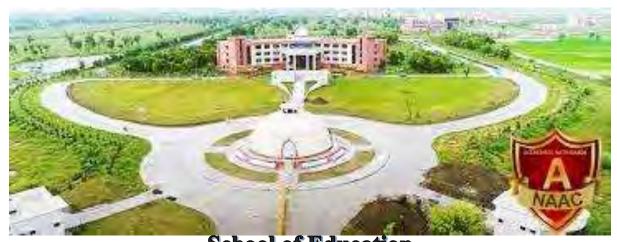# CENTRAL UNIVERSITY OF SOUTH BIHAR

School of Education
Department of Teacher Education
B. A. B. Ed./B. Sc. B. Ed. Programme
Regulations for Teaching and Evaluation, SIP Modalities &

SYLLABUS

Regulations for Teaching and Evaluation, 2014-15

1. The undergraduate and postgraduate programmes shall have 2 semesters each year. Some programmes may have winter / summer session. The total number of semesters in each of the programmes is as mentioned separately.

   It may not be always possible to rigidly define teacher-student contact hours required for each credit. Generally, one credit is defined as contact 10 hours.

   The medium of instruction is English for all the Programmes, except Indian Languages.

   The change of programme after taking admission into one is permitted only once within 10 (ten) working days of the beginning of the session, but subject to (a) fulfilment of the minimum eligibility criterion of the desired programme; and, (b) availability of seats. The class attendance in the previous programme shall not be carried forward in the new programme, if admitted.

2. If a student repeats any semester, s/he shall not be counted in the total number of seats (as allotted by UATEC) to the programme in the particular academic year and are supernumerary seats. The aforesaid student needs to follow the syllabus that is in vogue in the regular semester, and be abided by the regulations laid down for that particular period of time, if any. The aforesaid student needs to repeat all of the courses in the semester with the current batch, with the prior permission of the Chairperson, UATEC, by applying through proper channel.

3. A Programme of study may require certain academic backgrounds to pursue the programme effectively. In such cases some course(s) without credit may be designed as foundation course to meet the purpose as part of the syllabus.

4. A student shall be liable for disciplinary action if s/he is found involved in any unfair means (as listed by the University) adopted during any of the examinations conducted by the University.

5. Any exceptional case such as that of a student who has otherwise fulfilled required attendance and continuous evaluation and not covered under these regulations may be referred to the Chair, UATEC for appropriate decision.

Class Attendance

6. A student is required to attend, in aggregate, at least 75% of the total number of classes held in the programme, in the specific semester, and at least 60% in any one of the courses in the programme in order to be eligible to appear in the End-semester examination.

7. Waiving of attendance-deficit up to a maximum of 10% is permissible in the following situations, on a case-to-case basis, by the chair of the Academic Council.
(a) Representing CUB in any inter-collegiate, inter-University, local, national or international events; (b) Participating in or organizing an activity of CUB with prior permission of the Competent Authority; and, (c) Students requesting for condoning of 10% deficit from the required attendance on medical grounds shall submit the certificate of the Registered Medical Practitioner under whom s/he was treated for the said illness. In case of hospitalization, a discharge summary needs to be submitted. Extra / compensatory classes in respective course(s) need to be arranged by the Department / Centre [*such classes are required to be concluded at least a week before the examination is scheduled to begin*].

8. A student, however, shall not be allowed to appear at end-semester examination, if not covered under Sections 6 and 7. However, such a student shall be permitted to repeat the semester in the subsequent academic year on payment of full semester fees, provided s/he has secured at least overall attendance of 40% in the concerned semester, otherwise s/he shall have to leave the programme without claiming refund of any fees, and her/his admission shall be treated as cancelled.

Evaluation

9. There shall be continuous internal evaluation of the students' learning and performance by the instructor(s). Considering the nature of the course, the instructor(s) shall decide the mode of internal evaluation, which may include assignments, class tests, take-home tests, term paper(s), presentations, case studies, the Court Room Exercises (CRE), among others, besides Mid-semester, and End-semester examinations.

10. Evaluation pattern adopted for each course / paper of theory-intensive as well as practical-intensive programmes shall generally have point distribution as: Out of the total 100 points, Continuous evaluation shall be of 35 points, Mid-semester examination 15 points, and End-semester examination 50 points.

11. End-semester theory question paper shall include long and short questions (in terms of length of answers) and/or a limited number of objective-type questions, covering the entire syllabus. Further, duration of the Mid-semester and End-semester examinations shall be of one-hour and two-and-a-half hour's duration, respectively. The pattern of question paper / evaluation shall be announced to the students of the respective courses at the beginning of each semester.

12. Each course instructor(s) shall design the examination / evaluation system (Mid-, and End-semester examinations and continuous assessment) for the course s/he offers with the approval of the Department / Centre Committee (DC / CC). The DC / CC shall appoint one faculty member for moderation of question papers of Mid-semester and End-semester examinations, respectively. And, the same has to be put on record at the Office of the Controller of Examinations, before the examination begins.

13. Generally, each course shall be taught by one instructor / faculty, who shall maintain all the records related to attendance, teaching and evaluation in a systematic manner. In case, the faculty is assisted in teaching by other instructor(s) / faculty, the faculty (in-charge of the course) shall be responsible for coordinating teaching and evaluation, including award of final grade.

Monthly records of attendance of students in each of the courses have to be submitted by the Head / Coordinator of the programme to the Office of the Controller of Examinations at least 15 days before the end semester examinations.

14. The DC / CC, constituted by the Chair, Academic Council, shall organize teaching of courses and propose four (4) names of External Members and one Member of DC / CC for the Board of Examiners (BoE) for the End-semester examination. The BoE shall be approved by the Chair, Academic Council. The BoE shall review, in particular, the quality of the questions, whether these cover the syllabus, and the level of markings (under-marking / over-marking) in the answer scripts. The BoE will ensure fairness of evaluation by going through the evaluated scripts / assignments, reports of internal / continuous assessment, etc. The BoE shall also conduct viva-voce / practical, if necessary, as required by the nature of the course. The evaluation / grades approved by the BoE shall be considered as final. The External Member(s) of BoE shall submit a Confidential Report to the Controller of Examinations.

15. The Board of Examiners shall consist of two External and one Internal Members, at least two of whom (one internal and one external) must be present to conduct the evaluation

and finalize the assessment and submit it to the Controller of Examinations for declaration of the results.

16. A student of the programme may appeal to the Chair of the DC / CC regarding marking / Grade and attendance. The Chair of the DC / CC may, if necessary, call the meeting of the DC / CC and address the grievance. If the student is still aggrieved, s/he may appeal to the Board of Examiners (BOE) through the Controller of Examinations (COE). The decision of the BOE has to be accepted as final.

Grading

17. There shall be 10-point Scale Grade System starting with 4 and ending at 10. There shall be additional Grade 'F' with Grade Point 'zero'. A student obtained Grade 'F' in a course shall have to reappear in the examination of the said course. The following Grading System shall be used :

Grade	Grade Point	BA B Ed / BSc B Ed	BA LLB / BSc LLB	M.A.	M.Sc. / M. Tech / MPhil / Ph.D.
A+	10	90 & above	85 & above	85 & above	90 & above
A	9	80 to<90	75 to<85	80 to <85	85 to <90
A-	8	70 to <80	65 to <75	70 to <80	75 to <85
B+	7	60 to <70	60 to <65	60 to <70	65 to <75
B	6	50 to <60	55 to <60	55 to <60	60 to <65
B-	5	40 to <50	50 to <55	50 to <55	55 to <60
C	4		45 to <50	40 to <50	45 to <55
F	0	Less than 40	Less than 45	<40	<45

18. There shall be a Semester Grade Points Average (SGPA) calculated for each semester on the basis of grades obtained in that semester. The SGPA for the j-th semester is calculated as:

$$SGPA_j = \frac{\sum_{i=1}^{n} m_i c_i}{\sum_{i=1}^{n} c_i}$$

where, n is the number of courses in the jth semester, m_i denotes the numerical value of the grade obtained in the ith course of the semester, c_i denotes the number of credit for the ith course of the semester. For example, consider the numerical grade and credit of a student given in the following Table :

Course	I	II	III	IV	V	VI	VII
Credit	2	2	4	2	2	2	2
Numerical Grade	7	8	5	7	6	8	8

The SGPA for the jth semester is calculated as :

$$SGPA_j = \frac{7 \times 2 + 8 \times 2 + 5 \times 4 + 7 \times 2 + 6 \times 2 + 8 \times 2 + 8 \times 2}{2 + 2 + 4 + 2 + 2 + 2 + 2} = \frac{108}{16} = 6.75$$

The Cumulative Grade Point Average (CGPA) for 'k' semesters is given as:

$$CGPA = \frac{\sum_{j=1}^{k}(SGPA_j \times C_j)}{\sum_{j=1}^{k} C_j}$$

where, C_j is the total number of credits in the jth Semester.

Calculation of CGPA

Consider the SGPAs as obtained by a student in four semesters along with total number of credits in each semester, respectively, as given below :

Semester	First	Second	Third	Fourth
SGPA	6.75	6.00	8.12	7.62
Total Credit	16	20	18	16

$$CGPA = \frac{(6.75 \times 16) + (6.00 \times 20) + (8.12 \times 18) + (7.62 \times 16)}{16 + 20 + 18 + 16} = \frac{108 + 120 + 146.16 + 121.92}{70}$$

$$CGPA = \frac{496.06}{70} = 7.08$$

19. The Grade sheet of the students will show the Grades obtained in all the courses offered in each semester, grades/categories without numerical value (if applicable), the SGPA and the promotion status.

20. To be eligible for the award of Master's Degree in Social Sciences and Languages, a student must secure a minimum final Cumulative Grade Point Average (CGPA) of 4.0. For M. Sc. / BA LLB and BSc LLB, it is 4.5. For M. Tech / M. Phil / Ph. D. / BSc. B Ed / BA B Ed degree, the minimum final CGPA must be 5.0.

21. To find *percent* equivalent to CGPA the following formula may be used: Percent = CGPA X 10

22. Grades shown in the award sheet of a student without any numerical value are NA (Not Appeared) and SP (Satisfactory Performance) for course(s) extending beyond a semester such as project work.

Promotion to next semester

23. A Student shall be declared as 'Passed' and promoted to the next semester when s/he earns 'C' Grade *['B-' in the case of BA B Ed / BSc B Ed]* or above in the last concluded semester examination, maintaining the spirit and pattern of semester system and covering the mandatory components, such as continuous evaluation, mid-term and end-term examinations in all the courses for which s/he was registered in the said semester.

24. A Student shall be deemed as 'Failed' in a semester when s/he gets below 'C' Grade *['B-' in the case of BSc B Ed / BA B Ed]* in 50% or more of the courses offered in the semester, or does not appear in the examination to meet the requirements as per Sec. 10 above. Such students will be advised by the Board to repeat the semester on payment of semester fees.

The student shall be allowed only once to repeat the semester. If s/he fails again, s/he requires withdrawing from the programme.

25. If a student fails to appear, or fails as such, in the End-semester examination only in 1 out of 4, or 2 out of 5 / 6 courses, 3 out of 7 / 8 courses, 4 out of 9 / 10 courses s/he will also be provisionally promoted to the next semester subject to the condition that s/he would appear for examination(s) in such course(s) one time only as and when the same is/are being held next time.

26. The re-examination of the backlog course(s) of each semester shall be conducted within 3 weeks of commencement of the following semester. And, the (provisional) results shall be announced within one week (subject to the ratification by the BOE when it meets next).

27. The backlog course(s) re-examination shall comprise of 50 points for each paper. The points scored by the candidate in the Continuous Evaluation for 35 points beside the Mid-semester examination for 15 points shall be carried forward.

28. If a student so desire may apply to the Controller of Examination through the concerned HOD (or, I/C) along with the fee of @ Rs. 100/- only (in the form of a nationalized bank

demand draft drawn in favour of "Central University of Bihar", or in cash) for each course in which s/he wants to reappear.

29. A student who fails to qualify for promotion to the next semester even after re-examination (even in one paper) shall stand demoted to the previous semester and has to continue in the same during the next academic session, followed by successive semesters.

30. The Registration of a student for a Programme shall remain valid, provided s/he accomplishes the attendance requirement, for a period as per the following Chart:

Programme	Maximum Period
2-year P.G. Programme	4 Years
3-year U.G. Programme	5 Years
4-year U.G. Programme	6 Years
5-year U.G. Programme	7 Years

Course Evaluation by the Students

31. The University shall design a questionnaire covering various aspects of the courses for evaluation by the students, which shall be mandatorily filled up by the students at the end of teaching in each of the semesters, as and when it is announced. This is compulsory; otherwise the examination result of that student shall be withheld.

Central University of South Bihar

School of Education
Department of Teacher Education

B. A. B. Ed. And B. Sc. B. Ed. Programme

SYLLABUS

Department of Teacher Education
School of Education
Central University of Bihar
B. A. B.Ed. and B. Sc. B. Ed. Programme (Total VIII Semesters)

List of Courses in Integrated B. A. B. Ed. and B. Sc. B. Ed. Programme

Semester – I		
Education Courses (8 Credits)		

Course Code	Course Title	Credits
EDU 101	Language Proficiency	2
EDU 102	Holistic Education	2
EDU 103	Indian Society, Education and Development	4

03 Non-Credit Courses namely, Fine Arts in Education, Physical Education and Yoga, Performing Arts in Education.

BA Courses (Three Subjects of 4 Credit each as per the offered combination)			BSc Courses (Three Subjects of 4 Credit each as per the offered combination)		
Course Code	**Course Title**	**Credits**	**Course Code**	**Course Title**	**Credits**
ENG 101	Introduction to English Language	4	MTH 101	Introductory Mathematics	4
HIN 101	fganhHkk"kk ,oa lkfgR;% mn~Hko ,oa fodkl	4	PHY 101	Mechanics - 3 credit + Practical – 1 Credit	4
ECO 101	Basic Principles of Economics	4	CHE 101	ATOMIC STRUCTURE, BONDING AND FEATURES OF s- and p-BLOCK ELEMENTS	4 (3L+1P)
PSC 101	Basic Principles of Political Science	4	ALS 101	Animal Taxonomy	4(3L+1P)

| HIS 101 | Ancient Indian History upto 1206 A.D. | 4 | PTS 101 | Plant Taxonomy | 4 (3L+1P) |

Semester – II

Education Courses (8 Credits)

Course Code	Course Title	Credits
EDU 151	Language Proficiency	2
EDU 152	Environmental Education	2
EDU 153	Cognitive Psychology	2
EDU 154	Basics in Education	2

BA Courses			BSc Courses		
(Three Subjects of 4 Credit each as opted in Semester-I)			(Three Subjects of 4 Credit each as opted in semester-I)		
Course Code	Course Title	Credits	Course Code	Course Title	Credits
ENG 151	Introduction to English Literature I: Understanding Poetry	4	MTH 151	Analysis-I	4
HIN 151	çkphu ,oa e/;dkyhudkO;	4	PHY 151	Elasticity, Waves, Thermodynamics - 3 credit + Practical – 1 Credit	4
ECO 151	Microeconomics	4	CHE 151	STATES OF MATTER AND NUCLEAR CHEMISTRY	4 (3L+1P)
PSC 151	Indian Government and Politics	4	ALS 151	Biochemistry & Cell Biology	4(3L+1P)
HIS 151	Medieval Indian History 1206 to 1756	4	PTS 151	Genetics & Evolution	4(3L+1P)

Semester – III

Education Courses (9 Credits)

Course Code	Course Title	Credits

EDU 201	Psychology of Learning and Learner	2
EDU 202	Secondary Education in India	2
EDU 203	Human Abilities and Measurement (HAM)	2
EDU 204	Practicum in HAM	2
EDU205	Yoga Education	1

BA Courses (Three Subjects of 4 Credit each as opted in Semester-I)			BSc Courses (Three Subjects of 4 Credit each as opted in Semester-I)		
Course Code	**Course Title**	**Credits**	**Course Code**	**Course Title**	**Credits**
ENG 201	Introduction to English Literature II: Understanding Drama	4	MTH 201	Linear Algebra	4
HIN 201	fganh dFkklkfgR;% mn~Hko] fodkl ,oa ikB ¼dgkuh ,oa miU;kl½	4	PHY 201	Electricity and Magnetism – 3 credit + Practical – 1 Credit	4
ECO 201	Macroeconomics	4	CHE 201	ORGANIC CHEMISTRY	4 (3L+1P)
PSC 201	Indian Political Thought	4	ALS 201	Molecular Biology & Immunology	4(3L+1P)
HIS 201	Modern Indian History 1757 to 1857	4	PTS 201	Ecology & Environmental Biology	4(3L+1P)

Semester – IV

Education Courses (9 Credits)

Course Code	Course Title	Credits
EDU 251	ICT in Education	4
EDU 252	Assessment of Learning	2

EDU 253	Educational Statistics	2
EDU 254	Community Awareness and Participation	1

BA Courses			BSc Courses		
(Three Subjects of 4 Credit each as opted in Semester-I**)**			**(**Three Subjects of 4 Credit each as opted in Semester-I**)**		
Course Code	**Course Title**	**Credits**	**Course Code**	**Course Title**	**Credits**
ENG 251	Introduction to English Literature III: Understanding Prose-Fiction	4	MTH 251	Analysis- II	4
HIN 251	vk/kqfud fganh dkO;	4	PHY 251	Optics and Lasers - 3 credit + Practical – 1 Credit	4
ECO 251	Indian Economy: Problems and Prospects	4	CHE 251	PHYSICAL CHEMISTRY-I: THERMODYNAMICS, EQUILIBRIUM AND SOLUTIONS	4 (3L+1P)
PSC 251	International Relations From 1914 to the Present	4	ALS 251	Animal Biodiversity	4(3L+1P)
HIS 251	Modern Western Civilization 1776 to 1945	4	PTS 251	Plant Biodiversity	4(3L+1P)

Semester – V

Education Courses (10 Credits)		
Course Code	**Course Title**	**Credits**
EDU 301	Curriculum Development	2
EDU 302	Pedagogy of Subjects – I	2
EDU 303	Pedagogy of Subjects – II	2
EDU 304	Education and Value Inculcation	2
EDU305	Gender, School and Society	2

BA Courses		Credits	BSc Courses		Credits
(Any two Subjects of 6 Credit each out of the three subjects opted in Semester-I)			(Two Subjects of 6 Credit each out of the three subjects opted in Semester-I)		
Course Code	Course Title		Course Code	Course Title	
ENG 301	History of English Language and Literature I	3	MTH 301	Algebra I	3
ENG 302	Novels in English	3	MTH 302	Ordinary Differential Equations	3
HIN 301	dkO;'kkL=% Hkkkjrh; ,oa ik'pkR;	3	PHY 301	Electronics - 3 credit + Practical – 1 Credit	4
HIN 302	fganh fuca/k ,oa vkykspuk	3	PHY 302	Kinetic Theory &Statistical Mechanics	2
ECO 301	Elements of Statistics for Economic Analysis	3	CHE301	Transition Elements and Coordination Compounds	2(2L)
ECO 302	Elements of Mathematics for Economic Analysis	3	CHE302	CHEMICAL KINETICS AND SURFACE PHENOMENA	2 (2L)
PSC 301	Western Political Thought	3	CHE303	Chemistry Practical	2(2P)
PSC 302	Comparative Government and Politics	3	ALS 301	Animal Behaviour & Applied Animal Science	6 (4L+2P)
HIS 301	Historiography	3	PTS 301	Plant Pathology & Applied Plant Science	6 (4L+2P)
HIS 302	History of Indian National Movements 1858 to 1947	3			

Semester – VI

Education Courses (10 Credits)

Course Code	Course Title	Credits
EDU 351	Pedagogy of Subjects – I	2
EDU 352	Pedagogy of Subjects – II	2
EDU 353	Practicum : School Observation	2
EDU 354	Micro Teaching	2
EDU 355	School Management	2

BA Courses (Two Subjects of 6 Credit each as opted in Semester-V)		Credits	BSc Courses (Two Subjects of 6 Credit each as opted in Semester-V)		Credits
Course Code	Course Title		Course Code	Course Title	
ENG351	History of English Language and Literature II	3	MTH 351	Analysis III	3
ENG352	Indian English Poetry and Drama	3	MTH 352	Partial Differential Equations and Complex Analysis	3
HIN 351	fofo/k x|&:i	3	PHY 351	Quantum Mechanics - 3 credit + Practical – 1 Credit	4
HIN 352	ç;kstuewyd fganh	3	PHY 352	Relativity	2
ECO351	International Trade and Balance of Payments	3	CHE351	Organic Chemistry II	2(2L)
ECO352	Growth and Development	3	CHE352	ORGANIC CHEMISTRY- III	2 (2L)
PSC 351	Basic Principles of Public Administration	3	CHE353	CHEMISTRY PRACTICAL	2(2P)
PSC 352	India's Foreign Policy	3	ALS 351	Animal Physiology	6 (4L+2P)
HIS 351	India and Contemporary world	3	PTS 351	Plant Physiology and Plant Development Biology	6 (4L+2P)

HIS 352	History of West Asia in 20th Century	3	

Semester – VII

Education Courses (12 Credits)

Course Code	Course Title	Credits
EDU 401	Human Development	**4**
EDU 402	School Experience Programme – I	**8**

BA Courses **(**Two Subjects of 6 Credit each as opted in Semester-V**)**		**Credits**	**BSc Courses** **(**Two Subjects of 6 Credit each as opted in Semester-V**)**		**Credits**
Course Code	**Course Title**		**Course Code**	**Course Title**	
ENG401	Literary Criticism	3	MTH 401	Algebra II	3
ENG402	Indian English Novel	3	MTH 402	Numerical Methods	3
HIN 401	ukVd ,oa jaxeap	3	PHY 401	Atomic & Molecular Physics – 3 credit + Practical – 1 Credit	4
HIN 402	vuqokn% fl)kar ,oa vuqç;ksx	3	PHY 402	Electrodynamics and Plasma Physics	2
ECO401	Public Finance	3	CHE-401	ELECTROCHEMISTRY-I (Including redox chemistry)	2 (2L)
ECO402	Money, Financial Institutions and Markets	3	CHE-402	Electrochemistry – II And photochemistry	2 (2L)
PSC 401	United Nations Organization	3	CHE-403	Chemistry Practical	2(2P)

PSC 402	Issues in Indian Politics	3	ALS 401	Developmental Biology & Endocrinology	6(4L+2P)
HIS 401	History of far East Asia in 20th Century	3	PTS 401	Microbiology	6(4L+2P)
HIS 402	History of South East Asia in 20th Century	3			

Semester – VIII

Education Courses (14 Credits)		
Course Code	**Course Title**	**Credits**
EDU 451	School Experience Programme – II	8
EDU 452	Reflective Journal	2
EDU 453	Inclusive Education	2
EDU ***	Elective Course	2

BA Courses (Two Subjects of 6 Credit each as opted in Semester-V)		Credits	BSc Courses (Two Subjects of 6 Credit each as opted in Semester-V)		Credits
Course Code	**Course Title**		**Course Code**	**Course Title**	
ENG 451	Introduction to Contemporary Literary Theory and Practical Criticism	3	MTH 451	Probability and Statistics	3
ENG ***	Elective Course	3	MTH ***	Elective – I	3
HIN 451	Hkkjrh; lkfgR; ,oa fganh dk yksdlkfgR;	3	PHY 451	Solid State Physics - 3 credit + Practical – 1 Credit	4

HIN 452	`Ledkyhu fganh lkfgR;`	3	PHY 452	Nuclear Physics	2
ECO ***	Elective -I	3	CHE451	SPECTROSCOPY AND NATURAL PRODUCTS	2 (2L)
ECO ***	Elective-II	3	CHE452	DYES, DRUGS, MACROMOLECULES AND HETEROCYCLICS	2 (2L)
PSC 451	Regional Organizations	3	CHE453	CHEMISTRY PRACTICAL	2 (2P)
PSC 452	Gandhian Philosophy and Action	3	ALS 451	Animal Biotechnology & Project Work	6(4+2)
HIS 451	History of U.S.A. in 20th Century	3	PTS 451	Plant Biotechnology & Project Work	6(4+2)
HIS 452	History of U.S.S.R in 20th Century	3			

Elective Basket of Education (Semester – VIII)		
Course Code	Course Title	Credits
EDU 454	Guidance and Counselling	2
EDU 455	Population Education	2
EDU 456	Education of Children with Special need	2
EDU 457	Distance Education and Open Learning	2

Elective Basket of Mathematics (Semester – VIII)		
(Any One electives from the following)		
MTH 452	Linear Programing	3
MTH 453	Discrete Mathematics	3
MTH 454	Graph Theory	3
MTH 455	Number Theory	3
MTH 456	Statistics and Dynamics	3
MTH 457	Hydrodynamics	3

Elective Basket of Economics (Semester – VIII)

	(Any two electives from the following)	
ECO 451	Environmental Economics	3
ECO 452	Basic Econometrics	3
ECO 453	Financial Economics	3
ECO 454	Human Development	3

Elective Basket of English (Semester – VIII)		
(Any One electives from the following)		
ENG 452	American Literature	3
ENG 453	Literature and Nature	3
ENG 454	Women's Literature	3
ENG 455	Language and Linguistics	3

Notes:
1. *This structure and the pattern of offering the courses is subject to change time to time, even during the programme duration of a particular batch to strengthen the programme's goals and objectives.*
2. *The students shall be bound to opt the combination of subjects out of combination(s) offered by the Department; communicated during the orientation in the beginning of Semester I and V.*
3. *In case of any typing error in nomenclature/code/credits of courses of BA/BSc component, the information recorded with concerned subject department will be treated as final.*

Offered subject combinations in B.A.B.Ed.

Subject No.	Subject Name
I	Any one of the following: (i) English (ii) Hindi
II	History
III	Any one of the following i) Economics ii) Political Science

Offered subject combinations in B.Sc.B.Ed.

Subject No.	Subject Name	
	For Mathematics Group	**For Non-Mathematics Group**
I	Mathematics	Animal Science
II	Physics	Plant Science
III	Chemistry	Chemistry

*****

बीए-बीएड भाषा दक्षता पाठ्यक्रम

कोर्स शीर्षक	:	हिंदी भाषा दक्षता
क्रेडिट	:	दो
शिक्षण घंटा	:	बीस
निर्देश विधि	:	व्याख्यान और सहगामी शिक्षण
मूल्यांकन विधि	:	सतत और आंतरिक मूल्यांकन

....

उद्देश्य : इस पाठ्यक्रम के माध्यम से विद्यार्थी हिंदी भाषा शुद्ध रूप से लिखना, पढ़ना, बोलना सीख सकेंगे साथ ही भाषा के अनुप्रयोगों में कौशल का विकास कर सकेंगे.

1. **हिंदी स्वनिम व्यवस्था और वर्तनी**

    1. हिंदी स्वनों (ध्वनियों) का वर्गीकरण

    2. हिंदी की खंडेतर ध्वनियों : बलाघात, अनुतान, अनुनासिक

    3. हिंदी की आक्षरिक व्यवस्था

    4. हिंदी वर्तनी की आधारभूत समस्याएं और समाधान

2. **हिंदी की व्याकरणिक व्यवस्था :**

    1. शब्द वर्ग : संज्ञा, सर्वनाम, विशेषण, क्रिया

    2. व्याकरणिक कोटियाँ : लिंग, वचन, काल, कारक

    3. वाक्य व्यवस्था : साधारण, मिश्र और संयुक्त

3. **अभिव्यक्ति कौशल :**

    1. मौखिक अभिव्यक्ति

2. लिखित अभिव्यक्ति

3. भाषा की संरचना और प्रयोग

4. पाठवली: गद्य एवं पद्य पाठ

4. **लिंग का प्रयोग**

5. **मुहावरे, कहावतें, लोकोक्तियाँ**

6. **प्रत्यय, उपसर्ग, पर्यायवाची, समश्रुत शब्द**

7. **हिंदी शब्द सम्पदा**

सन्दर्भ ग्रन्थसूची :

1. अच्छी हिंदी - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

2. अच्छी हिंदी का नमूना - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

3. हिंदी निरुक्त - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

4. हिंदी की वर्तनी तथा शब्द विश्लेषण - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

5. हिंदी भाषा: स्वरूप और विकास - कैलाशचंद्र भाटिया

6. हिंदी व्याकरण - कामताप्रसाद गुरु,नागरीप्रचारिणी सभा, वाराणसी

7. भाषा और बोली: एक संवाद - आर. के. अग्निहोत्री

8. राष्ट्रभाषा हिंदी: समस्याएँ और समाधान - देवेन्द्रनाथ शर्मा, लोकभारती प्रकाशन,इलाहाबाद

9. हिंदी भाषा - श्यामसुंदरदास, इंडियन प्रेस प्रा.लि., इलाहाबाद

10. हिंदी भाषा का उद्गम और विकास, उदय नारायण तिवारी, लोकभारती प्रकाशन,इलाहाबाद

I # EDU101: Language Proficiency (English)   Credits: 2

Course Objectives:

The primary objective of the course is to develop Basic English proficiency in listening, speaking, reading and writing skills. This course prepares the learners to converse with ease and confidence when dealing with most routine tasks, classroom situation and social situation.

Course Content:

1. Listening to Speeches to identify and understand individual word pronunciation

2. Dictionary usage

3. Speaking and understanding common phrases

4. Vocabulary

5. Reading comprehension

6. Reading basic to intermediate texts to learn skimming(reading the text quickly for general information) and scanning (Searching quickly for a specific piece of information or a particular word)

7. Basic composition skills: Sentence construction, paragraph writing, letter writing, essay writing, etc.

8. Basic grammar

Suggested Readings:

1) Basic grammar in use. CUP./ William R. Smalzer
2) Beginning to write. CUP./ Peter Grundy
3) Cambridge academic English.CUP/ Martin Hewings
4) Cambridge story books for young Readers (INDIA). 2 books for each level CUP
5) Classroom English. OUP/Gardner
6) College English / T. sriraman
7) Collins Improve Your writing skills by Graham King
8) Common mistakes… and how to avoid them. CUP. (intermediate).
9) Communicative activities for EAP. CD Rom.
10) Conversation. OUP./Rob Nolasco
11) Current English for College students. Sriraman T, Krishnaswamy
12) English for life (All levels). OUP/Hutchinson, Tom

13) English grammar in use. With CD. CUP./Raymond Murphy.
14) English in mind 2nd edition Level 1,2,3,4.
15) English plus.(all levels).OUP.
16) Five minutes classroom activities. CUP./penny Ur.
17) High School English Grammar and Composition. S. Chand Publishing;(Revised latest edition, colour) P.C Wren (Author), H. Martin (Author), N.D.V. Prasada Rao.
18) How to Read Better & Faster. Goyal Publishers; 4 edition (1 December 2006)/ Norman Lewis.
19) Instant academic skills. CUP./ Sarah Lane.
20) Introduction to Language and Communication, Cambridge, Mass: MIT Pressh'rentice-Hall of India
21) Simple **listening & writing** activities./OUP. Hadfield
22) Essential English grammar: a self-study reference and practice book for elementary students of English by Murphy, Raymond

I # EDU102: Holistic Education   Credits: 2

Course Objectives

The course will enable the pupil teachers to:

- develop basic understanding and familiarity withkey concepts of Holistic Education and the purpose of Holistic Education.

- Understand the role of a teacher in holistic education

- Understand the process of system thinking

- Be acquainted with various techniques to provide holistic education.

- develop basic understanding of various life skills and methods to enhance these skills.

Unit-1 Introduction to Holistic Education

Holistic Education- Concept and fundamental principles, Concept of holistic curriculum and holistic learning, Different dimensions of holistic development, Purpose of holistic education, Teacher's role in holistic education, Systems Thinking (Shifting from part to whole and thinking in terms of connectedness and context)

Brief introduction of techniques to provide holistic education- Whole brain learning, cooperative learning, Emotional Literacy, individual learning styles, multiple intelligence and metacognition

Unit- II Life Skills Education:

Life Skill: Concept and Need, Brief introduction to core life skills: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relationship, Coping with stress, Coping with emotion

*Teaching methods to enhance life skills:*Class discussions,Brainstorming,Small groups/Buzz group, Role plays, Games and simulations,Situation Analysis and Case studies, Storytelling, Debates, etc.

Transaction mode:

Lecture cum discussion, group discussion; assignment, panel discussion , seminar, group work , library work, Role play, Situation analysis and case studies, Debate, workshops etc.

Suggested Activities: At least one of the following
- Working with community
- Organization/Participation in Cultural programmes
- Organizing/Participation in events of sports and games
- Organizing/Participation in Exhibitions/Debate/Quiz/Workshops/display of any creative expression
- Any other relevant activity

Sources to essential Readings:
- http://www.holistic-education.net/visitors.htm
- http://www.hent.org
- http://en.wikipedia.org/wiki/Holistic_education
- http://www.cbse.nic.in/cce/life_skills_cce.pdf

I# EDU103: Indian Society, Education and Development   Credits: 4

Course Objectives

The course will enable the pupil teachers to:
- Develop basic understanding and familiarity with key concepts of Education and the nature, functions, aims and agencies of Education.
- Learn about Society and Education and their interrelationship, Socialization, Culture, Social change and Modernization.
- Gain a critical understanding of issues in the Indian Society and the role of Education for solving the social problems in the society
- Understand the concept of development and role of Education in Human resource, Economic, National and Rural development.

Course Content:

Unit-1 Basic Concept of Education

Concept, nature and scope of Education, Functions of Education, Aims of Education- Individual and Social, Agencies of Education- Meaning and Types

Unit-2 Education and Society

Concept of Society, Relationship between Education and Society, Impact of Education on Society, and Society on Education, Education and Socialization, Culture and Education, Modernization and Education, Education and Social Change.

Unit-3 Education and Indian Society

Indian Society- Traditional and modern, social stratification, social mobility, and social transformation, Indian Society and Equality of Educational Opportunities, Education and Disadvantaged Sections of Indian Society, Education and National Integration

Unit-4 Education and Development

Concept of Development, Education and Human Resource Development- Parameters and strategies of human resource development, Economic Development- factors for economic development, Contribution of Education to Economic, National and Rural Development

Transactional Modes:

Introductory lectures-cum-discussion, Group discussion and exploration around selected readings and key questions, Reflective and autobiographical writing, towards self-understanding on given topics, on course experiences, assignments, seminars etc.

Essential Readings

- Anand, C,L.(1993). *Teacher and Education in the Emerging IndianSociety*, New Delhi, NCERT.
- Durkheim, E. (1966). *Education and Sociology*, New York, The Free Press.
- Freire, Paulo. (1970) *Pedagogy of the oppressed.* New York: Herder and Herder.
- Gore, M. S. (1984). *Education and Modernization in India*. Jaipur: Rawat Publishers
- Havighurst, R. (1995). *Society and Education, Boston:* Allyn and Bacon
- J. C. Aggarwal, *Theory and Principles of Education: Philosophical and Sociological Foundation of Education*, Vikas Publishing House Private Limited, New Delhi.
- N. R. Swaroop Saxena, *Philosophical And Sociological Foundation of Education*, R. Lall Book Depot, Meerut.
- Saraswati, T.S.(1999). *Culture, Socialization and Human Development*, Sage Publication
- T. S. Sodhi and ArunaSuri, *Philosophical and Sociological Foundation of Education*, Bawa Publication, Urban Estate, Phase-II, Patiala.

Further Readings:

- C. S. Shukla and R. N. Safaya*, Modern Theory and Principles of Educatio*n, DhanpatRai Publishing Co. Pvt. Limited, New Delhi
- Cook, L. A. & Cook, E. (1970). *Sociological Approach to Education*, New York, McGraw
- Hill, Dewey, J.(1966). *Democracy and Education*, New York, The Free Press.
- Inkeles, A. (1987). *What is Sociology?* New Delhi: Prentice Hall of India

- Janardan Prasad. *Education and Society: Concept, Prospective and Suppositions*, Kaniska Publication and Distributor, New Delhi.
- Kamat, A. R. (1985). *Education and Social Change in India*, Mumbai: Samaiya Publishing House
- M. H. R. D. (1990). *Towards an Enlightened and Human Society,* New Delhi: Department of Education
- Maunheim, K. (1962). *An Introduction to Sociology of Education,* London: Routledge and Kegan Paul.
- Pandey, K. P. (1983). *Perspectives in Social Foundations of Education,* Ghaziabad: Amitash Prakashan.
- Shukla, S. & Kumar, K. (1985). *Sociological Perspective in Education*, New Delhi, Chanakya Publication.
- Thakur, A. S. & Berwal, S. (2007*). Education in Emerging Indian Society*, New Delhi: Mayur Paperbacks: National Publishing House.

II # EDU151: Language Proficiency (Hindi)   Credits: 2

बीए-बीएड भाषा दक्षता पाठ्यक्रम

कोर्स शीर्षक	:	हिंदी भाषा दक्षता
क्रेडिट	:	दो
शिक्षण घंटा	:	बीस
निर्देश विधि	:	व्याख्यान और सहगामी शिक्षण
मूल्यांकन विधि	:	सतत और आंतरिक मूल्यांकन

....

उद्देश्य   :

इस पाठ्यक्रम के माध्यम से विद्यार्थियों में भाषा दक्षता और कौशल का विकास होगा साथ-साथ हिंदी भाषा के व्याकरणिक प्रयोजन को समझ सकेंगे।

1. अनुच्छेद पाठ

2. शब्द शुद्धि

3. वाक्य शुद्धि

4. संक्षेपण

5. पल्लवन

6. श्रुतिलेखन

7. शब्द शक्तियां (अविधा, लक्षणा, व्यंजना)

8. शब्दावली निर्माण

9. पारिभाषिक शब्द निर्माण

10. अनुवाद (मूल भाषा से विपर्यय)

11. वाचन

12. संगोष्ठी, कार्यगोष्ठी, विशेष व्याख्यान, प्रसार व्याख्यान माला आदि

13. शब्दकोश का प्रयोग

सन्दर्भ ग्रन्थसूची :

11. अच्छी हिंदी - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

12. अच्छी हिंदी का नमूना - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

13. हिंदी निरुक्त - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

14. हिंदी की वर्तनी तथा शब्द विश्लेषण - किशोरीदास वाजपेयी, वाणी प्रकाशन,दिल्ली

15. हिंदी भाषा: स्वरूप और विकास - कैलाशचंद्र भाटिया

16. हिंदी व्याकरण - कामताप्रसाद गुरु,नागरीप्रचारिणी सभा, वाराणसी

17. भाषा और बोली: एक संवाद - आर. के. अग्निहोत्री

18. राष्ट्रभाषा हिंदी: समस्याएँ और समाधान - देवेन्द्रनाथ शर्मा, लोकभारती प्रकाशन,इलाहाबाद

19. हिंदी भाषा - श्यामसुंदरदास, इंडियन प्रेस प्रा.लि., इलाहाबाद

20. हिंदी भाषा का उद्गम और विकास,उदय नारायण तिवारी, लोकभारती प्रकाशन,इलाहाबाद

II # EDU151: Language Proficiency (English)　　　　　　　　**Credits: 2**

Course Objectives:

The primary objective of the course is to develop advanced English proficiency in listening, speaking, reading and writing skills. This course prepares the learners to converse with ease and confidence when dealing with all academic and social situations.

Course content:

1. Listening skills: Listening to Speeches; Conversation and Discussions
   - Listening comprehension

(Teachers are expected to select appropriate listening material. Eg: I have a dream speech by Martin Luther King")

2. Speaking skills: developing accuracy and fluency
   - through individual speaking activities;
   - pair activities;
   - group activities for academic purposes

(Mimes; Monologues; Dialogues; Group discussions; Speeches)

3. Reading Skill: Reading and understanding different texts.
   - Skimming
   - Scanning
   - Understanding text and distinguishing text style

Extensive reading - longer texts for pleasure and needing global understanding
Intensive reading - shorter texts, extracting specific information, accurate reading for detail.

4. Writing Skills: Different forms of writing skills
   - Paragraph composition
   - Essay writing
   - Note taking and Note making
   - Prissy writing

Suggested readings:

1) Advanced English grammar: a self-study refernce and practice book for Asian students with answers by Hewings, MartinPublication:
2) Cambridge academic English. CUP/ Martin Hewings
3) Cambridge story books for young Readers (INDIA). 2 books for each level CUP
4) Classroom English. OUP/Gardner
5) College English / T. sriraman
6) Collins Improve Your writing skills by Graham King

7) Common mistakes… and how to avoid them. CUP. (intermediate).
8) Communicative activities for EAP. CD Rom.
9) Conversation. OUP./Rob Nolasco
10) Current English for College students. Sriraman T, Krishnaswamy
11) English for life (All levels). OUP/Hutchinson, Tom
12) English grammar in use. With CD. CUP./Raymond Murphy.
13) English in mind 2nd edition Level 1,2,3,4.
14) English plus.(all levels).OUP.
15) English collocations in use : how words work together for fluent and natural English self -study and classroom use by O'Dell, Felicity/CUP
16) English idioms in use by McCarthy, Michael /CUP
17) English in mind (Vol.1,2,3,4) by Puchta, HerbertPublication./ CUP.
18) English phrasal verbs in use : 60 units of vocabulary reference and practice self-study and classroom use by McCarthy, Michael/ CUP
19) Five minutes classroom activities. CUP./penny Ur.
20) High School English Grammar and Composition. S. Chand Publishing;(Revised latest edition, colour) P.C Wren (Author), H. Martin (Author), N.D.V. Prasada Rao.
21) How to Read Better & Faster. Goyal Publishers; 4 edition (1 December 2006)/ Norman Lewis.
22) Instant academic skills. CUP./ Sarah Lane.
23) Intermediate English grammar: reference and practice for south Asian students by Murphy, Raymond
24) Introduction to Language and Communication, Cambridge, Mass: MIT Pressh'rentice-Hall of India
25) Keep talking: communicative fluency activities for language teaching by Klippel, Friederike New Delhi: Cambridge University Press.
26) Oxford basics: classroom English by Gardner, Bryan Publication: OUP.
27) Oxford basics: simple writing activities by Hadfield, Jill/OUP
28) Oxford English grammar course intermediate: a grammar practice book for intermediate and upper-intermediate students of English: with answers by Swan, Michael.
29) Simple listening & writing activities./OUP. Hadfield
30) Teaching English creatively by Cremin, Teresa/ Routledge

II# EDU152: Environmental Education   Credits : 2

Course Objectives:

On completion of the course student will be able to:

● Understand the concept, objectives and importance of environment education

● Develop awareness about environment & Natural Resources,

● Develop awareness about environmental pollution it's possible causes, effects and remedies

● Apply various strategies and methods for realizing the objectives of   environmental education.

● Reflect on the role of a teacher in environmental education

● Develop competency to propagate environmental education

● Appreciate various movements, projects and laws for conservation and protection of environment

Course Contents

UNIT – I
Knowing the Environment:

- Environment and its components,
- Natural Resources : Renewable and Non – Renewable Resources,
- Environmental Pollution : Causes, effects and remedies of air, water, soil, noise and radiation pollution
- Depletion of Ozone layer
- Green House Effect

UNIT - II
Environmental Education and Transaction Strategies

- Concept, Principles, need and objective of Environmental Education
- Correlation of Environmental Education with other subject
- Integrating environmental education through co-curricular activities
- Field Trip, Project, Environment Survey, Eco Magazines, Eco Club,
- Environmental Education and role of teacher

UNIT - III
Environmental Movements, Projects and Laws in India

- Environmental Movements: Chipko and Ralegan Siddhi (Anna Hajare)
- Projects: Tiger Project and Ganga Action Plan.
- Laws of conservation and Protection of Environment in India : Brief introduction of Environment Protection Act, Wild life Protection Act and Noise Pollution Rule

Transaction mode:

- Lecture cum discussion, group discussion; assignment, panel discussion , seminar, group work , library work, Role play, Case studies, Debate, field visit, Environment survey, Eco – magazines etc.

Suggested Activities: At least one of the following

- Drafting a report on visit to any organization/institute working in the area of environmental awareness,
- Preparation of environmental education album of periodical cuttings of news, articles, photography etc.,
- One act play and poems writing for environmental awareness,
- Drafting a report on visit to a local industrial unit and studying the pollutants generated by it and the measures taken by it to control pollution,
- Preparation of a report after analyzing the use of plastic bags of at least 10 families,
- Seminar Presentation on any topic related to environment,

- Any other relevant activity.

