CENTRAL UNIVERSITY OF JHARKHAND

[Established by an Act of Parliament of India, 2009]

Syllabus for Two Year Bachelor of Education (B. Ed.)

[With effect from 2018-19]

Department of Education School of Education

Central University of Jharkhand Brambe, Ranchi-835205

PREAMBLE

The Bachelor of Education programme, generally known as B.Ed. is a professional course that prepares teachers for the upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (XI-XII).

DURATION

The B.Ed. program shall be of duration of two academic years spread over a span of four semesters.

WORKING DAYS

(a)   There shall be at least 200 working days each year (two semesters) exclusive of admission and examination processes.

(b)   The Institution shall work for a minimum of 36 hours in a week (5 days), during which the physical presence in the Institution of all the teachers and pupil teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

(c)   The minimum attendance of pupil teachers shall have to be 80% for all course work and Practicum, and 90% for School Internship.

GENERAL OBJECTIVES OF B. Ed. PROGRAMME

The main objectives of the undergraduate level programme in Education are as follows:
- To develop an awareness of the role of teacher in realizing the objectives of school education;
- To develop competence to teach at least two school subjects on the basis of the accepted principles of learning and teaching;
- To develop skills for continuously evaluating pupil growth;
- To develop understanding, interest, attitudes and skills which would enable him to foster all-round growth and development of the pupils under his care;
- To develop competence to act not only as a leader of the children but also as a guide of the community and as a liaison between school and the community;
- Making student teachers understand not only the subject but also the unity of knowledge among different subjects;
- Developing among student teachers the competencies in the use of locally available educational resources;
- Empowering student teachers to know how learners construct knowledge and to facilitate the process;
- Developing among student teachers the skills of communication and language proficiency;
- Enabling student teachers to promote self-learning/mutual learning in and outside the classroom in order to eventually become independent learners;
- Inculcating among student teachers social, cultural, aesthetic, moral and spiritual values and scientific approach and the skill of integrating and transacting these;
- Making student teachers appreciate India's unity in diversity;
- Enabling student teachers to integrate values in all subjects/activities;
- Enabling student teachers to develop competencies for an error free, responsive and transparent evaluation.

Course Structure for Two-Year B.Ed. Programme
Semester Wise Distribution of the Courses
[With effect from 2018-19]

	Course Code	Title of the Course	Internal	External	Total	Teaching (Credits)	Practical (Credits)
Semester 1	BED111010	Basics in Education	40	60	100	4	1
	BED111020	Childhood and Adolescence	40	60	100	4	1
	BED111030	Contemporary India and Education	40	60	100	4	1
	BED111040	Language Across the Curriculum	20	30	50	2	1
	BED111050	Understanding Disciplines and Subjects	20	30	50	2	1
	BED111060	Reading and Reflecting on Texts	50	--	50	2	1
			210	**240**	**450**	**18**	**6**
	Engagement with the Field: Tasks and Assignments for Courses 101,102,103, 104 & 105						
Semester 2	BED121010	Learning and Teaching	40	60	100	4	1
	BED121020	Knowledge and Curriculum	40	60	100	4	1
	BED121030	Assessment for Learning	40	60	100	4	1
	BED125060 BED125070 BED125080 BED125090 BED125100 BED125110 BED125120	Pedagogy of a School Subjects (Any Two) 204(A): Pedagogy of English 204(B):Pedagogy of Social Sciences 204(C): Pedagogy of Physical Sciences 204(D): Pedagogy of Biological Sciences 204(E): Pedagogy of Mathematics 204(F): Pedagogy of Hindi 204 (G): Pedagogy of Commerce	40 + 40	60 + 60	200	4 + 4	1 + 1
	BED121040	Drama and Arts in Education	50	--	50	2	1
	BED124050	School Internship (4 Weeks)	100	--	100	4	
			350	**300**	**650**	**26**	**6**
	Engagement with the Field: Tasks and Assignments for Courses 201,202, 203 & 204						
Semester 3	BED214010	School Internship (16 Weeks)	400	--	400	16	
			400	**--**	**400**	**16**	
	Engagement with the Field: Tasks and Assignments for Course 301						
Semester 4	BED221010	Gender, School and Society	40	60	100	4	1
	BED221020	Inclusive Education	40	60	100	4	1
	BED221030	Introduction to Action Research	40	60	100	4	1
	BED225060 BED225070 BED225080 BED225090 BED225100 BED225110 BED225120 BED225130	Optional Course (Any One) 404(A) Health and Physical Education 404 (B) Peace Education 404(C) Value Education 404(D) Educational Administration and Management 404 (E) Environmental Education 404 (F) Guidance and Counseling 404 (G) Teacher Education 404 (H) Educational Technology	40	60	100	4	1
	BED221040	Critical Understanding of ICT	50	--	50	2	1
	BED221050	Understanding of Self and Yoga	50	--	50	2	1
			260	**240**	**500**	**20**	**6**
	Engagement with the Field: Tasks and Assignments for Courses 401, 402, 403 & 404						
Total Marks			**1220**	**780**	**2000**	**80**	**18**

Distribution of Marks

Total Marks	Internal				External	Type of Questions	Marks Each
100	40	Sessional I (20)	Sessional II (20)	Sessional III (20)	60	Long Questions Short Questions	3x15= 45 3x5= 15
		Best Two out of Three					
50	20	Sessional I (10)	Sessional II (10)	Sessional III (10)	30	Long Questions Short Questions	2x10= 20 2x5= 10
		Best Two out of Three					

N.B.: Assignment/Practical Activities given in the end of each paper shall be compulsory and shall be considered as one sessional test out of three sessional tests.

EVALUATION SCHEME

As per the Ordinance of Central University of Jharkhand OA-12 (S. No. 8), the following shall be the scheme of evaluation:

The Grading system of Evaluation shall be as per the Regulations as the subject.

8.1 Evaluation will be done on a continuous basis, three times during each semester. For the purpose of uniformity, particularly for interdepartmental transfer of credits, there will be a uniform procedure of examination to be adopted by all teachers. There will be two sessional tests and one End semester examination in each course during every semester.

8.2 **Sessional Test I** will be held during the fourth week of the semester for the syllabi covered till then.
8.3 **Sessional Test II** will be held during the eighth week for the syllabi covered between fifth and eighth week.
8.4 **Sessional Test III** will be held during the twelfth week for the syllabi covered between ninth and twelfth week.
8.5 **Sessional Tests** (of one to two hours duration) may employ one or more assessment tools such as objective test, assignments, paper presentation, laboratory work, etc. suitable to the course. This requires an element of openness. The students are to be informed in advance about the nature of assessment. Students shall compulsorily attend the two sessional tests, failing which they will not be allowed to appear for the end semester examination. A Student cannot repeat Sessional Tests. However, if for any compulsive reason the student could not attend the test, the prerogative of arranging a special test lies with the teacher. **In case of students who could not attend any of the sessional tests due to medical reason or under extraordinary circumstances, a separate test shall be conducted before the End Semester Examination by the concerned faculty member.**

8.6 **The sessional tests will carry 40% (20%+20%) of total marks for the course.** The marks of the best of two Sessional Tests shall be taken into account for the computation of Grades.

8.7 There shall be on **End semester examination** of 3 hours duration carrying 60% of Marks in each course covering the entire syllabus prescribed for the course. The End semester examination is normally a written / laboratory –based examination.

The paper setting, moderation and evaluation shall be as per the guidelines of the university.

Paper- 101
BASICS IN EDUCATION

Total Marks: 100   **Credit-4**

Sessional Marks: 40
End Term Marks: 60

Course Objectives

This course aims to make student-teachers analyse and understand educational concepts, their premises and contexts that are unique to education. Through the process of inquiry, critical analysis and an intellectual discourse, it is hoped that the student-teachers will be able to understand and appreciate the nature and the purpose of education, relevant concepts and themes in education.

Course Outline

UNIT-I: Meaning, Process and Aims of Education
- Nature of education, education as a natural/social process, formal, informal and non-formal education, education as process and product, need of schooling in education, characteristics of an educated person.
- Aims of Education
- Right to Education

UNIT-II: Autonomy of Teacher and Learner

- The concepts of knowledge, knowing, information, belief and truth along with differences between them; Different ways of knowing; Role of culture in knowing; Constructing knowledge in classroom by building an understanding of constructivism with practical examples.
- Concept of autonomy; Difference between autonomy and freedom; Autonomy in the context of a teacher; Teacher's autonomy in enriching learning situations; Factors affecting teacher's autonomy; Autonomy vs. Accountability
- Autonomy in the context of a learner; The restraints on learners in schools; impact of school constraints in learning

UNIT-III: Sociological basis of Education

- Meaning of values; relative vs absolute values; values prevalent in contemporary society; creation of values; importance of values in human life; education and values; role of school environment in formation of positive values among learners; potential of education in transformation of societal values
- Concept of society; Characteristics of a society; Introduction to Indian society; Society's influence on education.
- Education as an agent of social change; Education and human resource development.

UNIT-IV: Nationalism and Education

- Meaning and concept of Nationalism; Meaning of National Integration and Emotional Integration and their need; Role of teacher and educational institutions in achieving National Integration and Emotional Integration through democratic interaction; cultural heritage and national integration
- Commonalities among different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity, and Jainism) for human upliftment
- Equity vs. equality in education; Issues of equality of educational opportunities

Field Based Activities (ANY TWO)
1. Preparation of a report on various activities being organized by a school to promote democratic values, national and emotional integration among the students.
2. Preparation of a scrap book on commonalities among different religions for human upliftment
3. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey and presentations on various innovative concepts in the context of teaching-learning in schools followed by group discussion.

Suggested Readings:

1. Bhardwaj, I. 2005. Value-oriented Education. Journal of Value Education, 5, 9-24.
2. Choudhuri, Indranath. 2005. Promoting Value Education through Children's Literature. Journal of Value Education, 5, 29-36.
3. Fisher, R. 1990. Teaching children to think. Nelson Thornes, Cheltenham.
4. Govt. of India (1986/1992). National Policy on Education. New Delhi: Min. of HRD.
5. Gupta, V.K. 1996. Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version).
6. Hitlin, S., & Piliavin, J.A. 2004. Values: Reviving a Dormant Concept. Annual Review of Sociology, 30, 359-393
7. Katz. D. 1965. Nationalism and strategies of international conflict resolution. In H.C. Kelman (Ed.), International behaviour: A social-psychological analysis (pp.356-390). Holt, Rinehart & Winston, New York.
8. Misra, G. 2006. Psychology and Societal Development: Paradigmatic and Social Concerns. Concept Publishing Company, New Delhi.
9. Rokeach. M. 1973. The Nature of Human Values. Free Press, New York.
10. Rokeach. M. (Ed.) 1979. Understanding Human Values: Individual and Societal. Free Press, New York.
11. Ruhela & Vyas 1969. Sociological perspectives in School Education, Indian Publishers Distributors, Delhi.
12. Salamatullah 1970. Education in the Social Context, NCERT, New Delhi.
13. Schwartz, S. H. 1996. Value Priorities and Behaviour: Applying of Theory of Integrated Value Systems. In C. Seligman, J. M. Olson, & M. P. Zanna (Eds.), The Psychology of Values: The Ontario Symposium, Vol. 8 (pp. 1–24). Erlbaum, Hillsdale, NJ.
14. Seshadri, C. 2005. An Approach to Value Orientation of Teachers' Education. Journal of Value Education, 5, 9-17.
15. Smith, D.E. 1963. India as a secular state. Princeton University Press, New Jersey.
16. Srivastava, H.S. 2004. Indian Core Values of Peace and Harmony. In Zhou Nan-Zhao & Teasdale (eds.) Teaching Asia-Pacific Core Values of Peace and Harmony: A

Sourcebook for Teachers (229-243). UNESCO Asia and Pacific Regional Bureau for Education, Thailand.

17. Swift, D.F. 1970. The Sociology of Education, Routledge and Kegan Paul, London.
18. UNESCO 1964. Economic and Social Aspects of Education Planning, IIEP, Paris.
19. Vosniadou, S. 2004. Extending the conceptual change approach to mathematics learning and teaching. Special Issue on Concept Change. Learning and Instruction. 14, 445-451.
20. Wells, N.M. and Evans, G.W. 2003. Nearby nature: A buffer of life stress among rural children. Environment and Behaviour, 35, 311 -330.

Paper- 102

CHILDHOOD AND ADOLESCENCE

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives

This course offers an introduction to the study of childhood, child development and adolescence. It aims to develop understanding about children of different age groups including consideration of individual differences. The course also takes into consideration the guidance needs of children along with the issue of adjustment.

Course Outline

UNIT-I: Growth and Development

- Growth and Development: Concepts of growth and development in the context of a child; Principles of child development and learning; Importance of studying child development in general and particularly for a teacher.
- Issues in Developmental Psychology: Nature and nurture debate; Issue of continuity and discontinuity; Concepts of growth and maturation.
- Dimensions of Development: Physical, Social, Emotional, Intellectual, Communication & Speech Development; Stage specific characteristics and developmental tasks during childhood and adolescence in the Indian context. Inter-relationships among different stages of development and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).

UNIT-II: Factors Affecting Growth and Development

- Factors: Factors affecting growth and development viz., poverty, environment, family structure, disability/sensory impairment, gender, culture, technology, urbanization.
- Adolescence: Meaning, common characteristics of adolescents; Major problems faced by adolescents especially in Indian context. The social and cultural contexts of Adolescence -- Role of urbanization, technology, culture, media use, family relationships, peer groups, school, neighbourhood and community in adolescent development;
- Role of the school and teacher in solving problems and helping proper physical, mental, emotional and social development of adolescents; Case studies of adolescents in different perspectives.

UNIT-III: Motivation and Intelligence

- Motivation: Concept of motivation; Extrinsic and intrinsic motivation; Factors affecting motivation; Role of school and teacher to enhance learners' motivation.
- Intelligence: Concept of intelligence; nature vs. nurture; general vs. specific intelligence; Relationship of intelligence and performance in school

- Measuring Intelligence: Need for assessing students' intelligence; verbal and non-verbal intelligence; Individual and group tests of intelligence; Interpretation of intelligence scores of the learners by the teacher and making use of the results to enhance learning. Meaning of raw intelligence scores, mental age and intelligence quotient.

UNIT-IV: Individual differences, Adjustment and Guidance & Counselling

- Dealing with Individual Differences: Meaning of individual differences; Dimensions of individual differences -- cognitive abilities, interest, aptitude, creativity, personality, values, attitudes, study habits, psychomotor skills, selfconcept and gender; Causes of individual differences – Race, sex, heredity, social and economic status, culture, home, language spoken and language of instruction; why teacher must know individual differences among students?
- Guidance and Counselling: Meaning of guidance and counselling; Difference between guidance and counselling; Scope and objectives of guidance services; Needs of guidance services; Role of the school in organizing guidance programmes.
- Adjustment: Meaning of adjustment; Types of adjustment; Factors affecting adjustment; Symptoms of maladjustment; Role of teacher and school in preventing maladjustment.

