unit-3: Instructional Resources and Co-Curricular Activities for Teaching of History

1. Construction and use of timeline, tables, models, and maps.
2. Preparation of charts, Bulletin Board and flash cards.
3. Use of Films, Filmstrips, OHP, Projector, radio and television.
4. Preparing History Room, History Library, Scrap Book and teacher's dairy.

Unit- 4: Evaluation & Critical Analysis of History curriculum and Textbook

1. Concept and Importance of Assessment and Evaluation
2. Types of Evaluation: Formative, Summative

3. **Evaluation devices:** written, open book examination, oral, observation, record etc.
4. **Critical and pedagogical Analysis:** Identification of main points, Presentation of content, clarity of concepts, use of suitable examples, Maps and Pictures in history text book.

Sessional Works

20 Marks

(i) One Test

10 Marks

(ii) One Assignment

10 Marks

Suggested Practical Activities/ Projects

- Identification concept from a unit.
- Pedagogical analysis of any unit.
- Organize History Exhibition in Classroom/ School.
- Developing a model instructional resource material for effective teaching-learning
- Preparation and presentation of a lesson plan.
- Preparation and presentation of a lesson plan based on ICT.
- Write Behavioral objectives on any topic of History.
- Preparation of a unit test.
- Preparation of an achievement test.
- Preparation of high order thinking skills (HOTS) questions.
- Preparation of multidisciplinary questions (MDQs).
- Preparation of question bank using different types of questions.
- Preparation of study materials for open text book assessment (OTBA).
- Preparation of value based questions (VBQs).
- Review of a NCERT text book.
- Watching a film on any Historical/Social issue.

Essential Readings:

1. Burston, W.H. and Green, C.W. (1962) Handbook for History Teachers: Methuen and Co. Ltd.; London
2. Carr E.H (1961): What is History: London; Mac Millan & Co. Ltd.?
3. Chaudhry, K.P. (1975): The Effective Teaching of History in India: New Delhi; NCERT
4. Collingwood, R.G. (1951): The Idea of History: London; OUP.
5. Ghate, V.D. (1956): The Teaching of History (5th Edition): Oxford University Press; Geoffrey; Cumberlege.
6. Hashmi, Masroor (2011): Tarikh kaise padhayen (Urdu): Maktaba Jamia; New Delhi
7. Khan, S.U. (1998): History Teaching- Problem, Perspective and Prospect: Heera; New Delhi.

8. Kochhar, S.K. (1984): Teaching of History: Sterling Publishers Pvt. Ltd.; New Delhi.
9. Kothari Commission. (1964-66): M.H.R.D.; New Delhi
10. National Curriculum Framework (2005): National Council of Educational Research and Training: New Delhi.
11. National Policy on Education (1986): M.H.R.D. New Delhi.
12. NCERT: Text Books of Classes IX-XI
13. Pathak, S.P, (2003): Teaching of History: Kanishka Publishers; New Delhi.
14. Position Paper on Teaching of Social Science (2005): National Council of Educational Research and Training: New Delhi.
15. Report of National Advisory Committee(1993, Yashpal Committee):M.H.R.D;. New Delhi.
16. Report of the Indian University Education Commission (1949); Ministry of Education. Government of India; New Delhi.
17. Secondary Education Commission (1952): M.H.R.D.; New Delhi.
18. Tyagi, Gurusarand Das (2005): Teaching of History: Vinod PustakMandir; Agra.

Suggested Readings:

1. AbdurRab; Tadrir-i-Tarikh, Urdu Board
2. DhanijaNeelam(1993): Multimedia Approach In Teaching Social Studies: Harman Publishing House; New Delhi.
3. Dixit,U.Bughela(1972):ItihasShikshan:HindiGranthAcademy;Jaipur.
4. Ghate, V.D (1956): Teaching of History: OUP; Bombay.
5. Hashmi, Masroor(1975): TarikhKaisePadhayen(Urdu): Maktaba Jamia; New Delhi.
6. Haydn, T;Arthur, J.and Hunt, M.(2001): Learning to Teach History in the SecondarySchool:RoutledgeFalmer; London.
7. Intel (2003): Intel Innovation In Education: Intel Tech to the Future-Students Workbook.
8. Khan, S.U. (2000): Objective Based Teaching of History:IASE; Jamia Millia Islamia; New Delhi.

PAPER-IX/X: PEDAGOGY OF GEOGRAPHY- PART II (CODE: B22P109)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives

- Prepare plan for the classroom transaction.
- Ensure student participation in the activities of school
- Acquire skills for the effective presentation.

UNIT – I: REVISITING SCHOOL CURRICULUM IN GEOGRAPHY

1. Biosphere and Ecological balances, Management of Eco-System
2. Human Impact on Environment: Population and Development in relation to sustainability.
3. Conservation of Natural resources – needs and methods to conserve soil, forests, minerals and biodiversity.

UNIT-II: TRANSACTIONAL ANALYSIS

1. Preparation of Lesson Plan
2. Preparation of Theme-based Plan
3. Teaching Aids
4. Development of Map Reading Skills – diagnosis of weaknesses in map drawing skills and its remedial measures.

UNIT-III: PEDAGOGICAL ANALYSIS AND EVALUATION IN GEOGRAPHY

1. Pedagogical analysis of a unit from enrichment content
2. Identification and classification of the concepts from units, Objectives, Teaching Learning Experiences, Evaluation
3. Methods of Evaluation in Geography – CCE, Test items, MCQ, SAQ, LAQ
4. Diagnostic and Achievement tests

UNIT-IV: CO-CURRICULAR ACTIVITIES IN GEOGRAPHY

1. Designing a Geography Laboratory
2. Excursion
3. Bulletin Board
4. Geography Exhibition
5. Use of Community Resources

Sessional Work

	20 Marks
(i) One Test of 10 marks	10 Marks
(ii) Practical/Project	10 marks

Suggested Practical Activities

- Map preparation through Arc Gis
- Interpretation photograph and imageries using Erdas
- Using On Line Services
- Power point presentation: use of multimedia
- Preparing Achievement test through Excel

Suggested Readings:

1. Aggarwal D.D. (2004) *Modern Methods of Teaching Geography*, Sarup and Sons, new Delhi
2. Alvi, Mohd. Z.U. (1984) *TadreesJughrafiya*, New delhi, Traqqi Urdu Board
3. Arora, K.L. (1976) *The teaching of geography*, Jullender Prakash Brothers
4. Berry, J.K. (1993) *Beyond Mapping: Concepts, Algorithms and Issues in GIS*. Fort Collins, CO: GIS World Books.
5. Chorely R.J. (1970) *Frontiers in Geography Teaching*, London, Mathews and Co. Ltd
6. DhanijaNeelam (1993) *Multimedia Approaches in Teaching Social Studies*, New Delhi, Harmen Publishing House.
7. Fisher C. and Binns (eds) (2000) *Issues in Geography Teaching*, London, Mathews and Col. Ltd.
8. GrevesN.C. (1982) *New Source Book of Geogrphy Teaching*, London, Longman/the UNESCO Press.
9. Hall David (1976) *Geography and Geography Teaching*, Unani Education Books,
10. Jha P. K. (2007) *Modern Methods of Teaching Geography*, New Delhi, Rajat Pub.

Additional Reading

1. Bolstad, P. (2005) *GIS Fundamentals: A first text on Geographic Information Systems, Second Edition*. White Bear Lake, MN: Eider Press, 543 pp.
2. Broadman David (1985) *New directions in Geography Education*, London, Philadelphia, Fehur Press, London
3. Burrough, P.A. and McDonnell, R.A. (1998) *Principles of geographical information systems*. OxfordUniversity Press, Oxford, 327 pp.
4. Chang, K.S. (2005) *Introduction to Geographic Information System, 3rd Edition*. McGraw Hill.
5. Huckle J. (1983) *Geographical Education Reflection and Action*, London, OxfordUniversity Press
6. Intel (2003) Intel Innovation in Education, Intel Teach to the Future – Students Work Book

PAPER-IX/X: PEDAGOGY OF ECONOMICS- PART II (CODE: B22P110)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Rationale

Economics is introduced as one of the subjects of social science at secondary level. The objective is to make learners aware about the Indian economy as one of the fastest growing economy and to create interest towards recent challenges taking place in economy. At the senior secondary stage, economics is offered as a separate subject. At this stage, the learners are in a position to understand abstract ideas, exercise the power of thinking and to develop their own perception towards economic issues. It is at this stage that learners are exposed to the rigour of the discipline of economics in a systematic way. Economics courses are being introduced in such a way that, the learners are capable to understand the economic realities along with some basic statistical tools to understand these broader economic realities and economics as a theory of abstraction.

The rationale of this paper is to prepare a skilled, competent, and a confident with full of knowledge teachers to teach syllabus effectively with the use of modern teaching-learning materials and community resources. Planning of content has been always important for effectively achievement of learning outcomes, so skills of preparation of lesson plan is considered important as one of the tools. Further, they can evaluate learners in a fair manner by using a teacher made achievement test for evaluation. An effort is also made to make student-teachers capable to analyse the present textbooks of economics, so that they can present some useful suggestions to strengthen the content of economics.

Objectives

To enable the student-teachers to:

- Appreciate the significance of study economics at secondary and at senior secondary level.
- Develop an understanding of pedagogical process for teaching-learning of economics.
- Construct different types of questions.
- Acquire competence to prepare lesson plan and achievement test.
- Develop an ability to identify and design appropriate teaching-learning materials and its effective use in classroom.
- Recognize the importance of films and newspaper in teaching concepts of economics.
- Develop an ability to critical analyse textbook of economics.
- Make researcher for improving quality of teaching-learning of economics.

Unit-I: Content Enrichment

- (a) Collection of data.
- (b) Human Capital Formation.
- (c) Equilibrium price of a commodity.
- (d) Measurement of National Income.

Unit-II: Instructional Planning

- (a) Typology of questions.
- (b) Planning and development of a lesson plan.
- (c) Planning and development of a unit plan.

Unit-III: Curriculum and Evaluation

- (a) Place of economics at secondary and senior secondary level.
- (b) Critical analysis of textbooks of economics at secondary and senior secondary level.
- (c) Curriculum development of economics.
- (d) Formative and Summative Evaluation.
- (e) Planning and development of a teacher made achievement test.

Unit- IV: Innovations in Teaching-Learning of Economics.

- (a) Writing Learning Journals.
- (b) Observation of learners' participation in learning tasks.
- (c) Conducting an action research on any issue.

Sessional Works

- (iii) One Test
- (iv) One Assignment

20 Marks

10 Marks

10 Marks

Suggested Practical Activities

- (i) Preparation and presentation of a lesson plan based on power point.
- (ii) Developing of a model instructional resource material for effective teaching-learning.
- (iii) Planning and organization of exhibition in the School/Department.
- (iv) Preparation of a unit test.
- (v) Preparation of high order thinking skills (HOTS) questions.
- (vi) Preparation of multi disciplinary questions (MDQs).
- (vii) Preparation of value based questions (VBQs).
- (viii) Preparation of question bank using different types of questions.
- (ix) Preparation of scrap book on current topic/topics.
- (x) Preparation of study materials for open text book assessment (OTBA).
- (xi) Review of a NCERT/Any board text book of Economics.
- (xii) Watching, preparation and presentation a report on a film on any economic issue.

Essential Readings

1. Bawa, M.S., ed., (1995). Teaching of Economics, Delhi: Delhi University, IASE.
2. Gupta, R., (2011). Teaching of Economics, New Delhi: Jagdamba Publishing Company.
3. Khan, R. S., (1982). Mashiyat Kaise Parhaain, New Delhi: IASE, JMI.
4. Siddiqui, M.H., (1993). Teaching of Economics, New Delhi: Ashoka Publishing House.

Additional Readings

1. Anderson, Lorin W., David R. Krathwohl (ed.), (2011), A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition, Allyn and Bacon, Second Edition.
2. Bawa, M. S., ed., (1995). Evaluation in Economics, Delhi: Delhi University, IASE.
3. Gupta, R., (2011). Arthashastra Shikshan, New Delhi: Jagdamba Publishing Company.
4. Kadambari, S. & Tuteja, T., ed., (1995). Teaching of Economics, New Delhi: Commonwealth Publisher.
5. Kaur, J. V., (2010). Teaching of Economics, Ludhiana: Tandon Publications.
6. Mixon. F.G. (Jr.) and Cebula. R. J. (2014), New Developments in Economic Education, Edward Elgar Publishing, U.K.
7. National Curriculum Framework (2005). New Delhi: NCERT.
8. Saxena, N. R., Mishra, B. K. and Mohanty, R. K., (2010). Teaching of Economics, Meerut: R. Lall Book Depot.
9. Singh, R. and Kumar, D., (2011). Arthashastra Shikshan, Meerut: R. Lall Book Depot.
10. Teaching Economics in India- A Teacher's Handbook, Srinivasan, M. V., (Coordinator), Department of Education in Social Sciences, New Delhi: NCERT.

Web Links

<http://www.economics.ltsn.ac.uk>

<http://econlib.org/library/CEE.html>

<http://www.economicswebinstitute.org/books.htm>

http://economics.about.com/od/freeeconomicstextbooks/Free_Economics_Textbooks.htm

http://www.mospi.goi.in/mospi_nssorept/pubn.htm

<http://www.rbi.org.in/scripts/Statistics.aspx>

<http://econ.worldbank.org>

PAPER-IX/X: PEDAGOGY OF COMMERCE- PART II (CODE: B22P111)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: This paper is intended to develop in Student Teacher the ability to:

- Develop an understanding of pedagogical analysis and formulate instructional objectives in Commerce.
- Develop an ability to critically analyze textbooks of Business Studies and Accountancy
- Develop evaluation tools to measure learning outcomes in Commerce.
- Recognize the importance of Action Research and apply it to bring about an improvement in the teaching learning process in the context of Commerce Education.
- Enable the pupil teacher to become effective teacher of Commerce.

Unit I– Enrichment Content

1. Business Environmental
2. Consumer Protection
3. Computerized Accounting
4. Accounting Ratios

UNIT II– Instructional Planning

1. Pedagogical Analysis of a Unit/ Chapter
2. Identification of Concepts from a Unit/ Chapter
3. Behavioral Outcomes
4. Selecting and Developing Learning Experiences/ Activities
5. Preparation of Unit Plans and Lesson Plans
6. Maintenance of Classroom Environment, Factors affecting Classroom Environment

Unit III – Curriculum and Text Book

1. Basis to Curriculum Development
2. Approaches to Curriculum Development
3. Critical Appraisal of Business Studies and Accounting Curriculum at Senior Secondary Stage
4. Text Book Evaluation

Unit IV – Evaluation

1. Comprehensive and Continuous Evaluation
2. Types of Tests: Diagnostic, Achievement, Criteria Referenced
3. Objective Type Testing
4. Development of Objective- based test items
(long answer, short answer and objective type)

SESSIONAL WORK**20 Marks**

One Test

10 Marks

One Assignment/Project/ Practical Work

10 Marks

SUGGESTED PRACTICAL ACTIVITIES

- Pedagogical Analysis Of a Unit/Chapter
- Identification of 10 Concepts from a Unit
- Selecting teaching -learning strategies and developing learning experience/activities from a Unit
- Writing Objective based Test Items
- Critical Appraisal of Commerce Syllabus at Senior Secondary Stage

ESSENTIAL READINGS

1. Aggarwal, J. C., (2008): Teaching of Commerce -A Practical Approach, Vikas Publishing House Pvt. Ltd. (
2. Dhanija, N., (1993): Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi.
3. Rao, S.,(2002): Teaching of Commerce, Anmol Publication Pvt Limited, Delhi
4. Singh, I.B. (1968) VanijaKaAdhyapan, LaxmiNaraian Aggarwal Publishers, Agra

SUGGESTED READINGS

1. Intel (2003): Intel Innovation in Education, Intel Teach to the Future – Students
2. Work Book.
3. Singh, M.N. (1975): Methods and Techniques of Teaching Commerce, Youngman & Co. , Delhi.
4. Tonne, P., (1965) : Methods of Teaching Business Subjects, Tata McGraw Hill, New York

PAPER-IX/X: PEDAGOGY OF ISLAMIC STUDIES- PART II (CODE: B22P113)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives: The learners will be able to:

1. Appreciate the significance of study of Islamic studies at secondary & Sr. Sec. Level
2. Develop an understanding of pedagogical process of teaching learning process.
3. Develop an ability to identify & design appropriate teaching learning aids & its effective use
4. Develop an ability to select an appropriate method for teaching Islamic studies
5. Become effective teachers of Islamic Studies
6. Acquire competence to prepare lesson plan & achievement test
7. Recognize the importance of action research & apply it to improve the quality of teaching learning process

UNIT-I Islamic Studies & Content Enrichment

1. Meaning, Definition Scope of Islamic Studies.
2. Importance of Islamic Studies
3. Historical background of Islam: Advent of Islam, Prophet, Pious Caliphs
4. Eternal Fundamentals of Islam; Tauheed, Risalah&Aakhirah
5. Makki&Madani Life of Prophet
6. Caliphs of Islam & Companions of Prophets.
7. Battles in Islam: Badr, Uhud, Khandaq, SulahHudaibiya, FatheMakka

UNIT-II Aims, Methods & Approaches of Teaching Islamic Studies

1. Aims and objectives of teaching Islamic Studies at Secondary & Sr. Secondary level
2. Discussion Method
3. Lecture Method
4. Project Method
5. Problem Solving Method

Unit – III: Lesson Planning & Unit Planning

1. Lesson Planning: Meaning, Importance and Format (Prose & Poetry)
2. Unit Planning: Meaning, Importance and Format
3. Projected and non projected teaching learning materials
5. Utilization of Community Resources

SEESIONAL WORK

20 Marks

Two Tests:

10 Marks

One Assignment/Project/Practical Work

10 Marks

Books Recommended:

1. Ajjola, A.D. (1999): The concept of Family in Islam, Adam Publication, Delhi.
2. Akhtarul Wasey, (Ed.) 2008: Education, Literature and Islam, Shilpa Publication, Delhi.
3. Ansari Amir (2011): Handbook Islamic Architecture, Cyber tech. Publication, New Delhi.
4. Brown, Jonathan A.C. (2009): Hadith: Mohammad's Legacy in the Medieval and Modern World, Oxford One World Publication.
5. C.I.E., (Council of Islamic Education) : Teaching about Islam and Muslims in the Public School, Classroom, Third Edition.
6. Calvert John (2008): Islamism: A Documentary and Reference Guide – West Port Greenwood.
7. Companini, Masimo (2011): The Quran: Modern Muslim Interpretation translated by Caroline Higgett, Routledge Taylor & Francis Group, London.
8. Companini, Massino (2008): An Introduction to Islamic Philosophy, translated by Caroline Higgett Edinburgh University Press.
9. Engineer Asghar Ali (2006): The State in Islam: Nature and Scope, Gurgaon, Hope India.
10. Esposito, John L. Ed, (2009): Oxford Encyclopedia of the Islamic World; Oxford University Press, Vol.I-VI, New York.
11. Haq, Mahar Abdul (2008): Educational Philosophy of the Holy Quran, Adam Publication, New Delhi.
12. Lindquist, E.F. Ed.(1961): Measurement, American Council on Education, Washington, USA.
13. Siddiqui, M.H.(2006): Teaching of Economics, Ashish Publishing House, New Delhi.
14. Siddiqui, M.H. (1998): Islamic Education: An Objective Approach, Aligarh Muslim University Press.
15. Siddiqui, Mujibul Hasan (1999): Teaching of Islamic Education, Ashish Publishing House, New Delhi.
16. Siddiqui, MujibulHasaon (2005): Techniques of classroom Teaching. Ashish Publishing House, New Delhi.
17. Siddiqui, Mujibul Hasan (2005): Techniques of teaching.
18. Singh, Arun Kumar (1986): Test, Measurement and Research Methods in Behavioural Sciences, Tata McGraw Hill, New Delhi.

PAPER-IX/X: PEDAGOGY OF SOCIAL SCIENCE- PART II (CODE: B22P112)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: To facilitate in student teachers the ability to:

- appreciate the need for learning History, Geography, Civics, Economics and Commerce either as separate discipline or as integrated discipline.
- acquire and develop knowledge about basic principles governing the construction of social Science
- develop classroom skills needed for teaching of Social Science/ social studies integrating modern technologies
- develop Plan for instruction for teaching of History, Geography, Civics, Economics and Commerce either as separate discipline or as integrated discipline at the secondary level
- organize curricular activities and tap community resources for promoting Social Science/ Social studies learning
- acquire the potential to develop instructional support material through books, journal, mimeographs, databases, internet and other Web resources
- acquire practical skills related to the study of History, Geography, Civics, Economics and Commerce either as separate discipline or as integrated discipline
- develop ability to inculcate interest in History, Geography, Civics, Economics and Commerce either as separate discipline or as integrated discipline
- develop positive thinking and scientific attitude towards the citizens, society and environment and justify use resources for sustainable human development.

Unit- I: Approaches in Study of Social Science

- Integrated, Inter-Disciplinary, Correlation
- Importance/Place of Social Science in School curriculum
- Conceptual learning
- Methods of teaching Social Science – Source, Problem Solving, Project, Discovery, Map as a method, Excursion

Unit-II: Enrichment Content

- Panchayati Raj in India/ current issues in Political science
- Human Impacts on the Environment
- Recent Economic reforms in Indian Economy
- Social Equity: Causes and sources of inequality in Indian Society.

Unit-III Instructional Resources

- Projected and non-projected Aid
- Models, Maps, Bulletin Board, Media, excursion
- Use of Community Resources

Unit-IV Concept of Evaluation

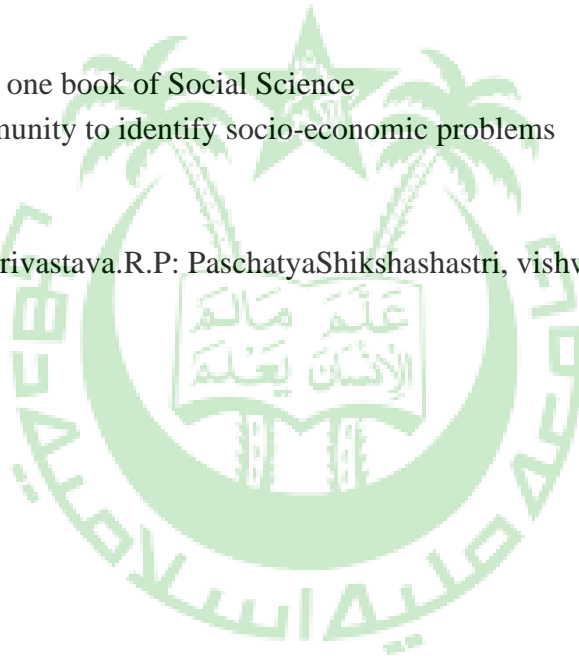
- Need and Importance
- Techniques of Evaluation(written ,Oral ,Observation, Records, Open-book ,Practical's)
- Continuous and comprehensive Evaluation
- Diagnostic Tests

Suggested Activities:

- Analysis of any one book of Social Science
- Survey of community to identify socio-economic problems

Suggested Readings:

- Ansari.M and Srivastava.R.P: PaschatyaShikshashastri, vishwagyanprakashan, 2019



PAPER-IX/X: PEDAGOGY OF URDU- PART II (CODE: B22P103)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Maximum Marks (کل نمبرات): ۵۰

External Marks (خارجی نمبرات): ۳۰

Internal Marks (داخلی نمبرات): ۲۰

جواز (Rationale)

زبان، جذبات و احساسات اور مافی الضمیر کے ترسیل کا اہم وسیلہ ہے۔ اسکول کی ساری تعلیم کا ذریعہ زبان ہے۔ اگر بچوں میں زبان کی مہارت نہ ہو تو وہ اپنے مافی الضمیر کا اظہار نہیں کر سکتے، دنیا کے تمام علوم کے مطالعے سے محروم ہو سکتے ہیں، اور اپنے جذبات و احساسات اور خیالات کا بہتر طور پر اظہار نہیں کر سکتے۔ اس لیے انسان کی زندگی اور خاص کر تعلیمی میدان میں زبان کی اہمیت مسلم ہے۔ اسی مقصد کے حصول کے لیے اردو زبان کی تدریس بحیثیت مضمون اسکولی نصاب میں شامل ہے۔ اس مضمون کی تدریس و آموزش کو کارآمد بنانے کے لیے، اردو تدریسیات 'اساتذہ کے اس تربیتی پروگرام کا ایک حصہ ہے۔

اغراض و مقاصد:

- ۱۔ ادب اطفال کے مختلف نکات کا علم
- ۲۔ درسی کتب کی خصوصیات اور ان کے تجزیہ کا علم
- ۳۔ تدریس اردو کے معاون اشیا کی تیاری اور استعمال کے طریقے سے واقفیت
- ۴۔ موضوع و مواد کے مطابق ہم نصابی سرگرمیوں کے انتخاب اور استعمال کے طریقہ کار سے واقفیت
- ۵۔ مسلسل اور جامع اندازہ قدر کا مفہوم اور تصور
- ۶۔ متعلمانہ اور ہم متعلمانہ صلاحیتوں کی نشوونما کی جانچ کے لیے مختلف تکنیکوں کا علم
- ۷۔ تشخیصی اور تدارکی مقاصد کے حصول کے لیے عملی تحقیق کے طریقہ کار سے واقفیت اور استعمال