Essential Reading:

1. Joshi, P.C. & Joshi, N. (2012) A Text Book of Environmental Science, A.P.H. Publishing Corporation, New Delhi.

2. Kumar, A. (2013) A Text Book of Environmental Science, A.P.H. Publishing House, New Delhi.

3. Mohanty, S.K. (2013), Universal Law Publishing Co. Pvt. Ltd., New Delhi.

4. Shrivastava,K.K (2010). Environmental Education: Principles, Concepts and Management,Kanishka Publishers, New Delhi.

5. Singh, Y.K. (2013). Teaching of Environmental Science, A.P.H. Publishing House, New Delhi.

Further Readings :

1. Jadhav,, H &Bhosale, V.M. (1995). Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.

2. Pandey, V.C.(ed) (2005) Environmental Education, Isha Books, New Delhi.

3. Singh, P.P. & Sharma Sandhir (2005) Environment and Pollution Education, deep & deep Publications, New Delhi.

4. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)

5. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)

6. Vashist, Hemanshu (2005) Environmental Education: Problems & Solutions, Book enclave, Jaipur.

II # EDU153: Cognitive Psychology   Credits: 2

Course Objectives

The course will enable the pupil teachers to:

- Understand the concept of cognition and cognitive psychology
- Be acquainted with the Information Processing model of memory
- Explain the concept of memory and forgetting
- Apply the different strategies for improving memory
- Critically analyze the process of cognition in learning and the teaching strategies for developing cognition among the students

Unit-I Fundamentals of Cognition

- Concept of Cognition and Cognitive Psychology; Role of cognition in learning; Socio-cultural factors affecting cognition
- Memory- concept and types of memory, Process of memorization-Encoding; Storage and Retrieve; Aspects of the process of memorization-learning, retention, recall and recognition
- Information Processing Model of Memory
- Forgetting- Causes and types ; Teaching strategies for improving memory

Unit-II Cognition in Learning

- Process of Cognition in Learning: Perception, Attention, Concept formation, Logical reasoning, Critical thinking and Problem solving; Teaching strategies for developing cognition among students

- Learning as construction of knowledge: Learning as cognitive and socio-culturally meditative process; Understanding constructivist nature of knowing, doing and practices in classroom and in community setting

Transaction Mode:

Lecture cum demonstration and discussion, group practice, group work, group presentation, seminars, study of selected readings and discussions, experiential and reflective writings, close observation of learners in learning situations at school as well as in other contexts, assignments, simulations/ role play of constructivist approaches etc

Suggested Activities: At least one of the following

- Conduct experiment on retention of memory and prepare the project report
- Comparative Study of Whole v/s Part Method of Learning
- Perceive a particular stimuli in the environment and write a report
- Experiment on division of attention
- Generalize a particular concept by using inductive reasoning
- Select a particular problem from your day to day life, solve the problem using the steps and write a brief report and present in the classroom
- Any other relevant activity

Essential Readings

- Aggrawal, J.C. (2002). Essential of Educational Psychology, Delhi: Doaba Book House
- Chauhan, S.S. (2001). Advanced Educational Psychology. New Delhi: Vikash Publishing House.
- Dandapani, S. (2001).Advanced Educational Psychology. Anmol Publication, New Delhi.
- Mangal, S.K. (1994).Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Solso, R. L., Maclin,O. , Mackin, M.K. (2008). *Cognitive psychology (*8th Edition). Pearson Education, Inc.
- Woolfolk,A. E. (2009). Educational Psychology (11th Edition)(My Education Lab Series) Prentice Hall.

Further Readings

- Baron, R. A. (2002).Psychology (11th Edition). New Delhi: Pearson.
- Benjafield, J.G. (1992). *Cognition,* Prentice Hall, Englewood Cliffs.
- Bernstein, D. A., Stewart, A. C., Roy, E. J., Srull, T. K., &Wickens, C. D. (1994).Psychology (3rd Edition). Boston: Houghton Mcfflin Co.

- Morgan, C. T., King, R. A., Weiss, J. R., &Schopler, J. (2001).*Introduction to Psychology* (7th Edition). New Delhi: Tata McGraw Hill.
- Rathus,S.A.(2012). *Psychology Concepts and Connections* (11th Edition).Wadsworth Cengage Learning, Nelson Education Limited, Canada.
- Thakur, A.S. and Berwal, S.(2013). *Development of Learner and Teaching Learning Process,* Agra, Aggrawal Publications.

II# EDU154: Basics in Education   Credits: 2

Course Objectives

The course will enable the pupil teachers to:
- Analyze and understand educational concepts, their premises and contexts that are unique to education.
- Inquire into the roles of teacher, school and the community in the changing perspectives of pedagogy.
- Understand shifts in the process of education.
- Critically examine and reflect upon the current practices in school related to various concepts in education.
- Understand the concept and facets of knowledge.
- Analyze the role of textbooks in education
- Appreciate various practices in education carried out by Indian thinkers.

Course Contents

Unit -1: Education as an evolving concept
- **Concepts in education and their changing connotations**: school, curriculum, teacher, learner, teaching, learning, instruction, freedom, autonomy and control in relation to the child and teacher

- **Shifts in process of education**: Teacher centric to Learner centric, Learner receptivity to Learner participation in learning, Stable designs to flexible processes, Knowledge giving, didactic and constructivist interpretations (Teacher guidance and monitoring to Facilitation of Learning), Linear exposure to Multiple exposure, Common learning tasks to individualized learning routes, Disciplinary focus to Multidisciplinary, Educational focus

- **Expansion in modes of education**: face-to-face (tutorial, small group, large group) to distant modes of education: oral/aural to digital; individualized and group based, Opportunities and Risks for a teacher in face-to-face teaching in a class

Unit-2: Evolving Knowledge base in Education

- Knowledge: Meaning, Nature, and Sources
- Differences between information, knowledge, belief, and opinion
- Different facets of Knowledge: Particular/Local-Universal; Concrete-Abstract; Practical-Theoretical, textual-contextual
- Changing scenario of information resources and its role in education with reference to teacher, learner and curriculum
- Knowledge in text-book: Nature and Limitations, Text-book as the Custodian of knowledge and as an Authority over knowledge

(A brief introduction of M.K. Gandhi's Basic Education, Tagore's Liberationist Pedagogy and Aurobindo's Integral Education in reference to above concepts of education and knowledge)

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, observation of learners (students) in learning situations at school, as well as in other contexts: making field notes, experiential and reflective writings, analysis and discussion in small and large groups, Classroom observation to study the current teaching-learning practices etc.

Suggested Readings

- Aggarwal, J.C. *Theory and Principles of Education: Philosophical and Sociological Foundation of Education,* Vikas Publishing House Private Limited, New Delhi.
- Butchvarov, P. (1970). The Concept of Knowledge, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). Knowledge of Language, Prager, New York.
- Datta, D.M. (1972). Six ways of Knowing. Calcultta University Press, Calcultta.
- Dewey, John. (1997). My Pedagogic Creed', in D.J. Flinders and S.J. Thorton(eds.) The Curriculum Studies Reader, Routledge: New York.
- Dewey, John (1997) Experience and Education, Touchstone, New York
- Dewey, John (1956). The Child and the Curriculum and School and Society, University of Chicago Press, Chicago, Illinois, U.S.A.
- Freire Paulo. ().The Pedagogy of the Oppressed
- Keddie, N.(1971) : Classroom Knowledge, in. M.F.D Young.
- Krishna Murthy, J. (1947) On Education, Orient Longman, New Delhi.
- Kumar Krishna (1996). Learning From Conflict, Orient Longman, New Delhi.
- Kumar Krishna (1988), Origin of India's Textbook Culture', Comparative Education, 32(4): 452-65.
- Kumar Krishna (1991) Political Agenda of Education Sage Publication, India Pvt. Ltd., New Delhi.

- Kumar Krishna (1992). What is worth teaching, Orient Longman, New Delhi.
- Lakshmi, T.K.S. and M.S.Yadav. "Education: Its Evolving Characteristics", in New Frontiers in Education, Vol. XXII, No.4, Oct-Dec., 1992.
- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi. Peters, R.S. The Concept of Education, Routledge, UK,
- Margaret, K.T. (1999). The open Classroom, Orient Longman: New Delhi.
- Power, Edmund, J. (1962). Main Currents in the History of Education, McGraw Hill Book Co. Inc., New York.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Saxena, NRS, Philosophical and Sociological Foundation of Education, R. Lall Book Depot, Meerut.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Sykes, Marjorie. (1988). The Story of NaiTaleem, NaiTaleem Samiti: Wardha,

III# EDU 201; Psychology of Learning and Learner   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Explain the relevance of educational psychology in teaching learning process
- Understand the various methods used to study learners' behavior
- Explain the concept of learning and reflect the contribution of theories of learning in teaching learning process
- Appreciate the critical role of learners differences, motivation and transfer of learning and mental health and contexts in making meanings, and draw out implications for schools and teachers

Unit-I Learner as a developing Individual

- Educational Psychology and its importance for a teacher in understanding the learners' development and teaching learning situations
- Theoretical perspectives of human learning: Behaviorist, Cognitivist, and Humanist and Social constructivist (drawing selectively on the ideas of Skinner, Bruner, Roger and Vygotsky)
- Methods of studying learners behavior- Observation, Case study, Interview, Survey and Experimental methods

Unit-II Understanding Learning

- Learning: Nature of learning: learning as a process and learning as an outcome; Types of learning: concept learning, skill learning, verbal learning, social learning, principle learning, problem solving; Factors affecting Learning (hereditary, subject matter content and learning material, method of learning); A critical analysis of the relevance and applicability of learning theories (Classical Conditioning, Operant Conditioning, Trial and Error Learning and Insightful Learning) for different kinds of learning situations

- Motivation- concept and its importance in learning, Role of teacher in motivating the learners on learning; Transfer of Learning- concept and its importance on learning, Role of teacher in maximizing transfer of learning

- Differences between individual learners, Catering to individual differences in the classroom: grouping, individualizing instruction, guidance and counseling, bridge courses, enrichment activities and clubs

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, observation of learners (students) in learning situations at school, as well as in other contexts: making field notes, experiential and reflective writings, audio-visual clips of learning situations and interactions, analysis and discussion in small and large groups, Classroom observation to study the current teaching-learning practices etc.

Suggested Activities: At least one of the following
- Observation/ Case study/ survey/ interview of a learner with behavioral problem/ talented child/ slow learner
- Experiment on trial and error learning (Mirror Drawing Approach)
- Preparation of learners profile based on cognitive and non –cognitive characteristics in order to depict individual differences at primary or secondary stages
- Identification of strategies for motivating the learner in study of a subject and practicing in classes – a report
- Identification of the strategies for fostering transfer of learning for the students
- Any other relevant activity

Essential Readings
- Aggrawal, J.C. (2002). Essential of Educational Psychology, Delhi: Doaba Book House
- Chauhan, S.S. (2001). Advanced Educational Psychology. New Delhi: Vikash Publishing House.
- Dandapani, S. (2001).Advanced Educational Psychology. Anmol Publication, New Delhi.
- Mangal, S.K. (1994).Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.

- Woolfolk,A. E. (2009). Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall.

Suggested Readings

- Baron, R. A. (2002).Psychology (11th Edition). New Delhi: Pearson.

- Bernstein, D. A., Stewart, A. C., Roy, E. J., Srull, T. K., &Wickens, C. D. (1994).Psychology (3[rd]Edition). Boston: Houghton Mcfflin Co.

- Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston

- Jeanne, Ellis Ormrod. Educational Psychology: Developing Learners. Fourth Edition

- Jeffrey Arnett (2007), Adolescence and Emerging Adulthood: A Cultural Approach. (3rd. ed.). Upper Saddle River, N.J.: Pearson.

- Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.

- Morgan, C. T., King, R. A., Weiss, J. R., &Schopler, J. (2001).*Introduction to Psychology* (7th Edition). New Delhi: Tata McGraw Hill.

- Patricia A. Alexander, Philip H. Winne. (2006) Handbook of Educational Psychology

- Rathus,S.A.(2012). *Psychology Concepts and Connections* (11th Edition).Wadsworth Cengage Learning, Nelson Education Limited, Canada.

- Sarangapani M. Padma(2003.), Constructing School Knowledge :An Ethnography of learning

- in an Indian Village, Sage Publication

- Sturt Mary, Oakden, E.C. (1999) Modern Psychology and Education, Routledge.

- Vygotsky, L.S. *Mind in Society*, Harvard University Press: Cambridge, 1978. Chapter 6.

V# EDU202: Secondary Education in India   Credits: 2

Course Objectives

The student teacher will be able to

- Reflect upon the constitutional provisions, various programmes and policies for secondary education

- Analyze the process of evolution of present educational network

- Examine the problems associated with secondary education in India

- Understand the importance of universalisation of secondary education and the constitutional provisions for realizing it

- Examine the impact of realizing UEE on secondary education

- Realize the importance of Right to Education and the provisions made for realizing it.

- Understand the importance of indicators, standards and strategies for enhancement of quality insecondary schools

- Identify different ways of improvement in quality in schools

- Visualize themselves as a teacher promoting values such as peace building, gender equality, and respect.

- Appreciate the importance of the innovations in secondary education.

Unit-1: Evolution of Educational Network and Universalisation of Secondary Education

- Constitutional provisions for Secondary Education and Policies and programmes for realizing the constitutional obligations

- Evolution of educational network over the past two centuries (1800s to 21st century): a brief overview of historical development of learning systems that resulted in the present network of schools.

- Problems of Secondary Education in India : Access, Equity, Quality and Relevance, Curriculum, Assessment, Teaching, Technology, Financing and Governance

- Differentiation of educational structures : stage wise; stream wise

- Central and State Board Examinations in Secondary Education

- Right to education and its implications for universalisation of secondary education (USE)

- Impact of realizing the UEE on secondary education: access, enrolment, participation and achievement;

- Strategies for realization of targets of USE

Unit-2: Quality Concerns in secondary education

- Indicators of quality: related to learning environment, Student Outcomes

- Outcome improvement through: Setting standards for performance; supporting inputs known to improve achievement, Adopting flexible strategies for the acquisition and use ofinputs, and Monitoring performance.

- Enhancement of quality in secondary schools

- Best Practices and Innovations in Secondary Education: CCE, Optional Board Examination etc.

- Teacher's Critical role in guiding adolescents, inculcating values like peace, gender equality and respect
  Transaction mode:

- Lecture cum discussion, group discussion; assignment, panel discussion , seminar, group work , library work, Role play, Case studies, Debate, field visit, review of centrally sponsored schemes.

Suggested Activities: At least one of the following

- Presentation on the reports and policies on USE,

- Visiting different types of secondary schools and preparation of school profile,

- Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education

- Preparation of Report on the state and Centrally sponsored scheme of education

- Presentation on National Educational Schemes and policies on Secondary Education

- Any other relevant activities

Suggested Readings:

- Anand, C.L. et.al.(1983). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.

- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.

- Govt. of India (1992).Programme of Action (NPE).Min of HRD.

- Govt of India (1992) Report of Core group on value orientation to education, Planning commission

- Ministry of Law and Justice (2009) Right to Education.Govt of India

- Ministry of Education.*'Education Commission "Kothari Commission"*.1964-1966. Educationand National Development. Ministry of Education, Government of India 1966.

- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.

- *National Policy on Education. 1986.* Ministry of HRD, Department of Education, New Delhi.

- NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi

- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.

- Ozial, A.O. 'Hand Book of School Administration and Management', London, Macmillan.

- Salamatullah, (1979).Education in Social context, NCERT, New Delhi.

- Seventh All India School Education Survey, NCERT: New Delhi. 2002

- UNDPA.*Human Development Reports.*New Delhi. Oxford: Oxford University Press.

- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report.*Paris.

- UNESCO's report on Education for sustainable development.

- Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala.*InKuldip Kumar (Ed.) School effectiveness and learning achievementat primary stage: International perspectives. NCERT. New Delhi.

III# EDU 203: Human Abilities and Measurement   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Understand the basis of categorizing the human abilities into different cognitive and non-cognitive areas

- Demonstrate his/her understanding of different cognitive and non-cognitive measures of ability testing

- Develop ability of administration, scoring and interpretation of various psychological tests

Course Content:

Unit-I Cognitive measures of Ability Testing

- Achievement - concept, purposes and functions of Achievement tests, Achievement Test Batteries, Achievement tests in specific areas- reading, mathematics, Language, Social studies, Science, Music and Art etc.

- Concept and measurement of intelligence- Types of Intelligence Tests- individual and group, verbal, nonverbal and performance test, Applicability of Intelligence tests for the students in the classroom

- Concept and Measurement of creativity - verbal and nonverbal tests of creativity, measures for fostering creativity of the students

- Concept and Measurement of Aptitude - Difference between ability, achievement and aptitude, Multidimensional Aptitude Battery, Differential Aptitude Test Batteries

Unit – II Non-cognitive measures of Ability Testing

- Concept and Measurement of Interest: specific Interest Inventories used in the teaching learning process

- Measurement of Attitude : methods of measuring Attitude- Thurstone Scale, Likert Scale, Guttman Scale, Analysis on specific Attitude Scales

- Concept and Measurement of Adjustment; Adjustment Inventory for School, College Students and Teachers

(Teacher may discuss the above concepts with the help of one or more standardized tools available in the psychology laboratory of the institution)

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, observation of actual situations/ simulating situations, etc.

Essential Readings
- Aggrawal, J.C. (2002). Essential of Educational Psychology, Delhi: Doaba Book House
- Aiken, L.R. Psychological Testing and Assessment. Allyn and Bacon, Boston, London, Toronto, Sydney, Tokyo
- Chauhan, S.S. (2001). Advanced Educational Psychology. New Delhi: Vikash Publishing House.
- Dandapani, S. (2001).Advanced Educational Psychology.Anmol Publication, New Delhi.
- Freeman, F.S (2002). Theory and Practice of Psychological Testing, Oxford and IBH Publishing Co. Private Limited. New Delhi
- Mangal, S.K. (1994).Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Woolfolk,A. E. (2009). Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall.

Suggested Readings
- Brown, J.S., Collins A and Dugrid, P (1989).*Situated Cognition and the Culture of Learning,* Educational Researcher; 32-42.
- Gagné, R. M. (1985) *The Conditions of Learning and Theory of Instruction* (4th edition). New York: Holt, Rinehart and Winston
- Jeanne, Ellis Ormrod. *Educational Psychology: Developing Learners*. Fourth Edition
- Jeffrey Arnett (2007), *Adolescence and Emerging Adulthood: A Cultural Approach*. (3rd.ed.). Upper Saddle River, N.J.: Pearson.
- Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
- Patricia A. Alexander, Philip H. Winne (2006) *Handbook of Educational Psychology*
- Sarangapani M. Padma(2003). *Constructing School Knowledge :An Ethnography of learning in an Indian Village*, Sage PublicationSturt Mary, Oakden,
- Skinner, C.E. (2002). *Educational Psychology*, Prentice Hall of India, Private Limited, New Delhi.
- Rathus,S.A.(2012). *Psychology Concepts and Connections* (11th Edition).Wadsworth Cengage Learning, Nelson Education Limited, Canada.

III# EDU 204; Practicum in HAM   **Credits: 2**

Course Objectives

The course will enable the pupil teachers to
- Be acquainted with different terminology of psychological testing

- Be trained in handling different psychological instruments and tools
- Develop ability of administration, scoring and interpretation of various psychological tests

Course contents

Administration, Scoring and Interpretation of at least one of each

- Achievement Test
- Intelligence Test - Verbal and Nonverbal.
- Creativity Test
- Differential Aptitude Test (DAT)
- Interest Inventory
- Attitude Scales
- Adjustment Inventory

IV# EDU251: Information and Communication Technology in Education Credits: 4

Course Objectives

On completion of the course the students will be able to:

- Explain ICT and its application in Education
- Identify and demonstrate an understanding of the main components of the computer hardware in use
- Differentiate various operating system and explain main functions of the system software environment
- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use
- Use internet technologies efficiently to access remote information, communicate and collaborate with others
- Understand the social, economic, security and ethical issues associated with the use of ICT
- Plan, develop, and evaluate multimedia based learning content
- Develop learning objects using open source authoring software
- Explain the different approaches of ICT integration in education
- Plan and use various ICTs for project based/problem based, constructivist learning environment
- Appreciate the scope of ICT for improving the personal productivity and professional competencies
- Illustrate the use of ICT in direct teaching and multiple intelligences
- Demonstrate the use of web conferencing/teleconferencing tools and technologies
- Develop the e-portfolio and assessment e-rubrics for integration in to the subject
- Use learner management system for e-learning

- Develop skills in using various web 2.0 and e-learning tools
- Appreciate the use ICT in improving educational administration

Course Content

Unit I: Basics in ICT and Computer Applications

- Information and Communication Technology: Meaning, nature and advantages
- Emergence of new information technology- convergence of computing and telecommunications
- Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), hardware troubleshooting and diagnosis
- Operating system-meaning and types, types of computers,
- Computer Network- LAN, WAN. Internet - concept and architecture ; Locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking
- Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources
- Computer security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

Unit II: Basic Computer Software Applications

- Software –meaning and types (system software, application software, proprietary software, open source software, shareware and freeware)
- Open source software: concept, philosophy, types, and advantages. Open source educational software
- Introduction to MS-Windows- navigating the desktop, control panel, file manager, explorer, and accessories
- Introduction to MS Office and Open Office
- Basic microcomputer applications (word processing, spreadsheets, presentations, and drawing) and its educational applications
- Utility tools: pdf creator, file archiving, file converter, antivirus
- Multimedia: meaning, types, advantages and evaluation of multimedia resources. Development and use of multimedia in education
- E-content: design, development, standards, learning objects and reusability, and authoring tools

Unit III: ICT Integration in Teaching Learning Process

- Approaches to integrating ICT in teaching and learning
- E-learning: concept, types, characteristics, advantages and limitations. E-learning technologies, Learning and Learning Management Systems (LMS)
- Educational use of web 2.0 technologies: e-mail, wiki, blog, podcasting, streaming, chat, social bookmarking, social networking, groups and forum

- Webquest and virtual field trips: concept, process, and use in the classroom
- Changing roles and competencies of a teacher in technology enhanced learning
- Changing role of learner in technology enhanced learning

Unit IV: ICT for assessment, management and professional development

- Electronic assessment portfolio – concept, types, tools and e-portfolio rubrics
- ICT for educational administration
- Assistive technology for special needs and inclusion: tools and process
- ICT for personal and professional development: tools and opportunities
- Electronic teaching portfolio- concept, types, tools, portfolio as a reflective tool for teacher
- Teleconferencing, EDUSAT: the Indian experiment, web conferencing- tools and techniques
- Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing

Transaction mode:

Hands on experiences, collaborative work, group work, interactive session, etc.

Suggested Activities : At least one of the following,

- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
- Practice in installing various system and application software
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources.
- Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
- Social bookmarking of internet resources using any social bookmarking tools (diigo,delicious,stumbleupon)
- Comparative study of ICT syllabus of school education and teacher education of various organizations
- Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at http://www.teem.org.uk/
- Developing a multimedia e-content for a topic using eXe Learning
- Develop a webquest on any selected topic
- Identify a virtual field trip in your area of specialization and organize a virtual filed trip
- Field visit to the edusat center and take part in teleconferencing
- Organize web conferencing using Skype
- Taking part in an ICT integrated online project based or problem based learning activity
- Visit to local ICT laboratories of educational institutions

- Review of ICT labs (plans and equipments/resources) in school from internet
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
- Developing wikieducator article on assistive technology
- Developing an electronic assessment portfolio
- Developing an electronic teaching portfolio
- A critical study of some e-learning courses and enrolling and completing some free e-learning courses
- Creating account in wikispace/wikipedia/mediawiki and adding/editing content
- Creating account in teachertube/slideshare and sharing your video/powerpoint. View and comment on others contributions
- Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
- Downloading, installing and using free and open source antivirus(clamwin) programme
- Preparation of at least three teaching-learning resources from those mentioned in Unit 2
- Planning and preparation of an ICT integrated presentation for secondary level
- Identification and use of an internet resource for learning at the secondary level
- Critical analysis of an existing learning resource
- Any other relevant activity

Suggested Reading
- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press
- Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi
- Evant, M: The International Encyclopedia of Educational Technology.
- Jain Amit; Sharma Samart; &BanerjiSaurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New delhi
- Jain Amit; Sharma Samart; &BanerjiSaurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New delhi
- Jain Amit; Sharma Samart; &BanerjiSaurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New delhi
- James,K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
- Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
- Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
- Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand& Company: New Delhi

- Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi

Web Resources

- Association for Educational Communications and Technology (AECT) at http://www.aect.org/default.asp
- British Educational Communications and Technology Agency (BECTA) at http://www.becta.org.uk/
- Microsoft Office Online, Word 2003 Tutorials at http://office.microsoft.com/en-us/training/CR061958171033.aspx
- Microsoft Office Online, Excel 2003 Tutorials at http://office.microsoft.com/en-us/training/CR061831141033.aspx
- Microsoft Office Online, PowerPoint 2003 Tutorials at http://office.microsoft.com/en-us/training/CR061832731033.aspx
- The International Society for Technology in Education (ISTE) at http://www.iste.org/
- UNESCO ICT Competencies Standards for Teachers at http://portal.unesco.org/ci/en/ev.php-URL_ID=2929&URL_DO=DO_TOPIC&URL_SECTION=201.html
- UNESCO Bangkok ICT in Education at http://www.unescobkk.org/index.php?id=76
- UNESCO Documents and Publications (about 350 pdf documents on ICT in Education) at http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?req=2&mt=100&mt_p=%3C&by=2&sc1 =1&look=new&sc2=1&lin=1&mode=e&futf8=1&gp=1&gp=1&text=ict+in+education&text_p=i nc

IV # EDU252 Assessment of Learning   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Be acquainted with the basic concepts of educational measurement, assessment and evaluation
- Be familiarize with the concepts of assessment of learning and assessment for learning
- Examine the contextual roles of different forms of assessment in schools
- Develop indicators to assess learners performance on different types of task
- Develop awareness about different tools and techniques of assessment
- Develop skill and competencies in constructing achievement and diagnostic tests
- Analyze the existing practices, issues and problems of the present examination system and its relevance

Unit-I Fundamentals of Assessment and Evaluation

- Concept of test, measurement, assessment and evaluation in education and their interrelationships, purpose and principles of assessment and evaluation, Assessment of learning and Assessment for learning
- Classification of Assessment–based on purpose (prognostic, formative, diagnostic and summative), Scope(teacher made and standardised), attribute measured (achievement, attitude, aptitude etc.), nature of information gathered (qualitative and quantitative), mode of response (oral and written, selection and supply), nature of interpretation (Norm-referenced and Criterion-referenced) and context (internal and external)
- General principles of test construction, Construction of table of specifications and writing different type of test items- various forms of objective type, short answer type, essay type and interpretive exercises
- Construction of diagnostic test

Unit-II Issues, Concerns and Trends in Assessment and Evaluation

- Existing Practices: Unit tests, half-yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys
- Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity
- Continuous and Comprehensive Assessment- concept, need and procedure
- Assessment of dimensions of learning- Cognitive, affective and psychomotor
- Taxonomy of Educational objectives and its applications for assessment and stating the objectives
- Reporting students' performance- progress reports, cumulative records, profiles and their uses, Portfolios and rubrics
- Relevance of present system of examination

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, readings and presentations, seminars, , Preparation of tools of assessment, Use of some assessment techniques in classroom, Practice in developing rubrics and portfolio etc

Suggested Activities: At least one of the following

- Construction of an achievement test in any school subject at secondary level
- Analyse the existing evaluation practices in schools and present the report
- Construction of diagnostic tests on any school subject
- Development of a progress card for continuous comprehensive evaluation of the students at the secondary level
- Preparation of a table of specification on any school subject
- Any other relevant activity

Essential Readings

- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Ebel,R.L and Frisbie (1979). *Educational Achievement*. Singapore: Pearson Education.
- Gronlund, N.E and Linn R.L.(2003). *Measurement and Assessment in Teaching*, Singapore: Pearson Education.
- Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Reynolds,C.R, Livingston, R.B and Willson Victor(2005). *Measurement and Assessment in Education*, New York: Pearson

Further Readings

- Burke, K. (2005). *How to assess authentic learning (4th Ed.).* Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., &Belgrad, S (2002). *The portfolio connection: Student work linked to standards* (2nd Ed.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. &Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn.* Thousand Oaks, CA: Corwin.
- NatrajanV.and Kulshreshta S.P. (1983). *Assessing non-Scholastic Aspects-Learners Behaviour*. New Delhi: Association of Indian Universities.19
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Norris N.(1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
- Singh H.S.(1974). *Modern EducationalTesting*. New Delhi: Sterling Publication
- Stanley, J.C and K.D Hopkins(1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, Rober, L and Hagen, Elizabeth, (1955).*Measurement and Evaluation in Psychology and Education*. New York: John Wiley and Sons. Inc

IV#EDU: 253 Educational Statistics   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Understand the essential characteristics of a set of data by representing in tabular and graphical forms
- Compute and use relevant measures of central tendency and measures of variation

- Demonstrate competence in calculating correlation coefficient by product moment and rank difference method
- Develop an understanding of the concept, characteristics and application of Normal Probability curve
- Examine the relationship between Z score, T score and standard scores

Unit – 1 Fundamentals of Statistics

- Meaning, nature and scope of educational statistics, Frequency distribution, tabulation and graphical representation of data (Histogram, Frequency Polygon, Ogives, Pie-Diagram)
- Scales of measurement
- Measures of central tendency- computation and uses of mean, median and mode
- Measures of variability- computation and uses of range, quartile deviation, average deviation and standard deviation

Unit-II Correlation and Normal Probability Curve

- Correlation- concept, types and interpretation; Rank difference and Product Moment method of measuring correlation coefficient
- Normal Probability Curve- concept, Characteristics and application; measures of Divergence from normality-Skewness and Kurtosis
- Interpretation of Standard scores- Z score and T score

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group exercises etc

Suggested Activities: At least one of the following

- Prepare the frequency distribution table of the last semester marks of the students in different subjects and represent graphically through histogram, frequency polygon and ogives
- Compute the average performance of the students of your class in Education and show the deviation of the marks from average
- Find out correlation coefficient between the marks of students of Mathematics and Science; History and Mathematics etc. and interpret the result
- Study the normality of the marks of the students in a particular class and its divergence
- Any other relevant activity

Essential Readings

- Aggrawal, Y.P.(1990). *Statistical Methods: Concepts, Application and Computations*, New Delhi: Sterling Publishers Pvt. Ltd.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill. Gibbons,

- Guilford, J.P., and B. Fruchter.(1987). *Fundamentals of Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
- Mangal, S.K.(2012). *Statistics in Psychology and Education*, PHI Learning Private Limited, NewDelhi

Further Readings

- Cononver, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
- J.D. (1971).*Non-Parametric Statistical Inference*. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996).*Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn& Bacon.
- Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn& Bacon. 81
- Popham and Sirohic (1993).*Educational Statistics-Use and Interpretation*, New York: Harper and Row.
- Siegal, S. (1956).*Non-parametric Statistics for Behavioural Science,* New York: McGraw Hill.

V# EDU 301 Curriculum Development   Credits : 2

Course Objective

To enable the student teacher to:
- Understand the meaning of Curriculum and its associate concepts
- Identify the components of Curriculum
- Describe the various principles of curriculum development
- Explain and compare various types of curriculum
- Analyze the curricular materials with reference to NCF's recommendations
- Describe various guiding principles for selection and organisation of learning experiences

Course Contents:

Unit I : Curriculum- An Introduction
- Meaning and Concept of curriculum.
- Components of curriculum – objectives, content, learning experiences and evaluation.
- Types of curriculum – subject centered, learner centered, core curriculum and integrated curriculum, the hidden curriculum

- Contemporary Curriculum : Trends and Issues
- National Curriculum Framework-2005
- Difference between curriculum framework, curriculum and syllabus.

Unit II:Principles and Process of Curriculum Development

- Principles of Curriculum Construction
- Process of Curriculum Development
  - Assessment of educational needs
  - Formulation of educational objectives
  - Criteria for selection and organization of Content and Learning Activities
  - Selection of content of learning experiences
  - Evaluating the curriculum.

Transaction mode:
Lecture cum discussion, group discussion, seminar, group work, library work, review of school text books, review of books, interactive session

Suggested Activities: At least one of the following:
- Analyze the secondary school curriculum of any school subjects. Find out whether the curriculum requires any updating. It 'yes' suggest appropriate measures to be taken in this regard; if 'no' justify giving reasons.
- Make a comparative analysis of the curriculum of different boards keeping in view educational objectives content, transaction methodologies, Co-curricular activities and evaluation techniques. Comment, with justification on their relative suitability in the light of contemporary needs of society.
- CriticalAppreciation of any one dimension of National Curriculum Framework – 2005.
- Analysis of curricular material with reference to gender sensitivity
- Analysis of curricular material with reference to integration of environmental concerns
- Any other relevant activity

Suggested Reading:
- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal J.C. (1990) Curriculum Reforms in India: World Overview, Doaba House, New Delhi.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Arora G.L. (1998) Curriculum and Quality in Education, NCERT, New Delhi.

- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.

- MaitreyaBalsara (2004) Principles of Curriculum Construction, Kanishka Publishers, New Delhi.

- Marlow Ediger&DigumartiBhaskar (2006) Issues in School Curriculum, Discovery Publishing House, New Delhi.

- Mohd. Sharif Khan (2004) School Curriculum, APH, New Delhi.

- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.

- NCERT (1999 & 2000) Special Issue on Curriculum Development Vol. I & II, Journal of Indian Education.

- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.

- Ornstein A.C &Hunkins F.P. (1993) Curriculum Foundations: Principles and Issues, Allen & Bacon Boston.

- Reddy, B. (2007): Principles of curriculum planning and development.

- S.R. Vashisht (2005) Curriculum Construction, Anmol Publishers, New Delhi.

- Venkataiah, N. (2008). Curriculum innovations for 2000A.D. New Delhi: APH Publishing Corporation.

- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication

V # EDU 302: Pedagogy of English Language   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- To develop English Language teaching competency.

- To have a critical study of learning English as a second language in the multilingual Indian Society.

- To understand the role of English in India and decide its place in the school Syllabus of Bihar and to improve English Language attainment and cognitive skills.

- To be committed, inspired and interested in teaching English.

- Use different methods of teaching prose, poetry, grammar and composition

Unit-I Foundation of English Language Education

- Language acquisition and communication- factors affecting language learning and language acquisitions and communication ; Linguistic, psychological and social processes involved in learning of language

- The function of a second language in multilingual society and the general principles of teaching English as a second language, Aims and objectives of teaching English at secondary level and

senior secondary level with special reference to NCF 2005, Place of English in the school curriculum of India and of Bihar

Unit-II Approaches of Teaching Learning of English Language

Field trip, role play, dramatization, exploratory, concept mapping, self-learning strategies, assignment, multimedia, collaborative approaches to learning, simulation and Games, Debate and Quiz; Grammar-Translation method, Direct Method, Functional Communication approach, Structural approach, Teaching of Prose and Poetry, Teaching of Grammar- Inductive and Deductive method

Unit III: Development of Language Skills in Teaching/ Learning English

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

Transaction Mode:
Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices and activities.

Suggested Activities: At least one of the following

- Critically analyse the problem of effective teaching of English in Bihar and prepare a report on the same
- Critical study of any one English textbook prescribed for classes VIII, IX or X.
- Comparative study on the teaching practices in terms of adoption of approaches and methods used in English class rooms of both Government and private schools and write the report
- Any other relevant activity

Suggested Readings

- Allen & Campbell, (1972). *Teaching English as a second language*, TMH Edition. New Delhi : Tata McGraw Hill Publishing Company,

- Baruah, T.C. (1984). *The English Teacher's Handbook*. New Delhi: Sterling Publishers Pvt. Ltd.

- Bechhold, H. F. and Behling: *The Science of Language and the Art of Teaching*, Charles Scribners Sons, New York.

- Billows, F. L. (1975). *The Techniques of Language Teaching*, London Longman,

- Bista, A.R. (1965). *Teaching of English*. Sixth Edition. Agra: Vinod PustakMandir,

- Bright, J.A. (1976). *Teaching English as Second Language.* London: Long Man Group.

- Brown, G. et al (2001). *The Principal Portfolio*. Sage Publications.

- Chaudhary, N.R. (1998). *Teaching English in Indian Schools*. New Delhi: H. Publishing Corporation,.

- Catarby, E. V.(1986). *Teaching English as a Foreign Language in School Curriculum India*, New Delhi, NCERT.

- Doughty, Peter. (1994). *Language "English" and the Curriculum. Schools Counselling Programme in Linguistic and English Teaching*.

- Eckman, F.et al. Eds.(1995). *Second language acquisition theory and pedagogy.*Lawrence Erlbaum.

- Ellis,R.(1997). *SLA Research and language teaching.*OUP

- Jain, R.K.(1994). *Essentials of English Teaching*. Agra: Vinod Pustak Mandir, Agra.

- Joyce, B. & Weil, M. (1979). *Models of Teaching*. Prentice Hall Inc., New Jersey.

- Kela, John. (1978). *Teaching English*. London: Methuen & Company.

- Kohli, A.L.(1973).*Teaching English*. New Delhi: DhanpatRai and Sons.

- Larsen-Freeman, D. and Long, M.H.(1991). *An Introduction to Second Language Acquisition Research.*Longman.

- Morris, I.(1965). *The Art of Teaching English as a Living Language*. London: The English Book Society and McMillan Co. Ltd.

- Munby, John, (1978). *Read and Think*. London: Long Man Group Ltd.

- Newton and Handley. (1971). *A Guide to Teaching Poetry*. London: University of London Press.

- NCERT: *Reading in Language and Language Teaching* Book I, Publication div. NCERT, New Delhi.

- Norton, B. &Toohey, K. (2004). *Critical Pedagagies and Language Learning*. Cambridge University Press.

- Pal, H.R and Pal, R. (2006). *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi,.

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

- Richards, J.C. (2001). *Curriculum Development in Language Teaching.* Cambridge University Press.

- Sachdev, M.S. (1983). *Teaching of English in India.* Ludhiana: Prakash Brothers Educational Publishers.

- Sansanwal, D.N. (2000). *Jerk Technology. Journal of Indian Education*, Vol. XXVI, No. 1, pp 17 – 22.

- Sansanwal, D.N. & Singh, P. (1991). *Models of Teaching.* Society for Educational Research & Development, Baroda.

- Sansanwal, D.N. and Tyagi, S.K.(2006). *Multiple Discriminant Type Item*. MERI Journal of Education, Vol.1, No. 1, pp. 18 – 25.

- Skehan, P.(1998), *A Cognitive Approach to Language Learning.* Cambridge CUP.

- Sharma, K.L. (1970). *Methods of Teaching English in India*. Agra :Laxmi Narayan Agrawal.

- Sharma, Kusum*: A Handbook of English teaching*, RadhaPrakashanMandir, Agra.

- Shrivastava, B.D.(1968). *Structural Approach to the Teaching of English.* Agra: Ramprasad and Sons.

- Trivedi, R. S. *Techniques of Teaching English*, Balgovind Prakashan.

- Tucker, P.D. et al. (2002). *Handbook on Teacher Portfolios for Evaluation and Professional Development*.Eye on Education, Inc.

- Waker, Evans, D. (1966). *New Trends in Teaching English in Secondary Schools*. Chicago: Rand Macnally and Company.

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

- Wrinins, D. A. (, 1979). *Linguistics in Language Teachings*. London, Hedder and Stoughton.

- Wright, S. (2004). *Language Policy and Language Planning : From Nationalism to Globablisation*:

- Williams, M. & Burden, R.L. (1997).*Psychology for Language Teachers: A Social Constructivist Approach.* Cambridge University Press.

- Zoha, AlamQuiser. (1995). *English Language Teaching in India*. New Delhi: Atlantic Publishers and Distributors.

V# EDU 302: Pedagogy of Hindi Language   Credits: 2

Course Objectives:

The course will enable the student teacher

- To attain efficiency and effectiveness in teaching and learning Hindi Language.
- To have a critical study of learning Hindi as a first language in the multilingual Indian society.
- To understand the role of Hindi in India and decide its place in the school curriculum of Bihar so as to improve Hindi Language Attainment and Cognitive Skills.
- To be committed, inspired and interested in teaching Hindi.
- To inculcate right language habits in students.
- To acquire accurate knowledge of the Devanagari Script and correct pronunciation.

Unit - I: Foundation of Hindi Language Education

- Language acquisition and communication- factors affecting language learning and language acquisitions and communication ; Linguistic, psychological and social processes involved in learning of language
- Evolution and Development of Hindi; Dialects of Hindi and Standard Hindi; Role of Hindi in India as Mother Tongue, National Language and Contact Language; Objectives of teaching Hindi as First Language and Second Language at school level; Aims and objectives of teaching Hindi at the Secondary and senior secondary level with special reference to NCF 2005

Unit - II: Approaches of teaching and learning of Hindi language

- Methods of Teaching Prose, Poetry, Grammar, Composition and other type of Prose as story, drama and letter writing, Teaching Alphabets & Spelling; field trip, role play, dramatization, exploratory, concept mapping, self-learning strategies, assignment, multimedia, collaborative approaches to learning, simulation and Games, Debate and Quiz

Unit - III: Development of Skills in teaching learning Hindi

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

Capital Letters and Correct Forms of Address in Letters, Applications etc.; Organisation of Subject Matter and Paragraph in an Essay or any writing

Transaction Mode:
Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices and activities.

Suggested Activities: At least one of the following

- Critically analyse the problem of effective teaching of Hindi in Bihar and prepare a report on the same
- Critical study of any one Hindi textbook prescribed for classes VIII, IX or X
- Comparative study on the teaching practices in terms of adoption of approaches and methods used in Hindi class rooms of both Government and private schools and write the report
- Preparation of a language kit for teaching Hindi

Suggested Readings

- Bhai Yogendrajeet: *Hindi BhashaShikshan*, Vinod PustakMandir, Agra.
- Joyce, B. & Weil, M. (1979). *Models of Teaching*. Prentice Hall Inc., New Jersey.
- Kshatriya, K.: *Matra Bhasha Shikshan*, Vinod Pustak Mandir, Agra.
- Lal, Raman Bihari: *Hindi Shikshan*, Rastogi Publications, Meerut.
- Pal, H.R and Pal, R.(2006). *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi,.
- Pal, H.R.(2003). *Speech Communication – Hindi*. Bhopal: M.P.Granth Academy.
- Pal, H.R. (2000). *Methodologies of Teaching & Training in Higher Education*. Delhi: Directorate of Hindi Implementation, Delhi University,.
- Sansanwal, D.N. & Singh, P.(1991). *Models of Teaching. Society for Educational Research &Development,* Baroda,
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education, Vol.1, No. 1, pp. 18 – 25.
- Satya, Raghunath : *Hindi ShikshanVidhi*, Punjab Kitabghar, Jullundur.
- Sharma, Dr.Laxminarayan :*Bhasha 1, 2 Ki Shikshan-VidhiyanAurPaath-Niyojan* Vinod PustakMandir, Agra.
- Singh, Savitri : *Hindi Shikshan*, Lyall Book Depot, Meerut.
- Weil, M & Joyce, B. (1979). *Information Processing Models of Teaching*. Prentice Hall Inc.,New Jersey,.

V# EDU 302: Pedagogy of Urdu Language   Credits: 2

Course Objectives

The course will enable the student teachers to

- Understand the Objectives of Teaching Urdu at different school level.
- Understand the significance of communication skills in Urdu.
- Understand different Methods of Teaching Urdu.
- Be acquainted with different teaching skills associated with teaching of Urdu

Unit – I: Foundations of Urdu Education

- Language acquisition and communication- factors affecting language learning and language acquisitions and communication; Linguistic, psychological and social processes involved in learning of language
- Origin and development of Urdu language and its status in India, Mother Tongue Learning Role & Importance of Mother Tongue; Objectives of Teaching Urdu – as First language; as second language; and as third language; Place of Urdu in the school curriculum, aims and objectives of teaching Urdu at secondary and senior secondary level with special reference to NCF 2005; Qualities and Role of the Urdu Teachers.

