FUTURE UNIVERSITY

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FUTURE UNIVERSITY, BAREILLY

(Established under the Uttar Pradesh Private Universities (Third Amendment) Act, 2024)

COURSE CURRICULUM

AND

EVALUATION SCHEME

B.Ed.

For the Students Admitted in Academic Session 2025-26

Effective From

Academic Session 2025-26

Prepared By

Board of Studies

Approved By

Academic Council
Future University, Bareilly

Published By

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Future University, Bareilly

Academic Session: 2025-26

FUTURE UNIVERSITY BAREILLY

(This Curriculum and Evaluation Scheme shall be applicable to all students admitted to the B.Ed Programme from the Academic Session 2025-26 onwards and shall remain in force until amended or revised by the Academic Council of Future University, Bareilly.)

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Board of Studies

Name of Faculty: Faculty of Education
Date: 18/10/2025

S.No.	Name	Designation	Signature
1	Prof. (Dr.) Anil Kumar	Dean, Faculty of Education, Future University, Bareilly	
2	Prof. (Dr.) Pratibha Sharma	Professor, Bareilly College Bareilly	
3	Prof. (Dr.) Jaya Dwivedi	Professor, Maya Devi University, Dehradun	
4	Dr. Beenu Singh	Associate Professor, Future University, Bareilly	
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Chairperson

FUTURE UNIVERSITY

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Board of Studies

(Including Proceeding, Course Structure, Course Curriculum and Evaluation Scheme)

For

Bachelor of Education

(Guidelines of NCTE)

(Effective from the Session: 2025-26)

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Preparatory Note: These Ordinances pertain to the two year Bachelor of Education programme of the B.Ed. course of Future University, Bareilly. Up to session 2014-15 these programmes were running in one year mode in the name of B.Ed. Keeping in view NCTE regulation -2014 the programme shall now be of two years (B.Ed. course) from the session 2015 onwards.

Ordinances for B.Ed.

1.1 Eligibility and Admission:

(i) Candidates with at least 50% marks either in the Bachelor's Degree and/or Master's Degree in Sciences/Social Sciences/Humanity, Bachelor's Degree in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto of this or any other University/deemed university recognized by UGC, may be admitted for the degree of Bachelor of Education. Relaxation in percentage of marks shall be given to S.C. /S.T. students as per U.P. Government norms. Eligibility criteria shall vary as per NCTE/UGC/UP State Government norms.

(ii) Rules of reservation shall apply to all admissions as per U.P. Government/University norms.

(iii) No candidate shall be admitted to B.Ed. course in Future University, Bareilly unless he/she has appeared in the Entrance Test (FUCET) conducted by the Future University Bareilly.

1.2 Obligation of Admitted Candidates:

(i) Every admitted candidate shall be required to show a competent knowledge in various theory papers and required skills to be detailed hereinafter.

(ii) Every admitted candidate shall be required to undertake field work, assignments, school internship etc. as given in the course.

(iii) As far attendance is concerned the rules of NCTE/University shall prevail.

(iv) A candidate, who desires to appear in examinations under these ordinances, shall have to submit his/her application after completing all said activities on a prescribed form and that up to a prescribed last date. The candidate shall have to submit application for both years.

1.1 The Mode of Examination:

(i) The mode of examination may vary between annual system and semester system as per the decision of the University. The mode of examination prevailing at present is that of annual examination.

(ii) Students shall be allowed to appear for Back/Improvement examination in one paper only.

(iii) A student can complete B.Ed. course in a maximum of three years from the date of admission in the course.

1.2 Course Structure of B.Ed.

(i) First Year (Theory Papers)

		Marks		
		Ext	Int.	Total
Paper 1. Childhood and Growing Up	(EDU1101)	70	30	100
Paper 2. Contemporary India and Education	(EDU1102)	70	30	100
Paper 3. Learning and Teaching	(EDU1103)	70	30	100
Paper 4. Language across the Curriculum	(EDU1104)	35	15	50
Paper 5. Understanding Disciplines & Subjects	(EDU1105)	35	15	50
Paper 6. Gender, School and Society	(EDU1106)	35	15	50
Paper-4 (a) Pedagogy of School Subject (Part-I) (Any One as per graduation)		35	15	50
I. Teaching of physical science	(EDU1107)			
Ii.Teaching of mathematics	(EDU1108)			
iii. Teaching of Biological science	(EDU1109)			
iv. Teaching of Home science	(EDU1110)			
v. Teaching of social studies	(EDU1111)			
vi. Teaching of commerce	(EDU1112)			
Vii.Teaching of Hindi	(EDU1113)			
Viii.Teaching of Sanskrit	(EDU1114)			
ix. Teaching of English	(EDU1115)			
EPC1.Reading and reflecting on texts	(EDU1116)	**Nil**	50	50
EPC2.Drama and art in education	(EDU1117)	35	15	50
EPC3.Critical Understanding of ICT	(EDU1118)	35	15	50
	Total			**650**