اکائی۔ ۱: ادب اطفال، نصاب اور درسی کتب

(الف) ادب اطفال کی تعریف، تاریخ، کتابیں، رسالے، شعر اور مصنفین

(ب) نصاب کا مفہوم، نصاب کو تعین کرنے والے عوامل

(ج) ثانوی اور اعلیٰ ثانوی سطح پر دہلی کے اسکولوں کا اردو نصاب

(د) درسی کتاب کا مفہوم اور اہمیت

(س) ثانوی اور اعلیٰ ثانوی سطح پر اردو کی درسی کتب اور ان کا تجزیہ

اکائی-۲: تدریس اردو کے معاون اشیا اور اس سے وابستہ ہم نصابی سرگرمیاں

(الف) معاون اشیا کا مفہوم اور اہمیت

(ب) معاون اشیا کی اقسام اور استعمال کے طریقے

(ج) سماعت اور گفتگو کی نشوونما سے متعلق سرگرمیوں کا علم

(د) مطالعہ میں مہارت پیدا کرنے سے متعلق سرگرمیوں کا علم

(س) تحریری مہارت پیدا کرنے سے متعلق سرگرمیوں کا علم

اکائی-۳: اندازہ قدر اور عملی تحقیق

(الف) اندازہ قدر کا مفہوم، اقسام، تصور اور جانچ کی تکنیکیں

(ب) موضوعی اور معروضی جانچ کے سوالات کی تشکیل

(ج) تحصیل جانچ کے پرچے کی تیاری، انتظام، اور تجزیہ

(د) عملی تحقیق کا تصور اور تدریس اردو میں اس کی ضرورت

(س) عملی تحقیق کے اقدامات، اور تدریس اردو میں اس کے امکانات

سیشنل کام ۲۰ نمبرات

ایک ٹیسٹ ۱۰ نمبرات

ایک تفویض / پروجیکٹ / عمل کام ۱۰ نمبرات

تجویز کردہ عملی سرگرمیاں

(الف) ثانوی یا اعلیٰ ثانوی سطح کی اردو کی درسی کتاب کا تجزیہ

(ب) تقریری اور تحریری مہارت پیدا کرنے سے متعلق سرگرمیوں کا انعقاد

(ج) موضوعی اور معروضی جانچ کے سوالات کی تشکیل

ضروری مطالعہ

- ۱۔ اردو تدریسیات (حصہ اول)، این۔ سی۔ ای۔ آر۔ ٹی۔ نئی دہلی، ۲۰۱۵
- ۲۔ اردو تدریسیات (حصہ دوم)، این۔ سی۔ ای۔ آر۔ ٹی۔ نئی دہلی، ۲۰۱۶
- ۳۔ رہنما کتاب، (ثانوی اور اعلیٰ ثانوی سطح کے اردو اساتذہ کے لیے)، این۔ سی۔ ای۔ آر۔ ٹی۔ نئی دہلی، ۲۰۰۹
- ۴۔ تدریس اردو، زبیدہ حبیب، ادبستان پبلیکیشنز، نئی دہلی، ۲۰۱۲ء
- ۵۔ اردو میں بچوں کا ادب، خوشحال زیدی، مکتبہ جامعہ لمیٹڈ، نئی دہلی، ۱۹۸۹
- ۶۔ اردو زبان کی تدریس، معین الدین، قومی کانسٹبل برائے فروغ اردو زبان، نئی دہلی، ۲۰۱۱ء
- ۷۔ تدریس زبان اردو، انعام اللہ خاں شروانی، مارکون اسٹریٹ، کلکتہ، ۲۰۰۳ء

اضافی مطالعہ

- ۱۔ تدریس اردو، جی۔ ایم۔ ملک اور این۔ اے۔ جمیل، مجید بک ڈپو، لاہور، پاکستان
- ۲۔ تدریس اردو: اصول و ضوابط، مختار احمد گئی، الریچا پبلیکیشنز، جمشید پور، ۲۰۰۷ء
- ۳۔ اردو تدریس: جدید طریقے اور تقاضے، ریاض احمد، مکتبہ جامعہ لمیٹڈ، نئی دہلی، ۲۰۱۳ء

PAPER-IX/X: PEDAGOGY OF HINDI- PART II (CODE: **B22P104**)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30



PAPER-IX/X: PEDAGOGY OF ENGLISH- PART II (CODE: B22P101)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives

On the completion of this paper, learners will be able to

- Enjoy and appreciate a reading text;
- Develop different techniques of reading/ teaching language/ literary pieces;
- Create a learning-rich environment
- Develop suitable material for language learning;
- Promote their academic and professional standards as teacher-students for achieving the educational goals;
- Understand the process of language assessment

Unit I Lesson Planning

- Lesson plan based on constructivist approach to Teaching English
 - Prose
 - poetry
 - drama
 - fiction

Unit II Resources for Learning English

- Textbooks: Qualities of a good textbook; text book transaction in an ESL/EFL classroom
- Teaching Learning Materials: their use and types
- Use of Dictionary and Encyclopedia
- Accessing ICT resources like e dictionary, accessing OERs, NROER

Unit III Professional Development of Teachers

- Need and Strategies
- Action Research in a Language classroom: concept & Scope
- Changing paradigm in curriculum
 - Comparative study of different syllabi of English: Syllabus of English (NCERT)
 - NCF 2005 (NCERT) – with special focus on language teaching
 - NCFTE 2009 – with special focus on preparation of language teachers
 - Position of English in the Draft NCF 2019

Unit IV Evaluation Techniques used in English

- a) Difference between Assessment & Evaluation
 - What is assessment/ evaluation/ examination (from NCF 2005 perspective)

- Assessment at different levels (from NCF 2005 perspective)
- What to test: skills, lexical items, structure items, poetry, prose and grammar

SEESIONAL WORK

20 Marks

- One test 10 Marks
- One Assignment/Project/Practical Work 10 Marks

Suggested Reading

- Bhatnagar, Y.C., *Problems and Perspectives of Foreign Language Teaching in India*, India: 1960.
- Bromley, K.D., *Language Arts*, USA: Allyn and Bacon, 1992.
- Brumfit, C., *Communicative Methodology in Language Teaching*, UK: Cambridge University Press, 1988.
- Chastain, K., *Developing Second Language Skills: Theory to Practice*, USA: Rand McNally College Publishing Co., 1976.
- Cook, V., *Second Language Learning and Language Teaching*, UK: Arnold, 2001.
- De Silva, M.W.S., *Diglossia and Literacy*, India: CIIL, 1976.
- Ellis, A., Standall, T., Rennau, J. and Rummel, M.K., *Elementary Language Arts Instruction*, USA : Prentice Hall Inc., 1989.
- Gleason, J.B.C., *The Development of Language*, USA: Allyn and Bacon, 1997.
- Harris, J., *Early Language Development*, UK: Routledge, 1990.
- Koul, O.N., *Language in Education Indian Institute of Language Studies*, India, 1983.
- Lado, R., *Language Teaching: A Scientific Approach*, India: Tata McGraw- Hill Publishing Co. India, 1971.
- Mahulkar, D.D., *Linguistic Foundations of Human Knowledge*, Baroda: MSU, 1974.
- Meek, M. and Mills, *Language and Literacy in the Primary School*, UK: The Falmer Press, 1988.
- Scriverer, J., *Learning Teaching: A Guidebook for English Language Teachers*, U.K.: Heinemann, 1994.
- Wallwork, J., *Language and People*, U.K.: Heinemann, 1978.
- Watt, M., *Basic English Usage*, U.K.: Oxford University Press, 1984.
- West, M., *Teaching English in Difficult Circumstances*, U.K.: Longman Green and Co., 1966.
- Wright, A., *Pictures for Language Teaching*, U.K.: Cambridge University Press, 1989.

PAPER-IX/X: PEDAGOGY OF ARABIC- PART II (CODE: B22P105)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives: To enrich the knowledge about the nature of Arabic Language, its peculiarities, linguistic characteristics, international significance and situation of teaching Arabic in India. Curricula development, Methods of teaching, Educational technology, Methodology of improvement of four Language skills, Lesson planning, Evaluation its Techniques and Action research.

UNIT –V: LANGUAGE SKILLS IMPROVEMENT

1- Listening and understanding

1. Phonetic correction
2. Usage of Teaching aids, Pictures and Acting etc.

2- Conversation/Speaking

1. Effective presentation of a functional text
2. Practical interaction

3- Reading:

1. Text: Silent & Loud reading, Words and usage of language structures
2. Usage of Language Patterns
3. Home work for preparation of oral & written summary of a story

4- Writing:

1. Letters and Arabic Calligraphy
2. Common Errors in Writing and Dictation

UNIT –VI: LESSON PLANNING

- 1- Selection of Text as required
- 2- Steps adopted by Teacher in the Class room as per norms.

UNIT –VII: EVALUATION

- 1- Concept & kinds of Evaluation
- 2- Assessment and Evaluation Methodology

UNIT –VIII: ACTION RESEARCH

1- Research; its definition and nature

2- Educational research for better performance of teaching.

الوحدة الخامسة: تنمية المهارات اللغوية

1- الاستماع والفهم :

(أ) تصحيح صوتي

(ب) استخدام المعينات التعليمية، والصور والتمثيل

2- المحادثة / التحدث :

(أ) تقديم فعال لنص وظيفي

(ب) التفاعل العملي / التطبيقي

3- القراءة :

(أ) النص، قراءة صامتة وقراءة جهرية

(ب) استخدام الأنماط اللغوية

(ج) واجب منزلي لإعداد تلخيص قصة شفويا أو كتابيا

4- الكتابة :

(أ) الحروف، وتجويد الرموز الكتابية العربية (الخط)

(ب) أخطاء شائعة في الكتابة والإملاء

الوحدة السادسة : تخطيط الدروس :

1- اختيار النص حسب الحاجة

2- خطوات تخطيط الدروس لتعليم النثر والشعر والقواعد كالعادة المتبعة

الوحدة السابعة : التقويم :

1- مفهوم التقويم أو التقويم وأنواعه

2- منهجية التقويم

الوحدة الثامنة: البحث التعاملي:

1- البحث: تعريفه وطبيعته

2- البحث التربوي للحصول على أداء أفضل في التدريس

SEESIONAL WORK

20 Marks

One test

10 Marks

One Assignment/Project/Practical Work

10 Marks

Suggested Practical Work

The pupil will submit one or two project type assignments choosing from the following:

- Pedagogical analysis of the chapter
- Developing Learning activities for the same
- Preparing a brief model lesson plan
- Developing test items-essay, short answer and objective types
- Preparing one diagnostic test/Remedial Programme
- Organizing Co-curricular activities related to Arabic in school/IASE
- Developing an Action Research project in Arabic

ESSENTIAL READINGS

- Ibrahim, A.Aleem:** Al-Muwajjih al Fanni li Mudarrisi al Arabia, Cairo, Dar al Maarif, 1968
- Nadwi, Shafiq Ahman Khan:** Ahammiyat al Qissa fi Taalim al Arabia lilAjanib (Dessertation available in the Rare Section, Z.H. Library) JMI, 1981
KaifaNuallim al Arabia ?
- Al-Naqa M. Kaamil:** TaraaiqueTadrees al Lugha al Arabia li GhairNaatiqinBiha, ISESCO, Morocco, 2003
- Samak, S.M.:** Fan al TadreesbilLugha al Arabia, Cairo, Al-Anglo-Misriya, 1979
- Sini M.Ismail :** Murshid al Muallim fi Tadrees al Arabia li Ghair al NatiqinBiha, GCC (AEB) Riyadh, 1983.
- Hadeedi, A:** MushkilaTaalim al Lugha al Arabia li Ghair al Arab, Cairo
- Al Khauli, F :** Dalil al ImlawaQawaid al Kitaba al Arabia, Makkah, 1973
- John. K :** Duroos fi Ilm al Aswaat al Arabia, Tunis, (Translated by Saleh Qarmawi), 1966
- Ahmad, MAQ :** Turuq Taalim al Lugha al Arabia lilMubtadyin, Cairo, 1982
- Mahjoob A.F :** Al Kitaba al Arabia waSalaahiyatuha li Taalim al Lugha li Ghair al NateqiniBiha, Makkah, 1985
- Rizwan, M.M :** Al Asaalib al Haditha fi Dirasaat al Nahu, Cairo, 1957
- Khatir, K.R. :** Al Ittijahaat al Haditha fi TuruqiTaalim al Qawaid, Cairo, 1957

- Aziz, A.M.A :** Al Lugha al Arabia Usooluha al NafsiyawaTuruquTadreesiha, Cairo, 1952
- Al Kalloob, BA :** Al Wasaail al Taalimia: IdaduhawaTuruquIstimaaliha, Bairut, DarulIlm, 1977



PAPER-IX/X: PEDAGOGY OF PERSIAN- PART II (CODE: B22P106)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Objectives:

- Development of Persian language in India
- Major Institutions associated with Persian Language
- Analysis of Persian Textbook
- Selection of suitable co-curricular activities
- Selection of Assessment & Evaluation
- Selection of techniques to develop scholastic & co-scholastic activities

UNIT – I: Persian Language & Curriculum Development

1. Development of Persian language in India; different phases
2. Important institutions imparting Persian language in India
3. Modern Persian Literature; Prose, Poetry, Drama, Translation
4. Place of Persian Literature in World Literatures

UNIT – II Evaluation & Assessment

- 1- Concept of Evaluation & Assessment
- 2- Process vs Process Based Assessment
- 3- Continuous & Comprehensive Evaluation
- 4- Different types of language tests
- 5- CBSE Arabic Model Paper

UNIT – III: Textbook Analysis & Research

- 1- Persian Textbook Analysis
- 2- Action Research

SEESIONAL WORK

Two Tests:

One Assignment/Project/Practical Work

20 Marks

10 Marks

10 Marks

BOOKS RECOMMENDED:

1. Andalib, A. :Farsi adab key IrtiqakiMukhtarsir Tarikh, Nami Press,Lucknow,1975.
2. Kirmani, H.A.:FarsiAdabkiMukhtarsirTarikh,Nizami Press,Lucknow,1975.
3. Dhand, H. (2009)-Techniques of teaching APH Publisher, New Delhi.
4. Siddiqui, M.H. (2009)-Techniques of classroom Teaching, APH Publisher, New Delhi.
5. Knight,B.(1992)-A workshop for teacher development,ELT.
6. Agarwal,A.(2008)-Principles, Methods and techniques of Teaching Vikas Publishing House,-Pvt.Ltd.U.P.

ELECTIVES (Second Year)



PAPER-XI (ELECTIVE): ELEMENTARY EDUCATION-PART-II (CODE: B22E89)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives:

- Identify various issues and problems of elementary education.
- Suggest measures to solve the problems related to elementary education
- Work out plan and strategies for achieving UEE.
- Understand the Challenges of Elementary Education.
- Develop appropriate Teacher Competency to deal with children at Elementary Level.
- Understand the emerging trends and practices in Elementary Education.

Unit-1: Problems, Issues and Remedies of Elementary Education

1. First Generation Learners
2. Children with Special Needs, Socially, Economically and culturally, Caste, Class and Gender.
3. Inadequacy of Material and Human Resources: Infrastructure, Learning Material, Pupil Teacher ratio(PTR) and etc.

Unit 2: Challenges of Elementary Education in India

1. Dropout and Out of school children – Causes & Remedies
2. Inclusive Education- Need, Importance, Challenges and barriers
3. School Readiness programme- Concept, School readiness indicator, Early learning indicators & School readiness assessment

Unit-3: Strategies for Achieving Universalization of Elementary Education

1. School Mapping, Multi-Level Planning, Multi-grade Teaching
2. Competency Based Education–Minimum Level of Learning (MLL), Learning Indicators, Learning Out Comes and National/State level Achievement survey
3. Recent trends in Elementary Education– Community participation, Neighbourhood schooling, Alternative Schools and Special Training Centers.

Sessional Work

20 Marks

(iii) One Written test

10 Marks

(iv) Practical/Project/Assignment

10 Marks

Suggested Activities:

- Surveying a slum area for identifying their educational needs.
- Visit two elementary schools for find out dropouts of the children and enlist of factors responsible for the same by interviewing teachers and School Management Committees members.
- Survey of Elementary Schools in relation their infrastructure and facilities w.r.t. RTE.

Essential Readings:

1. Chary, P.V., Sujatha, M. & Kolluri, E. (2018), Elementary Education in India, neel Kamal Publication, Hyderabad
2. Kaul, D. and Sankar, D. (2009), Early childhood Care and Education in India, New Delhi, NUPEA
3. Kumar, A. and Singh, A.P. (Ed.) (2009), Elementary Education in India: Issues and challenges, Uppal Publishing House, New Delhi
4. Kumar, R. (Ed.) (2006), The Crisis of elementary Education in India, sage Publication, New Delhi
5. Mehrotra, S., Panchamukhi, P.R. and Srivastava R. (2005), Universalizing Elementary Education in India: Uncaging the 'Tiger' Economy, Oxford university press, New Delhi
6. MHRD (1993), Education For All, GOI, New Delhi
7. MHRD, Sakshar Bharat Mission (Programme under Department of School Education and Literacy Department of Higher Education Ministry of Human Resource Development, GOI), <http://saaksharbharaat.nic.in/saaksharbharaat/homePage>
8. NCERT 1991. Teachers' guide- MLL programme at primary level, New Delhi
9. Panda, K.C. (1997), Education for Exceptional Children, New Delhi; VikashPublising House
10. R. Govinda & Madhumita B., July 2008, Access to Elementary Education in India. NUEPA
11. Sharma, R.N. and Sharma, R.K. (2004), Problems of Education in India, Atlantic Publication, New Delhi

Suggested Readings

1. GOI (2012), Ministry of Women and Child development, Draft national Early childhood Care and Education (ECCE) Policy
2. MHRD, Annual Reports on Education, Department of School Education and Literacy Department of Higher Education Ministry of Human Resource Development, GOI http://mhrd.gov.in/documents_reports
3. MHRD, SSA (Programme for Universalization of elementary Education) portal on quality of Education, http://ssa.nic.in/page_portletlinks?foldername=quality-of-education
4. Chand, Jagdish (2009), Swatantra Bharat main ShikshakaVikas, Ansha Publication House, delhi
5. Dastgir Ghulam (1994), Hind mein Bartanvidaurki Taleem (ek Mukhtasar Tahreekh), Abjad Publishing Company, New Delhi

**PAPER-XI (ELECTIVE): ENVIRONMENTAL EDUCATION FOR SUSTAINABLE
DEVELOPMENT (PART-II) (CODE: B22E90)**

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives: In continuation with the first year, this course, in its second year, intends to develop in the pupil teachers the ability to:

- Describe the structure and content of environmental education at different levels of schooling.
- Explain various approaches and methods of teaching and learning which can be applied in environmental education at various levels of school education.
- Discuss and put their views on various problems and issues related to environment.
- Develop and reinforce new patterns of environmentally sensitive behaviours among individual, groups and society as a whole for sustainable development.

Unit 1. Curriculum and Syllabus of Environmental Education

1. Curriculum and syllabus of environmental education at elementary level.
2. Curriculum and syllabus of environmental education at Secondary level.
3. Curriculum and syllabus of environmental education at senior secondary level.

Unit2. Approaches and Methods of Environmental Education

1. Approaches to Environmental Education: Interdisciplinary and Multidisciplinary
2. Methods: Discussion, Seminar, Workshop, Problem Solving and Field survey.
3. Projects in environmental education

Unit3. Problems, Issues and Concerns w.r.t. Environment

1. Global Environmental Issues: Climate change, global warming, Ozone Layer Depletion, Green House Effect, Acid Rain, nuclear accidents and holocaust.
2. Problems: Urbanization and its impact on environment, Consumerism and waste products, Resettlement and rehabilitation of people, Water conservation, rain water harvesting, water shed management,
3. Environmental ethics: Issues and probable solutions, Environment Protection Act

SESSIONAL WORK

20 Marks

One test

10 Marks

One Assignment/Project/Practical Work

10 Marks

SUGGESTED PRACTICAL ACTIVITIES:

- Identification of environmental problems and issues faced by the individual and society in the day-to-day life and preparing an outline for 'action research' to solve some of these problems.
- Preparing a power point presentation on any topic/issue of environmental education/science and its presentation.
- Preparing a report on global challenges with respect to environment and efforts taken at global level to face these challenges.
- Studying the history of environmental education.
- Evaluation of textbook/chapters of environmental science of any class.

ESSENTIAL READINGS:

1. Agarwal S. K., Tiwari, Swarnalatha. and Dubey. P.S.: *Biodiversity and Environment*, New Delhi, APH Publishing, 1996.
2. Balla, G.S., *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2007.
3. Chauhan, I. S. & Chauhan, Arun; *Environmental Degradation*, Jaipur, Rawat Publications, 1998.
4. Garg M.R., *Environmental Pollution and Protection*, Guwahati, DVS Publication, 2000
5. Gokulanathan, Pai P.P (eds), *Environmental Education*, Shillong, NEHU Publication, 2000.
6. Gurcharan Singh, Agarwal S. K, Sethi, Inderjee; *Degrading Environment*, New Delhi, Commonwealth Publishers, 1993.
7. Ignasimulther, S. J., *Environmental Awareness & Protection*, New Delhi, Phoenix Publishing House Pvt. Ltd., 1998.
8. Kidwai, Zeenat (Ed), *Environmental Education*, New Delhi, IASE, Faculty of Education, JMI, 2002.
9. Kumar, Naresh; *Air Pollution and Environment Protection*, Guwahati, Nivedita Book Distributor, 1999
10. Kumar, B., *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2004.
11. Nag, P. *Environmental Pollution and Development*, Guwahati, DVS Publication, 2001
12. Nanda V. K. *Environmental Education*, New Delhi, Anmol Publication, Pvt. Ltd., 1997.
13. Rao, V.K, *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2004.
14. Satapathy, Nityananda; *Sustainable Development*, Ahmedabad, Karnavati, Publications, 1997.
15. Sharma, R.K, *Environmental Education*, Meerut, Surya Publication, 1997

16. Sharma, S.P, *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2006.
17. Sharma, V.S, *Environmental Education*, Anmol Publication, New Delhi, 2006
18. Sungoh, S.M, *Environmental Education*, Shillong, Ri Khasi Press, 2000

ADDITIONAL READINGS:

1. Agarwal S. K: *Automobile Pollution*, New Delhi, Ashish Publishing House, 1991.
2. Agarwal. P &Rana, S. *Environment and Natural Resources*, New Delhi, Jugmander Book Agency, 1986.
3. Botkin, Daniel B. & Keller, Edward A. *Environmental Science-Earth a living Planet*, New York, John Wiley & Sons Inc. 2000.
4. Hussain, Zahid; *Environmental Degradation and Conservation in North East India*, New Delhi, Omsons Publications, 1996.
5. Khan, M.A. *Environment, Biodiversity and Conservation*, Guwahati, DVS Publication, 2002
6. Kumar, H. *Environmental Health Hazards*, Guwahati, DVS Publication, 2000
7. Ratore, M.S, *Environment and Development*, Jaipur, Rawat Publications, 1996.
8. Trivedi, B, *Environmental Issues in India*, DVS Publishers and Distributors, Guwahati, 2007.
9. UNESCO, *Trends in Environmental Education*, Paris, 1997



PAPER-XI (ELECTIVE): SCIENCE EDUCATION-PART-II (CODE: B22E91)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: The course has been designed to help students appreciate:

- The manner in which scientific thought and discovery have influenced society and changed its world view
- The Non Formal institutions as source of learning
- Constructivism in true sense is execution in Classroom setting
- e-technology usage in Science Education Curricula
- Community Resources as a source of learning
- Use of Science Games in Teaching

Unit –I Science and Technology

1. Some landmark in the history of science and their implications, time Line of Science and technology
2. Innovation experience: Life and importance of works of the following Charles Darwin, Isaac Newton, Marie Curie, Galileo Galilie, Michael Faraday, C.V.Raman
3. Impact of Technology Environment
4. Pollution, Pollutants and management

Unit – II Teaching Science through games and Co Curricular Activities

1. Development of games for secondary and senior secondary classes.
2. Visits and preparation of reports on National Science Centre, National Museum of Natural History, National Physical Laboratory, Nehru Planetarium.
3. Science Club, Science fairs, Science Museums, Science Excursion

Unit – III Constructivism and e-Technologies in Science Education

1. Introduction & constructivism
2. Science Technology and Constructivism
3. Teaching Learning in a Constructivist Classroom Evaluation System in Constructive classroom
4. Teaching Strategies in Constructivist Approach
5. e- learning introduction and its principals
6. e-learning and Science Classrooms
7. e- Goals and Challenges in classroom integration
8. web-Based Learning and its use in Science Teaching
9. Science through Internet Based Learning

Sessional Work

20 Marks

Two tests of
Projects/ Practical's:

5 marks

10 Marks

Games Development, Visit to community, resources and writing of reports, Web based lessons, Surfing Web based content 10 Marks

Essential Reading:

1. Maier. Pal and Adam, warren:- Integrating technology on Learning and Teaching, xogan Page, London 2000.
2. Ander Bon, R.D(1970) Developing Children Thinking through Science, New Delhi, Prentice Hall.
3. Bernal D.C (1969), Science in History, Penguins Books. Vaidya N (1971), The Impact of Science and Technology, New Delhi, Oxford & IB Publication.
4. Husain Ahrar (2010) Chronology of Science & Technology, Kaniksha Publication, New Delhi.
5. Monika Davar(2012) Phi Learning Pvt.Ltd,New Delhi
6. Radha Mohan (2010)Teaching of Science,PHI Learning Pvt.Ltd,New Delhi
7. Husain Ahrar (2012) Science kiTadrees, NVPH, New Delhi
8. Husain Ahrar (2007) Legend of Science, Academic Excellence, New Delhi

Suggested Reading

1. Martin E R Ralph (1994) Teaching of Science for all Children. Allyn&Beceu.
2. Feldman Alan at the Internet and Classroom Learning Lawrence Erlbaum Associates Publisher, London 2000
3. <http://library.UNESCO-iioba.org/English> Secondary Science Series
4. <http://piral.Shu.edu/-zinicode/3006/edst3006outline.html>



PAPER-XI (ELECTIVE): COMPUTER EDUCATION-PART-II (CODE: B22E92)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: To enable students to –

- Understand the meaning, nature and scope of ICT in Education.
- Understand the changes that occur due to ICT in Education.
- Prepare student to select the appropriate communication facilities through Internet.
- Understand the legal & Ethical issues related to internet & student safety.
- Understand ICT supported teaching learning strategies.
- Get acquainted with e-learning & development in ICT.
- Understand the models of evaluation.

Unit- I: Computers in Education

1. Scope of Computer Application in Educational Institutions – Academic, Administrative and Research Activities,
2. Application of computer in Teaching Learning Process (attendance, evaluation, content delivery, daily planner etc.)

Unit- II: E- Learning, E- Assignment and E-Assessment

1. E-Learning: Definition, Meaning, Modes of E-Learning, Characteristics of E-Learning, E-Learning Tools, Benefits of E-Learning – Virtual Learning – Web Enabled/ Based Learning – Tele Conferencing –Video Conferencing, Webinar,
2. New Developments in Evaluation and Feedback
3. E-Assessment: Definition, Types of E-Assessment–Risk Involved In Using E-Assessment – Limitations of E-Assessment.
4. Integration of Audio-Videos in Lesson Plans, E- Assignment,

Unit- III: Smart Classes

Introduction, Use of Smart Board: Smartboard Interactive Whiteboards / Screen, Smartboard Projectors, Smartboard Document Cameras, Smartboard Audio, Smartboard Student Response Systems, Smartboard Software, Smartboard Accessories, Smartboard Clearance, Interactive White Board vs. Tablet.

Sessional Work:

20 Marks

One test

10 Marks

One Project/Practical work

10 Marks

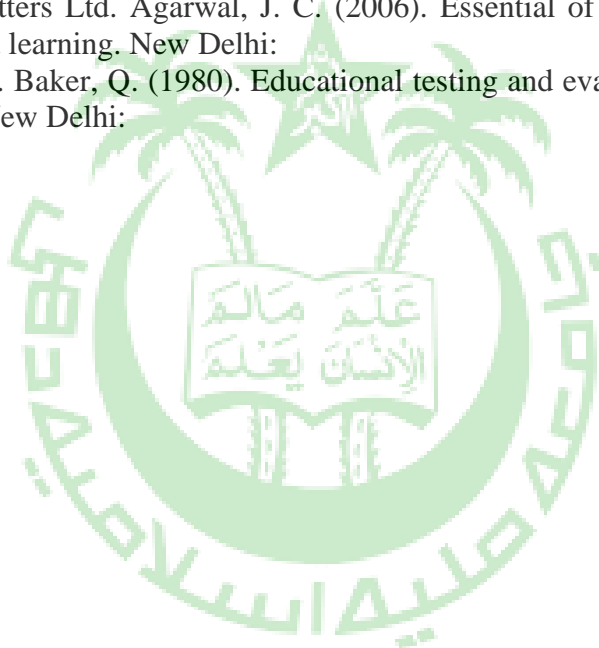
Essential Reading:

1. Ahmad, J., Ahmad, M.S. and Khan, A. (2012), *Computer Applications in Education*, Neelkamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7.