Field Based Activities (ANY TWO)
1. Study of an autobiography of an eminent citizen of India and preparation of a report on the ways the autobiography can help in the development of personality of an individual.
2. Administration, scoring and interpretation of any one of the following tests: Intelligence test, Personality test and Creativity Test
3. Preparation of a scrap book on showing the impact of media on adolescents.

Suggested Readings:

1. Aggarwal, J.C. (1995): Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Anastas. Anne (1958): Individual and Group Differences, IIIrd Edition, Mcmillan Company.
3. Baron, R.A. (1995): Psychology, Second Edition, Prentice Hall of India Pvt. Ltd: New Delhi.
4. Bhatia, H.R. (1977): Textbook of Educational Psychology, The Macmillan Company of India, New Delhi.
5. C.L. Kundu (1991): Educational Psychology, Sterling Publishers Pvt. Ltd.
6. Chauhan, S.S. (1997): Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd.: New Delhi.
7. Conger, C. (1979): Adolescence, Harper and Row: London.
8. Dreikurns, Rudolf (1957): Psychology in the Classroom. Second Edition, Harper and Row Publishers, New York.
9. Faw, Terry and Gary, S. Belkin (1989): Child Psychology, New York: McGraw Hill.
10. Hurlock, E.B., (1942): Child Development, Mc Graw Hill: N.Y.
11. Joyce, Bruce and Weil, Marsha (1985): Models of Teaching, Prentice Hall of India Pvt. Ltd.,

12. Kagan J. and Segal S. (1988): Psychology: An Introduction, Sixth Edition, Harcourt Brace Jovanovich Inc: USA.
13. Kakkar, S.B. (1989): Educational Psychology and Guidance, The Indian Publications, Hill Road, Ambala Cantt.
14. Kundu. C.L. and Tutoo, D.N. (1985): Educational Psychology. Sterling Publishers Private Ltd., New Delhi.
15. Mohan (1993): Educational Psychology. Wiley-Eastern, New Delhi.
16. Pandey, Yadav and Sadhu (1999): Adolescence Education in Schools Package of Basic Materials, NCERT: New Delhi.
17. Piaget J. (1958): The Growth of Logical Thinking from Childhood to Adolescence, Basic Books, New York.
18. Sanden Vandcr W. James (1989): Human Development, Refred A Knopg, INC. New York.
19. Shechy, G. (1974): Passages: Predictable Crisis of Adult Life, New York, Dutton.
20. Thornburgy D. Hershel (1984): Introduction of Educational Psychology, West Publishing Company, New York.
21. V.B Taneja (1975): Educational Psychology and Statistics, Mohindra Capital Publishers: Chandigarh.
22. Weils, C. G. (1982): Language Learning and Education, Centre for Study of Language and Communication, University of Bristol, U.S.A.
23. Weiner, B. (1972): Theories of Motivation, Rand McNally, Chicago.
24. Wright, D.S., (1970): *Introducing Psychology; An Experimental Approach,* Penguin: London.

Paper- 103

CONTEMPORARY INDIA AND EDUCATION

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives

The course aims at generating awareness among teacher-trainees about diversity in India with regard to region, language, religion, race, caste, social class and geography and its relationship with inequalities in education. It further aims at acquainting the trainee with the concept of Education for All and recommendations of different education commissions and committees.

Course Outline

UNIT- I: Diversity and Inequalities in Education

- Diversity in India: Social stratification in India on the basis of region, language, religion, race, caste, social class and geography; Advantages of a diverse and multicultural society; Challenges of the diverse and multicultural society;
- Significance of the slogan 'Unity in Diversity' in the context of India.
- Inequalities in Education: Status of education in India across different social groups including gender; Cause of inequality in education for each group.

UNIT-II: Medium of Instruction and Education for All

- Constitution of India: The Preamble; Fundamental rights and duties of citizens and the directive principles of state policy along with their importance and usefulness for society.
- Education for All: Constitutional provisions with respect to education; Concept, scope, goals and objectives and initiatives to achieve EFA in the Indian context with special reference to operation blackboard, mid-day-meal and Sarvshiksha Abhiyan; Inequality, discrimination and marginalization as key factors that stand in the way of universalisation of education.
- Medium of Instruction: Debate on the medium of schooling; three language formula; Recommendations regarding medium of instruction and teaching of languages.

UNIT-III: Commissions and Committees on Education (Pre-Independence)

- Macaulay's minutes and Bentinck's resolution of 1835; Wood's Despatch of 1854 on Education;
- The Education Commission of 1882; The Calcutta University Commission of 1917;
- The Hartog Committee, 1929; Zakir Hussain Committee's Report, 1937; The Sargent Report, 1944.

UNIT- IV: Commissions and Committees on Education (Post-Independence)

- The University Education Commission of 1948
- The Secondary Education Commission, 1952; Kothari Commission, 1964-66;

- National Policy of Education, 1986 and its revision, 1992; The National Knowledge Commission; Yashpal Committee 2009

Field Based Activities (ANY TWO)
1. Studying the attitude of teachers towards Right to Education Act/Mid-Day Meal/Sarva Shiksha Abhiyan and preparation of a report.
2. Preparation and presentation of a brief report on issues/problems related to school education.
3. Seminar presentation on any one theme selecting in consultation with the concerned teacher.

Suggested Readings:
1. Aggarwal, J.C. (2000). Landmark in the History of Modern Indian Education, New Delhi: Vikas Publishing House.
2. Anand, C.L.et.al. (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT.
3. Banerjee, J.P. (1994). Education in India, Vol-I & II; Kolkata: Central Library.
4. Barry, H. & Johnson, L.V. (1964). Classroom Group Behaviour: Group Dynamics in Education, New York: John Wiley.
5. Bhatia K.K. & Chadda D.P.C. (1980). Modern Indian Education and its problems, Praksh Brothers, Ludhiana.
6. Bhatia, K.K. (2003). Principles and Practices of Education. New Delhi: Kalyani Publishers.
7. Bhatia, R.L. (1993). Modern Indian Education and its Problems. New Delhi: Surjeet Publications.
8. Blackledge, D & Hunt, B. (1985). Sociological Interpretations of Education, London: Groom Helm.
9. Chanda, S.S. & Sharma, R.K (2002). Sociology of Education, New Delhi: Atalantic Publishers.
10. Cook, L.A. & Cook, E. (1970). Sociological Approach to Education, New York: Mc.Graw Hill.
11. Glasser, W. (1990). The quality school: Managing students without coercion. New York: Perennial Library.
12. Kabir, H. (1982). Education in New India, London: George Allen.
13. Kneller, G.F. (1966). History of Education in India. Baroda: Acharaya Book Depot.
14. Kneller, G.F. (1978). Foundation of Education. New York: John Wiley & Sons Inc.
15. Ministry of Education Government of India (1949). Report of the University Education Commission, New Delhi; Report of the Secondary Education Commission (1952-53) Ministry of Education; Report of the Education Commission – Education and National Development (1964-66).
16. Mohan, J. (1994). Indian Education in the Emerging Society, New Delhi: Sterling Publishers Pvt. Ltd.
17. Mohanty, J. (1982). Indian Education in Emergency Society, New Delhi: Sterling Publishers.
18. Mohanty, J. (1995). Modern Trends in Indian Education; New Delhi: Deep & Deep Publication.
19. Nath, Prem (1990). The Bases of Education: A Philosophical and Sociological Approach. New Delhi: S. Chand & Company Ltd.

20. Nurullah S. & Naik J.P. (1970) & Oad L.K. (Ed.) (1973). A Student History of Education in India, McMillan & Co., Bombay; Shiksha Ke Nutan Aayam, Hindi Grantha Academy, Rajasthan.
21. Purkait, B.R (1997). Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt. Ltd.
22. Purkait, B.R. (1996). Principles and Practices of Education. Calcutta: New Central Book Agency.
23. Shukla, S & K. Kumar (1985). Sociological Perspective in Education, New Delhi: Chanayak Publibications.
24. Taneja, V.R. (1991). Educational Thoughts and Practice. New Delhi: Sterling Publishers.
25. UNESCO (1982). Inequalities and Educational Development, Paris: ANHEP Seminar.
26. UNESCO (2004). Education for all: the quality imperative. EFA Global Monitoring Report. Paris : UNSECO.
27. UNESCO (2012). Shaping the education of tomorrow: 2012 report on the UN decade of education for sustainable development. Paris : UNSECO

Paper- 104

LANGUAGE ACROSS THE CURRICULUM

Total Marks: 50   **Credit-2**

Sessional Marks: 20

End Term Marks: 30

Course Objectives

The course aims at generating awareness among teacher-trainees about meaning of language and its development. It further aims at acquainting the trainee with the recommendations of different education commissions and committees on language development.

Course Outline

UNIT- I: Language and Society

- Meaning, nature and scope of language, Role of language in life: Intellectual, Emotional, Social, Literary and Cultural development
- Recommendations of various commissions on language- Kothari Commission (1964-66), National Policy on Education 1986 & Knowledge Commission
- Approaches to Language Learning: Traditional Method, Textbook Method Communicative Method, Grammar-cum-Translation Method, Principles and Maxims of language learning

UNIT-II: Language Development

- Vocabulary- significance & methods; Spellings- objectives, significance & methods
- Speech- basic components, aims; Pronunciation- aims, causes and methods
- Psychological basis of Language- Theories of Language development and its implications in teaching

Field Based Activities (ANY TWO)

1. Organizing and participating in any one the following activities: debate, discussion, seminar, stage speak, public speak and drama.
2. Identify speech defects of students and suggest remedies in a brief report.
3. Writing of news item for academic and co-curricular activities held in the institution.

Suggested Readings:

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa. Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and Content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reading Teacher, 670-674.
4. Grellet, F. (1981). Developing reading skills: A practical Guide to reading comprehension exercises. Cambridge University Press.

5. NCERT. (2006) Position Paper. National Focus Group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.

Paper- 105

UNDERSTANDING DISCIPLINES AND SUBJECTS

Total Marks: 50   **Credit-2**
Sessional Marks: 20
End Term Marks: 30

Course Objectives
The course aims at generating awareness among teacher-trainees about notion and approaches of knowledge. It further aims at making aware teacher-trainees about curriculum construction.

Course Outline
UNIT- I: Knowledge and Subjects
- Concept of discipline and subjects; Notion and approaches of knowledge
- Objective, contextual, diverse, dialogical and subjective knowledge
- Concept of disciplinary knowledge and subjects

UNIT-II: Importance and Curriculum Construction
- Need and importance of curriculum
- Curriculum and syllabus, NCF-2005 & NCFTE-2009
- Principles of Curriculum construction

Field Based Activities (ANY TWO)
1. Evaluate one textbook of any class and subject and prepare a report keeping in mind the weaknesses and strength of the book.
2. Critically examine the curriculum of any class from VI to XII and prepare a detailed report.
3. Presentation of a Seminar on any one theme suggested by the concerned teacher.

Suggested Readings:
1. Carr, D. (2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.
2. Shulman L. S. (1986). Those who understand: knowledge growth in teaching. Educational Researcher, 4-14
3. Poste, R. Pster, T. M, & Ross. D. (Eds) (2003) the Cambridge history of science: Volume the modern social sciences. Cambridge University press.
4. Plato (2009) Reason and persuasion, Three dialogues. In J. Holbo (Ed) Meno: reason, persuasion and virtue. Person.
5. Goodson, I.F. & Marsh, C.J. (2005). Studying school subjects: A guide. Rouledge.
6. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992).
7. Ghosh, S.C. (2007). History of education in India. Rawat publications.
8. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.

Paper- 106

READING AND REFLECTING ON TEXTS

Total Marks: 50   **Credit-2**
Sessional Marks: 20
End Term Marks: 30

Course Objectives
The course aims at generating awareness among teacher-trainees about reading and reflection on texts.

Course Outline

UNIT- I: Development of Reading Skills
- Reading: Meaning and Process; Importance of reading across curriculum; Characteristics of Reading.
- Levels of Reading: literal, interpretative, critical and creative; Types of Reading: intensive and extensive reading, Oral &Silent Reading; Reading Techniques: Skimming and Scanning; Methodology of reading
- Developing Critical Reading Skills; Developing Reflective Skills; Activities for developing reading skills; Developing metacognition for reading

UNIT-II: Understanding the Text
- Texts: meaning and types
- Reading and reflection: meaning and importance
- Stages of Reading and Reflection: pre, while and post reading reflections; Reflective reading as a resource to others; Metacognition in reading

Field Based Activities (ANY TWO)
1. Select any book of your choice and write a review critically analysing the contents and language of the text.
2. Analysis of two articles/editorials/advertisements from a newspaper/Magazine etc.
3. Visit of a book store for young children, go through the available reading material including exercise books, puzzles etc. and make a list of useful material for developing early literacy skills.

Suggested Readings:
1. Hill, L.A. & Dobbyn, M.A. (1979). Training Course, Trainers Book. London: Cassell
2. Hubbard, P. &Hywel, J. et.al. (1983). A Training Course TEFL. London: Oxford University Press.
3. Mukalel, J.C. (1998). Creative Approaches to Classroom Teaching. New Delhi: Discovery Publishing house
4. Mukalel, J.C. (1998). Psychology of Language Teaching. New Delhi: Discovery Publishing house
5. Richard, J., Theodore, S., & Rodgers, T.S. (1968). Approaches and Methods in Language. Cambridge University Press

6. Wilkins, D.A. (1982). Linguistics in Language Teaching. London: Edward Arnold
7. Willis, J. (1981). Teaching English through English ELBS. England: Longman Ltd.
8. Yule, G. (1985). The Study of Language. Cambridge: Cambridge University Press.

Paper- 201

LEARNING AND TEACHING

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives
The course lays emphasis on the understanding of the concepts of learning and cognition along with changing nature of learner and role of teacher in the learning process.

Course Outline

UNIT-I: Learning, Motivation and Cognition

- Concept of learning; Important characteristics of learning; Factors affecting learning; Relationship between development and learning; Difference between learning and change; General misconceptions about how students learn; Students' misconceptions about learning.
- Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation humanistic, cognitive
- Meaning of 'cognition' and its role in learning; Socio-cultural factors influencing cognition and learning; Principles related to learning in informal and formal environments; Learning in and out of school in diverse environments.

UNIT-II: Learner, Learning Types and Transfer of Learning
- Learner: Changing nature of learner; Characteristics of an effective learner; Guiding principles concerning the nature of the learner to make teaching and learning effective and productive**;** Characteristics of students with learning disabilities.
- Learning Types: Non-associative learning – Habituation and Sensitization; Learning through association -- Classical conditioning; Learning through consequences -- Operant conditioning; Learning through observation -- Modelling/Observational Learning. Implications for teacher in classroom of each type.
- Transfer of Learning: Concept of transfer of learning; Importance of transfer of learning; Levels of transfer of learning – positive versus negative transfer; Simple versus complex transfer; Near and far transfer; Automatic and mindful transfer.