***(EDUMC 1) Indian knowledge system (Non-credit course)**
***(EDUMC 2) AI for educators (Non-credit course)**

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

Practical/Field Engagement: (EDU2370)

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

	Marks		
	Ext.	**Int.**	**Total**
1. Observation of school activities And preparation of report	Nil	10	10
2. Observation of Teaching and Preparation of report	Nil	10	10
3. Evaluation of teaching skills (Through microteaching)	Nil	30	30
Total			**50**

(ii) Second Year (Theory Papers)

	Marks		
	Ext.	**Int.**	**Total**
Paper-7 (b) Pedagogy of School Subject (Part-II)	35	15	50
(Same subject as chosen under 7(a) of first year And one other school subject)	35	15	50

i. (EDU2301) Teaching of Physical Science
ii. (EDU2302) Teaching of Mathematics
iii. (EDU2303) Teaching of Biological Science
iv. (EDU2304) Teaching of Home Science
v. (EDU2305) Teaching of Social Studies
vi. (EDU2306) Teaching of Commerce
vii. (EDU2307) Teaching of Hindi
Viii. (EDU2308) Teaching of Sanskrit
Ix. (EDU2309) Teaching of English

Paper-8	(EDU2310)Knowledge and Curriculum	70	30	100
Paper-9	(EDU2311)Assessment for Learning	70	30	100
Paper-10	(EDU2312)Creating an Inclusive School	35	15	50
Paper-11	Optional Course (any one)	35	15	50

I) Environment Education (EDU2313)

II) Peace Education (EDU2314)

III) Guidance & Counseling (EDU2315)

IV) Health Education and Yoga (EDU2316)

V) Special Education (EDU2317)

VI) EPC-4 Understanding the Self Special Education(EDU2318)

	--	50	50
Total			**450**

Internal evaluation in papers 7 (b), 8, 9, 10 and 11 shall be done through one written test and tasks and assignments. In papers of 100 marks written test shall comprise of 10 marks whereas tasks and assignments shall comprise of 10 marks. In papers of 50 marks written test shall comprise of 5 marks whereas tasks and assignments shall comprise of 05 marks. EPC-4 shall be evaluated on the basis of internal evaluation of theory of 20 marks and activities of 30 marks mentioned in the syllabus.

Practical/Field Engagement: (EDU2371)

There shall be field work of 16 weeks in the second year out of which school internship shall be of 15 weeks. Out of these 16 weeks, 01 week shall be devoted to the observation of subject teaching in the school. Next 12 weeks (06 weeks for each of the two school subjects) shall be devoted for teaching of subjects lessons with daily lesson plan. 25 lessons each shall be taught at Upper Primary and secondary levels. During next 01 week students shall carry out the duties of concerned subject teacher as per the school time table. Last 02 weeks shall be devoted to post teaching activities. Activities during this period shall be evaluated as follows:

Marks

	Ext.	**Int.**	**Total**
1. Criticism Lesson	---	20	20
2. Preparation of teaching aids/Improvisation of apparatus	---	15	15
3. Administration and analysis of results of achievement test	---	15	15
4. Evaluation of records (lesson plan, note	---	15	15

Book, teacher's diary, Peer observation etc.)			
5. School experience and plan of action for Improvement of some aspect of school	---	15	15
6. Co-curricular activities (Organization / Participation: Science club, cultural club, Environment protection club etc.)	---	20	20
7. Final Teaching	100	---	100
8. Viva voce	50	---	50
Total			**250**

Candidates opting any two school subjects under paper-7a and 7b, shall be evaluated under heading Practical /Field engagement in second year, while point 7(Co-curricular activities) shall be evaluated for both the years. Final teaching and viva voce shall be evaluated by panel of examiners consisting of two external and one internal.

1.5 Conduct of Examinations:

(i) The examination for two year B.Ed. shall be held once every year on such dates as may be fixed by the Department/University.

(ii) A candidate shall be eligible to appear in the examination who has pursued the prescribed course of studies in the department and has completed all the activities related to field engagement as prescribed for each year.

(iii) The examination at the end of the course shall be both in theory and practical/Field engagement. A candidate shall be required to pass theory and practical/field work examinations separately.

(iv) To pass in theory and practical/field engagement, a candidate must obtain 30% marks in each theory paper and 36% in the aggregate of theory papers. In practical/field engagement pass percentage shall be 40%.

(v) There shall be separate divisions in theory and practical/field engagement. However, no division shall be awarded in the first year. Only Pass/Fail shall be given in the first year. Divisions shall be awarded on the basis of examination of both years.