2. International Publishing group. Sharma, R. A. (2008). Technological foundation of education. Meerut:
3. Bennett, S., Marsh, D., & Killen, C., (2008). Handbook of online education continuum. New York:
4. R.Lall Books Depot. Allison, L. J., & Chris, P. (2007). Preparing for blended e-learning. UK:
5. Anmol Pubblcation. Chauhan, S. S. (1985). Innovations in teaching learning process. New delhi:

SDDITIONAL READING:

1. Intel education. &Ncte. (2007). Hand book for teacher educators. Bangalore:
2. Drem Tech Press. Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur:
3. Routledge. Harley, H. (2007). The internet: Complete reference. New Delhi:
4. Tata McGraw Hill Pub.co. Ltd. John, W. (2007). Learning and teaching using ICT. New Delhi:
5. Learning Matters Ltd. Agarwal, J. C. (2006). Essential of educational technology: Teaching and learning. New Delhi:
6. Prentice Hall. Baker, Q. (1980). Educational testing and evaluation, design, analysis and policy. New Delhi:



PAPER-XI (ELECTIVE): WOMEN AND INDIAN SOCIETY-PART-II (CODE: B22E93)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives:

- To acquaint Student history of gendered struggles for emancipation, efforts of Government and civil society organizations and movements towards empowerment of women and girls.
- To help students develop a framework for developing understanding the status of women and girls in India at home, in society, the Constitution and the law, Provisions and efforts towards their empowerment.
- To provide them a glimpse of the efforts of Govt. & Non Govt. to empower women through education and other developmental programme
- To sensitize future teacher towards their role as a teachers in providing equal status to the girl child . Block D-Women's Movements

UNIT -1 Women's Movements (Historical perspective-Indian and International context)

1. Social Reforms movement in the 19th century.
2. History of women's movements in India, the three waves of feminism
3. Environment
4. Education
5. Socio-political

UNIT-2 Women and Law

1. Law: Laws against Sexual Harassment, Dowry, Rape
2. Personal Laws and Women
3. National efforts to protect women's rights

UNIT-3 Woman and sustainable Development

1. Women as worker
2. Media, NGO, Corporate sector, Health etc.
3. Women as a manager
4. Education, corporate, Health, Agriculture, Media
5. Women as Protector
6. Culture , Values, Environment

Sessional Work

20 Marks

Test

10 Marks

Assignment/practical

10 Marks

Suggestive Readings:

Essential Readings:

1. Handbook of Law, Women, and Employment : Policies, Issues, Legislation, and Case Law / Surinder Mediratta - 2009
2. Muslim Women's Rights / Mufti Md. M. Ahmed – 2006 .
3. Women as Productive Human Resource / S. Wal & Shruti Banerji - 2007

4. Women Development Programmes / M. Lakshmi Narasaiah & S.A. Haseena Sulthana - 2007

Additional Readings:

1. Women in Changing India / Rameshwari Pandya – 2008 117.
2. Indian Women : A Socio-Legal Perspective / Nandita Saikia - 2008
3. Women and Globalization / S. Wal & Shruti Banerji - 2007 [Rs. 1400, US \$23.33]



PAPER-XI (ELECTIVE): INCLUSIVE EDUCATION-PART-II (CODE: B22E119)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: After studying this paper the student will be able to:

- Know various types of Special Needs of Learners and Understand their nature and needs.
- Manage inclusive classroom for special need learner.
- Make effective use of appropriate teaching strategies as per the specific need of CWSN.
- Understand Psycho- social perspective of CWSN.
- Understand current issues and trends supporting Inclusion.
- Acquire knowledge of innovative practices for CWSN in inclusive classroom.

Unit I. Understanding special need learner.

1. Concept, meaning, definition and classification of CWSN.
2. Causes, characteristics and prevention of various disabilities.
3. Need of early identification and intervention of various disabilities.
4. Classroom management and teaching strategies for teaching for CWSN.

Unit II. Psycho-social perspective of children with special need.

- 1 Stereotypic attitude and prejudices of society towards Persons with Special Need.
- 2 Parents and siblings attitude of CWSN and its impact on learning.
- 3 Community and parental involvement for Inclusion.
- 4 Discrimination in transitional phase

Unit III. Issues and trends for Inclusion.

- 1 Currents Issues and trends for total Inclusion.
 - a. Mainstreaming, Integration, Deinstitutionalization, Normalization, Accountability, Advocacy and Labeling.
- 2 Innovative Practices in Inclusion- cross-disability approach, desensitization, yoga education, peer tutoring, behavioral intervention, structural teaching, sensori-integration.
- 3 Direction and priorities for inclusive education.
- 4 Future of Inclusive education in India.

Suggested Activities:

- Review researches related to inclusion
- Plan yoga and desensitization techniques.
- Prepare a behavior modification chart.
- Curriculum adaptation for special need learner.
- Family counseling of special needs learners.

Essential Readings:

1. Begum. Sara (2008): Understanding Disability, Psycho-Social Perspective. Global Books Organization Delhi.
2. Begum. Sara (2009): Concession and Facilities Available for Special Need Children in India. Arise Publishers and Distributors New Delhi.
3. Panda. K.C (1997). Education of Exceptional Children, NEW Delhi, Vikas Publishing House
4. Panda, R.s and Advani, I. (1995) Perspectives in Disability and Rehabilitation, New Delhi. Vikas Publishing House.
5. Vicky Arora. (2007): Yoga with visually challenged, Handbook for the special education for parents and the students. Academic Excellence, Delhi
6. Accardo&Whitman(2011): Developmental disabilities Terminology. Paul. H. Brooks publishing company.

Suggested Readings:

1. Hallahan .D and Kayffman. I.M (1978). Exceptional Children. An Introduction to Special Education. NJ Englewood Cliffs; Prentice Hall.
2. Learner, J. W. (2008), Children with Disabilities, Theories, Diagnosis and Learning Strategies; Boston Houghton Maffin Company.
3. Yesseldike, B. : Special Education: A Practical Approach for teachers, kanishka Publishers.
4. Yesseldike, B. : Issues in Special Education. kanishka Publishers.
5. Werts.G.M.,Culatta. A.R., Tompiks. R. J.,(2007): Fundamentals of special education, What Every Teacher Needs to Know. PHI Learning Pvt. Ltd.
6. RCI.(2012): Status of Disability in India Crossway Communication PVT. Ltd..
7. Singh. D.,(2010): Special Educational Needs, Strategies, Guidelines and initiatives, kanishka Publishers.

PAPER-XI (ELECTIVE): EDUCATIONAL MEASUREMENT AND EVALUATION-PART-II

(CODE: B22E94)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale:

Evaluation plays an important role in the educational lives of both students and teachers. Though it is an important part of curriculum in our school set up, it remains confined to tests and examinations only and rarely goes beyond these. In order to carry out meaningful and healthy evaluation in schools, it is necessary that the teachers are aware of the concept of evaluation and understand that evaluation is much more than only examinations and measurement. They should also know about different types of evaluation and their purposes. Not only this, an insight into the different situations where different types of evaluation can be used, will enable the teachers use evaluation optimum benefits. Evaluation is a fast growing area in which new developments like Continuous & Comprehensive Evaluation, grading, on-line testing etc are taking place. An effective teacher should be aware of recent trends in educational evaluation. In other words successful evaluation of students' learning growth and development can be done by teachers who are trained in evaluation.

Objective:

To enable the Students Teachers:

1. Understand the concept of Measurement, Assessment and Evaluation.
2. Understand the nature of Evaluation for maximizing pupil learning.
3. Develop and Use various tools and techniques of evaluation for Co-Curricular Areas.
4. Understand procedure for Assessing Co-curricular Areas and Personal Social Qualities
5. Get an insight of the Limitations and Reforms of present system of Examination.

Unit I: Concept of Co- Curricular Areas and Personal Social Qualities and their Assessment Procedure

- a) Concept of Curricular and Co-curricular Areas
- b) Concept of Personal Social Qualities (Interests, Attitudes and Values)
- c) Development and Assessment of Co-Curricular Areas
- d) Need and Procedure of assessing Personal Social Qualities

Unit II: Tools and Techniques of Co-Curricular Areas

- a) Observation Techniques:

- Rating scale; Measurement of Attitudes Thurston's and Likert's Scaling Methods
- Checklist
- Personal Inventories and
- Anecdotal Records
- b) Self-Reporting Techniques: Interview and Self-Appraisal
- c) Peer Evaluation Techniques

Unit III: Limitation and Reform of present system of Examination

- a) Limitation of present system of Examination
- b) Reports of various committees and commissions on examination
 - Secondary Education Commission (1952 – 53)
 - Kothari Commission (1964 – 66)
 - National Policy of Education (1986)
 - National Curriculum Framework (2005)
 - National Policy of Education (2019)

Sessional Work

- (iii) Two test of 5 Marks each
- (iv) Practical/Project

20 Marks

10 Marks

10 Marks

Suggested Practical Activities:

- a) Prepare an Evaluation plan of co- Curricular aspects of pupil growth.
- b) Prepare a list of personal social qualities of Secondary School Students which should be assessed? Select any three and prepare rating scale for assessing them.
- c) Planning a CCA for Sec/Sr. Secondary Students.

Essential Readings:

1. Aggarwal, S.N. (1976): Educational and Psychological Measurement, Agra, Vinod Pustak Bhandar.
2. Anastasi, A. (1982): Psychological Testing, McMillan, New York.
3. Broadfoot, P. (1986): Profiles and Records of Achievement, Rinehart & Winston, Eastbourne
4. Examination Reforms, New Delhi, University Grant Commission, 1976 – A Plan of Action.
5. NCERT (2001) Guidelines and Syllabi for Secondary Stage, New Delhi.
6. NCERT (2000) National Curriculum Framework for school Education, New Delhi.
7. Rajput, S.ET.AL. (2003) Continuous and Comprehensive Evaluation, New Delhi, NCERT.

8. Srivastava, H.S. (1989) Comprehensive Evaluation in Schools, New Delhi
9. Srivastava, H.S. (2001) Examination Manual, New Delhi. S. Chand & Co. Ltd.

Additional Readings:

1. Balls, S. & Aderson, S. (1976): Encyclopedia of Education, San Francisco, Jossey Bass.
2. Gronlund, N.E. (1978): Measurement and Evaluation I Teaching New York: McMillan
3. Popham, N.E. (1978): Educational Evaluation, Englewood Cliffs N.J. Prentice Hall.
4. Stanly, J.C. & Hoppinss, K.D. (1978): Measurement and Evaluation New Delhi, Prentice Hall.
5. Sinha, H.S. (1974): Modern Educational Testing, Sterling., New Delhi
6. Singh, A.K. (1986): Measurement and Research Methods in Behavioral Studies, Tata McGraw, New Delhi,.
7. Thornkike R.L. & Hagen, E. (1969): Measurement and Evaluation in Psychology and Education.
8. M.C. & Wiley, D.E. (Ed) (1970): The Evaluation of Instruction, New York, Holt Rinehart.
9. Worthen, B. & Sanrdrs, J. (1973): Educational Evaluation Bimount, CalkifWadworth.



PAPER-XI (ELECTIVE): HEALTH AND PHYSICAL EDUCATION-PART-II

(CODE: B22E95)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Rationale: Health and physical education teaches students how to enhance their own as well as others' health, wellbeing, safety, and physical activity participation in varied and changing contexts. The health and physical education learning area has strong foundations in scientific fields such as exercise physiology, nutrition, sports training, sports management, and psychology, etc. which inform what we understand about healthy, safe and active choices. Further, study of physical education will supports our student teacher to make enable their students confident, connected, actively involved, lifelong learners. In the same way study of health education will help our student teacher to enable their students to develop the values, knowledge, and competencies to live full and satisfying lives.

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

- i. Understand the function of food, and elements of balanced diet.
- ii. Indentify the common postural defects among his/her students and able to suggest remedial exercises.
- iii. Maintain their bodyweight and prevent themselves from obesity.
- iv. Understand the meaning of yoga and its importance in daily life.
- v. Know about the various types of yoga practices.
- vi. Construct different playfields and grounds.
- vii. Have idea about assessment and evaluation procedure of physical fitness and sports skills.

Unit 1: Health Related Issues

Nutrition: Diet, functions of food, elements of balanced diet.

Posture: Importance of good posture, common postural defects and remedial exercises.

Obesity: Causes, prevention, and management.

First Aid: Meaning, aim and objectives, principles of first aid.

Unit 2: Yoga Education

Yoga: Meaning, definition, aim and objectives.

Types of Yoga: Karma Yoga, Jnana Yoga, Hatha Yoga, Raj Yoga, Mantra Yoga, Laya Yoga, Bhakti Yoga- their main features, nature and educational implications.

Importance of yogic practices in maintaining health and fitness.

Unit 3: Test, Measurement and Evaluation in Sports

Physical fitness: General physical fitness assessment- AAHPERD Youth Physical Fitness Test, and Phillips JCR Tests.

Skill Test: Fundamental skill test of Basketball, Football, Badminton, Volleyball, and Hockey.

Layout and measurement of the playfields/grounds: Badminton, Basketball, Hockey, Football, Volleyball, and 200 Meters track.

Sessional Work:

20 Marks

- | | | |
|------|------------------------------|----------|
| (i) | One Test | 10 marks |
| (ii) | Practical/Project Assignment | 10 marks |

Suggested Practical Activities

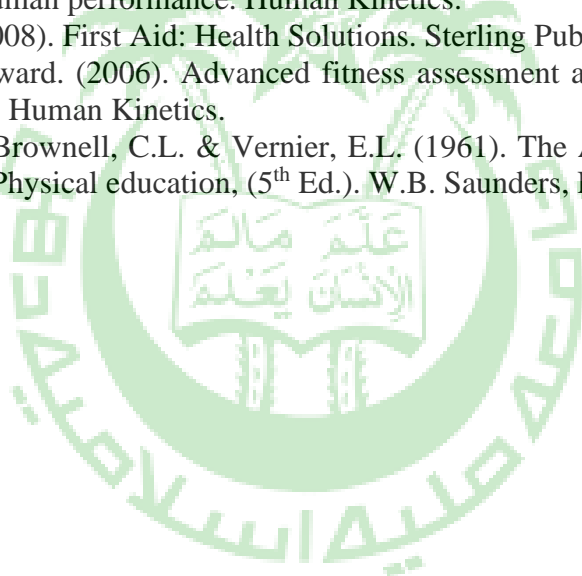
- Prepare a diet chart for your own.
- Sit in proper posture in the classroom and also advice to maintain the proper posture while doing other task.
- Develop an exercise program for maintaining your own body weight and practice those exercise as well.
- Perform yogic poses in the classroom.
- Draw an outlay of various playfields/grounds/court.
- Assess the level of physical fitness of their fellow-mates.
- Have practical experience of assessment of sports skill.

Essential Readings:

- Ananda, S. (1999). The complete book of yoga harmony of body mind. Delhi, India: Orient Paperback Publishers.
- D'Arezzo, P. (2003). Posture Alignment. Colorado Springs, CO: Marcellina Mountain Press.
- Goswami, J. (2014). Diet, health and nutrition. New Delhi, India: Khel Sahitya Kedra.
- Kamlesh, M.L., Singh, N.A.P., & Bennet, T. (2007). Field manual of sports and games. Meerut, India: NageenPrakashan Pvt. Ltd.
- Kansal, D.K. (2010). Applied measurement, evaluation & sports selection. New Delhi, India: Sports and Spiritual Science Publication.
- Kumar, A. (2015). Yoga - a way of life. New Delhi, India: Khel Sahitya Kedra.
- Tripathi, R. (2013). Playground construction, dimension and equipment manual. New Delhi, India: Khel Sahitya Kedra.
- Wolfe, D. (2014). First aid and beyond. Smashwords.

Additional Readings:

1. Chauhan, S. (2013). Test & measurement in physical education. New Delhi, India: Khel Sahitya Kedra.
2. Collins, D.R., & Hodges, P.B. (2001). A comprehensive guide to sports skills tests and measurement (2nd Ed.). Lanham MD, USA; Scarecrow Press.
3. Corbin, C.B. (2005). Concepts of fitness and wellness - A comprehensive lifestyle approach (6th ed.). Boston: Mcgraw-Hill.
4. Gupta, M.C. (2012). Physical fitness and health. New Delhi, India: Khel Sahitya Kedra.
5. Jackson, A.W. (2003). Physical activity for health and fitness. Champaign, IL: Human Kinetics.
6. Karad, P.L. (2011). Test, measurement and evaluation in physical education. Delhi, India: Khel Sahitya Kendra.
7. Mark, S. (2004). Yoga for you and your child. Duncan Baird Publishers.
8. Morrow, J.R., Jackson, A.W., Disch, J.G., & Mood, D.P. (2005). Measurement and evaluation in human performance. Human Kinetics.
9. Ramaiah, S. (2008). First Aid: Health Solutions. Sterling Publishers Pvt.Ltd.
10. Vivian H. Heyward. (2006). Advanced fitness assessment and exercise prescription. Champaign, IL: Human Kinetics.
11. Williams, J.F. Brownell, C.L. & Vernier, E.L. (1961). The Administration of Health Education and Physical education, (5th Ed.). W.B. Saunders, London.



PAPER-XI (ELECTIVE): EDUCATIONAL TECHNOLOGY-PART-II (CODE: B22E96)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives:The Student- Teacher will be able to

- Understand the concept and scope of educational technology.
- Develop skill of using different modes of communication
- Acquire the basic skills of resource management.
- Keep abreast with different strategies of teaching –learning process.
- Keep abreast with the different innovations in educational technology and try them out for improving teaching –learning.
- Communicate the strength of different instructional materials and orient other teachers in their uses.
- Evaluate the relative effectiveness of instructional materials.

UNIT I: Teacher Competency

- 1 Components of Teacher Competency
- 2 Micro Teaching
- 3 Flanders Interaction analysis

Unit- II: Models of teaching

- 1 Information processing Model
- 2 Concept formation Hilda Taba
- 3 Concept Attainment Model Bruner

UNIT III: Emerging Technologies and Issues in Educational Technology:

1. E Learning
2. Computer Operating system for education
3. Current trends of ICT for special needs children
4. Social and Ethical Issues.

Sessional Work

20Marks

- | | |
|---------------------------------|----------|
| (iii) Two tests of 5 Marks each | 10 Marks |
| (iv) Practical/Project | 10 Marks |

Suggested Readings:

- 1 Apter, Micheal,J.(1998):The New Technology of Education, London: McMillan
- 2 Chauhan, S.S. (1978): A Textbook of Programmed Instruction, New Delhi, Sterling
i. Publications.
- 3 Pangotra, NarenderNath: Fundamentals of Educational Technology, Chandigarh,
i. International Publishers

- 4 Ruhela,S.P. (1973): Educational Technology, New Delhi, Raj Prakashan
- 5 Sharma, R.A.(1977): ShikshanTakniki, Meerut, Modern Publishers.
- 6 Oberoi, S.C. (2005): Educational Technology, New Delhi, Arya book depot.
- 7 Mangal&Mangal (2009): ShikshaTakniki, New Delhi, PHI Learning Pvt. Ltd.
- 8 Khan. N (2004): Educational Technology, New Delhi, Rajat Publication.
- 9 Vanaja, M. (2007): Educational Technology, New Delhi, Neel Kamal publication.
- 10 Sampath,K(1998): Introduction to Educational Technology, New Delhi, Sterling Publication
- 11 Sharma, R.A.(2010): Technological foundation of education, Meerut, R.Lall book depot
- 12 Mohanty,J.(2009): Modern Trends in Educational Technology, New Delhi , NeelKamal Publications.



PAPER-XI (ELECTIVE): POPULATION EDUCATION-PART-II (CODE: B22E97)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Rationale:

Creation of awareness on population education contents at school level is needful for realizing population education objectives. There can be ways for integrating population education contents and various approaches to teach them at school level. Present paper enables student-teachers about these and also makes them able to acquire competence in some curricular activities. Identifying the need for implementing any population education programme at school/community, gathering feedback during the programme and evaluating the success of any programme make interesting to the study of population education.

Objectives: To enable the student-teachers to:

- Develop the ability to integrate the population education components in school subjects at secondary and at senior secondary level.
- Prepare lesson plan based on value clarification approach to teach population education issues.
- Formulate tools for collection of data to complete assigned tasks.
- Acquire competence in organizing population education activities at institute and at community level.
- Develop ability to evaluate intelligently a population education programme.
- Design paintings and posters on population education issues for creating awareness.

Unit I: Curriculum Development in Population Education

- 1 Need of population education in schools.
- 2 Approaches to curriculum development in population education- separate subject approach and integrated approach- (unit approach) and (infusion approach).

Unit II: Approaches of Teaching Population Education and Curricular Activities

- 1 Participatory approach.
- 2 Inquiry approach.

- 3 Value clarification approach.
- 4 Curricular activities in population education– question box, group discussion, role play, case study, debate, painting preparation, poster preparation, slogan writing, poem recitation, essay writing and quiz contest.

Unit III: Evaluation in Population Education

- 1 Need of evaluation in population education
- 2 Types of evaluation- pre-programme evaluation, in-programme evaluation (formative evaluation) and post-programme evaluation (summative evaluation).
- 3 Instruments of evaluation in population education- interview schedule, questionnaire and rating scale.

Sessional Works

20 Marks

One Test

10 Marks

One Assignment

10 Marks

Suggested Practical Activities

- Prepare a model lesson for integration of population education components through integrated approach at secondary level/senior secondary level.
- Prepare a lesson plan for teaching population education on its any value laden issue based on value clarification approach.
- Prepare a questionnaire using different types of questions for collection of data on any issue of population education.
- Organize a drama for creating awareness on any issue of population education.
- Write a poem or some slogans for creating awareness towards components of population education.
- Conduct a case study of drug addict person or HIV infected person and present it in your classroom.

Essential Readings

1. Chandel, N. P. S. and Nand, V. K., (2008), Jansankhya Shiksha, Vinod Pustak Mandir, Agra (Uttar Pradesh).

2. Chandel, N. P. S. and Nand, V. K., (2008), Population Education, Vinod Pustak Mandir, Agra (Uttar Pradesh).
3. Khan, R.S., (ed.), (2000), Population Education- Context and Methodology, IASE, JMI, New Delhi.
4. Wangoo, M. L. (2018), Population Education, Tandon Publication, Ludhiana (Punjab).

Additional Readings

1. Aggarwal, J. C., (2010), Population Education, Shipra Publications, Delhi.
2. Goel, S.L., (2005), Population Policy and Family Welfare – Reproductive and Child Health Administration (RCH), Deep and Deep Publications Pvt. Ltd., New Delhi.
3. Handbook for Teacher, (2006): YUVA School Adolescence Education Programme, Department of Education, Delhi and Delhi State AIDS Central Society.
4. Handbook for Teachers, (2008): YUVA School Life Skills Programme, Department of Education and SCERT, Govt. Of NCT of Delhi.
5. Kidwai Z., (ed.), (2002), Environmental Education, IASE, JMI, New Delhi.
6. National Population Policy (2000), Ministry of Health and Family Welfare, Govt. Of India, New Delhi.
7. Sharma, K. Yogendra, (2005), Population Education – Concepts, Principles and Approaches, Kanishka Publishers, New Delhi.
8. Sharma, R. A., (2010), Jansankhya Shiksha, R. Lall Book Depot, Meerut.
9. Shrivastava, K.K., (2004), Environmental Education – Principles, Concepts and Management, Kanishka Publishers, New Delhi.
10. Pandey, V. C. (2005), Population Education, Gyan Publishing House, Delhi.

Web Links

<http://www.nfhsindia.org>
<http://www.censusindia.gov.in>
<http://www.unep.org>
<http://www.who.int/publications/en>

Paper-XI (ELECTIVE): EDUCATIONAL THINKERS-PART-II (Code: B22E98)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives: The student teacher will be enabled to attain following objectives:-

- Develop basic understanding about Realism and Humanism
- Develop knowledge and understanding regarding biography of the Western thinkers.
- Familiarize with the writings of the each of the Western thinkers studied.
- Understand the aim of education, methods of teaching and educational practices suggested by the educational thinkers.
- Identify the relevance of the educational thinkers to the present day context.

Unit-I- Introduction to Philosophy of Education:

- Overview and implications of fundamental “ISMS”: Realism and Humanism

Unit-II- Main ideas of the following thinkers concerning aims of education and pedagogic practices:

- Rousseau
- Friedrich Froebel
- Herbert Spencer
- Paulo Freire
- John Locke
- John Dewey

Sessional Work:

20 Marks

- i) **One test of**
- ii) **Assignment/ Project work**

10 Marks

10 Marks

Suggested Activities:

- Visit a specific school based on particular ideology of a particular educational thinker.
- To organize screening of documentary film based on any educational thinker.
- To celebrate birth anniversary of a particular educational thinker highlighting his/her life sketch
- Write a report on ideas of which educational thinker is relevant in contemporary times based on the observation done during school experience programme
- To organize a street play/ on particular school of thought.

Essential Readings:

- 1 Dewey, John. 1902. The Child and the Curriculum. Chicago: The University of Chicago Press
- 2 Freire, Paulo. 1970. Pedagogy of the Oppressed. London: Penguin Books
- 3 Fröbel, Friedrich, 1782-1852. (1899). Friedrich Froebel's Education by development: the second part of the Pedagogics of the kindergarten. New York :D. Appleton,
- 4 Spencer, H. (1864). The principles of biology. London: William and Norgate.

- 5 Locke, J., & Yolton, J. W. (1977). The Locke reader: Selections from the works of John Locke : with a general introd. and commentary. Cambridge [England: Cambridge University Press.
- 6 Rousseau, J.-J. (1979). Emile: Or, On education. New York: Basic Books.

Additional Readings:

- 1 Brubacher, John S. (1971). Modern Philosophies of Education: New Delhi: Tata McGraw Hill, Pvt. Ltd.
- 2 Henry, Nelson, B (Ed.) (1955). Modern Philosophical and Education: Chicago: 54th year Book of NSSE, Part –I, Univ. of Chicago Press.
- 3 Rusk, Robert, R. (1962). Philosophical Bases of Education: Warwick Square, Univ. of London
- 4 Weber, C.O. (1968). Basic Philosophies of Education: New York, Holt, Rinehart and Winston Inc.