Unit – II: Approaches of Teaching/ Learning Urdu Language

- Translation Method; Direct method; Bilingual method; Discussion method; Structure Approach; Situational Approach; &Communicative Approach. Teaching Alphabets & Spelling; Teaching of Prose; Teaching of Poetry; Teaching of Grammar; & Teaching of Composition, Field trip, role play, dramatization, exploratory, concept mapping, self-learning strategies, assignment, multimedia, collaborative approaches to learning, simulation and Games, Debate and Quiz

Unit – III: Development of skills in Urdu Language Teaching and Learning

- **Listening Comprehension**: Practice in Listening and Comprehension; Implications of Stress & Intonation; & Making Notes while Listening
- **Communication Habits**: Use of spoken forms in Dialogue, Stories, Reading Aloud, Dramatization, Poetry Reading; Correct uses of stress and Intonation; Word Groups.
- **Good Reading Habits**: Reading with appropriate speed for various purposes such as Studying , Looking for Information, Scanning, etc.; Reading for overall comprehension, Practice of analysing a Text Organization; Reading for Evaluation; Reading for Appreciation of Form, Style & Author's Personality; Reading for Facts, Reasoning, Logical relationship, Definition, Generalizations, Understanding Diagrams; Reading manuals, Charts, Schedule and Rule Books.
- **Good Writing Habits**: Advanced Mechanics of writing, i.e., Spelling, Punctuations, Indenting, Titles, Subtitles of Sections, Underlining, Quotations, Use of Paragraphing, Use of Abbreviations, capital Letters & Correct Forms of Address in Letters, applications, etc.; Organization of paragraph, An Essay or a Paper.

Transaction Mode:

Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices and activities.

Suggested Activities: At least one of the following
- Critically analyse the problem of effective teaching of Urdu in Bihar and prepare a report on the same
- Critical study of any one Urdu textbook prescribed for classes VIII, IX or X
- Comparative study on the teaching practices in terms of adoption of approaches and methods used in Urdu class rooms of both Government and private schools and write the report
- Preparation of a language kit for teaching Urdu
- Any other relevant activity

Suggested Readings
- Ahemed Hussain: Tadress – Urdu
- Farooq Ansari: Instructional Material for Teachers on the New Techniques and Approaches of Teaching Urdu at Secondary level.
- Her Majesty's Publication: Teaching the Mother Tongue in Secondary Schools.
- JaleesAbidi: Ibtiayee School Mein taleemKeTariqey.
- Moinuddin: Hum Urdu KaiseParhayen.
- Rafiqa Kareem: Urdu ZabankaTariqa-e-Tadrees.
- SalamatUllah: BuniyadiUstadkeLiye.
- SalamatUllah: Hum KaiseParhayen
- Saleem Abdullah: Urdu KaiseParhayen.

V# EDU 302: Pedagogy of Mathematics   Credits: 2

Course Objectives:

On completion of the course the student will be able to
- Understand the nature and scope of mathematics.
- Understand aims and objectives of learning mathematics at secondary and higher secondary level
- Appreciate the role of mathematics in day to day life and its relevance in modern society
- Develop competency of pupil centred teaching learning experiences.
- Analyse the curriculum reforms taking place in India
- Review the contributions of mathematicians to the knowledge domain of mathematics.
- Formulate meaningful problem solving situations based on secondary school mathematics.

Course Content:

Unit I: Foundations of Mathematics

- Nature and Scope of Mathematics
- The Place of Mathematics in School Curriculum at School level
- Integrating Mathematics with other school subjects
- Application of mathematical knowledge in daily life
- Values to be taught through teaching of mathematics

Unit II: Curriculum Reforms in School Mathematics

- Rationale, objectives, principles, designs and materials produced in the recent curricular reforms at the National and State levels and their critical appraisal
- Aims and Objectives of learning mathematics in schools at secondary level and higher secondary level with reference to NCF-2005

Unit – III: Approaches of Teaching- Learning of Mathematics

- Problem solving method, Project method, Discovery method, Inductive – deductive approach, Analytic Synthetic approach, Laboratory method,
- Computer Assisted Instruction (CAI)
- Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, collaborative learning, situational/contextual learning

Transaction mode:

- Interactive session, group discussion; assignment, panel discussion , seminar, group work , library work, Role play, Debate, workshops etc.

Suggested activities: At least one of the following:

- Seminar Presentation on related themes/topic
- Assignment or term paper on themes related to mathematics
- A critical study of mathematics curriculum of secondary stage of nation/any state
- Any other relevant activity

Suggested Readings:

- Cooney, Thomas J. and Others (1975). Dynamics of Teaching Secondary SchoolMathematics, Boston: Houghton Mifflin.

- Driscoll,M., Egan, M., Nikula, J., &DiMatteo, R. W. (2007). Fostering geometric thinking: Aguide for teachers, grades 6-10. Portsmouth, NH: Heinemann.

- Driscoll,M.(1999). Fostering algebraic thinking: A guide for teachers, grades 5-10.Portsmouth, NH: Heinemann.

- Grouws, D.A. (ed) (1992). Handbook of Research on Mathematics Teaching and Learning,NY: Macmillan Publishing.

- Lester, F.K (Ed) (2007). Second Handbook of Research on Mathematics Teaching andLearning, Charlotte, NC: NCTM & Information Age Publishing.

- Mager, Robert (1962) Preparing instructional objectives. Palo Alto, CA: Fearon.

- Malone, J. and Taylor, P. (eds) (1993). Constructivist Interpretations of TeachingandLearning Mathematics, Perth: Curtin University of Technology.

- Marshall, S.P.(1995) Schemes in Problem-solving. NY: Cambridge University Press.

- Moon, B. & Mayes, A.S. (eds) (1995). Teaching and Learning in Secondary School. London:Routledge.

- NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi:NCERT.

- NCERT and State textbooks in Mathematics for Class VIII to X

- Nickson, Marilyn (2000). Teaching and Learning Mathematics: A Guide to Recent Researchand its Applications, NY: Continuum.

- Nunes, T and Bryant, P (Eds) (1997). Learning and Teaching Mathematics: An InternationalPerspective, Psychology Press.

- Polya, George (1957) How to solve it, Princeton, NJ: Princeton University Press.

Periodicals/Journals
- Educational Studies in Mathematics

- International Journal of Science and Mathematics Education

- Journal of Research in Mathematics

- Journal of Mathematics Teacher Education

- Mathematics Education Research Journal

- Mathematics Teaching

- Research in Mathematics Education

- School Science and Mathematics

- Teaching Children Mathematics

- The Mathematics Teacher

V# EDU 302: Pedagogy of Life ScienceCredits: 2

Course Objectives:

On completion of the course the student will be able to

- Understand the nature and scope of Life science
- Understand the aims and objectives of teaching life science at the secondary school level.
- Appreciate the role of life science in day to day life and its relevance to modern society.
- Develop adequate skills to select and use different methods of teaching the content of life sciences.
- Develop competencies of designing pupil centered teaching learning experiences in life science

Course Content:

Unit I: Foundations of Life science
- Nature and Scope of Life Science
- Integrating Life Science with other school subjects
- Application of the knowledge of biology for human welfare
- Scientific Temper

Unit II: Life Science Curriculum

- The Place of Life Science in School Curriculum at School level
- Aims and Objectives of learning Life Science in schools at secondary level and higher secondary level with reference to NCF-2005
- Issues related to life science

Unit – III: Approaches of Teaching Learning of Life Science

- Lecture-demonstration method, Laboratory Method, Project method, Heuristic method, Inductive – deductive approach, Importance of experiments in Life Science, Integration of theories and experiments in science, Collaborative learning strategies,

Transaction mode:
Lecture cum discussion, interactive session, group discussion; assignment, panel discussion, seminar, group work , library work, field visit, workshops, etc.

Suggested activities:At least one of the following:

● Seminar Presentation on related themes/topic

● A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of mathematics

● Assignment or term paper on themes related to science

● A critical study of life science curriculum of secondary stage of nation/any state

● Any other relevant activity

Suggested Readings:

● Ameetha, A. (2004) Methods of Teaching Biological Science, Neelkamal, Hyderabad

● Esler, K. William & Mark. K.Esler (2001): Teaching Elementary Science (8thedition) Wadsworth group, Thomas learning, Printed in the USA.

● Jennings, T. (1986): The young scientist investigates- Teacher's Book of Practical work, Oxford University Press, Oxford.

● Mangal S.K &Shubhra (2005) Teaching of Biological Sciences, International Publishing House, Meerut

● Mason M & Ruth T. Peters, Teacher guide for Life sciences, Published by D. Van Nostrand Company, Inc, New york.

● National Curriculum Frame Work 2005, NCERT, New Delhi.

● NCERT text books (2005) science for classes from VIII to X

● NCERT (1982) Teaching Science in Secondary Schools, NCERT, New Delhi.

● NCERT (2006) Science Text books of Classes, NCERT, New Delhi

● New UNESCO Source Book for teaching science, UNESCO, Paris, Richardson, J.S. Science teaching in secondary schools; New York; prentice hall.

● Novak. D.J &D.BobGowin (1984): Learning how to Learn, published by the press syndicate of the University of Cambridge, Printed in the USA.

● Robin Millan (1984): Doing Science: Images of Science in Science education, the Falmer Press, London.

● Sharma L.M (2003) Teaching of Science & Life Science, DhanpatRai Publishers, New Delhi

● Sharma, R.C (2005) Modern Science Teaching, DhanpatRai& Sons, Delhi.

● Siddiqui .H.Mujibil(2007) Teaching Science Balaji offset, N.Delhi

● State text Books for classes VIII to X.

● Steve Alsop, Keith Hicks (2007): Teaching Science: A Handbook for Primary and Secondary school teachers, Kogan Page, New Delhi

● Tomar, A. (2005) Teaching of Biology, Kalpaz Publications, New Delhi

● Turner,T&W.Dimarco (1988); learning to teach science in the secondary school – a companion to school experience, Published by Routledge,

● Vaidya, N. (2003) Science Teaching in Schools, Deep & Deep Publishers, New Delhi

V # EDU 303: Pedagogy of Social Science   Credits: 2

Course Objectives

The course will enable the pupil teachers to

● Gain an understanding of the nature and scope of Social Sciences.

● Develop an understanding of different approaches to teaching Social Sciences and the need to involve students in various group activities to promote co-operative learning

● Examine the different ways in which learning situations can be created to learn concepts in Social Sciences.

● Examine different pedagogical issues in learning Social Sciences.

Unit I: Foundations of Social Sciences Education

● Meaning and nature of concepts of Social Sciences and Social Studies, place of Social Sciences in the school curriculum, need for strengthening teaching of Social Sciences, Scope of Social Sciences.

● Integration of different elements of Social Sciences (History, Geography, Economics, Political Science), Relating content to child's everyday life, learner as a constructor of knowledge. Aims and objectives of teaching social sciences at different school levels

Unit –II Understanding Teaching

● Teaching as a planned activity – elements of planning

● Maxims of teaching

● Phases of teaching: pre-active, interactive and post-active.

● The general and subject related skill and competencies required in teaching

● An analysis of teacher roles and functions in the three phases: pre-active phase –visualizing; decision-making on outcomes, preparing and organization; interactive phase -facilitating and managing learning; post-active phase – assessment of learning outcomes, reflecting on pre-active, interactive and post-active process

Unit III: Approaches and methods to teaching/learning Social Sciences

project method, source method, demonstration method, lecture cum discussion method, assignment method, inductive-deductive method, storytelling method, narration cum discussion method, Field trip, role play, dramatization, exploratory, concept mapping, self-learning strategies, map based learning, multimedia, collaborative approaches to learning, Games, Debate, Quiz and Seminar

Transaction Mode:

Lectures, organizing inquiry activities/open ended activities for learning Social Sciences. Group work and discussion, use of ICT related to Social Sciences at the secondary level.

Suggested Activities:

- Select any one theme and identify integration of elements of Social Sciences.
- Analysis of any one text book of social sciences in terms of its relation in our everyday life
- Interacting with the school teachers to understand about pedagogical issues
- Practice of teaching skills in a simulated situation

Essential Readings

- Bining, Arthur, Cand Bining, David, H.(1952). *Teaching Social Studies in Secondary Schools*, McGraw, Hill Book Company, Inc., New York.
- Banks, James, A., (1977). *Teaching Strategies for the Social Studies: Enquiry, Valuing And Decision Making*, Wesley Publishing Comp., Massachusetts.
- Dhamija, Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, Harmen Publishing House, New Delhi
- James, Hemming (1953), *The Teaching of Social Studies in Secondary Schools*. Longman Green and Company, London
- NCERT *textbooks in Social Sciences.*
- UNESCO, *New Source Book for Teaching of Geography*, UNESCO 2005.
- Yagnik, K., S.(1966). *The Teaching of Social Studies in India,* Orient Longman Ltd.

Suggested Readings:

- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Report of the Secondary Education Commission, 1953, Ministry Education, Government of India, New Delhi
- Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi
- The Curriculum for the Ten Year School – A Frame Work, 1975, NCERT, New Delhi
- National Curriculum for Elementary and Secondary Education, A Frame Work, 1988, NCERT, New Delhi
- Learning Without Burden, Report of the National Advisory Committee, 1993, Ministry of Human Resource Development, Government of India.

V# EDU 303: Pedagogy of Physical ScienceCredits: 2

Course Objectives

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

- understand the nature and scope of Physical science

- Understand the aims and objectives of teaching science at the secondary school level.
- Appreciate the role of science in day to day life and its relevance to modern society.
- Develop adequate skills to select and use different methods of teaching the content of sciences.
- Develop competencies of designing pupil centered teaching learning experiences
- Analyse teacher's role and functions in pre- active, interactive and post active phases of learning

UNIT I: Foundation of Physical Science

- Nature and Scope of Physical Science,
- Aims and objectives of learning physical science in school at secondary and higher secondary level with reference to NCF-2005
- Integrating Knowledge of Physical Science with other school subjects
- Application of Physical Science knowledge in daily life
- The place of Physical Science in the School Science Curriculum
- Science, society and technology, their influence on school curriculum.
- Science related social and ethical issues-Inclusiveness in learning.

Unit – II: Understanding Teaching

- Teaching as a planned activity – elements of planning
- Maxims of Teaching
- Phases of teaching: pre-active, interactive and post-active.
- The general and subject related skills and competencies required in teaching
- Impact of one's own socialization processes, awareness of one's own shifting identities as 'student', 'adult', and 'student teacher', and their influences on 'becoming a teacher'
- An analysis of teacher roles and functions in the three phases: pre-active phase –visualizing; decision-making on outcomes, preparing and organization; interactive phasefacilitating and managing learning; post-active phase – assessment of learning outcomes,reflecting on pre-active, interactive and post-active processes

UNIT III: Approaches to teaching and learning of physical science:

- Demonstration method, Laboratory method, Heuristic method, Project method, Inductive – deductive approach, collaborative learning,
- Importance of experiments in Physical Science, Integration of theories and experiments in physical science, collaborative learning strategies, Scientific temper

Transaction mode:

Lecture cum discussion, interactive session, group discussion; assignment, panel discussion, seminar, group work , library work, field visit, workshops, etc.

Suggested Activities: At least one of the following

- Assignment/term paper on selected themes from the course.
- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
- A critical study of science curriculum of secondary stage of any state.
- Seminar on contribution of women to science and their implications to women empowerment.
- Any other relevant activity

Suggested Readings:

- Buxton.A Cory.(2010) Teaching Science in Elementary and Middle School Sage Publications, New Delhi.
- Bybee.w.Roger (2010) The Teaching of Science 21st Century Perspective National Science Teachers Association, USA
- Fensham P.J. (1994) The content of Science: A constructive Approach to its Teaching and Learning, The Falmer Press, Washington, D.C
- Joshi S.R (2005) Teaching of Science, A.P.H Publishing Corpn., New Delhi
- Journal of Research in Science Teaching (Wiley-Blackwell).
- International Journal of Science Education.
- Lawson.E. Anton.(2010) Teaching Inquiry Science in Middle School Sage Publications, New Delhi
- Leckstein, John Murrey (1988) Basic Skills – Science, John Murrey Boston
- Mangal S.K &Shubhra (2005) Teaching of Biological Sciences, International Publishing House, Meerut
- Minkoff, E.C. and Pamela J. Baker (2004). *Biology Today: An issues Approach*. Garland Science New York pp. 1-32, Biology: Science and Ethics.
- Narendra Vaidya (2003) Science Teaching in Schools, Deep & Deep Publishers, New Delhi
- NCERT (1982) Teaching Science in Secondary Schools, NCERT, New Delhi.
- NCERT (2006) Science Text books of Classes, NCERT, New Delhi
- NCERT, *National Curriculum Framework*- 2005, NCERT. New Delhi.
- NCERT, *'Focus Group Report' Teaching of Science* (2005). NCERT New Delhi.
- P. Ameetha (2004) Methods of Teaching Biological Science, Neelkamal, Hyderabad
- Ralph, E. Martin & Others (1994) Teaching Science for all Children, Allyn and Bacon

- Rao, V.K. (2004) Science Education, APH Publishing Corpn. New Delhi

- Science & Children (NSTA's peer reviewed journal for elementary teachers).

- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).

- Sharma L.M (2003) Teaching of Science & Life Science, DhanpatRai Publishers, New Delhi

- Sharma, R.C (2005) Modern Science Teaching, DhanpatRai& Sons, Delhi.

- Siddiqui .H.Mujibil(2007) Teaching Science Balaji offset, N.Delhi

- Siddiqui N.N & Siddiqui M.N (1994) Teaching of Science Today & Tomorrow, Dooba House, Delhi

- Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.

- Sutton, C. (1992). *Words, Science and Learning*. Open University Press, Buckingham

- Tripathi Sahil (2004) Teaching of Physical Science, Dominant Publications, Delhi.

- UNESCO (1966) Source Book for Science Teaching, UNESCO, Paris.

- Vanaja M. (2006) Teaching of Physical Science, Neelkamal Publications, Hyderabad

V# EDU304: Education and Value InculcationCredits: 2

Objectives :

On completion of this course the students will be able to:

- Understand the concept of value,

- Understand aims and need of value inculcation through education

- Identify various values required to be inculcated through education

- Apply different approaches and strategies to inculcate values among students through education

- Understand the importance of school activities and programmes

- Elaborate the role of home-school-community partnership in inculcation of values

- Illustrate different issues related to mapping values context in schools

UNIT – I: Value and related concerns:

- Value and its acquisition,

- Aims of Value Education,

- Need of education for value,

- Values and the contemporary Realities: Traditions vs. Modernity, Globalisation, Diversity , Inclusivity and Environment,

- Value Concerns at School Stage: Justice, Liberty of thought and action, Equality, Fraternity,

- Core Value Concerns: Health and Hygiene, Responsibility, Love Care and Compassion, Critical and Creative Thinking, Appreciation for beauty and aesthetics.

UNIT II: Approaches and Strategies:

- The Whole School Approach,

- Pedagogy of Values,
- Some General Strategies : Silent sitting, Role Plays, Stories, Anecdotes, Group Singing, Group activities, Questioning, Discussion, Value Clarification, Reflective Practices
- The Stage Specific Focus

UNIT – III: Some Dimensions for mapping Value context in schools
- School Activities and Programmes,
- Teacher and Classroom Practices,
- Value context in teaching of subjects
- Evaluation System
- Home – School – Community Partnership

Transaction mode:
- Lecture cum discussion, interactive session, group discussion; assignment, panel discussion, seminar, group work , library work, field visit, workshops, simulated teaching etc.

SuggestedActivities: At least one of the following
- Analysis of School Curriculum for integrating value concerns
- Individual or Group project to visualize feasible school based strategies for inculcation of values
- Preparation of question items reflecting values
- Seminar Presentation on a topic related to Value
- Preparation of Anecdotes
- Role Play
- Conducting Survey on the maintenance of Health and Hygiene
- Writing playcards related to value messages
- Any other relevant activity

Suggested Readings:
- NCERT.Education for Values in Schools – A Framework. Department of Educational Psychology and Foundation of Education, New Delhi.
- Central Board of Secondary Education. Value Education: A Handbook for teachers, New Delhi.
- Venkataiah,N. (1998). Value Education, A.P.H. Publishing, New Delhi.
- S.P.Ruhela 1986, Human values and Education, Sterling, New Delhi.
- Gawande, E.N (2004). Value Oriented Education, Sarup& Sons, New Delhi
- http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf

VI # EDU 351:Pedagogy of English Language   Credits: 2

Course Objectives

- The course will enable the pupil teachers to
- Develop competency in preparing Unit plan and lesson plan
- Be trained in developing materials for teaching English as Second Language and remedy the errors that the pupils make.
- Understand the fundamental concepts, principles and practices of language testing
- To train in using interaction mode to evaluate himself and pupils and inculcate right language skills

Unit I: Pedagogic planning in English Language

- Designing of objective based learning outcomes in cognitive, affective and psychomotor domain
- Content analysis of a particular unit
- Lesson Planning- meaning, importance and components of lesson plan; lesson planning format of prose, poetry, Grammar and composition; Unit planning
- Need for updating content and pedagogical competencies for the professional development of the English language teachers

Unit-II: Learning Resources and Preparation of Materials

- Evaluating materials: Textbooks and texts: use of multiple textbooks/texts; the relationship between resource, learning and teaching, Importance of literary clubs, school magazines, debate and quiz programs for learning English language
- Materials of instruction for language teaching: audio visual aids in teaching English, Use of technology- multi media centres, OHP, Video, tape recorder, Computer Assisted Instruction(CAI), Use of mass media- TV, newspaper, advertisement, use of library, dictionaries, pronouncing dictionaries; Preparation of low cost teaching aids for teaching English at different school level

Unit III: Assessment of Learning in English Language

- Construction of objective based test items in English
- Evaluating and recording procedures to assess student performance; Self-assessment by students, by teachers, peer assessment, assessment of teachers by students
- Use of rubrics and portfolio in assessment of learning English Language; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners.
- Procedures for assessing proficiency in specific language areas (oral language, reading and writing) and their integration; types of assessment procedures; ways to design and administer

performance tasks (communicating effectively in negotiation, making requests, offering suggestions, speaking and writing persuasively, creative writing etc.) ; development of appropriate scoring mechanism.

● Diagnostic test and remedial measures

Transaction Mode:

Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices and activities.

Suggested Activities: At least one of the following

● Students engage in observation of teaching professionals in classes – work in pairs, fill out a number of guided observation sheets, review with peers on impressions gathered.

● Based on their observations, students will prepare a reflective portfolio selecting one particular area for improvement, development or change as a result of observation. Research and explore this area and draw up an action plan for change.

● Students prepare learning designs to develop grade level language proficiency using multiple texts, presentation, peer review; adaptation and changes based on peer/ group suggestions.

● Through discussion with teachers/ practitioners students will arrive at benchmarks of grade level language proficiency. They will construct a tool for assessing grade level proficiency.

● Students prepare the lesson plan based on a particular aspect i.e. prose/ poetry/ grammar

● Any other relevant activity

Suggested Readings

● Allen & Campbell, (1972). *Teaching English as a second language*, TMH Edition. New Delhi : Tata McGraw Hill Publishing Company,

● Baruah, T.C. (1984). *The English Teacher's Handbook*. New Delhi: Sterling Publishers Pvt. Ltd.

● Bechhold, H. F. and Behling: *The Science of Language and the Art of Teaching*, Charles Scribners Sons, New York.

● Billows, F. L. (1975). *The Techniques of Language Teaching*, London Longman,

● Bista, A.R. (1965). *Teaching of English*. Sixth Edition. Agra: Vinod PustakMandir,

● Bright, J.A. (1976). *Teaching English as Second Language.* London: Long Man Group.

● Brown, G. et al (2001). *The Principal Portfolio*. Sage Publications.

● Chaudhary, N.R. (1998). *Teaching English in Indian Schools*. New Delhi: H. Publishing Corporation,.

- Catarby, E. V.(1986). *Teaching English as a Foreign Language in School Curriculum India*, New Delhi, NCERT.
- Doughty, Peter. (1994). *Language "English" and the Curriculum. Schools Counselling Programme in Linguistic and English Teaching*.
- Eckman, F.et al. Eds.(1995). *Second language acquisition theory and pedagogy.*Lawrence Erlbaum.
- Ellis,R.(1997). *SLA Research and language teaching.*OUP
- Jain, R.K.(1994). *Essentials of English Teaching*. Agra: Vinod Pustak Mandir, Agra.
- Joyce, B. & Weil, M. (1979). *Models of Teaching*. Prentice Hall Inc., New Jersey.
- Kela, John. (1978). *Teaching English*. London: Methuen & Company.
- Kohli, A.L.(1973).*Teaching English*. New Delhi: DhanpatRai and Sons.
- Larsen-Freeman, D. and Long, M.H.(1991). *An Introduction to Second Language Acquisition Research.*Longman.
- Morris, I.(1965). *The Art of Teaching English as a Living Language*. London: The English Book Society and McMillan Co. Ltd.
- Munby, John, (1978). *Read and Think*. London: Long Man Group Ltd.,
- Newton and Handley. (1971). *A Guide to Teaching Poetry*. London: University of London Press.
- NCERT: *Reading in Language and Language Teaching* Book I, Publication div. NCERT, New Delhi.
- Norton, B. &Toohey, K. (2004). *Critical Pedagagies and Language Learning*. Cambridge University Press.
- Pal, H.R and Pal, R. (2006). *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi,.
- Pal, H.R.(2000). *Methodologies of Teaching & Training in Higher Education*. Delhi: Directorate of Hindi Implementation, Delhi University.
- Richards, J.C.(2001). *Curriculum Development in Language Teaching*.Cambridge University Press.
- Sachdev, M.S.(1983). *Teaching of English in India*. Ludhiana: Prakash Brothers Educational Publishers.
- Sansanwal, D.N. & Singh, P.(1991). *Models of Teaching*. Society for Educational Research & Development, Baroda.
- Sansanwal, D.N. and Tyagi, S.K.(2006). *Multiple Discriminant Type Item*. MERI Journal of Education, Vol.1, No. 1, pp. 18 – 25.
- Skehan, P.(1998), *A Cognitive Approach to Language Learning.* Cambridge CUP.
- Sharma, K.L.(1970). *Methods of Teaching English in India*. Agra :Laxmi Narayan Agrawal.
- Sharma, Kusum*: A Handbook of English teaching*, Radha Prakashan Mandir, Agra.

- Shrivastava, B.D.(1968). *Structural Approach to the Teaching of English*. Agra: Ramprasad and Sons.
- Trivedi, R. S. *Techniques of Teaching English*, Balgovind Prakashan.
- Tucker, P.D. et al. (2002). *Handbook on Teacher Portfolios for Evaluation and Professional Development*.Eye on Education, Inc.
- Waker, Evans, D. (1966). *New Trends in Teaching English in Secondary Schools*. Chicago: Rand Macnally and Company.
- Weil, M & Joyce, B. (1979). *Information Processing Models of Teaching*. Prentice Hall Inc., New Jersey.
- Wrinins, D. A. (, 1979). *Linguistics in Language Teachings*. London, Hedder and Stoughton.
- Wright, S. (2004). *Language Policy and Language Planning : From Nationalism to Globablisation*:
- Williams, M. & Burden, R.L. (1997).*Psychology for Language Teachers: A Social Constructivist Approach.* Cambridge University Press.
- Zoha, AlamQuiser. (1995). *English Language Teaching in India*. New Delhi: Atlantic Publishers and Distributors.

VI# EDU 351; Pedagogy of Hindi Language   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Develop competency in preparing, Unit plan and lesson plan
- Be trained in developing materials for teaching Hindi as Second Language and identifying the errors that the pupils make.
- Understand the fundamental concepts, principles and practices of language testing
- To train in using interaction mode to evaluate himself and pupils and inculcate right language skills

Unit I : Pedagogic planning in Hindi Language

- Designing of objective based learning outcomes in cognitive, affective and psychomotor domain
- Content analysis of a particular unit
- Lesson Planning- meaning, importance and components of lesson plan; lesson planning format of prose, poetry, Grammar and composition; Unit planning
- Need for updating content and pedagogical competencies for the professional development of the Hindi language teachers

Unit-II: Learning Resources and Preparation of Materials

- Evaluating materials: Textbooks and texts: use of multiple textbooks/texts; the relationship between resource, learning and teaching, importance of literary clubs, school magazines, debate and quiz programs for learning Hindi language

- Materials of instruction for language teaching: audio visual aids in teaching Hindi, Use of technology- multi media centres, OHP, Video, tape recorder, Computer Assisted Instruction(CAI), Use of mass media- TV, newspaper, advertisement, use of library, dictionaries, pronouncing dictionaries, developing low-cost learning materials for teaching Hindi and to remedy the errors that pupils make.

Unit IV: Assessment of Learning in Hindi Language

- Construction of objective based test items in Hindi

- Evaluating and recording procedures to assess student performance; Self-assessment by students, by teachers, peer assessment, assessment of teachers by students

- Use of rubrics and portfolio in assessment of learning Hindi Language; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners.

- Procedures for assessing proficiency in specific language areas (oral language, reading and writing) and their integration; types of assessment procedures; ways to design and administer performance tasks (communicating effectively in negotiation, making requests, offering suggestions, speaking and writing persuasively, creative writing etc.) ; development of appropriate scoring mechanism.

Transaction Mode:

Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices.

Suggested Activities: At least one of the following

- Students engage in observation of teaching professionals in classes – work in pairs, fill out a number of guided observation sheets, review with peers on impressions gathered.

- Based on their observations, students will prepare a reflective portfolio selecting one particular area for improvement, development or change as a result of observation. Research and explore this area and draw up an action plan for change.

- Students prepare learning designs to develop grade level language proficiency using multiple texts, presentation, peer review; adaptation and changes based on peer/ group suggestions.

- Through discussion with teachers/ practitioners students will arrive at benchmarks of grade level language proficiency. They will construct a tool for assessing grade level proficiency.

- Students prepare the lesson plan based on a particular aspect i.e. prose/ poetry/ grammar

- Any other relevant activity

Suggested Readings

- Bhai Yogendrajeet: Hindi BhashaShikshan, Vinod PustakMandir, Agra.
- Joyce, B. & Weil, M. (1979). *Models of Teaching*. Prentice Hall Inc., New Jersey.
- Kshatriya, K.: Matra Bhasha Shikshan, Vinod PustakMandir, Agra.
- Lal, Raman Bihari : Hindi Shikshan, Rastogi Publications, Meerut.
- Pal, H.R and Pal, R.(2006). *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi,.
- Pal, H.R.(2003). *Speech Communication – Hindi*. Bhopal: M.P.Granth Academy.
- Pal, H.R. (2000). *Methodologies of Teaching & Training in Higher Education*. Delhi: Directorate of Hindi Implementation, Delhi University,.
- Sansanwal, D.N. & Singh, P.(1991). Models of Teaching. Society for Educational Research &Development, Baroda,
- Sansanwal, D.N. and Tyagi, S.K.(2006). *Multiple Discriminant Type Item*. MERI Journal of Education, Vol.1, No. 1, pp. 18 – 25.
- Satya, Raghunath : *Hindi ShikshanVidhi*, Punjab Kitabghar, Jullundur.
- Sharma, Dr.Laxminarayan :*Bhasha 1, 2 Ki Shikshan-VidhiyanAurPaath-Niyojan* Vinod PustakMandir, Agra.
- Singh, Savitri : *Hindi Shikshan*, Lyall Book Depot, Meerut.
- Weil, M & Joyce, B. (1979). *Information Processing Models of Teaching*. Prentice Hall Inc.,New Jersey,.

VI # EDU 351:Pedagogy of Urdu Language   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Develop competency in preparing year Unit plan and lesson plan
- Be trained in developing materials for teaching Urdu as Second Language and identifying the errors that the pupils make
- Understand the fundamental concepts, principles and practices of language testing
- To train in using interaction mode to evaluate himself and pupils and inculcate right language skills
- Develop the skills of preparing and using effectively the instructional material related to teaching of Urdu.
- Develop diagnostic & remedial skills in teaching of Urdu.

Unit I : Pedagogic planning in Urdu Language

- Designing of objective based learning outcomes in cognitive, affective and psychomotor domain
- Content analysis of a particular unit
- Lesson Planning- meaning, importance and components of lesson plan; lesson planning format of prose, poetry, Grammar and composition; Unit planning
- Need for updating content and pedagogical competencies for the professional development of the Urdu language teachers

Unit-II: Learning Resources and Preparation of Materials

- Evaluating materials: Textbooks and texts: use of multiple textbooks/texts; the relationship between resource, learning and teaching, importance of literary clubs, school magazines, debate and quiz programs for learning Urdu language
- Materials of instruction for language teaching: audio visual aids in teaching Urdu, Use of technology- multi media centres, OHP, Video, tape recorder, Computer Assisted Instruction(CAI), Use of mass media- TV, newspaper, advertisement, use of library, dictionaries, pronouncing dictionaries

Unit IV: Assessment of Learning in Urdu Language

- Construction of objective based test items in Urdu
- Evaluating and recording procedures to assess student performance; Self-assessment by students, by teachers, peer assessment, assessment of teachers by students
- Use of rubrics and portfolio in assessment of learning Urdu Language; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners.
- Procedures for assessing proficiency in specific language areas (oral language, reading and writing) and their integration; types of assessment procedures; ways to design and administer performance tasks (communicating effectively in negotiation, making requests, offering suggestions, speaking and writing persuasively, creative writing etc.) ; development of appropriate scoring mechanism.
- Diagnostic test and remedial measures

Transaction Mode:
Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices.

Suggested Activities: At least one of the following
- Students engage in observation of teaching professionals in classes – work in pairs, fill out a number of guided observation sheets, review with peers on impressions gathered.

- Based on their observations, students will prepare a reflective portfolio selecting one particular area for improvement, development or change as a result of observation. Research and explore this area and draw up an action plan for change.
- Students prepare learning designs to develop grade level language proficiency using multiple texts, presentation, peer review; adaptation and changes based on peer/ group suggestions.
- Through discussion with teachers/ practitioners students will arrive at benchmarks of grade level language proficiency. They will construct a tool for assessing grade level proficiency.
- Students prepare the lesson plan based on a particular aspect i.e. prose/ poetry/ grammar
- Any other relevant activity

Suggested Readings

- Ahemed Hussain: Tadress – Urdu
- Farooq Ansari: Instructional Material for Teachers on the New Techniques andApproaches of Teaching Urdu at Secondary level.
- Her Majesty's Publication: Teaching the Mother Tongue in Secondary Schools.
- JaleesAbidi: Ibtiayee School Mein taleemKeTariqey.
- Moinuddin: Hum Urdu KaiseParhayen.
- Rafiqa Kareem: Urdu ZabankaTariqa-e-Tadrees.
- SalamatUllah: BuniyadiUstadkeLiye.
- SalamatUllah: Hum KaiseParhayen
- Saleem Abdullah: Urdu KaiseParhayen.

VI # EDU 351: Pedagogy of Mathematics Credits: 2

Course Objectives:

On completion of the course students will be able to

- explore the use and relevance of different learning resources and materials in learning different mathematical concepts and themes..
- develop learning materials on selected units/themes that facilitate learning of mathematics in the classroom
- identify the mathematics themes for which community can be used as a learning site.
- organise mathematics related activities through mathematics club during school attachment.
- study the mathematics laboratories in schools – lay out, facilities, equipments, materials and other learning aids available that facilitate learning of Biology.
- familiarize with the different types of curricular projects in biology and their purposes ,themes, learning materials, resources etc

● reflect upon his/her own experiential knowledge in the different processes of becoming a Life science teacher.

Course Content:

Unit I: Pedagogic planning in learning Mathematics

● Designing of objective based learning outcomes in cognitive, affective & psychomotor domains.
● Content analysis of a unit
● Lesson Planning – Importance and Basic steps.

Unit II: Learning Resources and Preparation of Materials
● Mathematics laboratory – concept and need, space and equipment for setting up a mathematics laboratory
● Utilization of learning resources in Mathematics: Charts and pictures, weighing and measuring instruments, drawing instruments, models, concrete materials, surveying instruments
● Bulletin boards, Mathematics club, field trips and visits.
● Abacus, Cussionaire rods, Fractional discs, Napier strips.
● Calculators, Computers, Smart boards, Multimedia presentations.
● Mathematics outside the classroom
● Websites on Mathematics content

UNIT III: Assessment of and for learning Mathematics
● Comprehensive and continuous evaluation in Mathematics
● Construction of different types of test items and questions to assess content specific- simple factual knowledge, higher order thinking and application abilities; preparation of blue print/table of specifications;
● Diagnostic test and remedial measures

Transaction mode:
Interactive session, group discussion; assignment, panel discussion , seminar, group work , library work, Role play, Situation analysis and case studies, Debate, workshops etc.

Suggested Activities: At least one of the following
● Planning of at least 2 lessons plan
● Teaching mathematics in real classroom /simulated situation.
● Preparation of teaching aids
● Analysis of mathematics text books, and other curricular materials.

● Project work using ICT on any mathematics lesson

● School visits to study existing Lab facilities for learning mathematics

● Construction of Unit test

Suggested Readings:

● Cooney, Thomas J. and Others (1975). Dynamics of Teaching Secondary SchoolMathematics, Boston: Houghton Mifflin.

● Driscoll,M., Egan, M., Nikula, J., &DiMatteo, R. W. (2007). Fostering geometric thinking: Aguide for teachers, grades 6-10. Portsmouth, NH: Heinemann.

● Driscoll,M.(1999). Fostering algebraic thinking: A guide for teachers, grades 5-10.Portsmouth, NH: Heinemann.

● Grouws, D.A. (ed) (1992). Handbook of Research on Mathematics Teaching and Learning,NY: Macmillan Publishing.

● Lester, F.K (Ed) (2007). Second Handbook of Research on Mathematics Teaching and Learning, Charlotte, NC: NCTM & Information Age Publishing.

● Mager, Robert (1962) Preparing instructional objectives. Palo Alto, CA: Fearon.

● Malone, J. and Taylor, P. (eds) (1993). Constructivist Interpretations of TeachingandLearning Mathematics, Perth: Curtin University of Technology.

● Marshall, S.P.(1995) Schemes in Problem-solving. NY: Cambridge University Press.

● Moon, B. & Mayes, A.S. (eds) (1995). Teaching and Learning in Secondary School. London:Routledge.

● NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi:NCERT.

● NCERT and State textbooks in Mathematics for Class VIII to X

● Nickson, Marilyn (2000). Teaching and Learning Mathematics: A Guide to Recent Researchand its Applications, NY: Continuum.

● Nunes, T and Bryant, P (Eds) (1997). Learning and Teaching Mathematics: An InternationalPerspective, Psychology Press.

● Polya, George (1957) How to solve it, Princeton, NJ: Princeton University Press.

Periodicals/Journals

● Educational Studies in Mathematics

● International Journal of Science and Mathematics Education

● Journal of Research in Mathematics

● Journal of Mathematics Teacher Education

- Mathematics Education Research Journal

- Mathematics Teaching

- Research in Mathematics Education

- School Science and Mathematics

- Teaching Children Mathematics

- The Mathematics Teacher

VI # EDU 351: Pedagogy of life scienceCredits: 2

Course Objectives:

On completion of the course students will be able to

- explore the use and relevance of different learning resources and materials in learning different Biological concepts and themes..

- develop learning materials on selected units/themes that facilitate learning of life science in the classroom

- identify the biological themes for which community can be used as a learning site.

- organise life-science related activities through eco or science club during school attachment.

- study the science laboratories in schools – lay out, facilities, equipments, and materials, specimens, models, and other learning aids available that facilitate learning of Biology.

- familiarize with the different types of curricular projects in biology and their purposes ,themes, learning materials, resources etc

- reflect upon his/her own experiential knowledge in the different processes of becoming a Life science teacher.

Course Content:
Unit I: Pedagogic planning in learning life science
- Designing of objective based learning outcomes in cognitive, affective & psychomotor domains.
- Content analysis of a unit/lesson,
- Lesson Planning – Importance and Basic steps.

Unit II: Learning Resources and Preparation of Materials
- Importance and use of teaching aids, Types of teaching aids
- Biology Museum, Science Club, Field Trips, Exhibitions, Aquarium , Herbarium, Vivarium,
- ImprovisedTeaching Aids,
- Laboratory management and organization of life science lab
- Websites on life science content

UNIT III: Assessment of and for learning Life Science

● Continuous and comprehensive assessment in life science: preparation and use of worksheets; use of observation techniques, self and peer assessment; assessment of worksheets; students' journals; use of rubrics in assessing students' performance based activities; feedback for improving learning;

● Diagnosing learning difficulties in life science and providing additional support to the learner

● Planning for Portfolio assessment in life science

● Construction of different types of test items and questions to assess content specific- simple factual knowledge, higher order thinking and application abilities; preparation of blue print/table of specifications;

● Diagnostic test and remedial measures

Transaction mode:

Lecture cum discussion, interactive session, group discussion; assignment, panel discussion, seminar, group work , library work, field visit, workshops, simulated teaching etc.

Suggested Activities: At least one of the following

● Planning of at least 2 lessons plan

● Teaching Life science in real classroom /simulated situation .

● Preparation of learning aids

● Analysis of Biology text books, and other curricular materials.

● Project work using ICT on any Biology lesson

● School visits to study existing Lab facilities for learning Biology

● Construction of Unit test

● Any other relevant activity

Suggested Readings:

● Ameetha, A. (2004) Methods of Teaching Biological Science, Neelkamal, Hyderabad

● Esler, K. William & Mark. K.Esler (2001): Teaching Elementary Science (8th edition) Wadsworth group, Thomas learning, Printed in the USA.

● Jennings, T. (1986): The young scientist investigates- Teacher's Book of Practical work, Oxford University Press, Oxford.

● Mangal S.K &Shubhra (2005) Teaching of Biological Sciences, International Publishing House, Meerut

● Mason M & Ruth T. Peters, Teacher guide for Life sciences, Published by D. Van Nostrand Company, Inc, New york.

●National Curriculum Frame Work 2005, NCERT, New Delhi.

- NCERT text books (2005) science for classes from VIII to X
- NCERT (1982) Teaching Science in Secondary Schools, NCERT, New Delhi.
- NCERT (2006) Science Text books of Classes, NCERT, New Delhi
- New UNESCO Source Book for teaching science, UNESCO, Paris, Richardson, J.S. Science teaching in secondary schools; New York; prentice hall.
- Novak. D.J & D.BobGowin (1984): Learning how to Learn, published by the press syndicate of the University of Cambridge, Printed in the USA.
- Robin Millan (1984): Doing Science: Images of Science in Science education, the Falmer Press, London.
- Sharma L.M (2003) Teaching of Science & Life Science, DhanpatRai Publishers, New Delhi
- Sharma, R.C (2005) Modern Science Teaching, DhanpatRai& Sons, Delhi.
- Siddiqui .H.Mujibil(2007) Teaching Science Balaji offset, N.Delhi
- State text Books for classes VIII to X.
- Steve Alsop, Keith Hicks (2007): Teaching Science: A Handbook for Primary and Secondary school teachers, Kogan Page, New Delhi
- Tomar, A. (2005) Teaching of Biology, Kalpaz Publications, New Delhi
- Turner,T&W.Dimarco (1988); learning to teach science in the secondary school – a companion to school experience, Published by Routledge,
- Vaidya, N. (2003) Science Teaching in Schools, Deep & Deep Publishers, New Delhi

VI # EDU 352; Pedagogy of Social Science   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Plan lessons based on different approaches to facilitate learning of Social Sciences.
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Social Sciences
- Identify themes in Social Sciences in which community can be used as a learning resource
- Use Social Science Laboratory to facilitate learning of Social Science
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher
- understand different ways of assessing learners' performance and providing additional support to the learners

Unit I: Pedagogic planning in Social Sciences

- Designing of objective based learning outcomes in cognitive, affective and psychomotor domain
- Content analysis of a particular unit
- Various steps and planning of Lesson plan and Unit plan
- Need for updating content and pedagogical competencies for the professional development of the social science teachers

Unit II: Learning Resources and Preparation of Materials

- Importance and functions of social science room, social science club and social science text book; Audio Visual Materials - charts, models, maps, supplementary materials, preparation of low cost teaching aids for teaching social sciences
- Community as a resource site, use of library resources. ICT in learning Social Sciences – Websites on learning Social Sciences, interactive websites, on line learning and developing ICT based learning materials.

Unit III: Assessment of Learning in Social Sciences

- Continuous and comprehensive evaluation in social science
- Construction of objective based test items
- Evaluating and recording procedures to assess student performance;
- Self-assessment by students, by teachers, peer assessment, assessment of teachers by students
- Use of rubrics and portfolio in assessment of learning Social Sciences; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners.

Transaction Mode:

Lectures, group work on pedagogic analysis of content and planning lessons, discussion, visit to schools, field trips and social science tours.