(vi) Classification of results (Theory as well as Practical/Field engagement) –

60% and above	-First Division
48% and above but below 60%	-Second Division
36% and above but below 48%	-Third Division (For Theory)
40% and above but below 48%	-Third Division (For Practical/Field ingagement)

(vii) A candidate shall be promoted to second year only when he/she has passed first year.

(viii) In each session, the candidate can appear in improvement/back exam in one paper only.

(ix) A student of B.Ed. course, who has completed all the desired activities/internal tests/attendance etc. throughout the year but could not appear in the examination or appeared in the examination but failed in more than one papers, may be allowed to appear in the examination of next year as an ex-student. The internal marks received in previous session shall be carried over.

(x) In case of any obscurity, the general provision of the university shall prevail.

(xi) Mark sheet and Degree shall be awarded as Bachelor of Education.

B.Ed. Course

Faculty of Education Future University, Bareilly

First Year Syllabus

Paper-1 (EDU1101) Childhood and Growing Up
Paper-2 (EDU1102) Contemporary India and Education
Paper -3 (EDU1103) Learning and Teaching
Paper-4 (EDU1104) Language across the Curriculum
Paper-5 (EDU1105) Understanding Disciplines & Subjects (Social Science, Science, math, languages)
Paper-6 (EDU1106) Gender, School and Society
Paper-7 (a) Pedagogy of a school subjects (Part-I) (**Any One**)

i. (EDU1107) Teaching of Physical Science
ii. (EDU1109) Teaching of Biological Science
iii. (EDU1108) Teaching of Mathematics
iv. (EDU1110) Teaching of Home Science
v. (EDU1111) Teaching of Social Studies
vi. (EDU1112) Teaching of commerce
vii. (EDU1113) Teaching of Hindi
viii. (EDU1114) Teaching of Sanskrit
ix. (EDU1115) Teaching of English

viii EPC-1(EDU1116) Reading and Reflecting on Texts

ix EPC-2(EDU1117)Drama and Art in Education

x EPC-3(EDU1118)Critical understanding of ICT

Paper-1: Childhood and Growing Up

(EDU1101) Max Marks: 100

Objectives:

After Completion of Course the student teacher will be able to:

1. Gain advanced knowledge of developmental processes and principles
2. Study different methods of understanding child.
3. Understand the specific features of childhood and adolescence as distinct stages of development.
4. Understand practical application of theories.
5. Understand multicultural families with diverse forms of child rearing and Parent-child relationships.
6. Create awareness about children and families living in difficult circumstances.
7. Aware of the current issues confronting adolescents.

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

- Meaning of Childhood development, Principles of development.
- Study of Life span-Prenatal, early childhood, middle childhood, adolescence & adulthood and stage specific characteristics.
- Meaning of cognition and its role in learning.
- Facilitating Holistic development for self and society.
- Procedure for studying Children-Observation, Interview and Case Study.

Unit II: Theories of Childhood Development and their Significance:

- Erik Erikson's Psychosocial Theory,
- Piaget's Cognitive Theory,
- Arnold Gesell's Maturation Theory,
- Bandura's Social Learning Theory,
- Bronfen Brenner's Ecological Theory,
- Vygotsky's Socio-cultural Theory
- Noam Chomsky's Processing Theory

Unit III: Childhood and Adolescence:

- Defining Childhood and Adolescence as a distinct stage Adolescence special feature and challenges.
- Characteristics and developmental task of Childhood and Adolescence.
- Socialization of Childhood and Adolescence in different culture.
- Role of media in the life of adolescents with special reference to use of internet (Social networking sites, E-mails, Browsing).

Unit IV: Family School and Community:

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

Unit V: Issues and Concern in Childhood and Adolescence:

- Children with difficult circumstances and Understanding of them-Juvenile delinquency, maladjustment, depression in adolescence.
- Marginalized Children-Child labor, Overweight/Underweight children, Children growing up in poverty, HIV affected children, Orphans.
- Approaches to intervention and therapy for well-being-Preventive and Promotive Approach, Individual counseling and family therapy.

Field Work/Assignments: (Opt any two):

- Case profile of a child or adolescent with behaviour difficulties.
- Interview with children/parent/community(any one)
- Visit and survey of delinquent centre (Bal Sudhar Ghar)
- Assessing media(Electronic & Print) influence on adolescent lives

References:

1. Anastasi, A. & Urbina, S. (1997). Psychological Testing (Seventh edition). Indian Reprint, Delhi Pearson Education.
2. Atwata, E. (1988). Adolescence. New Jersey: Prentice Hall.
3. Berk, L.E (2004) Child Development (6th edition) Allyn & Bacon. Boston,
4. Berk, L E (2000) Child Development (8th edition) PHI learning Pvt ltd, New Delhi Bhargava.(2005)Adoption in India: Policies and Experiences. New Delhi: Sage Publications Elizabeth B. Hurlock Developmental Psychology Tata McGraw-Hill Publishing Company Ltd. Erikson, E.H. (1968). Identity: Youth & Crises. London: Faber & Faber.