Paper-XI (ELECTIVE): SCHOOL ORGANIZATION AND MANAGEMENT (PART-II)

(Code: B22E99)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: The paper will enable the student teacher to:

- describe the Fundamentals of Organizational Behavior in the context of the School,
- prepare a plan for the development of the institution,
- ensure Students' Participation in the activities of the school,
- acquire skill for effective Classroom Management,
- realize the multifaceted role of a teacher and that of the head of the institution as a leader.

UNIT IV – The School Schedule

1. Academic Calender
2. Calender for Co-curricular Activities and Events
3. Time Table: Need and Types, Principles of Time table Construction

Unit V – Classroom Management

1. Factors affecting Classroom Environment
2. Inclusive Classroom
3. Concept of Discipline
4. Strategies and Techniques for good Classroom Management

UNIT VI – Educational Leadership

1. Styles of Leadership
2. Role of School Principal
3. Teacher as leaders
4. Preparing Leaders: Students' Participation in School Management

SESSIONAL WORK

20 Marks

One Test

10 Marks

One Assignment/Project/ Practical Work

10 Marks

SUGGESTED PRACTICAL ACTIVITIES

- Based on the principles of time table construction, chalk out a time table for the class being taught during school experience.
- Planning of activities, strategies and teaching methods that ensure everyone's participation and collaboration, to foster leader and managerial skills in students, and making classroom inclusive.

ESSENTIAL READINGS

1. Drucker, P.F., (2007): The Classic Drucker Collection: The Practice of Management, Harper & Row, New York
2. Nwankwo, J. I., (1982): Educational Administration: theory and practice, Vikas Publishing House, Delhi.
3. Saiyadain, M. (2008): Human Resources Management, McGraw Hill Education (India) Private Limited, India

ADDITIONAL READINGS

1. Aggarwal, J. (1964): Educational Administration, School Orgnaization and Supevision, Arya Book Depot, Delhi.
2. Khan, M.S. : New Educational Administration, Asian Publishing House Pvt. Delhi.
3. Mukherjee, S.N. (1963): Secondary School Administration, Baroda
4. Naqvi, M.A., (1962) Tanzim-I-Madrasah, Sir Syed Book Depot, Aligarh
5. Safaya, R., (1977) School Administration and Organization, Dhanpat Rai & Sons, Jallendhar
6. Singh, M.P., (1962): a Mannual of School Organization, Amritsar, City Book Depot, Amritsar
7. Chandra S.S, Chakraborty A.K, (2010), School Administration Organization and Management, Raj Printers, New Delhi, India.
8. Dash D.N, (2013), School Organization and Administration and Management, Neelkamal Publications PVT.LTD, Hyderabad.
9. Kochhar S,K, (2011), School Administration and Management, Sterling Publishers , New Delhi.
10. Kulbir Singh Sidhu, (2011), School Organization and Administration, Sterling Publishers, New Delhi.
11. Dr.Sachdeva M.S, School Administration and Management, Tandon Publicastions, Ludhiyana.

Online References

1. https://www.academia.edu/1322796/The_Organizational_Communication_Process_in_Schools
2. <http://www.ascd.org/publications/books/102109/chapters/School-Organization.aspx>
3. <https://www.oecd.org/education/school/school-learning-organisation.pdf>

PAPER-XI (ELECTIVE): AGRICULTURE EDUCATION-PART-II (CODE: B22E100)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives: The student teachers will be able to:

- Understand the concept, scope and importance of agricultural extension education.
- Develop scientific skill for agricultural extension education.
- Keep abreast of the different innovations in agriculture
- Disseminate and use the practical information related to agriculture
- Improve all the aspects of rural people within the framework of national economic and social policies

Unit- I Agricultural Extension Education

1. Meaning, concept and components of Agriculture extension education
2. History and place of agriculture extension education in school curriculum
3. Aims of teaching agriculture extension education and its role in the school curriculum

Unit- II Principles and Methods

1. Curriculum development of agriculture extension education
2. Major objectives of agriculture extension education
3. Principles of agriculture extension education
4. Extension teaching methods: (A) Individual contact method, group contact method, community contact method
5. (B) according to form: written, spoken, audiovisual aids, bulletin board, leaf lets, personal letters, circulars, farmhouse visits, direct face to face extension work method, demonstration, result demonstration, national development programme 1965, group discussion, exhibition, general meeting, campaign tour and field days, print matters (news papers, magazines, bulletin, leaf lets, wall magazines), radio, T.V., movies.

Unit- III Visual Aids and Programme Planning

1. Tools; visual aids: PPT, posters, flash cards, puppets, slides and film shops, model, bulletin board, photographs, black board, cultural programme.
2. Programme planning: making decision about direct and interesting of extension education
3. Principles of extension programme planning
4. Programme planning books: collection of books, analysis of situation
5. Projection and extension of planed work

Unit- IV Community Programme Pre and Post-Independence

1. Community development stage 1:- Pre Independence
2. Stage 2:- Post Independence, Era: 1947-53
3. Stage 3:- Community development and national extension services, Era: 1953-60
4. Stage 4:- Panchayti Raj

5. Intensive agriculture development, Era: 1960 onwards. (a) High yielding varieties, (b) Multiple cropping, (c) Small farmers, (d) Marginal farmers

Practical Work/Suggested Activities

- Soil treatment, Seed treatment and Rhizobium treatment
- PPT, Flash card, bulletin board and slides making
- Farmhouse visit, public meeting and discussion
- Puppet show, result demonstration and photography
- Community Awareness about Kitchen Gardening

Session Work:

20 Marks

Test: - 1

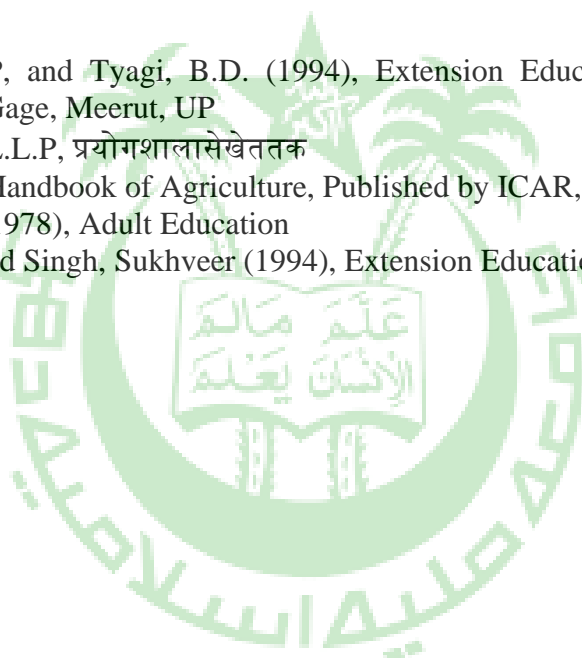
10 Marks

Assignment/Project: - 1

10 Marks

Essential Readings:

1. Sirivastava, J.P, and Tyagi, B.D. (1994), Extension Education, Aman Publishing House, Buran Gage, Meerut, UP
2. ICAR (1979), L.L.P, प्रयोगशालासेखेततक
3. ICAR (2005), Handbook of Agriculture, Published by ICAR, New Delhi
4. Gov. of India (1978), Adult Education
5. Dubey, V.K. and Singh, Sukhveer (1994), Extension Education in India



PAPER-XI (ELECTIVE): GUIDANCE AND COUNSELLING-PART-II (CODE: B22E101)

MAXIMUM MARKS: 50

External: 30 ; Internal 20

Credit: 2, Contact Hours: 30

Objectives: Through this course the student teacher will be able to:

- be familiar with the problems arising in the adolescent period and strategies to overcome the same.
- be aware of the problems of different types of exceptional childrens and remedy for the same
- Understand the relevance of tools and techniques of guidance and counselling in different context.

Unit I Guidance and Counselling for adolescent's period:

1. The characteristics of adolescence
2. Typical problems arising in the adolescent period
3. Truancy and delinquency specially in context of India

Unit II Guidance and counselling for exceptional children

1. Gifted children
2. Slow learners
3. Mentally retarded / children with special needs

Unit III Guidance oriented curriculum and tools and techniques of guidance and counselling

1. The development of an appropriate curriculum in view of guidance and counselling
2. Tools and techniques of guidance: anecdotal records, cumulative records, case study, observation and interview etc.

Sessional Work:

One Test:

10 Marks

One Assignment/Project:

10 Marks

Suggested Activities

- Developing and organizing co-curricular activities related guidance and counselling
- Preparing one diagnostic test
- Conduct school survey related to guidance services
- Conduct a case study
- Impact of electronic media on children
- Language within school
- Education for peace

PAPER-XI (ELECTIVE): CURRICULUM DEVELOPMENT-PART-II (CODE: B22E120)

MAXIMUM MARKS: 50
External: 30 ; Internal 20
Credit: 2, Contact Hours: 30

Objectives: To help the student teacher develop:

- an understanding about the need and importance of curriculum.
- familiarity with contemporary trends in curriculum construction.
- professional insight and judgment for curriculum construction.
- ability to analyse and evaluate school curriculum.

Unit-I: Curriculum Design

- 1 Basic Considerations of Curriculum Design (Scope, Integration, Sequence, Continuity, Articulation and balance).
- 2 Subject Centered Curriculum Design
- 3 Problem Centered Curriculum Design

Unit-II: Curriculum Development

1. Components to consider while developing a curriculum
2. Aims, Goals and Objectives: Their sources, Blooms Taxonomy of Educational Objectives.
3. Content: Its selection and organization, syllabus and textbooks.
4. Transactional Strategies: Teacher Controlled Instructions, Learner Controlled Instructions and Group Controlled Instructions.

Unit-III: Curriculum Evaluation

- 1 Meaning of curriculum evaluation
- 2 Models for curriculum evaluation : Tyler's model, CIPP model, Stake's model, Scriven's model

Sessional Work:

20 Marks

One Test:

10 Marks

One Assignment/Project:

10 Marks

Suggested Practical Activities:

- Observation of an innovative curriculum.
- Evaluating a school curriculum
- Developing a suggestive curriculum for any class
- Demonstration of learner controlled/group controlled strategies during internship

Essential Readings:

- Apple, M. W., & Beane, J. A. (1999). *Democratic schools: Lessons from the chalkface*. Buckingham: Open University Press

- Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2012). *Curriculum leadership: Strategies for development and implementation* (3rd ed.). Los Angeles, CA: Sage.
- Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace & World.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago press.



COURSES FOR ENHANCING PROFESSIONAL COPACITIES (CEPC)





BANDHANI AND BLOCK PRINTING

MAXIMUM MARKS: 50
100% Internal Assessment
Credit: 2, Contact Hours: 60

Objectives:

- To acquaint children with the world of work and productive occupation going on in the community to develop in them a sense of respect for manual workers/ dignity of labour.
- To develop in the children an awareness of social problems and inculcate in them positive attitude towards community service.
- To develop in them a desire to be a useful member of the society and to contribute their best to common good.
- To inculcate in them a positive attitude of team work and socially desirable values like self reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness.
- To provide opportunities for creative self-expression and the development of problem solving activities.
- Develop aesthetic sense in children.
- Three H (head, heart and hand) co-ordination.

THEORY:

Content enrichment

History of screen printing and batik.

Tool and materials

Colours: types uses and sources

Frames: types uses and sources

Cloth: Types uses and sources

Wax: Types uses and sources

Techniques for conducting practical work:

Making of screen, drawing layout and filling with paint and using of wax for making different designs.

PRACTICAL WORK:

Productive work: cushion covers, bed sheet, table covers, bags, pillow covers, cloth dupatta, etc.

Decorative work: wall hangings, lamp shades, pillow covers, napkins, apron, dining table mats, covers for book and note book bags etc.

Suggestive Readings

1. Wardha Commission Report 1937
2. Kothari Commission 1964-66
3. N.P.E. 1986, N.C.F.2005
4. N.C.E.R.T. – Socially useful productive work curriculum developing and implementing the program
5. Veena Singh: Nutan Bandhini Kala screen avam Batik printing sahiteya (Hindi)
6. Shanta Despande: Batik for the beginners, Bhatiya Vidya Bhavan, Pune
7. <http://en.wikipedia.org/wiki/batik>
8. <http://www.tiedyyetodierfor.com>
9. <http://www.handlooms.com/htrindya.aspx>
10. <http://www.wikipedia.org/wiki/screen>



GARDENING

MAXIMUM MARKS: 50
100% Internal Assessment
Credit: 2, Contact Hours: 60

Objectives:

Gardening has equal importance from nursery to higher level of education. Children take keen interest in attractive flowers of different kind and love delightful tasty vegetables. They are affectionate to play in grass and soil while learning and making social relations. At senior secondary level, this subject is very useful due to its relation with bioscience, chemistry, physics and climate. It provides the scope for learning by doing, learning to do, learning to live together, sustainable development, healthy competition and production.

India has second position in vegetable production and first place in fruit production. Now we have more grain and we need more nutrition, therefore gardening is a better choice besides a good source of livelihood and earning more money as mango, pomegranate, papaya and grape etc already being exported to several Asian and European countries.

Unit- I Use of Natural Resources

1. Soil classification: Structure and Texture
2. Methods of Plant Propagation: a) Sexual: Mass selection, Emasculation, Hybridization and Pure line selection
3. b) Vegetative: Live plant propagation, Cutting, Layering, Grafting and Budding
4. Sprinkler and Drip irrigation

Unit- II Home Gardening

1. Ornamental Gardening: Ornamental plants, types and their classification
2. Kitchen Gardening; types (roots, bulb, tuber, leaf and stem)
3. Vertical gardening
4. Apiculture and Mushroom cultivation

Unit- III Plant Protection

1. Weeds; types, effect on plant and their eradication
2. Pests, harmful insects
3. Diseases: fungal, bacterial, viral, protozoan and physical disorder
4. Biological control and techniques of using insecticides and pesticides
5. I.C.T in Agriculture

Practical Work/Suggested Activities

- Preparing Herbarium file
- Identification, collection and preservation of neighbourhood plants and their parts
- Planting and pruning different types of hedges
- Developing nursery at IASE, maintaining and improving IASE gardens
- Project collecting and pasting pictures of common flowering plants and their flowers
- Gardening demonstration
- Visit: IARI and agriculture research station specially of fruits and kitchen gardening

Essential Readings:

1. Ali, Sohrab (2006), Applied Entomology, Arise Publisher, Darya Ganj, New Delhi
2. Ali, Sohrab (2005), Wormi Composting, Diamond Publisher, Darya Ganj, New Delhi
3. Enger, Swami (1985), Complete gardening in India
4. Paul, B.P. (1985), The rose in India, Published by ICAR, New Delhi
5. Journal Phal Phool, Quarterly, ICAR, New Delhi
6. Indian journal of Horticulture, Annually, ICAR, New Delhi



INTERIOR DECORATION

MAXIMUM MARKS: 50
100% Internal Assessment
Credit: 2, Contact Hours: 60

Objectives:

- Students will be able to shape their creative ideas.
- Students will be able to enhance their thinking abilities and skills.
- Students will understand various color schemes, methods of making decorative and utility items.
- Students will be able to create their own teaching learning material according to their teaching subjects.

Unit 1:

1. visit (Show rooms emporium and trade fair)
2. One Assignment
3. Working with community (Project work)

Unit 2: Decorative work (Decorating Classrooms and School)

1. Flower arrangements (Dry and Fresh)
2. Floor Decoration- rangoli (using colour powder, pastel colour, flower patels, grains etc.)
3. Decoration of Pots or Flower vases

Unit 3: Related Activities

One day observation in school (Ist Year)

Arrangement of classroom furniture, offices and lawns

Decorating Bulletin Boards

Concepts of Bala

Two Lesson plan if Interior Decoration during School Experience Practice (Subject Wise-2nd year)

Note: Every student is required to submit 3-4 items

Suggested Readings:

1. Harling, Robert (Ed) (1967): Guide to Interior Decoration, London Conde Nast Pub.
2. Parsons, Frank A. Interior Decoration: Its Principles and Practice. Gardon City, N.Y.: Doubleday, Page & Co.,1915.
3. Gray, Susan. Designers on Designers: The Inspiration Behind Great Interiors. New York: McGraw Hills 2004.
4. Le Corbusier: Furniture and Interiors 1905-1965.
5. Decorate: 1000 Design Ideas for Every Room in Your Home by Holly Becker, Joanna Copestick
6. Philip Graham; Interior design
7. Sarah Rossbach: interior Design with feng Shui.
8. Corky Bingelli: Interior Design

Maintenance and Repair of Domestic Electrical Gadgets (MRDEG)

MAXIMUM MARKS: 50
100% Internal Assessment
Credit: 2, Contact Hours: 60

The concerned teacher will break up the one year syllabus into two year (50-50 in each year)
with 60 contact hours in each year



NEEDLE WORK

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2, Contact Hours: 60

Objectives: The course aims to enable learners to:

- acquire basic knitting and stitching skills required for construction and decoration of household items, clothing and toys
- develop acquaintance with properties and use of different materials used in needle work and toy making
- develop ability for judicious use of needle work skills in teaching learning process
- develop creativity by means of learning experiences
- develop the ability to improvise resources when necessary
- acquire judicious selection and care of wool and various fabrics and materials as well as the necessary apparatus and equipments
- develop an appreciation of the value of production and the quality of a craft
- acquire relevant knowledge in Needlework to make productive and decorative items for family, school and community
- develop skills in the integration of needle work in the curriculum and utilize the skills intelligently
- acquire skills to use ICT in teaching learning of work education.

Unit 1: Decorating Classrooms and School with Integration of ICT

1. Decorating bulletin boards and flannel boards with needle work
2. Integrating ICT in teaching and learning of needle work
3. Integrating work education in the curriculum- Preparation of 2 lesson plans with use of needle work in two teaching subjects.
4. Preparing teaching aids with the use of needle work

Unit 2: Productive Work: Utility Items and Toys

1. Toys using fabric, wool and other waste material- flat toys, jointed toys, pompon toys, knitted toys
2. Making puppets for puppetry- finger puppets, glove puppets
3. Preparing a practical work book with layout of different toys

Unit 3: Community Education

1. Visit to State Resource Centers in Delhi
2. Any one project with the nearby community related to Work Education with special emphasis on Needle work.

Suggested Readings

1. Amanda O' Neill (1991) Needle Work and Sewing Techniques – The Complete Encyclopaedia Quintet Publishing Limited, London.
2. Gammon Joy (1979) Easy to Make Puppets

3. Greenhouse Jean (1976). Knitted Toys
4. Janeaton (1986) Complete Stitch Encyclopaedia Hamlyn Publishing, London. Retrieved from <http://www.amazon.com/Jan-Eaton/e/B001IXTPW2>
5. Luckin Joyce (1979). Easy to make Puppets
6. Margret Hutchings (1967) Modern Soft Toys, Mills & Boons, London
7. Morton Brenda (1969). Making your own Soft Toys. Faber and Faber Ltd., London.
8. Raul Jewel Encyclopaedia of Dress Making (2000) APH Publishing Corporation, New Delhi. Retrieved from <http://www.abebooks.com/Encyclopaedia-Dress-Making-Raul-Jewel-APH/3667746401/bd>



PAPER WORK

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2, Contact Hours: 60

Objectives: Pre service teachers would work, deliberate and learn the following-

- School community Partnership
- Concept and significance of sustainable environment
- Assessing students work and hands on
- Folk and tribal art
- ICT for facilitating administrative work in school

Unit 1 Epistemological concerns

- 1 Assessing students work: CCE, Rating scales, check list, Anecdotal records etc.[ii] School community partnership [iii] folk and Tribal art[iv] submission of review: Majorieskye's STORY OF NAI TALEEM.

Unit – II Work & hands on as a pedagogic medium

- 1 Preparing bulletin boards for educational displays for the classroom (group activity)

Unit -3 ICT for administrative work

- 1 MS excel for computing attendance, keeping records of student's performance, preparing results etc.

Unit IV: Creative work

- 1 Monatge/ Collage/ sketching/ shading/ quelling/ displays using Tanagram and using paper cutouts for classroom and school decorations

UNIT – V: Enhancing Educational Facilities

- 1 Dustbins/ File cover/ pen stand/ Magazine holder/ hexagonal boxes etc

Unit VI: Visits and Community Work

- 1 Visit to showrooms of handmade paper and handmade paper articles/ participation in paper work workshop. Working with NGO during summer vacation in B.Ed 1styr and submission of a project in 2nd year of B.Ed program

Unit VII: Reduce, Reuse and Recycle

- 1 Preparing a model using the concept of three R^s /best out of waste. (group work)

Submissions: One assignment/review

One lesson plan

One model/ report from each unit

Report on community work

Essential Readings:

- 1 **Mahmood S (1996)** *Work Experience, Its Role in Educational Process in Co Curricular Activities* edited by Faruqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
- 2 **Narvekar S**, *Basic painting* Navneet Publication(India) Limited
- 3 **Narvekar S**, *learn to draw birds*, Navneet Publication (India) Limited
- 4 **Narvekar S**, *Learn to draw designs*, Navneet Publication (India) Limited
- 5 **Narvekar S, Vikas** , *learn Pencil Shading Series* ,Navneet Publication (India) Limited
- 6 Position Paper National Focus Group On Work And Education, NCF 2005, NCERT
- 7 Flower making, *SaubhagayaPrakashan*
- 8 Report National Policy on Education 1986 , Govt of India Government of India,
- 9 **Sykes M (1988)**, *The Story Of Nai Talim, Fifty Years Of Education At Sevagram, India,* (1937-1987) http://home.iitk.ac.in/~amman/soc748/sykes_story_of_nai_talim.html
- 10 unesdoc.unesco.org/images/0006/000631/063100eb.pdf

Websites for creative ideas:

- 1 https://in.search.yahoo.com/yhs/search?hsimp=yhs-002&hspart=CND&type=AA2FB83CFBA_s58_g_e&p=Best%20out%20of%20waste
- 2 <http://cp.c-ij.com/en/contents/3158/disguise-mouse001f02/index.html>
- 3 <http://notesfromtheblacklagoon.files.wordpress.com/2008/03/dsc00095.jpg>
- 4 http://www.4to40.com/activities/artcraft/index.asp?article=activities_artcraft_dustbin_drum
- 5 <http://www.daniellesplace.com/HTML/paperplate.html>
- 6 <http://www.dltk-kids.com/animals/fish.html>
- 7 <http://www.dltk-kids.com/animals/index.html>
- 8 <http://www.enchantedlearning.com/crafts/chinesenewyear/tangram/>
- 9 http://www.internet4classrooms.com/science_elem.htm
- 10 <http://www.made-in-china.com/image/2f0j00aBCEpyJtYrbPM/Paper-Lantern-SF-D1001-.jpg>
- 11 <http://www.papercraft101.com/diypapertoykit-home>
- 12 <http://www.talkingchild.com/craftsplate.aspx>
- 13 <http://www.teach-nology.com/crafts/paperplates/>
14. <http://www.yamaha-motor.co.jp/global/entertainment/papercraft/animal-global/macaw/index.html>

VOCAL MUSIC

MAXIMUM MARKS: 50
100% Internal Assessment
Credit: 2, Contact Hours: 60

Objectives: On the completion of the course, trainee will be able to:

- Sing unhesitatingly.
- Describe the classical foundation of music
- Become aware of different form of vocal music.

THEORY

Unit-1: Theory of Indian Music

1. Alaap
2. Vadi
3. Samvadi
4. Anuvadi
5. Vivadi

Instrument: Function and Uses

1. Taanpura
2. Guitar
3. Dafli

Practical

Unit -2: Raagas: (RaagaBhopali, RaagaJaunpuri)

Activities:(Alankars, Aroh&Avroh,.Alaap,.Pakar.Compositions,Taans)

Unit-3: Taals

- a). RupakTaal
- b). KaharwaTaal

Activities:

1. Talee&Khalee
2. Dugun (Double)
3. Tigun (Tripple)
4. Chaugun (Fourth).

Unit-4: Light Music

- a) Patriotic Songs
- b) Group Songs
- c) Folk Songs
- d) Gazals
- e) Qawwalis etc.

Recommended Books:

1. Shrivastav. H., RaagaParichay (Part 1 & 2), SnageetSadan, Prakashan ,2013.
2. Narayan, L., Sangeet Taalparichay (part 1), Sangeet Karyalaya
3. Sharma, B., Bhartiye sangeet ka litihas, Sangeet Karyalaya.
4. Bhatkhande, SargamGeetSangarah. Sangeet Karyalaya, Hathras.U.P.
5. Narayan, L., Bhartiye Sangeet Vadya, Bhartiye, Jananpith, 2011.



WOOD WORK

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2, Contact Hours: 60

Objectives: After study the pupil teacher will be able to:

- Develop the personality of the individual in terms of individual own needs, ability and aptitudes.
- Develop and understanding of pedagogical process for teaching-learning of wood work.
- Understand concept need and importance of work experience with special emphasis on wood work.
- Develop in the Children an awareness of social problems and inculcate in them positive attitude towards community services.
- Need the Children to participate increasingly in productive work
- Acquire competence to prepare teaching aids relevant to the school subject.

Unit-I Wood in Teaching Learning Process

1. Concept, need and importance of work experience with special emphasis
2. Objectives of Teaching wood work in school
3. Evaluation students work

Unit-II Knowledge of furniture its drawing, design and making the models for daily use

&

Practical Knowledge of methods and materials in the finishing of objects like polishing, varnishing and laqar, paints etc.

Unit-III Practical Work

1. To prepare wall mirror magazine folder, lamp of bamboo or wooden.
2. Planning and designing, estimating through computer.
3. Any Group, Individual project in creative, community work relevant to the wood work and teachings aids relevant to the school subject

Suggested Reading:

- 1 Things to make and do readers **Digest Publication**
- 2 Educational Craft in wood- **Yabslay**
- 3 General Wood Working- **Chris.H**
- 4 Text Book in Wood Working- **Solan Son**

EPC-9: READING AND REFLECTION ON TEXT (CODE: EPC-9)

MAXIMUM MARKS: 50

100% Internal Assessment

Credit: 2, Contact Hours: 30

Rationale: This paper is aimed at introducing student-teachers to original texts related to children, society, school, state, politics and programs. Emphasis is on reading and reflecting on selections of classics/critically acclaimed texts.

Objectives: The objectives of the paper are:

- To develop critical reading capacities of student-teachers
- To generate collective deliberations and reflections of the text.
- To relate the texts with personal, social and institutional realities of child, schooling and society.
- To generate capabilities in student-teachers to deepen their own understanding and practice of education of themselves and the children they will engage with in schools.

Student-teachers will select any one of the following text, read and identify a section of text for detailed reading and reflection.

Student-teacher will then present to the group, the overview of the text, and the section selected for detailed reading.

Student-teachers will reflect on the discussions generated through the presentation.

Student-teacher will write a reflection report of the above experience.