UNIT-III: Teacher and Teaching as a Profession
- Characteristics of an effective teacher; Student-Teacher relationship in the changing scenario; Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner.
- Concept of teaching, Teaching as a complex activity; Teaching-learning process – Context, Input, Classroom Processes and Output; Principles of effective teaching and learning; Diverse teaching strategies for diverse learners.

- Teaching as a Profession: Meaning of profession. Characteristics of a profession; Professional ethics for the teaching profession; Role of teacher training in developing professionalism among teachers.

UNIT-IV: Learning Styles and Learning Environment
- Different learning styles of learners and their implications for the teaching.
- Understanding processes that facilitate 'construction of knowledge':

  a. Experiential learning and reflection
  b. Social mediation
  c. Cognitive negotiability
  d. Situated learning and cognitive apprenticeship
  e. Meta-cognition.

- Creating Facilitative Learning Environments: Teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning.

Field Based Activities (ANY TWO)

1. Conduct a group discussion on strategies of memorization - repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report
2. Write a narrative on teaching learning process in a classroom based on observing a teacher.
3. Identify the learning styles of the learners and report.

Suggested Readings:

1. Aggarwal, J.C. (1995): Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Barbara Gross Davis (1993): Tools for Teaching, Jossey-Bass Publishers, San Francisco.
3. Bhatia, H.R. (1977): Textbook of Educational Psychology, The Macmillan Company of India, New Delhi.
4. Bigge, L. Morris (1982): Learning Theories for Teachers, Harper & Row Publishers, Inc., 10, East 53rd Streeet, New York.
5. Bower, G.H. and Hilgard, R.R. (1986): Theories of Learning, (5th ed.). Prentice Hall, New Delhi.
6. Bruner, R.F. (1978). Psychology Applied To Teaching. Boston: Houghton Miffing.
7. Chadha, D.S. (2004). Classroom Teaching and Learning. New Delhi: Mittal Publications.
8. Chauhan, S.S. (1997): Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd.: New Delhi.
9. Crow, L.D. & Crow, A. (1956): Human Development and Learning, Eurasia Publishing House, New Delhi.
10. Dandekar, W.N. (1981): Psychological Foundations of Education, (2nd ed.), MacMillan India Ltd., Madras.

11. DeCecco, J.P. (1977): The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.
12. Entwistle, Noel (1985): New Directions in Educational Psychology: Learning and Teaching, The Flamer Press, London and Philadelphia.
13. Garry, R. (1970): The Nature and Conditions of Learning, (3rd ed.), Prentice Hall, New Jersey.
14. Haddan, E.E. (1970): Evolving Instructions, The Macmillan Co., U.S.A.
15. Hergenhahn (1990): Theories of Learning, Prentice Hall, New Delhi.
16. Hurlock, E.B. (1974). Developmental Psychology. New Delhi: TMH.
17. Kulshreshtha, S.P. (1994): Assessing the Non-Scholastic Behaviour of Learners, Association of Indian Universities, New Delhi.
18. Kundu. C.L. and Tutoo, D.N. (1985): Educational Psychology. Sterling Publishers Private Ltd., New Delhi.
19. Mathur, S.S. (1994): Educational Psychology, Loyal Book Depot, Meerut.
20. Nayor, P. R., Dave, P. N., and Arora, K. (1982): The Teacher and Education in Emerging Indian Society, NCERT, New Delhi, PP. 217-226.
21. Panda, B.N & Tewari, A.D (1997); Teacher Education, New Delhi: A.P.H. Publishing Corporation.
22. Passi, B. K. (1976): Becoming Better Teacher -Micro Teaching Approach, Sahitya Mudranalya, Ahmedabad.
23. Piaget, J. (1999). Judgement and Reasoning in the child. London Rutledge.
24. Rajput, J.S. (1997): Role of the Teacher in 21st Century. New Frontiers in Education, Vol. XXVII, No. 1, Jan-March, 1997, PP 69-7 1.
25. Rao, S. Narayan (1990): Educational Psychology, Wiley Eastern Limited, New Delhi.
26. Rauf, A (1976): Textbook of Educational Psychology, Light & Life Publishers, New Delhi.
27. Sprinthall, C. Richard and Sprinthall, A. Norman (1990): Educational Psychology: A Development Approach, McGraw Hill Publishing Company, New York.
28. Traverse, R.M. (1967): Essentials of Learning: An Overview for Students of Education (2nd Edition), The Macmillan Co., New York.
29. Vygostsky, L. (1986). Thought and Language. (A Kazulin, Trans). Cambridge. M.A: MIT Press.
30. Woodworth, R.S. (1948). Contemporary Schools of Psychology. London.
31. Woolfolk, E. Anita (1987): Educational Psychology, Prentice Hall Iternational (UK) Limited, London.

KNOWLEDGE AND CURRICULUM

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives

This course aims to make student-teachers understand the concept of knowledge, forms of knowledge, determinants of curriculum making, curriculum design, curriculum development and its evaluation.

Course Outline

UNIT-I: Understanding Knowledge
- Meaning, concept, process, facets of knowledge, forms of knowledge and its organization in schools, ways of acquiring knowledge
- Distinction between (a) knowledge and skill (b) teaching and training (c) knowledge and wisdom (d) reason and belief.
- Knowledge according to, Buddhism, Sankhya, Janism, Naya, Yoga and Islamic school of thoughts, role of culture in knowing

UNIT-II: Determinants of Curriculum Making
- Meaning and nature of curriculum: Need for curriculum in schools; Traditional and progressive points of view of curriculum; Defects in existing school curriculum; Principles of curriculum construction.
- Meaning of core curriculum, curriculum framework, hidden curriculum and syllabus; their significance in school education; Meaning of textbook; Importance of textbook; Characteristics of a good textbook; Selection criteria for a textbook.
- Determinants of Curriculum Making: Philosophical Foundations and Psychological Foundations

UNIT-III: Curriculum Design
- Patterns of Curriculum Designing: Centralised curriculum designing (concept, advantages, limitations) and Decentralized curriculum designing (concept, advantages, limitations)
- Factors Influencing Curriculum Design: Political factors, Social factors, Economic factors, Technological factors, Environmental factors and Child psychology.
- Models of Curriculum Design: The objectives model, The process model, Tyler's model, Wheeler's model, and Kerr's model.

UNIT-IV: Curriculum Development and Evaluation
- Different approaches to curriculum development: Subject-Centred, LearnerCentred and Problem-Centred

- Stages of programme evaluation - The curriculum cycle - nature and purpose of evaluation – approaches of evaluation –validity and significance of course content-evaluation models Taylor's, Stane's and CIPP model - practices and roles play in evaluation –peer evaluation - goal free evaluation
- Need for a model of continual evaluation of curriculum; Feedback from learners, teachers, community, and administrators; identifying discrepancies between expectations and actual achievements.

Field Based Activities (ANY TWO)
1. Write a comparative report on the curriculum of CBSE and ICSE at secondary level on anyone subject.
2. A Book review of any textbook.
3. Write a comparative report based on the curriculum development in India and any other country.

Suggested Readings:

1. Aggarwal, Deepak (2007). Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984). Reflections on Curriculum. NCERT.
4. Brent, Allen. (1978). Philosophical Foundations for the Curriculum, Baston: Allen and Unwin.
5. Das, R.C. (1987); Curriculum and Evaluation, New Delhi, NCERT.
6. Dell, Ronald C. (1986). Curriculum Improvement: Decision, Making & Process; (6th Ed); London: Allyn & Bacon Inc.
7. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
8. Diamond Robert M. (1986). Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
9. English, F.W. (2000). Deciding What to Teach and Test. Thousand Oaks: Sage Publications.
10. Erickson, H.L. (2000). Concept Based Curriculum and Instruction. New Delhi: Sage Publications.
11. Flinders, D.J (Ed) (1977). The Curriculum Studies; New Delhi: Atlantic Publishers.
12. Joseph, P.B. et al; (2000). Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
13. McKernan, James (2007). Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
14. NCERT (1984). Curriculum & Evaluation; New Delhi.
15. NCERT (1988). National Curriculum for Elementary & Secondary Education; New Delhi.
16. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
17. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
18. Oliva, Peter F. (1988). Developing the Curriculum. Scott, and Foresman and Co.
19. Ornestein A.C.& Hunkins, F.P.(2013). Curriculum: Foundations, Principals, and Issues; (6th Ed) Pearson Education Inc.
20. Reddy, B. (2007). Principles of curriculum planning and development.

21. Saylor, J.G. &Alexander W.M.(1956). Curriculum Planning for Better Teaching and Learning: Rinehart& Company, Inc. New York.
22. Taba Hilda (1962). Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
23. Wiles, J.W. & Joseph Bondi (2006). Curriculum Development: A Guide to Practice. Pearson Publication.

ASSESSMENT FOR LEARNING

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives
The present course aims at equipping the teacher-trainees with the concept, significance and techniques of assessing students at school level as well as emerging trends in measurement and evaluation.

Course Outline

UNIT-I: Basics of Measurement, Evaluation and Assessment
- Meaning of measurement, evaluation and assessment in the perspective of education. Need, purpose and scope of assessment.
- Functions and basic principles of evaluation; Interrelationship between measurement and evaluation in education.
- Measurement and evaluation in terms of taxonomies of educational objectives; Norm-referenced and criterion-referenced measurement (advantages and limitations); General principles of test construction; Construction and standardization of Norm-referenced and criterion-referenced tests. Difference between teacher-made and standardized tests.

UNIT-II: Constructivist Assessment and Tools of Measurement
- A Constructivist Approach in Assessment: Concept of constructivism; Constructivism and Assessment; Characteristics of assessment in the context of constructivist approach.
- Qualitative and quantitative aspects of assessment
- Subjective and Objective tools; Essay tests, Objective tests, Scales, Questionnaires, Schedules, Inventories and Performance tests (uses, advantages and limitations of each type); Writing of essay, objective (multiple, alternate, matching, completion) and interpretive type items for achievement test.

UNIT-III: Basic Characteristics of Instruments of Measurement
- Basic characteristics of good measuring instruments: Validity, Objectivity, Reliability, Usability and Norms.
- Measurement of Specific Attributes: Implications of measuring Aptitudes, Intelligence, Attitudes, Interests, Personality and Skills of learners for the teacher. One example of latest tool with description for each of the stated attributes.
- Interpretation of Test Scores: Interpretation of the test-scores of achievement tests and specific attributes and methods of feedback to students and parents.

UNIT-IV: Significant Developments in evaluation

- Grading; Semester System; Continuous Internal Assessment; Question Bank; Open Book Examination and Choice Based Credit System (Concept, advantages and limitations).
- Use of computers in evaluation process.
- Recording and Reporting of Progress: Methods of recording and reporting results of assessment to students, parents and community. Concept, format and advantages of cumulative record of learners.

Field Based Activities (ANY TWO)
1. Construction of an achievement test on any topic (carrying 25 marks), its administration and interpretation of results.
2. Framing of supply type and selection type items.
3. Administer an intelligent test on any class and interpret the scores.

Suggested Readings:

1. Agarwal, Y.P. (1990). Statistical Methods: concepts, applications and Computation, New Delhi: Sterling Publishers
2. Black, P., Harrison, C., Lee, C., Marshall, B. & William, D. (2004). Working inside the Black bos: Assessment for Learning in the Classroom, Phi Delta Kappan, 86(1), 8-21.
3. Burk, K. (2005). How to assess authentic learning (4th Ed). Thousand Oaks, CA: Corwin
4. Burk, K., Fogarty, R., & Belgrad, S. (2002). The portfolio Connection: Student work linked to standards (2nd Ed.) Thousand Oaks, C.A. Corwin.
5. Brandsford, J. Brown, A.L., & Cocking, R.R.(Eds), (2000). How people learn: Brain, mind, experience and school. Washington, DC P: National Academy Press.
6. Carr. J.F. & Harris, D.C. (2001). Succeeding with Standards: Linking Curriculum, assessment and action planning. Alexandria, VA P:
   Association for Supervision and Curriculum Development
7. Gentile, J.R. & Lalley, J.P. (2003) Standards and Mastery Learning : Aligning teaching and assessment so all children can learn: Thousand Oaks, CA: Corwin
8. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning, Thousand Oaks, CA. Corwin
9. Garrett, H.E. (1973), Statistics in Psychology and education (6th ed). Bombay: Vakils, Feffors& Simon.
10. Natrajan V. and Kulshreshta SP (1980). Assessing non-Scholastic Aspects – Learning Behaviour, New Delhi: Association of Indian Universities
11. Newman, F.M. (1996) Authentic achievement: Restructuring Schools for intellectual quality, San Francisco, CA :Jossy-Bass
12. Nibco.A.J. (2001) Educational assessment of students (3rd Ed._ Upper Saddle River. NJ: Prentice Hall.

13. Norris N. (1990) Understanding Educational Evaluation, Kogan Page(in association with CARE)

14. Potham, W.J. (2010). Classroom assessment: What teachers need to know (6thed.). New York : Prentice Hall.

15. Sing H.S. (1974). Modern Educational Testing, New Delhi, Sterling Publication

Paper- 204-A

PEDAGOGY OF ENGLISH

Total Marks: 100   **Credit-4**

Sessional Marks: 40

End Term Marks: 60

Course Objectives

This course offers an introduction to the study of English language teaching in Indian context, approaches and methods of teaching English language, acquisition of language skills and teaching and resources and evaluation in English

Course Outline

UNIT-I: English Language Teaching in Indian Context
- English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.
- Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).
- Language and Gender; Language and Identity; Language and Power; Language and Class (Society); Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication;

UNIT-II: Approaches and Methods of Teaching English Language
- Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (L. Vygotsky, Chomsky), and Indian thought on language teaching (Panini, Kamta Prasad).
- Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method; Communicative approach, Total Physical Response, Thematic Approach (inter-disciplinary).
- The organisation of sounds; The structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

UNIT-III: Acquisition of Language Skills and Teaching
- Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources; Reading: Sub skills of reading; Importance of understanding the development of reading skills;

Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.
- Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.
- Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; Lessons planning in prose, poetry and drama at various school levels.

UNIT-IV: Resources and Evaluation in English
- Print media; Other reading materials such as learner chosen texts, Magazines, Newspapers, Class libraries, etc., ICT– audio-visual aids including CALL programmes; Radio, T.V., Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.
- Need for assessment; Type of tests: oral, written, objective, subjective, diagnostic, achievement tests; Formative, summative evaluation; construction and administration of achievement test; analysis and interpretation of test data.
- Typology of questions: open-ended questions, MCQ, true and false etc.