Suggested Activities: At least one of the following

- Planning of Lessons on the Social Sciences units/themes of class VIII, IX and X
- Writing Reflective Journals based on teaching experiences – simulated
- Preparation of improvised teaching aids
- content analysis of a unit from social science content
- Analysis of Social Science Textbooks/Curriculum.
- Project work using ICT on any Social Science lesson
- Construction of Test items – objective based
- Any other relevant activity

Essential Readings:

- Banks, James, A., (1977). *Teaching Strategies for the Social Studies: Enquiry, Valuing And Decision Making*, Wesley Publishing Comp., Massachusetts.

- Bining, Arthur, C., and Bining, David, H.., *Teaching Social Studies in Secondary Schools*. McGraw, Hill Book Company, Inc., New York 1952.
- Dhamija, Neelam (1993). *Multimedia Approaches in Teaching Social Studies*, Harmen Publishing House, New Delhi.
- James, Hemming. (1953).*The Teaching of Social Studies in Secondary Schools*, Longman Green & Company, London
- Yagnik, K, S. (1966) *The Teaching of Social Studies in India*, Orient Longman Ltd.

Suggested Readings:

- Learning Without Burden, Report of the National Advisory Committee, 1993, Ministry Of Human Resource Development, Government of India.
- National Curriculum Frame Work 2005, NCERT, New Delhi
- National Curriculum for Elementary And Secondary Education, A Frame Work, 1988, NCERT, New Delhi.
- NCERT (1971). Report of the Committee on Examinations, CABE, Ministry of Education on Social Welfare, India, New Delhi.
- NCERT textbooks in Social Science.
- Position Paper by National Focus Group on Teaching of Social Sciences.
- Report of the Secondary Education Commission, 1953, Ministry of Education, Government of India, New Delhi.
- Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi.
- The Curriculum for the Ten Year School – A Frame Work, 1975, NCERT, New Delhi.
- UNESCO, New Source Book Teaching of Geography, UNESCO 2005.

VI# EDU 352: Pedagogy of Physical ScienceCredits: 2

Course objectives:

On completion of the course, student will be able to

- explore the use and relevance of different learning resources and materials in learning different concepts and themes of physical science.
- develop learning materials on selected units/themes that facilitate learning of physical science in the classroom
- identify the themes related to physical science for which community can be used as a learning site.
- organise physical science related activities through science club during school attachment.

● study the science laboratories in schools – lay out, facilities, equipments, and materials, specimens, models, and other learning aids available that facilitate learning of physical science.

● reflect upon his/her own experiential knowledge in the different processes of becoming a Life science teacher.

Course Content:

UNIT – I: Pedagogical Planning in learning Physical Science

● Designing of objective based learning outcomes in cognitive, affective & psychomotor domains.
● Content analysis of a unit
● Lesson Planning – Importance and Basic steps.

Unit II : Learning Resources and Preparation of Materials

● TeachingAids: Importance, Use and classification of Aids
● Audio-visual materials – charts, models, multimedia, science kits, etc.
● Improvised teaching Aids
● Science club and exhibition
● Visits to Museum, Science Park and community as a resource site for learning physical science.
● Websites on physical science content,
● Planning and management of science labs.

UNIT III : Assessment of physical science:

● Continuous and comprehensive evaluation in Physical Science: Assessment of Cognitive Domain, Assessment of affective measures in physical science, Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
● Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
● Planning and assessment of portfolios in physical science learning.
● Construction of different types of test items and questions to assess content specific- simple factual knowledge, higher order thinking and application abilities; preparation of blue print/table of specifications;
● Diagnostic Test and Remedial Measures

Transaction mode:

Lecture cum discussion, interactive session, group discussion; assignment, panel discussion, seminar, group work , library work, field visit, workshops, simulated teaching etc.

Suggested Activities: At least any one of the following:

- Planning of at least 2 lessons plan
- Teaching physical science in real classroom /simulated situation
- Preparation of teaching aids
- Construction of a diagnostic test for unit along with a remedial plan.
- Preparing a report on maintenance of Science Laboratory equipments and safety rules.
- Development of a Unit test
- Visit to science centre/science museum and presenting the report
- Any other relevant activities

Suggested Readings:

- ArchanaTomar (2005) Teaching of Biology, Kalpaz Publications, New Delhi.
- Buxton.A Cory.(2010) Teaching Science in Elementary and Middle School Sage Publications, New Delhi.
- Bybee.w.Roger (2010) The Teaching of Science 21st Century Perspective National Science Teachers Association, USA
- Fensham P.J. (1994) The content of Science: A constructive Approach to its Teaching and Learning, The Falmer Press, Washington, D.C
- Joshi S.R (2005) Teaching of Science, A.P.H Publishing Corpn., New Delhi
- Lawson.E. Anton.(2010) Teaching Inquiry Science in Middle School Sage Publications, New Delhi
- Leckstein, John Murrey (1988) Basic Skills – Science, John Murrey Boston
- Mangal S.K &Shubhra (2005) Teaching of Biological Sciences, International Publishing House, Meerut
- Narendra Vaidya (2003) Science Teaching in Schools, Deep & Deep Publishers, New Delhi
- NCERT (1982) Teaching Science in Secondary Schools, NCERT, New Delhi.
- NCERT (2006) Science Text books of Classes, NCERT, New Delhi
- NCERT, *National Curriculum Framework*- 2005, NCERT. New Delhi.
- NCERT, *'Focus Group Report' Teaching of Science* (2005). NCERT New Delhi.
- Novak, J.D. & Gown, D.B. (1984). Learning how to learn; Cambridge University Press.
- P. Ameetha (2004) Methods of Teaching Biological Science, Neelkamal, Hyderabad
- Ralph, E. Martin & Others (1994) Teaching Science for all Children, Allyn and Bacon
- Rao, V.K. (2004) Science Education, APH Publishing Corpn. New Delhi

- Sharma L.M (2003) Teaching of Science & Life Science, DhanpatRai Publishers, New Delhi
- Sharma, R.C (2005) Modern Science Teaching, DhanpatRai& Sons, Delhi.
- Siddiqui .H.Mujibil(2007) Teaching Science Balaji offset, N.Delhi
- Siddiqui N.N & Siddiqui M.N (1994) Teaching of Science Today & Tomorrow, Dooba House, Delhi
- Science & Children (NSTA's peer reviewed journal for elementary teachers).
- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.
- Sutton, C. (1992). *Words, Science and Learning*. Open University Press, Buckingham.

- TripathiSahil (2004) Teaching of Physical Science, Dominant Publications, Delhi.
- UNESCO (1966) Source Book for Science Teaching, UNESCO, Paris.
- Vanaja M. (2006) Teaching of Physical Science, Neelkamal Publications, Hyderabad
- Alan J. McCormack. *Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum*. Kraus International Publications

VI # EDU 353: Practicum: School observation   Credit: 1

Course Objectives:

Upon completion of the course student will be able to

- Reflect upon and make the most of their previous school experiences
- Develop an understanding of the nurturant and deterrent aspects of the school environment
- Develop conceptual understandings about teaching and learning in school environment

Workshop 1: School Reflections

- The Student teachers will be divided into groups of four or five. Each student teacher will reflect upon the nurturant and deterrent factors of the learning environments of the schools they attended. One student from each group will present the identified factors of their group.

Workshop 2: School as an Organized System

- The student teacher will learn the functioning of the school as an organized system.
- In groups of four or five the students will reflect upon arrangements in the school for coordinated functioning of the school like morning assembly, time table, academic calendar work allocation, responsibility roasters, liasoning activities like parent teachers' meetings, interaction with community with local authorities etc. One student will present the reflections of the group.

Workshop 3: School as Learning Environment

- Students teachers in groups of four or five will reflect upon all that they have learnt in Schools, from the School-community interactions, from parents and from teachers. They will discuss these in groups, record their reflections and present in a seminar.

VI# EDU354: Microteaching Credit : 1

The student will demonstrate any five skills of teaching through one micro lesson cycle on each skill from the following as decided by the teacher:
Introducing a lesson, probing question, stimulus variation, reinforcement, blackboard writing, illustrating with examples (Explanation) etc.

VI # EDU 355 School Management   Credits: 2

Course Objectives
The course will enable the pupil teachers to
- Gain a critical understanding of the issues in management, administration, supervision and control
- Understand the basic concepts of school management and classroom management
- Explain the role of principals and teachers for effective school management
- To develop an awareness of management of human resources and material resources
- Understand the different approaches to classroom management
- Analyze the strategies of preventing problems in managing a classroom

Unit-I Management in School
- Concept and scope of management in Education, Related concepts of management-Administration, supervision and Control; Difference between Educational Management and School Management
- School Management- concept, nature, function, scope, principle, objective and forms (Democratic and Autocratic)
- Management of Human Resources- Components of Human resources, role of principals and teachers for effective school management, staff meetings: forum for sharing, review and further planning of events and activities, Approaches to professional development of teachers in school, Mechanisms that promote and hinder school community and teacher-parent relationship
- Management of Material resources- the school plant, institutional planning, maintenance of school records, school time table, co-curricular activities, library and reading room, planning annual school calendar, day to day schedules- time table, notifications and announcements

Unit II-Classroom Management

- Classroom Management- concept, characteristics, principles, approaches and factors influencing classroom management
- Role of students in a classroom-leader, follower and non-participant
- Role of a teacher in classroom management-relationship between leadership styles of a teacher and classroom discipline
- Managing behaviour problems in a classroom - Preventative, Supportive and corrective.
- Common mistakes in classroom behaviour management. Establishment of routines, rules and procedures
- Punishment and its legal implications – the rights of a child
- Time management in a classroom – allocated time versus engaged time

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group exercises etc

Suggested Activities: At least one of the following

- Practice of various approaches to classroom management in simulated group work
- Review the school time-table planning and its effectiveness towards attaining academic expectations laid by National Curriculum Framework
- Preparation of a plan of action to be implemented during the next three years for improving a functioning of school
- Project work on analysing good and weak points of school management in private, Government, large sized and small sized classroom
- Study the problems of the students in your classroom and suggest the preventive measures from the teacher's point of view
- Any other relevant activity

Essential Readings

- Agarwal, J. C. (2006). *Emerging Trends in Indian Education*, Agra ,Vinod Pustak Mandir.
- Agarwal,J.C.(2002). *School Organisation, Administration and Management*, Doaba House, NaiSarak, New Delhi.
- Chauhan, C .P. S. (2007). *Modern Indian Education: Policies, Progress and Problems*, New Delhi ,Kanishka Publisher.
- Haseen, Taj.(2001). *School Management and Administration*, H.P Bhargava Book House, Agra, KacheriGhat.

Suggested Readings

- Alka, Kalra (1977). *Efficient School Management and Role of Principals*, New Delhi, APH Publishing Corporation.

- Boston, K. (2000). *Learning and Managing the School, Development of Education and Training*: New South Wales.

- Boston Blumberg, A & Greenfield, W. (1986).The effective principal, Allyn& Bacon, London.

- Buch, T (et al) (1980). *Approaches to School Management*, Harper & Row Publishers, London.23

- Campbell, R F., Corbally, J E and Nystrand, R. O. (1983). *Introduction to Educational Administration*, (6th ed), Allyn and Bacon, Inc.

- Chturvedi, S. (2009).*Challenges before Education in India*, Yojna, New Delhi.

- Dean, J. (1995).*Managing Primary School*, London Routledge.

- Govt of India (1992), *Programme of Action*, MHRD, New Delhi.

- Griffiths, J. Podirsky, M. Deakin, S. and Maxwell, S. (2002). *Classroom Layout*. URL:http://ehlt.flinders.edu.au/education/DLT/2002/environs/suyin/overview.html.

- Gupta, S K and Gupta S (1991). *Educational Administration and Management*, Manorama Prakashan, Indore.

- Khan, M S (1990) *Educational Administration*, Asia, Publishing House, New Delhi.

- Marsh, C. (2000). *Handbook for Beginning Teachers*. Second Edition. Pearson Education: Australia.

- Naik, J, P. (1970). *Institutional Planning, Asia Institute for Educational Planning and Administration,* New Delhi.

- Sushi, T et al (1980). *Approaches to school management.* London: Harper & Row.

- Vashist, Savita (Ed)(1998). *Encyclopaedia of School Education and Management*, New Delhi, Kamal Publishing House.

VII# EDU 401 Human Development   Credits: 4

Course Objectives

The course will enable the pupil teachers to

- Develop an understanding about the impact/ influence of socio cultural context in shaping human development

- Appreciate inter-relatedness and interdependence of individual and society in the context of human development

- Visualize the multiple dimensions and stages of human development and developmental tasks

- Gain an understanding of different theoretical perspectives of human development

- Understand the dynamics of human development

- Acquire competencies and skills required for meeting the classroom dynamics

Unit –I Fundamentals of Human Development

- Concept and nature of human development, Social context of human development- families, peers, school, ethnicity, culture and gender, Socioeconomic status and language
- Learner as a developing individual, Development as a resultant of interactions between and among individual's potentials (Innate, inherited and acquired) and external environment (Physical, social, cultural, economic, political and technological)

Unit II Dimensions of Development and their Educational Implication

- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- Developmental tasks of childhood and adolescence and their educational implications
- Adolescence in the Indian context- characteristics and problems, their needs and aspirations, educational support required for adolescent development
- Theories of development- Piaget's cognitive development theory, Erickson's psychosocial development theory, Kohlberg's moral development theory

Unit-III Dynamics of Human Development

- Concept of self, self-concept, self-esteem, self-efficacy and self-realization
- Determinants of personality development of an individual-biological and socio-cultural; Personality assessment
- Mental Health: concept, characteristics, factors affecting mental health of the students, Role of the teacher in fostering good mental health of the students
- Role of teacher in managing frustration, conflict and stress of the students

Unit-IV Group Dynamics and Individual

- Concept and characteristics of group dynamics, Dynamics in the classroom, Effect of group process and interpersonal relations on learning conditions, measures to improve human relations and interaction, social skills required for maintaining human relations
- Socio-emotional climate of the classroom and role of teacher in developing socio-emotional climate of the classroom

Transaction Mode

Lecture cum discussion method, Class presentations, ,Readings and class discussions, Assignments , Survey to study child rearing, practices, Case study analysis to understand contextual influence on development, Exercises on self-concept and personality development, Use of online videos related to human development, Case study of an adolescent, Classroom observation to study the current teaching-learning practices etc.

Suggested Activities: At least one of the following

- Observe some of the variations in development among a group of students and prepare a report with emphasis on educational implications
- Study on the physical, social, emotional, moral and language development of a child or adolescent and write a report on it
- Observe the cognitive, psychosocial / moral development on any stage of a child or an adolescent and write a report on it
- Study the personality characteristics of some successful individuals
- Study the type of social relationship among the students in your class using socio-metric technique and suggest the role of teacher in improving the socio-emotional climate of the classroom
- Any other relevant activity

Essential Readings

- Aggrawal, J.C(2002). *Essential of Educational Psychology*, Delhi: Doaba Book House
- Chauhan, S.S. (2001). *Advanced Educational Psychology*. New Delhi: Vikash Publishing House.
- Dandapani, S. (2001).*Advanced Educational Psychology*. Anmol Publication, New Delhi.
- Mangal, S.K. (1994).*Advanced Educational Psychology*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Woolfolk,A. E. (2009). *Educational Psychology* (11th Edition) (My Education Lab Series) Prentice Hall.

Further Readings

- Brown, J.S., Collins A and Dugrid, P (1989).*Situated Cognition and the Culture of Learning,* Educational Researcher; 32-42.
- Erickson, E.H. (1968). *Identity, Youth and Crisis*. New York: W.W. Norton
- Jeanne, Ellis Ormrod. *Educational Psychology : Developing Learners*. Fourth Edition
- Jeffrey Arnett (2007), *Adolescence and Emerging Adulthood: A Cultural Approach*. (3rd. ed.). Upper Saddle River, N.J.: Pearson.
- Klausmeier, Herbert J (1985). *Educational Psychology*. Harper and Row, Pub. New York.
- Kohlberg, L., & Gilligan, C. (1974). *The Adolescent as a Philosopher: The Discovery of the Self in a Post-Conventional World*. In H.V. Kraemer (Ed) *Youth and Culture: A Human Development Approach*. Monterey, CA: Brooks/Cole.
- Kohlberg, L., Levine, C., &Hewer, A. (1983). *Moral Stages: A Current Formulation and a Response to Critics*. New York: S. Karger.
- Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
- Morgan, C. T., King, R. A., Weiss, J. R., &Schopler, J. (2001).*Introduction to Psychology* (7th Edition). New Delhi: Tata McGraw Hill.

- Patricia A. Alexander, Philip H. Winne (2006) *Handbook of Educational Psychology*
- Rathus,S.A.(2012). *Psychology Concepts and Connections* (11th Edition).Wadsworth Cengage Learning, Nelson Education Limited, Canada.
- Rathus,S.A.(2012). *Psychology Concepts and Connections* (11th Edition).Wadsworth Cengage Learning, Nelson Education Limited, Canada.
- Sarangapani M. Padma(2003*). Constructing School Knowledge :An Ethnography of learning in an Indian Village*, Sage Publication
- Sturt Mary, Oakden, E.C. (1999) *Modern Psychology and Education*, Routledge.
- Vygotsky, L.S. *Mind in Society*, Harvard University Press: Cambridge, 1978. Chapter 6.

VII # EDU 402 School Experience Programme – I   Credits: 4

Course Objectives

On completion of the course the student will be able to

- Understand the content and pedagogical principles, issues and problems related to teaching
- Acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, working with the community
- Develop proper professional attitudes, values and interests
- Understand the role of a teacher
- Familiarize with the existing educational scenario of the respective states.

Activities

Getting acquainted with various aspects of cooperating schools- The student will teach at least 15 Lessons in each method/subject. Out of 15 lessons in each subject, 20% will cater to the needs of slow learners, enrichment for talented children, in-group learning set up and on self-learning models

The student will observe 5 lessons in each subject/method of peer group.

Participating in school activities and organisation of activities

Administering of diagnostic tests and identifying of learning difficulties

Organizing curricular and co-curricular activities

Post- School Experience Activities

Follow-up activities (remedial and enrichment activities) to be taken up by the Institute

Finalization of records and reports related to curricular and co-curricular activities

Evaluation and Scheme of Assessment

Evaluation of performance during school experience programme- I will be done on the basis of assessment by institute supervisors, cooperating teachers, headmasters, records, reports and student activities/assignments. The scheme of assessment will based on the following Areas:

Areas

1. Teaching

2. Record of Lesson Observation

3. Evaluation Record

4. Preparation and presentation of teaching aids

5. Record of participation in school activities

VIII # EDU 451 School Experience Programme– II   Credits: 2

Course Objectives

On completion of the course the student teacher will be able to

- Understand the content and pedagogical principles, issues and problems related to

teaching

- Acquire competencies and skills required for effective classroom teaching, classmanagement and evaluation of student learning, organization of co-curricular activities,working with the community

- Develop proper professional attitudes, values and interests

- Understand the role of a teacher

- Familiarize with the existing educational scenario of the respective states.

Activities

Getting acquainted with various aspects of the cooperating schools- The student will teach 15 Lessonsin each method/subject. Out of 15 lessons in each subject, 20% will cater to theneeds of slow learners, enrichment for talented children, in-group learning set up and onself-learning models

Participating in school activities and organisation of activities

Administering of diagnostic tests and identifying of learning difficulties

Conducting a case study/action research

Organizing curricular and co-curricular activities

Post-School Experience Programme Activities

Follow-up activities (remedial and enrichment activities) to be taken up by the Institute

Finalization of records and reports related to curricular and co-curricular activities

Evaluation and Scheme of Assessment

Evaluation of performance during School Experience Programme - II will be done on the basis of assessment byinstitute supervisors, cooperating teachers, headmasters, records, reports and studentactivities/assignments. The scheme of assessment will based on following areas

Area

1. Teaching

2. Record of Lesson Observation

3. Evaluation Record

4. Preparation and presentation of teaching aids

5. Record of participation in school activities

VIII # EDU 452: Reflective Journal Credit : 2

The students will prepare a diary analyzing their work and learning progress critically throughout the School Experience Programme. It will include their critical, analytical and reflective writing about their awareness of the cultural context (setting) of the school, class, prevalent practices of teaching - learning activities and the curriculum. It may include their reflections on the journey of the School Experience programme. It may include research notes, personal comments/reflections, notes, images, videos, quotes extracts from the parents, students, teachers, principal and other working staff of the school, books, journals and photos/sketches.

VIII # EDU453: Inclusive Education   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Understand the meaning, scope and importance of inclusive education
- Identify the children with diverse needs in the classroom
- Manage students in inclusive classroom by adapting appropriate strategies
- Analyze the role of teachers in implementing reforms in assessment and evaluation in inclusive education

Unit-I Introduction to Inclusive Education

- Concept, nature and importance of Inclusive education, Difference between special education, integrated education and inclusive education; Advantages of inclusive education for the

individual and society; Facts and myths of inclusive education with special reference to Indian context

- Need for early identification, The Identification Process (Who should do and how?); Educational approaches and measures for meeting the children with diverse needs.
- Current laws and policy perspectives supporting inclusive education for children with diverse needs

Unit-II Planning and Management of Inclusive Education

- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children
- Creating conducive environment in inclusive schools: physical, social and emotional
- Practices and Classroom Management in Inclusive Education- Seating arrangement, Whole class teaching, Collaborative teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning
- Utilisation of records/ case profiles for identification, assessment, and intervention for inclusive classrooms
- Role of parents, headmasters and teachers in ensuring equal educational opportunities for these students
- Teachers' role in implementing reforms in assessment and evaluation in inclusive education

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group **exercises**, visits to special schools for observing the behaviors of the students with diverse needs and discussions of the reports, etc.

Suggested Activities: At least one of the following

- Identification of children with diverse Needs
- Teaching one child with diverse needs using appropriate strategies
- Adaptation of curriculum and methods to teach one child with diverse needs
- Visit to one institution dealing with disabled children and preparing its' report
- Establish the cell to identify children with diverse needs
- Any other relevant activity

Suggested Readings

- Baker, E. T., Wang, M. C. & Walberg, H. J. (1998). 'The effect of inclusion on learning', in Nutbrown,
- C., & Clough, P. (2006). *'Inclusion in the Early Years',* London, Sage Publication.
- Burrello N. C., Lashley C, and Beatty E. E. (2001) *Educating all students together. How school leaders create Unified System*. Corwin Press, Inc., Sage Publication Company.

- Gearheart, B. R; Weishahn, M. W; Gearheart C. J. (1992). *The Exceptional Student in the Regular classroom* (5th Ed.) Macmikar Publishing company.

- Hallahan, D.P., Kauffma, J.M., Pullen, P.C. (2009). *Exceptional Learners – An Introduction to Education* (11th Ed) Allyn& Bacon, Pearson Education, Inc. USA.

- Hegarty S and Alur M (2002) *Education and Children with special needs – from Segregation to Inclusion* (Ed) Sage Publication

- Internet Source, MHRD (2005b). *'Action Plan for Inclusive Education of Students and Youth with Disabilities'*.

- Internet Source, SSA (2002). *'Basic features of SSA'*, Inclusive education in SSA, Retrieved from www.ssa.nic.in / inclusive_education / ssa_plan_manual.

- Jangira, N. K. (2002). *Special educational needs of students and young adults: an unfinished agenda,* in: M. Alur& S. Hegarty (Eds) *Education and students with special needs: from segregation to inclusion* New Delhi, Sage.

- Jhulka, A. (2006) "*Including students and youth with disabilities in education – a guide for practioners"* NCERT, New Delhi

- Kauffman, J. M. &Hallahan, D. P. (Eds): (1982). '*Handbook of Special Education'*, New York: Prentice Hall Inc.

- King S. & Margaret. E. (1994). '*Curriculum based assessment in special education'*, California: Singular Publishing group Inc.

- Luftig, L. R. (1989). '*Assessment of Learner with special needs'* Boston, Allyn& Bacon.

- Mani, M.N.G. (2000). *Inclusive Education in Indian Context.* International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission ,Vivekannanda University.

- Mangal, S.K. (2007). *Educating Exceptional Students – An Introduction to Special Education*. New Delhi: Prentice hall of India Pvt. Ltd.

- Ministry of Human Resource Development (2005). *Action plan for inclusion in education of students and youth with disabilities* (New Delhi, Government of India).

- Ministry of Social Justice and Empowerment (2006). *National Policy for persons with disabilities* (New Delhi, Government of India).

- Murphy, P.F and Gipps, C.V. (1996*). Equity in the classroom: Towards effective Pedagogy for girls and boys* (Ed) The Faluer Press, UNESCO Publishing

- Narayan, J. (1997*). Grade Level Achievement Devices*, Secunderabad, NIMH.

- Nutbrown, C. C. (2006). *'Inclusion in the early years'*, London: Sage Publications Ltd.

- Oslon, J. L., and Platt, J. M. (1992). *Teaching students and adolescents with special needs*. McMillan publishing company limited, USA.

- *Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*

- National Sample Survey Organisation (2003) *Disabled persons in India, NSS 58th round* (New Delhi, Government of India).
- *Right to Education Bill (2005* Draft, enacted 2009) Available online.
- Rehabilitation Council of India (2005) *Annual Report, 2003–04*, Rehabilitation Council of India, New Delhi.
- Salamanca Statement and Framework for Action on Special Needs Education (1994).
- Smith, T .E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2001) *Teaching Students with Special needs in Inclusion Setting.* (3 Ed). Allyn& Bacon.
- Salvia, J; Yesseldyke, J. E; Bolt, S (2010) Assessment in special and Inclusive Education (11th Ed) Wadsworth Cengage Learning U S A.
- Swarup, S. (2007). Inclusive Education, *Sixth Survey Of Educational Research 1993* N.Delhi.*: 2000.* NCERT.
- Thompson, S.J., Quenemoen R. F Thurlow M. L., Ysseldyke J. E (2001). *Alternate assessments for students with disabilities*. Crowin Press, Inc and Council for Exceptional Children.
- Wood, J. W., and Lazzari, A. M. (1997). *Exceeding the boundaries: Understanding Exceptional Lives.* Harcourt Brace and Company, USA.
- White W. F (1971). *Tactics for teaching the disadvantaged* .Mcgraw – Hill book Company

VIII # EDU 454; Guidance and Counseling   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Understand the concept, nature, need and principles of guidance and counselling
- Know the different types of guidance and counselling
- Understand the various stages involved in the process of counselling
- Develop an understanding of the procedures of organizing various guidance services
- Be aware of the role of parents, teachers, guidance workers and counsellors for organising guidance services in schools
- Understand the concept, need and guidance for the children with special needs

Unit –I Introduction to Guidance and Counselling

- Guidance- concept, nature, scope, principles, need and purpose of guidance
- Types of guidance- Educational, Vocational, Personal and group guidance
- Counselling- concept, nature, principles and process of counselling
- Types of counselling- Directive, Non-directive and Eclectic
- Qualities and skills of a good counsellor; Role of teacher as a counsellor

Unit-II Organization of Guidance Programme in Schools

- Characteristics, principles and application of organisation of guidance services
- Types of Services- Individual Inventory Service, Occupational Information Services, Placement Services, Counselling and Follow-up services
- Developing Resources in schools for guidance- Human resources: Role of teacher, teacher counsellor, career master, counsellor, medical officer, psychologist and social worker ; Physical and social resources: career corner, career literatures including charts and posters, psychological tests, materials and their uses
- Techniques used in guidance- Questionnaire, Anecdotal Records, Interview Schedule, case study, diary, autobiography and cumulative record card
- Guidance of children with special need- Gifted, Creative, Backward, Delinquent, handicapped and behavioural problem

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group exercises etc.

Suggested Activities: At least one of the following

- Identification of the cases for guidance and counselling
- Exploring the possibilities for peer counselling in the institutions
- Working with the counsellor, clients and writing a report on the process of counselling
- Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance worker and counsellor and prepare a brief report
- Prepare a detailed outline of the cumulative record card
- Develop materials for organising career information activities for primary, upperprimary, secondary and higher secondary stages
- Any other relevant activity

Essential Readings

- Agarwal, J.C. (2004). *Educational, Vocational Guidance and Counselling*, New Delhi: Doaba House.
- Bhatia, K.K. (1993). *Educational and Vocational Guidance*, Ludhiana, Vinod Publications.
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). *Guidance and Counselling: A theoretical Perspective.* Volume-I, New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). *Guidance and Counselling: A theoretical Perspective.* Volume-II, New Delhi: Vikas Publishing House Pvt. Ltd.
- Gupta, M. (2003).*Effective Guidance and Counselling- Modern Methods and Techniques*. Jaipur, Mangal Deep Publishers.

- Kochhar,S.K.(1992). *Educational and Vocational Guidance in secondary schools*. New Delhi: Sterling Publishers Private Ltd.
- Kochar, S.K. (2007). *Educational Guidance and Counselling*. New Delhi: Sterling Publishers Private Ltd.
- Pandey, K.P. (2000). *Educational and Vocational Guidance in India*. Varanasi: ViswavidyalayaPrakashan
- Sharma, R.A. (2004). *Fundamentals of Guidance and Counselling*. Meerut: R Lall Book Depot.

Suggested Readings

- Anastasi, A and urbina, S (1997). *Psychological Testing* (7th Edn). Upper Saddle River, NJ: Prentice Hall.
- Crow and Crow.(1962). *An Introduction to Guidance*. New Delhi: S. Chand and Company.
- Gibson R L and Mitchell, M H (2003). *Introduction to Counselling and Guidance*. New Delhi: Prentice-Hall.
- Gysbers and N C and Hendrerson E (2006). *Developing and Managing Your School Guidance and Counselling Programme (4th Edn.)*. Alexandria, VA: American Psychological Corporation.
- Jayaswal,S.R.(1989). *Guidance and Counselling, An Eclectic Approach*. Lucknow:Prakasan Kendra
- Joneja G K (1997). *Occupational Information in Guidance*. New Delhi: NCERT.
- Mohan, S (1998). *Career Development in India: Theory, Research and Development.* New Delhi: Vikas Publishing House.
- Mohan, S and sibia, A (1998). *Handbook of Personality Measurements in India*. New Dehli: NCERT
- Robinson (2005). *Principles and procedures in student counselling*. New York: Harper and Row.
- Saraswat, R K and Gaur J S (1994). *Manual for Guidance Counsellors*. New Delhi: NCERT.
- Srivastava A K. (2003). *Principles of Guidance and Counselling*. New Delhi: Kaniksha Publishers and Distributors.
- Strang, R. (2005). *Counselling Techniques in colleges and secondary schools*. New York: Harper

VIII # EDU455; Population Education   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Understand the meaning, need, objective and scope of population education
- Familiarise the students with the important causes, effects and problems of population growth in India
- Understand the place of curricular and co-curricular activities in the organisation of population education programme
- Know about the trends and issues in population education
- Develop awareness about the role of teacher in organising population education programme

Unit-I Introduction to Population Education

- Population education- concept, need, objectives and scope ; Issues and trends in population education; Misconceptions about population education; National Population Education Programme in India
- Population dynamics in India- causes and effects of population growth on economic development, social development, educational development, urbanisation, environment and natural resources, family life, health and nutrition and policies

Unit-II Planning and Management of Population Education

- Need for population studies in an analysis of educational growth and quality of life
- Role of government and non-government agencies concerning population educations
- Integrating population concept in different school subjects
- Place of curricular and co-curricular activities in organisation of population education programmes
- Methods and approaches of population education- Inquiry approach, Observation, Self-study, Discussion, Assignment
- Role of teacher in population education problems while imparting population education and suggestions

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group exercises etc

Suggested Activities: At least one of the followings

- Listing out the causes and effects of population growth in the nearest locality
- Organisation of awareness campaign to control population growth of your locality
- Analysis of the secondary school curriculum at present and reflecting the place of population education in school curriculum
- Listing out the role of Government and non-government agencies towards population education
- Any other relevant activity

Suggested Readings

- Aggarwal, J. C. *Population Education*. Shipra publication New Delhi

- Aggarwal, S.N. *India's Population Problems*, Tata McGraw Hill Publishing, New Delhi.
- Bhatia, K. *Population Education.* Ankar Publication Educational Publisher Tajpur Road, Ludhiana
- D. Gopal. *Population Education: A Guide to curriculum and Teacher Education*, Sterling Publishers, New Delhi.

- Ghosh, B.N. *Fundamentals of Population Geography (Urbanization) Density, Demographic Termination*, Sterling Publishers, New Delhi.

- Gupta, V.K. *Population Education*, Ankur publication, Ludhana
- Khan, A.R. *Population Education*. Gulshan publication, Srinagar.
- Saikia, A; Ali, L; Kishore, K (Eds) (2012). *Population Education: Issue and challenges*, APH Publishing Corporation, New Delhi.

- Sharma, R.C. *Population Trends, Resources and Environment*, Dhanpat Rai and Sons, New Delhi.

- Tiwari, R.P. *Concept of Population Education: Urban Population Education*, Prakash Publishers, Ludhiana.
- U.K. Singh & K. N. Sudershan*, Population Education.* Discovery Publishing House, New Delhi
- Venkataiah,S. *Population Education.* Anmol publication Pvt. Ltd, New Delhi

VIII# EDU456 Education of Children with Special needs   Credits: 2

Course Objectives

The course will enable the pupil teachers to
- Acquire essential knowledge about the social needs of children with sensory and intellectual impairments in the context of education for all.
- Identify and assess special needs in classroom.
- Be aware of curriculum adjustments and adaptation of instructional procedures to improve access of children with special needs to different curricular areas.
- Acquire the skills to Identify children with special needs; Work with other professional, wherever necessary to assess special needs;
- Plan and implement instructional procedures adapted to special needs and handle special aids and equipment used for overcoming disable children
- Analyse the role of teachers in implementing reforms in assessment and Evaluation in special education

Unit - I: Fundamentals of Education of Children with Special Needs

- Concept and meaning of exceptionality, special needs and Education for all, Difference between Impairment, Disability and Handicap; Difference between special education, integrated education and inclusive education

- Need for early identification, The Identification Process (Who should do and how?)

- Characteristics and educational requirements of children with Learning disability, Hearing Impairment, Visual Impairment, Orthopedically Handicapped, Mental Retardation, Gifted and Creative

Unit-II Planning and Management of Special Education

- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting special needs of children

- Creating conducive environment in special schools: physical, social and emotional

- Practices and Classroom Management in Special Education- Seating arrangement, Whole class teaching, Collaborative teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning

- Utilisation of records/ case profiles for identification, assessment, and intervention for special classrooms

- Role of parents, headmasters and teachers in ensuring equal educational opportunities for these students

- Teachers' role in implementing reforms in assessment and evaluation in special education

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group exercises, visits to special schools for observing the behaviors of the students with special needs and discussions of the reports, etc.

Suggested Activities: At least one of the following

- Identification of children with Special Needs
- Teaching one child with special needs using appropriate strategies
- Adaptation of curriculum and methods to teach one child with special needs
- Visit to one institution dealing with disabled children and preparing its' report
- Establish the cell to identify children with special needs
- Any other relevant activity

Suggested Readings

- Bhalerao, Usha. (1985). *Madhya Pradesh KeShikshitDarishtiHinKaSamajikAdhyan*. Delhi: Gourav Publishing House,.

- Derek, B. & Keith B. (1985). *Making the Special Schools Ordinary*. New York: The Falmer Press.
- Hassen, U. (Ed.). (1995). *Normal and Handicapped Children: A Comparative Approach*. New Delhi: Ashish Publishing House.
- Holland, A. (Ed.)(1984). *Language Disorder in Children*. Great Britain: Nfer – Nelson.
- Howell, H. (1983). *Inside Special Education*. Columbus: Merrill Publication Co.
- James Loring& Graham, B.(1978). *Integration of Handicapped Children in Society*. London: Routledge and Kogan Pub. Ltd.,
- Jangira, N.K. et al.(1992): *Education of Children with Seeing Problems*. New Delhi: Central Resource Centre.
- John, M. Hughes. (1983). *The Slow Learner in your Class*. London: Thomas Nelson & Sons Ltd.
- Krishna, M.(1991). *Gifted Underachievers*. New Delhi: Discovery Publishing House.
- Krishna, M. (1993). *Gifted and Talented – a Developmental Perspective*. New Delhi: Discovery Publishing House.
- Krishna, B.; Prasad, V.; Rao, D.B. (2004). *Reading Disabilities*. New Delhi: Sonali Publication
- Martis, W.L.(1981). *Strategies for Educational Change: Recognizing the Gifted Talents of Children*. New York: Macmillian Publishing Co.
- Mani, M.N.G.(1992). *Techniques of Teaching Blind Children*. New Delhi: Sterling Publication Pvt. Ltd.
- Morgenstern, F.(1981). *Teaching Plans for Handicapped Children*. London: Methum& Co.
- Pal, H.R. & Sharma, M.(2007). *Education of Gifted*. New Delhi: Kshipra Publication.
- Pal, H.R. and Pal, A.(2007). *Education of Learning Disabled*. New Delhi: Kshipra Publication,
- Raina, M.K.(1996). *Talent Search in the Third World*. New Delhi: VikassPublihing House,.
- Rao Sujatha, A.(1998). *Dear Teacher: The Gifted Child Needs you*. Secundarabad: A.K.Sujatha,
- Reddy, G. L. et al.(1997). *Slow Learners Their Psychology and Instruction*. New Delhi: Discovery Publishing House.
- Uday, Shankar. (1991). *Exceptional Children*. New Delhi: Enkay Publishers Pvt. Ltd.
- Upadhaya, Usha. (1985). *Sense of Deprivation Among High School Students*. Varanasi: Yajna Prakashan.
- Venkataiah, N.(2001). *Special Education*. New Delhi: Anmol Publications Pvt. Ltd.
- Venkataiah, N.(1993). *Reading in Special Education*. AmbalaCantt: Associated Publishers.
- Wolfendale, S. (1992). *Primary Schools & Special Needs*. London: Cassell Educational Limited.

VIII # EDU 457: Distance Education and Open LearningCredits: 2

Course Objectives:

On completion of this course the students will be able to:

- Understand the concept of distance education and Open learning
- Reflect on the growth of distance learning system in India
- Discuss the present status of distance education in India
- Understand the nature of distance learner and their problems
- Understand the role of Distance educators
- Develop an understanding of the intervention strategies in D.E & O.L

Unit – I: Distance Education and Open Learning: An Introduction

- Concept, Need and Importance, Scope
- Growth of Distance Learning System in India at the level of School Education and at Higher Education,
- Present Status of Distance Education in India
- National Institute of Open Schooling (NIOS) and Indira Gandhi National Open University (IGNOU)
- Distance Educators : Meaning and their types
- Distance Learners : Nature, Characteristics, Types and their Problems

UNIT – II: Intervention Strategies in D.E and O.L

- Media in Distance Education : Print, Audio - Visual, Computer based Media, Online and Web based media
- Self Learning Material (SLM) : Meaning , Importance, characteristics and types
- Instructional Material in Distance Education : SLMs, assignments, audio visual aids, use of ICT
- Student Support Services : Concept, Need and Importance,
- Management of Student Support Services
    - Curriculum and Instruction
    - Evaluation and Assessment
    - Library and Learning Resources
    - Student Services: Information dissemination, help desk, addressing students' grievances, handling queries etc.
    - Facilities and Finances
- Counselling Services in Distance Education

Transaction mode:

Lecture cum discussion, interactive session, group discussion; assignment, seminar, group work, library work, field visit, workshops, simulated teaching, book review, etc.

Suggested Activities: At least one of the following

1. Visit to any distance education centre and preparation of report
2. Review of any book on distance education
3. Comparison of a text book and Self Learning Material developed for distant learner
4. Any other relevant activity

Essential Readings

- Education Commission Report (1948-1949) Ministry of Education, Government of India.
- ICDE (1995), 17th World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).

Suggested Readings:

- IGNOU (1988): Distance Teaching: Prerequisites and Practices (Block 1,2& 3). IGNOU, New Delhi.
- IGNOU (1988): Reading in Distance Education (Block 1,2& 3). IGNOU, New Delhi.
- Keegan, D.J. (1986): The Foundation of Distance Education. Croom Helm, USA.
- Kaye, A. & Rumble, G. (1981): Distance Teaching for Higher and Adult Education. Croom Helm, USA.
- Parmaji, S. (Ed.) (1984): Distance Education. Sterling Publishers, New Delhi.
- Pentz, M.J. & Neil M.W. (1981): Education of Adults at a Distance. Kogan Page, London.
- Power et al; (2000): Quality in Distance Education in performance indicator in Higher Education. Aravali, New Delhi.
- Reddy, G.R. (1988): Open Universities: The Ivory Towers Thrown open. Sterling Publishers, New Delhi.
- Rountree, D. (1986): Teaching through Self-Instruction. Kagon Page, London.
- Rumble, G. &Herry, K. (1982): The Distance Teaching Universities. Croom Helm, USA.
- Rumble, G. (1992): The Management of Distance Learning. UNESCO and IIEP. Paris.
- Sewart, D. Keegan D. & Holmberg, B. (Eds.) (1988): Distance Education: International Perspectives. Routledge, Chapman and Hall, London.

बीए-बीएड भाषा दक्षता पाठ्यक्रम

कोर्स शीर्षक	:	हिंदी भाषा दक्षता
क्रेडिट	:	दो
शिक्षण घंटा	:	बीस
निर्देश विधि	:	व्याख्यान और सहगामी शिक्षण
मूल्यांकन विधि	:	सतत और आंतरिक मूल्यांकन

………………………………………………………………………………………………………

उद्देश्य : इस पाठ्यक्रम के माध्यम से विद्यार्थी हिंदी भाषा शुद्ध रूप से लिखना, पढ़ना, बोलना सीख सकेंगे साथ ही भाषा के अनुप्रयोगों में कौशल का विकास कर सकेंगे.

१. **हिंदी स्वनिम व्यवस्था और वर्तनी**

1. हिंदी स्वनों (ध्वनियों) का वर्गीकरण

2. हिंदी की खंडेतर ध्वनियों : बलाघात, अनुतान, अनुनासिक

3. हिंदी की आक्षरिक व्यवस्था

4. हिंदी वर्तनी की आधारभूत समस्याएं और समाधान

२. **हिंदी की व्याकरणिक व्यवस्था :**

1. शब्द वर्ग : संज्ञा, सर्वनाम, विशेषण, क्रिया

2. व्याकरणिक कोटियाँ : लिंग, वचन, काल, कारक

3. वाक्य व्यवस्था : साधारण, मिश्र और संयुक्त

३. **अभिव्यक्ति कौशल :**

1. मौखिक अभिव्यक्ति

2. लिखित अभिव्यक्ति

3. भाषा की संरचना और प्रयोग

4. पाठवली: गद्य एवं पद्य पाठ

४. **लिंग का प्रयोग**

५. **मुहावरे, कहावतें, लोकोक्तियाँ**

६. **प्रत्यय, उपसर्ग, पर्यायवाची, समश्रुत शब्द**

७. **हिंदी शब्द सम्पदा**

सन्दर्भ ग्रन्थसूची :

1. अच्छी हिंदी - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

2. अच्छी हिंदी का नमूना - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

3. हिंदी निरुक्त - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

4. हिंदी की वर्तनी तथा शब्द विश्लेषण - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

5. हिंदी भाषा: स्वरूप और विकास - कैलाशचंद्र भाटिया

6. हिंदी व्याकरण - कामताप्रसाद गुरु, नागरीप्रचारिणी सभा, वाराणसी

7. भाषा और बोली: एक संवाद - आर. के. अग्निहोत्री

8. राष्ट्रभाषा हिंदी: समस्याएँ और समाधान - देवेन्द्रनाथ शर्मा, लोकभारती प्रकाशन,इलाहाबाद

9. हिंदी भाषा - श्यामसुंदरदास, इंडियन प्रेस प्रा.लि., इलाहाबाद

10. हिंदी भाषा का उद्गम और विकास, उदय नारायण तिवारी, लोकभारती प्रकाशन,इलाहाबाद

I # EDU101: Language Proficiency (English)   Credits: 2

Course Objectives:

The primary objective of the course is to develop Basic English proficiency in listening, speaking, reading and writing skills. This course prepares the learners to converse with ease and confidence when dealing with most routine tasks, classroom situation and social situation.