List of readings:

1. Chattopadhyaya Committee Report
2. Sacher Committee Report
3. Ramamoorthy Committee Report of NPE 1986
4. Zoya Hasan Committee Report on Curriculum, Syllabi and textbooks: Regulations framework
5. National Curriculum Framework. Focus Group on Aims of Education
6. National Curriculum Framework. Focus Group on Gender Issues in Education
7. National Curriculum Framework. Focus Group on Education of SC, STs.
8. National Curriculum Framework. Focus Group on Work and Education.
9. National Curriculum Framework. Focus Group on Teacher Education.
10. John Dewey: School and Society
11. BhattarCharjee: Multiculturalism
12. Paulo Friere: Banking Concept of Education
13. Maria Montessori: The adolescent Mind.
14. Marjorie Syles: The story of NaiTaleem
15. Zakir Husain : National Conference of NaiTaleem-Report
16. Anil Sadgopal: Shiksha main Badlav ka Sawal
17. Tutra Weber Garden: Meri Grameen Shala ki Diary
18. Syhra Ashton Warner: Adhyapak
19. John Holt: Asafal School
20. John Dewey: Democratic School

The mode of teaching this course shall be through reading, presentation and collective discussion.

Distribution of Marks:

Presentation on selected text	10 Marks
Involvement in Discussion in the group	10 Marks
Reflective report of the experiences	10 Marks
One Assignment/Project/Survey work and report submission	20 Marks
Total:	50 Marks



**Department of Teacher
and
Non-formal Education
Institute of Advanced Studies in Education,
(IASE)**



Bachelor of Education (Nursery) (B.Ed.(N))
Syllabus with effect from Session 2015-16
Programme code B24

**Faculty of Education
Jamia Millia Islamia
(A Central University by the act of Parliament)
New Delhi-110025**

Content	
Particulars	Page No.
1. Duration	4
2. Intake	4
3. Eligibility	4
4. Objectives	4
5. Major Highlights	5
6. Regulations	6
7. Scheme of Studies	9
8. Paper-B24-C1	13
9. Paper-B24-C2	16
10. Paper- B24-C 3	19
11. Paper- B24-C 4	21
12. Paper- B24-C 5	22
13. Paper- B24-C 6	29
14. Easy Urdu B24-EU	31
15. ICT Practical B24-PW1	32
16. Work Experience B24-WE1	33
17. Paper- B24-C 7	35
18 Paper- B24-C 8	40
19. Paper- B24-C 9	42
20. Paper- B24-C 10	45
21. Paper- B24-C 11	46
22. Paper- B24-C 13	48
23. Paper B24-C 14	52
24. Paper B 24-C15	55
25. ICT PracticalB24-EPS3	64

**Syllabus of Bachelor of Education (Nursery)
(B.Ed)(N) Programme in the IASE approved by the BOS of IASE,
F/O Education, Jamia Millia Islamia**

TITLE OF THE COURSE: Bachelor of Education (Nursery) (B.Ed) (N)

The Bachelor of Education (Nursery) (B.Ed.) (N) is a **two-year** programme for preparing teachers for Play schools, Nursery Schools, Primary Schools and also teacher educators for nursery level.

INTRODUCTION

Early Childhood Care and Education (ECCE) for children below 8 years is globally emerging as an area of high priority due to recent researches in the field of neuroscience which has established that 90 percent of the brain's growth occurs by the time the child is 5 years of age. The determinants of this growth are the nutritional and health status, the psycho social experiences and environment of the child during these early years. As India has a large segment of population under the poverty line and also learners who still belong to first generation learners, it's inevitable to provide stimulating environment to the children, to prevent social inequity. As ECCE has proven to successfully narrow this equity gap by compensating for the home deficits in these early years and enable them to be better prepared for school, and for life, the EFA Global initiative is the first goal in the education ladder. With the mandate of the Right to Education (2009) all children are now expected to come into school at the age of six years, empirical evidences indicates that due to inadequate school preparedness, and these children tend to continue in school with low learning levels and have a higher probability of dropping out in the early primary grades. There is a need for having curriculum and methodologies appropriate for smooth transition to the formal setting of primary school through developmentally appropriate early learning opportunities that promote their school readiness. Given this scenario, there is expected to be an urgent need for professionally trained educators for this stage of education who can take responsibility for this transition from pre primary to early primary grades, using developmentally appropriate methodologies. It therefore becomes the obligation of the state to ensure that there are professionally prepared preschool educators/teachers who have acquired the necessary sensitivity and understanding of early learning and developmental needs of young children in different contexts and of appropriate ways to respond to these.

The present course attempts to prepare effective preschool educators and primary educators to be able to fulfil the above expectations. The student teachers will through this curriculum benefit from an optimal balance between theoretical and practical experience to build up a repertoire of knowledge, skills and sensitivity to meet the needs of diverse learning situations, individuals, communities and

contexts. The reality of classroom diversity is a feature that runs as a consistent thread across the curriculum reminding the potential teacher to address the social and individual contexts of children with sensitivity and understanding. It orients the educator to the value and significance of inclusive education. The curriculum focuses on approaches, strategies and methods of creating responsive environments with a focus on participatory methods for teacher education. Student teachers will be equipped to be able to organize and manage the classroom in terms of resources, time, scheduling as also innovative use of space and be aware of the health, nutrition and safety issues of the child, including the importance of yoga, and a developed ability to apply the knowledge in specific situations. The student teacher will be able to engage with the curriculum critically and not treat any knowledge as given or fixed, so that subsequently too when in a preschool, both the teacher and the children would evolve as reflective learners. The attempt is to infuse a balance towards effectively integrating modern technological developments in education with traditional and folk literature and teachers' own communication skills, making the teacher education programme more holistic, interactive and reflective through a planned process of self-development.

DURATION AND INTAKE:

The programme duration is of two academic years.

There shall be a unit of thirty students.

ELIGIBILITY:

Candidates with 50% marks in the Graduation (BA/B.Sc./B.Com) are eligible for admission.

Admission shall be made on the basis of marks obtained in the entrance examination of Jamia Millia Islamia.

There shall be reservation of seats as per the rules of JMI as applicable to other courses of IASE.

OBJECTIVES

The student teacher on completion of the two-year BEd (Nursery) should be able to:

- ♦ Apply the basic principles of ECCE and primary education keeping in view the national goals of education
- ♦ Be acquainted with historical perspectives of early child care and education and primary education
- ♦ Develop acquaintance with principles of child development and processes of various aspects of child development

- ♦ Develop an understanding of various tools and techniques of child study
- ♦ Develop the ability to plan activities according to the characteristics of preschool child and primary.
- ♦ Acquire proficiency in communication skills required for effective teaching learning process
- ♦ Use effectively the methods, equipments and materials of ECCE and primary levels
- ♦ Understand the importance of physical and social environment for nurturing all-round development-physical, emotional, cognitive and social.
- ♦ Develop familiarity and competency to use various media for creative expression and foster creativity in children.
- ♦ Develop an understanding of principles of health and nutrition in order to inculcate healthy habits among children.
- ♦ Render first aid in the case of minor injuries
- ♦ Understand the role of parents and community in the development of the preschool child and plan ways of eliciting active cooperation from them

The Major Highlights of the Programme will be:

- ♦ Two-year duration.
- ♦ English, Hindi and Urdu Media of Instruction.
- ♦ Emphasis on activities related to teaching of children between the age of 3 to 8 years
- ♦ Practical work in communication skills, performing arts and visual arts.
- ♦ School Experience Programme including School Observation and Internship in the nursery and primary school (1st and 2nd standard) for one and a half month each
- ♦ One week internship at nursery teacher training institutes
- ♦ Personality development workshops will be part of the programme
- ♦ Classroom management will be given due emphasis
- ♦ Computer literacy will be a part of the practical work

**REGULATIONS RELATING TO BACHELOR OF EDUCATION (NURSERY EDUCATION)
(B.ED)(N) EXAMINATION**

1. The examination for the **B.Ed (N)** shall be open to:

(i) A regular student, who has undergone a regular course of study prescribed by the Jamia, has attended the required percentage of lectures and has undergone the requisite programmes of training in School Experience (Practice Teaching & Internship) and Work Education (Practical Work) in Jamia for two academic sessions, provided that the candidate has passed the first degree examination of a recognized university and that, during the course of the **BEd (N)** programme, does not simultaneously pursue any other study or vocation. The required percentage of attendance in order to be eligible to appear in the examination is 75 for lectures/Practical Work unless the Majlis-e- Talimi (Academic Council) directs otherwise.

(ii) An ex-student, one who has failed to pass or was unable to appear at the examination for the **BEd (N)** after having been a regular student for two academic sessions, provided that the candidate on the recommendation of the Head of Institute of Advanced Studies in Education has been registered as an ex-student before 15th September after payment of the registration fee for one academic session.

2. a) A regular student shall not be kept on the rolls if he/she remains absent continuously for a period of fifteen working days without leave.

b) An ex-student shall not be kept on the rolls for more than two consecutive academic sessions unless the Academic Council directs otherwise.

3. The candidate at the time of enrolment is required to sign a declaration that on admission he/she shall submit himself/herself to the disciplinary jurisdiction of the Shaikhul Jamia and other authorities of the Jamia who may be vested with the power to exercise discipline.

4. The examination for **BEd (N)** programme shall comprise:

a) Theory papers

b) School Experiences

c) Practical Work (Work Education)

5. The total marks allotted to theory papers shall be 800 (350 in first year and 450 in second year) There shall be both external and internal evaluation in theory.

6. Forty percent of the total marks in each theory paper shall be allotted to internal evaluation, which shall be made through class tests/assignments/projects.

7. The internal evaluation in theory papers will be moderated by a Committee consisting of the staff member concerned, one member of the IASE nominated by the Head of the Institute, with the Head of the Institute as Chairman.

8. The total marks allotted to School Experiences and Practical Work shall be 300 in each case in each year. Both School Experience and Practical Work shall be internally evaluated. These marks shall, however, moderated by a Board consisting of four members viz., Head of the IASE, one member of the Institute and two external experts appointed by the Board of Studies of the Institute. The Board will finalize the marks after scrutinizing the record of work and other relevant materials at the end of the session.

9. To pass the **BEd (N)** examination student must obtain:

a) At least 33% marks in each theory paper in internal assessment and external examination separately:

b) An aggregate of at least 40% marks based on all theory papers, and

c) At least 40% marks in Practice Teaching and Practical Work separately.

10. If a candidate has obtained less than 40% marks in the aggregate of all theory papers but not less than 38% marks in internal assessment and external examination separately in each theory paper of Part-I and Part-II examination, he/she shall have to appear at the supplementary examination in not more than two theory papers in order to obtain the required aggregate of 40% marks for passing the examination. The choice of theory papers shall be left to the candidate.

11. If a candidate is absent from or fails to secure at least 33% marks in internal assessment and/or in external examination in not more than two theory papers at part I examination. He/she shall be allowed to submit the sessional work and be examined in these papers before the supplementary examination to be held in September/October and/or reappear in supplementary examination if he/she has failed in external examination provided that he/she has obtained at least 40%

marks in aggregate of all the theory papers at part –I examination. In case he/she fails to clear his/her sessional work before supplementary examination and/or fails to appear in the supplementary examination, he/she shall be allowed to complete his/her sessional work before the subsequent annual examination and/or appear in the subsequent annual examination.

12. If a candidate fails to pass (or is absent from) the internal assessment and/or the external examination in more than two theory papers at part-I and Part-II examination and passes in the Practice Teaching and Practical Work, he/she shall have to reappear as an ex- student in all theory papers in the next annual examination.

13. The application to appear at the examination, if not submitted on or before the prescribed date, is then submitted within one month of the prescribed date after depositing an additional late fee with the Treasurer, the receipt of which attached with Application form.

14. An admission card stating the candidate's name and roll number is issued by the Controller of Examination to the candidate and is presented by the candidate on demand at the portals of the examination hall.

15. If a candidate fails to pass in either School Experience or Practical Work he/she shall be required to get himself/herself registered as an ex-student and fulfill the requirements during the session, as directed by the Head, IASE.

16. Division shall be awarded separately in each of the three parts of the examination, viz, Theory, School Experience and Practical Work on the basis of the marks obtained in the relevant part as given below.

i) First Division to those who obtain 60% marks or more.

ii) Second division to those who obtain less than 60% but not less than 50% marks.

iii) Third Division to those who obtain less than 50% but not less than 40% marks.

17. A candidate shall be awarded a distinction in Theory, Practice Teaching or Practical Work separately if he/she obtains 75% marks or more in that part.

18. i) All candidates who have not studied Urdu up to class VIII shall be required to undergo a course of study in Easy Urdu, to take an examination at the end of the course and obtain a total of at least 33% of marks in it.

ii) Marks obtained in Easy Urdu shall not be added to those obtained in the other theory papers for the purpose of awarding division. Success in Easy Urdu Examination, shall, however, be essential in order to get the certificate in BEd (N).

iii) Candidate who fails in the Easy Urdu examination shall have four more chances at subsequent examination, viz, the supplementary examination and the subsequent Annual Examinations.

19. The **BEd (N)** Examination will ordinarily be held in April every year. Candidate can appear at the examination, provided that:

- a) The application to appear at the examination is submitted on the prescribed form on or before the date fixed by the Controller of Examination.
- b) The candidate's application, form has been duly recommended and certified by the Head of the IASE.
- c) The examination fee has been deposited with the Treasurer's office, Jamia Millia Islamia.

SCHEME OF STUDIES

The Syllabus of **BEd (Nursery)** course will be having the following components:

A. Theory 800(60%External, 40% Internal) (Table – I&II) 8 credits

B. Practice Teaching 600 Marks (100% Internal) (Table-3&4) 6 credits

C. Practical Work 600Marks (100% Internal) (Table-5) 6 credits

A. Theory:350+ 450=800 Marks

Distribution of marks and period allotted per week are given in table-1

Table-1-Theory (1st Year Part-I)

Course code	Title of the paper	Periods per week	Credits	Marks (Duration of exam-2 hrs.)
B24-C1	Introduction to Early Childhood Care and Education	2+1	2	50
B24-C2	Child Development	2+1	2	50
B24-C3	Child Psychology	2	2	50
B24-C4	School Organization & Classroom Management	2+1	2	50

B24-C5	Programme planning & Pedagogy	2+1	2	50
B24-C6	Health and Nutrition	2+1	2	50
B24-EU	Easy Urdu	2	2	50
	Total	14	14	350

Table-1I: Theory (2nd Year Part-II)

Course code	Title of the paper	Periods per week	Credits	Marks (Duration of exam-2 hrs.)
B24-C7	Introduction to Primary Education	2	2	50
B24-C8	Child Development	2	2	50
B24-C9	Child Psychology	2	2	50
B24-C10	School Organization & Classroom Management	2	2	50
B24-C11	Programme planning & Pedagogy	2	2	50
B24-C12	Working with Parents and Community	2	2	50
B24-C13	Pedagogy of Mathematics	2	2	50
B24-C14	Pedagogy of Languages (any one) i) English ii) Hindi iii) Urdu	2	2	50
B24-C15	Pedagogy of EVS	2	2	50
	Total	18	18	450

B. School Experience Program (SEP)

School experience programme of the B.Ed. (N) is conducted in two blocks. In the first year, the school experience programme is for Nursery level and in the second year at the primary level.

School experience includes both practice teaching and Internship. The students are required to do internship of 6 weeks duration including observation of lessons (one week each), practice teaching.

Practice Teaching is intended to develop in a student teacher the skill of managing a class and conduct the program independently. It will, therefore, involve interacting with children for the entire duration of each school day for six weeks. Student Teachers will teach at Nursery school in the first year and in the primary classes in the second year. During practice teaching, student teachers are required to conduct assembly and organize co curricular activities. At least one lesson using computers are also to be delivered in school in each year and if due to any reason if it was not delivered in school it will be delivered in IASE (simulated teaching).

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. They have to be actively engaged in teaching at two levels, namely, Nursery and primary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of six weeks. This should include an initial phase of one week for observing a regular

classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

Except the Seminar Discussion, all other components of school experiences are to be completed in the school during practice teaching. The Seminar is meant to develop amongst student-teachers, independent and critical thinking about current issues. Report/s will be submitted and discussed in Seminar discussion.

The distribution marks under different components are given in Table-III and !V respectively.

Table-III: School Internship Program BEd (N) 1st Year Course code B24 -SIP1

Course code	Practice Teaching (School Experience)	300 Marks
B24 - SIP1	Details of practice teaching	Marks
1	Observation and reports	50
2	Teaching at school (20 lessons in Nursery School)	150
3	Discussion lesson at Nursery level	25
4	Seminar Discussion (two periods per week)	75
a)	Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation	(15)
b)	Teacher profile	(10)
c)	Class profile	(10)
d)	Case study	(20)
e)	Writing a paper on current issue and presentation by the student	(20)
	Total	300

Table-IV: School Internship Program BEd (N) 2nd Year Course code B24- SIP2

	Practice Teaching (School Experience)	300 Marks
B24- SIP2	Details of practice teaching	Marks
1	Observation and reports	50
2	Teaching 45 lessons at primary school (15 lessons in each pedagogy subject)	150
3	Discussion lessons (20 each)	60
4	Seminar Discussion (two periods per week) Read and reflect on any four books and/	40

	documents	
	Total	300

C. Practical Work (Work Education) 300 Marks
Course code B24 WEPW

Practical work has three components namely work experience, co curricular activities and NSS and Practical activities related to different theories. Distribution of marks and period allotted per week are given in table-V

Table-V: Practical Work & Work Experience1st Year
Course code B24 WE1PW1

Course code	Details	Periods per week	Credits	Marks
B24-WE1	Work Experience related preparation of teaching aids			
a)	Art Related activities	2	2	50
b)	Craft related activities	2	2	50
c)	Performing Arts	(workshop 10days)	2	25
d)	Music	1	1	25
e)	Practical work related to theory			25
B24-PW1	Developing & enhancing skills ICT	1 periods per week	1	25
B24- PW2	Co curricular Activities			
a)	Participation in cultural activities(House)&NSS	2+NSS camp	3 1	100 (50+ 50)
b)	Games and Sports and yoga	2		
	Total	10	12	300

Table-VI: Enhancing Professional Skills BEd (N) 2nd Year
Course code:B24 EPS

Course code	Details	Marks
B24- EPS1	Practical work related preparation of teaching learning materials	
a)	Language (English/Hindi/Urdu)	50
b)	Maths	50
c)	EVS	50
B24- EPS2	Practice teaching and observation at NTT institution	100 (75+25)
B24-EPS3	Developing & enhancing skills ICT	50
	Total	300

1 Year: course code B24-C1

INTRODUCTION TO EARLY CHILDHOOD CARE AND EDUCATION

Credits : 02

Introduction

Being one of the foundation courses, this course aims to develop in student teachers an understanding of importance of ECCE as a foundation for later learning and development. It intends to familiarize the student teachers with the concept and significance of Early Childhood Care and Education (ECCE) and within it preschool education, particularly in the context of the country's larger goals and priorities linked to social equity and inclusive development. The course will enable the student teachers to realize the great professional responsibility that they are taking on as teachers of young children, by understanding the critical importance of this stage of education and the need for a smooth transition from preschool to early primary, as the foundation for not only school education but for lifelong learning and development.

It will familiarize them with the structure and system of education in India and the location of ECCE within the larger system and enable them to develop a critical understanding of the sector and related contemporary issues. The course intends to also contextualize growing up and childhood experiences from a socio-cultural perspective for the student teachers. It therefore aims to acquaint and sensitize ECE educators to the multiplicity and diversity of Indian socio-cultural, economic and religious milieu and the implications of this diversity for ECCE. The course will advocate child's rights-based approach as a conceptual framework so as to protect and promote children's' rights and orient student teachers regarding relevant programmes and policies in that context.

The course will be conducted through lecture-discussion mode. It may include presentations by the students and the teacher on various topics under the content of the course. Visits by the students to various ECCE programmes will provide first-hand experience of observing the functioning of programmes in various settings.

Objectives

The course will enable student-teachers to:

- 1 Understand the holistic concept and critical significance of ECCE, particularly with regard to social equity, and the rationale for including preschool as a sub stage within it.
- 2 Develop an understanding of contributions of different thinkers and educationists in ECCE and their implications for contextualising the curriculum and methodology in ECCE.
- 3 Become familiar with the historical evolution of ECCE in India leading to current policies and provisions for ECCE across public, private and voluntary sectors.
- 4 Understand socio-cultural, economic and language diversity in ‘childhoods’ in the Indian context and its implications for planning and provisioning for ECCE.
- 5 Understand the potential of rights’ based approach to provide a just and equitable environment for children’s care and education and develop related knowledge and skills for planning programs for early years.

Course Content

Unit 1: Concept and Significance of ECCE & historical perspectives

- Understanding terminologies, “Child”, “Childhood”, and “Early Childhood Care and Education” in consonance with theory as well as National and International policies.
- Importance and significance of ECCE as foundation for learning and development based on the developmental progression, neuro-science researches and influence of environmental forces.

Unit 2: Historical Development of ECCE in India

- Importance of early years and development as indicated in traditional practices of the Indian culture.

Influence of work by Early missionaries, Central Social Welfare Board:

Balwadi programme, Kosabad programme (Anutai Wagh), role of Balashikshan Sangh, IAPE, ICDS programme and Five-Year Plans.

Unit 2: A Contributions of Thinkers and Educationists in ECCE

- Influence of Western philosophical and educational thoughts of Rousseau,

Frobel, John Dewey and Montessori on understanding of childhood and programmes and for young children.

· Influence of Gandhi, Tagore, Aurobindo, J. Krishnamurthy, Gijubhai Badheka, etc. Implications of the above on ECCE programmes and classroom practices.

Unit 3 Early Childhood in Contemporary India and Socio-Cultural Context

· Understanding about Indian context, it's importance and impact on early years from the perspective of: family, community, caste, class, gender, religion, and geographic location.

· Socio- cultural and religious pluralities and their influence: multiple languages, customs and traditions, regional variations, different settings (tribal, rural, urban) and Intra-setting variations. Relevance and implications of the above for interacting with children and families as well as planning and transaction of ECCE curriculum.

· Modernization, Social Change and Education

· Economic diversity and its influences on early child development and access to programmes.

Sessional Work:

20 Marks

- | | | |
|-----|--------------------------|----------|
| i) | Two test of 5 marks each | 10 Marks |
| ii) | Assignments | 10 Marks |

Practical Activities:

Visits to the following institutions and preparation of reports.

- a) Aganwadi/Balwadi
- b) Mobile Creche
- c) SOS village.
- d) Raj Kumari Amrit Kaur Child Study Centre, Lady Irwin College, University of Delhi
- e) Department of Elementary Education and Preprimary education, NCERT
- f) Nursery School, KVS, IIT Campus

First year: course code B24-C2

Child Development

Credits : 02

Rationale

The Early Childhood years have embedded in them some 'critical periods' for development of several cognitive, language and socio emotional competencies for children. The blueprint of most skill sets, learning and personality development is embossed in this period of development. The experiences in these foundation years shape children's overall development, their future health and learning achievements at school, their adjustment in the family, community and in life in general. The impact may be attributed to the fact that on the one hand the process of development is both continuous and cumulative; on the other, there are distinct sub stages within the childhood period which characterize the way children respond and learn. It is therefore very important for any professional proposing to work with children to have an in-depth understanding of the stages and processes related to different domains of development and be aware of what makes children so alike, and yet so individually different.

The Course will enable the student teachers to develop this understanding, to get acquainted with developmental stages and patterns in early childhood, develop insight into how children learn and develop and the requirements of stimulating and responsive environments to nurture their development which would help them to plan and create developmentally appropriate practices and environments for children. With this understanding the student teachers will be able to understand the role of children as actors in their own development and balance this active agency with undertaking the responsibility to provide them with the right kind of response and guidance. Success of an effective child centred, developmentally appropriate programme will depend on the application of the theory to understanding the behavior of children. Often students find the course boring when made to memorise the norms. They will be able to appreciate the course when the relevance and application of developmental norms and patterns are brought to their attention. The teacher therefore should teach the course by giving examples as well as by relating the observations of the students in their practical Classes in schools to the theory. Interactive mode will make the course meaningful, relevant and interesting.

Objectives

This course will enable student teachers to:

1. Understand how children develop and learn.
2. Understand the principles and processes of children's development.

3. Understand children's development along the continuum from birth to eight years and the concept of critical periods.
4. Understand the difference between growth, maturation and learning and the implications of these for learning and development.

Course Content

Unit 1: Introduction to Child Development

- Meaning and scope of child development – use of knowledge in understanding children and working with them; Difference between growth (quantitative) and development (quantitative and qualitative), maturation, learning.
- Interdisciplinary basis of child development – the contribution of psychology, sociology, pediatrics, anthropology, neuroscience to the field of child development.
- Stages of development in life span: prenatal, infancy and toddlerhood, preschool and middle childhood, adolescence, adulthood.
- Domains of development, inter-relationship of continuous and cumulative nature of development.
- Principles of development – Cephalocaudal and proximodistal, hierarchical Integration, principle of the independence of systems, relationship of physical growth and change in behavior.
- Role of heredity and environment- ecological system theory of Bronfenbrenner, maturation and learning.

Unit 2: Prenatal Development

- Care during pregnancy.
- Factors influencing prenatal development, mother's age and health, nutrition, illnesses, pre-natal support, drugs, alcohol, tobacco, radiation, HIV, sexually transmitted diseases, emotional stress.
- Genetic foundation, chromosomes & gender.
- Inherited and genetic disorders: Down syndrome, hemophilia, diabetes.

Unit 3 : Physical and Motor Development

- Milestones in gross and fine motor skills in infancy and Preschool years. Interdependence of Motor skills, emotional and social competencies, cognition and language.
- Refinement of skills increase in strength, precision, dexterity agility and flexibility.
- Role of role of opportunity and practice.

Unit 4: Cognitive Development

- Mental processes and cognitive development; perception, thinking, reasoning, problem solving, memory, attention span, imagination, curiosity, creativity and concept formation; Milestones in cognitive attainment.
- Behaviourism: Bandura's Social Learning Theory – learning by observation and behavior

Learning: classical conditioning in young infant, Operant conditioning, Imitation

- Piaget's Cognitive Development Theory – Sensorimotor stage – birth to 2 years; sub stages; Preoperational stage; Concept of adaptation, assimilation accommodation and equilibration, egocentrism, animism, conservation, centration, irreversibility, classification, seriation.
- Vygotsky's socio cultural theory; Zone of proximal development, scaffolding involving adult assistance.

Suggested Practicals

Assess child's development as per norms through observations

Sessional Work:	20 Marks
i) Two test of 5 marks each	10 Marks
ii) Assignments	10

SUGGESTED READING LIST

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- NCTE(2015) Curriculum Framework for Diploma in Preschool Education (D.PSE) PDF
- Pankajam G. (1994). Pre-school education. Ambala: The India Publications.
- Sharma, S.P. (2006). Child development. Delhi: Visit International publishing house.
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COURSE CODE B24-C3

CHILD PSYCHOLOGY

Credits:2

Marks:50

This course sensitizes the student teachers regarding the importance psychology of the child, and its bearing on the learning. The course also covers different methods of child study. An attempt is also made to orient student teachers different approaches in studying the behaviour particularly learning.