Field Based Activities (ANY TWO)
1. Develop minimum three micro teaching lessons and maintain the records.
2. Keeping in view the needs of the children with special needs prepare two activities for English teachers.
3. Prepare activities for listening, speaking, reading and writing. (5 Each)

Suggested Readings:
1. Baruah, T.C. (1992). The English Teachers Handbook, New Delhi: Sterling Publishers Private Limited.
2. Bhatia, K.K. (2000). Teaching and Learning English as Foreign, New Delhi: Kalyani Publishers
3. Dey, S. K. (2013). Teaching of English. Noida: Dorling Kindersley Pvt. Ltd.
4. Doff, A. (1988). Teach English-A Training Course for Teachers. Cambridge University Press.
5. Freeman, D. L. & Anderson, M. (2011). Techniques and Principles in Language Teaching. United Kingdom: Oxford.
6. Nanda, V. K. (2005). Teaching of English, New Delhi: Anmol Publications.
7. Nanda, V.K. (2005). Teaching of English. New Delhi: Anmol Publications.
8. Shanker, P. (2003).Teaching of English. New Delhi: APH Publishing Corporation.
9. Singh, Y. K. (2000). Teaching of English, New Delhi: APH Publishing Corporation.

Paper- 204-B

PEDAGOGY OF SOCIAL SCIENCES

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives

The course will enable the student teachers to acquire a conceptual understanding of the processes of teaching and learning social sciences. It is hoped that the student teacher will be able to understand the transactional strategies and pedagogical treatment of contents of social science.

Course Outline

UNIT-I: Nature, Objectives and Approaches to Teaching Social Studies
- Meaning and nature of Social Science, Difference between Social Science and Social Studies, The need for teaching the subjects under social science/social studies (History, Geography, Civics and Economics) in school; Aims and objectives of teaching Social Sciences.
- Principles of designing a social studies curriculum with weightages to be given for each component subject areas; Approaches to organizing social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Emerging curriculum trend in social science as per NCF – 2005

UNIT-II: Transactional Strategies
- Instructional strategies: methods (Teacher Cantered– Learner Cantered): Lecture method, discussion, Demonstration, project work, problem-solving method, team teaching, role play, brain storming; Importance of instructional strategies; Planning of instruction: Unit Plan and Lesson Plan
- Instructional Media: Models, Charts, Maps, Globes Graphs, Time-Lines, Scrape Books, Media (Print Non-print and Electronic Media); Resources for learning social sciences – Text books, preparation and use of teacher handbook, question bank preparation and use of Library, Laboratory, Museum and Community resources and use of newspapers and magazines as secondary sources
- Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject; team-teaching; organizing social studies clubs; social studies laboratories and thought provoking programmes like quizzes, word searches etc.

UNIT-III: Pedagogical Treatment of Contents
- Develop an instructional strategy to teach these following topics mentioning content points, specific instructional objectives, teaching learning activities and evaluation items: History: Indus Valley Civilization—their Town Planning, Social Life,

Economic conditions, Art of writing, Religious Practices, and Decline; Indian Society in 18th Century, Impact of British Rule
in India, Reform Movements-social and religious, India's struggle for freedom, The Great Indian Revolt of 1857.
- Geography: Concept of Map and Globe, Types of Maps, Uses of Maps and Globes, Concept of Latitudes and Longitudes, Major Physical divisions of India, Wild Life in our Forests and its Preservation, Major types of Climate of India.
- Economics and Civics: Indian Economy- its main features, social and economic infrastructure, Impact of Population, Poverty and Unemployment on Indian Economy, Classification of Natural Resources, Depletion and Degradation of Resources and their Conservation, Meaning and Role of Democracy, Socialism and Secularism in the Developing Nation, Political Social, Economic and Religious Equality in India, Development of India as a Nation.

UNIT-IV: Evaluating and Assessing Student Learning
- Evaluation: Concept and importance; Comprehensive and continuous evaluation, Formative and summative evaluations, Evaluation of cognitive and non-cognitive outcomes,
- Evaluation devices – written, oral, assignment, project work, open ended question, open book tests: strengths and limitations
- Development of test items-- essay, short answers, and objective type, Construction of norm-referenced and criterion-referenced tests, Development and Standardization of Achievement Test in Social Science.

Field Based Activities (ANY TWO)
1. Analysis of any three years Board examination (viz. JAC; BOSE, Odisha; WBBOSE) social science questions papers and prepare a report.
2. Development of Improvised Aids to teach two topics of Social Science at school level.
3. Prepare a report of cultural heritage of your own village/ town/ city.

Suggested Readings:

1. Aggarwal, J.C. (1997). Teaching of History a practical Approach. New Delhi: Vikas Publishing House.
2. Biswal, J.N. (2002). Content-cum Methods of Teaching Geography. Cuttack: Mahabeer Printers.
3. Dash, B.N. (2002). Content cum Methods of Teaching Social Studies. New Delhi: Kalyani Publishers.
4. Dhillion, Satinder & Chopra, Kiran, (2002). A New Approach to Teaching Economics. New Delhi: Kalyani Publishers.
5. Kaur, B. (1996).Teaching Geography: New Trends and Innovations. New Delhi: Deep & Deep Publishers.
6. Khan, Z.A. (1998) Text book of Practical Geography. New Delhi: Concept Publishing Company.
7. Kochhar, S.K. (2004). Teaching of History. New Delhi: Sterling Publishers.
8. Mangal, S.K. (2008). Teaching of Social Studies. New Delhi: PHI Private Limited.

9. Mukherjee, Sutopa. (1996) Understanding Physical Geography through Diagrams. Kolkata: Orient Publication
10. Pandey, Veena Pani. (2004). Teaching of Geography. New Delhi: Mohit Publications.
11. Paul, S. (2004). Effective Methods of Teaching Social Studies. Jaipur: ABD Publishers.
12. Rao, M.S. (1993). Teaching of Geography, New Delhi: Anmol Publishing Pvt.
13. Rudramamba, Laxmi Kumari, Rao, V.B. & Digumart. (2004). Methods of Teaching Economics, New Delhi: Discovery Publishers.
14. Ruhela, S.P. (2007). Teaching of Social Sciences. Hyderabad: Neelkamal Publications.
15. Sarkar, Ashis. (2002). Practical Geography: A Systematic Approach, Kolkata: Orient Logman.
16. Saxena, N.R. and et. al. (2003). Teaching of Social Science. Meerut: R. Lall Book Depot.
17. Siddique, M.H. (2004). Teaching of Geography. New Delhi: APH Publishing Corporation.
18. Singh, R.P. (2003). Teaching of History. Merrut, Surya publication.
19. Singh, R.P. (2011). Teaching of Geography, Meerut: R. Lall Book Depot.
20. Srinivas Rao, Moturi, Prasada, I. Bhaskara Rao et. al. (2004). Method of Teaching History. Delhi: Tarun offset Printers.
21. Verma, O.P. (2005). Teaching of Geography, New Delhi: Sterling Publishers Private Limited.

Paper- 204-C

PEDAGOGY OF PHYSICAL SCIENCES

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives
After completion of course the students will be able to gain insight on the meaning and nature of physical science for determining aims and strategies of teaching learning; integrate in physical science knowledge with other school subjects and inculcate the scientific attitude among the learner.

Course Outline

UNIT-I: Nature and Objectives of Physical Sciences
- Science as a domain of enquiry, as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; Biography of eminent scientists— Isaac Newton, C. V. Raman, Albert Einstein, J.C. Bose, Aryabhata, Thomas Alva Edison, S. S. Bhatnagar, Marie Curie, Faraday
- Physical Sciences and its branches and its correlation with other school subjects; Aims and objectives of teaching physical sciences in schools.
- Meaning of learning objectives; Bloom's taxonomy; Learning outcomes for upper primary, secondary and higher secondary stages; Learning objectives in the constructivist perspective.

UNIT-II: Methods and techniques of teaching physical sciences
- Needs for various methods of Teaching Physical Sciences; Lecture-cum-Demonstration method, Heuristic approach, Historical and Biographical approaches; Scientific method, Inductive and Deductive methods; Project method, laboratory method, team-teaching, Computer assisted instruction.
- 5E learning model; Collaborative learning approach –Problem solving approach – Concept mapping, Experiential learning
- Scientific method and strategies for inculcating scientific attitude in the learner

UNIT-III: Learning Resources in Physical Sciences
- Lesson planning: meaning, need; Factors that need to be considered for organization of concepts; Elements of a physical science lesson; different models/approaches for writing lesson plan, aspects of a good lesson plan; Unit planning :salient features
- Importance of Textbooks in physical science teaching, audio-visual materials; Multimedia-selection and designing. Use of ICT in learning physics; using e- resources for learning.
- Co-curricular activities: science clubs, science museums, science fairs and excursions

UNIT-IV: Tools and Techniques of Assessment for Learning Physical Sciences

- Evaluation in Physical Science, Tools and Techniques, Principles of constructing Essay Type, Short Answers and Objective Type Tests, Developing test for measuring specific outcomes.
- Construction of an Achievement Test in Physical Science-Planning, Preparation, Try Out and Evaluation.
- Evaluation of Text Book in Physical Science-Criteria of a Good Text Book; Diagnostic Test and Remedial Teaching in Physical Science.

Field Based Activities (ANY TWO)
1. Identify a topic of your own choice from science text book and prepare a lesson plan based upon problem solving method.
2. Prepare an achievement test in Physical Sciences for any class consisting of selecting type items
3. Prepare two power point presentations on the contributions of any two eminent scientists.

Suggested Readings:

1. Das, R.C. (1990). Science Teaching in Schools. New Delhi: Sterling Publishers.
2. Ediger, M. and Rao, D.B. (2003). Teaching Science Successfully. New Delhi: Discovery Publishing.
3. Ganguli, A. (2005). New Method of Teaching Science, Jaipur: ABD Publishers.
4. Gupta, S.K. (1995). Teaching of Physical Science in Secondary Schools, New Delhi: Sterling Publishers.
5. Kohli, V.K (1964). How to Teach Science: An upto date Treatise on Methodology of Teaching, Aambala: Vivek Publishers.
6. Kulsharestha, S.P. (2010). Teaching of Physical Science, Meerut (U.P.): R. Lall Book Depot.
7. Kumar Amit (1999). Teaching of Physical Science, Agra: H.P. Bhargava, Book House.
8. Kumar, A (1995). Teaching of Phisical Science, New Delhi: Anmol
9. Mangal, S.K. (1995). Teaching of Physical and Life Sciences, New Delhi: Arya Book Depot.
10. Mittal, A. (2004). Teaching of Chemistry. New Delhi: APH Publishing Corporation.
11. Mohan, R. (1995). Innovative Science Teaching for Physical Science teachers, New Delhi: Prentice Hall of India.
12. Nair, C.P.S (1971). Teaching Science in our Schools, New Delhi: S.Chand & Co. Pvt Ltd. Ramnagar.
13. Nayak, A.K. (2004). Teaching of Physics. New Delhi: APH Publishing House. Publications.
14. Radha Mohan (1995). Innovative Science Teaching for Physical Science Teachers, Prentice New Delhi: Hall of India Pvt. Ltd.
15. Sharma, R.C. (2004), Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Company (P) Ltd.
16. Sharma, Y.K. (2003). Teaching of Physical Science: Methods and Techniques. New Delhi: Kanishka Publishers, Distributors.

17. Siddique, M.H (2005). Teaching of Science. New Delhi: APH Publishing Corporation
18. Susandhya, M (1960). Teaching of Science in Secondary Schools, New Delhi: Deep & Deep Publications.
19. Vanaja, M (2005). Method of Teaching Physical Science, Neelkamal Publications.

PEDAGOGY OF BIOLOGICAL SCIENCES

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives
This course is intend to enhance the ability and skill of the student teacher in understanding the importance of science and its relevance to the existence of life in this earth and to teach the same with different Techniques and approaches to the students of science learner. The

Course Outline

UNIT-I: Nature and objectives of teaching Biological Sciences
- The aims and Objectives of Teaching Biological Sciences at different stages of school; Science as a process of enquiry and a process of constructing knowledge; The nature and importance of Biological Sciences as a school subject.
- Bio Science as a subject of study in school curriculum and its correlation with other school subjects; Principles of curriculum construction.
- Difference between Instructional Objectives and Learning Objectives – Learning Objectives-General Objectives-Specific objectives based on Bloom's taxonomy

UNIT-II: Instructional Methods of Teaching Bio Sciences
- Needs for various methods of Teaching; Instructional methods used for Biological Science Instruction-Demonstration cum discussion, Observation, Problem Solving, Laboratory, Project Method, Experimentation, Heuristic Methods
- Constructivist approach in teaching Biological Science.
- Strategies for inculcation of scientific attitude.

UNIT-III: Learning Resources in Bio Sciences
- Unit Plan and Lesson Plan in Bio Sciences
- Modes of popularizing Biological Science: Field Trips, Science Club, Science Fairs, Science Museum; Use of ICT in learning Bio Sciences; using e- resources for learning.
- Audio-visual aids in teaching Bio Sciences, Improvised Teaching Aids in Bio Science; Maintenance of Aquarium, Herbarium, Vivarium and Terrarium; Bio Science laboratories and its maintenance.

UNIT-IV: Evaluation in Bio Sciences
- Evaluation in Bio Sciences, Tools and Techniques, Principles of constructing – Essay Type, Short and Objective Type (supply type and selecting type) Tests
- Construction of an Achievement Test in Bio Sciences-Planning, Preparation, Try Out and Evaluation.
- Evaluation of Text Book in Bio Sciences-Criteria of a good Text Book; Diagnostic Testing and Remedial Teaching in Bio Science

Field Based Activities (ANY TWO)

1. Identify the learning difficulties of any topic of Bio-Sciences and suggest suitable remedial measures.
2. Prepare a working model in Bio-Sciences.
3. Critically compare Biological Science syllabi of NCERT and State Board at secondary stage.

Suggested Readings:

1. Aggarwal .D.D. (2008), Modern Method of Teaching Biology, Karanpaper backs, NewDelhi.
2. Amin, J.A. (2011), Training science teachers through activities; towards constructivisim. USA: Lap-lambert publishing house.
3. Anderson, R. D. (1992). Issues of curriculum reform in science, mathematics and higher order thinking across the disciplines: The curriculum reform project. U.S.A: University of Colorado.
4. Bloom, Benjamin, S., Ed. (1958): Taxonomy of Educational Objectives, Handbook I-Cognitive Domain, Harcourt Brace & WorldInc., New York.
5. Carin. & Robert, S. (1989). Teaching modern science (5th edition). U.S.A: Merill Publishing
6. Central Board of Secondary Education. (2010), Manual for Teachers on School Based Assessment Classes VI to VIII. Delhi.
7. Chauhan.S.S. (1985) Innovations in teaching learning process, Vikas publishing House, Delhi.
8. Hassard J. (2000): Science as Inquiry. Good Year Books. New Jersey
9. Heiss, Obourn. & Hoffman. (1985) Modern science in secondary schools. New Delhi: Sterling Publication (Pvt.) Limited.
10. Jenkins, E. W. (1997). Innovations in science and technology education. (Vol.VI), Paris: UNESCO.]
    Ltd.,
11. Monika, Davar. (2012). Teaching of science, New Delhi: PHI Learning Pvt.
12. Nayak, (2003). Teaching of physics. New Delhi: APH Publications.
13. NCERT. (2006), Elementary level syllabus vol-I. New Delhi. ISBN 81-7450593-8
14. Pandey, (2003). Major issues in science teaching. New Delhi: Sumit Publications.
15. Ramakrishna A (2012): Methodology of Teaching Life Sciences. Pearson. Delhi.
16. Sharma, P.C. (2006). Modern science teaching. New Delhi: DhanpatRai Publications.
17. Sharma, R.C. & Shukla C. S. (2002): Modern Science Teaching, Dhanpat Rai, Publishing Company, NewDelhi.
18. Sharma. R.C (2010): Modern Science teaching. Dhanpat Rai Publishing Company. NewDelhi.
19. Siddifit, S. (1985). Teaching of science today and tomorrow. New Delhi: Doba's House.
20. Sonika Rajan. (2012), Methodology of Teaching Science. New Delhi: Pearson Education.
21. UNESCO: Mordern Trends in Teaching Biological Sciences Vols III.
22. Yadav, M. S. (2003). Teaching of science. New Delhi: Anmol Publications.