Course Content:

1. Listening to Speeches to identify and understand individual word pronunciation

2. Dictionary usage

3. Speaking and understanding common phrases

4. Vocabulary

5. Reading comprehension

6. Reading basic to intermediate texts to learn skimming (reading the text quickly for general information) and scanning (Searching quickly for a specific piece of information or a particular word)

7. Basic composition skills: Sentence construction, paragraph writing, letter writing, essay writing, etc.

8. Basic grammar

Suggested Readings:

1) Basic grammar in use. CUP./ William R. Smalzer
2) Beginning to write. CUP./ Peter Grundy
3) Cambridge academic English.CUP/ Martin Hewings
4) Cambridge story books for young Readers (INDIA). 2 books for each level CUP
5) Classroom English. OUP/Gardner
6) College English / T. sriraman
7) Collins Improve Your writing skills by Graham King
8) Common mistakes... and how to avoid them. CUP. (intermediate).
9) Communicative activities for EAP. CD Rom.
10) Conversation. OUP./Rob Nolasco
11) Current English for College students. Sriraman T, Krishnaswamy

12) English for life (All levels). OUP/Hutchinson, Tom
13) English grammar in use. With CD. CUP./Raymond Murphy.
14) English in mind 2nd edition Level 1,2,3,4.
15) English plus.(all levels).OUP.
16) Five minutes classroom activities. CUP./penny Ur.
17) High School English Grammar and Composition. S. Chand Publishing;(Revised latest edition, colour) P.C Wren (Author), H. Martin (Author), N.D.V. Prasada Rao.
18) How to Read Better & Faster. Goyal Publishers; 4 edition (1 December 2006)/ Norman Lewis.
19) Instant academic skills. CUP./ Sarah Lane.
20) Introduction to Language and Communication, Cambridge, Mass: MIT Pressh'rentice-Hall of India
21) Simple **listening & writing** activities./OUP. Hadfield
22) Essential English grammar: a self-study reference and practice book for elementary students of English by Murphy, Raymond

I # EDU102: Holistic Education   Credits: 2

Course Objectives

The course will enable the pupil teachers to:

- develop basic understanding and familiarity with key concepts of Holistic Education and the purpose of Holistic Education.

- Understand the role of a teacher in holistic education

- Understand the process of system thinking

- Be acquainted with various techniques to provide holistic education.

- develop basic understanding of various life skills and methods to enhance these skills.

Unit-1 Introduction to Holistic Education

Holistic Education- Concept and fundamental principles, Concept of holistic curriculum and holistic learning, Different dimensions of holistic development, Purpose of holistic education, Teacher's role in holistic education, Systems Thinking (Shifting from part to whole and thinking in terms of connectedness and context)

Brief introduction of techniques to provide holistic education- Whole brain learning, cooperative learning, Emotional Literacy, individual learning styles, multiple intelligence and metacognition

Unit- II Life Skills Education:

Life Skill: Concept and Need, Brief introduction to core life skills: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relationship, Coping with stress, Coping with emotion

Teaching methods to enhance life skills: Class discussions, Brainstorming, Small groups/Buzz group, Role plays, Games and simulations, Situation Analysis and Case studies, Storytelling, Debates, etc.

Transaction mode:

Lecture cum discussion, group discussion; assignment, panel discussion, seminar, group work, library work, Role play, Situation analysis and case studies, Debate, workshops etc.

Suggested Activities: At least one of the following

- Working with community
- Organization/Participation in Cultural programmes
- Organizing/Participation in events of sports and games
- Organizing/Participation in Exhibitions/Debate/Quiz/Workshops/display of any creative expression
- Any other relevant activity

Sources to essential Readings:

- http://www.holistic-education.net/visitors.htm
- http://www.hent.org
- http://en.wikipedia.org/wiki/Holistic_education
- http://www.cbse.nic.in/cce/life_skills_cce.pdf

I# EDU103: Indian Society, Education and Development   Credits: 4

Course Objectives

The course will enable the pupil teachers to:

- Develop basic understanding and familiarity with key concepts of Education and the nature, functions, aims and agencies of Education.
- Learn about Society and Education and their interrelationship, Socialization, Culture, Social change and Modernization.
- Gain a critical understanding of issues in the Indian Society and the role of Education for solving the social problems in the society
- Understand the concept of development and role of Education in Human resource, Economic, National and Rural development.

Course Content:

Unit-1 Basic Concept of Education

Concept, nature and scope of Education, Functions of Education, Aims of Education- Individual and Social, Agencies of Education- Meaning and Types

Unit-2 Education and Society

Concept of Society, Relationship between Education and Society, Impact of Education on Society, and Society on Education, Education and Socialization, Culture and Education, Modernization and Education, Education and Social Change.

Unit-3 Education and Indian Society

Indian Society- Traditional and modern, social stratification, social mobility, and social transformation, Indian Society and Equality of Educational Opportunities, Education and Disadvantaged Sections of Indian Society, Education and National Integration

Unit-4 Education and Development

Concept of Development, Education and Human Resource Development- Parameters and strategies of human resource development, Economic Development- factors for economic development, Contribution of Education to Economic, National and Rural Development

Transactional Modes:

Introductory lectures-cum-discussion, Group discussion and exploration around selected readings and key questions, Reflective and autobiographical writing, towards self-understanding on given topics, on course experiences, assignments, seminars etc.

Essential Readings

- Anand, C,L.(1993). *Teacher and Education in the Emerging Indian Society*, New Delhi, NCERT.
- Durkheim, E. (1966). *Education and Sociology*, New York, The Free Press.
- Freire, Paulo. (1970) *Pedagogy of the oppressed.* New York: Herder and Herder.
- Gore, M. S. (1984). *Education and Modernization in India*. Jaipur: Rawat Publishers
- Havighurst, R. (1995). *Society and Education, Boston:* Allyn and Bacon
- J. C. Aggarwal, *Theory and Principles of Education: Philosophical and Sociological Foundation of Education*, Vikas Publishing House Private Limited, New Delhi.
- N. R. Swaroop Saxena, *Philosophical And Sociological Foundation of Education*, R. Lall Book Depot, Meerut.
- Saraswati, T.S.(1999). *Culture, Socialization and Human Development*, Sage Publication
- T. S. Sodhi and ArunaSuri, *Philosophical and Sociological Foundation of Education*, Bawa Publication, Urban Estate, Phase-II, Patiala.

Further Readings:

- C. S. Shukla and R. N. Safaya*, Modern Theory and Principles of Education*, DhanpatRai Publishing Co. Pvt. Limited, New Delhi
- Cook, L. A. & Cook, E. (1970). *Sociological Approach to Education*, New York, McGraw
- Hill, Dewey, J.(1966). *Democracy and Education*, New York, The Free Press.
- Inkeles, A. (1987). *What is Sociology?* New Delhi: Prentice Hall of India

- Janardan Prasad. *Education and Society: Concept, Prospective and Suppositions*, Kaniska Publication and Distributor, New Delhi.
- Kamat, A. R. (1985). *Education and Social Change in India*, Mumbai: Samaiya Publishing House
- M. H. R. D. (1990). *Towards an Enlightened and Human Society,* New Delhi: Department of Education
- Maunheim, K. (1962). *An Introduction to Sociology of Education,* London: Routledge and Kegan Paul.
- Pandey, K. P. (1983). *Perspectives in Social Foundations of Education,* Ghaziabad: Amitash Prakashan.
- Shukla, S. & Kumar, K. (1985). *Sociological Perspective in Education*, New Delhi, Chanakya Publication.
- Thakur, A. S. & Berwal, S. (2007*). Education in Emerging Indian Society*, New Delhi: Mayur Paperbacks: National Publishing House.

II # EDU151: Language Proficiency (Hindi)   Credits: 2

बीए-बीएड भाषा दक्षता पाठ्यक्रम

कोर्स शीर्षक	:	हिंदी भाषा दक्षता
क्रेडिट	:	दो
शिक्षण घंटा	:	बीस
निर्देश विधि	:	व्याख्यान और सहगामी शिक्षण
मूल्यांकन विधि	:	सतत और आंतरिक मूल्यांकन

....

उद्देश्य :

इस पाठ्यक्रम के माध्यम से विद्यार्थियों में भाषा दक्षता और कौशल का विकास होगा साथ-साथ हिंदी भाषा के व्याकरणिक प्रयोजन को समझ सकेंगे।

१. अनुच्छेद पाठ

२. शब्द शुद्धि

३. वाक्य शुद्धि

४. संक्षेपण

५. पल्लवन

६. श्रुतिलेखन

७. शब्द शक्तियां (अविधा, लक्षणा, व्यंजना)

८. शब्दावली निर्माण

९. पारिभाषिक शब्द निर्माण

१०. अनुवाद (मूल भाषा से विपर्यय)

११. वाचन

१२. संगोष्ठी, कार्यगोष्ठी, विशेष व्याख्यान, प्रसार व्याख्यान माला आदि

१३. शब्दकोश का प्रयोग

सन्दर्भ ग्रन्थसूची :

11. अच्छी हिंदी - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

12. अच्छी हिंदी का नमूना - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

13. हिंदी निरुक्त - किशोरीदास वाजपेयी, वाणी प्रकाशन, नई दिल्ली

14. हिंदी की वर्तनी तथा शब्द विश्लेषण - किशोरीदास वाजपेयी, वाणी प्रकाशन, दिल्ली

15. हिंदी भाषा: स्वरूप और विकास - कैलाशचंद्र भाटिया

16. हिंदी व्याकरण - कामताप्रसाद गुरु, नागरीप्रचारिणी सभा, वाराणसी

17. भाषा और बोली: एक संवाद - आर. के. अग्निहोत्री

18. राष्ट्रभाषा हिंदी: समस्याएँ और समाधान - देवेन्द्रनाथ शर्मा, लोकभारती प्रकाशन, इलाहाबाद

19. हिंदी भाषा - श्यामसुंदरदास, इंडियन प्रेस प्रा.लि., इलाहाबाद

20. हिंदी भाषा का उद्गम और विकास, उदय नारायण तिवारी, लोकभारती प्रकाशन, इलाहाबाद

II # EDU151: Language Proficiency (English)   Credits: 2

Course Objectives:

The primary objective of the course is to develop advanced English proficiency in listening, speaking, reading and writing skills. This course prepares the learners to converse with ease and confidence when dealing with all academic and social situations.

Course content:

1. Listening skills: Listening to Speeches; Conversation and Discussions
   - Listening comprehension
   (Teachers are expected to select appropriate listening material. Eg: I have a dream speech by Martin Luther King")
2. Speaking skills: developing accuracy and fluency
   - through individual speaking activities;
   - pair activities;
   - group activities for academic purposes
   (Mimes; Monologues; Dialogues; Group discussions; Speeches)
3. Reading Skill: Reading and understanding different texts.
   - Skimming
   - Scanning
   - Understanding text and distinguishing text style

   Extensive reading - longer texts for pleasure and needing global understanding
   Intensive reading - shorter texts, extracting specific information, accurate reading for detail.
4. Writing Skills: Different forms of writing skills
   - Paragraph composition
   - Essay writing
   - Note taking and Note making
   - Prissy writing

Suggested readings:

1) Advanced English grammar: a self-study refernce and practice book for Asian students with answers by Hewings, MartinPublication:
2) Cambridge academic English. CUP/ Martin Hewings
3) Cambridge story books for young Readers (INDIA). 2 books for each level CUP
4) Classroom English. OUP/Gardner
5) College English / T. sriraman
6) Collins Improve Your writing skills by Graham King
7) Common mistakes… and how to avoid them. CUP. (intermediate).
8) Communicative activities for EAP. CD Rom.
9) Conversation. OUP./Rob Nolasco
10) Current English for College students. Sriraman T, Krishnaswamy
11) English for life (All levels). OUP/Hutchinson, Tom
12) English grammar in use. With CD. CUP./Raymond Murphy.
13) English in mind 2nd edition Level 1,2,3,4.
14) English plus.(all levels).OUP.
15) English collocations in use : how words work together for fluent and natural English self -study and classroom use by O'Dell, Felicity/CUP
16) English idioms in use by McCarthy, Michael /CUP
17) English in mind (Vol.1,2,3,4) by Puchta, HerbertPublication./ CUP.
18) English phrasal verbs in use : 60 units of vocabulary reference and practice self-study and classroom use by McCarthy, Michael/ CUP
19) Five minutes classroom activities. CUP./penny Ur.
20) High School English Grammar and Composition. S. Chand Publishing;(Revised latest edition, colour) P.C Wren (Author), H. Martin (Author), N.D.V. Prasada Rao.
21) How to Read Better & Faster. Goyal Publishers; 4 edition (1 December 2006)/ Norman Lewis.
22) Instant academic skills. CUP./ Sarah Lane.
23) Intermediate English grammar: reference and practice for south Asian students by Murphy, Raymond
24) Introduction to Language and Communication, Cambridge, Mass: MIT Pressh'rentice-Hall of India
25) Keep talking: communicative fluency activities for language teaching by Klippel, Friederike New Delhi: Cambridge University Press.
26) Oxford basics: classroom English by Gardner, Bryan Publication: OUP.
27) Oxford basics: simple writing activities by Hadfield, Jill/OUP
28) Oxford English grammar course intermediate: a grammar practice book for intermediate and upper-intermediate students of English: with answers by Swan, Michael.
29) Simple listening & writing activities./OUP. Hadfield
30) Teaching English creatively by Cremin, Teresa/ Routledge

II# EDU152: Environmental Education   Credits : 2

Course Objectives:

On completion of the course student will be able to:

- Understand the concept, objectives and importance of environment education

- Develop awareness about environment & Natural Resources,

- Develop awareness about environmental pollution it's possible causes, effects and remedies

- Apply various strategies and methods for realizing the objectives of environmental education.

- Reflect on the role of a teacher in environmental education

- Develop competency to propagate environmental education

- Appreciate various movements, projects and laws for conservation and protection of environment

Course Contents

UNIT – I

Knowing the Environment:

- Environment and its components,

- Natural Resources : Renewable and Non – Renewable Resources,

- Environmental Pollution : Causes, effects and remedies of air, water, soil, noise and radiation pollution

- Depletion of Ozone layer

- Green House Effect

UNIT - II

Environmental Education and Transaction Strategies

- Concept, Principles, need and objective of Environmental Education

- Correlation of Environmental Education with other subject

- Integrating environmental education through co-curricular activities

- Field Trip, Project, Environment Survey, Eco Magazines, Eco Club,

- Environmental Education and role of teacher

UNIT - III

Environmental Movements, Projects and Laws in India

- Environmental Movements: Chipko and Ralegan Siddhi (Anna Hajare)

- Projects: Tiger Project and Ganga Action Plan.

- Laws of conservation and Protection of Environment in India : Brief introduction of Environment Protection Act, Wild life Protection Act and Noise Pollution Rule

Transaction mode:

- Lecture cum discussion, group discussion; assignment, panel discussion , seminar, group work , library work, Role play, Case studies, Debate, field visit, Environment survey, Eco – magazines etc.

Suggested Activities: At least one of the following

- Drafting a report on visit to any organization/institute working in the area of environmental awareness,

- Preparation of environmental education album of periodical cuttings of news, articles, photography etc.,
- One act play and poems writing for environmental awareness,
- Drafting a report on visit to a local industrial unit and studying the pollutants generated by it and the measures taken by it to control pollution,
- Preparation of a report after analyzing the use of plastic bags of at least 10 families,
- Seminar Presentation on any topic related to environment,
- Any other relevant activity.

Essential Reading:

1. Joshi, P.C. & Joshi, N. (2012) A Text Book of Environmental Science, A.P.H. Publishing Corporation, New Delhi.
2. Kumar, A. (2013) A Text Book of Environmental Science, A.P.H. Publishing House, New Delhi.
3. Mohanty, S.K. (2013), Universal Law Publishing Co. Pvt. Ltd., New Delhi.
4. Shrivastava,K.K (2010). Environmental Education: Principles, Concepts and Management,Kanishka Publishers, New Delhi.
5. Singh, Y.K. (2013). Teaching of Environmental Science, A.P.H. Publishing House, New Delhi.

Further Readings :

1. Jadhav,, H &Bhosale, V.M. (1995). Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
2. Pandey, V.C.(ed) (2005) Environmental Education, Isha Books, New Delhi.
3. Singh, P.P. & Sharma Sandhir (2005) Environment and Pollution Education, deep & deep Publications, New Delhi.
4. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
5. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
6. Vashist, Hemanshu (2005) Environmental Education: Problems & Solutions, Book enclave, Jaipur.

II # EDU153: Cognitive Psychology   Credits: 2

Course Objectives

The course will enable the pupil teachers to:

- Understand the concept of cognition and cognitive psychology
- Be acquainted with the Information Processing model of memory
- Explain the concept of memory and forgetting
- Apply the different strategies for improving memory

- Critically analyze the process of cognition in learning and the teaching strategies for developing cognition among the students

Unit-I Fundamentals of Cognition

- Concept of Cognition and Cognitive Psychology; Role of cognition in learning; Socio-cultural factors affecting cognition
- Memory- concept and types of memory, Process of memorization-Encoding; Storage and Retrieve; Aspects of the process of memorization-learning, retention, recall and recognition
- Information Processing Model of Memory
- Forgetting- Causes and types ; Teaching strategies for improving memory

Unit-II Cognition in Learning

- Process of Cognition in Learning: Perception, Attention, Concept formation, Logical reasoning, Critical thinking and Problem solving; Teaching strategies for developing cognition among students
- Learning as construction of knowledge: Learning as cognitive and socio-culturally meditative process; Understanding constructivist nature of knowing, doing and practices in classroom and in community setting

Transaction Mode:

Lecture cum demonstration and discussion, group practice, group work, group presentation, seminars, study of selected readings and discussions, experiential and reflective writings, close observation of learners in learning situations at school as well as in other contexts, assignments, simulations/ role play of constructivist approaches   etc

Suggested Activities: At least one of the following

- Conduct experiment on retention of memory and prepare the project report
- Comparative Study of Whole v/s Part Method of Learning
- Perceive a particular stimuli in the environment and write a report
- Experiment on division of attention
- Generalize a particular concept by using inductive reasoning
- Select a particular problem from your day to day life, solve the problem using the steps and write a brief report and present in the classroom
- Any other relevant activity

Essential Readings

- Aggrawal, J.C. (2002). Essential of Educational Psychology, Delhi: Doaba Book House
- Chauhan, S.S. (2001). Advanced Educational Psychology. New Delhi: Vikash Publishing House.
- Dandapani, S. (2001).Advanced Educational Psychology. Anmol Publication, New Delhi.

- Mangal, S.K. (1994).Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Solso, R. L., Maclin,O. , Mackin, M.K. (2008). *Cognitive psychology (*8th Edition). Pearson Education, Inc.
- Woolfolk,A. E. (2009). Educational Psychology (11th Edition)(My Education Lab Series) Prentice Hall.

Further Readings

- Baron, R. A. (2002).Psychology (11th Edition). New Delhi: Pearson.
- Benjafield, J.G. (1992). *Cognition,* Prentice Hall, Englewood Cliffs.
- Bernstein, D. A., Stewart, A. C., Roy, E. J., Srull, T. K., &Wickens, C. D. (1994).Psychology (3[rd]Edition). Boston: Houghton Mcfflin Co.
- Morgan, C. T., King, R. A., Weiss, J. R., &Schopler, J. (2001).*Introduction to Psychology* (7th Edition). New Delhi: Tata McGraw Hill.
- Rathus,S.A.(2012). *Psychology Concepts and Connections* (11th Edition).Wadsworth Cengage Learning, Nelson Education Limited, Canada.
- Thakur, A.S. and Berwal, S.(2013). *Development of Learner and Teaching Learning Process,* Agra, Aggrawal Publications.

II# EDU154: Basics in Education   Credits: 2

Course Objectives

The course will enable the pupil teachers to:

- Analyze and understand educational concepts, their premises and contexts that are unique to education.
- Inquire into the roles of teacher, school and the community in the changing perspectives of pedagogy.
- Understand shifts in the process of education.
- Critically examine and reflect upon the current practices in school related to various concepts in education.
- Understand the concept and facets of knowledge.
- Analyze the role of textbooks in education
- Appreciate various practices in education carried out by Indian thinkers.

Course Contents

Unit -1: Education as an evolving concept

- **Concepts in education and their changing connotations**: school, curriculum, teacher, learner, teaching, learning, instruction, freedom, autonomy and control in relation to the child and teacher

- **Shifts in process of education**: Teacher centric to Learner centric, Learner receptivity to Learner participation in learning, Stable designs to flexible processes, Knowledge giving, didactic and constructivist interpretations (Teacher guidance and monitoring to Facilitation of Learning), Linear exposure to Multiple exposure, Common learning tasks to individualized learning routes, Disciplinary focus to Multidisciplinary, Educational focus

- **Expansion in modes of education**: face-to-face (tutorial, small group, large group) to distant modes of education: oral/aural to digital; individualized and group based, Opportunities and Risks for a teacher in face-to-face teaching in a class

Unit-2: Evolving Knowledge base in Education
- Knowledge: Meaning, Nature, and Sources
- Differences between information, knowledge, belief, and opinion
- Different facets of Knowledge: Particular/Local-Universal; Concrete-Abstract; Practical-Theoretical, textual-contextual
- Changing scenario of information resources and its role in education with reference to teacher, learner and curriculum
- Knowledge in text-book: Nature and Limitations, Text-book as the Custodian of knowledge and as an Authority over knowledge

(A brief introduction of M.K. Gandhi's Basic Education, Tagore's Liberationist Pedagogy and Aurobindo's Integral Education in reference to above concepts of education and knowledge)

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, observation of learners (students) in learning situations at school, as well as in other contexts: making field notes, experiential and reflective writings, analysis and discussion in small and large groups, Classroom observation to study the current teaching-learning practices etc.

Suggested Readings

- Aggarwal, J.C. *Theory and Principles of Education: Philosophical and Sociological Foundation of Education,* Vikas Publishing House Private Limited, New Delhi.
- Butchvarov, P. (1970). The Concept of Knowledge, Evanston, Illinois: North Western University Press.

- Chomsky, N (1986). Knowledge of Language, Prager, New York.

- Datta, D.M. (1972). Six ways of Knowing. Calcultta University Press, Calcultta.

- Dewey, John. (1997). My Pedagogic Creed', in D.J. Flinders and S.J. Thorton(eds.) The Curriculum Studies Reader, Routledge: New York.

- Dewey, John (1997) Experience and Education, Touchstone, New York

- Dewey, John (1956). The Child and the Curriculum and School and Society, University of Chicago Press, Chicago, Illinois, U.S.A.

- Freire Paulo. ().The Pedagogy of the Oppressed

- Keddie, N.(1971) : Classroom Knowledge, in. M.F.D Young.

- Krishna Murthy, J. (1947) On Education, Orient Longman, New Delhi.

- Kumar Krishna (1996). Learning From Conflict, Orient Longman, New Delhi.

- Kumar Krishna (1988), Origin of India's Textbook Culture', Comparative Education, 32(4): 452-65.

- Kumar Krishna (1991) Political Agenda of Education Sage Publication, India Pvt. Ltd., New Delhi.

- Kumar Krishna (1992). What is worth teaching, Orient Longman, New Delhi.

- Lakshmi, T.K.S. and M.S.Yadav. "Education: Its Evolving Characteristics", in New Frontiers in Education, Vol. XXII, No.4, Oct-Dec., 1992.

- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.

- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher   Education, New Delhi. Peters, R.S. The Concept of Education, Routledge, UK,

- Margaret, K.T. (1999). The open Classroom, Orient Longman: New Delhi.

- Power, Edmund, J. (1962). Main Currents in the History of Education, McGraw Hill Book Co. Inc., New York.

- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.

- Saxena, NRS, Philosophical and Sociological Foundation of Education, R. Lall Book Depot, Meerut.

- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.

- Sykes, Marjorie. (1988). The Story of NaiTaleem, NaiTaleem Samiti: Wardha,

III# EDU 201; Psychology of Learning and Learner   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Explain the relevance of educational psychology in teaching learning process

- Understand the various methods used to study learners' behavior
- Explain the concept of learning and reflect the contribution of theories of learning in teaching learning process
- Appreciate the critical role of learners differences, motivation and transfer of learning and mental health and contexts in making meanings, and draw out implications for schools and teachers

Unit-I Learner as a developing Individual

- Educational Psychology and its importance for a teacher in understanding the learners' development and teaching learning situations
- Theoretical perspectives of human learning: Behaviorist, Cognitivist, and Humanist and Social constructivist (drawing selectively on the ideas of Skinner, Bruner, Roger and Vygotsky)
- Methods of studying learners behavior- Observation, Case study, Interview, Survey and Experimental methods

Unit-II Understanding Learning

- Learning: Nature of learning: learning as a process and learning as an outcome; Types of learning: concept learning, skill learning, verbal learning, social learning, principle learning, problem solving; Factors affecting Learning (hereditary, subject matter content and learning material, method of learning); A critical analysis of the relevance and applicability of learning theories (Classical Conditioning, Operant Conditioning, Trial and Error Learning and Insightful Learning) for different kinds of learning situations
- Motivation- concept and its importance in learning, Role of teacher in motivating the learners on learning; Transfer of Learning- concept and its importance on learning, Role of teacher in maximizing transfer of learning
- Differences between individual learners, Catering to individual differences in the classroom: grouping, individualizing instruction, guidance and counseling, bridge courses, enrichment activities and clubs

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, observation of learners (students) in learning situations at school, as well as in other contexts: making field notes, experiential and reflective writings, audio-visual clips of learning situations and interactions, analysis and discussion in small and large groups, Classroom observation to study the current teaching-learning practices etc.

Suggested Activities: At least one of the following

- Observation/ Case study/ survey/ interview of a learner with behavioral problem/ talented child/ slow learner

- Experiment on trial and error learning (Mirror Drawing Approach)
- Preparation of learners profile based on cognitive and non –cognitive characteristics in order to depict individual differences at primary or secondary stages
- Identification of strategies for motivating the learner in study of a subject and practicing in classes – a report
- Identification of the strategies for fostering transfer of learning for the students
- Any other relevant activity

Essential Readings

- Aggrawal, J.C. (2002). Essential of Educational Psychology, Delhi: Doaba Book House
- Chauhan, S.S. (2001). Advanced Educational Psychology. New Delhi: Vikash Publishing House.
- Dandapani, S. (2001).Advanced Educational Psychology. Anmol Publication, New Delhi.
- Mangal, S.K. (1994).Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Woolfolk,A. E. (2009). Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall.

Suggested Readings

- Baron, R. A. (2002).Psychology (11th Edition). New Delhi: Pearson.
- Bernstein, D. A., Stewart, A. C., Roy, E. J., Srull, T. K., &Wickens, C. D. (1994).Psychology (3[rd]Edition). Boston: Houghton Mcfflin Co.
- Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston
- Jeanne, Ellis Ormrod. Educational Psychology: Developing Learners. Fourth Edition
- Jeffrey Arnett (2007), Adolescence and Emerging Adulthood: A Cultural Approach. (3rd. ed.). Upper Saddle River, N.J.: Pearson.
- Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
- Morgan, C. T., King, R. A., Weiss, J. R., &Schopler, J. (2001).*Introduction to Psychology* (7th Edition). New Delhi: Tata McGraw Hill.
- Patricia A. Alexander, Philip H. Winne. (2006) Handbook of Educational Psychology
- Rathus,S.A.(2012). *Psychology Concepts and Connections* (11th Edition).Wadsworth Cengage Learning, Nelson Education Limited, Canada.
- Sarangapani M. Padma(2003.), Constructing School Knowledge :An Ethnography of learning
- in an Indian Village, Sage Publication
- Sturt Mary, Oakden, E.C. (1999) Modern Psychology and Education, Routledge.
- Vygotsky, L.S. *Mind in Society*, Harvard University Press: Cambridge, 1978. Chapter 6.

V# EDU202: Secondary Education in India   Credits: 2

Course Objectives

The student teacher will be able to

- Reflect upon the constitutional provisions, various programmes and policies for secondary education

- Analyze the process of evolution of present educational network

- Examine the problems associated with secondary education in India

- Understand the importance of universalisation of secondary education and the constitutional provisions for realizing it

- Examine the impact of realizing UEE on secondary education

- Realize the importance of Right to Education and the provisions made for realizing it.

- Understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools

- Identify different ways of improvement in quality in schools

- Visualize themselves as a teacher promoting values such as peace building, gender equality, and respect.

- Appreciate the importance of the innovations in secondary education.

Unit-1: Evolution of Educational Network and Universalisation of Secondary Education

- Constitutional provisions for Secondary Education and Policies and programmes for realizing the constitutional obligations

- Evolution of educational network over the past two centuries (1800s to 21st century): a brief overview of historical development of learning systems that resulted in the present network of schools.

- Problems of Secondary Education in India : Access, Equity, Quality and Relevance, Curriculum, Assessment, Teaching, Technology, Financing and Governance

- Differentiation of educational structures : stage wise; stream wise

- Central and State Board Examinations in Secondary Education

- Right to education and its implications for universalisation of secondary education (USE)

- Impact of realizing the UEE on secondary education: access, enrolment, participation and achievement;

- Strategies for realization of targets of USE

Unit-2: Quality Concerns in secondary education

- Indicators of quality: related to learning environment, Student Outcomes

- Outcome improvement through: Setting standards for performance; supporting inputs known to improve achievement, Adopting flexible strategies for the acquisition and use of inputs, and Monitoring performance.

- Enhancement of quality in secondary schools

- Best Practices and Innovations in Secondary Education: CCE, Optional Board Examination etc.

- Teacher's Critical role in guiding adolescents, inculcating values like peace, gender equality and respect
  Transaction mode:

- Lecture cum discussion, group discussion; assignment, panel discussion , seminar, group work , library work, Role play, Case studies, Debate, field visit, review of centrally sponsored schemes.

Suggested Activities: At least one of the following

- Presentation on the reports and policies on USE,

- Visiting different types of secondary schools and preparation of school profile,

- Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education

- Preparation of Report on the state and Centrally sponsored scheme of education

- Presentation on National Educational Schemes and policies on Secondary Education

- Any other relevant activities

Suggested Readings:

- Anand, C.L. et.al.(1983). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.

- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.

- Govt. of India (1992).Programme of Action (NPE).Min of HRD.

- Govt of India (1992) Report of Core group on value orientation to education, Planning commission

- Ministry of Law and Justice (2009) Right to Education.Govt of India

- Ministry of Education.*Education Commission "Kothari Commission"*.1964-1966. Educationand National Development. Ministry of Education, Government of India 1966.

- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.

- *National Policy on Education. 1986.* Ministry of HRD, Department of Education, New Delhi.

- NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi

- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.

- Ozial, A.O. 'Hand Book of School Administration and Management', London, Macmillan.

- Salamatullah, (1979).Education in Social context, NCERT, New Delhi.

- Seventh All India School Education Survey, NCERT: New Delhi. 2002

- UNDPA.*Human Development Reports.*New Delhi. Oxford: Oxford University Press.

- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report.*Paris.

- UNESCO's report on Education for sustainable development.

- Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala.*InKuldip Kumar (Ed.) School effectiveness and learning achievementat primary stage: International perspectives. NCERT. New Delhi.

III# EDU 203: Human Abilities and Measurement　　　　Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Understand the basis of categorizing the human abilities into different cognitive and non-cognitive areas

- Demonstrate his/her understanding of different cognitive and non-cognitive measures of ability testing

- Develop ability of administration, scoring and interpretation of various psychological tests

Course Content:

Unit-I Cognitive measures of Ability Testing

- Achievement - concept, purposes and functions of Achievement tests, Achievement Test Batteries, Achievement tests in specific areas- reading, mathematics, Language, Social studies, Science, Music and Art etc.

- Concept and measurement of intelligence- Types of Intelligence Tests- individual and group, verbal, nonverbal and performance test, Applicability of Intelligence tests for the students in the classroom
- Concept and Measurement of creativity - verbal and nonverbal tests of creativity, measures for fostering creativity of the students
- Concept and Measurement of Aptitude - Difference between ability, achievement and aptitude, Multidimensional Aptitude Battery, Differential Aptitude Test Batteries

Unit – II Non-cognitive measures of Ability Testing

- Concept and Measurement of Interest: specific Interest Inventories used in the teaching learning process
- Measurement of Attitude : methods of measuring Attitude- Thurstone Scale, Likert Scale, Guttman Scale, Analysis on specific Attitude Scales
- Concept and Measurement of Adjustment; Adjustment Inventory for School, College Students and Teachers

(Teacher may discuss the above concepts with the help of one or more standardized tools available in the psychology laboratory of the institution)

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, observation of actual situations/ simulating situations, etc.

Essential Readings

- Aggrawal, J.C. (2002). Essential of Educational Psychology, Delhi: Doaba Book House
- Aiken, L.R. Psychological Testing and Assessment. Allyn and Bacon, Boston, London, Toronto, Sydney, Tokyo
- Chauhan, S.S. (2001). Advanced Educational Psychology. New Delhi: Vikash Publishing House.
- Dandapani, S. (2001).Advanced Educational Psychology.Anmol Publication, New Delhi.
- Freeman, F.S (2002). Theory and Practice of Psychological Testing, Oxford and IBH Publishing Co. Private Limited. New Delhi
- Mangal, S.K. (1994).Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Woolfolk,A. E. (2009). Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall.

Suggested Readings

- Brown, J.S., Collins A and Dugrid, P (1989).*Situated Cognition and the Culture of Learning,* Educational Researcher; 32-42.

- Gagné, R. M. (1985) *The Conditions of Learning and Theory of Instruction* (4th edition). New York: Holt, Rinehart and Winston

- Jeanne, Ellis Ormrod. *Educational Psychology: Developing Learners*. Fourth Edition

- Jeffrey Arnett (2007), *Adolescence and Emerging Adulthood: A Cultural Approach*. (3rd.ed.). Upper Saddle River, N.J.: Pearson.

- Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.

- Patricia A. Alexander, Philip H. Winne (2006) *Handbook of Educational Psychology*

- Sarangapani M. Padma(2003). *Constructing School Knowledge :An Ethnography of learning in an Indian Village*, Sage PublicationSturt Mary, Oakden,

- Skinner, C.E. (2002). *Educational Psychology*, Prentice Hall of India, Private Limited, New Delhi.

- Rathus,S.A.(2012). *Psychology Concepts and Connections* (11th Edition).Wadsworth Cengage Learning, Nelson Education Limited, Canada.

III# EDU 204; Practicum in HAM   **Credits: 2**

Course Objectives

The course will enable the pupil teachers to

- Be acquainted with different terminology of psychological testing
- Be trained in handling different psychological instruments and tools
- Develop ability of administration, scoring and interpretation of various psychological tests

Course contents

Administration, Scoring and Interpretation of at least one of each

- Achievement Test
- Intelligence Test - Verbal and Nonverbal.
- Creativity Test
- Differential Aptitude Test (DAT)
- Interest Inventory
- Attitude Scales
- Adjustment Inventory

IV# EDU251: Information and Communication Technology in Education Credits: 4

Course Objectives

On completion of the course the students will be able to:

- Explain ICT and its application in Education

- Identify and demonstrate an understanding of the main components of the computer hardware in use

- Differentiate various operating system and explain main functions of the system software environment

- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use

- Use internet technologies efficiently to access remote information, communicate and collaborate with others

- Understand the social, economic, security and ethical issues associated with the use of ICT

- Plan, develop, and evaluate multimedia based learning content

- Develop learning objects using open source authoring software

- Explain the different approaches of ICT integration in education

- Plan and use various ICTs for project based/problem based, constructivist learning environment

- Appreciate the scope of ICT for improving the personal productivity and professional competencies

- Illustrate the use of ICT in direct teaching and multiple intelligences

- Demonstrate the use of web conferencing/teleconferencing tools and technologies

- Develop the e-portfolio and assessment e-rubrics for integration in to the subject

- Use learner management system for e-learning

- Develop skills in using various web 2.0 and e-learning tools

- Appreciate the use ICT in improving educational administration

Course Content

Unit I: Basics in ICT and Computer Applications

- Information and Communication Technology: Meaning, nature and advantages

- Emergence of new information technology- convergence of computing and telecommunications

- Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), hardware troubleshooting and diagnosis

- Operating system-meaning and types, types of computers,

- Computer Network- LAN, WAN. Internet - concept and architecture ; Locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking

- Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources

- Computer security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

Unit II: Basic Computer Software Applications

- Software –meaning and types (system software, application software, proprietary software, open source software, shareware and freeware)

- Open source software: concept, philosophy, types, and advantages. Open source educational software

- Introduction to MS-Windows- navigating the desktop, control panel, file manager, explorer, and accessories

- Introduction to MS Office and Open Office

- Basic microcomputer applications (word processing, spreadsheets, presentations, and drawing) and its educational applications

- Utility tools: pdf creator, file archiving, file converter, antivirus

- Multimedia: meaning, types, advantages and evaluation of multimedia resources. Development and use of multimedia in education

- E-content: design, development, standards, learning objects and reusability, and authoring tools

Unit III: ICT Integration in Teaching Learning Process

- Approaches to integrating ICT in teaching and learning

- E-learning: concept, types, characteristics, advantages and limitations. E-learning technologies, Learning and Learning Management Systems (LMS)

- Educational use of web 2.0 technologies: e-mail, wiki, blog, podcasting, streaming, chat, social bookmarking, social networking, groups and forum

- Webquest and virtual field trips: concept, process, and use in the classroom

- Changing roles and competencies of a teacher in technology enhanced learning

- Changing role of learner in technology enhanced learning

Unit IV: ICT for assessment, management and professional development

- Electronic assessment portfolio – concept, types, tools and e-portfolio rubrics

- ICT for educational administration

- Assistive technology for special needs and inclusion: tools and process

- ICT for personal and professional development: tools and opportunities

- Electronic teaching portfolio- concept, types, tools, portfolio as a reflective tool for teacher

- Teleconferencing, EDUSAT: the Indian experiment, web conferencing- tools and techniques

- Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing

Transaction mode:

Hands on experiences, collaborative work, group work, interactive session, etc.

Suggested Activities : At least one of the following,

- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices

- Practice in installing various system and application software

- Using word processor, spread sheet, and presentation software to produce various teaching learning resources.

- Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)

- Social bookmarking of internet resources using any social bookmarking tools (diigo,delicious,stumbleupon)

- Comparative study of ICT syllabus of school education and teacher education of various organizations

- Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at http://www.teem.org.uk/

- Developing a multimedia e-content for a topic using eXe Learning

- Develop a webquest on any selected topic

- Identify a virtual field trip in your area of specialization and organize a virtual filed trip

- Field visit to the edusat center and take part in teleconferencing

- Organize web conferencing using Skype

- Taking part in an ICT integrated online project based or problem based learning activity

- Visit to local ICT laboratories of educational institutions

- Review of ICT labs (plans and equipments/resources) in school from internet

- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation

- Developing wikieducator article on assistive technology

- Developing an electronic assessment portfolio

- Developing an electronic teaching portfolio

- A critical study of some e-learning courses and enrolling and completing some free e-learning courses

- Creating account in wikispace/wikipedia/mediawiki and adding/editing content

- Creating account in teachertube/slideshare and sharing your video/powerpoint. View and comment on others contributions

- Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com

- Downloading, installing and using free and open source antivirus(clamwin) programme

- Preparation of at least three teaching-learning resources from those mentioned in Unit 2

- Planning and preparation of an ICT integrated presentation for secondary level

- Identification and use of an internet resource for learning at the secondary level

- Critical analysis of an existing learning resource

- Any other relevant activity

Suggested Reading

- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi

- Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press

- Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi

- Evant, M: The International Encyclopedia of Educational Technology.

- Jain Amit; Sharma Samart; &BanerjiSaurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New delhi

- Jain Amit; Sharma Samart; &BanerjiSaurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New delhi

- Jain Amit; Sharma Samart; &BanerjiSaurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New delhi

- James,K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi

- Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass

- Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi

- Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand& Company: New Delhi

- Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi

Web Resources

- Association for Educational Communications and Technology (AECT) at http://www.aect.org/default.asp

- British Educational Communications and Technology Agency (BECTA) at http://www.becta.org.uk/

- Microsoft Office Online, Word 2003 Tutorials at http://office.microsoft.com/en-us/training/CR061958171033.aspx

- Microsoft Office Online, Excel 2003 Tutorials at http://office.microsoft.com/en-us/training/CR061831141033.aspx

- Microsoft Office Online, PowerPoint 2003 Tutorials at http://office.microsoft.com/en-us/training/CR061832731033.aspx

- The International Society for Technology in Education (ISTE) at http://www.iste.org/

- UNESCO ICT Competencies Standards for Teachers at http://portal.unesco.org/ci/en/ev.php-URL_ID=2929&URL_DO=DO_TOPIC&URL_SECTION=201.html
- UNESCO Bangkok ICT in Education at http://www.unescobkk.org/index.php?id=76
- UNESCO Documents and Publications (about 350 pdf documents on ICT in Education) at http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?req=2&mt=100&mt_p=%3C&by=2&sc1=1&look=new&sc2=1&lin=1&mode=e&futf8=1&gp=1&gp=1&text=ict+in+education&text_p=inc

IV # EDU252 Assessment of Learning   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Be acquainted with the basic concepts of educational measurement, assessment and evaluation
- Be familiarize with the concepts of assessment of learning and assessment for learning
- Examine the contextual roles of different forms of assessment in schools
- Develop indicators to assess learners performance on different types of task
- Develop awareness about different tools and techniques of assessment
- Develop skill and competencies in constructing achievement and diagnostic tests
- Analyze the existing practices, issues and problems of the present examination system and its relevance

Unit-I Fundamentals of Assessment and Evaluation

- Concept of test, measurement, assessment and evaluation in education and their interrelationships, purpose and principles of assessment and evaluation, Assessment of learning and Assessment for learning
- Classification of Assessment–based on purpose (prognostic, formative, diagnostic and summative), Scope(teacher made and standardised), attribute measured (achievement, attitude, aptitude etc.), nature of information gathered (qualitative and quantitative), mode of response (oral and written, selection and supply), nature of interpretation (Norm-referenced and Criterion-referenced) and context (internal and external)
- General principles of test construction, Construction of table of specifications and writing different type of test items- various forms of objective type, short answer type, essay type and interpretive exercises
- Construction of diagnostic test

Unit-II Issues, Concerns and Trends in Assessment and Evaluation

- Existing Practices: Unit tests, half-yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys
- Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity

- Continuous and Comprehensive Assessment- concept, need and procedure
- Assessment of dimensions of learning- Cognitive, affective and psychomotor
- Taxonomy of Educational objectives and its applications for assessment and stating the objectives
- Reporting students' performance- progress reports, cumulative records, profiles and their uses, Portfolios and rubrics
- Relevance of present system of examination

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, readings and presentations, seminars, , Preparation of tools of assessment, Use of some assessment techniques in classroom, Practice in developing rubrics and portfolio etc

Suggested Activities: At least one of the following

- Construction of an achievement test in any school subject at secondary level
- Analyse the existing evaluation practices in schools and present the report
- Construction of diagnostic tests on any school subject
- Development of a progress card for continuous comprehensive evaluation of the students at the secondary level
- Preparation of a table of specification on any school subject
- Any other relevant activity

Essential Readings

- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Ebel,R.L and Frisbie (1979). *Educational Achievement*. Singapore: Pearson Education.
- Gronlund, N.E and Linn R.L.(2003). *Measurement and Assessment in Teaching*, Singapore: Pearson Education.
- Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Reynolds,C.R, Livingston, R.B and Willson Victor(2005). *Measurement and Assessment in Education*, New York: Pearson

Further Readings

- Burke, K. (2005). *How to assess authentic learning (4th Ed.).* Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., &Belgrad, S (2002). *The portfolio connection: Student work linked to standards* (2nd Ed.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Gentile, J.R. &Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn.* Thousand Oaks, CA: Corwin.

- NatrajanV.and Kulshreshta S.P. (1983). *Assessing non-Scholastic Aspects-Learners Behaviour*. New Delhi: Association of Indian Universities.19

- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.

- Norris N.(1990). *Understanding Educational Evaluation*, Kogan Page Ltd.

- Singh H.S.(1974). *Modern Educational Testing*. New Delhi: Sterling Publication

- Stanley, J.C and K.D Hopkins(1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.