Objectives:

The course will enable student-teachers to:

1. develop an in-depth understanding of the child as a person
2. understand the techniques and tools of studying children
3. understand the Psychological needs of children
4. appreciate the effect of parenting, motivation and social environment in the development of intelligence of the child

.Course Content:

Unit-1 Introduction Child Psychology & Child Study

- a) Concept and importance of child Psychology
- b) Emergence of concept of child as a person
- a) Techniques used for child study
 - i) observation (Scheduled and unscheduled)
 - ii) interview(Parents and children)
 - iii) sociometry,
- b) Tools for child study
 - i) checklist,
 - ii) Questionnaire
 - iii) Anecdotal records case study.

Unit-2 Child as person

- a) Psychological and Physiological needs of children and importance of need fulfillment-Maslow
- b) Development of emergence of self

- b) Elementary cognitive processes-sensation, perception and attention

Unit 3 Intelligence:

- a) Intelligence: Difference between intelligence and cognition; multifaceted view about intelligence; Gardner's multiple intelligence theory.
- b) Factors affecting cognitive development: Importance of stimulation, adult Interaction and environment.
- c) Nature and meaning of intelligence,
- d) Factors affecting intelligence.
- e) Cognition and approaches to cognition

Sessional Work:

20 Marks

- | | | |
|-----|--------------------------|----------|
| i) | Two test of 5 marks each | 10 Marks |
| ii) | Assignments | 10 |

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 Ausubel. D.P. (1968) Educational Psychology: A Cognitive View, New York, Holt Rillehall and Winston.
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 SS Shrimali (2005) Child Development Pearson Education, New Delhi
 Wolfok, Anita (2004) Educational Psychology Pearson Education, New Delhi

COURSE CODE B24-C4

School Organization and Classroom Management

Objectives:

The course will enable student-teachers to:

1. enable the student-teacher to select, use and maintain toys, books and other equipments for pre-school and classes I and II
2. enable student teacher to work as a team in the school.
3. enable the student teacher to understand procedures of maintaining school accounts, preparing bills, maintaining necessary records and registers and using them
4. acquaint the student-teacher with the service rules and codes of conduct.
5. enable student teacher to understand the role of local authorities in Educational Administration.

Course Content:

Unit-1: School Organization and administration for preschool and lower primary

- a) Concepts of organization and administration at pre-school and primary schools
- b) Role and responsibilities of –(i) Principal (ii) Nursery teacher

Unit-2: School Plant

- a) Concept and utility
- b) Location of the building and requirements
- c) Facilities and equipments for indoor/outdoor play.
- d) Criteria for selection, making, use and maintenance of toys and other play equipments
- e) Display boards.
- f) Storage facilities

Unit-3: Classroom Management at Nursery and primary level

- a) Meaning and importance
- b) Factors affecting classroom management
- c) Various ways of modifying students' behavior.

Sessional Work:

20 Marks

i)	Two test of 5 marks each	10 Marks
ii)	Assignments	10

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- i) Aggarwal, J.E. Educational Administration School Organisation & Supervision Delhi, Arya Book Depot, Delhi, 1967
- ii) Khan, M.S. & Khan, M.S. Educational Administration. New Delhi, Asian Pub. House
- iii) Mohiyuddin, M.S. School Organisation and Management~ Jammu: J.K. Book House, 1989
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- v) Morphet, E.L Educational Administration , Prent. Hall Inc. Englewood Cliffs NJ
- vi) Khan M.S. and Irfani, A.A. Tanzeem Madarsa ke Buniyadi Usool , Aligarh Muslim Educational Press.
- vii) Naqvi, M.A. Tanzeem-I-Madarsa , Sir Syed Book Depot, Aligarh.

COURSE CODE B24-C5 PROGRAMME PLANNING

The pedagogical bases required for the teacher at the lower primary and nursery level are the focus of this course. The curriculum of the preschool is envisioned as a holistic programme for the all round development of the children. The word ‘programme’ here highlights the fact in this course, the focus is on readiness rather than the cognitive skills involved in 3R’s.

According to NCTE(2015), this course is to provide an overview of the principles, priorities and objectives for development of a child centered early childhood education curriculum and the rationale for the early childhood methods by helping student teachers understand the ways in which children learn and which need to inform the development of the curriculum for them. The course focuses on the developmental nature and significance of children’s play for learning and development and the need for adopting a play based activity approach for ensuring children’s sustained interest and learning. The student teacher would also develop an understanding of the importance of creating a “learning environment” for children which would give them opportunities to explore, experiment, interact with materials and other children and express themselves freely. They will be oriented in the concept of school readiness, which forms a key part of curriculum for this preschool stage and which can ensure a smooth transition for them from preschool education to early primary education. The student teachers will also get an understanding of the why, what and how of the assessment at this foundation stage.

The Objectives of the course are given below:

After studying the course student teachers are expected to:

1. Understand the process of how children learn during the early childhood stage and the important role of play in learning and development.
2. Understand the importance of early stimulation for development below 3 years and the kinds of child care practices and interactions that constitute early stimulation.
3. Become familiar with the objectives and components of the preschool curriculum both as foundation for all round development and for promoting school readiness and its link with primary education.
4. Become conversant with the principles of program planning and goals for immediate and long term planning.
5. Monitor and evaluate children's progress, and understand the concept of learning cycle leading to feedback and re-planning.
6. Explain basic principles of programme planning to address quality concerns of ECCE and plan programs for ECCE

Course content:**Unit 1: How Children Learn**

- Child as an active learner in constructing knowledge by exploring, experimenting and problem solving. Concept of assimilation and accommodation. Use of past experiences and knowledge to understand new situations and develop new concepts.
- Multi pronged process of learning: learning by conditioning, experimentation, positive reinforcement, observation and imitation.
- Social basis of learning, concept of proximal development. Learning with the help of adults and peers. Cooperative learning.

Unit 2: Care and Early Stimulation for Children under Three Years

- Meaning and importance of early stimulation for children below 3 years.
- Understanding the value of local and cultural practices of care of infants
- Importance of experiences for sensor-motor development, early language development and other domains of development.
- Suitable play materials for early stimulation.
- Need for and essential features of a day-care programme: Adequate space, clean, safe and stimulating environment for learning, health and nutrition, physical safety; emotional security through love and affection, responsive care.

Unit3 : Components and Related Activities for Promoting All Developmental Domains*Unit 3.1: Physical and motor development*

- Objectives of physical and motor development: Development of Fine and Gross motor skills; Eye hand coordination and their importance.
- Teacher's role and important considerations for planning activities safety, age appropriateness and adequacy of materials; use of natural and locally available no cost materials; importance of utilizing activity corners, free play and teacher – child and child to child interaction for motor activities.

Unit 3.2: Communication and language

- Need for promoting communication and language.
- Objectives: Comprehension, building vocabulary, pronunciation and sentence construction; Development of language skills:
 - Listening: Importance of and experiences for its promotion through conversation, following directions, stories, songs, rhymes and riddles, picture talk and audio visual tapes
 - Speaking: Opportunities for oral expression through adult and peer interaction, narrating experiences, describing observations and pictures, “show and tell”, narrating stories, singing songs, reciting rhymes, answering questions (what, who, how, when, where and why)

-Materials and activities:

- Stories: Values, criteria for selection, use of various audio-visual aids for story - telling, creating own stories.

Books: Types, criteria for selection

Pictures for Bulletin Board: Value and criteria for selection; arrangement on the Board, Riddles, creative drama, role playing etc

Materials such as *Chuchu TV*, *Kidzone* etc.

Components of School Readiness: a joyful learning environment for positive attitude towards school; readiness for reading, writing and mathematical/number concepts: habits of regular attendance, disposition to persevere on a task; interest in learning.

- Challenges of multilingual contexts; facilitating children’s transition from home to school language.

- **Components for reading readiness** – Development of oral language expanding children’s vocabulary and verbal expression; phonemic awareness; visual – auditory association; interest in and bonding with books; directionality left to right or as per script; meaning making; print awareness.

- Pre-reading Activities: Reading stories and rhymes from picture and story books; print rich environment;

Activities for sound discrimination like words with beginning sounds and end sounds; picture talk and picture books; discriminating shapes and symbols through work sheets like what is different? Reading /books corner for free play etc.

- Challenges of multi lingual contexts, facilitating children’s transition from home to school language.

- **Components for writing readiness** – Factors for deciding writing readiness: age (chronological and mental); eye-hand coordination, finer motor control; shape and sound discrimination and alphabet recognition; memory; attention span; follow left to right lines top to bottom; seeing meaning in writing.

- Activities for writing readiness: activities such as colouring within outline, pattern drawing, joining dots, drawing, threading beads, recording of children’s stories, activities and conversation; encouraging make believe writing; following patterns from left to right and gradually moving down the page, printing labels in class etc.

Matching and Classification

Giving opportunities to children through meaningful activities

- to identify objects which are similar/ different; to match objects on the basis of a given perceptual (visible) attribute – say colour, shape, size, texture;
 - to match objects on the basis of function – say, things we wear/things we do not wear
 - to group/ classify objects according to one attribute like colour, texture, smell, sound, shape
 - to group/ classify objects according to two attributes shape and colour
 - to group/ classify a collection of objects that are alike in some way and explain basis of classification – for example, a collection of toys of different sizes to be arranged in a cupboard
 - Using vocabulary such as similar, different, alike
- Components and activities for promotion of *mathematical concepts and number sense*. Pre mathematical concepts such as Recognition and naming of shapes, concept of space; length, width, height, volume, space, distance, weight .
- Skills* of simple and multiple classifications, comparison, seriation, sequential thinking, reasoning and problem solving;
- Developing *mathematical vocabulary* through seriation cards /objects; classification on basis of colour/shape; number games; activity sheets; counting with help of objects one to one correspondence, counting numbers up to 10. Less than more than, adding with concrete objects. Recognizing written numbers upto 20.

Unit 3.3: Sensory and cognitive development

- Objectives for Sensory and Cognitive development – Development of five senses; Formation of basic concepts related to understanding the environment; development of cognitive skills, such as observation, classification, seriation, sequential thinking, reasoning; problem solving. Memory and increasing attention span.
- Developing awareness and understanding of social, biological and physical environment through experiential learning; concept of interdependence, value, respect and care of environment.
- Importance of sensory stimulating children's curiosity and participation, exploration, asking questions, developing observational skills, problem solving: Role of teacher.
- **Activities and materials for cognitive development** – puzzles, games, worksheets, science experiences, nature walk, experiments and books; cards, dominoes , feely bag; sensory materials, story cards; what is missing etc.
- Assessing children's progress – indicators and methods.

Unit 3.4: Personal and social development

- Need for promoting personal and social development.
- Objectives – promoting personal habits related to health and hygiene; developing pro-social behaviour like sharing, cooperating, waiting for turn, respecting other; and appreciating different cultures and traditions; expressing emotions in socially acceptable ways.

- **Activities and materials** for promoting socio emotional development such as celebration of festivals, birthdays; encouraging group activities; doll's corner; imaginative play; cooperative learning activities; projects; group activities etc.
- Emotional intelligence and channelizing of emotions in children.
- Assessing children's progress – indicators and methods.

Unit 3.5: Development of creativity and aesthetic appreciation

- Exploring and appreciating different art forms as innovative tools –visual and performing arts.
- Encouraging children to explore and experience variations in colour, shape, texture in nature like flowers, leaves and others.
- Activities to create art forms like drawing, painting, finger painting, collage, printing, cutting, tearing, pasting, folding and cutting and modelling with clay and dough. Materials required to conduct stages of development in each of the above activities and teacher's role.
- Facilitating children to experience different forms of music and rhythm in the environment like chirruping of birds, train, or sound of rain.
- Enhancing familiarity with local songs, rhymes and folk songs.
- Use of different material in the environment to create music and also encouraging children to create music rhymes.
- Criteria for selecting songs and rhymes.
- Music and movement – Responding spontaneously to rhythm creatively such as different animal movement; Use of dance as a form to explore movement of body and a mode of communication; body movements and dramatization.

Unit 4: Programme Planning

- Principles of programme planning: Long term and short term objectives; Balance between Indoor and outdoor activities – individual, small group and large group activities; free and guided activities, active and quiet activities; inclusive approach for all children; balanced approach to all developmental domains for holistic development of the child. Significance of these principles.
- Factors influencing programme planning: The philosophy and the objective of The programme; policy support at the national, state and local levels; geographical, social and economic background of the child; Expectation of parents and community; location of the centre – urban/rural and tribal; Infrastructure facilities available; Teacher child ratio; Age range of children within a group; The staff, their training and experience; duration of the programme per day.
- Planning for year, term, weekly and daily.
- Provision for continuous formative and summative evaluation
- Building a personalized approach in social and cultural context to address classroom diversity in gender, caste/class; religion; language, festivals, food, dress, needs of children in different regions and situations.

Suggested Sessional Work:

20 Marks

i) Two tests of 5 Marks each

10

Marks

ii) Planning programmes for preschool children 5 Marks

iii) Preparation of a story/Rhyme book 5 Marks

Suggested Practical Activities:

1. Observe a child involved in different activities in the school.
2. Development of projects on themes related to the child's immediate environment
3. Activities and learning materials based on play method and an activity approach for the following Development of the four language skills, Teaching of., Mathematics, Teaching of environmental studies.

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COURSE CODE: B24-C6 HEALTH AND NUTRITION

Rationale

The course is designed to acquaint the preschool teachers to understand the nutritional and health needs of children to the extent that they can address some of these needs of children as well as educate caregivers on these aspects. The prospective teachers shall also develop an understanding of the importance of hygiene and sanitation, as well as preventive measures and care during common ailments.

Objectives

The course will enable the student teacher to:

1. Understand the concept of health and nutrition and its importance for children's development and learning.
2. Understand the nutritional requirements and effects of malnutrition.
3. Identify the signs and symptoms of common childhood ailments and their prevention and treatment.
4. Realize the importance of inculcating healthy habits.
5. Develop the skills of preparing nutritious and inexpensive meals and snacks for children.
6. Render first aid in case of minor injuries and accidents.

Course Content:

Unit-1: Concept of Health and Hygiene

- Definition of good health and its importance in child development.
- Signs of good health.

- Factors affecting health- Heredity, Environment and Congenital factors.
- Cleanliness, hygiene, ventilation, sunlight, socio-economic conditions.
- Personal hygiene, clothing, regular habits and routine.
- Care of skin, eyes, teeth, ears, nose, throat, hands, nails and hair.
- Importance of safe drinking water, storage and methods of purification of water.

Unit-2 Concept of balanced diet and nutritional needs of preschool children

- Basic five food groups, functions and sources.
- Nutritional values of foods available in the region.
- Elementary principles of nutrition requirements of children
- Planning a balanced diet.
- Enhancing nutritional value of food i. e. sprouting, fermentation etc,

Unit 3: Care and Diet during Infancy and Childhood

- Air, water and noise pollution – importance of potable water, adulteration and additives in foods.
- Balance between indoor and outdoor play and sleep.
- Importance of breast milk and colostrum.
- Breast milk substitutes, formula preparation, correct proportion of water, cleanliness and sterilization.
- Supplementary foods – Planning diet according to region – weaning, liquid, semi-solid and solid.
- Inculcating good diet habits.

Unit-4: Identification, prevention and treatment of common ailments and infectious diseases in children

- Immunization.
- Infectious diseases – diphtheria, whooping cough (pertusis), measles, mumps, chicken pox, conjunctivitis, tuberculosis.
- Gastro-intestinal ailments – diarrhoea, dehydration, preparation of ORS, typhoid, cholera, jaundice.
- Respiratory ailments – asthma, cold, cough, bronchitis.
- Deficiency diseases (malnutrition, vitamin and mineral deficiency diseases)
- Administration of First Aid – minor accidents, electric shock, burns, nose bleeding, drowning, dog bite, foreign body in ear, throat and nose, insect bite, sun stroke and fracture.

Sessional Work:

20 Marks

1. Two tests : 10 Marks
2. Two Assignments/ Projects 10 marks
(Recipe File / Poster / First aid box/ Community Survey)

Practical Activities:

- Meal Planning and Preparation of low cost nutritious recipes for tiffin box and mid day meal.
- Nutritive drinks using milk and curd, Using dal, vegetables and fruits (i.e. soup and juices) with specific emphasis on use of seasonal fruits and vegetables;
- Snacks-Nutritive low cost ladoos/ cutlets using peanuts, soya beans, Chhikipeanut, puffed rice, chana;
- Kheers using carrot, soya bean, rice, sago and wheat (pounded);
- Burfies using soya beans, coconut, carrot, peanuts;
- Stuffed parathas and raitas,
- Salads- fruits, vegetables, sprouted dal and cereals.

SUGGESTED READINGS

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- 2) Gopalan C AND, Kaur,H(1993) Towards Better Nutrition Problems and Policies New Delh: Nutrition Foundation of India.
- 3) Gupta, LC and Gupta A(1995) Manual of First Aid, New Delhi Jaypee Brothers Medical Publishers Pvt.Ltd.
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- 7) Sharma,S and Sundaraj (2000) Foods and Nutrition Update And Challenges Ahead New Delhi Phoenix Publishing House
- 8) Kelly,P.I.and Lewis I.L. (1987). Education and Health, Oxford Pergamon Press.
- 9) Cameron M. and Hofvander Y. (1983). Manual on Feeding Young Children and young children. Oxford University Press.
- 10) Elizabeth K.E. (2010). Nutrition and Child Development. Hyderabad: Para Medical.
- 11) Ghosh S. (1988). The feeding and care of young children. New Delhi: Voluntary Health Association of India.
- 12) IGNOU: Study material for Diploma in Nutrition and Health.
- 13) Srilakshmi B. (2011). Dietetics. New Age International (P) Limited Publications.
- 14) Principles of First Aid and Home Nursing. Madras: Indian Red Cross Society.

COURSE CODE: B24-EU

EASY URDU

MM: 50

Objectives:: To help students

1. To speak correct Urdu with proper Pronunciation, and expression
2. To read simple Urdu.
3. To write correct and simple Urdu.
4. To develop interest in Urdu Language.
5. To appreciate the niceties of Urdu language.
6. To initiate and acquaint them with Urdu literature and help them to develop interest in it.

Course Content:

1. Oral Self Expression:

Self-introduction Description of incidents of every day life:
making request and Apologies; Dialogues.

2. Reading:

Reading alphabets through composite method with greater emphasis on phonetic method. Two or four and sentences. Simple and complex sentences. Arab (Sings), short and. simple poems; short stories and descriptions.

3. Writing:

Names of months of English Calendar; Days of the Week,
Names of teacher, mends, vegetables, fruits and flowers
Letters to friends and relatives.

4. Applications

Short descriptive essays. Summary writing

Sessional Work:

20 Marks

1. Two tests :

10 Marks

2. Two Assignments

10 marks

COURSE CODE: B24-PW1

ICT Practical (For FIRST year)

Marks:25

The objectives:

After studying this course a student teacher will be able to –

1. select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process
2. communicate through e-mail, chat, social networks, mobile phones etc.
3. search, evaluate, select, organize and use digital educational resources in the class, using internet
4. demonstrate skills in creating useful teaching-learning material using ICT tools such as presentations, text documents, pictures, charts, cartoons etc.
5. use skillfully online story-design tools to develop and stories
6. design learning experiences integrating interactive multimedia resources
7. plan for blended classroom integrating classroom activities and ICT resources
8. use ICT for making classroom processes more effective for better learning
9. explore newer ways of integrating ICT with educational processes
10. become a part of teachers' network and function as effective professional

Course content

1. Create a digital portfolio with following content:
 - a) content in various formats like: - Text documents using tools like Open Office and Libre Office (Free) or MS Word (Paid)
 - i) prepare an article on ECCE
 - ii) prepare a worksheet for ECCE class using drawing tools
 - c) Use spreadsheets to
 - i) prepare check list
 - ii) prepare marklist and grade
 - iii) Record Keeping
 - c) Presentation slides using tools - Open Office and Libre Office (Free) or MS Power Point (Paid)
 - i) prepare a lesson for teaching nursery
 - ii) prepare lesson for teaching peer group
 - d) use any software to prepare a quiz/or question paper Hot Potatoes – 6 for CCE
 2. Prepare a plan for using Internet resources for teaching: (identifying and adopting, copying, saving, sending and sharing different types of relevant multimedia open educational resources for learning specific topics related to ECCE) and Integrating OERs in teaching- learning process, Sharing these OERs with other peers
 - 3 Prepare examples of Netiquettes, Ethics and values:
 - Following proper protocol and observing copyrights
 - Appreciating and acknowledging OERs by others
 - Seeking appropriate permission for copyright material
 - Avoiding plagiarism and misuse of digital resources

COURSE CODE: B24-WE-1

WORK EXPERIENCE

B.Ed – Nursery (1st year)

1 (ART ACTIVITIES)

Max Marks-50

INTRODUCTION

Arts education is life-enhancing, is central to children's development and is invaluable in stimulating creative thinking. Indeed, arts education makes an important contribution to the wider goal of developing creativity in our society and economy. One of the most crucial roles of teachers is developing young minds through exploration, discovery and creativity.

Teaching itself is an art form and needs to be developed and nurtured through continuing professional development.

Schools and society must develop our children to become happy, well-adjusted citizens, rather than pupils who can just pass a test and get through school. We must ensure that our children can think creatively, skilfully, and "outside the box". The art is a vital part of doing this and of ensuring that every pupil can achieve his or her potential and contribute fully to our society.

OBJECTIVES

- ✓ To understand the role of art in teaching and in life.
- ✓ To create awareness about the importance of Art.
- ✓ To understand the various form of art.
- ✓ To draw linkages between various art forms.
- ✓ To help realize one's own potential for self enhancement.
- ✓ Student teachers should learn handling of variety of media and easy techniques for display and teaching.
- ✓ Sufficient knowledge in use of different media should be provided to help student teachers.
- ✓ To sensitize student teachers about emerging issues in Indian Society.
- ✓ Organize play activities for preschool.
- ✓ Make use of waste materials to prepare visual, cut outs, puppets, masks etc.
- ✓ Carry out fine motor activities such as sketching, painting, printing etc.

Course content:

- Concept of art and its significance and scope.
- Importance of Teaching Aids.
- Importance of calligraphy.

- Types of paper used in preparation of different items.
- Planning and preparation of items.
- Techniques used in practical work.
- Material required for practical work.

Practical work

Unit-I

Warm-Up Exercises:

Line practicing

Colour scheme

Colour balancing

Unit II

Importance of calligraphy in teaching learning process:

Block letters

Unit-III

Importance of art in teaching learning process:

Preparation of teaching aids to teach concepts related to curricular subjects. Such as Flash card (five) and Dominos.

Unit-IV

New techniques of doing art work:

Printing – leaf, block, thumb, vegetable, thread, spray etc.(atleast ten),

Paper folding (ten).

Unit-V

Enhancing drawing skill:

Stick and easy drawing

Basic shapes drawing

SUGGESTED READINGS

- NCRT, Art education, A teachers handbook classes 1st to four, 1969.
- Eisner, E. (2002). *The Arts and the Creation of Mind*. Yale University Press.

COURSE CODE: B24-WE-1

2. (Performing Arts)

Max Marks: 25

Theory

Importance of dance and drama for pre school

Importance of Puppets and masks

Use of Puppets in pre-school

Practical Work

Making story catalogue

Presentation of rhyme using masks and puppets

Preparation of story using puppets and masks

SECOND YEAR**COURSE CODE: B24-C7****INTRODUCTION TO PRIMARY EDUCATION****Credits : 02**
MM:50**Objectives**

The course will enable student-teachers to:

- 1 Understand the perspectives of education and society
- 2 Develop an understanding of inequalities in India Society
- 3 Become familiar with the contemporary issues and concerns in education
- 4 Understand the policies in ECCE and primary education.
- 5 Understand the potential of rights' based approach to provide a just and equitable environment for children's care and education and develop related knowledge and skills for planning programs for early years

Course outline:**Unit 1: Inequalities in Indian Society**

- Nature and Causes of Inequality
- Inequalities in ancient, medieval and modern education
- Equality, Equity and Democratization of Quality Education
- Power, Ideology and Merit in Education
- Caste, Class and Social Exclusion
- Equalization of Educational Opportunities in India.

Unit 2: Contemporary Issues and Concerns in Education

Issues in ECCE in India: Inadequate importance to ECCE; Status and Gaps in Access and coverage of ECCE; Equity issues; Quality in ECCE ranging from minimalist approach in ICDS to academic pressures in private sector; Issues of transition from preprimary to primary and harms of accelerated formal learning. Status and issues of Teacher education in ECCE; Lack of Regulation and Monitoring.

Unit3: Policies in ECCE and Primary education in India and Related Issues

- ECCE Policy Framework: National Policy on Education (1986), Article 45 in Indian Constitution and 86th Amendment, National Curriculum Framework (2005), ECCE in Right to Education (2010) and commitment to International Convention, such as; Education for All (EFA), Millennium Development Goals (MDG); National Policy on ECCE (2013)
- Programmes and provisions in ECCE in Indian: Public Sector: ICDS; Rajiv Gandhi Crèche Scheme; ECCE in SSA; Private sector provisions in ECCE; Voluntary Sector initiatives in ECCE.

Unit 4: Child's Rights and Socio-Political Framework

- Needs of children – types of needs; difference between needs and rights.
- Emergence of UNCRC and its orientation in defining children's needs, systems of care giving as societal-state obligations.
- Constitutional provisions for younger children; Article 45 and articles related to minority groups and Right to Education Act 2009; emerging positions of early childhood; current five year plans, major thrusts; concerns and issues.
- Legislations related to food, nutrition, safety, health and care, interventions by Government such as ICDS and contributions of NGO.
- Consideration of the impact of discrimination of children's well being in terms of children's rights – marginality such as caste, gender, poverty leading to children on street, children without families, single parent families, child abuse, impact of natural and manmade disasters, wars, etc.
- Access to services for the care and protection of children in difficult circumstances.
- Promoting Rights' perspective and advocacy: role of Government, NGO's,

professionals and educational institutions.

Sessional Work:	20 Marks
i) Two test of 5 marks each	10 Marks
ii) Assignments	10

SUGGESTED READINGS

Baldwin Alfred L. (1967). Theories of Child Development, New York. John Wiley.

Chaube ,Akhilesh and Chaube S(1991.) Philosophical & Sociological Foundations of Education, 1990.

Clarke, P. (2001). *Teaching and Learning: The Culture of Pedagogy*, Sage.

Early Childhood Care and Education, (2007)/ED/EFA/MRT/PI/23. New Delhi:

Evans, Elus D. (1971) Contemporary Influences in Early Childhood Education. New York, Holt, Rinehart and Windom

Gordan JRA J (1966) Studying the child in the school. NewYork, John Wiley.