PEDAGOGY OF MATHEMATICS

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives
This course is to enable student teachers to specialize in mathematics teaching to develop an understanding of the curriculum and linking school knowledge with community life. The course includes reconstruction of mathematical knowledge through appropriate pedagogic processes and to communicate meaningfully with students.

Course Outline

UNIT-I: Concept of Mathematics
- History of Mathematics –Vedic Mathematics, Contribution of eminent mathematicians for the development of Mathematics –Aryabhatta, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Rene Descartes, Gauss.
- Meaning and Characteristics of Mathematics; Nature of Mathematics; Precision, Logical Structure, Abstractness, Symbolism; Need and Significance of Learning Mathematics. Scope of Mathematics,
  Mathematics in day-to-day activities in our life.
- Aims and objective of teaching Mathematics in the School curriculum; Value of teaching Mathematics; Correlation of Mathematics with other school subjects.

UNIT-II: Instructional Method of Teaching Mathematics
- Needs for methods of teaching Mathematics; Method of teaching Mathematics-Inductive, Deductive, Analytic-Synthetic, Heuristic, Project, Laboratory and Problem Solving Method.
- Constructivist approach of teaching different branches of Mathematics: Arithmetic, Algebra & Geometry
- Five E-Model- Engage, Explore, Enforce, Expand and Evaluate: Suchman's Enquiry Model, Bruner's Concept Attainment Model

UNIT-III: Learning Resources in Teaching Mathematics
- Mathematics textbook – workbook – Mathematics library – Mathematics laboratory – Mathematics club– Mathematics exhibition and fair – using community resources for Mathematics learning – pooling of learning resource in school complex / block / district level.
- Various Aids in teaching Mathematics-Audio Visual, Projective; Preparation of teaching aids, model & charts; ICT in teaching Mathematics.
- Co-curricular activities in Mathematics-Organizing Quiz Programme, Skill development in solving puzzles, riddles, magic & using Mathematics as a game for recreation. Planning and preparation of lesson plan, unit plan.

UNIT-IV: Evaluation in Mathematics

- Measurement and evaluation in Mathematics – purpose of evaluation in Mathematics Teaching, Evaluation procedure-placement, shift to formative, diagnostic and summative; Type of test items; their merits and demerits
- Procedure of preparation of mathematics achievement test.
- Importance of Continuous and comprehensive evaluation in mathematics teaching

Field Based Activities (ANY TWO)
1. Construction of an Achievement Test in Mathematics.
2. Prepare a case study report for any students having learning difficulties in mathematics
3. Prepare a model in Mathematics.

Suggested Readings:
1. Aggarwal, S.M. (1996). Course in Teaching of Modern Mathematics, New Delhi: Dhanpat Rai & Sons.
2. Gupta, V.K. (1995). Readings in Science and Mathematics Education, Ambala: The Associated Publishers.
3. James, Anice, (2005). Teaching of Mathematics: Hydrabad: Neelkamal Publication Pvt. Ltd.
4. James, Anice. (2007). Teaching of Mathematics, New Delhi: Neel Kamal Publications,
5. Kulsheshtha, A.K. (2003). Teaching of Mathematics. Delhi: Surya Publication
6. Kulsheshtha, A.K. (2005). Teaching of Mathematics, Meerut (U.P.): R. Lall Book Depot,
7. Kumar Sudhir. (1998).Teaching of Mathematics, Agra: H.P. Bhargava.
8. Malhotra, V. (2007), Methods of Teaching Mathematics. New Delhi: Discovery Publishing House
9. Malhotra, V. (2007). Methods of Teaching Mathematics. New Delhi: Crescent Publishing corporation.
10. Mangal, S.K. (1981). A Textbook on Teaching of Mathematics, New Delhi: Sterling Publishers.
11. Marlow Ediger (2000). The Teaching Mathematics successfully. Agra: H.P. Bhargava, Book House.
12. Pandya,B. (2006) . Teaching of Mathematics, Agra: Radha Prakashan Mandir, -2.
13. Rai, B.C. (1993). Methods of Teaching of Mathematics, Ludhiana: Prakash Brothers.
14. Rani, T.S. (2008).Handbook for Teacher Research in Teaching of mathematics, New Delhi: APH Publishing Corporation.

Paper- 204-F

PEDAGOGY OF HINDI
हिंदी भाषा शिक्षण

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Outline

UNIT-I: भाषा की भूमिका

- समाज में भाषा – भाषा और लिंग; भाषा और सत्ता; भाषा और अस्मिता, भाषा और वर्ग

- विद्यालय में भाषा – घर की भाषा और स्कूल की भाषा; समझ का माध्यम (बच्चे की भाषा); समूचे पाठ्यक्रम में भाषा; ज्ञान सृजन और भाषा; माध्यम भाषाः एक आलोचनात्मक दृष्टि; विषय के रूप में भाषा और माध्यम भाषा में अंतर; विविध भाषिक प्रयुक्तियाँ; बहुभाषिक कक्षा; शिक्षक–शिक्षार्थी संबंध के पहलू के रूप में भाषा

- संविधान और शिक्षा समितियों के रिपोर्ट में भाषा – भाषाओं की स्थिति (धारा 343–351, 350 I); कोठारी कमीशन (64 से 66); राष्ट्रीय शिक्षा नीति – 1986; पी.ओ.ए–1992, राष्ट्रीय पाठ्यचर्या – 2005 (भाषा अध्ययन)

UNIT-II: हिंदी भाषा की स्थिति और स्वरूप

- **हिंदी भाषा की भूमिकाः** स्वंत्रता से पहले और स्वतंत्रता के बाद हिंदी; हिंदी के विविध रूप; अंतर्राष्ट्रीय स्तर पर हिंदी; ज्ञान की भाषा के रूप में हिंदी; हिंदी पढ़ने–पढ़ाने की चुनौतियाँ।

- **भाषा सीखने सिखाने की विभिन्न दृष्टियाँ** – भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने–सीखाने की बहुभाषिक दृष्टि आदि (जॉनडुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्की आदि) भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि)। **भाषा शिक्षण की प्रचलित विधियाँ / प्रणालियाँ और उनका विश्लेषण** – व्याकरण अनुवाद प्रणाली; प्रत्यक्ष प्रणाली, ढाचाँगत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक (अन्तर्विषयक / अन्तअर्नुशासनात्मक) संप्रेषणात्मक प्रणाली आदि।

- **भाषा का स्वरूपरू भाषायी व्यवहार के विविध पक्ष**– नियमबद्ध व्यवस्था के रूप में भाषा; भाषायी परिवर्त्तनशीलता (उच्चारण के संदर्भ में); हिंदी की बोलियाँ; वाक् तथा लेखन। **भाषायी व्यवस्थाएँ** – सार्वभौमिक व्याकरण की संकल्पना; अर्थ की प्रकृति

तथा संरचना; वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ; स्वनिम विज्ञान और रूप विज्ञान; (उपयुक्त उदाहरण देकर पढ़ाए जाएँगे)

UNIT-III: भाषा– दक्षताएँए साहित्य और सौदय

- **भाषायी दक्षताएँ– सनुना और बोलना** – सुनने का कौशल, बोलने का लहजा– भाषाई विविधता और हिंदी पर इसका प्रभाव, पढ़ने–पढ़ाने पर इसका प्रभाव; सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माणय **पढ़ना** – पढ़ने के काशैल; पढ़ने के काशैल विकास में समझ का महत्त्व, मानै और मुखर पठन, गहन–पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास मे सजृनात्मक साहित्य (कहानी, कविता आदिद् सहायक, थिसारॉस, शब्दकाशे और इन्साइक्लापीडिया का उपयोग ⁄ महत्तवय **लिखना** – लिखने के चरण; लेखन–प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनापैचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

- **सृजनात्मक भाषा के विविध रूप** – साहित्य के विविध रूप को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना–पढ़ाना, अनुवाद कला और सौंदर्य में भाषा; स्कूली पाठ्यचर्या मे मीडिया की भूमिका, उद्देश्य प्रासंगिकता; अनुवाद का महत्व और जरूरत; सृजनात्मक अभिव्यक्ति के रू प में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के सदर्भ मेंद् चुने हुए उदाहरण के आधार पर बताया जाएगा।

- **साहित्यिक अभिव्यक्ति के विविध रूप** – कविता को पढना–पढ़ाना; **गद्य** की विविध विधाओं को पढ़ना–पढ़ाना; नाटक को पढ़ना–पढ़ाना; समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य); हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण; कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।

UNIT-IV: पाठ्यक्रम और पाठय्–सामग्री का निर्माण और विश्लषेण

- **पाठय्चर्या और पाठ्यक्रम एक पाठय्–सामग्री अनेक** – पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध; पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल के बाहरी जीवन से जोड़त हुए तथा रटंत–प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्त्ता के रूप में शिक्षक (अलग–अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए)

- **सहायक शिक्षण सामग्रीरू** प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री; पत्रिकाएँ, अखबार, कक्षा–पुस्तकालय आदि; आई.सी.टी.; दृश्य–श्रव्य सामग्री, रेडियो, टेलीविज़न फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

- **भाषा विकास की प्रगति का आकलन**– सतत् और समग्र मूल्यांकन; स्वमूल्यांकन; आपसी मूल्यांकन; समूह मूल्यांकन, पोर्टफोलियोय **प्रश्नों का स्वरूप; प्रश्नों के आधार बिंदु** – समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न,

समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न; गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)य **फीडबैक** (विद्यार्थी, अभिभावक और अध्यापक) **और रिपोर्ट**

Field Based Activities (ANY TWO)
1. Practice minimum 3 Micro teaching skills and maintain the record.
2. Construction of an Achievement Test in Hindi and reporting.
3. Compare the styles of writing poetry of two poets and write a report.

Suggested Readings:

1. Jeeth, Yogendra, B. (2005). Hindi Sikshan. Agra: Vinod Pustak Mandir.
2. Kumar, Vijendra Varisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
3. Mangal, Uma. (1991). Hindi Shikshan. New Delhi: Arya Book Depot.
4. Mathur, S.S. (2005). Sikshan Kala. Agra: Vinod Pustak Mandir.
5. Narang, Bhatia. (1995). Adhunik Shikshan Vidhiyam. Ludhiyana: Prakash Brothers Publishing.
6. Pandey, S.K and Sharma, R.S. (2008). Encyclopaedia of Modern Techniques of Teaching. New Delhi: Common Wealth Publishers.
7. Sharma, S. (2005). Advanced Educational Psychology. New Delhi: Anmol Publications.
8. Tiwari Bholanadh. (2006). Rajbhasha Hindi. NewDelhi: Prabhat Publication.
9. Valls, B.L. (2007). Hindi Shikshan. Agra: Vinod Pustak Mandir.

PEDAGOGY OF COMMERCE

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives

At the end of the course, the student teacher will be able to acquire knowledge of the terms and concepts used in various methods and techniques of teaching Commerce; understand the different types of teaching and learning methods, and technology in and of Education to teach Commerce and evaluation in commerce.

Course Outline

UNIT-I: Nature, objectives and scope of Commerce Teaching

- Meaning, Aims, objectives, concept and scope of Commerce Teaching at different stages of school.
- Commerce as a separate subject in school curriculum and fundamental principles of Commerce course.
- Significance of Commerce in the modern school curriculum, modern approach towards the teaching of Commerce for economic and socio-economic development and international understanding in terms of Globalisation.

UNIT-II: Methods and Techniques of Teaching Commerce

- Pedagogical approaches for the teaching of Commerce at different stages of school and Preparation of Lesson plan.
- Lecture method, Descriptive method, Objective based method, Demonstration method, Lecture cum demonstration method, Project method, Inductive method, Deductive method, Case study, Surveys and market studies. Socialized recitation methods (Discussion methods): informal, formal, seminar, symposium, workshop technique, panel discussion, Tutorial method, Assignment method
- Students motivated technique: analytical method, brainstorming, heuristic method, simulation and role playing, team teaching, individualized instructional methods, Methods suitable for teaching Accountancy and Commerce

UNIT-III: Learning Resources in Commerce

- Importance of text books in the classroom teaching of Commerce.
- Teaching aids in the classroom teaching of Commerce, Importance of teaching aids, different kinds of teaching aids, audio aids, visual aids & audio-visual aids, Commerce room: need and importance
- Organisation of an effective programme of teaching of Commerce - organisation of teaching learning material at secondary stage; Use of ICT in Commerce Teaching;

UNIT-IV: Evaluation in Commerce
- Measurement and evaluation in Commerce- meaning, purpose, and importance of evaluation
- Techniques of evaluation: oral, written, portfolio; self-evaluation; Peer evaluation; Group evaluation.
- Comprehensive and continuous evaluation (CCE) in Commerce.

Field Based Activities (ANY TWO)
1. Practice minimum 3 Micro teaching skills and maintain the record.
2. Prepare a report on financial resources and skills of rural women.
3. Collection of e- learning resources in Commerce and maintaining a record and presenting them for peer reflection.

Suggested Readings:
1. Douglas, Palnford and Anderson (2000): Teaching Business Subjects, New York: Prentice Hall,.
2. Rao, Seema, (2007): Teaching of Commerce New Delhi: Anmol Publishers.
3. Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation.
4. Aggarwal, J.C (2003) : Teaching of Commerce, New Delhi: Vikas Publication.
5. Chopra, H.K and Sharma, H.(2007):Teaching of Commerce, Ludhiana: Kalyani Publisher.
6. Green H.O.(2001) Activity Handbook for Business Teachers, New York: McGraw Hill.
7. Musselman and Hann (1998): Teaching Book Keeping and Accounting, New York: McGraw Hill.
8. Rao Seema(2005) : Teaching of Commerce, New Delhi : Anmol Publishers.