Paper 2: Contemporary India and Education

Max. Marks –100

(EDU1102)

Objectives: After going through this course students teacher will be able to –

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

Unit I: Education and Indian Society:

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

Unit II: Heritage: Philosophical and Educational:

- Educational heritage : Ancient, Medieval and British, Critique of colonial education
- Relationship between Philosophy and Education
- Thoughts on Education – Idealism, Naturalism, Pragmatism, Realism, Humanism-features and their educational implications
- Thinkers on Education – Plato – Froebel– Montessori-Dewey – Gandhi ji - Tagore – Vivekananda-Jiddu Krishnamurti Eclectic tendencies in education.

Unit III: Education for Transformation:

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

Unit IV: Policy Frameworks for Public Education:

Language policy: Colonial debates on school language, three language formula, multilingual education

- Commission and policies: Recommendations of Indian Education Commission, NPE 1986 and its review (G.O.I., 1992), National Curriculum Framework (NCF) for school education 2005, Knowledge Commission 2005, Right to Education 2009.
- Programme for children.- Integrated Child Developmental Scheme (ICDS); National Plan of Action for Children 2005, Counseling and Guidance services provided by the State, Integrated Programme for Street Children, Child-line service.

Unit V: Issues and concerns in education:

- Meaning and Concept of liberalization, globalization and privatization and its impact on education, national and social integration, vocationalization of education and skill development. Laws, Policies and Programmes for Children within the framework of Human Rights

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

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

References:

1- Anand, C.L. *et al* (1983). *The teacher and education in emerging Indian society,* New Delhi : NCERT
2- Sharma, R.A. (2013) : *Philosophical and Sociological Foundation of Education,* Lal Book Depot, Meerut
3- Pandey, R. (2014-15) : *Teacher in Emerging Indian Society*, Alok Prakashan, Allahabad
4- Pathak, P.D. & Tyagi, G.S.D. (1994) : *Principle of Education*, Vinod Pustak Mandir, Agra
5- G.O.I. (1966) *Report of education commission : Education and national development,* New Delhi: Ministry of Education
6- G.O.I. (1986) *National policy of education,* New Delhi: MHRD
7- G.O.I. (1992) *National policy of education,*(As modified in 1992) New Delhi: MHRD
8- G.O.I. (2009) *The right of children to free and compulsory education Act 2009*
9- G.O.I. (2011) *Sarva Shiksha Abhiyan : Framework for implementation based on the right of children to free and compulsory education Act 2009*
10- Kumar, K. (2013). *Politics of education in colonial India,* Rout ledge
11- Naik, J.P. and Narullah, S. (1974). *A students' history of education in India* (1800-1973) Macmillan
12- NCERT (2005). *National curriculum framework for school education,* New Delhi : NCERT
13- NCERT (2006). *Position paper – National focus group on gender issues in education.*

Paper 3: Learning and Teaching

(EDU1103)

Max. Marks: 100

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

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

Unit I: Process of Knowing and Learning:

- Concept and meaning of Education, Goals of Education Process and modes of Education
- Differentiate between information, knowledge, belief and truth.
- Learning : Meaning, nature, characteristics, principles & types
- Learning Curves : meaning, types, educational implications
- Factors affecting Learning : maturation, attention, interest, fatigue, school related factors
- Motivation : definition, types and techniques, Maslow's theory

Unit II: Approaches to Learning:

Concept, theories and educational applicability of following approaches to learning

- Behaviorist Approach : Thorndike's theory of Trial & Error; Pavlovas theory of Classical Conditioning; Skinner's theory of Operant Conditioning
- Humanistic Approach : Roger's Social Learning Theory
- Cognitive Approach : Bruner's theory of Discovery Learning; Tolman's Sign learning Theory, Vygotsky's Socio-cognitive theory and Kurt-Lewin's Field theory
- Constructivism : cognitive constructivism and social constructivism (concept and features), cooperative and collaborative learning, understanding processes that facilitate construction of knowledge (experiential learning, social mediation, meta cognition)

Unit III: Differences in Individual Learners:

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

Unit IV: Classroom Dynamics and Role of teacher:

- Classroom climate and group dynamics
- Development of inter personal relationships, use of socio-metric techniques
- Classroom management, Leadership dynamics
- Teacher as a leader of group and facilitator of learning, Teacher's accountability

Unit V: Teaching as a Complex Activity:

- Concept of Teaching : meaning, definition, characteristics, forms
- Phases of Teaching : pre active, inter active, post active
- Levels of Teaching : memory, understanding, reflective
- Basic teaching skills and competencies, strategies and techniques of teaching
- Professional ethics and code of conduct for teachers in formal schools

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

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

Suggested Readings:

1. Benjafield, J.G. (1992). *Cognition,* Prentice Hall, Englewood Cliffs.
2. Bigge, Morris L. (1967) *Learning Theories for Teachers* Delhi: Universal Book Stall Bower and Hilgard (5th ed.) (1986) *Theories of Learning* New Delhi: Prentice Hall Bruner, J.S. (1967) A Study of Thinking, New York: John Wiley.
3. Chand, Tara and Prakash, Ravi (1997) *Advanced Educational Psychology* New Delhi: Kanishka Publications
4. Chauhan, S.S. (6th ed. Revised) (1998) *Advanced Educational Psychology* New Delhi: Vikas Publishing House
5. Dandekar, W.N. (1998) *Psychological Foundations of Education* Delhi: Macmillan India Gardner, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*, Basic Books, New York.
6. Gardner, H. (1999) The disciplined mind: What all students should understand. New York: Simon & Schuster
7. Goleman, Daniel (1999) *Working with Emotional Intelligence* London: Bloomsbury Hurlock, Elizabeth (1976) *Personality Development* New Delhi: Tata McGraw Hill Pub

8. Kundu, C.L. and Tutoo, D.N. (2000) Educational Psychology. New Delhi: Sterling Publisher.
9. Basics in Education-Textbook for B.Ed course, NCERT-2014.

Paper 4: Language across Curriculum

(EDU1104)

Max. Marks – 50

Objectives: After going through this course students teacher will be able to –

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

Unit I: Language and Society:

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

Unit II: Language Development and Acquisition:

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

Unit III: Classroom Discourse:

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

Unit IV: Reading, Listening and Speaking:

- Need and importance of Reading, Listening and Speaking
- Types of reading : Skimming and scanning, strategies for effective reading : loud and silent readings,
- Analyzing text of different nature, Developing listening skills, articulation of different sounds, stress, rhythm, tonal variations and intonation,
- Speech defects – lisping, slurring, stuttering and stammering and role of teacher in their resolution.

Unit V: Developing Writing Skills:

- Need and importance of writing,
- Making reading writing connections,
- Strategies of writing for children – note taking, summarizing, Analyzing children's writings, Text book analysis.

Practicum/Assignment: Any one of the following:

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

References:

1- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K.Heugh, A. Seigruhn & P.Pluddemann (Eds.) *Multilingual education for South Africa,* Heinemann Educational Books
2- Eller, R.G. (1989). Johnny can"t talk, either : The perpetuation of deficit theory in classrooms, - *The Reading Teacher*, 670-674
3- Sinha, S. (2000). Acquiring literacy in schools. *Seminar*, 38-42
4- Thwaite, A. and Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy*, 32(1), 38
5- Anderson, R.C. (1984). Role of reader"s schema in comprehension, learning and memory. In R.C. Anderson *et al. (eds) Learning to read in American schools : Basal readers and content texts*. Psychology Press
6- Grellet, F. (1981). *Developing reading skills : A practical guide to reading comprehension exercises*. Cambridge University Press

NCERT (2006). Position paper: National Focus Group on teaching of Indian language

Paper – 5: Understanding Disciplines and Subjects

(EDU1105)

Max. Marks: 50

Objectives: After Completion of Course the student teacher will be able to:

1. Understand the nature and role of disciplinary knowledge in the school curriculum.
2. Conceptualize the paradigm shifts in the nature of disciplines.
3. Know the history of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
4. Critically evaluate the knowledge from a broad range of disciplines.

Unit I: Disciplinary Knowledge:

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

Unit II: Syllabus and Content in Disciplinary Areas:

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

Unit III: Notion of the Disciplinary Doctrine:

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

Unit IV: Advancement of Knowledge and Sea Changes in Disciplinary Areas:

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

Unit V: Designing of Discipline and Subject:

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

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

- Conduct seminar on scheme of school curriculum.
- Conduct a play on advances of knowledge in teaching/education from the ancient period, to 21st century.
- Criticism of the syllabus of any one subject of secondary level in respect to the ideal principles of syllabus designing.
- Workshop on any disciplinary area like criticism of a text book related to Social Science, Science, Math and Language in the light of present need and the principles of text book design.
- Debate on criteria of inclusion of exclusion of subject area in school curriculum.

Reference Books:

1. Naik, J.P., & Nurullah, S. (1974). A students" history of education in India (1800-1973). Macmillan
2. NCERT. (2005). National curriculum framework. NCERT.
3. Apple, M.W. (2008). Can schooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3), 239–261.
4. Apple, M.W., Au, W., & Gandin, L.A. (2011). The Routledge international handbook of critical education. Taylor & Francis.

Paper 6: Gender, School and Society

(EDU1106)

Max. Marks –50

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

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

Course Outline

Unit I: Gender Issues: Key Concepts:

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

Unit II: Gender Studies: Paradigm Shifts:

- Paradigm shift from women's studies to gender studies
- Historical backdrop : some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education
- Contemporary period: recommendations of policy initiatives, commission and committees, schemes, programmes and plans.