- Thorndike, Rober, L and Hagen, Elizabeth, (1955).*Measurement and Evaluation in Psychology and Education*. New York: John Wiley and Sons. Inc

IV#EDU: 253 Educational Statistics   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Understand the essential characteristics of a set of data by representing in tabular and graphical forms

- Compute and use relevant measures of central tendency and measures of variation

- Demonstrate competence in calculating correlation coefficient by product moment and rank difference method

- Develop an understanding of the concept, characteristics and application of Normal Probability curve

- Examine the relationship between Z score, T score and standard scores

Unit – 1 Fundamentals of Statistics

- Meaning, nature and scope of educational statistics, Frequency distribution, tabulation and graphical representation of data (Histogram, Frequency Polygon, Ogives, Pie-Diagram)

- Scales of measurement

- Measures of central tendency- computation and uses of mean, median and mode

- Measures of variability- computation and uses of range, quartile deviation, average deviation and standard deviation

Unit-II Correlation and Normal Probability Curve

- Correlation- concept, types and interpretation; Rank difference and Product Moment method of measuring correlation coefficient

- Normal Probability Curve- concept, Characteristics and application; measures of Divergence from normality-Skewness and Kurtosis
- Interpretation of Standard scores- Z score and T score

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group exercises etc

Suggested Activities: At least one of the following

- Prepare the frequency distribution table of the last semester marks of the students in different subjects and represent graphically through histogram, frequency polygon and ogives
- Compute the average performance of the students of your class in Education and show the deviation of the marks from average
- Find out correlation coefficient between the marks of students of Mathematics and Science; History and Mathematics etc. and interpret the result
- Study the normality of the marks of the students in a particular class and its divergence
- Any other relevant activity

Essential Readings

- Aggrawal, Y.P.(1990). *Statistical Methods: Concepts, Application and Computations*, New Delhi: Sterling Publishers Pvt. Ltd.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill. Gibbons,
- Guilford, J.P., and B. Fruchter.(1987). *Fundamentals of Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
- Mangal, S.K.(2012). *Statistics in Psychology and Education*, PHI Learning Private Limited, NewDelhi

Further Readings

- Cononver, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
- J.D. (1971).*Non-Parametric Statistical Inference*. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996).*Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn& Bacon.
- Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn& Bacon. 81

- Popham and Sirohic (1993).*Educational Statistics-Use and Interpretation*, New York: Harper and Row.
- Siegal, S. (1956).*Non-parametric Statistics for Behavioural Science,* New York: McGraw Hill.

V# EDU 301 Curriculum Development   Credits : 2

Course Objective

To enable the student teacher to:

- Understand the meaning of Curriculum and its associate concepts
- Identify the components of Curriculum
- Describe the various principles of curriculum development
- Explain and compare various types of curriculum
- Analyze the curricular materials with reference to NCF's recommendations
- Describe various guiding principles for selection and organisation of learning experiences

Course Contents:

Unit I : Curriculum- An Introduction

- Meaning and Concept of curriculum.
- Components of curriculum – objectives, content, learning experiences and evaluation.
- Types of curriculum – subject centered, learner centered, core curriculum and integrated curriculum, the hidden curriculum
- Contemporary Curriculum : Trends and Issues
- National Curriculum Framework-2005
- Difference between curriculum framework, curriculum and syllabus.

Unit II: Principles and Process of Curriculum Development

- Principles of Curriculum Construction
- Process of Curriculum Development
    - Assessment of educational needs
    - Formulation of educational objectives
    - Criteria for selection and organization of Content and Learning Activities
    - Selection of content of learning experiences
    - Evaluating the curriculum.

Transaction mode:
Lecture cum discussion, group discussion, seminar, group work, library work, review of school text books, review of books, interactive session

Suggested Activities: At least one of the following:

- Analyze the secondary school curriculum of any school subjects. Find out whether the curriculum requires any updating. It 'yes' suggest appropriate measures to be taken in this regard; if 'no' justify giving reasons.

- Make a comparative analysis of the curriculum of different boards keeping in view educational objectives content, transaction methodologies, Co-curricular activities and evaluation techniques. Comment, with justification on their relative suitability in the light of contemporary needs of society.

- Critical Appreciation of any one dimension of National Curriculum Framework – 2005.

- Analysis of curricular material with reference to gender sensitivity

- Analysis of curricular material with reference to integration of environmental concerns

- Any other relevant activity

Suggested Reading:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.

- Aggarwal J.C. (1990) Curriculum Reforms in India: World Overview, Doaba House, New Delhi.

- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.

- Arora G.L. (1998) Curriculum and Quality in Education, NCERT, New Delhi.

- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.

- MaitreyaBalsara (2004) Principles of Curriculum Construction, Kanishka Publishers, New Delhi.

- Marlow Ediger&DigumartiBhaskar (2006) Issues in School Curriculum, Discovery Publishing House, New Delhi.

- Mohd. Sharif Khan (2004) School Curriculum, APH, New Delhi.

- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.

- NCERT (1999 & 2000) Special Issue on Curriculum Development Vol. I & II, Journal of Indian Education.

- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.

- Ornstein A.C &Hunkins F.P. (1993) Curriculum Foundations: Principles and Issues, Allen & Bacon Boston.

- Reddy, B. (2007): Principles of curriculum planning and development.

- S.R. Vashisht (2005) Curriculum Construction, Anmol Publishers, New Delhi.

- Venkataiah, N. (2008). Curriculum innovations for 2000A.D. New Delhi: APH Publishing Corporation.

- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication

V # EDU 302: Pedagogy of English Language   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- To develop English Language teaching competency.

- To have a critical study of learning English as a second language in the multilingual Indian Society.

- To understand the role of English in India and decide its place in the school Syllabus of Bihar and to improve English Language attainment and cognitive skills.

- To be committed, inspired and interested in teaching English.

- Use different methods of teaching prose, poetry, grammar and composition

Unit-I Foundation of English Language Education

- Language acquisition and communication- factors affecting language learning and language acquisitions and communication ; Linguistic, psychological and social processes involved in learning of language

- The function of a second language in multilingual society and the general principles of teaching English as a second language, Aims and objectives of teaching English at secondary level and senior secondary level with special reference to NCF 2005, Place of English in the school curriculum of India and of Bihar

Unit-II Approaches of Teaching Learning of English Language

Field trip, role play, dramatization, exploratory, concept mapping, self-learning strategies, assignment, multimedia, collaborative approaches to learning, simulation and Games, Debate and Quiz; Grammar-Translation method, Direct Method, Functional Communication approach, Structural approach, Teaching of Prose and Poetry, Teaching of Grammar- Inductive and Deductive method

Unit III: Development of Language Skills in Teaching/ Learning English

- **Listening Comprehension**; Type of Modes of Spoken English; Making Notes While Listening;

- **Speaking Skills –** Knowledge and use of English pronunciation and sounds**,** Correct Use of Stress , Rhythm, Juncture, Intonation, Patterns and their implications

- **Good Reading Habits**: Reading with appropriate speed for various purposes such as studying, looking for information, scanning etc.; Reading for overall comprehension, practice of analysing a text for organization; Reading for evaluation and reading for appreciation; Reading for facts, reasoning, logical relationship, definition, generalizations, understanding diagrams, reading manuals, charts, schedules and rule books
- **Good Writing Habits**: Advanced mechanics of writing i.e. spelling, punctuation, indenting title and subtitle of section. Underlining, quotations, use of parentheses, use of abbreviations, capital letters and correct forms of address in letter, applications, etc.; Organization of Paragraph, an Essay or a paper i.e. organization off Letter, Language Games

Transaction Mode:
Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices and activities.

Suggested Activities: At least one of the following
- Critically analyse the problem of effective teaching of English in Bihar and prepare a report on the same
- Critical study of any one English textbook prescribed for classes VIII, IX or X.
- Comparative study on the teaching practices in terms of adoption of approaches and methods used in English class rooms of both Government and private schools and write the report
- Any other relevant activity

Suggested Readings
- Allen & Campbell, (1972). *Teaching English as a second language*, TMH Edition. New Delhi : Tata McGraw Hill Publishing Company,
- Baruah, T.C. (1984). *The English Teacher's Handbook*. New Delhi: Sterling Publishers Pvt. Ltd.
- Bechhold, H. F. and Behling: *The Science of Language and the Art of Teaching*, Charles Scribners Sons, New York.
- Billows, F. L. (1975). *The Techniques of Language Teaching*, London Longman,
- Bista, A.R. (1965). *Teaching of English*. Sixth Edition. Agra: Vinod PustakMandir,
- Bright, J.A. (1976). *Teaching English as Second Language.* London: Long Man Group.
- Brown, G. et al (2001). *The Principal Portfolio*. Sage Publications.
- Chaudhary, N.R. (1998). *Teaching English in Indian Schools*. New Delhi: H. Publishing Corporation,.
- Catarby, E. V.(1986). *Teaching English as a Foreign Language in School Curriculum India*, New Delhi, NCERT.

- Doughty, Peter. (1994). *Language "English" and the Curriculum. Schools Counselling Programme in Linguistic and English Teaching*.

- Eckman, F.et al. Eds.(1995). *Second language acquisition theory and pedagogy.*Lawrence Erlbaum.

- Ellis,R.(1997). *SLA Research and language teaching.*OUP

- Jain, R.K.(1994). *Essentials of English Teaching*. Agra: Vinod Pustak Mandir, Agra.

- Joyce, B. & Weil, M. (1979). *Models of Teaching*. Prentice Hall Inc., New Jersey.

- Kela, John. (1978). *Teaching English*. London: Methuen & Company.

- Kohli, A.L.(1973).*Teaching English*. New Delhi: DhanpatRai and Sons.

- Larsen-Freeman, D. and Long, M.H.(1991). *An Introduction to Second Language Acquisition Research.*Longman.

- Morris, I.(1965). *The Art of Teaching English as a Living Language*. London: The English Book Society and McMillan Co. Ltd.

- Munby, John, (1978). *Read and Think*. London: Long Man Group Ltd.

- Newton and Handley. (1971). *A Guide to Teaching Poetry*. London: University of London Press.

- NCERT: *Reading in Language and Language Teaching* Book I, Publication div. NCERT, New Delhi.

- Norton, B. &Toohey, K. (2004). *Critical Pedagagies and Language Learning*. Cambridge University Press.

- Pal, H.R and Pal, R. (2006). *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi,.

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

- Richards, J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.

- Sachdev, M.S. (1983). *Teaching of English in India*. Ludhiana: Prakash Brothers Educational Publishers.

- Sansanwal, D.N. (2000). *Jerk Technology. Journal of Indian Education*, Vol. XXVI, No. 1, pp 17 – 22.

- Sansanwal, D.N. & Singh, P. (1991). *Models of Teaching*. Society for Educational Research & Development, Baroda.

- Sansanwal, D.N. and Tyagi, S.K.(2006). *Multiple Discriminant Type Item*. MERI Journal of Education, Vol.1, No. 1, pp. 18 – 25.

- Skehan, P.(1998), *A Cognitive Approach to Language Learning.* Cambridge CUP.

- Sharma, K.L. (1970). *Methods of Teaching English in India*. Agra :Laxmi Narayan Agrawal.

- Sharma, Kusum*: A Handbook of English teaching*, RadhaPrakashanMandir, Agra.
- Shrivastava, B.D.(1968). *Structural Approach to the Teaching of English*. Agra: Ramprasad and Sons.
- Trivedi, R. S. *Techniques of Teaching English*, Balgovind Prakashan.
- Tucker, P.D. et al. (2002). *Handbook on Teacher Portfolios for Evaluation and Professional Development*.Eye on Education, Inc.
- Waker, Evans, D. (1966). *New Trends in Teaching English in Secondary Schools*. Chicago: Rand Macnally and Company.
- Weil, M & Joyce, B. (1979). *Information Processing Models of Teaching*. Prentice Hall Inc., New Jersey.
- Wrinins, D. A. (, 1979). *Linguistics in Language Teachings*. London, Hedder and Stoughton.
- Wright, S. (2004). *Language Policy and Language Planning : From Nationalism to Globablisation*:
- Williams, M. & Burden, R.L. (1997).*Psychology for Language Teachers: A Social Constructivist Approach.* Cambridge University Press.
- Zoha, AlamQuiser. (1995). *English Language Teaching in India*. New Delhi: Atlantic Publishers and Distributors.

V# EDU 302: Pedagogy of Hindi Language   Credits: 2

Course Objectives:

The course will enable the student teacher

- To attain efficiency and effectiveness in teaching and learning Hindi Language.
- To have a critical study of learning Hindi as a first language in the multilingual Indian society.
- To understand the role of Hindi in India and decide its place in the school curriculum of Bihar so as to improve Hindi Language Attainment and Cognitive Skills.
- To be committed, inspired and interested in teaching Hindi.
- To inculcate right language habits in students.
- To acquire accurate knowledge of the Devanagari Script and correct pronunciation.

Unit - I: Foundation of Hindi Language Education

- Language acquisition and communication- factors affecting language learning and language acquisitions and communication ; Linguistic, psychological and social processes involved in learning of language

- Evolution and Development of Hindi; Dialects of Hindi and Standard Hindi; Role of Hindi in India as Mother Tongue, National Language and Contact Language; Objectives of teaching Hindi as First Language and Second Language at school level; Aims and objectives of teaching Hindi at the Secondary and senior secondary level with special reference to NCF 2005

Unit - II: Approaches of teaching and learning of Hindi language

- Methods of Teaching Prose, Poetry, Grammar, Composition and other type of Prose as story, drama and letter writing, Teaching Alphabets & Spelling; field trip, role play, dramatization, exploratory, concept mapping, self-learning strategies, assignment, multimedia, collaborative approaches to learning, simulation and Games, Debate and Quiz

Unit - III: Development of Skills in teaching learning Hindi

- **Listening Comprehension**; Type and Modes of Spoken Hindi; Implications of Stress and Intonation; Making Notes While Listening; Reading Comprehension

- **Communication**: Use of Spoken form in dialogue Stories, Reading aloud, Dramatization and Poetry reading; Correct Use of Stress and Intonation and Division of Utterance into Meaningful World-Groups

- **Good Reading Habits**: Reading with Appropriate Speed for Various Purposes Such as studying, Looking for Information, Scanning etc.; Reading for Overall Comprehension; Reading for Evaluation; Reading for Appreciation of Form, Style and Author's Personality; Reading for Facts, Reasoning, Logical Relationship, Definitions, Generalization, Understanding Diagrams; Reading Manuals, Charts, Schedule and Rule Books.

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

Transaction Mode:
Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices and activities.

Suggested Activities: At least one of the following

- Critically analyse the problem of effective teaching of Hindi in Bihar and prepare a report on the same

- Critical study of any one Hindi textbook prescribed for classes VIII, IX or X

- Comparative study on the teaching practices in terms of adoption of approaches and methods used in Hindi class rooms of both Government and private schools and write the report

- Preparation of a language kit for teaching Hindi

Suggested Readings

- Bhai Yogendrajeet*: Hindi BhashaShikshan*, Vinod PustakMandir, Agra.
- Joyce, B. & Weil, M. (1979). *Models of Teaching*. Prentice Hall Inc., New Jersey.
- Kshatriya, K.: *Matra Bhasha Shikshan*, Vinod Pustak Mandir, Agra.
- Lal, Raman Bihari: *Hindi Shikshan*, Rastogi Publications, Meerut.
- Pal, H.R and Pal, R.(2006). *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi,.
- Pal, H.R.(2003). *Speech Communication – Hindi*. Bhopal: M.P.Granth Academy.
- Pal, H.R. (2000). *Methodologies of Teaching & Training in Higher Education*. Delhi: Directorate of Hindi Implementation, Delhi University,.
- Sansanwal, D.N. & Singh, P.(1991). *Models of Teaching. Society for Educational Research &Development,* Baroda,
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education, Vol.1, No. 1, pp. 18 – 25.
- Satya, Raghunath : *Hindi ShikshanVidhi*, Punjab Kitabghar, Jullundur.
- Sharma, Dr.Laxminarayan :*Bhasha 1, 2 Ki Shikshan-VidhiyanAurPaath-Niyojan* Vinod PustakMandir, Agra.
- Singh, Savitri : *Hindi Shikshan*, Lyall Book Depot, Meerut.
- Weil, M & Joyce, B. (1979). *Information Processing Models of Teaching*. Prentice Hall Inc.,New Jersey,.

V# EDU 302: Pedagogy of Urdu Language   Credits: 2

Course Objectives

The course will enable the student teachers to

- Understand the Objectives of Teaching Urdu at different school level.
- Understand the significance of communication skills in Urdu.
- Understand different Methods of Teaching Urdu.
- Be acquainted with different teaching skills associated with teaching of Urdu

Unit – I: Foundations of Urdu Education

- Language acquisition and communication- factors affecting language learning and language acquisitions and communication; Linguistic, psychological and social processes involved in learning of language
- Origin and development of Urdu language and its status in India, Mother Tongue Learning Role & Importance of Mother Tongue; Objectives of Teaching Urdu – as First language; as second language; and as third language; Place of Urdu in the school curriculum, aims and objectives of teaching Urdu at secondary and senior secondary level with special reference to NCF 2005; Qualities and Role of the Urdu Teachers.

Unit – II: Approaches of Teaching/ Learning Urdu Language

- Translation Method; Direct method; Bilingual method; Discussion method; Structure Approach; Situational Approach; &Communicative Approach. Teaching Alphabets & Spelling; Teaching of Prose; Teaching of Poetry; Teaching of Grammar; & Teaching of Composition, Field trip, role play, dramatization, exploratory, concept mapping, self-learning strategies, assignment, multimedia, collaborative approaches to learning, simulation and Games, Debate and Quiz

Unit – III: Development of skills in Urdu Language Teaching and Learning

- **Listening Comprehension**: Practice in Listening and Comprehension; Implications of Stress & Intonation; & Making Notes while Listening
- **Communication Habits**: Use of spoken forms in Dialogue, Stories, Reading Aloud, Dramatization, Poetry Reading; Correct uses of stress and Intonation; Word Groups.
- **Good Reading Habits**: Reading with appropriate speed for various purposes such as Studying , Looking for Information, Scanning, etc.; Reading for overall comprehension, Practice of analysing a Text Organization; Reading for Evaluation; Reading for Appreciation of Form, Style & Author's Personality; Reading for Facts, Reasoning, Logical relationship, Definition, Generalizations, Understanding Diagrams; Reading manuals, Charts, Schedule and Rule Books.
- **Good Writing Habits**: Advanced Mechanics of writing, i.e., Spelling, Punctuations, Indenting, Titles, Subtitles of Sections, Underlining, Quotations, Use of Paragraphing, Use of Abbreviations, capital Letters & Correct Forms of Address in Letters, applications, etc.; Organization of paragraph, An Essay or a Paper.

Transaction Mode:

Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices and activities.

Suggested Activities: At least one of the following

- Critically analyse the problem of effective teaching of Urdu in Bihar and prepare a report on the same
- Critical study of any one Urdu textbook prescribed for classes VIII, IX or X
- Comparative study on the teaching practices in terms of adoption of approaches and methods used in Urdu class rooms of both Government and private schools and write the report
- Preparation of a language kit for teaching Urdu
- Any other relevant activity

Suggested Readings

- Ahemed Hussain: Tadress – Urdu

- Farooq Ansari: Instructional Material for Teachers on the New Techniques and Approaches of Teaching Urdu at Secondary level.
- Her Majesty's Publication: Teaching the Mother Tongue in Secondary Schools.
- JaleesAbidi: Ibtiayee School Mein taleemKeTariqey.
- Moinuddin: Hum Urdu KaiseParhayen.
- Rafiqa Kareem: Urdu ZabankaTariqa-e-Tadrees.
- SalamatUllah: BuniyadiUstadkeLiye.
- SalamatUllah: Hum KaiseParhayen
- Saleem Abdullah: Urdu KaiseParhayen.

V# EDU 302: Pedagogy of Mathematics   Credits: 2

Course Objectives:

On completion of the course the student will be able to

- Understand the nature and scope of mathematics.
- Understand aims and objectives of learning mathematics at secondary and higher secondary level
- Appreciate the role of mathematics in day to day life and its relevance in modern society
- Develop competency of pupil centred teaching learning experiences.
- Analyse the curriculum reforms taking place in India
- Review the contributions of mathematicians to the knowledge domain of mathematics.
- Formulate meaningful problem solving situations based on secondary school mathematics.

Course Content:

Unit I: Foundations of Mathematics

- Nature and Scope of Mathematics
- The Place of Mathematics in School Curriculum at School level
- Integrating Mathematics with other school subjects
- Application of mathematical knowledge in daily life
- Values to be taught through teaching of mathematics

Unit II: Curriculum Reforms in School Mathematics

- Rationale, objectives, principles, designs and materials produced in the recent curricular reforms at the National and State levels and their critical appraisal
- Aims and Objectives of learning mathematics in schools at secondary level and higher secondary level with reference to NCF-2005

Unit – III: Approaches of Teaching- Learning of Mathematics

- Problem solving method, Project method, Discovery method, Inductive – deductive approach, Analytic Synthetic approach, Laboratory method,
- Computer Assisted Instruction (CAI)
- Creating different situations of learning engagement: Group learning, individual learning, small group, peer coaching, collaborative learning, situational/contextual learning

Transaction mode:

- Interactive session, group discussion; assignment, panel discussion , seminar, group work , library work, Role play, Debate, workshops etc.

Suggested activities: At least one of the following:

- Seminar Presentation on related themes/topic
- Assignment or term paper on themes related to mathematics
- A critical study of mathematics curriculum of secondary stage of nation/any state
- Any other relevant activity

Suggested Readings:

- Cooney, Thomas J. and Others (1975). Dynamics of Teaching Secondary SchoolMathematics, Boston: Houghton Mifflin.
- Driscoll,M., Egan, M., Nikula, J., &DiMatteo, R. W. (2007). Fostering geometric thinking: Aguide for teachers, grades 6-10. Portsmouth, NH: Heinemann.
- Driscoll,M.(1999). Fostering algebraic thinking: A guide for teachers, grades 5-10.Portsmouth, NH: Heinemann.
- Grouws, D.A. (ed) (1992). Handbook of Research on Mathematics Teaching and Learning,NY: Macmillan Publishing.
- Lester, F.K (Ed) (2007). Second Handbook of Research on Mathematics Teaching andLearning, Charlotte, NC: NCTM & Information Age Publishing.
- Mager, Robert (1962) Preparing instructional objectives. Palo Alto, CA: Fearon.

- Malone, J. and Taylor, P. (eds) (1993). Constructivist Interpretations of TeachingandLearning Mathematics, Perth: Curtin University of Technology.

- Marshall, S.P.(1995) Schemes in Problem-solving. NY: Cambridge University Press.

- Moon, B. & Mayes, A.S. (eds) (1995). Teaching and Learning in Secondary School. London:Routledge.

- NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi:NCERT.

- NCERT and State textbooks in Mathematics for Class VIII to X

- Nickson, Marilyn (2000). Teaching and Learning Mathematics: A Guide to Recent Researchand its Applications, NY: Continuum.

- Nunes, T and Bryant, P (Eds) (1997). Learning and Teaching Mathematics: An InternationalPerspective, Psychology Press.

- Polya, George (1957) How to solve it, Princeton, NJ: Princeton University Press.

Periodicals/Journals

- Educational Studies in Mathematics

- International Journal of Science and Mathematics Education

- Journal of Research in Mathematics

- Journal of Mathematics Teacher Education

- Mathematics Education Research Journal

- Mathematics Teaching

- Research in Mathematics Education

- School Science and Mathematics

- Teaching Children Mathematics

- The Mathematics Teacher

V# EDU 302: Pedagogy of Life Science   Credits: 2

Course Objectives:

On completion of the course the student will be able to

- Understand the nature and scope of Life science

- Understand the aims and objectives of teaching life science at the secondary school level.

- Appreciate the role of life science in day to day life and its relevance to modern society.

- Develop adequate skills to select and use different methods of teaching the content of life sciences.

- Develop competencies of designing pupil centered teaching learning experiences in life science

Course Content:

Unit I: Foundations of Life science
- Nature and Scope of Life Science
- Integrating Life Science with other school subjects
- Application of the knowledge of biology for human welfare
- Scientific Temper

Unit II: Life Science Curriculum

- The Place of Life Science in School Curriculum at School level
- Aims and Objectives of learning Life Science in schools at secondary level and higher secondary level with reference to NCF-2005
- Issues related to life science

Unit – III: Approaches of Teaching Learning of Life Science

- Lecture-demonstration method, Laboratory Method, Project method, Heuristic method, Inductive – deductive approach, Importance of experiments in Life Science, Integration of theories and experiments in science, Collaborative learning strategies,

Transaction mode:
Lecture cum discussion, interactive session, group discussion; assignment, panel discussion, seminar, group work , library work, field visit, workshops, etc.

Suggested activities: At least one of the following:
- Seminar Presentation on related themes/topic
- A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of mathematics
- Assignment or term paper on themes related to science
- A critical study of life science curriculum of secondary stage of nation/any state
- Any other relevant activity

Suggested Readings:

- Ameetha, A. (2004) Methods of Teaching Biological Science, Neelkamal, Hyderabad
- Esler, K. William & Mark. K.Esler (2001): Teaching Elementary Science (8th edition) Wadsworth group, Thomas learning, Printed in the USA.
- Jennings, T. (1986): The young scientist investigates- Teacher's Book of Practical work, Oxford University Press, Oxford.
- Mangal S.K &Shubhra (2005) Teaching of Biological Sciences, International Publishing House, Meerut
- Mason M & Ruth T. Peters, Teacher guide for Life sciences, Published by D. Van Nostrand Company, Inc, New york.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- NCERT text books (2005) science for classes from VIII to X
- NCERT (1982) Teaching Science in Secondary Schools, NCERT, New Delhi.
- NCERT (2006) Science Text books of Classes, NCERT, New Delhi
- New UNESCO Source Book for teaching science, UNESCO, Paris, Richardson, J.S. Science teaching in secondary schools; New York; prentice hall.
- Novak. D.J & D.BobGowin (1984): Learning how to Learn, published by the press syndicate of the University of Cambridge, Printed in the USA.
- Robin Millan (1984): Doing Science: Images of Science in Science education, the Falmer Press, London.
- Sharma L.M (2003) Teaching of Science & Life Science, DhanpatRai Publishers, New Delhi
- Sharma, R.C (2005) Modern Science Teaching, DhanpatRai& Sons, Delhi.
- Siddiqui .H.Mujibil(2007) Teaching Science Balaji offset, N.Delhi
- State text Books for classes VIII to X.
- Steve Alsop, Keith Hicks (2007): Teaching Science: A Handbook for Primary and Secondary school teachers, Kogan Page, New Delhi
- Tomar, A. (2005) Teaching of Biology, Kalpaz Publications, New Delhi
- Turner,T&W.Dimarco (1988); learning to teach science in the secondary school – a companion to school experience, Published by Routledge,
- Vaidya, N. (2003) Science Teaching in Schools, Deep & Deep Publishers, New Delhi

V # EDU 303: Pedagogy of Social Science   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Gain an understanding of the nature and scope of Social Sciences.
- Develop an understanding of different approaches to teaching Social Sciences and the need to involve students in various group activities to promote co-operative learning

- Examine the different ways in which learning situations can be created to learn concepts in Social Sciences.
- Examine different pedagogical issues in learning Social Sciences.

Unit I: Foundations of Social Sciences Education

- Meaning and nature of concepts of Social Sciences and Social Studies, place of Social Sciences in the school curriculum, need for strengthening teaching of Social Sciences, Scope of Social Sciences.
- Integration of different elements of Social Sciences (History, Geography, Economics, Political Science), Relating content to child's everyday life, learner as a constructor of knowledge. Aims and objectives of teaching social sciences at different school levels

Unit –II Understanding Teaching

- Teaching as a planned activity – elements of planning
- Maxims of teaching
- Phases of teaching: pre-active, interactive and post-active.
- The general and subject related skill and competencies required in teaching
- An analysis of teacher roles and functions in the three phases: pre-active phase –visualizing; decision-making on outcomes, preparing and organization; interactive phase -facilitating and managing learning; post-active phase – assessment of learning outcomes, reflecting on pre-active, interactive and post-active process

Unit III: Approaches and methods to teaching/learning Social Sciences

project method, source method, demonstration method, lecture cum discussion method, assignment method, inductive-deductive method, storytelling method, narration cum discussion method, Field trip, role play, dramatization, exploratory, concept mapping, self-learning strategies, map based learning, multimedia, collaborative approaches to learning, Games, Debate, Quiz and Seminar

Transaction Mode:
Lectures, organizing inquiry activities/open ended activities for learning Social Sciences. Group work and discussion, use of ICT related to Social Sciences at the secondary level.

Suggested Activities:

- Select any one theme and identify integration of elements of Social Sciences.
- Analysis of any one text book of social sciences in terms of its relation in our everyday life
- Interacting with the school teachers to understand about pedagogical issues
- Practice of teaching skills in a simulated situation

Essential Readings

- Bining, Arthur, Cand Bining, David, H.(1952). *Teaching Social Studies in Secondary Schools*, McGraw, Hill Book Company, Inc., New York.

- Banks, James, A., (1977). *Teaching Strategies for the Social Studies: Enquiry, Valuing And Decision Making*, Wesley Publishing Comp., Massachusetts.
- Dhamija, Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, Harmen Publishing House, New Delhi
- James, Hemming (1953), *The Teaching of Social Studies in Secondary Schools*. Longman Green and Company, London
- NCERT *textbooks in Social Sciences.*
- UNESCO, *New Source Book for Teaching of Geography*, UNESCO 2005.
- Yagnik, K., S.(1966). *The Teaching of Social Studies in India,* Orient Longman Ltd.

Suggested Readings:
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Report of the Secondary Education Commission, 1953, Ministry Education, Government of India, New Delhi
- Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi
- The Curriculum for the Ten Year School – A Frame Work, 1975, NCERT, New Delhi
- National Curriculum for Elementary and Secondary Education, A Frame Work, 1988, NCERT, New Delhi
- Learning Without Burden, Report of the National Advisory Committee, 1993, Ministry of Human Resource Development, Government of India.

V# EDU 303: Pedagogy of Physical Science   Credits: 2

Course Objectives

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

- understand the nature and scope of Physical science
- Understand the aims and objectives of teaching science at the secondary school level.
- Appreciate the role of science in day to day life and its relevance to modern society.
- Develop adequate skills to select and use different methods of teaching the content of sciences.
- Develop competencies of designing pupil centered teaching learning experiences
- Analyse teacher's role and functions in pre- active, interactive and post active phases of learning

UNIT I: Foundation of Physical Science
- Nature and Scope of Physical Science,

- Aims and objectives of learning physical science in school at secondary and higher secondary level with reference to NCF-2005
- Integrating Knowledge of Physical Science with other school subjects
- Application of Physical Science knowledge in daily life
- The place of Physical Science in the School Science Curriculum
- Science, society and technology, their influence on school curriculum.
- Science related social and ethical issues-Inclusiveness in learning.

Unit – II: Understanding Teaching

- Teaching as a planned activity – elements of planning
- Maxims of Teaching
- Phases of teaching: pre-active, interactive and post-active.
- The general and subject related skills and competencies required in teaching
- Impact of one's own socialization processes, awareness of one's own shifting identities as 'student', 'adult', and 'student teacher', and their influences on 'becoming a teacher'
- An analysis of teacher roles and functions in the three phases: pre-active phase – visualizing; decision-making on outcomes, preparing and organization; interactive phase facilitating and managing learning; post-active phase – assessment of learning outcomes, reflecting on pre-active, interactive and post-active processes

UNIT III: Approaches to teaching and learning of physical science:

- Demonstration method, Laboratory method, Heuristic method, Project method, Inductive – deductive approach, collaborative learning,
- Importance of experiments in Physical Science, Integration of theories and experiments in physical science, collaborative learning strategies, Scientific temper

Transaction mode:

Lecture cum discussion, interactive session, group discussion; assignment, panel discussion, seminar, group work , library work, field visit, workshops, etc.

Suggested Activities: At least one of the following

- Assignment/term paper on selected themes from the course.
- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of

electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.

- A critical study of science curriculum of secondary stage of any state.
- Seminar on contribution of women to science and their implications to women empowerment.
- Any other relevant activity

Suggested Readings:

- Buxton.A Cory.(2010) Teaching Science in Elementary and Middle School Sage Publications, New Delhi.
- Bybee.w.Roger (2010) The Teaching of Science 21st Century Perspective National Science Teachers Association, USA
- Fensham P.J. (1994) The content of Science: A constructive Approach to its Teaching and Learning, The Falmer Press, Washington, D.C
- Joshi S.R (2005) Teaching of Science, A.P.H Publishing Corpn., New Delhi
- Journal of Research in Science Teaching (Wiley-Blackwell).
- International Journal of Science Education.
- Lawson.E. Anton.(2010) Teaching Inquiry Science in Middle School Sage Publications, New Delhi
- Leckstein, John Murrey (1988) Basic Skills – Science, John Murrey Boston
- Mangal S.K &Shubhra (2005) Teaching of Biological Sciences, International Publishing House, Meerut
- Minkoff, E.C. and Pamela J. Baker (2004). *Biology Today: An issues Approach*. Garland Science New York pp. 1-32, Biology: Science and Ethics.
- Narendra Vaidya (2003) Science Teaching in Schools, Deep & Deep Publishers, New Delhi
- NCERT (1982) Teaching Science in Secondary Schools, NCERT, New Delhi.
- NCERT (2006) Science Text books of Classes, NCERT, New Delhi
- NCERT, *National Curriculum Framework*- 2005, NCERT. New Delhi.
- NCERT, *'Focus Group Report' Teaching of Science* (2005). NCERT New Delhi.
- P. Ameetha (2004) Methods of Teaching Biological Science, Neelkamal, Hyderabad
- Ralph, E. Martin & Others (1994) Teaching Science for all Children, Allyn and Bacon
- Rao, V.K. (2004) Science Education, APH Publishing Corpn. New Delhi
- Science & Children (NSTA's peer reviewed journal for elementary teachers).
- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- Sharma L.M (2003) Teaching of Science & Life Science, DhanpatRai Publishers, New Delhi
- Sharma, R.C (2005) Modern Science Teaching, DhanpatRai& Sons, Delhi.
- Siddiqui .H.Mujibil(2007) Teaching Science Balaji offset, N.Delhi

- Siddiqui N.N & Siddiqui M.N (1994) Teaching of Science Today & Tomorrow, Dooba House, Delhi
- Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.
- Sutton, C. (1992). *Words, Science and Learning*. Open University Press, Buckingham
- Tripathi Sahil (2004) Teaching of Physical Science, Dominant Publications, Delhi.
- UNESCO (1966) Source Book for Science Teaching, UNESCO, Paris.
- Vanaja M. (2006) Teaching of Physical Science, Neelkamal Publications, Hyderabad

V# EDU 304: Education and Value Inculcation   Credits: 2

Objectives :

On completion of this course the students will be able to:

- Understand the concept of value,
- Understand aims and need of value inculcation through education
- Identify various values required to be inculcated through education
- Apply different approaches and strategies to inculcate values among students through education
- Understand the importance of school activities and programmes
- Elaborate the role of home-school-community partnership in inculcation of values
- Illustrate different issues related to mapping values context in schools

UNIT – I: Value and related concerns:

- Value and its acquisition,
- Aims of Value Education,
- Need of education for value,
- Values and the contemporary Realities: Traditions vs. Modernity, Globalisation, Diversity , Inclusivity and Environment,
- Value Concerns at School Stage: Justice, Liberty of thought and action, Equality, Fraternity,
- Core Value Concerns: Health and Hygiene, Responsibility, Love Care and Compassion, Critical and Creative Thinking, Appreciation for beauty and aesthetics.

UNIT II: Approaches and Strategies:

- The Whole School Approach,
- Pedagogy of Values,
- Some General Strategies : Silent sitting, Role Plays, Stories, Anecdotes, Group Singing, Group activities, Questioning, Discussion, Value Clarification, Reflective Practices
- The Stage Specific Focus

UNIT – III: Some Dimensions for mapping Value context in schools

- School Activities and Programmes,

- Teacher and Classroom Practices,

- Value context in teaching of subjects

- Evaluation System

- Home – School – Community Partnership

Transaction mode:

- Lecture cum discussion, interactive session, group discussion; assignment, panel discussion, seminar, group work , library work, field visit, workshops, simulated teaching etc.

Suggested Activities: At least one of the following
- Analysis of School Curriculum for integrating value concerns

- Individual or Group project to visualize feasible school based strategies for inculcation of values

- Preparation of question items reflecting values

- Seminar Presentation on a topic related to Value

- Preparation of Anecdotes

- Role Play

- Conducting Survey on the maintenance of Health and Hygiene

- Writing playcards related to value messages

- Any other relevant activity

Suggested Readings:
- NCERT.Education for Values in Schools – A Framework. Department of Educational Psychology and Foundation of Education, New Delhi.

- Central Board of Secondary Education. Value Education: A Handbook for teachers, New Delhi.

- Venkataiah,N. (1998). Value Education, A.P.H. Publishing, New Delhi.

- S.P.Ruhela 1986, Human values and Education, Sterling, New Delhi.

- Gawande, E.N (2004). Value Oriented Education, Sarup& Sons, New Delhi

- http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf

VI # EDU 351:Pedagogy of English Language   Credits: 2

Course Objectives
- The course will enable the pupil teachers to

- Develop competency in preparing Unit plan and lesson plan
- Be trained in developing materials for teaching English as Second Language and remedy the errors that the pupils make.
- Understand the fundamental concepts, principles and practices of language testing
- To train in using interaction mode to evaluate himself and pupils and inculcate right language skills

Unit I: Pedagogic planning in English Language

- Designing of objective based learning outcomes in cognitive, affective and psychomotor domain
- Content analysis of a particular unit
- Lesson Planning- meaning, importance and components of lesson plan; lesson planning format of prose, poetry, Grammar and composition; Unit planning
- Need for updating content and pedagogical competencies for the professional development of the English language teachers

Unit-II: Learning Resources and Preparation of Materials

- Evaluating materials: Textbooks and texts: use of multiple textbooks/texts; the relationship between resource, learning and teaching, Importance of literary clubs, school magazines, debate and quiz programs for learning English language
- Materials of instruction for language teaching: audio visual aids in teaching English, Use of technology- multi media centres, OHP, Video, tape recorder, Computer Assisted Instruction(CAI), Use of mass media- TV, newspaper, advertisement, use of library, dictionaries, pronouncing dictionaries; Preparation of low cost teaching aids for teaching English at different school level

Unit III: Assessment of Learning in English Language

- Construction of objective based test items in English
- Evaluating and recording procedures to assess student performance; Self-assessment by students, by teachers, peer assessment, assessment of teachers by students
- Use of rubrics and portfolio in assessment of learning English Language; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners.
- Procedures for assessing proficiency in specific language areas (oral language, reading and writing) and their integration; types of assessment procedures; ways to design and administer performance tasks (communicating effectively in negotiation, making requests, offering suggestions, speaking and writing persuasively, creative writing etc.) ; development of appropriate scoring mechanism.
- Diagnostic test and remedial measures

Transaction Mode:

Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices and activities.

Suggested Activities: At least one of the following

- Students engage in observation of teaching professionals in classes – work in pairs, fill out a number of guided observation sheets, review with peers on impressions gathered.

- Based on their observations, students will prepare a reflective portfolio selecting one particular area for improvement, development or change as a result of observation. Research and explore this area and draw up an action plan for change.

- Students prepare learning designs to develop grade level language proficiency using multiple texts, presentation, peer review; adaptation and changes based on peer/ group suggestions.

- Through discussion with teachers/ practitioners students will arrive at benchmarks of grade level language proficiency. They will construct a tool for assessing grade level proficiency.

- Students prepare the lesson plan based on a particular aspect i.e. prose/ poetry/ grammar

- Any other relevant activity

Suggested Readings

- Allen & Campbell, (1972). *Teaching English as a second language*, TMH Edition. New Delhi : Tata McGraw Hill Publishing Company,

- Baruah, T.C. (1984). *The English Teacher's Handbook*. New Delhi: Sterling Publishers Pvt. Ltd.

- Bechhold, H. F. and Behling: *The Science of Language and the Art of Teaching*, Charles Scribners Sons, New York.

- Billows, F. L. (1975). *The Techniques of Language Teaching*, London Longman,

- Bista, A.R. (1965). *Teaching of English*. Sixth Edition. Agra: Vinod PustakMandir,

- Bright, J.A. (1976). *Teaching English as Second Language.* London: Long Man Group.

- Brown, G. et al (2001). *The Principal Portfolio*. Sage Publications.

- Chaudhary, N.R. (1998). *Teaching English in Indian Schools*. New Delhi: H. Publishing Corporation,.

- Catarby, E. V.(1986). *Teaching English as a Foreign Language in School Curriculum India*, New Delhi, NCERT.

- Doughty, Peter. (1994). *Language "English" and the Curriculum. Schools Counselling Programme in Linguistic and English Teaching*.

- Eckman, F.et al. Eds.(1995). *Second language acquisition theory and pedagogy.*Lawrence Erlbaum.

- Ellis,R.(1997). *SLA Research and language teaching.*OUP

- Jain, R.K.(1994). *Essentials of English Teaching*. Agra: Vinod Pustak Mandir, Agra.

- Joyce, B. & Weil, M. (1979). *Models of Teaching*. Prentice Hall Inc., New Jersey.

- Kela, John. (1978). *Teaching English*. London: Methuen & Company.

- Kohli, A.L.(1973).*Teaching English*. New Delhi: DhanpatRai and Sons.

- Larsen-Freeman, D. and Long, M.H.(1991). *An Introduction to Second Language Acquisition Research.*Longman.

- Morris, I.(1965). *The Art of Teaching English as a Living Language*. London: The English Book Society and McMillan Co. Ltd.

- Munby, John, (1978). *Read and Think*. London: Long Man Group Ltd.,

- Newton and Handley. (1971). *A Guide to Teaching Poetry*. London: University of London Press.

- NCERT: *Reading in Language and Language Teaching* Book I, Publication div. NCERT, New Delhi.

- Norton, B. &Toohey, K. (2004). *Critical Pedagagies and Language Learning*. Cambridge University Press.

- Pal, H.R and Pal, R. (2006). *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi,.

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

- Richards, J.C.(2001). *Curriculum Development in Language Teaching.*Cambridge University Press.

- Sachdev, M.S.(1983). *Teaching of English in India*. Ludhiana: Prakash Brothers Educational Publishers.

- Sansanwal, D.N. & Singh, P.(1991). *Models of Teaching*. Society for Educational Research & Development, Baroda.

- Sansanwal, D.N. and Tyagi, S.K.(2006). *Multiple Discriminant Type Item*. MERI Journal of Education, Vol.1, No. 1, pp. 18 – 25.

- Skehan, P.(1998), *A Cognitive Approach to Language Learning.* Cambridge CUP.

- Sharma, K.L.(1970). *Methods of Teaching English in India*. Agra :Laxmi Narayan Agrawal.

- Sharma, Kusum*: A Handbook of English teaching*, Radha Prakashan Mandir, Agra.

- Shrivastava, B.D.(1968). *Structural Approach to the Teaching of English*. Agra: Ramprasad and Sons.

- Trivedi, R. S. *Techniques of Teaching English*, Balgovind Prakashan.

- Tucker, P.D. et al. (2002). *Handbook on Teacher Portfolios for Evaluation and Professional Development*.Eye on Education, Inc.

- Waker, Evans, D. (1966). *New Trends in Teaching English in Secondary Schools*. Chicago: Rand Macnally and Company.

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

- Wrinins, D. A. (, 1979). *Linguistics in Language Teachings*. London, Hedder and Stoughton.

- Wright, S. (2004). *Language Policy and Language Planning : From Nationalism to Globablisation*:

- Williams, M. & Burden, R.L. (1997).*Psychology for Language Teachers: A Social Constructivist Approach.* Cambridge University Press.

- Zoha, AlamQuiser. (1995). *English Language Teaching in India*. New Delhi: Atlantic Publishers and Distributors.

VI# EDU 351; Pedagogy of Hindi Language   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Develop competency in preparing, Unit plan and lesson plan

- Be trained in developing materials for teaching Hindi as Second Language and identifying the errors that the pupils make.

- Understand the fundamental concepts, principles and practices of language testing

- To train in using interaction mode to evaluate himself and pupils and inculcate right language skills

Unit I : Pedagogic planning in Hindi Language

- Designing of objective based learning outcomes in cognitive, affective and psychomotor domain

- Content analysis of a particular unit

- Lesson Planning- meaning, importance and components of lesson plan; lesson planning format of prose, poetry, Grammar and composition; Unit planning

- Need for updating content and pedagogical competencies for the professional development of the Hindi language teachers

Unit-II: Learning Resources and Preparation of Materials

- Evaluating materials: Textbooks and texts: use of multiple textbooks/texts; the relationship between resource, learning and teaching, importance of literary clubs, school magazines, debate and quiz programs for learning Hindi language
- Materials of instruction for language teaching: audio visual aids in teaching Hindi, Use of technology- multi media centres, OHP, Video, tape recorder, Computer Assisted Instruction(CAI), Use of mass media- TV, newspaper, advertisement, use of library, dictionaries, pronouncing dictionaries, developing low-cost learning materials for teaching Hindi and to remedy the errors that pupils make.