Paper- 205-EPC-2

DRAMA AND ARTS IN EDUCATION

Total Marks: 50   **Credit-2**
Sessional Marks: 20
End Term Marks: 30

Course Objectives

At the end of the course, the student teacher will be able to understand the concept of drama and its fundamentals and approaches of teaching creative arts.

Course Outline

UNIT-I: Drama and its Fundamentals
 • Drama as a tool of learning – Different Forms of Drama – Role play and Simulation – Use of Drama for Educational and social change (Street play, Dramatization of a lesson)
 • Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation
 • Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu, Paika, Chhau, Santhal etc.; Integration of Dance in educational practices (Action songs, Nritya Natika)

UNIT-II: Methods and Approaches of Teaching Creative Arts ⬜
 Understanding Indian folk and visual and performing arts.
 • Creative writing; Story writing, Poetry writing; Model making - Clay modeling, Puppet making – Decorative Art - Rangoli, Ekebana, Wall painting (Mural) – Designing - Computer graphics, CD Cover, Book cover, Collage work – The use of different art forms in Education
 • Methods of teaching creative arts: a. Lecture cum Demonstration method. b. Direct Observation method. c. Method of Imagination and Free Expression; Importance of visits in art exhibitions and cultural festivals; Process of preparing canvas, Types of Colours and Paints.

 Field Based Activities (ANY TWO)
1. Perform a street play on any theme.
2. Draw a painting on canvas.
3. Perform a group folk dance.

Suggested Readings:
 1. Theory of Drama by A.Nicoll
 2. Natya Kala by DhirubhaiThakar
 3. Natyalekhan by DhananjayThakar
 4. Natakdeshvidesman by HasmukhBaradi
 5. Gujarati theatre no Itihas by BaradiHasmukh
 6. Acting is Believing by Charls McGaw
 7. Art of Speech by Kethlin Rich

Paper- 206

SCHOOL INTERNSHIP (4 Weeks)

Total Marks: 100   **Credit-4**

During the Internship, a student-teacher shall work as a regular teacher and participate in different school activities. The student-teachers will acquire the first-hand knowledge of the school as an organisation and understand the process of organizing different academic and co-curricular activities in a school. During this programme, the student teachers shall observe the school/classroom environments with reference to infrastructure, equipments, teaching learning materials, functioning, human resources, organisation of various activities, etc. and prepare a profile of the school to which they are attached.

(Four weeks internship in practicing schools)

S. No.	Activity	Marks
1	School Observation Report (School Infrastructural facilities for with and without disabilities, teaching and non-teaching staff, mid-day meal etc.)	10
2	Classroom Teaching Observation Report -20 (10 for Pedagogy-I and 10 for Pedagogy-II)	10
3	Time Table (Master Time Table, Class-Wise Time-table, Teacher-Wise Time-table, vacant period time-table, Games time-table, Co-curricular activities time-table and Home-work time-table.	10
4	Ten Micro lessons plan in each teaching subject for different skills	10
5	Communication (writing letters) with parents/guardians	5
6	Preparation of notices	5
7	Preparation of Exam Date Sheet	5
8	Participation in staff meetings and writing of minutes	10
9	Maintenance of school records	10
10	Participation in Morning Assembly and preparation of report.	5
11	Feedback on overall school experience.	10
12	Post Internship/Exhibition of work done by the students during the Internship programme (In the Department/Institution)	10
TOTAL MARKS ALLOTTED FOR THE ABOVE MENTIONED ACTIVITIES		**100**

SCHOOL INTERNSHIP (16 WEEKS)

Total Marks: 400   **Credit-16**

During internship each student teacher will be attached with a particular school for a period of **sixteen weeks** where he/she will undergo teaching practice in the actual classroom by delivering **80 lessons (40 in each pedagogy subject)**. He/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. At the end of the teaching practice a student teacher will present **two criticism lessons on two pedagogy subjects** to finally demonstrate her/his teaching competency which will be evaluated by the teacher educator. The details of the total internship programme are given below:

(i) School Internship, besides teaching practice, will also involve some other school related works as a part of his/her training. The same are given as below:
a.   Teacher's Diary
b.   Preparation of Time Table
c.   Addressing School Assembly
d.   Attending Staff Meeting and Writing Minutes
e.   Organise and participate in different curricular and co-curricular activities like; Quiz competition, exhibitions, cultural activities, games and sports etc.

(ii) A student teacher is to perform different tasks during the tenure of his internship of **16 (sixteen) weeks** and submit the following records for assessment.
--- 80 lessons (40 in each pedagogy subject).
--- Record of participation/organization of school activities
--- Observation of peer teaching: 20 in each school subject
--- Different types of Time-Table
--- Teaching Aids (two in each pedagogy subject)

(Teaching Practice & Practical Work)

Activities to be done	Marks Allotted
Regular classroom teaching delivery of 80 lessons	20+20
Final criticism lesson in both teaching subjects	15+15
Teacher's Diary	10
Observation of peer teaching: 20 in each school subject	10+10
Records of participation/organization in curricular activities	10
Teaching Aids (two in each pedagogy subject)	10+10
Different types of Time-Tables	10
School profile: infrastructure; teachers, physical facilities, equipment, school library- facilities and ICT lab etc.	20
Case study of a student	10
Exhibition of work done by the students during the Internship programme (In the Department/Institution)	20
Preparation of question papers 5 in each pedagogy subject	10
Post Internship Viva-Voce/Presentation	200
TOTAL MARKS ALLOTTED FOR THE ABOVE MENTIONED ACTIVITIES	**400**

Paper- 401

GENDER, SCHOOL AND SOCIETY

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives
The course aims at generating awareness among teacher-trainees about gender issues; sexual harassment; Equality of Educational Opportunities and relationship between school and society.

Course Outline

UNIT-I: Introduction to Gender Issues
- Gender issues and its importance and significance at National and International level.
- Major Factors Influencing Educational Access and Success: Gender; Culture and tradition; Child labour; Cost to attend school; Health and puberty; Distance to School; Lack of education resources; Violence; Teachers' discrimination.
- Commitment to Gender and Education: Key international and national commitments on gender and education.

UNIT-II: Gender and Sexual Harassment
- Sexual harassment in family, neighbourhood and other formal and informal institutions & Safety at school, home and beyond.
- Institutional redressing mechanism for sexual harassment and abuse
- Policies and legal provisions with respect to sexual harassment of girl child; National Commission for Protection of Child Rights; Protection of Children from Sexual Offences (POCSO) Act, 2012

UNIT-III: Equality of Educational Opportunities
- Role of education, schools, peers, teachers, curriculum and textbooks, in gender equalities.
- Gender identities and socialisation practices in family, schools formal & informal organisation & legal provisions for equality of educational opportunities
- Concept of equality of educational opportunity in education: The present Indian and international scenario with respect to equality of educational opportunities; Need for Equalisation of Educational Opportunities; Causes for the Inequalities of Educational Opportunities; Suggestions for Reorganising Educational System for Providing Equality of Educational Opportunity in India.

UNIT-IV: School and Society
- Type of Schools (Government, aided, private, minority and self-financing)

- Place of School in a Democratic Social System: School as a Miniature of Society; School as a Social Unit; Social environment of the School; School and Community relationship
- Social Change: causes and factors and role of education as an instrument of social change

Field Based Activities (ANY TWO)
1. Write a critical report on challenges faced by women in present society based on valid published reports.
2. Case studies related to domestic violence and educational institution violence.
3. Report on awareness programme for infanticide and foeticide/child marriages/dowry/sexual abuse/ work place harassment (Power Point Presentations).

Suggested Readings:

1. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
2. GOI (1986). National policy of education. GOI.
3. GOI. (1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
4. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86mod92.pdf
5. Malik, C.D, (2008). Social and political thought B.R. Ambedkar, Arise Publishers and Distriba, New Delhi.
6. Mathur S. (2008). Sociological foundation of education, Kavita Prakashan, Jaipur.
7. Menon, N. (2012). Seeing like a feminist. India: Penguin.
8. Naik, S.C. (2005). Society and environment, Oxford & 1B publishing Co. Pvt. Ltd. New Delhi
9. Nath Pramanik Rathindra, (2006). Gender equality and women's empowerment. Abhijeet Publication, Delhi
10. Nirantar. (2010) textbook regimes: A feminist critique of nation and identity. New Delhi
11. Robent, A. Banon (2010). Social psychology, Pearson education, New Delhi.
12. Sidhu Ramindra, (2009). Sociology of education, Shri Sai Printographers, New Delhi.

Paper- 402

INCLUSIVE EDUCATION

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives

After completion of the course the students will be able to: understand the global and national commitments towards the education of children with diverse needs. familiarize with the trends and issues in inclusive education. analyze special education, integrated education, mainstream and inclusive education practices.

Course Outline

UNIT-I: Introduction to Inclusive Education
- Inclusive education – Its Philosophy, cultures, policies and practices.
- Concept of special education, integrated education and Inclusive education and difference between special education, integrated education and Inclusive education
- Advantages of inclusive education; Aims, objectives and functions of inclusive education.

UNIT-II: Learners in Inclusive Education and their Identification
- Types of learning disability: physical, visual impaired, hearing impaired, Orthopaedic, Mentally impaired, Learning disability, Dyslexia, Dyscalculia, Dysgraphia, Attention deficit hyperactive disorder (ADHD), Autism, cerebral palsy
- Early detection of disability: issues, challenges and parameters of inclusive education, parental attitude, community awareness; Models of inclusion: Wang's adoptive environment model, Team teaching inclusionary model
- Role of parents, community, peers, headmasters and teachers in promoting inclusion.

UNIT-III: Theories, Approaches and activities for children with disabilities
- Theories of learning (behavioural, cognitive and social), and their application to special education.
- Approaches and techniques of guidance and counselling with reference to various disabilities.
- Curriculum planning, implementation and evaluation; Types and importance of co-curricular activities for children with disabilities.

UNIT-IV: Evaluation in Inclusive Education
- Evaluation: concept and importance
- Various evaluation strategies for inclusive classrooms
- Continuous and comprehensive evaluation in Inclusive Education.

Field Based Activities (ANY TWO)
1. Study of attitude of normal children towards special children. 2. Preparation of teaching aids for children having disability.
3. Report on role of Constitutional Provisions on Inclusive Education.

Suggested Readings:
1. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
2. Baquer, A. and Sharma, A. (1998). Disability Vs Challenges. New Delhi: Can Publishers.
3. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. New Delhi: Sage.
4. Gathoo, V. (2004). Curriculum Strategies and Adaptations for Children with Hearing Impairment. New Delhi: Kanishka Publishing
5. Giffard-Lindsay, Katharine (2007). Inclusive Education in India: Interpretation, Implementation, and Issues. CREATE PATHWAYS TO ACCESS ResearchNUEPA. Monograph No 15, September. New Delhi: http://eprints.sussex.ac.uk/1863/01/PTA15.pdf
6. Giuliani, G. A. & A., M. (2002). Education of children with Special Needs: From Segregation to Inclusion, New Delhi: Sage Publications
7. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
8. Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford: Heinemann
9. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational Publishers, Multivista Global Ltd, Chennai, 600042, India.
10. Mani, M. N. G. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, New Delhi: Sage Publishing House
11. Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992) A guide for educating mainstreamed students. Boston: Allyn & Bacon.
12. Narayan J. (1990). Towards Independence Series- 1 to 9, Secunderabad: NIMH, Secunderabad.
13. Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
14. North,C (1976) Education of hearing impairment children in regular schools, Washington: D.C.A.G Bells
15. Puri, M. & Abraham, G. (Eds) (2004), Handbook of Inclusive Education – for Educators, Administrators and Planners. New Delhi: Sage Publications.
16. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I. E. Mysore
17. Sharma, P.L. (1990) Teachers Handbook on IED-Helping Children with Special Needs N. C. E R T Publication.18. SPASTN (2000) Towards Inclusive Communities. Chennai Spastic society of Tamilnadu.
18. Stakes, R. and Hornby, G. (2000). Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers (2nd ed).
19. Subrahmanian, R. Sayed, Y. Balagopalan, S. and Soudien, C. (Eds.) (2003). Education Inclusion and Exclusion: Indian and South African perspectives, IDS Bulletin, 34(1).

Paper- 403

INTRODUCTION TO ACTION RESEARCH

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives
This course offers an introduction to the action research. It aims to develop understanding about action research; its importance, procedure and relevance.

Course Outline

UNIT-I: Introduction to Research
- Research: meaning, and importance
- Types of Research: Fundamental, Applied and Action Research
- Difference between applied and action research

UNIT-II: Understanding Action Research
- Action Research: meaning, importance and scope; Steps of action research; Limitations of action research
- Importance of action research to classroom teachers, administrators and guidance personnel/counsellors
- Action research problems related to different areas of schools education

UNIT-III: Sampling and Tools of Data Collection
- Characteristics of a good sample
- Probability and non-probability sampling techniques
- Tools of data collection: questionnaire, interview, observation, checklist, rating scale and attitude scale (meaning, need, advantages and limitations)

UNIT-IV: Report Writing
- Significance of report writing in action research
- General format of report writing
- Analysis and interpretation of results in Action Research

Field Based Activities (ANY TWO)
1. Identify any action research problem and prepare a detailed proposal.
2. Conducting action research on any problem related to school child.
3. Identify the causes of absenteeism among students and suggesting remedial measures.

Suggested Readings:

1. Aryg, D. Luck, C, and others (1972). Introduction to Research in Education. New York: Hoit, Rinehart and Winston
2. Best, John. W. (1977). Research in Education New Delhi. Prentice Hall of India
3. Ferguson, G.F. (1981). Statistical Analysis in Psychology and Education. New York: McGraw Hill
4. Guildord, J.P. (1995). Fundamentals of Statistics in Psychology y and Education. New York: McGraw Hill.
5. Kaul. L. (1996). Methodology in Educational Research. New Delhi: Vikas Publishing House.
6. Kerlinger, N. A. (1978). Foundations of Behavioural Research. New York: Holt, Rinehart & Winston.
7. Mouly, G.J. (1963). The Science of Educational Research. New Delhi: Eurasia
8. Popham, W.J. (1973). Educational Statistics use and Interpretation. New York: Harper & Row
9. Lan genbach, M., Naughn, C. & Aagaard, L. (1998). An Introduction to Educational Research. Allyn & Becon.
10. Misra, B. (2003). An Introduction to Educational Research. Sumit Enterprises.

HEALTH AND PHYSICAL EDUCATION

Total Marks: 100   **Credit-4**
  Sessional Marks: 40
  End Term Marks: 60

Course Objectives

This course offers an introduction to health and physical education; its significance; policies and approaches; and growth and requirement of human body.

Course Outline

UNIT I: Health and Physical Education: Concept, features and significance
- Meaning, Nature, Scope, Significance and Objectives of teaching Health and Physical Education in school curriculum.
- Problems of Health and Physical education in schools.
- Health and physical education and its relationship with other subject areas like science, social science & languages.