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<http://www.ncte-in.org/PUBHINDI/gijubhai-hindi/index.htm>

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Kacker, S. (1982). *Inner World: Psychoanalytical Study of Childhood in India*, Oxford

Katz, I. (1977). *Talks with Teachers*. NAEYC, Washington.

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Kilpatrick, W.H (1951) *Philosophy of Education*. New Delhi, MacMillan.

Krishnamurthi, J. (1974). *Krishnamurthi on Education*. Krishnamurthi Foundation, India, Chennai.

Maim, Henry W (1965) *Three Theories of Child Development*. New York, Harper and Row, 1965.

Morrison, George S. (1997) *Fundamental of Early Childhood Education*. New Jersey Merrill.

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NCERT (1969), *A Guide for Nursery School Teachers*, New Delhi: NCERT, 1969.

NCERT (2005) *Position Paper on ECCE*, NCERT, Delhi

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Pankajam, G (2005) *Pre Primary Education* New Delhi Concept Publishing Company

Pankajam, G (2005) *Education and Development*, New Delhi Gyan Publishers

Policy Documents related to RTE (2009); NCF (2005); NPECCE (2013); NCF (2013); NPE (1986); NP on Children (updated).

Rai B.C. (1984), *Theory of Education Sociological & Philosophical Bases of Education*. Lucknow Prakashan Kendra

Smart, R.C. and Smart, M.S. (1975) *Readings in Child Development and Relationships*. New Delhi, Light & Life Publishers

Swaminathan, M. (1988). *The First Five Years: A Critical Perspective on ECCE in India*, Sage.

Tara Ali Baig(1980) Children in India, Delhi Publication Division.
UNESCO (2006). *Select Issues concerning ECCE in India*. Background paper prepared for the Education For All Global Monitoring Report (2007): Strong Foundations:University Press, New Delhi.
Vineeta.K(1991) Early Childhood Education Programme, NCERT, New Delhi

COURSE CODE: B24-C8

Child Development

Credits 2
MM:50

Objectives:

This course will enable student teachers to:

- Understand the different domains of development, their interdependence and factors influencing their development.
- Be aware of needs and characteristics of children at the different sub stages of child development and their implications for children's learning.
- Be aware of variations in socio - cultural and emotional contexts and its impact on child rearing practices.
- Help them realize the role of home, school and peer group in the development
- Be sensitive to the needs of children belonging to different environments

Unit 1: Language Development

- Emergence of language in infancy and toddlerhood; Pre speech forms: crying, babbling, cooing, gesture, imitating sounds; Telegraphic language: Use one and two words in early stages; preschool stage-increase in comprehension, vocabulary, fluency.
- Chomsky's nativist perspective; language acquisition device LAD.
- Bilingualism and Multi-lingualism; issue of home vs school language.
- Speech problems in children.
- Factors affecting language development.

Unit 3: Social Development and Emergence of Self

- Patterns in social development: Early social contact with significant adults and care givers; Social interactions with children; Learning of social skills and pro-

social behaviour.

- Development of self awareness, self concept and self esteem.
- Forms of social behaviour: Cooperation, leadership, friendship, sharing, sympathy, temper tantrums, negativism, aggression and quarrelling.
- Socio-emotional problems in children; Causes of negative and anti-social behaviour and helping child to cope.
- Role of family, school and community in socialisation; Child rearing practices and impact on children: Authoritative; Authoritarian; Democratic; Permissive; Uninvolved.

Suggested Practical

1. Observe infants and discuss in practical class the mile stones achieved. Find out what is the kind of stimulation the infant is exposed to and his/her reactions.
2. Every student to select two children, one child from younger age group and the other from older age group. The same children to be observed for the entire year for different domains of development. The observations should coincide with the topic taught in theory class. Discussion should take place in the class after observation of each domain of development.
3. The last assignment will be: prepare development profile of each child and the progress made during the year. A separate summary for the differences observed between the two age groups.

Sessional Work:

20 Marks

- | | | |
|-----|--------------------------|----------|
| i) | Two test of 5 marks each | 10 Marks |
| ii) | Assignments | 10 |

SUGGESTED READING LIST

- a) Berk Laura E (2003) Child Development Prentice Hall, India Delhi
- b) Bevli, UK (1990) Researches in Child Development NCERT Delhi
- c) Chopra, R.K (2005) Issues in Education of Bright Children Delhi, Academic Excellence.
- d) Dinkmeyer (1967) child development Mc. Graw Hill .
- e) Grover ,Sarla (1987) Child Development, Jaipur, Printwell
- f) Jangra, A.L (2005) Education of the slow learner and the retarded Delhi, Academic Excellence
- g) Papalia D and S. Olds (1996) Human Development Tata Mc Graw Hills New Delhi
- h) Robson, Sue (2006) Developing Thinking and Understanding in Young Children Rutledge London

COURSE CODE: B24-C9
CHILD PSYCHOLOGY

Credits 2
Marks:50

Objectives:

- Pupil teacher will understand that child's learning moves from a concrete, personal understanding to conventional understanding through awareness, exploration, inquiry and utilization.
- Pupil teacher will become aware of that children have a need to make sense of their experiences and are motivated to learn by their interests and natural curiosity.
- Pupil teacher will develop an understanding in the nature of differences among children

Course outline

Unit 1: Learning, Learner and Teaching · Learning: concept and nature

- Learning, knowledge and skills: different ways of learning
- Meaning of teaching and its relationship with learning and learner

Socialization and learning: understanding influences and factors that shape learner's identity

- Learners in Context: Situating learner in the socio political and cultural context
- Constructs of childhood: critical examination of the universal construct of childhood

- i) Behavioural viewpoints-Thorndike, Pavlov
- ii) Cognitive viewpoints-Piaget, Bruner, Vygotsky
- iii) Information Processing
- iv) Learning of concepts

Unit 2 Social Development and Emergence of Self

- Patterns in social development: Early social contact with significant adults and care givers; Social interactions with children; Learning of social skills and pro- social behaviour.

- Development of self awareness, self concept and self esteem. Forms of social behaviour: Cooperation, leadership, friendship, sharing, sympathy, temper tantrums, negativism, aggression and quarrelling.
- Socio-emotional problems in children and helping child to cope.
- Role of family, school and community in socialisation; Child rearing practices and impact on children: Authoritative; Authoritarian; Democratic; Permissive; Uninvolved.

Unit 3 Emotional Development

- Functions of emotions; Emotions as central adaptive forces in all aspects of human activity: i.e. shame, guilt, embarrassment, early pride. Change in expression with maturation and learning. Emotions like love, affection, crying, happiness, anger, temper tantrums, sadness, fear, joy, aggression; Temperament and children's behaviour.
- Milestones in emotional development; Infancy changes in emotional expression; temper tantrums; Moving towards expression of emotions in socially approved ways.
- Erikson's theory of psychosocial development and stages: social experiences in understanding emotions.
- Emotional Intelligence; significance of Attachment; separation anxiety.
- Factors affecting emotional development.

Sessional Work:	20 Marks
i) Two test of 5 marks each	10 Marks
ii) Assignments	10

REFERENCES:

- Anastasi, A.,(1967) Individual Differences, New York, John Wiley,
- Ausubel. D.P. (1968)Educational Psychology: A Cognitive View, New York, Holt Rillehall and Winston.
- Deceeco &Crawford (1988) Psychology of Learning and Instruction Prentice Hall,Hew Delhi
- Chaube,SP (2003) Developmental Psychology Neelakamal Publication Pvt. Ltd.
- Crow, L.D. and Crow(1969) A. Human Development and Learning, New Delhi, Eurasia, Publishing House.
- Guilford, J.P.(1971) The Analysis of Intelligence. New York. McGraw Hill
- Hall,S.Lindzey,GandCampbell,J.B(1998).Theories of Personality, John Wiley,
- Hughes,FP,Noppe,LD and Noppe,IC(1996) Child Development, Prentice

Hall New Jersey.

Mangal SK(2005) Advanced Educational Psychology. Prentice Hall India, New Delhi

Malaviya, Renu(2007) Creating a Learning Environment Academic Excellence, Delhi.

Panda, KC(2002) Education of Exceptional Children Vikas Publishing House Pvt.Ltd. Delhi

Taraporevala, R. And Chhugani, M.A. Handbook for Preschool Teachers IAP, Bombay.

Skinner, CF(2003) Educational Psychology Prentice Hall India, New Delhi.

SS Shrimali (2005) Child Development Pearson Education, New Delhi

Wolfok, Anita(2004) Educational Psychology Pearson Education, New Delhi

Advanced Readings

Manjrekar, N. (2003). 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?' *Economic and Political Weekly*, 38 (43), 4577-4582

Epstein, C. (1984). *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc.

Alur Mithu and Michael Bach, (2009). *The Journey For Inclusive Education In The Indian Sub-Continent* Routledge: UK.

Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L. Barton, R. Meighan and S. Walker. (ed.) *Schooling, Ideology and the Curriculum*. Lewes, The Falmer Press: UK pp 29-49.

Gabel, Susan L. (ed.), (2005). *Disability Studies in Education, Readings in Theory and Method*, Oxford: London.

COURSE CODE: B24-C10

School Organization and Classroom Management

Unit-1: Professional ethics

- a) Professional ethics- qualities and responsibilities of good teacher (regularity, punctuality, teacher as a model).
- b) Methods of team work
- c) Need for professional development of nursery school teachers

Unit 2: Enhancing Professional Development

- a) Ways to address diversity in ECCE and early primary classrooms

- b) Organisational skills for an effective organisation of ECCE classroom
- c) Goal setting and effective time management

Unit-3: Maintenance of Records in ECE Settings: Nature, Periodicity of Updating and Importance

- Admission/Enrolment forms.
- Child's background information and personal data form.
- Child Assessment Form/portfolio and Report Card for communication to parents. Child's diary.
- Child and Teacher Attendance record.
- Fee register, if applicable.
- Financial planning and Accounts register for salaries; purchases; contingencies; recurrent costs etc.
- Stock Register for consumable and non-consumable items

Sessional Work:	20 Marks
i) Two test of 5 marks each	10 Marks
ii) Assignments	10

Suggested Practical Activities

Max.Marks:10

- Techniques of filling and maintenance of different records, and registers.
- Techniques of maintenance including repair of play materials and other equipments.
- Develop a chart of all registers and records to be maintained in a preschool, the periodicity and importance.
- Prepare a critical self profile or self-assessment of qualities required or already possessed by the student teacher herself to be an effective preschool teacher

REFERENCE

- viii) Aggarwal, J.E. Educational Administration School Organisation & Supervision Delhi, Arya Book Depot, Delhi, 1967
- ix) Khan, M.S. & Khan, M.S. Educational Administration. New Delhi, Asian Pub. House
- x) Mohiyuddin, M.S. School Organisation and Management Jammu: J.K. Book House, 1989
- xi) Ryburn, W.M. Organisation of schools, Oxford.
- xii) Morphet, E.L. Educational Administration, Prent. Hall Inc. Englewood Cliffs NJ
- xiii) Khan M.S. and Irfani, A.A. Tanzeem Madarsa ke Buniyadi Usool, Aligarh Muslim Educational Press.

- xiv) vii) Naqvi, M.A. Tanzeem-I-Madarsa , Sir Syed Book Depot, Aligarh.

COURSE CODE: B24-C7
PROGRAMME PLANNING

Credits:2

MM:50

The second part of the course is to help the student understand how these different development domains can be fostered in the early childhood years through children's play and play based activities, experiences and interactions in a planned manner. Play is the natural activity of children and this leads to spontaneous development of sensory, physical and motor, social and cognitive abilities of the child. Yet the ECCE teacher needs to be aware of how children's free play contributes to their development and also how to enhance this natural development through guided and structured play activities. Towards the end of the early childhood years by the time the child is 8 years old, the child can participate in team games with rules. The ECCE teacher needs to be aware of this trajectory of development in order to plan age appropriate activities and experiences enriched by active adult-child and peer group interactions which can serve to extend children's learning.

Objectives:

1. Understand the concept of Developmentally appropriate curriculum
2. Become conversant with innovative approaches in ECCE
3. Understand the risks of early academic pressures and downward extension of primary curriculum on children's development and early learning

Unit 1: Play as a Medium for Learning

- Definition of play; difference between play and work.
- Brief overview of theories/ideas about play: Surplus energy theory; Play as superfluous activity (Spencer); The practice theory of play; Symbolic Play; The recapitulation theory of play (Hall); Representation (Piaget, Vygotsky); Play as viewed by Freud and psychoanalytical theory'; Play as a means for divergent thinking and development of creativity.
- Developmental pattern of play during infancy, pre-school and primary grades: Unoccupied behaviour, solitary play, onlooker behaviour, parallel play, associate play and cooperative play; games with rules.
- Importance of play as medium of learning for a child; nature of play and its significance for different domains of development.; Symbolic play and development of language; Encouraging stereotypes through play in children.
- Factors influencing play: family, play materials, gender differences and gender-stereo typed

play materials, attitudes of parents and teachers, indoor and outdoor space.
Role of adults in creating a suitable and safe environment for indoor and outdoor play.

- Characteristics of age and developmentally appropriate and safe play materials
- Constructing diverse play environments in the classroom: Balance between Cognitive and social play; Functional, constructive, dramatic, indoor, outdoor, vigorous and quiet play.

Unit 2: Concept of Developmentally appropriate Curriculum: Components and Approaches

- Goals and Objectives of preschool education in terms of all round development of child and school readiness; role of teacher; need for a planned curriculum framework with contextualized child centered curriculum.
- Need for and Components of a balanced curriculum: activities and experiences for communication and language, cognitive development, physical and motor development; personal and social development; arts and aesthetic appreciation; school readiness activities for ensuring readiness for reading, writing and maths.
- Understanding terms – child-centred, holistic development, play way method and Approaches such as formal vs. informal, planned vs. incidental; Integrated and thematic approach in curriculum planning; Advantages and disadvantages.
- Risk of formal instruction, rote learning and effects of laissez faire approach on children's development and learning.

Unit 3: Different Curricular Approaches/Models in Preschool Education

- *Regio Emilia*: Origin; Essential principles, method and materials; role of the teacher; advantages and challenges.
- *Waldorf Education*: Origin; Essential principles, method and materials; role of the teacher; advantages and challenges.
- Importance of an eclectic and progressive approach

Unit 4: Risk of Early Academic Pressures on Children's Development

- Factors to be considered before introduction of writing.
- Damaged disposition hypothesis (Lilian Katz): learning the skill but losing interest in using it e.g. learning to read but not interested in reading.
- Learned stupidity (Attribution Theory): Failure to perform due to inadequate maturational readiness in the child leading to risk of being unfairly branded as stupid.
- Overemphasis on Rote memorization leading to weak foundation for later learning.
- Physical and psychosomatic ailments due to pressure on children.

Suggested Sessional Work:	20 Marks
i) Two tests of 10 Marks each	10Marks
ii) Assignments	10 Marks

SUGGESTED READINGS

- Bredekamp S. & Rosegrant E. (1995). *Reaching Potentials – Transforming Early Childhood Curriculum & Assessment*, Washington: MAEYC, Volumes I & II.
- Chugani Nalini, Taraporewala R. (1978). *A Handbook for Parents and Teachers*, Mumbai, Xerox Printers.
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COURSE CODE: B24-C12

WORKING WITH PARENTS AND COMMUNITY

Rationale

The role of parents and community is crucial to the development of the child at the early childhood stage. The early childhood caregiver needs to interact with the parents and community to build and maintain this bridge for the best development of the child. This course attempts to build in the care giver and understanding of community and parents applying the ideas learnt in earlier papers and orienting the caregiver in communicating appropriate practices to the community and negotiating a transition to better practices.

The purpose of the course is to enable the student to make linkages between theoretical concepts and actual practice in the classroom. By actually conducting

activities with children the student teacher will develop pedagogical skills and will learn to plan and adapt activities as per the needs and abilities of children. Through supportive supervision and mentoring by faculty, the capabilities of the student-teacher to be a reflective practitioner will be strengthened. The course will be conducted through close interaction between the training teacher, parents of children and the local community members where the student will be provided with opportunities of interaction. The student will be provided equipped with skills to note observations, make activity plans and record the conduct of activities. The course will give training teachers the opportunity to interact with parents and larger community from which learners come from. The course will be transacted through constructivist methodologies.

Objectives

The course will enable the student teacher to:

1. Understand the importance of co-operation between school, parents and community
2. Develop an understanding about parental aspirations.
3. Interact with parents of toddlers.
4. Understand the structure of different local communities.
5. Work with local community members.
6. Develop skills necessary for observing and interacting with parents and community.

Course Content:

Unit-1: Community Relations

- Need and importance of working with parents and community
- Role of teacher in the community
- Sharing of resources by school and community,

Unit 2: Methods to Understand and Communicate with Community

- Orientation Programme
- Participant observation
- Focus Group discussion
- Events/Celebrations,

- Children's work exhibitions.
- Taking notes and analysis of emerging point
- Preparing to communicate child development and learning concepts to parents
- Making materials for communication – use of metaphors, couplets, visuals

Unit 3: Understanding Parents and their Concerns

- Interacting with parents of toddlers and understanding their ideas about their children and about upbringing.
- Understanding parental aspirations

Unit 4: Communicating with Parents and Community and Involving them

- Communicating early- childhood concepts (child development, nutrition, early stimulation, inclusion, learning – language, emergent literacy, numeracy, cognition, socio emotional etc.) to community.
- Negotiating parents and community role in running learning centres, preprimary spaces, primary schools.
- Mentoring parents to provide atmosphere for age appropriate stimulus at home and in community viz. story telling conversation, sensory motor activities etc. Parents' role also in tracking nutrition, growth and development.
- Communication of assessment of children to parents and community in comprehensible terms.

Sessional Work:

20 Marks

1. Two tests :

10 Marks

2. Two Assignments based on practical activities

10 marks

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Thomas, IP. School Swasthya Vigyan,lakshmi Narayanan, Agra

COURSE CODE: B24-C13

DEVELOPMENT OF MATHEMATICAL CONCEPTS IN CHILDREN

Credits : 02

MM:50

Objectives

The course will enable the student teacher to:

1. Understand how everyday experiences and social interaction in joint activity form the basis of mathematical thinking in children.
2. Make use of children's spontaneous play activities as well as plan specific play activities to foster development of mathematical concepts.
3. Support development of children's logical abilities involving matching, classification, comparing, ordering and measuring.
4. Understand the progression in development of number sense in children and plan activities to foster the same.
5. Appreciate the role of emotional engagement, meaning and purpose in the development of cognitive abilities.
6. Identify how children develop concepts of shape and space and plan activities to foster the development of the same.

Course Content

Unit 1: Mathematics and the Early Years

- Perceptual discrimination of quantities in infants, exact and intuitive discrimination up to 3 (subitization), and approximate discrimination of larger numbers
- Early everyday experiences as basis for developing mathematical

understanding – for example, children’s play and experiences with more and less quantities (clay/water/rotis etc.), big and small objects (balls and cars) lay the basis for development of mathematical concepts related to number and space.

Unit 2: Attitudes towards Mathematics: Importance of Making Meaning

- Students sharing one’s own experiences with mathematics learning and reflecting on these to find possible reasons for liking / disliking the subject.
- Pedagogical practices as contributing towards attitudes towards the subject – algorithm based way of teaching vs. linking learning with purposeful and meaningful experiences.
- Playing a game which is enjoyable and reflecting on the mathematics aspects and the learning without tears aspect.

Unit 3: Matching and Classification

Giving opportunities to children through meaningful activities

- to identify objects which are similar/ different; to match objects on the basis of a given perceptual (visible) attribute – say colour, shape, size, texture;
- to match objects on the basis of function – say, things we wear/things we do not wear
- to group/ classify objects according to one attribute like colour, texture, smell, sound, shape
- to group/ classify objects according to two attributes shape and colour
- to group/ classify a collection of objects that are alike in some way and explain basis of classification – for example, a collection of toys of different sizes to be arranged in a cupboard
- Using vocabulary such as similar, different, alike

Unit 4: Comparing, Ordering/Seriating and Measuring (Continuous quantities – size, length/height, volume, weight, area)

PART A: Concept development (additional knowledge) for the teacher

- Developing sensitivity to the process of how children move from perceptual understanding to conceptual understanding
- Experiences of measuring using inches/foot and meter/centimetre/millimetre and the relationships between the two and developing the ability to estimate
- History of different measurement units for length – gaz and other regional units and its relationship to British units (yard/foot), metric units’ introduction after French revolution to formation of international SI units and adoption in India.

PART B – Activities to be done with children

- Giving opportunities and experiences of more-less, big-small, tall-short, heavy-light, far-near, during daily natural experiences of children and specific structured activities using two items
 - ü Examples – comparing heights of children, of towers made, of liquids in glasses, lengths of sticks,
 - ü Comparing sizes of balls, toys, mud cakes, surfaces, caps, leaves
 - ü Comparing weights of materials – using a weighing balance
- Using vocabulary related to size, distance, weight, amount through such comparisons - smaller/ larger, heavier/ lighter, far/ near, more/ less, smaller than/ larger than; more than/ less than, equal to.
- Experiences of ordering 3 or more items on basis of one attribute – acquiring and using vocabulary such as smallest/ biggest, heaviest/

lightest.

- Distinguishing between big/small, long/short and tall/short.
- Using informal units such as handspan to compare the lengths of objects and then to come to the need for an informal uniform unit (a local standard) such as a block or an unsharpened pencil to compare the lengths.

Unit 5: Comparing and Counting (Discrete Quantities)

Part A: Concept development (required knowledge) for the teacher

Practical

- Conducting interviews with children aged 3 to 6 years to observe the variability in the responses of children when asked to give a small number of objects (2 to 10/20) according to age. Discussion to classify the responses as the numbers increase and between children and interpreting it in terms of children's developing understanding of cardinality and the significance of the last counted word.
 - ♦ Some children
 - ♦ Count and give
 - ♦ Continue counting
 - ♦ Grab handfuls to give
- Difference between reciting number names and counting.
- Subitization – Perceptual discrimination of quantities in infants, exact and intuitive discrimination up to 3 (subitization), and approximate discrimination of larger numbers.
- Principles of counting – stable order, one to one correspondence, cardinality – meaning of the last counted word.
- Connecting counting with sense of quantity/ estimation of discrete quantity – moving on from more and less based on perception to counting; Number sense of 5 as a landmark as it is based on counting and not perception. Age at which cardinality can be expected.
- Distinction and relationship between the concept of a particular number and its numeral representation. What should come first, writing number or number sense?

PART B - Activities to be done with children for developing concept

Designing counting experiences in the classroom focusing up to 5 and supporting counting experiences of children.

- Creating opportunities to count using purposeful activities in the classroom in a variety of ways – for example, playing the game of boarding the train after counting and giving pebbles as per the dots of the 'ticket'; counting the number of children wearing green.
- Supporting children in counting – recounting with the child with one to one correspondence; repeating the last counted word meaningfully to convey the sense that it signifies the total number; importance of practice where counting is done in varied contexts instead of drill which involves mere repetition without context.

Unit 6: Developing Number Sense Upto 20

PART A: Concept development (required knowledge) for the teacher

- What is meant by number sense – (Quantity and Order).
- To develop a sense of quantity – how much is 10 or 15, which is more – 7 or 11

and so on. Understanding 12 as 2 more than 10 or 3 more than 9 or 3 less than 15.

- To develop the sense of the order relationship between numbers – to know that 15 comes after 14 and before 16, Understanding that 15 is equidistant from 10 and 20.
- Splitting numbers up to 20 in flexible ways is an important support for fluency with number operations later.
- Understanding zero as absence of things being counted; counting to start with 1 and not 0.

This sense of numbers is independent of the written notation for numbers. Even if a person does not know how to write numbers, the person still can have number sense. This sense emerges through the process of counting objects in meaningful counting situations and not through identifying before and after numbers in isolation or by learning by-heart number combinations.

Counting-on as precursor to understanding the concept of addition.

Understanding the difference between counting-all, counting-on and the importance of giving enough opportunity to children to come to counting-on on their own rather than being taught.

- The importance of doing addition and subtraction without place value through counting on, and counting back based on number sense
- The importance of spoken word problems for developing visualisation and abilities to model and using word problems to introduce addition and subtraction; vocabulary used – ‘and’ instead of ‘plus’ when introducing the addition symbol ‘+’; spoken word problem with numbers alone written when children cannot read; and then later moving on to bare number sums
- Considering postponing the introduction of the vertical algorithm which is based on place value, till children have developed a conceptual understanding of what is involved in addition/ subtraction by using numbers as a whole
- Importance of observing strategies children use to add or subtract; recognizing multiple ways of addition and subtraction

PART B - Activities to be done with children for developing concepts

Designing counting experiences in the classroom focusing up to 20 and supporting counting experiences of children.

- Creating opportunities to count using concrete objects in purposeful activities (collecting leaves during outdoor visits and counting them, collecting materials for decorating objects, building house using towers) either in real life context or through stories, leading to development of sense of order in numbers, sense of quantity, number combinations, especially of 10;
- Exploring the possibility of using the empty number line to represent the order relationships among numbers using 5, 10, 15 and 20 as landmark numbers.
- Opportunities for counting-on and counting back using concrete objects or the empty number line.
- Introducing spoken word problems to children involving addition and subtraction supported by drawing to help visualise the context (and not to depict the numbers involved so as to support mental mathematics) using concrete materials to add and subtract and then word problems with numbers alone; moving to addition and subtraction with bare numbers; vocabulary – using the word ‘and’ instead of ‘plus’ when introducing the

addition symbol '+’.

- Exploring patterns using numbers – stringing coloured beads using different patterns such as 3 yellow, 2 blue and one red and counting them.
- Using number combinations to reason about numbers 6 and 7 is 13 since 6+6 is 12 and one is 13 (such reasoning will emerge when children have had sufficient experiences with numbers up to 20 and then with splitting a number in different ways).

Unit 7: Developing Number Sense up to 100

PART A: Concept development (required knowledge) for the teacher

- Keeping numbers whole and understanding numbers in terms in terms of relationship with other numbers – 720 is between 700 and 800, it is nearer 700 than 800, it is just 30 less than/ before 750, moving on to locating numbers up to 1000 on empty number line
- Understanding place value in terms of
 - a) Relationships within the number itself – understanding 745 as $700+40+5$; 700 as 7 times 100 (7×100), 40 as 4 times 10 (4×10), 5 as 5 times one (5×1),
 - b) Relationship between places – value of tens place is 10 times the value of units place, hundreds place is 10 times of tens and so on; and the reverse as well – tens is $1/10$ of hundred, ones is $1/10$ of ten.
- Understanding that 745 has 74 tens; has 745 ones and has 7 hundreds
- Having a conceptual understanding of addition and subtraction – Different ways of addition based on number sense. For e.g. Addition which can support the mental arithmetic of children
 - a) by stringing
 - b) splitting
 - c) Adding vertically from left to right -
- Difficulties children would have in understanding place value; Understanding the type of ‘mistakes’ children make when doing addition/subtraction algorithms. Dangers of too early introduction of algorithms. Problems of digitization of number and its impact on the ability to visualise and estimate the results of addition and subtraction

PART B

Practical

- Developing meaningful counting activities for children who are more than 5 years and categorising them in terms of activities that can be repeated frequently while retaining the freshness such counting the number of children in class; activities of counting that are connected to other domains such as language or environmental explorations and are done during specific activities, such as for example counting seeds.
- Observing the differences in the responses of children, in terms of the number ranges they are comfortable with and the difficulties they face with specific number names (Difficulties with transitions in counting in different languages and the ways to support children’s learning – for example in English transition from twenty nine to thirty, thirty nine to forty and so on. In Hindi adtees (38) to unchalis (39).