Unit III: Gender, Power and Education:

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

Unit IV: Gender Issues in Curriculum:

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

Unit V: Gender, Sexual Harassment and Abuse:

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

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

i. Analysis of textual materials from the perspective of gender bias and stereotype
ii. Preparation of project on critical analysis of recommendation of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have helped in encouraging grass root mobilization of women, such as Mahila Samakhya progrmmes
iii. Preparation of indicators on participation of boys and girls in heterogeneous schools – Public and private-aided and managed by religious organizations and prepare a report
iv. Case study on how students perceive role models in their own lives.

References:

1- Deng, Z (2013) : School subjects and academic disciplines In A. Luke, A Woods & Wev (Eds), Curriculum syllabus design and equity : A premier and model. Rout Ledge
2- G.O.I. (1966) : Report of the education commission : Education and national development. New Delhi : Ministry of Education
3- G.O.I. (1986) : National Policy of Education, G.O.I.
4- G.O.I. (1992, 1998) : National Policy on Education, 1986 (As modified in 1992), Retrieved from http:mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-MOD92, pdf
5- Menon, N. (2012) : Seeing like a feminist India : Penguin
6- Nirantar. (2010) : Textbook regimes : A feminist critique of nation and identity. New Delhi
7- A. banon, Robent. (2010) : Social psychology, Pearson education, New Delhi
8- Goswami, Acharya Balchand. (2003) : Vyakti, parivar and sex, Jaina prakashan, Jaipur
9- Mathur Savitri. (2008) : Sociological foundation of education, Kavita Prakashan, Jaipur
10- Sidhu, Ramindra, (2009) : Sociology of education, Shri Sai Printographers, New Delhi
11- Mudgal, S.D. (2007) : Social work education today and tomorrow, Book Enclave, Jaipur
12- Nath Pramanik Rathindra, (2006) : Gender unequality and women"s empowerment, Abhijeet Publication, Delhi
13- Malik, C.D. (2008) : Social and political thought Dr. B.R. Ambedkar, Arise Publishers and Distributers, New Delhi

Paper – 7(a) : Teaching of Physical Science

(EDU1107)

Max. Marks –50

Objectives: After Completion of Course the student teacher will be able to:

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

Unit I : Nature of Science :

- Science as a domain of enquiry, Science as an interdisciplinary area of learning. Facts, concepts, principles, law and theories – their characteristics in content of Science. Contribution of Eminent Scientist; Isaac Newton, Dalton, Albert Einstein, Graham bell, J.C. Bose, C.V. Raman, Vikram Sarabhai, H.J. Bhabha, AP.J.Abdul Kalam.

Unit II: Aims and objectives in teaching of Science:

- Aims and objectives of Science teaching at upper primary and secondary level school. General objectives, specific objectives, classification of learning objective; cognitive, affective and psychomotor. Writing objectives in behavioural terms in content areas of Science.

Unit III: Curriculum Organization:

- Organizational structure of curriculum, types of curriculum, principles of Science curriculum, curriculum objectives,
- Trends in Science curriculum. Justification for including Science as a subject of study in school curriculum.

Unit IV: Lesson Planning:

- Meaning and need of lesson planning, characteristics of good lesson plan, types of lesson plan, approaches in lesson planning; Herbart and RCEM. Design of lesson plan in the content area of Science, simulation and micro-teaching skills.

Unit V: Teaching Models and Strategies:

- Meaning and definition of teaching models, fundamental elements of teaching models, types of teaching models; behavior modification and constructivist. Microteaching simulated teaching, team teaching, PLA technique, project based learning, cooperative learning, Application of ICT in the Science Classroom

Paper 7 (a): Teaching of Mathematics

(EDU1108)

Max. Marks – 50

Objectives: After going through this course students teacher will be able to –

i. Understand meaning, nature and scope of mathematics
ii. Develop an insight into aims and objectives of teaching school mathematics
iii. Understand school mathematics curriculum
iv. Understand approaches and strategies in teaching and learning of mathematics.

Unit I: Nature and scope of Mathematics:

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

Unit II: Aims and Objectives of Teaching School Mathematics:

- Need for establishing general objectives for teaching mathematics. Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education, writing specific objectives in various content areas in mathematics like Algebra, Geometry etc.

Unit III: School Mathematics Curriculum:

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

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

- Nature of concepts, concept formation and concept assimilation. Planning and implementation of strategies in teaching a concept. Problem posing and solving, discovering or exploring various options for solving the problems, formulation of generalizations through several illustrations, difference between teaching of mathematics and teaching of science, use of PLA technique, cooperative learning, Simulation, micro-teaching skills and lesson planning.