UNIT II: Health and Physical Education: Policies and Approaches
- Essential qualities of Health and Physical instructor.
- Planning for Health and Physical education, National Health Policy – 2002.
- Health and Physical education through community participation.

UNIT III: Growth and requirements
- Human body: Growth & development of a child at different ages; Physical, emotional and mental changes during adolescence.
- Sexual abuse: Myths and misconceptions regarding growing up, Management of stress and strain and life skills.
- Nutrition: Dietary requirements needs according to age, gender, Need for diet planning: Food and water.

UNIT IV: Health and sports
- Fundamental skills of games & sports; Sports for recreation and competition
- Drug abuses in sports
- First Aid: Meaning, types, need and its importance

Field Based Activities (ANY TWO)
- Preparation of a report on drug abuse by sports persons at National/International levels.
- Project Work related to Health and Physical Education.
- Organization of exhibitions/demonstrations/camps/tours and other related activities.

Suggested Readings:

1. Aao Kadam Uthaein: Ek Sahayak Pustika, USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)
2. Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, Chapter 36- Childhood Illnesses, Chennai: Orient Longman.
3. Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) School Health Services in India: The Social and Economic Contexts, New Delhi: Sage publication, 142-145.
4. Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.
5. Bucher, C.A. (1979). Foundation of Physical Education. St. Louis: C.V. Mosby & Co.
6. CSDH, (2008), Closing the gap in a generation, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.
7. Deshpande, M., R.V. Baru and M. Nundy, (2009). Understanding Children's Health Needs and Programme Responsiveness, Working Paper, New Delhi: USRN-JNU
8. Goel, S.L. (2007). Health Education, Theory and Practice. New Delhi: Deep & Deep Publishers Pvt. Ltd.
9. Kamlesh, M.L. and Sangral, M.S. (1986). Methods in Physical Education. Ludhiana: Prakash Brothers.
10. Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education. Gurusar Sadhar: Gurusar Book Depot. Publications.
11. Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) School Health Services in India: The Social and Economic Contexts, New Delhi: Sage
12. Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: Chetna Prakashan.
13. Singh, Ajmer, et. al. (2004). Essentials of Physical Education. Ludhiana: Kalyani Publication.
14. Thorkildson, George, (1992). Leisure and Recreation Management. London: E. & F.N. Sports.
15. Trinaryan & Hariharan (1986). Methods in Physical Education. Kareaikudi: South India Press.

PEACE EDUCATION

Total Marks: 100   **Credit-4**
  Sessional Marks: 40
  End Term Marks: 60

Course Objectives

This course aims to make student-teachers to the concept of peace education; its historical development; Highlights of various philosophies of peace and different issues and challenges.

Course Outline

UNIT-I: Introduction to Peace Education
- Concept nature and scope of Peace Education
- Challenges to peace: by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Awareness on relevance of peace, awareness of choices in response to crises in personal, social and professional life; Approaches to peace education

UNIT-II: Historical Development of Peace Education
- Historical Development of Peace Education in the world.
- Creation of United Nations, UNESCO, UNICEF and their endeavors to promote Peace Education
- Peace Education in India and its development.

UNIT-III: Philosophies of Peace

- Highlights of various philosophies of peace – Gandhi, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai
- Role of NGOs for promoting peace education
- Roles and responsibilities of a teacher in peace building

UNIT-IV: Issues and Challenges
- Justice and Peace: The Constitution as a means of conflict-resolution.
- Study of ongoing conflicts in the political, economic, socio-cultural and ecological spheres; Case studies of major conflicts between nation-states; Study of successful struggles for peace and ongoing processes of dialogue; Nationalism and its critics; war and markets; globalization: Economy, Politics, Technology; meanings and implications;
- Childhood in conflict settings: case study of areas where conflicts of different kinds have led to displacement, violence or persistent social turmoil.

Field Based Activities (ANY TWO)
1. Visiting websites on peace education to become familiar with National and International initiatives and writing a report.

2. Develop an action plan for peace in school and local community.
3. Organizing morning assembly, mediation, exhibition, etc. on peace - related themes.

Suggested Readings:

1. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
2. Kumar, M. (Ed). (1994). Non-violence, contempory issues and challenges. New Delhi: Gandhi peace foundation.
3. Malan, Jamie (2000). Making Peace Education Appealing to the Adversarially Minded.African Centre for the Constructive Resolution of Disputes (ACCORD). Paper presented at the 18th General Conference of IPRA, Tampere, Finland, 5-9 August 2000.
4. Mishra, Loknath. (2009).*Peace Education Framework for Teachers*. New Delhi: A.P.H Publishing Corporation.
5. Morrison, M. L. (2003). Peace education. Australia: McFarland.
6. Page, James. (2008). *Peace education: Exploring Ethical and Philosophical Foundations,* Charlotte, NC: Information Age Publishing, INC 231 pp, ISBN 978-1-59311-889-1
7. Rodopi. S.P. Ruhela. (2013).Peace Education (cosmic flashes). Bhargava Publication.
8. Salomon, G. and Nevo, B. (Ed.) (2012).*Peace Education*: the Concept, Principles and practices around the World. University of Haifa .Mahwah, NJ. LEA (pp. 3-15).

Paper- 404-C
VALUE EDUCATION

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives
This course aims to make student-teachers to understand importance of value education in the existing social scenario; its development; causes of value crisis and role of teacher in value education.

Course Outline

UNIT-I: Value Education
- Need and importance of value education in the existing social scenario; Psychological, Sociological and Ecological determinants of values
- Classification of Values –Material, Social, Moral, Spiritual, Emotional and Economical
- Values as enshrined in the Constitution of India

UNIT-II: Value Development
- Psycho-analytic approach.
- Learning theory approach, especially social learning theory approach.
- Cognitive development approach-
  - Jean Piaget.
  - Kohlberg
    (Stages of moral development – their characteristics and features)

UNIT-III: Causes of Value Crisis
- Value crisis in the modern society, progression of technology, liberalization, privatization, globalization and retrogression of values; Causes of value crisis: material, social, economic, religious evils and their peaceful solution.
- Curricular and co-curricular activities to inculcate values among the students – Social Justice, Secularism, Social cohesion and national unity
- Teaching of values as an integral part of education; Educational values like democratic, secular and socialistic

UNIT-IV: Role of Teacher in Value Education
- Values in Indian culture- Tolerance and Peace & Universal Brotherhood
- Need of value education for a teacher.
- Role of every teacher of school as a teacher of values and school curriculum as value laden

Field Based Activities (ANY TWO)
1. Prepare a picture album to use it for value inculcation
2. If you are the head of the school, how will you inculcate value among the student?
3. How can you manage value degradation among the students? Write an incident based on your experience.

Suggested Readings:

1. Bagchi, J.P. & Teckchadani, Vinod (2005); Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II. Jaipur: University Book House.
2. Bhatt, S.R. (1986). Knowledge, Value and Education: An axiomatic analysis. Delhi: Gian Publications.
3. Biehler, R. & Snowman, J. (2003); Psychology Applied to Teaching. USA: Houghton MifflinCom pany.
4. Chakrabarti, Mohit (2003); Value Education: Changing Perspectives. New Delhi: Kanishka Publishers.
5. Dagar, B. S. (1992). Shiksha Tata Manav Mulya (Hindi). Chandigarh: Haryana Sahitya Academy.
6. Dagar, B. S. and Dhull Indira (1994). Perspective in Moral Education, New Delhi: Uppal Publishing House.
7. Dash, M. & Dash, N. (2003); Fundamentals of Educational Psychology. Delhi: Atlantic Publishers and Distributors.
8. Josta, Hari Ram(1991). Spiritual Values and Education. Ambala: Associated Press.
9. Kar, N.N. (1996). Value Education: A Philosophical Study. Ambala Cantt: Associated
10. Mangal, S.K.(2011); Advanced Educational Psychology (2nd Ed.) New Delhi: PHI Learning Private Limited.
11. McCown, R., Driscoll, M., Roop, P.G. (2003); Educational Psychology: A Learning-Centred Approach to Classroom Practice. USA: Allyn and Bacon Company.
12. Nanda, R.T. (1997); Contemporary Approaches to value Education in India. New Delhi: Regency Publications.
13. Pandey, V.C(2005). Value Education and Education for Human Rights. Delhi: Isha Books.
14. Sharma, S.R.(1999) Teaching of Moral Education, New Delhi: Cosmo Publications.
15. Shivapuri, Vijai (2011). Value Education Varanasi: Manish Prakashan.
16. Singh, Samporan (1979). Human Values. Jodhpur: Faith Publications.
17. Thomas, B. (2004); Moral and Value Education. Jaipur: Avishkar Publishers. 18. Verma, Yoginder (2007). Education in Human values for Human Excellence. New Delhi: Kanishka Publishers and Distributers.

Paper- 404-D

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives

This course aims to make student-teachers understand Educational Administration and Management; Educational Administration in Jharkhand and Techniques in Educational Management.

Course Outline

UNIT-I: Concept of Educational Administration and Management
- Concept, Nature, Objectives and Scope of Educational Administration; Basic Functions of Administration: Planning, Organizing, Directing and Controlling.
- Conceptual Framework of Educational Management as Inputs, Process and Products.
- Aspects of Educational Managements: Planning, Organising, Supervision and Control; Methods of Communication in Educational Administration.

UNIT-II: Educational Management in India
- Role of Centre, State and Local bodies in Educational Administration Constitutional Provisions, Centre-State relations on Education Role of Private enterprises, their limitations and remedial measures.

UNIT-III: Educational Administration in Jharkhand
- Educational Administrative Structure in Jharkhand.
- Functions and Problems in relation to Secondary School Administration.
- Management of Schools by the Headmasters in Jharkhand in Monitoring, Supervision, Evaluation, Motivation, Resolution of Inter- personal conflicts and Staff Development Programme

UNIT-IV: Techniques in Educational Management
- Total Quality Management: Concept Features.
- Programme Evaluation and Review Technique (PERT)
- Management by Objectives (MBO)

Field Based Activities (ANY TWO)
1. Prepare different types of time-tables.
2. Interact with at least 20 teachers of different schools and write a report for staff development programmes.
3. Preparation of a school calendar.

Suggested Readings:

1. Ananda W.P. Gurung (1984); General Principles of Management for Educational Planner and Administrators; Paris: UNESCO.
2. Bhagia , H.M .et. al (1990); Educational Administration in India and other Developing Countries, New Delhi: Common wealth Publication, 3. Goel, S.D.(1987); Modern Management for Results, New Delhi: Deep.
4. NUEPA (1971); Modern Management Techniques in Educational Administration, New Delhi: Asian Inst. Of Educational Planning and Administration.
5. NUEPA (1986); Educational Management in India, New Delhi: NUEPA.
6. Tanner ,D. & Lawrel,T.(1987); Supervision in Education Problems and Practices; New York: Mc.Millan
7. Thomas,J.Sergiovann, et.al   (1987); Educational Governance and Administration; New Delhi: Prentice Hall.

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Paper- 404-E

ENVIRONMENTAL EDUCATION

</div>

Total Marks: 100   **Credit-4**

Sessional Marks: 40

End Term Marks: 60

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Course Objectives

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This course aims to make student-teachers understand the concept of environment; Environmental Education, Environmental Degradation and Approaches and Methods of Environmental Education.

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Course Outline

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Unit -I. Environmental Concepts
- Concept of Environment & Ecosystem; Natural System: Earth and Atmosphere, Abiotic and Biotic Components, Bio-diversity, Degradation of Resources
- Human Systems: Human Beings as part of environment, Human Adaptation to Environment, Population and effect on Environment & Resources
- Technological System- Industrial Growth, Scientific and Technological inventions and their impact on the Environmental Systems.

Unit- II. Environmental Degradation
- Environmental Pollution: Air, Water, Soil; Extinction of Flora and Fauna, Deforestation
- Global – Environmental Issues: Ozone Layer Depletion, Green House Effect, Acid rain.
- Need for Conservation and Protection of rich Environmental Heritage

Unit- III. Environmental Education
- Concept, Importance, and Scope of Environmental Education; Aims and Objectives of Environmental Education
- Guiding Principles and Foundation of Environmental Education
- Special Significance of Environmental Education for Sustainable Development

Unit -IV. Approaches and Methods of Environmental Education
- Approaches to Environmental Education; interdisciplinary and Multidisciplinary
- Methods: Discussion, Seminar, Workshop, Problem solving and Field survey, Projects, Role Play.
- Role of media and ecotourism in creating environmental awareness

Field Based Activities (ANY TWO)
1. Preparation of a scrap book based on environmental issues from collection of articles and daily newspaper.
2. Survey of Eradication of environmental pollution- measures taken in schools and submitting a report.
3. Plant at least one tree and cultivate it throughout the years.

Suggested Readings:

1. Agarwal S.K. (1991); Automobile Pollution, New Delhi: Ashish Publishing House.

2. Agarwal S K Tiwari Swarnalatha, Dubey, P.S (1996); Biodiversity and Environment, New Delhi: A.P.H Publishing.

3. Anjaneyulu, Y. (2004) Introduction to Environmental Science, Hyderabad: B.S. Publications.

4. Balla, G.S.(1986); Environment and Natural Resources , New Delhi: Jugmander Book Agency.

5. Bharucha, E. (2005) Text Book of Environmental Studies for Undergraduate Courses, Hyderabad: University Press Pvt. Ltd.

6. Botkin Daniel B & Keller Edward A (2000) . Environmental Science, Earth a living Planet , New York: John Wiley & Sons Inc.

7. Chawan I.S & Chauhan Arun (1998); Environmental Degradation, Jaipur : Rawat Publications.

8. Dhyan S.N (1993); Management of Environmental Hazards, New Delhi: Vikas Publishing House Pvt.Ltd.

9. Garg M.R. (2000); Environmental Pollution and Protection, Guwahati: DVS Publication,

10. Gokulanathan Pai P.P(eds), (2000); Environmental Education , Shillong: NEHU Publication.

11. Gurcharan Singh , Agarwal S.K , Sethi Inderjee. (1993); Degrading Environment, New Delhi: Commonwealth Publisher.

12. Hussain Zahaid .(1996); Environmental Degradation and Conservation in North East India, New Delhi: Om sons Publications.

13. Jain, K. (2005) An Introduction to Environmental Education, New Delhi: Mohit Publications.

14. Kannan, K. (1995) Fundamental of Environmental Pollution, New Delhi: S. Chand & Company Ltd.

15. Kumar, B. (2004) Environmental Education, New Delhi: Dominant Publishers & Distributions.

16. Prakash, R. (2004) Man & Environmental Science, Jaipur: ABD Publishers.

17. Ranjan, R. (2004) Environmental Education, New Delhi: Mohit Publications.

18. Shrivastava, K.K. (2004) Environmental Education, New Delhi: Kanishka Publishers.

19. Shukla, C. (2004) Principles of Environmental Education, New Delhi: Summit Enterprises.

20. Trivedi, P.R. (2004) Environmental Education, New Delhi, Efficient Offset Printers.

21. Yadav, P.R. & Mishra, R.S. (2004) Environmental Biology, New Delhi: Discovery Publishing House.

GUIDANCE AND COUNSELLING

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives
This course aims to make student-teachers aware about the concepts of guidance and counselling; Techniques of Collecting Information for Guidance and Guidance Services.