Unit 8: Space, Shapes and Patterns

PART A: Concept development (required knowledge) for the teacher

- Understanding, properties of polygons and the interrelationships (squares are also rectangles, opposite side equal is not necessarily rectangle and the need

for equal angles or right angles, relationship between parallelogram and rectangle, square and rhombus); Understanding angles and distinguishing between the lengths of arms and size of the angle and angle as inclination of one line to another.

- Straight lines – understanding that sleeping lines, standing lines etc. are all straight lines and considering whether it is necessary at all to use these terms
- Understanding the limitation of the typical ‘show and tell’ method of introducing shapes to children.
- Introducing shapes to children through the process of familiarization – through play, manipulation and construction.
- Use of informal words to characterise shapes such as square, rectangle before technical/geometric words are used depending on the context. (These can be like using *chokor* instead of *aayat* and *varg*. In some contexts *dabba* and *lamba dabba* could be used. The word square can also be used along with oblong and later children can learn that they are both rectangles with special properties).
- Familiarity with the discussion on van Hiele levels.

PART B: Activities to be done with children for developing concept

- Identifying and creating situations in which children can participate and use the following words meaningfully to understand the terms such as, inside/outside; above/below, in-between, in the middle, in-front of / behind , straight / curved (Group discussion can be used to develop the activities)
Seeing how activities with strings, broomsticks etc can be used followed by drawing on paper to learn to distinguish between straight line and curved lines.
- Devising activities through which children become aware of objects that roll, objects that slide and those who can do both and through that come to the understanding of flat and curved surfaces. Devising activities where children sort objects using informal words. Predicting the rolling/sliding behaviour of objects.
- Devising activities for free play in which children can create shapes to resemble objects they see or think about by using solid blocks, pattern-blocks and to see how they can talk about those figures.

Unit 9: Data Handling

- Students to understand the importance of data handling in modern life and how organised data leads to understanding the underlying patterns. Examples from own life. It's links with science.
- To envision contexts in which organising of information would happen in a natural and not forced or artificial way in activities that are meaningful to young children.. The use of simple table formats that can be used to get an overview of the types of leaves collected etc. A discussion related to oral hygiene leads to counting teeth and to the discovery of the variability in the class and this getting represented in simple table format.

Unit 10: Planning and Conducting Maths Experiences in the Classroom and Assessing Progress (practical)

- Discussing about the following supported by videos of actual classroom teaching transactions:
 - ü How to support free play and be aware of opportunities that arise to support maths concepts.

- ü How to conduct a dialogue – how to lead a discussions in which children can express their method of solving a problem/their reasoning without fear of being right or wrong. How to take a cue from a child and revoice and take others into the discussion if something important has been said. How to frame questions in such a way that finding an answer for the class is the real motivating factor and not performance by a child.
- ü Handling variability in a class especially for multi grade classrooms – including mock class on how to incorporate different elements according to the composition of the class (for eg. An activity in which children count the number of seeds in karela/bitter gourd can be at the level of most of the 5 year olds who are just learning numbers up to 10, but the connected question about which karela has more and how many would be a meaningful question for the older children).
- ü How to use mathematical language and problem-solving naturally in an integral way in other daily and special activities where the focus is not the learning of mathematical concepts.
- Preparation of a unit/lesson plan by the class as a whole and trying out in groups in different locations. The lesson preparation needs to take into account not only the mathematical idea – for example number combinations from understanding it to reaching automaticity and flexibility – but also the way children can relate to it.

Practicals: The practicals in this course are integrated with theory.

SUGGESTED READINGS

- Askew, M. (2013). Mediating Learning Number Bonds through a Vygotskian lens. *South African Journal of Childhood Education*. 3(2): 1-20. **UNIT 6. UNIT 10.**
- Bruce, B. & Threlfall, J. (2004). One, two, three and counting – Young children’s methods and approaches in the cardinal and ordinal aspects of number. *Educational Studies in Mathematics* 55: 3-26. (mainly pages 3-8 **UNIT 1**)
- Donaldson, M. (1978). *Children’s Minds*. London: Fontana Press. (pages 17-25 human sense & p 41-50 for class inclusion)
- UNIT-2, UNIT 3**
- Gunderson, E.A. & Levine, S.C. (2011). Some types of parent number talk count more than others: Relations between parents’ input and children’s cardinal-number knowledge. *Developmental Science*, 14 (5), 1021-1032.
- UNIT 10**
- Jordan, N.C. et.al. (2006). Number Sense Growth in Kindergarten: A longitudinal Investigation of Children at Risk for Mathematics Difficulties. *Child Development*. 77.1. 153-175.
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- Kirova, A. & Bhargava, A. (2002). *Learning to guide Preschool Children’s Mathematical Understanding: A Teacher’s Professional Growth*. *Early Childhood Research and Practice*. 4.1. **UNIT 4 & UNIT 10.**
- McGuire, P. Kinzie, M.B. & Berch, D.B. (2012). Developing Number Sense in Pre-K with Five-Frames. *Early Childhood Education Journal*. 40: 213-222.
- UNIT 5**

Menon, Usha (2004). *The teaching of place value – cognitive considerations*, paper presented at epiSTEME -1 the International Conference to review research on Science, Technology and Mathematics Education at Goa, between December 13-17. available at www.hbcse.tifr.res.in/episteme/episteme-1/allabs/ushaabs.pdf

UNIT 7

Menon, U. (2014). Two three is not twenty three. Available at: www. – **UNIT 2**

Menon, U. (2014). *Activities for Early Number Sense*. Delhi: Jodo Gyan – **UNIT 5 & UNIT 6.**

Menon, U. (in press). ‘Intervening for Number Sense in Primary Mathematics’ In. Sriraman, B. et. al. (Eds.). *The First Sourcebook on Asian Research in Mathematics Education*. Charlotte: Information Age Publishing. **UNIT-7**

Newcombe, N.S. (2010). Increasing Math and Science learning by improving spatial thinking. *American Educator*. Summer. 29-43. **UNIT 8**

Subramaniam, K. (2003). Elementary mathematics: A teaching learning perspective. *Economic and Political Weekly*. 37 (35). 3694–3702. (pages 3694 to 3699)

UNIT 7

Thompson, I. (1994). Early Years Mathematics: Have we got it right?. *Curriculum* 15:1. 42-49. (Excepts- UNIT 5 & 6)

PAPER B24- C14
Pedagogy of Languages
(i). English (Language and Literacy Education)

Credits: 2

Unit 1: Emergent Literacy Framework: A Developmental View of Reading and Writing

- Critical appraisal of typical literacy instruction in Indian classrooms: Examining reading instruction and analyzing teachers' underlying beliefs about reading and writing.
- Nature of emergent literacy: literacy as a developmental process; interrelatedness of oral and written language development; conceptualization of children as hypothesis-generators and problem-solvers.
- Examining children's engagements with literacy: concept construction about functional and formal aspects of literacy.
 - ü Drawing and scribbling
 - ü Labeling
 - ü Picture reading
 - ü Print awareness
 - ü Pretend reading
 - ü Invented spellings
- Development of comprehension in the early years - the significance of meaning in language processes; meaning- the ultimate goal of oral and written language.

Practical: Narrate a story to a group of four children. After narration give each child a A4 sheet of paper. Ask the children to now express the story on paper in whichever they want. For example, you can say, "Tell me something about the story which you liked using this paper and crayons." Analyze what stage of writing the child is in (Remember drawing is a stage of writing).

Unit 2: Diversity in the Classroom: Pedagogical Implications

- Diversity of languages and communities in the class: the deficit model; problems related to the deficit model; prevalent notions about children's cultural and socio-economic background, the discontinuity theory; the discontinuity between children's experiences and cultural practices at home and school's mainstream culture.
- Using multilingualism in the classroom as a resource – challenges and possibilities.
- Language dynamic and not a monolithic entity: issues of correct pronunciation, standard language, dialect(s), grammar.

Practical: Observe a classroom of 6 year olds for half an hour when the teacher is actively engaging with the children. Make detailed notes on the language used by the teacher and the language(s) used by children.

Critically analyze your observations with respect to the debates about school and home language.

Carry three common objects with you in the classroom. Ask the children what do they call these objects. Record the various labels given by children. Analyze what this tells you about the diversity of language in the classroom.

Unit 3: Children's Literature: Selection and Use

Significance of children's literature in the early years.

- Examining different genres of children's literature for the early years: picture books, illustrated books, big books, rhymes, poems; features of an appropriate literature for children.

- Reading aloud: selecting a book, organizing for a reading aloud session; how to read aloud.

- Storytelling: strengths of a good story/storybook; how to narrate - telling a story is not a performance.

Practical: Carry out this activity in pairs. One member of the pair narrates a story to a group of children. The second person provides detailed feedback about the various aspects of the narration. Then the second person narrates another story to the same or another group of children and the first person provides feedback.

Unit 4: Creating a Language Learning Environment: Principles and Practices

- Child as creator and constructor of meaning; primacy of children's experience and perspectives in classroom literacy practices.

- Strengthening child's oral language development.

- Focus on comprehension – to be taught actively through a variety of strategies.

- Creating a print rich environment.

- Supporting children's transition from mother tongue to school language.

- Valuing multilingual classrooms.

Unit 5: Learning to Read and Write: Multiple Approaches/Routines and Practices in a Literacy Classroom/Learning to Read and Write:

Routines and Practices in a Literacy Classroom

- Balanced Approach to children's literacy development – features and implications for pedagogy; using whole language approaches with contextualized and meaningful phonics instruction.

- Creating literacy rich physical environment: age-appropriate books and other print and literacy material; reading and writing corners; classroom libraries; display of children's writing.

- Whole language approaches – Language Experience and organic reading Approaches (LEA) – using children's experiences as the basis for reading and writing, morning message, comprehensive and active use of children's literature: poems, rhymes, stories of different kinds, play songs and creating opportunities for reading and writing for a variety of purposes, reading aloud to children, storytelling, use of puppets, active use of context-relevant environmental print.

- Planning for Meaningful Skill Development within an Early Literacy Programme – developing skills required for school based learning; skills for phonological development; and higher order skills like creativity and problem solving in a language classroom.

- Implementing balanced approach in daily literacy instruction – the Four Block Approach, Examples of some balanced approaches used for early literacy instruction in India.

- Language across the curriculum – recognizing opportunities throughout the day across activities for reading, talking and writing and organizing them in a planned manner.

Practical: Visit a classroom for young children and note the print available in the classroom. Make a record of each type of print and analyze whether it in term of its appropriateness for children.

Observe a classroom when the teacher is carrying out a language activity with children. Analyze the teacher's approach with respect to various theoretical perspectives you have read about in the course.

Unit 6: Assessment

- Examination of prevalent practices of assessment in the early years including shrutlekh, sulekh, saswar vachan; the assumption these convey about children's literacy learning and development.

- The purpose of assessment.

- Principles of assessment: assessing and valuing the processes of literacy rather than the product, assessing the context and, authenticity of assessment.

- Assessment procedures: maintaining records of children's works: portfolios and anecdotal records, reporting on children's reading with the use of miscue analysis.

Unit 7: Introducing English in Early Years

- Challenges of introducing English in early years education

- Critical examination of typical practices used to teach English in early years

- Building children's oral language abilities through meaningful routines and activities

- Creating a print rich environment and introducing the written form of language through meaningful and relevant holistic print and appropriate children's literature

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- Pinnell, G.S. (1985). Ways to look at the functions of children's language. In A. Sinha, S. (2012). Reading Without Meaning, *Language and Language Teaching*, Vol. 1, No. 1, pp.27-31
- Smith, F. (1976). Learning to read by reading, *Language Arts*, 53, 297-299
- Sinha, S. (2000). Acquiring literacy in schools. *Seminar*, 493, 38-42.
- Sinha, S. (2001). Emergent literacy: An alternative approach. *Issues in primary education: DPEP dispatch on primary education*, Vol. 3, pp.6-12.
- Strickland, D.S. & Morrow, L.M. (1988). Creating a print rich environment, *The Reading Teacher*, Vol. 42, No. 2, pp. 156-157.
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Course code B24-C14 (ii) Pedagogy of Hindi

Course code B24-C14(iii) Teaching of Urdu

تدریس اردو

(Total Marks) کل نمبرات: ۵۰

(Internal Marks) داخلی نمبرات: ۲۰

(External Marks) خارجی نمبرات: ۳۰

عقلی جواز (Rationale)

زبان، جذبات و احساسات اور مافی الضمیر کے ترسیل کا اہم وسیلہ ہے۔ اسکول کی ساری تعلیم کا ذریعہ زبان ہے۔ اگر بچوں میں زبان کی مہارت نہ ہو تو وہ اپنے مافی الضمیر کا اظہار نہیں کر سکتے، دنیا کے تمام علوم کے مطالعے سے محروم ہو سکتے ہیں، اور اپنے جذبات و احساسات اور خیالات کا بہتر طور پر اظہار نہیں کر سکتے۔ اس لیے انسان کی زندگی اور خاص کر تعلیمی میدان میں زبان کی اہمیت مسلم ہے۔ زبان کی اسی اہمیت و ضرورت کے پیش نظر اردو زبان بحیثیت مضمون اسکولی نصاب میں شامل ہے۔ اس مضمون کی تدریس و آموزش کو کارآمد بنانے کے لیے تدریس اردو اساتذہ کے اس تربیتی پروگرام کا ایک حصہ ہے۔

اغراض و مقاصد

- ۱۔ اردو زبان کے آغاز و ارتقاء سے روشناس کرانا۔
- ۲۔ اردو زبان کی ترکیب و ساخت سے واقفیت کرانا۔
- ۳۔ ابتدائی سطح پر تدریس اردو کے مقاصد سے واقف کرانا۔
- ۴۔ زبان کی بنیادی مہارتوں میں پختگی لانا۔
- ۵۔ ابتدائی سطح پر تدریس اردو کے طریقہ کار اور منصوبہ سبق سے واقف کرانا۔
- ۶۔ تدریس کے معاون اشیاء کے استعمال اور تشکیل سے روشناس کرانا۔
- ۷۔ زبان کی تدریس میں اندازہ قدر کے تصور سے واقف کرانا۔

اکائی: ۱: تدریس اور توسیعی مواد

(الف) اردو زبان کی تشکیل اور آغاز و ارتقاء

(ب) اردو زبان کی ترکیب و ساخت: ہجا، صرف و نحو (حروف اور اس کی آوازیں، مضموتے مضمّتے، اعراب و علامات، الفاظ اور جملوں کی ساخت،

رموز و اقاف)

(ج) ابتدائی سطح پر اردو زبان کی تدریسی مقاصد

(د) ابتدائی درجات میں مادری زبان کی اہمیت و ضرورت

اکائی-۲: زبان کی مہارتوں کا فروغ

- (الف) سماعت: سماعت کی خصوصیات، سماعت کے نقائص و وجوہات اور تدارک، سننے کی مہارت کی نشوونما
- (ب) گفتگو: گفتگو کے اوصاف، گفتگو کے نقائص و وجوہات اور تدارک، بولنے کی مہارت کی نشوونما
- (ج) مطالعہ: پڑھنے کی مہارت کی نشوونما (بلند خوانی اور خاموش مطالعہ)، پڑھنے میں غلطیوں کی وجوہات اور تدارک
- (د) تحریر: تحریر کی مہارت کی نشوونما کے وسائل (، نقل نویسی، املا نویسی، مضمون نویسی)، املا کی غلطیاں اور ان کی اصلاح

اکائی-۳: تدریسی طریقہ کار اور منصوبہ سبق

- (الف) حروف تہجی کی تدریسی طریقہ کار (تحلیلی اور ترکیبی)
- (ب) حروف اور الفاظ کی تدریسی طریقہ کار اور منصوبہ سبق
- (ج) نشر کی تدریسی طریقہ کار اور منصوبہ سبق
- (د) نظم کی تدریسی طریقہ کار اور منصوبہ سبق

اکائی-۴: تدریس کے معاون اشیا اور اندازہ قدر

- (الف) معاون اشیا کا مفہوم اور اہمیت
- (ب) معاون اشیا کی اقسام، تیاری اور استعمال کے طریقے، لسانی کھیل
- (ب) مسلسل اور جامع تعین قدر کا مفہوم، تصور اور جانچ کی تکنیکیں
- (ج) معروضی اور موضوعی جانچ کے سوالات کی تشکیل

تجویز کردہ عملی سرگرمیاں

- (الف) تخلیقی صلاحیتوں کی نشوونما کے لیے ادبی سرگرمیوں کا انعقاد
- (ب) ذخیرہ الفاظ میں اضافے کے لیے متضاد اور مترادفات سے متعلق سرگرمیاں
- (ج) زبان کی بنیادی مہارتوں کے فروغ کے لیے مختلف سرگرمیاں

ضروری مطالعہ

- ۱۔ ہم اردو کیسے پڑھائیں، معین الدین، مکتبہ جامعہ لمیٹڈ، نئی دہلی، ۲۰۱۱ء
- ۲۔ تدریس اردو، فرمان فتح پوری، مقتدرہ قومی زبان، اسلام آباد، پاکستان، ۱۹۸۶ء
- ۳۔ رہنما کتاب، ابتدائی سطح (۱-۵)، این۔ سی۔ ای۔ آر۔ ٹی۔ نئی دہلی، ۲۰۱۰ء
- ۴۔ اردو تدریس: جدید طریقے اور تقاضے، ریاض احمد، مکتبہ جامعہ لمیٹڈ، نئی دہلی، ۲۰۱۳ء
- ۵۔ اردو زبان کی تاریخ، مرزا خلیل احمد بیگ، ایجوکیشنل بک ہاؤس، علی گڑھ، ۲۰۰۰ء

- ۶۔ اردو زبان و قواعد (حصہ اول)، شفیع احمد صدیقی، مکتبہ جامعہ لمیٹڈ، نئی دہلی، ۱۹۹۱
- ۷۔ کتابِ ماخذ: مسلسل اور جامع اندازہ قدر، ابتدائی درجات (۵-۱) کے لیے، این۔ سی۔ ای۔ آر۔ ٹی۔ نئی دہلی، ۲۰۱۲

اضافی مطالعہ

- ۱۔ اردو کیسے پڑھائیں، سلیم عبداللہ، ایجوکیشنل بک ہاؤس، علی گڑھ، ۲۰۰۲ء
- ۲۔ تدریس زبان اردو، انعام اللہ خاں شروانی، مارکون اسٹریٹ، کلکتہ، ۲۰۰۳ء
- ۳۔ اردو زبان کی تدریس، معین الدین، مکتبہ جامعہ لمیٹڈ، نئی دہلی، ۲۰۱۱ء

COURSE CODE: B24-C15

Developing Understanding of Environment

Credits: 02

Objectives

After completing this course, the student teacher would be able to implement pedagogic practices to facilitate learning about the environment.

The course will enable the student teacher to:

- Understand the interdisciplinary nature of study of the environment.
- Give importance to the child's own knowledge.
- Develop an understanding of the vision of the discipline as envisaged in NCF 2005.
- Develop themes for learning about the environment.
- Implement pedagogic practices to nurture learning about the environment.
- Create activities using locally available material.
- Be sensitive toward the diversity in the classroom.
- Integrate understanding of environment with language and mathematics.

Course Content

Unit 1: Interconnectedness of the Natural, Social and Cultural Environment

The environment and the child: aspects and components of the environment, understanding the child's interaction with the environment, identifying the varied ideas and knowledge of children.

- Significance of understanding about the environment: vision of this discipline in the national curricular framework 2005, objectives of learning about the

environment, integrated and interdisciplinary nature of Environmental Studies, understanding the environment as an approach to learning, emphasis on holistic learning.

Unit 2: Understanding the Learner in context with the Environment

1) Promoting understanding of the environment in the classroom

- i) Approaches to learning about the environment: inquiry based learning, exploration, discussion (sharing ideas), field visits, use of poems and narration (facts and fiction), and theatre.
- ii) Learning of concepts.
- iii) Skills: developing skills for age group 3-8 years, observation, classification (sorting), questioning, recording, surveying, experimenting, analyzing, predicting, and pre-mapping skills.
- iv) Developing values and attitudes: develop an awareness of environmental issues – gender concerns, issues of marginalization and oppression, values of equality and social justice, sustainable development; developing sensitivity to others' perspectives.
- v) Integration of environmental studies with language and mathematics.

2) Content enrichment

The unit calls attention to the need for student teacher's own knowledge base. It is envisaged that the concepts identified and studied are based on the needs and interests of the group and may vary in different institutes across the country.

The focus would be to develop content knowledge of the student teacher in a few areas. Emphasis would also be given to learning how to acquire knowledge. Examples of a few themes:

- i) Plants: parts of a plant, varieties and types of plants, leaves and flowers, how seeds germinate, plants as a source of food – fruits vegetable, grains; plants as a part of our social/cultural life – tulsi, peepal, mango, banana, coconut, marigold; how to care for plants.
- ii) Family: what constitutes a family, different types of family, functions of various members, migration, social and cultural aspects.
- iii) Festivals: the festivals celebrated in the region, festivals based on religion,

harvest, seasons, other important issues; ways of celebrating;
stories linked to the festivals.

Unit 3: Exploring the Environment as a Resource

The unit deals with the environment as a resource to learn about it. While teaching the course, Units 4 and 5 may be dealt together.

- Learning from the natural/socio-cultural environment
- Learning from the community: types of resource/materials available – experts, textual material, newspapers, local material

Unit 4: Developing Themes

The unit brings together the understanding of units one to five. The student teacher would learn to prepare plans for meaningful learning about the environment. The student teacher would develop the notion that the themes would vary depending on the location of the school, interests and knowledge of children, and the availability of resources.

- How to select themes, its relevance with the life of a child, concept mapping, theme based learning for understanding the environment. Some examples are given:

a) Myself: my body, my family, my friends, likes and dislikes, my neighbourhood, my school.

b) Animals around us: at home, in the garden, how to care for animals, and sounds of animals.

Assessment: Learning and assessment merge with each other. The unit highlights the purposes, techniques and sources of assessment. It would help the student teacher to carefully select the approach of assessment to understand the learner's unique qualities.

i) Purpose: assessment as an integral part of learning, significance of assessment, cumulative assessment, feedback.

ii) Approach to assessment: comprehensive, process-based, assessment of content, skills, and attitude; assessing the individual child.

iii) Techniques: observations, anecdotal records, building a portfolio.

iv) Sources of information: the child's work (projects and assignments), teacher observations, anecdotal records, parents.

Practicals:

- 1) Observation of a preschool class in a variety of preschools and analyzing it with respect to the principles of enabling children to understand the environment.
- 2) Developing a thematic web for integrated learning (language, maths, and Environment Studies), developing lesson plans and teaching materials.
- 3) Doing a project: visiting a monument/museum, developing a garden, mapping, recording the climate of your city/village, vermiculture, how things are made – pencils, books, clothes, vessels.
- 4) Assessing 1-3 children during internship using a variety of strategies, making a portfolio of a child.

SUGGESTED READINGS

Atma Vidya Educational Foundation (1994). *Up and About*, Orient Longman: Chennai.

Centre for Environment Education (CEE), *Exploring a Tree: Teachers Manual*, Ahmedabad.

Eistgeest, J and Harlen, W (1992). UNESCO Sourcebook for science in the primary school: a workshop approach to teacher education.

EVS Textbooks for the Primary School: NCERT, Khushi Khushi, Aas-paas, Khoji Pothi. (for units 3,5 and 6).

Harlan, J.D. (1992). *Science Experiences for the early Childhood Years*, 5th Ed. Macmillan Publishing Company: New York.

Johnston, J. (1996). *Early Explorations in Science*, Open University Press: Buckingham.

NCERT Activity Books for Classes 1 and 2. (for unit 3)

NCERT, Position Paper on EVS, NCF-2005. (for units 1 and 3)

NCERT, Source Book of Assessment in EVS, Classes III-V. (for unit 7)

Ratna Sagar P. Ltd., *Prashika: Eklavya's Innovative Experiment in Primary Education*.

COURSE CODE :B24-EPS3

ICT Practical Second Year

MM: 50

After learning this course, the student teacher will be able to:

- explore ICT resources
- evaluate ICT resources
- identify and choose appropriate ICT resources
- create learning resources using different ICTs
- use appropriate ICT resources-videos, games, simulations etc. in the class
- plan and conduct a lesson using constructivist approach and appropriate OERs
- explore the various software tools for evaluation and assessment
- select appropriate software tool for particular form of evaluation
- use online generator tools suitable for different forms of assessment

Course content

Unit-1 Exploration of ICT resources (educational tools and applications) for integrating available ICT into lessons (appropriate hardware – CD/DVD, projectors, interactive boards, appropriate software – audio, video, multimedia, animations, games and simulations etc. in computer lab.)

Unit-2 Evaluation and adoption of available ICT resources, relevant for teaching specific Content

Unit -3 Uses of ICT in Evaluation

Tests/Quizzes

- Using appropriate software for constructing tests / quizzes (Hot Potato, Survey Monkey etc.)
- Using Moodle for Question Bank - all types of Questions. OR Libre office (free)

- Presentation software for creating portfolio

Evaluation Rubrics

- Using appropriate software for constructing evaluation rubrics -online rubric generators such as Rubi star, irubric, etc

Unit-4 Lesson planning with integration of ICT and education processes

References/ software needed/ source

- <https://www.mentimeter.com/>
- <http://www.socrative.com/>
- <http://www.infuselearning.com/Student Response System>

. It is one of the few programming languages that teaches the logic of programming in an understandable form. The programming commands are translated to the human language of the programmer.

5. GIMP for preparing flash-cards, images, diagrams, flowcharts, cartoon strips, etc.

6. Synfig and Blender to create 2D or 3D animation videos.

7. Moodle for assessment and user management.

8. All of these, except Synfig and Moodle, are available on the Spoken Tutorial

website <http://spoken-tutorial.org>

Hot Potatoes

This is a freeware useful for evaluation and test construction. The complete version of the programs available for free, from the Downloads section from the <http://hotpot.uvic.ca/> The free version of Hot Potatoes for Windows is version 6.3, and the Java version is 6.1. More details available at

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For Open Educational Resources:

Best Sites for Free Educational Resources

- http://www.refseek.com/directory/educational_videos.html
- <http://www.marcandangel.com/2010/11/15/12-dozen-places-to-self-educateyourself-online/>
- <http://www.jumpstart.com/parents/resources>
- <http://opensource.com/education/13/4/guide-open-source-education>

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