Unit IV: Assessment of Learning in Hindi Language
- Construction of objective based test items in Hindi
- Evaluating and recording procedures to assess student performance; Self-assessment by students, by teachers, peer assessment, assessment of teachers by students
- Use of rubrics and portfolio in assessment of learning Hindi Language; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners.
- Procedures for assessing proficiency in specific language areas (oral language, reading and writing) and their integration; types of assessment procedures; ways to design and administer performance tasks (communicating effectively in negotiation, making requests, offering suggestions, speaking and writing persuasively, creative writing etc.) ; development of appropriate scoring mechanism.

Transaction Mode:
Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices.

Suggested Activities: At least one of the following
- Students engage in observation of teaching professionals in classes – work in pairs, fill out a number of guided observation sheets, review with peers on impressions gathered.
- Based on their observations, students will prepare a reflective portfolio selecting one particular area for improvement, development or change as a result of observation. Research and explore this area and draw up an action plan for change.
- Students prepare learning designs to develop grade level language proficiency using multiple texts, presentation, peer review; adaptation and changes based on peer/ group suggestions.
- Through discussion with teachers/ practitioners students will arrive at benchmarks of grade level language proficiency. They will construct a tool for assessing grade level proficiency.
- Students prepare the lesson plan based on a particular aspect i.e. prose/ poetry/ grammar
- Any other relevant activity

Suggested Readings

- Bhai Yogendrajeet: Hindi BhashaShikshan, Vinod PustakMandir, Agra.

- Joyce, B. & Weil, M. (1979). *Models of Teaching*. Prentice Hall Inc., New Jersey.

- Kshatriya, K.: Matra Bhasha Shikshan, Vinod PustakMandir, Agra.

- Lal, Raman Bihari : Hindi Shikshan, Rastogi Publications, Meerut.

- Pal, H.R and Pal, R.(2006). *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi,.

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

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

- Sansanwal, D.N. & Singh, P.(1991). Models of Teaching. Society for Educational Research &Development, Baroda,

- Sansanwal, D.N. and Tyagi, S.K.(2006). *Multiple Discriminant Type Item*. MERI Journal of Education, Vol.1, No. 1, pp. 18 – 25.

- Satya, Raghunath : *Hindi ShikshanVidhi*, Punjab Kitabghar, Jullundur.

- Sharma, Dr.Laxminarayan :*Bhasha 1, 2 Ki Shikshan-VidhiyanAurPaath-Niyojan* Vinod PustakMandir, Agra.

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

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

VI # EDU 351:Pedagogy of Urdu Language   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Develop competency in preparing year Unit plan and lesson plan

- Be trained in developing materials for teaching Urdu as Second Language and identifying the errors that the pupils make

- Understand the fundamental concepts, principles and practices of language testing

- To train in using interaction mode to evaluate himself and pupils and inculcate right language skills

- Develop the skills of preparing and using effectively the instructional material related to teaching of Urdu.

- Develop diagnostic & remedial skills in teaching of Urdu.

Unit I : Pedagogic planning in Urdu Language

- Designing of objective based learning outcomes in cognitive, affective and psychomotor domain
- Content analysis of a particular unit
- Lesson Planning- meaning, importance and components of lesson plan; lesson planning format of prose, poetry, Grammar and composition; Unit planning
- Need for updating content and pedagogical competencies for the professional development of the Urdu language teachers

Unit-II: Learning Resources and Preparation of Materials

- Evaluating materials: Textbooks and texts: use of multiple textbooks/texts; the relationship between resource, learning and teaching, importance of literary clubs, school magazines, debate and quiz programs for learning Urdu language
- Materials of instruction for language teaching: audio visual aids in teaching Urdu, Use of technology- multi media centres, OHP, Video, tape recorder, Computer Assisted Instruction(CAI), Use of mass media- TV, newspaper, advertisement, use of library, dictionaries, pronouncing dictionaries

Unit IV: Assessment of Learning in Urdu Language

- Construction of objective based test items in Urdu
- Evaluating and recording procedures to assess student performance; Self-assessment by students, by teachers, peer assessment, assessment of teachers by students
- Use of rubrics and portfolio in assessment of learning Urdu Language; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners.
- Procedures for assessing proficiency in specific language areas (oral language, reading and writing) and their integration; types of assessment procedures; ways to design and administer performance tasks (communicating effectively in negotiation, making requests, offering suggestions, speaking and writing persuasively, creative writing etc.) ; development of appropriate scoring mechanism.
- Diagnostic test and remedial measures

Transaction Mode:
Lecture-cum-demonstration method, Discussion method, interactive sessions, use of audio, video and online modes, field practices.

Suggested Activities: At least one of the following

- Students engage in observation of teaching professionals in classes – work in pairs, fill out a number of guided observation sheets, review with peers on impressions gathered.

- Based on their observations, students will prepare a reflective portfolio selecting one particular area for improvement, development or change as a result of observation. Research and explore this area and draw up an action plan for change.
- Students prepare learning designs to develop grade level language proficiency using multiple texts, presentation, peer review; adaptation and changes based on peer/ group suggestions.
- Through discussion with teachers/ practitioners students will arrive at benchmarks of grade level language proficiency. They will construct a tool for assessing grade level proficiency.
- Students prepare the lesson plan based on a particular aspect i.e. prose/ poetry/ grammar
- Any other relevant activity

Suggested Readings

- Ahemed Hussain: Tadress – Urdu
- Farooq Ansari: Instructional Material for Teachers on the New Techniques andApproaches of Teaching Urdu at Secondary level.
- Her Majesty's Publication: Teaching the Mother Tongue in Secondary Schools.
- JaleesAbidi: Ibtiayee School Mein taleemKeTariqey.
- Moinuddin: Hum Urdu KaiseParhayen.
- Rafiqa Kareem: Urdu ZabankaTariqa-e-Tadrees.
- SalamatUllah: BuniyadiUstadkeLiye.
- SalamatUllah: Hum KaiseParhayen
- Saleem Abdullah: Urdu KaiseParhayen.

VI # EDU 351: Pedagogy of Mathematics   Credits: 2

Course Objectives:

On completion of the course students will be able to

- explore the use and relevance of different learning resources and materials in learning different mathematical concepts and themes..
- develop learning materials on selected units/themes that facilitate learning of mathematics in the classroom
- identify the mathematics themes for which community can be used as a learning site.
- organise mathematics related activities through mathematics club during school attachment.
- study the mathematics laboratories in schools – lay out, facilities, equipments, materials and other learning aids available that facilitate learning of Biology.
- familiarize with the different types of curricular projects in biology and their purposes ,themes, learning materials, resources etc

- reflect upon his/her own experiential knowledge in the different processes of becoming a Life science teacher.

Course Content:

Unit I: Pedagogic planning in learning Mathematics

- Designing of objective based learning outcomes in cognitive, affective & psychomotor domains.
- Content analysis of a unit
- Lesson Planning – Importance and Basic steps.

Unit II: Learning Resources and Preparation of Materials

- Mathematics laboratory – concept and need, space and equipment for setting up a mathematics laboratory
- Utilization of learning resources in Mathematics: Charts and pictures, weighing and measuring instruments, drawing instruments, models, concrete materials, surveying instruments
- Bulletin boards, Mathematics club, field trips and visits.
- Abacus, Cussionaire rods, Fractional discs, Napier strips.
- Calculators, Computers, Smart boards, Multimedia presentations.
- Mathematics outside the classroom
- Websites on Mathematics content

UNIT III: Assessment of and for learning Mathematics

- Comprehensive and continuous evaluation in Mathematics
- Construction of different types of test items and questions to assess content specific- simple factual knowledge, higher order thinking and application abilities; preparation of blue print/table of specifications;
- Diagnostic test and remedial measures

Transaction mode:

Interactive session, group discussion; assignment, panel discussion , seminar, group work , library work, Role play, Situation analysis and case studies, Debate, workshops etc.

Suggested Activities: At least one of the following

- Planning of at least 2 lessons plan
- Teaching mathematics in real classroom /simulated situation.
- Preparation of teaching aids

- Analysis of mathematics text books, and other curricular materials.
- Project work using ICT on any mathematics lesson
- School visits to study existing Lab facilities for learning mathematics
- Construction of Unit test

Suggested Readings:

- Cooney, Thomas J. and Others (1975). Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin.
- Driscoll,M., Egan, M., Nikula, J., &DiMatteo, R. W. (2007). Fostering geometric thinking: A guide for teachers, grades 6-10. Portsmouth, NH: Heinemann.
- Driscoll,M.(1999). Fostering algebraic thinking: A guide for teachers, grades 5-10.Portsmouth, NH: Heinemann.
- Grouws, D.A. (ed) (1992). Handbook of Research on Mathematics Teaching and Learning,NY: Macmillan Publishing.
- Lester, F.K (Ed) (2007). Second Handbook of Research on Mathematics Teaching and Learning, Charlotte, NC: NCTM & Information Age Publishing.
- Mager, Robert (1962) Preparing instructional objectives. Palo Alto, CA: Fearon.
- Malone, J. and Taylor, P. (eds) (1993). Constructivist Interpretations of Teaching and Learning Mathematics, Perth: Curtin University of Technology.
- Marshall, S.P.(1995) Schemes in Problem-solving. NY: Cambridge University Press.
- Moon, B. & Mayes, A.S. (eds) (1995). Teaching and Learning in Secondary School. London:Routledge.
- NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi:NCERT.
- NCERT and State textbooks in Mathematics for Class VIII to X
- Nickson, Marilyn (2000). Teaching and Learning Mathematics: A Guide to Recent Research and its Applications, NY: Continuum.
- Nunes, T and Bryant, P (Eds) (1997). Learning and Teaching Mathematics: An International Perspective, Psychology Press.
- Polya, George (1957) How to solve it, Princeton, NJ: Princeton University Press.

Periodicals/Journals

- Educational Studies in Mathematics
- International Journal of Science and Mathematics Education

- Journal of Research in Mathematics
- Journal of Mathematics Teacher Education
- Mathematics Education Research Journal
- Mathematics Teaching
- Research in Mathematics Education
- School Science and Mathematics
- Teaching Children Mathematics
- The Mathematics Teacher

VI # EDU 351: Pedagogy of life science   Credits: 2

Course Objectives:

On completion of the course students will be able to
- explore the use and relevance of different learning resources and materials in learning different Biological concepts and themes..
- develop learning materials on selected units/themes that facilitate learning of life science in the classroom
- identify the biological themes for which community can be used as a learning site.
- organise life-science related activities through eco or science club during school attachment.
- study the science laboratories in schools – lay out, facilities, equipments, and materials, specimens, models, and other learning aids available that facilitate learning of Biology.
- familiarize with the different types of curricular projects in biology and their purposes ,themes, learning materials, resources etc
- reflect upon his/her own experiential knowledge in the different processes of becoming a Life science teacher.

Course Content:
Unit I: Pedagogic planning in learning life science
- Designing of objective based learning outcomes in cognitive, affective & psychomotor domains.
- Content analysis of a unit/lesson,
- Lesson Planning – Importance and Basic steps.

Unit II: Learning Resources and Preparation of Materials
- Importance and use of teaching aids, Types of teaching aids
- Biology Museum, Science Club, Field Trips, Exhibitions, Aquarium , Herbarium, Vivarium,
- Improvised Teaching Aids,

- Laboratory management and organization of life science lab
- Websites on life science content

UNIT III: Assessment of and for learning Life Science

- Continuous and comprehensive assessment in life science: preparation and use of worksheets; use of observation techniques, self and peer assessment; assessment of worksheets; students' journals; use of rubrics in assessing students' performance based activities; feedback for improving learning;
- Diagnosing learning difficulties in life science and providing additional support to the learner
- Planning for Portfolio assessment in life science
- Construction of different types of test items and questions to assess content specific- simple factual knowledge, higher order thinking and application abilities; preparation of blue print/table of specifications;
- Diagnostic test and remedial measures

Transaction mode:

Lecture cum discussion, interactive session, group discussion; assignment, panel discussion, seminar, group work , library work, field visit, workshops, simulated teaching etc.

Suggested Activities: At least one of the following

- Planning of at least 2 lessons plan
- Teaching Life science in real classroom /simulated situation .
- Preparation of learning aids
- Analysis of Biology text books, and other curricular materials.
- Project work using ICT on any Biology lesson
- School visits to study existing Lab facilities for learning Biology
- Construction of Unit test
- Any other relevant activity

Suggested Readings:

- Ameetha, A. (2004) Methods of Teaching Biological Science, Neelkamal, Hyderabad
- Esler, K. William & Mark. K.Esler (2001): Teaching Elementary Science (8th edition) Wadsworth group, Thomas learning, Printed in the USA.
- Jennings, T. (1986): The young scientist investigates- Teacher's Book of Practical work, Oxford University Press, Oxford.
- Mangal S.K &Shubhra (2005) Teaching of Biological Sciences, International Publishing House, Meerut

- Mason M & Ruth T. Peters, Teacher guide for Life sciences, Published by D. Van Nostrand Company, Inc, New york.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- NCERT text books (2005) science for classes from VIII to X
- NCERT (1982) Teaching Science in Secondary Schools, NCERT, New Delhi.
- NCERT (2006) Science Text books of Classes, NCERT, New Delhi
- New UNESCO Source Book for teaching science, UNESCO, Paris, Richardson, J.S. Science teaching in secondary schools; New York; prentice hall.
- Novak. D.J & D.BobGowin (1984): Learning how to Learn, published by the press syndicate of the University of Cambridge, Printed in the USA.
- Robin Millan (1984): Doing Science: Images of Science in Science education, the Falmer Press, London.
- Sharma L.M (2003) Teaching of Science & Life Science, DhanpatRai Publishers, New Delhi
- Sharma, R.C (2005) Modern Science Teaching, DhanpatRai& Sons, Delhi.
- Siddiqui .H.Mujibil(2007) Teaching Science Balaji offset, N.Delhi
- State text Books for classes VIII to X.
- Steve Alsop, Keith Hicks (2007): Teaching Science: A Handbook for Primary and Secondary school teachers, Kogan Page, New Delhi
- Tomar, A. (2005) Teaching of Biology, Kalpaz Publications, New Delhi
- Turner,T&W.Dimarco (1988); learning to teach science in the secondary school – a companion to school experience, Published by Routledge,
- Vaidya, N. (2003) Science Teaching in Schools, Deep & Deep Publishers, New Delhi

VI # EDU 352; Pedagogy of Social Science   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Plan lessons based on different approaches to facilitate learning of Social Sciences.
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Social Sciences
- Identify themes in Social Sciences in which community can be used as a learning resource
- Use Social Science Laboratory to facilitate learning of Social Science
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher

- understand different ways of assessing learners' performance and providing additional support to the learners

Unit I: Pedagogic planning in Social Sciences

- Designing of objective based learning outcomes in cognitive, affective and psychomotor domain
- Content analysis of a particular unit
- Various steps and planning of Lesson plan and Unit plan
- Need for updating content and pedagogical competencies for the professional development of the social science teachers

Unit II: Learning Resources and Preparation of Materials

- Importance and functions of social science room, social science club and social science text book; Audio Visual Materials - charts, models, maps, supplementary materials, preparation of low cost teaching aids for teaching social sciences
- Community as a resource site, use of library resources. ICT in learning Social Sciences – Websites on learning Social Sciences, interactive websites, on line learning and developing ICT based learning materials.

Unit III: Assessment of Learning in Social Sciences

- Continuous and comprehensive evaluation in social science
- Construction of objective based test items
- Evaluating and recording procedures to assess student performance;
- Self-assessment by students, by teachers, peer assessment, assessment of teachers by students
- Use of rubrics and portfolio in assessment of learning Social Sciences; providing feedback to the learner, diagnosis of learning difficulties and providing additional support to the learners.

Transaction Mode:

Lectures, group work on pedagogic analysis of content and planning lessons, discussion, visit to schools, field trips and social science tours.

Suggested Activities: At least one of the following

- Planning of Lessons on the Social Sciences units/themes of class VIII, IX and X
- Writing Reflective Journals based on teaching experiences – simulated
- Preparation of improvised teaching aids
- content analysis of a unit from social science content
- Analysis of Social Science Textbooks/Curriculum.
- Project work using ICT on any Social Science lesson
- Construction of Test items – objective based
- Any other relevant activity

Essential Readings:

- Banks, James, A., (1977). *Teaching Strategies for the Social Studies: Enquiry, Valuing And Decision Making*, Wesley Publishing Comp., Massachusetts.
- Bining, Arthur, C., and Bining, David, H.., *Teaching Social Studies in Secondary Schools*. McGraw, Hill Book Company, Inc., New York 1952.
- Dhamija, Neelam (1993). *Multimedia Approaches in Teaching Social Studies*, Harmen Publishing House, New Delhi.
- James, Hemming. (1953).*The Teaching of Social Studies in Secondary Schools*, Longman Green & Company, London
- Yagnik, K, S. (1966) *The Teaching of Social Studies in India*, Orient Longman Ltd.

Suggested Readings:

- Learning Without Burden, Report of the National Advisory Committee, 1993, Ministry Of Human Resource Development, Government of India.
- National Curriculum Frame Work 2005, NCERT, New Delhi
- National Curriculum for Elementary And Secondary Education, A Frame Work, 1988, NCERT, New Delhi.
- NCERT (1971). Report of the Committee on Examinations, CABE, Ministry of Education on Social Welfare, India, New Delhi.
- NCERT textbooks in Social Science.
- Position Paper by National Focus Group on Teaching of Social Sciences.
- Report of the Secondary Education Commission, 1953, Ministry of Education, Government of India, New Delhi.
- Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi.
- The Curriculum for the Ten Year School – A Frame Work, 1975, NCERT, New Delhi.
- UNESCO, New Source Book Teaching of Geography, UNESCO 2005.

VI# EDU 352: Pedagogy of Physical Science   Credits: 2

Course objectives:

On completion of the course, student will be able to

- explore the use and relevance of different learning resources and materials in learning different concepts and themes of physical science.

- develop learning materials on selected units/themes that facilitate learning of physical science in the classroom
- identify the themes related to physical science for which community can be used as a learning site.
- organise physical science related activities through science club during school attachment.
- study the science laboratories in schools – lay out, facilities, equipments, and materials, specimens, models, and other learning aids available that facilitate learning of physical science.
- reflect upon his/her own experiential knowledge in the different processes of becoming a Life science teacher.

Course Content:

UNIT – I: Pedagogical Planning in learning Physical Science

- Designing of objective based learning outcomes in cognitive, affective & psychomotor domains.
- Content analysis of a unit
- Lesson Planning – Importance and Basic steps.

Unit II : Learning Resources and Preparation of Materials

- Teaching Aids: Importance, Use and classification of Aids
- Audio-visual materials – charts, models, multimedia, science kits, etc.
- Improvised teaching Aids
- Science club and exhibition
- Visits to Museum, Science Park and community as a resource site for learning physical science.
- Websites on physical science content,
- Planning and management of science labs.

UNIT III : Assessment of physical science:

- Continuous and comprehensive evaluation in Physical Science: Assessment of Cognitive Domain, Assessment of affective measures in physical science, Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- Planning and assessment of portfolios in physical science learning.

- Construction of different types of test items and questions to assess content specific- simple factual knowledge, higher order thinking and application abilities; preparation of blue print/table of specifications;
- Diagnostic Test and Remedial Measures

Transaction mode:

Lecture cum discussion, interactive session, group discussion; assignment, panel discussion, seminar, group work , library work, field visit, workshops, simulated teaching etc.

Suggested Activities: At least any one of the following:
- Planning of at least 2 lessons plan
- Teaching physical science in real classroom /simulated situation
- Preparation of teaching aids
- Construction of a diagnostic test for unit along with a remedial plan.
- Preparing a report on maintenance of Science Laboratory equipments and safety rules.
- Development of a Unit test
- Visit to science centre/science museum and presenting the report
- Any other relevant activities

Suggested Readings:

- ArchanaTomar (2005) Teaching of Biology, Kalpaz Publications, New Delhi.
- Buxton.A Cory.(2010) Teaching Science in Elementary and Middle School Sage Publications, New Delhi.
- Bybee.w.Roger (2010) The Teaching of Science 21st Century Perspective National Science Teachers Association, USA
- Fensham P.J. (1994) The content of Science: A constructive Approach to its Teaching and Learning, The Falmer Press, Washington, D.C
- Joshi S.R (2005) Teaching of Science, A.P.H Publishing Corpn., New Delhi
- Lawson.E. Anton.(2010) Teaching Inquiry Science in Middle School Sage Publications, New Delhi
- Leckstein, John Murrey (1988) Basic Skills – Science, John Murrey Boston
- Mangal S.K &Shubhra (2005) Teaching of Biological Sciences, International Publishing House, Meerut
- Narendra Vaidya (2003) Science Teaching in Schools, Deep & Deep Publishers, New Delhi
- NCERT (1982) Teaching Science in Secondary Schools, NCERT, New Delhi.
- NCERT (2006) Science Text books of Classes, NCERT, New Delhi
- NCERT, *National Curriculum Framework*- 2005, NCERT. New Delhi.

- NCERT, *'Focus Group Report' Teaching of Science* (2005). NCERT New Delhi.
- Novak, J.D. & Gown, D.B. (1984). Learning how to learn; Cambridge University Press.
- P. Ameetha (2004) Methods of Teaching Biological Science, Neelkamal, Hyderabad
- Ralph, E. Martin & Others (1994) Teaching Science for all Children, Allyn and Bacon
- Rao, V.K. (2004) Science Education, APH Publishing Corpn. New Delhi
- Sharma L.M (2003) Teaching of Science & Life Science, DhanpatRai Publishers, New Delhi
- Sharma, R.C (2005) Modern Science Teaching, DhanpatRai& Sons, Delhi.
- Siddiqui .H.Mujibil(2007) Teaching Science Balaji offset, N.Delhi
- Siddiqui N.N & Siddiqui M.N (1994) Teaching of Science Today & Tomorrow, Dooba House, Delhi
- Science & Children (NSTA's peer reviewed journal for elementary teachers).
- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.
- Sutton, C. (1992). *Words, Science and Learning*. Open University Press, Buckingham.

- TripathiSahil (2004) Teaching of Physical Science, Dominant Publications, Delhi.
- UNESCO (1966) Source Book for Science Teaching, UNESCO, Paris.
- Vanaja M. (2006) Teaching of Physical Science, Neelkamal Publications, Hyderabad
- Alan J. McCormack. *Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum*. Kraus International Publications

VI # EDU 353: Practicum: School observation   Credit: 1

Course Objectives:

Upon completion of the course student will be able to

- Reflect upon and make the most of their previous school experiences
- Develop an understanding of the nurturant and deterrent aspects of the school environment
- Develop conceptual understandings about teaching and learning in school environment

Workshop 1: School Reflections

- The Student teachers will be divided into groups of four or five. Each student teacher will reflect upon the nurturant and deterrent factors of the learning environments of the schools they attended. One student from each group will present the identified factors of their group.

Workshop 2: School as an Organized System

- The student teacher will learn the functioning of the school as an organized system.

- In groups of four or five the students will reflect upon arrangements in the school for coordinated functioning of the school like morning assembly , time table, academic calendar work allocation, responsibility roasters , liasoning activities like parent teachers meetings , interaction with community with local authorities etc. One student will present the reflections of the group.

Workshop 3: School as Learning Environment

- Students teachers in groups of four or five will reflect upon all that they have learnt in Schools, from the School-community interactions, from parents and from teachers. They will discuss these in groups, record their reflections and present in a seminar.

VI# EDU354: Microteaching   Credit : 1

The student will demonstrate any five skills of teaching through one micro lesson cycle on each skill from the following as decided by the teacher:

Introducing a lesson, probing question, stimulus variation, reinforcement, blackboard writing, illustrating with examples (Explanation) etc..

VI # EDU 355 School Management   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Gain a critical understanding of the issues in management, administration, supervision and control
- Understand the basic concepts of school management and classroom management
- Explain the role of principals and teachers for effective school management
- To develop an awareness of management of human resources and material resources
- Understand the different approaches to classroom management
- Analyze the strategies of preventing problems in managing a classroom

Unit-I Management in School

- Concept and scope of management in Education, Related concepts of management- Administration, supervision and Control; Difference between Educational Management and School Management
- School Management- concept, nature, function, scope, principle, objective and forms (Democratic and Autocratic)
- Management of Human Resources- Components of Human resources, role of principals and teachers for effective school management, staff meetings: forum for sharing, review and further

planning of events and activities, Approaches to professional development of teachers in school, Mechanisms that promote and hinder school community and teacher-parent relationship

- Management of Material resources- the school plant, institutional planning, maintenance of school records, school time table, co-curricular activities, library and reading room, planning annual school calendar, day to day schedules- time table, notifications and announcements

Unit II-Classroom Management

- Classroom Management- concept, characteristics, principles, approaches and factors influencing classroom management
- Role of students in a classroom-leader, follower and non-participant
- Role of a teacher in classroom management-relationship between leadership styles of a teacher and classroom discipline
- Managing behaviour problems in a classroom - Preventative, Supportive and corrective.
- Common mistakes in classroom behaviour management. Establishment of routines, rules and procedures
- Punishment and its legal implications – the rights of a child
- Time management in a classroom – allocated time versus engaged time

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group exercises etc

Suggested Activities: At least one of the following

- Practice of various approaches to classroom management in simulated group work
- Review the school time-table planning and its effectiveness towards attaining academic expectations laid by National Curriculum Framework
- Preparation of a plan of action to be implemented during the next three years for improving a functioning of school
- Project work on analysing good and weak points of school management in private, Government, large sized and small sized classroom
- Study the problems of the students in your classroom and suggest the preventive measures from the teacher's point of view
- Any other relevant activity

Essential Readings

- Agarwal, J. C. (2006). *Emerging Trends in Indian Education*, Agra ,Vinod Pustak Mandir.

- Agarwal,J.C.(2002). *School Organisation, Administration and Management*, Doaba House, NaiSarak, New Delhi.

- Chauhan, C .P. S. (2007). *Modern Indian Education: Policies, Progress and Problems*, New Delhi ,Kanishka Publisher.

- Haseen, Taj.(2001). *School Management and Administration*, H.P Bhargava Book House, Agra, KacheriGhat.

Suggested Readings

- Alka, Kalra (1977). *Efficient School Management and Role of Principals*, New Delhi, APH Publishing Corporation.

- Boston, K. (2000). *Learning and Managing the School, Development of Education and Training*: New South Wales.

- Boston Blumberg, A & Greenfield, W. (1986).The effective principal, Allyn& Bacon, London.

- Buch, T (et al) (1980). *Approaches to School Management*, Harper & Row Publishers, London.23

- Campbell, R F., Corbally, J E and Nystrand, R. O. (1983). *Introduction to Educational Administration*, (6th ed), Allyn and Bacon, Inc.

- Chturvedi, S. (2009).*Challenges before Education in India*, Yojna, New Delhi.

- Dean, J. (1995).*Managing Primary School*, London Routledge.

- Govt of India (1992), *Programme of Action*, MHRD, New Delhi.

- Griffiths, J. Podirsky, M. Deakin, S. and Maxwell, S. (2002). *Classroom Layout*. URL:http://ehlt.flinders.edu.au/education/DLT/2002/environs/suyin/overview.html.

- Gupta, S K and Gupta S (1991). *Educational Administration and Management*, Manorama Prakashan, Indore.

- Khan, M S (1990) *Educational Administration*, Asia, Publishing House, New Delhi.

- Marsh, C. (2000). *Handbook for Beginning Teachers*. Second Edition. Pearson Education: Australia.

- Naik, J, P. (1970). *Institutional Planning, Asia Institute for Educational Planning and Administration,* New Delhi.

- Sushi, T et al (1980). *Approaches to school management.* London: Harper & Row.

- Vashist, Savita (Ed)(1998). *Encyclopaedia of School Education and Management*, New Delhi, Kamal Publishing House.

VII# EDU 401 Human Development   Credits: 4

Course Objectives

The course will enable the pupil teachers to

- Develop an understanding about the impact/ influence of socio cultural context in shaping human development

- Appreciate inter-relatedness and interdependence of individual and society in the context of human development
- Visualize the multiple dimensions and stages of human development and developmental tasks
- Gain an understanding of different theoretical perspectives of human development
- Understand the dynamics of human development
- Acquire competencies and skills required for meeting the classroom dynamics

Unit –I Fundamentals of Human Development

- Concept and nature of human development, Social context of human development- families, peers, school, ethnicity, culture and gender, Socioeconomic status and language
- Learner as a developing individual, Development as a resultant of interactions between and among individual's potentials (Innate, inherited and acquired) and external environment (Physical, social, cultural, economic, political and technological)

Unit II Dimensions of Development and their Educational Implication

- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- Developmental tasks of childhood and adolescence and their educational implications
- Adolescence in the Indian context- characteristics and problems, their needs and aspirations, educational support required for adolescent development
- Theories of development- Piaget's cognitive development theory, Erickson's psychosocial development theory, Kohlberg's moral development theory

Unit-III Dynamics of Human Development

- Concept of self, self-concept, self-esteem, self-efficacy and self-realization
- Determinants of personality development of an individual-biological and socio-cultural; Personality assessment
- Mental Health: concept, characteristics, factors affecting mental health of the students, Role of the teacher in fostering good mental health of the students
- Role of teacher in managing frustration, conflict and stress of the students

Unit-IV Group Dynamics and Individual

- Concept and characteristics of group dynamics, Dynamics in the classroom, Effect of group process and interpersonal relations on learning conditions, measures to improve human relations and interaction, social skills required for maintaining human relations
- Socio-emotional climate of the classroom and role of teacher in developing socio-emotional climate of the classroom

Transaction Mode

Lecture cum discussion method, Class presentations, ,Readings and class discussions, Assignments , Survey to study child rearing, practices, Case study analysis to understand contextual influence on development, Exercises on self-concept and personality development, Use of online videos related to human development, Case study of an adolescent, Classroom observation to study the current teaching-learning practices etc.

Suggested Activities: At least one of the following

- Observe some of the variations in development among a group of students and prepare a report with emphasis on educational implications
- Study on the physical, social, emotional, moral and language development of a child or adolescent and write a report on it
- Observe the cognitive, psychosocial / moral development on any stage of a child or an adolescent and write a report on it
- Study the personality characteristics of some successful individuals
- Study the type of social relationship among the students in your class using socio-metric technique and suggest the role of teacher in improving the socio-emotional climate of the classroom
- Any other relevant activity

Essential Readings

- Aggrawal, J.C(2002). *Essential of Educational Psychology*, Delhi: Doaba Book House
- Chauhan, S.S. (2001). *Advanced Educational Psychology*. New Delhi: Vikash Publishing House.
- Dandapani, S. (2001).*Advanced Educational Psychology*. Anmol Publication, New Delhi.
- Mangal, S.K. (1994).*Advanced Educational Psychology*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Woolfolk,A. E. (2009). *Educational Psychology* (11th Edition) (My Education Lab Series) Prentice Hall.

Further Readings

- Brown, J.S., Collins A and Dugrid, P (1989).*Situated Cognition and the Culture of Learning,* Educational Researcher; 32-42.
- Erickson, E.H. (1968). *Identity, Youth and Crisis*. New York: W.W. Norton
- Jeanne, Ellis Ormrod. *Educational Psychology : Developing Learners*. Fourth Edition
- Jeffrey Arnett (2007), *Adolescence and Emerging Adulthood: A Cultural Approach*. (3rd. ed.). Upper Saddle River, N.J.: Pearson.
- Klausmeier, Herbert J (1985). *Educational Psychology*. Harper and Row, Pub. New York.

- Kohlberg, L., & Gilligan, C. (1974). *The Adolescent as a Philosopher: The Discovery of the Self in a Post-Conventional World*. In H.V. Kraemer (Ed) *Youth and Culture: A Human Development Approach*. Monterey, CA: Brooks/Cole.
- Kohlberg, L., Levine, C., &Hewer, A. (1983). *Moral Stages: A Current Formulation and a Response to Critics*. New York: S. Karger.
- Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
- Morgan, C. T., King, R. A., Weiss, J. R., &Schopler, J. (2001).*Introduction to Psychology* (7th Edition). New Delhi: Tata McGraw Hill.
- Patricia A. Alexander, Philip H. Winne (2006) *Handbook of Educational Psychology*
- Rathus,S.A.(2012). *Psychology Concepts and Connections* (11th Edition).Wadsworth Cengage Learning, Nelson Education Limited, Canada.
- Rathus,S.A.(2012). *Psychology Concepts and Connections* (11th Edition).Wadsworth Cengage Learning, Nelson Education Limited, Canada.
- Sarangapani M. Padma(2003*). Constructing School Knowledge :An Ethnography of learning in an Indian Village*, Sage Publication
- Sturt Mary, Oakden, E.C. (1999) *Modern Psychology and Education*, Routledge.
- Vygotsky, L.S. *Mind in Society*, Harvard University Press: Cambridge, 1978. Chapter 6.

VII # EDU 402 School Experience Programme – I   Credits: 4

Course Objectives

On completion of the course the student will be able to

- Understand the content and pedagogical principles, issues and problems related to teaching
- Acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, working with the community
- Develop proper professional attitudes, values and interests
- Understand the role of a teacher
- Familiarize with the existing educational scenario of the respective states.

Activities

Getting acquainted with various aspects of cooperating schools- The student will teach at least 15 Lessons in each method/subject. Out of 15 lessons in each subject, 20% will cater to the needs of slow learners, enrichment for talented children, in-group learning set up and on

self-learning models

The student will observe 5 lessons in each subject/method of peer group.

Participating in school activities and organisation of activities

Administering of diagnostic tests and identifying of learning difficulties

Organizing curricular and co-curricular activities

Post- School Experience Activities

Follow-up activities (remedial and enrichment activities) to be taken up by the Institute

Finalization of records and reports related to curricular and co-curricular activities

Evaluation and Scheme of Assessment

Evaluation of performance during school experience programme- I will be done on the basis of assessment by institute supervisors, cooperating teachers, headmasters, records, reports and student activities/assignments. The scheme of assessment will based on the following Areas:

Areas

1. Teaching

2. Record of Lesson Observation

3. Evaluation Record

4. Preparation and presentation of teaching aids

5. Record of participation in school activities

VIII # EDU 451 School Experience Programme– II   Credits: 2

Course Objectives

On completion of the course the student teacher will be able to

- Understand the content and pedagogical principles, issues and problems related to teaching

- Acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, working with the community

- Develop proper professional attitudes, values and interests

- Understand the role of a teacher

- Familiarize with the existing educational scenario of the respective states.

Activities

Getting acquainted with various aspects of the cooperating schools- The student will teach 15 Lessons in each method/subject. Out of 15 lessons in each subject, 20% will cater to the needs of slow learners, enrichment for talented children, in-group learning set up and on self-learning models

Participating in school activities and organisation of activities

Administering of diagnostic tests and identifying of learning difficulties

Conducting a case study/action research

Organizing curricular and co-curricular activities

Post-School Experience Programme Activities

Follow-up activities (remedial and enrichment activities) to be taken up by the Institute

Finalization of records and reports related to curricular and co-curricular activities

Evaluation and Scheme of Assessment

Evaluation of performance during School Experience Programme - II will be done on the basis of assessment byinstitute supervisors, cooperating teachers, headmasters, records, reports and studentactivities/assignments. The scheme of assessment will based on following areas

Area

1. Teaching

2. Record of Lesson Observation

3. Evaluation Record

4. Preparation and presentation of teaching aids

5. Record of participation in school activities

VIII # EDU 452: Reflective Journal   Credit : 2

The students will prepare a diary analyzing their work and learning progress critically throughout the School Experience Programme. It will include their critical, analytical and reflective writing about their awareness of the cultural context (setting) of the school, class, prevalent practices of teaching - learning activities and the curriculum. It may include their reflections on the journey of the School Experience programme. It may include research notes, personal comments/reflections, notes, images, videos, quotes extracts from the parents, students, teachers, principal and other working staff of the school, books, journals and photos/sketches.

VIII # EDU453: Inclusive Education   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Understand the meaning, scope and importance of inclusive education
- Identify the children with diverse needs in the classroom
- Manage students in inclusive classroom by adapting appropriate strategies
- Analyze the role of teachers in implementing reforms in assessment and evaluation in inclusive education

Unit-I Introduction to Inclusive Education

- Concept, nature and importance of Inclusive education, Difference between special education, integrated education and inclusive education; Advantages of inclusive education for the individual and society; Facts and myths of inclusive education with special reference to Indian context
- Need for early identification, The Identification Process (Who should do and how?); Educational approaches and measures for meeting the children with diverse needs.
- Current laws and policy perspectives supporting inclusive education for children with diverse needs

Unit-II Planning and Management of Inclusive Education

- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children
- Creating conducive environment in inclusive schools: physical, social and emotional
- Practices and Classroom Management in Inclusive Education- Seating arrangement, Whole class teaching, Collaborative teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning
- Utilisation of records/ case profiles for identification, assessment, and intervention for inclusive classrooms
- Role of parents, headmasters and teachers in ensuring equal educational opportunities for these students
- Teachers' role in implementing reforms in assessment and evaluation in inclusive education

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group **exercises**, visits to special schools for observing the behaviors of the students with diverse needs and discussions of the reports, etc.

Suggested Activities: At least one of the following

- Identification of children with diverse Needs
- Teaching one child with diverse needs using appropriate strategies
- Adaptation of curriculum and methods to teach one child with diverse needs

- Visit to one institution dealing with disabled children and preparing its' report
- Establish the cell to identify children with diverse needs
- Any other relevant activity

Suggested Readings

- Baker, E. T., Wang, M. C. & Walberg, H. J. (1998). 'The effect of inclusion on learning', in Nutbrown,

- C., & Clough, P. (2006). *'Inclusion in the Early Years',* London, Sage Publication.

- Burrello N. C., Lashley C, and Beatty E. E. (2001) *Educating all students together. How school leaders create Unified System.* Corwin Press, Inc., Sage Publication Company.

- Gearheart, B. R; Weishahn, M. W; Gearheart C. J. (1992). *The Exceptional Student in the Regular classroom* (5th Ed.) Macmikar Publishing company.

- Hallahan, D.P., Kauffma, J.M., Pullen, P.C. (2009). *Exceptional Learners – An Introduction to Education* (11th Ed) Allyn& Bacon, Pearson Education, Inc. USA.

- Hegarty S and Alur M (2002) *Education and Children with special needs – from Segregation to Inclusion* (Ed) Sage Publication

- Internet Source, MHRD (2005b). *'Action Plan for Inclusive Education of Students and Youth with Disabilities'.*

- Internet Source, SSA (2002). *'Basic features of SSA', Inclusive education in SSA*, Retrieved from www.ssa.nic.in / inclusive_education / ssa_plan_manual.

- Jangira, N. K. (2002). *Special educational needs of students and young adults: an unfinished agenda,* in: M. Alur& S. Hegarty (Eds) *Education and students with special needs: from segregation to inclusion* New Delhi, Sage.

- Jhulka, A. (2006) "*Including students and youth with disabilities in education – a guide for practioners"* NCERT, New Delhi

- Kauffman, J. M. &Hallahan, D. P. (Eds): (1982). '*Handbook of Special Education'*, New York: Prentice Hall Inc.

- King S. & Margaret. E. (1994). '*Curriculum based assessment in special education'*, California: Singular Publishing group Inc.

- Luftig, L. R. (1989). '*Assessment of Learner with special needs'* Boston, Allyn& Bacon.

- Mani, M.N.G. (2000). *Inclusive Education in Indian Context.* International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission ,Vivekannanda University.

- Mangal, S.K. (2007). *Educating Exceptional Students – An Introduction to Special Education*. New Delhi: Prentice hall of India Pvt. Ltd.

- Ministry of Human Resource Development (2005). *Action plan for inclusion in education of students and youth with disabilities* (New Delhi, Government of India).

- Ministry of Social Justice and Empowerment (2006). *National Policy for persons with disabilities* (New Delhi, Government of India).

- Murphy, P.F and Gipps, C.V. (1996*). Equity in the classroom: Towards effective Pedagogy for girls and boys* (Ed) The Faluer Press, UNESCO Publishing

- Narayan, J. (1997*). Grade Level Achievement Devices*, Secunderabad, NIMH.

- Nutbrown, C. C. (2006). *'Inclusion in the early years'*, London: Sage Publications Ltd.

- Oslon, J. L., and Platt, J. M. (1992). *Teaching students and adolescents with special needs*. McMillan publishing company limited, USA.

- *Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*

- National Sample Survey Organisation (2003) *Disabled persons in India, NSS 58th round* (New Delhi, Government of India).

- *Right to Education Bill (2005* Draft, enacted 2009) Available online.

- Rehabilitation Council of India (2005) *Annual Report, 2003–04*, Rehabilitation Council of India, New Delhi.

- Salamanca Statement and Framework for Action on Special Needs Education (1994).

- Smith, T .E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2001) *Teaching Students with Special needs in Inclusion Setting.* (3 Ed). Allyn& Bacon.

- Salvia, J; Yesseldyke, J. E; Bolt, S (2010) Assessment in special and Inclusive Education (11th Ed) Wadsworth Cengage Learning U S A.

- Swarup, S. (2007). Inclusive Education, *Sixth Survey Of Educational Research 1993* N.Delhi.*: 2000.* NCERT.

- Thompson, S.J., Quenemoen R. F Thurlow M. L., Ysseldyke J. E (2001). *Alternate assessments for students with disabilities*. Crowin Press, Inc and Council for Exceptional Children.

- Wood, J. W., and Lazzari, A. M. (1997). *Exceeding the boundaries: Understanding Exceptional Lives.* Harcourt Brace and Company, USA.

- White W. F (1971). *Tactics for teaching the disadvantaged* .Mcgraw – Hill book Company

VIII # EDU 454; Guidance and Counseling   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Understand the concept, nature, need and principles of guidance and counselling
- Know the different types of guidance and counselling
- Understand the various stages involved in the process of counselling
- Develop an understanding of the procedures of organizing various guidance services

- Be aware of the role of parents, teachers, guidance workers and counsellors for organising guidance services in schools
- Understand the concept, need and guidance for the children with special needs

Unit –I Introduction to Guidance and Counselling

- Guidance- concept, nature, scope, principles, need and purpose of guidance
- Types of guidance- Educational, Vocational, Personal and group guidance
- Counselling- concept, nature, principles and process of counselling
- Types of counselling- Directive, Non-directive and Eclectic
- Qualities and skills of a good counsellor; Role of teacher as a counsellor

Unit-II Organization of Guidance Programme in Schools

- Characteristics, principles and application of organisation of guidance services
- Types of Services- Individual Inventory Service, Occupational Information Services, Placement Services, Counselling and Follow-up services
- Developing Resources in schools for guidance- Human resources: Role of teacher, teacher counsellor, career master, counsellor, medical officer, psychologist and social worker ; Physical and social resources: career corner, career literatures including charts and posters, psychological tests, materials and their uses
- Techniques used in guidance- Questionnaire, Anecdotal Records, Interview Schedule, case study, diary, autobiography and cumulative record card
- Guidance of children with special need- Gifted, Creative, Backward, Delinquent, handicapped and behavioural problem

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group exercises etc.

Suggested Activities: At least one of the following

- Identification of the cases for guidance and counselling
- Exploring the possibilities for peer counselling in the institutions
- Working with the counsellor, clients and writing a report on the process of counselling
- Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance worker and counsellor and prepare a brief report
- Prepare a detailed outline of the cumulative record card
- Develop materials for organising career information activities for primary, upperprimary, secondary and higher secondary stages
- Any other relevant activity

Essential Readings

- Agarwal, J.C. (2004). *Educational, Vocational Guidance and Counselling*, New Delhi: Doaba House.

- Bhatia, K.K. (1993). *Educational and Vocational Guidance*, Ludhiana, Vinod Publications.

- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). *Guidance and Counselling: A theoretical Perspective.* Volume-I, New Delhi: Vikas Publishing House Pvt. Ltd.

- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). *Guidance and Counselling: A theoretical Perspective.* Volume-II, New Delhi: Vikas Publishing House Pvt. Ltd.

- Gupta, M. (2003).*Effective Guidance and Counselling- Modern Methods and Techniques*. Jaipur, Mangal Deep Publishers.

- Kochhar,S.K.(1992). *Educational and Vocational Guidance in secondary schools*. New Delhi: Sterling Publishers Private Ltd.