Unit V: Exploring Learners:

- Cultivating learner's sensitivity like intuition, encouraging learner for probing, raising queries, appreciating dialogue among peer-group, promoting the student's confidence.

Practicum/Assignment: Any one of the following:

i. Preparation of a report on learning difficulties in mathematics of students at different levels
ii. Preparation of low cost teaching aid.
iii. Assignment on contribution of Indian mathematicians.

References:

1. Kapur, J.N.(1998). *Suggested experiments in mathematics,* New Delhi : Arya Book Depot
2. Siddiqui, M.H. (2009). *Teaching of mathematics.* New Delhi : APH Publishing Corporation
3. Sharma, C.S. and others (2003) Textbook of mathematics. New Delhi : Arya Book Depot
4. Weil, J. and Weil, M. *Models of teaching.*

Paper 7(a): Teaching of Biological Science

(EDU1109) Max. Marks: 50

Objectives of the Course:

After Completion of Course the student teacher will be able to:

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

Unit I: Nature and Scope of Biological Science:

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

Unit II: Aims and Objectives of Biological Science:

- Developing scientific attitude and scientific temper; Acquire the skills to understand the methods and process that lead to exploration;
- Know the facts and principles of biology and its applications consistent with the stages of cognitive development of learners.

Unit III: Exploring Learners:

- Motivating learner to bring his/her previous knowledge in science/biology gained through classroom/environment/parents and peer group;
- Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work).

Unit IV: School Science Curriculum (Biological Science):

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

Unit V: Approaches and Strategies of Learning Biological Science:

- Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge,
- Scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization; Communication in biological sciences; Problem solving, investigatory approach, concept mapping, collaborative learning, Project based learning, experiential learning in biological science. Simulation, micro-teaching skills and lesson planning.

Assignments: (Any one of the following.)

1. Preparation of model and charts.
2. Herbarium
3. Visit to places of Biological Interest & their reporting by the student
4. Gardening
5. Improvisation, maintenance and repair of Biological Equipment.
6. Review of Biology Science Curriculum

References:

a. Agarwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
b. Mangal S. K.: *Teaching of science*, New Delhi: Arya Book Depot, 1992
c. Yadav Seema and Singh A.K.: *Teaching of Life Science*, New Delhi: Dominant Publications
d. NCERT: *Teaching of Science in Secondary Schools.* New Delhi: NCERT, 1982 Aggarwal, D. D. (2008). *Modern Method of Teaching* Biology, Karanpaper Books. New Delhi
e. Sharma, R.C. (2006). *Modern Science Teaching* .New Delhi: Dhanpat Rai Publications.
f. Yadav, M.S. (2003) *Teaching of Science*. New Delhi: Anmol Publications K.Yadav "*Teaching of Life Sciences*"
g. Miller and Blaydes "*Methods and Materials for Teaching Biological Sciences*. 10.Mohan,. Radha(2004):*Innovative Science Teaching*, Prentice Hall of India, New Delhi

Paper 7(a): Teaching of Home Science

(EDU1110) Max. Marks – 50

Objectives: After completing this course student teachers will be able to –

i. Develop the understanding of the nature and scope of Home Science.
ii. Understand the various subjects included in Home Science.
iii. Understand aims and objectives of teaching Home Science.
iv. Appreciate the Role of Home Science in daily life.
v. Identify and use of various methods of teaching Home Science.

Course Outline

Unit I: Nature and Scope of Home Science:

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

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

- Place of Home Science in school curriculum, Home Science at elementary level, Home Science for class 9^{th} and 10^{th}, Home Science for class 11^{th} and 12^{th}, Subjects included in Home Science.

Unit III: Aims and Objectives of Teaching Home Science:

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

Unit IV: Home Science Curriculum:

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

Unit V: Methods of Teaching Home Science:

- Importance of Methods of Teaching Home Science, Teaching Methods: Lecture cum discussion method, Laboratory method, Demonstration method, Project method, Field trip method, Assignment method, Simulation, micro-teaching skills and lesson planning.

Practicum (any one of the following):

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

References:

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

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

Paper – 7(a): Teaching of Social Studies

(EDU1111)

Max. Marks: 50

Objectives: After completing this course student teachers will be able to –

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

Course contents:

Unit I: Conceptualization of Social Studies:

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

Unit II: Curriculum of Social Studies:

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

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

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

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

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

Unit V: Lesson Planning in Social Science:

- Meaning, needs, importance of lesson planning in social science
- Different approaches of lesson planning in social science
- Preparation of lesson plan in social science, Simulation, micro-teaching skills and lesson planning.

Practicum: (any one of the following):

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

Reference Books:

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

Paper 7(a): Teaching of English

(EDU1115) Max. Marks: 50

Objectives: on completion of the course student's teacher will be able to

1. Create a warm and accepting class room environment conducive to learning.

2. Understand the nature and characteristics of language and use of English language.

3. Evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purpose.
4. Understand important methodologies and techniques of teaching English.