Course Outline

Unit- I. Introduction to Guidance
- Concept Nature, Need, Scope and Principles of Guidance
- Types of Guidance: Educational, Vocational, and Personal with Special Reference to their Nature, Need and Scope
- Individual and Group Guidance

Unit -II. Counselling
- Concept, Nature and Principles of Counselling
- Counselling Approaches: Directive, Non-Directive and Eclectic
- Group Counselling vs. Individual Counselling; Characteristics of a Good Counsellor

Unit- III. Techniques of Collecting Information for Guidance   ⬜ Types of tests used in Guidance
- Test of Intelligence, Aptitude, Creativity, Interest and Personality along with its Uses and Limitation
- Non- Testing Technique: Observation, Questionnaire, Rating Scales, Anecdotal Records, Cumulative Records, Case –Study and Interview

Unit- IV. Guidance Services
- Concept of Guidance services and principles of organizing them.
- Types of guidance service: Individual Information Service, Occupational Information Service, Placement Service.
- Evaluation of a Guidance Programme and follow -up

Field Based Activities (ANY TWO)
1. Administration of any two tests from selecting test/non test technique and write a report.
2. Visit to a school to study guidance services and write a report.
3. Visit to a guidance and counselling centre and write a report

Suggested Readings:
1. A.K. Narayana Rao (2002) Guidance and Counseling, APH Publishing Corporation, New Delhi.

2. Arulmani,G & Arulmani, S.Nag (2004) : Career Counseling : A Handbook, New Delhi, Tata Mc Graw hill Publishing Company Limited.
3. Asha, Bhatnagar(1999). Guidance and Counseling: Theoretical Perspective, Vol. 1, New Delhi: Vikas Publishing House.
4. Baker, B. Stanley (1992) School Couseling for the Twenty First Century, New York.
5. Bernard, H.W. & Fullner, D.W. (1987); Principles of Guidance, A Basic Test (Indian Education), New Delhi: Allied publishers Pvt.Ltd,.
6. Bhattacharya (1984); Guidance and Counselling , Bombay: Sheth Publications.
7. Chauhan, S.S (1982). Principles of Guidance, New York.
8. Gibson, R.L & Mitchell, M.H (2003) : Introduction to Counseling and Guidance New Delhi:
9. Jayaswal S. (1981); Guidance and Counselling , Lucknow: Prakashan Kendra.
10. John S. Koshy (2004) Guidance and Counseling Dominant Publishers and Distributors, New Delhi.
11. Jonse, R.N (2000) : Introduction to Counseling skills : Text and Activities, New Delhi, Sage Publications.
12. Kochhar, S.K.(1979); Guidance in Indian Eduacation, New Delhi:Sterling Publisher Pvt.Ltd.
13. Mishra , R.C. (2005); Guidance & Counselling (2 vols); New Delhi: APH, Publishing Cooperation.
14. Nayak, A.K. (1997); Guidance & Counsellling, New Delhi: APH, Publishing Cooperation.
15. Ramesh Chaturvedi (2007) Guidance and Counseling Techniques – Crescent Publishing Corporation, New Delhi.
16. Safaya, Rai (2002); Guidance and Counselling , Chandigarh: Abhishek Publishers.
17. Sharma, A. (2006); Guidance & Counselling, Guwahati: DVS Publishers and Distributors.
18. Sitaram Sharma (2005) Guidance and Couseling . An Introduction, Shri Sai Printing Graphics, New Delhi.
19. Vashist, S.R. (2001); Methods of Guidance, New Delhi: Anmol Publishig, 20. Venkataiah, S. (2000); Vocational Education, New Delhi: Anmol Publishig.

TEACHER EDUCATION

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives
This course aims to make student-teachers understand the meaning and scope of Teacher Education; Qualities of a professional teacher and types of teacher education programme.

Course Outline

Unit I: Concept of Teacher Education
- Meaning, scope, need and significance of teacher education; Objectives of teacher education at different levels.
- The context of teacher education - The dynamics of social, psychological, political and economic changes in society.
- Quality Assurance and Quality Control in teacher education: concept of Total Quality Management (TQM).

Unit II: Teaching as a Profession
- Characteristics of a profession; Teaching as a profession.
- Professional ethics and code of conduct for teachers and teacher educators.
- Qualities of a professional teacher; Roles, Responsibilities and Accountability of teachers.

Unit III: Pre-service Teacher Education
- Concept, nature, objectives and scope of pre-service teacher education; Components of pre-service teacher education- foundation courses, subject specialization, pedagogy and internship.
- Modes of pre-service teacher education-face to face, and distance: relative merits and limitations.
- Role and functions of agencies of teacher education –NCERT, SCERT and NCTE.

Unit IV: In-service Teacher Education
- Meaning, objectives and significance of in-service teacher education- Need for continuing professional development of a teacher.
- Purpose of in-service teacher education program-
  Orientation, refresher, workshop, seminar and conference.
- Qualities and characteristics of an effective in-service teacher educator.

Field Based Activities (ANY TWO)
1. Observe the ten teachers of any class and write a detailed report.
2. Compare and write a report on various agencies of teacher education.
3. Teaching is a profession. Justify with relevant documents.

Suggested Readings:

1. Anand, C.L. (1988); Aspects of Teacher Education. Delhi: S. Chand and Co.
2. Govt.of India (1966); Reports of the education Commission, 1963-1966, New Delhi: Ministry of Education, Govt. of India.
3. Mukerjee, S.N. (1988); Education of the Teacher in India, Vol. I & Vol. II, Delhi: S. Chand and Co.
4. NCTE (1978); Teacher Education Curriculum-A Framework, New Delhi: NCERT.
5. Panda, B.N & Tewari, A.D (1997); Teacher Education, New Delhi: A.P.H. Publishing Corporation.
6. Pareek, R. (1996); Role of Teaching Profession, Guwahati: Eastern Book House.
7. Passi, B. K. (1976); Becoming a Better Teacher, microteaching Approach, Ahmedabad: Sahitya Mudranalaya
8. Raina, V.T. (1998); Teacher Education: A Perspective, Guwahati: Eastern Book House.
9. Singh, L.C. (ed) (1990); Teacher Education In India- A Resourse Book, New Delhi: NCERT.
10. Tibble, J.W. (ed) (1995); The future of Teacher Education, London: Routledge and Kegan Paul.
11. Ryans D.G.; Characteristics of Teachers, New York: MacMillan

Paper- 404-H

EDUCATIONAL TECHNOLOGY

Total Marks: 100   **Credit-4**
Sessional Marks: 40
End Term Marks: 60

Course Objectives
This course aims to make student-teachers to develop an understanding of the concept, nature, scope and importance of Educational Technology; Psychological bases of modern technologies; Models of Teaching & Modification in Behaviour and various Innovations in Educational Technology.

Course Outline

Unit- I. Introduction to Educational Technology
- Definition of Educational Technology; Distinction between hardware and software technologies and their role in modern educational practices.
- Historical development of Educational Technology –Programmed learning, Media Application and Computer application
- Forms of Educational Technology: Teaching Technology, Instructional Technology, Behavioural Technology and Instructional Design.

Unit -II. Psychological Bases of Modern Technology
- Psychological bases of modern technologies with reference to Ausubel, Skinner and Bruner.
- Communication: Concept, principles and models of communication.
- Stages of Teaching: Pre-active, interactive and post active stages of teaching along with operations involved in them.

Unit- III. Models of Teaching & Modification in Behaviour
- Concept, meaning and characteristics of models of teaching, models of teaching strategies, assumptions and fundamental elements of teaching models.
- Edgar Dale's cone of experience and components.
- Modification of Teaching Behaviour: Concept; Modification of teacher behaviour through micro-teaching, simulation and Flanders' Interaction Analysis

Unit- IV. Innovations in Educational Technology
- Multimedia in Education: Computer Assisted Instruction (CAI), Tele-Conferencing, Programmed Instruction, Satellite Communication, Internet and use of multimedia presentation, web 2.0 tools, Open education resources and Information and communication technologies, ethical, social and technical issues.
- Recent trends in Educational Technology
- Issues in context: Differently abled learners, teacher replacing technology, learner's interpersonal relationship and technology.

Field Based Activities (ANY TWO)
1. Development of Multimedia Presentations.

2. Observe the behaviour of any teacher through Flanders' Interaction Analysis tool and prepared a detailed report.
3. Prepare a list of different hardware and software technologies and their role in modern educational practices.

Suggested Readings:

1. Apple, M. (1991): The new technology: Is it part of the solution or part of the problem in education? *Computers in the Schools*, 8(2), 59-81.
2. Cheng, I., Safont, L.V. & Basu, A. (2009). *Multimedia in Education: Adaptive Learning and Testing*. New Jersey: World Scientific Pub Co Inc.
3. Collins, J., Hammond, M. & Wellington, J.J. (1997). *Teaching and Learning with Multimedia.* London: Routledge.
4. Dale, E. (1969). *Audiovisual Methods in Teaching,* (Edn 3). New York: Dryden Press. D'Antoni, S. & Savage, C. (eds) (2009). *Open Educational Resources: Conversations in Cyberspace*. New York: United Nations Educational, Scientific and Cultural Organization.
5. Goswamy, B. P. (2006). *Shaikshik Takniki Evam Kaksha-Kaksh Prabandh*. Delhi: Swati Publication.
6. Jonassen, D.H. (ed) (2003). *Learning to Solve Problems with Technology: A Constructivist Perspective,* (Edn 2). California: Merrill.
7. Joyce, B.R., Weil, M. & Calhoun, E. (2009). *Models of Teaching, Alternative eText Formats Series,* (Edn 8). Boston: Pearson/Allyn and Bacon Publishers.
8. Kanvaria, V. K. (2014). A comprehension on educational technology and ICT for education. New Delhi: GBO. (Retrieved from http://www.amazon.in/Comprehension-Educational-Technology-ICT-Education-ebook/dp/B00VV8KYZ6/ref=pd_rhf_se_p_img_1)
9. Leonard, D.C. (2002). *Learning theories: A to Z.* Westport: Greenwood Publishing Group.
10. Mayer, R.E. (2009). *Multimedia Learning*, (Edn 2). New York: Cambridge University Press.
11. Mishra, S. & Sharma, R.C. (eds) (2005). *Interactive Multimedia in Education and Training.* London: Idea Group Inc (IGI).
12. OET (2000). *E-learning: Putting a World-class Education at the Fingertips of all Children: The National Educational Technology Plan*. Office of Educational Technology, US Department of Education. New York: DIANE Publishing.
13. Pathak, R. P. (2007): *Shaikshik Prodyogiki Ke Naye Aayaam*. Delhi: S. M. Books. Roblyer, M.D. (2007). *Integrating Educational Technology into Teaching,* (Edn 4). Delhi: Pearson Education India.
14. Saxena, P. K. (2008). *Shaikshik Prodyogiki Evam Kaksha Prabandh*. Delhi: KK Publications.
15. Sharma, S. & Gupta, N. (2007). *Shaishik Takniki Evam Kaksha Kaksh Prabandhan*. Jaipur: Shyam Prakashan.
16. Solomon, G. & Schrum, L. (2007). *Web 2.0: New Tools, New Schools*. Washington: International Society for Technology in Education.
17. Spencer, K. (1991). *The Psychology of Educational Technology and Instructional Media*. Liverpool: United Writers Press.
18. Timothy J. N., Donald A. S., James D. L., James D. R. (2010). *Educational Technology for Teaching and Learning*, (Edn 4). NOIDA: Pearson Education.

Paper- 405

CRITICAL UNDERSTANDING OF ICT

Total Marks: 50   **Credit-2**
Sessional Marks: 20
End Term Marks: 30

Course Objectives
This course aims to make student-teachers aware the role of ICT in education; Challenges of Integration of ICT in School; and Technology-enhanced Learning Resources.

Course Outline
UNIT-I: ICT in Education
- Meaning, Nature and Need of ICT in Education; Approaches: Blended, flipped, face to face, online and virtual
- Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project
- Major institutions of educational technology in India–CIET, SIET,

UNIT-II: Technology-enhanced Learning Resources
- ICT and Multimedia as technology-enhanced communication devices in teaching-learning: a comparative review of various learning resources
- Computer as a learning resource for presentation, documentation, word processing, evaluation; Internet as an Information Resource: Evaluating information resources on the Internet
- General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs), SWAYAM, Different digital initiatives of Government of India

Field Based Activities (ANY TWO)
1. Create and present micro or macro lesson for the pedagogical subject using PowerPoint presentation.
2. Write a detailed note on MOOCs.
3. Discuss the technology-enhanced learning resources and prepare a report.

Suggested Readings:
1. Aggarwal Rashmi Educational Technology Management & Evaluation, Shipra Publications, Delhi (2009)
2. Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.
3. Brian K. Williams, Stacey Sawyer (2005) Using Information Technology, 6th Edition Tata Macgrow hill
4. Douglas Comer (2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,
5. Sharma, A.K. (2008). Educational Technology, Vinod PustakMandirAgra.

Paper- 406

UNDERSTANDING OF SELF AND YOGA

Total Marks: 50   **Credit-2**
Sessional Marks: 20
End Term Marks: 30

Course Objectives

This course aims to make student-teachers about their self-concept, self-esteem and the effect of meditation and yoga on human body.

Course Outline

UNIT-I: Knowing your Self

- Self-Concept: Meaning, Importance, components, factors influencing selfconcept and development of self-concept
- Self-Esteem: Meaning, Importance and types; Identity: Structure and function; Identity crisis
- Self-expression and Communication Skills

UNIT-II: Meditation and Yoga
- Origin of Yoga & its brief development; Yoga as a Science of Art (Yoga Philosophy and essential).
- Meaning of Yoga, Objectives, Types, importance of yoga and yogic Asanas
- Meditation – Objectives, types, effect on body, mind and soul; Yogic therapies and modern concept of Yoga,

Field Based Activities (ANY TWO)

1. Identify the components influencing the development of self and write a report..
2. Write a report elaborating the influence of a person on development of yourself.
3. Appraisal of Self-concept and writing a report.

Suggested Readings:

1. Stevens, N. (2008). Learning to Coach. United Kingdom: Howtobooks.
2. Rohrer, J. (2002). ABC of Awareness. Oberurnen: UTD Media.
3. Adair, J. & Allen, M. (1999). Time Management and Personal Development. London: Hawksmere.
4. Simanowitz, V. and Pearce, P. (2003). Personality Development. Beckshire: Open University Press.