- Kochar, S.K. (2007). *Educational Guidance and Counselling*. New Delhi: Sterling Publishers Private Ltd.

- Pandey, K.P. (2000). *Educational and Vocational Guidance in India*. Varanasi: ViswavidyalayaPrakashan

- Sharma, R.A. (2004). *Fundamentals of Guidance and Counselling*. Meerut: R Lall Book Depot.

Suggested Readings

- Anastasi, A and urbina, S (1997). *Psychological Testing* (7th Edn). Upper Saddle River, NJ: Prentice Hall.

- Crow and Crow.(1962). *An Introduction to Guidance*. New Delhi: S. Chand and Company.

- Gibson R L and Mitchell, M H (2003). *Introduction to Counselling and Guidance*. New Delhi: Prentice-Hall.

- Gysbers and N C and Hendrerson E (2006). *Developing and Managing Your School Guidance and Counselling Programme (4th Edn.).* Alexandria, VA: American Psychological Corporation.

- Jayaswal,S.R.(1989). *Guidance and Counselling, An Eclectic Approach*. Lucknow:Prakasan Kendra

- Joneja G K (1997). *Occupational Information in Guidance*. New Delhi: NCERT.

- Mohan, S (1998). *Career Development in India: Theory, Research and Development.* New Delhi: Vikas Publishing House.

- Mohan, S and sibia, A (1998). *Handbook of Personality Measurements in India*. New Dehli: NCERT

- Robinson (2005). *Principles and procedures in student counselling*. New York: Harper and Row.

- Saraswat, R K and Gaur J S (1994). *Manual for Guidance Counsellors*. New Delhi: NCERT.
- Srivastava A K. (2003). *Principles of Guidance and Counselling*. New Delhi: Kaniksha Publishers and Distributors.
- Strang, R. (2005). *Counselling Techniques in colleges and secondary schools*. New York: Harper

VIII # EDU455; Population Education   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Understand the meaning, need, objective and scope of population education
- Familiarise the students with the important causes, effects and problems of population growth in India
- Understand the place of curricular and co-curricular activities in the organisation of population education programme
- Know about the trends and issues in population education
- Develop awareness about the role of teacher in organising population education programme

Unit-I Introduction to Population Education

- Population education- concept, need, objectives and scope ; Issues and trends in population education; Misconceptions about population education; National Population Education Programme in India
- Population dynamics in India- causes and effects of population growth on economic development, social development, educational development, urbanisation, environment and natural resources, family life, health and nutrition and policies

Unit-II Planning and Management of Population Education

- Need for population studies in an analysis of educational growth and quality of life
- Role of government and non-government agencies concerning population educations
- Integrating population concept in different school subjects
- Place of curricular and co-curricular activities in organisation of population education programmes
- Methods and approaches of population education- Inquiry approach, Observation, Self-study, Discussion, Assignment

- Role of teacher in population education problems while imparting population education and suggestions

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group exercises etc

Suggested Activities: At least one of the followings

- Listing out the causes and effects of population growth in the nearest locality
- Organisation of awareness campaign to control population growth of your locality
- Analysis of the secondary school curriculum at present and reflecting the place of population education in school curriculum
- Listing out the role of Government and non-government agencies towards population education
- Any other relevant activity

Suggested Readings

- Aggarwal, J. C. *Population Education*. Shipra publication New Delhi
- Aggarwal, S.N. *India's Population Problems*, Tata McGraw Hill Publishing, New Delhi.
- Bhatia, K. *Population Education.* Ankar Publication Educational Publisher Tajpur Road, Ludhiana
- D. Gopal. *Population Education: A Guide to curriculum and Teacher Education*, Sterling Publishers, New Delhi.
- Ghosh, B.N. *Fundamentals of Population Geography (Urbanization) Density, Demographic Termination*, Sterling Publishers, New Delhi.
- Gupta, V.K. *Population Education*, Ankur publication, Ludhana
- Khan, A.R. *Population Education*. Gulshan publication, Srinagar.
- Saikia, A; Ali, L; Kishore, K (Eds) (2012). *Population Education: Issue and challenges*, APH Publishing Corporation, New Delhi.
- Sharma, R.C. *Population Trends, Resources and Environment*, Dhanpat Rai and Sons, New Delhi.
- Tiwari, R.P. *Concept of Population Education: Urban Population Education*, Prakash Publishers, Ludhiana.
- U.K. Singh & K. N. Sudershan*, Population Education.* Discovery Publishing House, New Delhi
- Venkataiah,S. *Population Education.* Anmol publication Pvt. Ltd, New Delhi

VIII# EDU456 Education of Children with Special needs   Credits: 2

Course Objectives

The course will enable the pupil teachers to

- Acquire essential knowledge about the social needs of children with sensory and intellectual impairments in the context of education for all.
- Identify and assess special needs in classroom.
- Be aware of curriculum adjustments and adaptation of instructional procedures to improve access of children with special needs to different curricular areas.
- Acquire the skills to Identify children with special needs; Work with other professional, wherever necessary to assess special needs;
- Plan and implement instructional procedures adapted to special needs and handle special aids and equipment used for overcoming disable children
- Analyse the role of teachers in implementing reforms in assessment and Evaluation in special education

Unit - I: Fundamentals of Education of Children with Special Needs
- Concept and meaning of exceptionality, special needs and Education for all, Difference between Impairment, Disability and Handicap; Difference between special education, integrated education and inclusive education
- Need for early identification, The Identification Process (Who should do and how?)
- Characteristics and educational requirements of children with Learning disability, Hearing Impairment, Visual Impairment, Orthopedically Handicapped, Mental Retardation, Gifted and Creative

Unit-II Planning and Management of Special Education
- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting special needs of children
- Creating conducive environment in special schools: physical, social and emotional
- Practices and Classroom Management in Special Education- Seating arrangement, Whole class teaching, Collaborative teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning
- Utilisation of records/ case profiles for identification, assessment, and intervention for special classrooms
- Role of parents, headmasters and teachers in ensuring equal educational opportunities for these students
- Teachers' role in implementing reforms in assessment and evaluation in special education

Transaction Mode:

Lecture cum discussion, assignments, group practice, group work, group presentation, seminars, individual and group exercises, visits to special schools for observing the behaviors of the students with special needs and discussions of the reports, etc.

Suggested Activities: At least one of the following

- Identification of children with Special Needs

- Teaching one child with special needs using appropriate strategies

- Adaptation of curriculum and methods to teach one child with special needs

- Visit to one institution dealing with disabled children and preparing its' report

- Establish the cell to identify children with special needs

- Any other relevant activity

Suggested Readings

- Bhalerao, Usha. (1985). *Madhya Pradesh KeShikshitDarishtiHinKaSamajikAdhyan*. Delhi: Gourav Publishing House,.

- Derek, B. & Keith B. (1985). *Making the Special Schools Ordinary*. New York: The Falmer Press.

- Hassen, U. (Ed.). (1995). *Normal and Handicapped Children: A Comparative Approach*. New Delhi: Ashish Publishing House.

- Holland, A. (Ed.)(1984). *Language Disorder in Children*. Great Britain: Nfer – Nelson.

- Howell, H. (1983). *Inside Special Education*. Columbus: Merrill Publication Co.

- James Loring& Graham, B.(1978). *Integration of Handicapped Children in Society*. London: Routledge and Kogan Pub. Ltd.,

- Jangira, N.K. et al.(1992): *Education of Children with Seeing Problems*. New Delhi: Central Resource Centre.

- John, M. Hughes. (1983). *The Slow Learner in your Class*. London: Thomas Nelson & Sons Ltd.

- Krishna, M.(1991). *Gifted Underachievers*. New Delhi: Discovery Publishing House.

- Krishna, M. (1993). *Gifted and Talented – a Developmental Perspective*. New Delhi: Discovery Publishing House.

- Krishna, B.; Prasad, V.; Rao, D.B. (2004). *Reading Disabilities*. New Delhi: Sonali Publication

- Martis, W.L.(1981). *Strategies for Educational Change: Recognizing the Gifted Talents of Children*. New York: Macmillian Publishing Co.

- Mani, M.N.G.(1992). *Techniques of Teaching Blind Children*. New Delhi: Sterling Publication Pvt. Ltd.

- Morgenstern, F.(1981). *Teaching Plans for Handicapped Children*. London: Methum& Co.

- Pal, H.R. & Sharma, M.(2007). *Education of Gifted*. New Delhi: Kshipra Publication.

- Pal, H.R. and Pal, A.(2007). *Education of Learning Disabled*. New Delhi: Kshipra Publication,

- Raina, M.K.(1996). *Talent Search in the Third World*. New Delhi: VikassPublihing House,.

- Rao Sujatha, A.(1998). *Dear Teacher: The Gifted Child Needs you*. Secundarabad: A.K.Sujatha,

- Reddy, G. L. et al.(1997). *Slow Learners Their Psychology and Instruction*. New Delhi: Discovery Publishing House.
- Uday, Shankar. (1991). *Exceptional Children*. New Delhi: Enkay Publishers Pvt. Ltd.
- Upadhaya, Usha. (1985). *Sense of Deprivation Among High School Students*. Varanasi: Yajna Prakashan.
- Venkataiah, N.(2001). *Special Education*. New Delhi: Anmol Publications Pvt. Ltd.
- Venkataiah, N.(1993). *Reading in Special Education*. AmbalaCantt: Associated Publishers.
- Wolfendale, S. (1992). *Primary Schools & Special Needs*. London: Cassell Educational Limited.

VIII # EDU 457: Distance Education and Open Learning   Credits: 2

Course Objectives:

On completion of this course the students will be able to:

- Understand the concept of distance education and Open learning
- Reflect on the growth of distance learning system in India
- Discuss the present status of distance education in India
- Understand the nature of distance learner and their problems
- Understand the role of Distance educators
- Develop an understanding of the intervention strategies in D.E & O.L

Unit – I: Distance Education and Open Learning: An Introduction

- Concept, Need and Importance, Scope
- Growth of Distance Learning System in India at the level of School Education and at Higher Education,
- Present Status of Distance Education in India
- National Institute of Open Schooling (NIOS) and Indira Gandhi National Open University (IGNOU)
- Distance Educators : Meaning and their types
- Distance Learners : Nature, Characteristics, Types and their Problems

UNIT – II: Intervention Strategies in D.E and O.L

- Media in Distance Education : Print, Audio - Visual, Computer based Media, Online and Web based media

- Self Learning Material (SLM) : Meaning , Importance, characteristics and types
- Instructional Material in Distance Education : SLMs, assignments, audio visual aids, use of ICT
- Student Support Services : Concept, Need and Importance,
- Management of Student Support Services
  - Curriculum and Instruction
  - Evaluation and Assessment
  - Library and Learning Resources
  - Student Services: Information dissemination, help desk, addressing students' grievances, handling queries etc.
  - Facilities and Finances
- Counselling Services in Distance Education

Transaction mode:

Lecture cum discussion, interactive session, group discussion; assignment, seminar, group work, library work, field visit, workshops, simulated teaching, book review, etc.

Suggested Activities: At least one of the following

1. Visit to any distance education centre and preparation of report
2. Review of any book on distance education
3. Comparison of a text book and Self Learning Material developed for distant learner
4. Any other relevant activity

Essential Readings

- Education Commission Report (1948-1949) Ministry of Education, Government of India.
- ICDE (1995), 17th World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).

Suggested Readings:

- IGNOU (1988): Distance Teaching: Prerequisites and Practices (Block 1,2& 3). IGNOU, New Delhi.
- IGNOU (1988): Reading in Distance Education (Block 1,2& 3). IGNOU, New Delhi.
- Keegan, D.J. (1986): The Foundation of Distance Education. Croom Helm, USA.
- Kaye, A. & Rumble, G. (1981): Distance Teaching for Higher and Adult Education. Croom Helm, USA.
- Parmaji, S. (Ed.) (1984): Distance Education. Sterling Publishers, New Delhi.
- Pentz, M.J. & Neil M.W. (1981): Education of Adults at a Distance. Kogan Page, London.

- Power et al; (2000): Quality in Distance Education in performance indicator in Higher Education. Aravali, New Delhi.

- Reddy, G.R. (1988): Open Universities: The Ivory Towers Thrown open. Sterling Publishers, New Delhi.

- Rountree, D. (1986): Teaching through Self-Instruction. Kagon Page, London.

- Rumble, G. & Herry, K. (1982): The Distance Teaching Universities. Croom Helm, USA.

- Rumble, G. (1992): The Management of Distance Learning. UNESCO and IIEP. Paris.

- Sewart, D. Keegan D. & Holmberg, B. (Eds.) (1988): Distance Education: International Perspectives. Routledge, Chapman and Hall, London.

CENTRAL UNIVERSITY OF SOUTH BIHAR
SCHOOL OF EDUCATION

BA.BEd/BSc.BEd Programme
Subject: Education

Modalities of School Internship Programme

(COURSE CODES: EDU 353, EDU 354, EDU 402, EDU 451)

SCHOOL INTERNSHIP PROGRAMME (SIP)

1. AIM
The main aim of School Internship is the development of a broad repertoire of:
- Perspectives,
- Professional capacities,
- Teacher dispositions, sensibilities and skills in Prospective Teachers/Student-Teachers/ Teacher Interns (TI) to cater to diverse needs of learners in schools.

Hence, during the Internship, TI shall work as a regular teacher and participate in all the school activities, including:
- Planning
- Teaching
- Assessment
- Interacting with school teachers
- Interacting with community members
- Interacting with children etc.

2. INTERNSHIP GOALS
The achievement of above aim of SIP will be done through the under mentioned goals, objectives and competencies:

Goal 1: *Intern/s (Pupil Teacher/s) will develop competence and professional identity as a Teacher, by means of* **their engagement in school-classroom-community matters that will shape their perspective and develop their professional competence** *to* **exhibit ethical responsibility as a teacher.**

OBJECTIVES:
1. Interns will demonstrate knowledge of the laws and regulations related to the professional practice of teaching, including any that specifically relates to State, Boards and NCTE.
2. Interns will interact professionally with their peers, supervisors (Mentor Teachers and Educators), Administrators, school students and all other individuals encountered daily during the course of internship and will demonstrate professional maturity through their behaviour, appearance and attitude.
3. Interns will engage in an ongoing exploration of their professional interests, strengths, and weaknesses.
4. Interns will demonstrate professional responsibility with 'self- classroom- school' management, proper documentation and reporting, timely submissions-correction-signature and time management.
5. Interns will be knowledgeable about their academic programs' requirements, inform their Supervisors/Mentors/Director of those requirements and communicate their needs if they feel that their internship needs are not being adequately met in the school.

 # The SIP modalities document of Faculty of Education, BHU, Varanasi was consulted and taken as base document for preparing this document. The SOE, CUSB acknowledges this and expresses its thankfulness.
The modalities are subject to change time to time as per the CUSB/NCTE rules and regulations.

COMPETENCIES EXPECTED:

1. Interns will conduct themselves   in accordance with ethical principles of Central University of South Bihar (CUSB) and the practising school.
2. Interns will identify complex ethical situations that challenge professional values and seek guidance for addressing these situations from mentors at appropriate venue.
3. Interns will apply knowledge of perspectives, curriculum, pedagogy and enhanced professional capacity to their professional practice in schools.
4. Interns will be able to articulate individual theoretical perspectives and approaches, prior to, during, and after completing, internship experience and how they utilize it within the context of treatment in and outside classroom in school.
5. Interns will demonstrate awareness of the impact teachers' behaviour has on school children, staff members, the public, and the profession.
6. Interns will complete required case documentation, report it and get it evaluated (signed) as per the instructions promptly and accurately.
7. Interns will facilitate completion of individual program requirements including necessary hours.

Goal 2: Interns will inculcate and demonstrate necessary skills *(communicative-administrative-managerial)* **in different roles** (*as a subject teacher, class teacher, individual and group counsellor in school premise, as performance assessor, reporting assessments and providing feedback, as a leader effectively responding to crisis situations in the school campus, and a proactive manager engaging in consultation and collaboration)* **for excelling as a professional teacher.**

OBJECTIVES:

1. Interns will demonstrate the ability to communicate as a teacher, administrator and manager of various activities in and outside the classroom (class, laboratories, play-fields, common places like canteen, library, office, entertainment spots etc.).
2. Interns will demonstrate knowledge of one's own limitations as a teacher, administrator and manager of various activities including acknowledgment of and inexperience with certain types of children, colleagues, situations and practical areas of weakness in understanding of theory and their applications.
3. Interns will effectively assess holistic aspects of students and record them thorough documentation. They will demonstrate the ability to effectively handle individual student and follow-up with individual crisis situations utilizing consultation and collaboration through professional knowledge of self and their mentors.
4. Interns will demonstrate involvement in all school processes through preparedness, punctuality, evidence of thoughtfulness, openness to feedback and exploration of issues, ability to articulate own position on a given issue, and willingness to share his or her own work in form of presentation of hand written reports/recordings/videotapes, case reports etc.
5. Interns will demonstrate a professional ability to refer individual, group or school issues for acknowledgement, reporting, discussion or solution to administrators, parents, community members or appropriate authorities as and when needed.

COMPETENCIES EXPECTED:

1. Interns will participate in all regularly scheduled activities of the school.
2. Interns will become familiar with all sorts of formal and informal activities in and outside classroom in the school campus.
3. Interns will better understand the beliefs, attitudes, and behaviour of diverse individuals (students) in the class and learn to observe, identify and report them for feedback and holistic growth of child to appropriate professional and community members.

4. Interns will identify their own weaknesses in dealing with students and themselves; hence will handle oneself in a more appropriate professional manner.
5. Interns will learn to communicate effectively using variety of media (ICT etc.) in and outside the classroom to work professionally as a successful teacher excelling as communicator-administrator-manager.

Goal 3: *Interns will develop skills and competencies for working with diversities (individual, cultural, gender, special ability, etc.) in school and community hence learn to operate successfully and develop an inclusive setting.*

OBJECTIVES:
1. Interns will demonstrate the ability to examine their own attitudes, assumptions, behaviours, and values in working with individuals with various types of diversity issues.
2. Interns will demonstrate the ability to provide services sensitive to individuals with various types of diversity issues.
3. Interns will demonstrate the ability and readiness to seek consultation with mentors/experts for dealing with individuals having various types of diversity issues prior to further engaging in teaching- learning.

COMPETENCIES EXPECTED:
1. Interns will explore personal biases, stereotypes and cultural assumptions as they affect their professional practice as a School Teacher.
2. Interns will provide, culturally- relevant and competent services for holistic growth, to students from diverse populations attending the schools.
3. Interns will become more aware of how culture influences their world- view, life- view and professional practice as a School Teacher.

Goal 4: *Interns will demonstrate the professional ability to provide education; outreach and liaison through collaboration with the school community and off-school campus community, interdisciplinary colleagues/ experts and Teacher Education Institutions. They will also ensure sharing of continuous and comprehensive assessment based performance of learners in Parent-Teacher Meetings for sustained growth of the learner.*

OBJECTIVES:
1. Interns will demonstrate the ability to participate in community activities, collaborate with the Health Centre, Sports Centre, Student Affairs professionals, school staff, other school teachers, parents, University Departments, Teacher Education Departments, administrative units in and outside school (Boards, railways, roadways, NCC, etc.).
2. Interns will demonstrate competence in facilitation and presentation skills using appropriate technology and with proper documentation for ensuring efficient liaisoning.
3. Interns will actively participate in Continuous and Comprehensive Evaluation (CCE) and PTM in the school.

COMPETENCIES EXPECTED:
1. Interns will be knowledgeable about consultation and liaison relationships in general and with particular regard to a school community.
2. Interns will develop ability to participate in various extension activities and administrative works related to welfare of individual students and community.

3.   Interns will become efficient in CCE based assessment procedures, reporting and PTM conduction in schools.

3.   DURATION:

The Four Year Integrated B.A.B.Ed./B.Sc.B.Ed. Curriculum shall provide for sustained engagement with:

- the Self,
- the Child,
- the community and
- the school,

at different levels, and by establishing close connections between different curricular areas.

The total weightage of SIP will be of 20 credits to be earned after successful engagement of at least 20 weeks altogether in third and fourth year of the programme. One credit in SIP is equivalent to the minimum field work/practical work of 30 hours in a week.

The SIP will include:

Preparation for School Experience Programme: 04 Credits
School Experience Programme: 16 Credits

- **In the first phase (preparation for SEP), during the third year of the programme, the TI will prepare themselves by developing required classroom skills in simulated setup through Micro Teaching and by visiting the real school setups in the field through the School Observation** to develop an integrated picture and perception of school and classroom, along with experience of teaching and feedback etc.. Even, during the first or subsequent semester/ year, in order to facilitate a better understanding of schools teacher education institution/s may make provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc.
- **In the fourth year, minimum 16 weeks of engagement with the field**
- This 16 weeks of field engagement will have two parts:
  School Experience Programme (SEP)-I of 08 weeks equivalent to 08 credits in VII semester and School Experience Programme (SEP) – II of 08 weeks equivalent to 08 credits in VIII semester of the programme
- **In addition to these 20 credits, 02 credits will be earned by the TI by preparing a Reflective Journal based on their journey of evolving as a teacher.**

4. Training Activities

1. **Individual Supervision:**
   Each intern will receive at least 2 hours per week of regularly scheduled effective supervision from a Teacher Educator. Additional unscheduled supervision and consultation with the supervisor and other staff members are available and encouraged. Individual supervision will focus primarily on an intern's personal strengths and weaknesses as a teacher, communicator and leader/ manager of the classroom events. Conduct in the class and teacher ethics **(ethical conduct towards students, ethical conduct towards profession, ethical conduct towards peers and colleagues, and ethical conduct towards community and parents)** and other professional issues are to be monitored and equally valued for discussion.

Supervisor/Mentor Teacher Educators may be rotated during mid-semester so that interns will have an opportunity to experience different supervisory styles. The in-charge supervisor/mentor will be responsible for ensuring that intern is getting a comprehensive experience in holistic terms of theory and practice in school and classroom (inside and outside). The in-charge supervisor/mentor will monitor all written and verbal communications regarding all aspects and will co-sign progress notes and reports. The in-charge supervisor will also monitor the intern's adherence to internship guidelines and procedures of CUSB, School of Education and Internship schools. Additionally, the in-charge supervisor/mentor will be responsible for evaluating the intern's performance during internship and providing feedback to the intern.

It is the responsibility of the intern to keep his/her supervisor/mentor apprised of all issues during internship. In the event that a supervisor/mentor is unavailable (leave etc.), the intern should inform/consult with another professional staff member who has taken the responsibility during that period.

2. **Group Supervision:**
Interns will meet together with the Internship Director (ID) and Core Group for Internship (CGI) for at least 1/2 hour/s each week to discuss internship issues and seek advice to gain additional support for holistic development as a school teacher.

5. SIP AUTHORITIES AND KEY- TERMS

The effectiveness of SIP depends on the authorities and their professional touch related to SIP. Therefore for effective implementation of SIP following authorities/key terms will be in use.

5.1 Internship Director (ID): The Dean, School of Education, CUSB or his/her nominee shall be the Internship Director.

5.2 Core Group of Internship (CGI): It will consist of a group of Six Teacher Educators of which there shall be at least four experts, one each in pedagogy for Maths, Science, Social-studies and languages respectively. Besides, there will two other teacher educators. All six members will be nominated by the Dean, SOE, CUSB. One of them will be the convenor. For smooth conduction, facilitation and official liasoning the core group should be provided Secretarial assistance through one office assistance and a peon. The CGI will also be responsible for allotment of Mentors and attaching TIs (five in general) with each Mentor. Similarly the attachment of MPTE will be ensured by CGI. Thus CGI will work out modality for ensuring successful organization of SIP in coordination with ID. The number of TIs/MPTE attached may be changed as per the resources available.

5.3 School Principal: Principal/s of the school/s chosen for SIP.

5.4 Mentors: There will be following three categories of mentors (Number of TI allotted to each mentor should be preferably five only in general cases) -

- **Mentor School Teacher (MST):** School teacher assigned the responsibility of mentoring.
- **Mentor Teacher Educator (MTE):** School teacher assigned the responsibility of mentoring. (Generally, five MPTE will be attached to each MTE for smooth mentoring. Five TI will be allotted to each MTE)

- **Mentor Prospective Teacher Educator (MPTE):**M.Ed. Students and Research Scholars will be MPTE. (Generally, five MPTE will be attached to each MTE for smooth mentoring.)

5.5 Teacher Intern (TI) or Pupil Teacher: The B.A.B.Ed./B.Sc.B.Ed. student admitted in the Teacher Education Institution and issued permission letter for internship by the CGI in consultation with the ID.

6. <u>SPECIFIC PROCEDURE OF SIP</u>

6.1 Third Year (VI semester):
Activities and Visit Schedule for Pupil Teachers:

Sl. No.	Duration and proposed time of Visit	Activity during the School Visit/Simulated Setup	Supervision
1.	60 Hours (VI semester)	**The pupil-teacher will demonstrate at least five skills of teaching through one micro lesson cycle on each skill from the following as decided by the MTE:** **Introducing a lesson, probing question, stimulus variation, reinforcement, blackboard writing, illustrating with examples (Explanation) etc.**	**MTE**
2.	Two week (Last week of January or First week of February: VI semester)	**Observing the on campus school environment:** **to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality transaction, and assessment of teaching–learning):** The pupil teacher will work out a holistic view of school including everything inside and outside classroom in school campus, **as an attaché to a regular teacher**. He/she will interact with the teachers and make a detailed documentation of activities and other minute details of all types of observations related to: students, school routine-activities-schedule-calendar, classroom teaching, teachers, non-teaching staff, infrastructure related to building, fields, labs, office, library etc. every day (first half/ second half) in the form of **'School Record-Activity Details'** followed by individual presentation and discussion in the Teacher Education (TE) department.	**Mentors**: Regular Teachers, Prospective Teacher Educators, Teacher Educators

6.2 FOURTH YEAR (SEP):
The fourth year will be for "intensive engagement with the school" in the form of "School Experience Program (SEP)".

6.2.1 (SEP-I; VII Semester)
SEP-I Activities and Tentative Visit Schedule for Pupil Teachers during Semester-VII:

Sl. No.	Duration and proposed time of Visit	Activity	Supervision
1.	One week August (First Week)	Internship Orientation for Pupil Teachers/ Teacher Internees (TI). It will include details of responsibilities of TI i.e. professional, academic, responsibilities of Mentors (MTE and MST), proforma / feedback forms. On the fifth day of orientation **TI will be provided Internship Permission Letter (IPL) along with details of Mentors.** On sixth day **TI will report in the school for internship to The Principal and MST** with IPL.	Core Group of Internship Directors (CGI) and all Mentors* (*=Mentor School Teachers may be invited for at least one/ two days to complete orientation, in general).
2.	08 Weeks Second Week of August till October third week (Full time as per the School schedule every day except School Holidays as per calendar)	Intensive Internship (On-hand experience through intensive participation in all school activities and fulfilment of all four goals of SIP through formal and informal learning in real school setting (as given below) (SEP-I will include Planning, Preparing and Teaching of 20 lessons in each of the two teaching subjects of the TI; Observation, critical analysis and documentation of at least 20 lessons (10 in each subject) taught by their peer TIs; Participation in corporate life of the School (by participating and organising morning assembly, students' attendance, discipline, fee collection, scholarship documentation, mid-day meal, first-aid, physical education related activities, literary and cultural activities, guidance and counselling, preparing notices, PTM, cleanliness and decoration of premise etc.); Documentation of School Activities; Educational Resource Generation for the School (Preparation of teaching aids and other learning material for the school in print and digital forms and their management) etc.	Principal of the School and the Mentors
3.	Last week of October	Reporting back in Teacher Education Department with **SEP-I Completion Letter** signed by MTE, MST and/or Principal and **duly completed the observation reports and the record files** signed by Mentors. Feedback session to share the experiences and to plan to improve upon for the SEP-II will be organized in the teacher education department.	CGI will <u>Report about the completion of SEP-I</u>

6.2.2 (SEP-II; VIII Semester)
SEP-II Activities and Tentative Visit Schedule for Pupil Teachers during Semester-VIII:

Sl. No.	Duration and proposed time of Visit	Activity	Supervision
1.	One week January (Second week)	Internship Orientation for Pupil Teachers/ Teacher Internees (TI). It will include details of responsibilities of TI i.e. professional, academic, responsibilities of Mentors (MTE and MST), proforma / feedback forms. On the fifth day of orientation **TI will be provided Internship Permission Letter (IPL) along with details of Mentors.** On sixth day **TI will report in the school for internship to The Principal and MST** with IPL.	Core Group of Internship Directors (CGI) and all Mentors* (*=Mentor School Teachers will be invited for at least one/ two days to complete orientation, in general).
2.	08 Weeks Third Week of January till March second week (Full time as per the School schedule every day except School Holidays as per calendar)	Intensive Internship (On-hand experience through intensive participation in all school activities and fulfilment of all four goals of SIP through formal and informal learning in real school setting (as given below) (SEP-II will include Planning, Preparing and Teaching of 20 lessons in each of the two teaching subjects of the TI; Participation in corporate life of the School (by participating and organising morning assembly, students' attendance, discipline, fee collection, scholarship documentation, mid-day meal, first-aid, physical education related activities, literary and cultural activities, guidance and counselling, preparing notices, PTM, cleanliness and decoration of premise etc.); Diversity and Inclusion Record for School/Students' Profile, Anecdotal Record, Report card of students of one class; Conducting testing and evaluation activities etc.	Principal of the School and the Mentors
3.	Third week of March	Reporting back in Teacher Education Department with **SEP-II Completion Letter** signed by MTE, MST and/or Principal and **duly completed the observation reports and the record files** signed by Mentors. Feedback session to share the experiences for prospective teaching life will be organized in the teacher education department.	CGI will prepare **Internship Completion Report and Issue Certificate** (in proforma developed by Institution)

7. SIP Related Activities for Achievement of Various Goals

SIP Related Activities for Achievement of Goal 1:

'Intern/s (Pupil Teacher/s) will develop competence and professional identity as a Teacher/s, which includes their engagement in school-classroom-community matters to shape their perspective for developing their professional competence to exhibit ethical responsibility as a teacher.'

Teacher Interns will:
1. Have a set of **School Internship Program Diaries (SIPD)** which will have two lesson-plan diaries (one for each teaching subject), one peer-teaching observation diary, one diary for documenting school activities and maintaining her/his participation in corporate life of the school and other details of SEP. This organization of diaries may be planned by the SOE in a different manner and will be informed to the students well in advance.
2. Practice in accordance with professional ethics for school teachers given in SIPD/communicated by the SOE. He/ She will also ensure to adhere to ethical principles of CUSB and the practising school which she/he can respectively enquire from Teacher Education Department/ Faculty CGI/ Mentors and the Principle/ School Teacher Mentor (STM). Identify and make detailed **note of complex ethical situations that challenge professional values** and seek guidance for addressing these situations from mentors at appropriate venue.
3. Shall be required to complete the SIP in the School(s)/practicing areas at his/her own arrangements and costs when and where placed by the SOE, CUSB.
4. Apply knowledge of perspectives, curriculum, pedagogy and enhanced professional capacity to their professional practice in schools. With an intention to actively involve himself/herself **TI will ensure planning, documentation and teaching (with feedback schedules) of at least 80 (eighty) lessons** i.e. 40 (forty) for teaching subject-I and 40 (forty) for Teaching Subject-II. **Out of 40, there should be 5 unit test plans and five remedial lesson plans**. Meaning thereby that in each teaching subject the pupil teacher shall undertake 30 teaching lessons, five unit test plans and five remedial lessons. Generally, every sixth lesson should be followed by one unit test and one remedial lesson. The teaching schedule will be prepared by TI in consultation with mentors and recorded in SIPD with mentors' signature. Besides 80 documented lessons TI will teach as per instructions from MST, and for **every day TI will develop miniature lesson plans for such lessons (observation sheet attached plans) which will be developed and signed by MST everyday and MTE every week during follow-up**.
5. TI should be able to articulate individual theoretical perspective and approach prior to, during, and after completing internship experience and how they utilize it within the context of treatment in and outside classroom in school. Articulation opportunity will be provided in a '**Follow-up Workshop (FW)**' every week by CGI in Teacher Education department/Faculty during which all mentors excluding STM will be present.
6. TI should demonstrate awareness of the impact behaviour has on school children, staff members, the public, and the profession. They will share their recorded observations during follow-up workshop every week. Complete required case documentation and report signing promptly and accurately everyday and every week.
7. Facilitate completion of individual program requirements including necessary hours i.e. 30 hours of school internship (SI) per day and two hours of follow-up workshop (FW) every week.

SIP Related Activities for Achievement of Goal 2:

Interns will develop and exhibit communicative-administrative-managerial skills required for the professional practice as a teacher by demonstrating competence in providing their services as a subject teacher, class teacher, individual and group counsellor in school premise, as performance assessor, reporting assessments and providing feedback, effectively responding to crisis situations in the school campus, and engaging in consultation and collaboration for excelling as a professional teacher.'

Teacher Interns will:
1. Participate in all regularly scheduled activities of the school and develop a daily routine schedule for his/her Internship School (IS) based on personal observation, participation and thorough consultation with the mentors (**Internship School daily routine schedule**).
2. Become familiar with all sorts of formal and informal activities in and outside classroom in the school campus and develop a detailed checklist of all such activities (formal and informal

separately) with brief notes of each of them. (**Checklist of Formal and Informal Activities in School**) Better understand the beliefs, attitudes, and behaviour of diverse individuals (students) in the class and learn to observe, identify and report them for feedback and holistic growth of child to appropriate professional and community member. They will develop **student profile, anecdotal record and report card for all students of one class (**Assuming roles of a class teacher for the class of his/her MST preferably) and present them in FW.

3. Identify their weaknesses in dealing with students and their own selves, hence will handle oneself in a more appropriate professional manner. They will write a **Reflective Journal** on various identified aspects and mention details of feedback and improvement to develop the self. (It will be titled as '**TI Record for Professional Enhancement of Self'**)

4. Learn to communicate effectively using variety of media (ICT etc.) in and outside the classroom to work professionally as a successful teacher excelling as communicator-administrator-manager. TI will develop a checklist of use of variety of ICT being used in school communication-administration-management with brief notes regarding the purpose of use. (It will be named as ' **Record for ICT Application in School'**)

SIP Related Activities for Achievement of Goal 3:
> *'Interns will develop skills and competencies for working with diversities (individual, cultural, gender, special ability, etc.) in school and community hence learn to operate successfully and develop an inclusive setting.'*

Teacher Interns will:

1. Explore personal biases, stereotypes and cultural assumptions as they affect their professional practice as a School Teacher. They will **prepare 'Student case diary and Checklist of Personal Biases of Teacher'** related to each case for more specific fruitful exploration.

2. Provide culturally- relevant and competent services for holistic growth to students from diverse populations attending the schools. (**Diversity and Inclusion Record for School**: It will include the cases, experiences based on case diary and efforts for inclusion)

3. Become more aware of how culture influences their world- view, life- view and professional practice as a School Teacher .They will record their experiences under '**TI Record for Professional Enhancement of Self'**).

SIP Related Activities for Achievement of Goal 4:
> *'Interns will demonstrate the professional ability to provide education, outreach, and liaison through collaboration with the school campus community, and off-school campus community, Interdisciplinary colleagues/experts and Teacher Education Institutions.   They will also ensure sharing of continuous and comprehensive assessment based performance of learners in Parent-Teacher Meetings for sustained growth of the learner.'*

The Activities to be carried out by the Teacher Interns may include:

1. Participate in community activities,
2. Collaborate with the Health Centre (**Develop Health Status Record Sheet for a class**),
3. Collaborate with the Sports Centre, (**Develop Sports and Games Status Record Sheet for a class)**
4. Collaborate with the Student Affairs professionals (**Develop checklist for Student Facilities for school)**
5. Collaborate with the school staff, other school teachers,
6. Collaborate with the parents, (**Develop parent profile for a class**)
7. Collaborate with administrative and other units in the school (Office, NCC, Canteen etc.)[**Develop brief description of nature of collaboration with different units in school-focussed on school administration hierarchy flow chart, budgeting, institutional plan and modern requirements**]

11

8. Collaborate with the units outside school (School Boards, railways, roadways, etc.) [**Develop brief description of nature of collaboration with different units outside school**]

9. Collaborate with the University Departments, Teacher Education Departments (**Report on existing collaboration of school with University Departments and Teacher Education Departments, and comment on feasibilities)**

10. Ensure to do proper documentation for ensuring efficient liaisoning for participation and collaboration. (**Writing formal applications to different units for various purposes in and outside school).**

11. Demonstrate competence in facilitation and presentation skills using appropriate technology ' **Record for ICT Application in School'**); and

12. Actively participate in the process of CCE in schools and become efficient in CCE based assessment procedures, reporting and PTA meeting conduction in schools. (**Record of CCE and PTA procedures and organization in school and Challenges related to them**)

13. Involve themselves in creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and dialoguing with the School Management Committee, parents and the community. The various efforts must be recorded as planning, preparation, procedure, implementation and feedback of various creative ways (**Creative Ways Record**)

8. Some Other Important notes for SIP:

1. Student-teachers will be actively engaged in teaching at two levels, namely, (i). Upper Primary and (ii) Secondary as decided by the SOE/the School.

2. Systematic Supervisory support and feedback will be provided from faculty.

3. It will be mandatory for the pupil teacher to complete School Observation as per the schedule of SOE to get School Internship Permission Letter (SIPL).

4. SEP in schools is to be done for a minimum duration of 16 weeks.

5. This should include an initial phase of observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.

6. On every working day Pupil Teacher (PT) /TI will get direction by the Mentor School Teacher (MST) during school hours. The Mentor Prospective Teacher Educator (MPTE) and Mentor Teacher Educator (MTE) will also observe **(regularity and up keep of records),** interact, advise and instruct the PT/TI as per the schedule decided by the SOE.

7. During SEP, each week Interns will receive 2 hours of weekly individual supervision/ group supervision by Mentor Teacher Educator/s (based on group discussion among internees, problems, experiences, cases will be discussed and Day-wise Weekly Reports will be checked and verified), and/or 2 hours of weekly training seminars by Internship Director (ID) and Core Group for Internship (CGI).

8. Seminars and consultations will be provided by the CGI which may include a team of Teacher Educators, School Teachers/ Educational Administrators i.e. professionals in the field of teaching and school administration

9. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing Reflective Journal during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

10. For each student-teacher, internship should be conducted preferably in one school for the entire duration in a particular semester. [However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two or more blocks. Internship may be arranged in two or more blocks in such a way that teaching in one

school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block.]. This clause will be subject to availability of schools offering themselves for the purpose.

11. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school.

12. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and engaging in dialogue with the School Management Committee, parents and the community.

13. The community based engagement may also include oral history projects with a particular community of artisans as part of the course on 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment based projects to address concerns of a particular village/city or a community.

14. Based on the experiences and actions during SIP, TI will prepare an innovative practices record file for himself/herself. This will enrich professionalism in TI.

15. The details of records of attendance for total duration will be maintained by Mentors and countersigned by CGI (**Attendance Record of TI**)

16. MTE will submit 'Teacher Intern School Internship Program Evaluation Sheet (TISIPES)' to CGI with specific remarks, if any, after completion of SEP.

17. MTE will **issue SIP Completion Letter (SIPCL) for the TI. This letter will be also signed by MST and/or countersigned by the Principal of the school.**

18. The SICC will be finally issued by CGI and ID.

9. Evaluation of SIP

S.N	Semester	Activity	Credit(s)	Max. Points (as per the CUSB assessment scheme)	Evaluator and Evaluation Criteria
1.	VI	**Micro Teaching**	02	100	MTE; on the basis of sincere participation, punctuality, regularity, presentation and completion of micro teaching cycles for assigned skills and improvement on the basis of feedback
2.	VI	**School Observation**	02	100	MTE; on the basis of sincere participation, punctuality, regularity, preparing and presentation of school visit and observation record as per the given instructions
3.	VII	**SEP-I**	(08)	(100)	
		Teaching of Subject-I	03	38	MTE; Rating out of 12 points for lesson plans preparation and record; Rating out of 12 points for continuous teaching, Rating out of 14 points for final lesson of the

					phase/semester
		Teaching of Subject-II	03	38	As in Subject-I
		Peer Teaching Observation	01	12	MTE; on the basis of critical observations and improvements in reflection as recorded in the observation book
		Participation in Corporate life of the School	01	12	MTE in consultation with MST; as reported by the MST
4.	VIII	**SEP-II**	**(08)**	**100**	
		Teaching of Subject-I	03	38	MTE; Rating out of 12 points for lesson plans preparation and record; Rating out of 12 points for continuous teaching, Rating out of 14 points for final lesson of the phase/semester
		Teaching of Subject-II	03	38	As in Subject-I
		Documentation of School Activities	01	12	MTE: on the basis of reporting in the record book by the TI
		Educational Resource	01	12	MTE : on the basis of

		Generation and Management.			usability, innovativeness and creativity applied while preparing the resource
Notes:		**1. Attendance based regularity will be given due place in every component. Leave will be permissible as per school norm and sanction by CGI through proper channel only. Ninety percent attendance will be mandatory (barring sanctioned leave).** **2. Innovative Practices by the TIs will be given weightage while evaluating a particular task/activity.**			

10. Annexure:

Annexure-1: List of Documents for SIP

List of documents/activities records to be prepared and submitted by Teacher Intern at the end of Internship (duly signed and discussed in Follow-up workshops every week)

1. Set of School Internship Program Diaries as mentioned above (SIPD)
2. School Record-Activity Details
3. Planning, documentation and teaching (with feedback schedules) of at least 80 (eighty) lessons
4. Miniature lesson plans, if any (with observation sheets attached)
5. Internship School daily routine schedule
6. Checklist of Formal and Informal Activities in School
7. Student profile, anecdotal record and report card for all students of one class
8. Record for ICT Application in School
9. Student case diary and Checklist of Personal Biases of Teacher
10. Health Status Record Sheet for a class
11. Sports and Games Status Record Sheet for a class
12. Checklist for Student Facilities for school
13. Parent profile for a class
14. Report on existing collaboration of school with University Departments and Teacher Education Departments, and comment on feasibilities
15. Writing formal applications to different units for various purposes in and outside school (Formats and applications written by TI during internship in school)
16. Record of CCE and PTA procedures and organization in school and Challenges related to them
17. Record sheet of Co-curricular Activities (Morning Assembly, literary, drama, musical events etc.),Games and Sports (Annual sports, day wise-month wise event scheduling etc.), Arts and Aesthetics –and details of the intra and inter school organization of events in school focussing Co-scholastic abilities of students
18. Record of Innovative practices by TI during overall SIP
19. TI Attendance Record for SIP

Annexure-2: List of Activities in Teacher Education Department School Internship Program (SIP)

ACTIVITIES

List of Activities to be organized in the Teacher Education Department by Core Group of Internship (CGI) in the SOE, CUSB

1. Orientation Program regarding 'Engagement in Schools'- to be organized in the beginning of the SIP for all students and Teacher Educators.
2. Orientation workshop for Mentor Teacher Educators (MTE).
3. Orientation workshop for Mentor School Teachers (MST) (may be organized at respective school).
4. Orientation workshop for Mentor Prospective Teacher Educators/Research Scholars.
5. Orientation workshop for Pupil Teachers/Teacher Interns (TI)
6. Follow-up Workshop (FW) for Teacher Interns every week during SIP.
7. School Internship Closing Ceremony (in every school)—Action Mentors and TIs in School.

Annexure-3: List of Abbreviations

The following terms have been used as abbreviations in the SIP document:

CCE: Continuous and Comprehensive Evaluation
CGI: Core Group of Internship
CUSB: Central University of South Bihar
ICT: Information and Communication Technology
ID: Internship Director
MPTE: Mentor Prospective Teacher Educator
MST: Mentor School Teacher
MTE: Mentor Teacher Educator
PES: Pre-internship Engagement in Schools
PTA: Parents Teachers' Association
PTM: Parents Teachers' Meeting
RJ: Reflective Journal
SEP: School Experience Programme
SICC: School Internship Completion Certificate
SIP: School Internship Program
SIPCL: School Internship Program Completion Letter
SIPD: School Internship Program Diary
SIPPL: School Internship Program Permission Letter
SMC: School Management Committee
SO: School Observation
SOE: School of Education
TI: Teacher Intern/Pupil Teacher/Student-Teacher
TISIPES: Teacher Intern School Internship Program Evaluation Sheet.