5. To develop insight into the form and use of English and to give practice in lesson planning.

Unit I: Role of Language:

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

Unit II: Position of English in India:

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

Unit III: Language Teaching Methodologies:

- Inductive and deductive approach to teach English
- Multilingual approach to teach English
- Grammar Translation method
- Direct method
- Structural – situational approach
- Audio- visual method
- Natural method
- Communicative approach
- Total Physical Response

Unit IV: Nature of Language:

- Different forms of English
- Linguistic diversity and its impact on English
- Organization of sounds – vowels and consonant sounds
- Understanding Phonetics ,morphology and Syntax

Unit V: Acquisition of Language Skills:

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

Activities in the classroom/ Assignments (any one):

1 Take a passage from English textbook of class VI –IX and analyze the following:

i. Does the language clearly convey the meaning of the topic being discussed?
ii. Whether the language is reader friendly?
iii. Whether the language is ambiguous / technical etc.?

2. Discuss in group:

i. The role of English language in the changing scenario of Twenty-first century.

ii. Globalization and English

3. Prepare three activities to develop reading and speaking skill of students of class VIII.

References:

1. Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar

2. Teaching of English - A Modern Approach, Bose F.L

3. The technique of Language teaching, Bose F.L

4. Teaching of English as second Language - Allen H.B.

5. Language Testing - Labo Robert

6. The essentials of English Teaching - R.K. Jain

7. Teaching of English - G.L. Gadre

8. Structural Approach to Teaching of English - B.D. Shrivastav

9. English Language Teaching in India - Kudchedkar S.

10. Content Cum Methodology of English - Dr. C.H. Surywanshi

11. Content Cum Methodology of English - Patil and Vaze

Paper 7(a): हिन्दी शिक्षण (पार्ट-1)

(EDU1113)

Max. Marks-50

उद्देश्य :

1. भाषा और उसके विविध रूपों से छात्राध्यापक अवगत हो सकेंगे

2. भाषायी कौशल एवं प्रकृति से छात्र परिचित हो सकेंगे

3. मातृभाषा का महत्व, उद्देश्यों एवं पाठ्यक्रम में उसके स्थान को समझ सकेंगे

4. हिन्दी भाषा शिक्षण की नवीन पद्धतियों का ज्ञान प्राप्त कर सकेंगे

5. वाचन एवं लेखन शिक्षण विधियों से छात्राध्यापक परिचित हो सकेंगे

6.मूल्यांकन की विभिन्न विधियों से अवगत हो सकेंगे

विषय की रूपरेखा :

इकाई 1 : भाषा शिक्षण :

* भाषा सम्प्रत्य, भाषा की प्रकृति एवं भाषा के विविध रूप, भाषा का सामाजिक जीवन में महत्व

भाषा प्रयोग एक कौशल, हिन्दी भाषा शिक्षण में प्रयुक्त होने वाले सूत्र और भाषा शिक्षण के मुख्य सिद्धान्त

इकाई-2 ; मातृभाषा की महत्ता, पाठ्यक्रम एवं उद्देश्य :

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

इकाई 3- नवीन शिक्षण पद्धतियों और भाषा शिक्षण:

माम्टेसरी पद्धति किण्डर गार्टन, डाल्टन योजना, प्रोजेक्ट पद्धति एवं खेलविधि

भाषा प्रयोगशाला का सददेश्य आवश्यकता एवं भाषा शिक्षण में प्रयोगशाला का महत्व।

इकाई-4: वाचन एवं लेखन शिक्षण :

वाचन का महत्व, उद्देश्य, सुन्दर वाचन की विशेषतायें, वाचन के प्रकार, वाचन शिक्षण की विधियां एवं सुन्दर वाचन हेतु अहम सुझाव

लेखन का अर्थ, लेखन शिक्षण के उद्देश्य, लेखन शिक्षण की विधियां। * सूक्ष्म शिक्षण, पाठयोजना एवं

इकाई-5: भाषा शिक्षण में मूल्यांकन :

भाषा शिक्षण में मूल्यांकन की विभिन्न विधिया, हिन्दी शिक्षण में मूल्यांकन की उपयोगिता

वर्तमान परीक्षा प्रणाली का मूल्यांकन, वस्तुनिष्ठ एवं निबन्धात्मक परीक्षाओं के गुण और दोष।

प्रैक्टिकम : दत्त कार्य (कोई एक) :

1 कक्षा 6 से कक्षा-8 तक के बच्चों की भाषा का अवलोकन करते हुए हिन्दी के विविध रूपों पर एक रिपोर्ट तैयार करना

2. यूपी बोर्ड एवं सीबीएसई के छात्रों में हिन्दी भाषा की स्थिति का तुलनात्मक विश्लेषण करना

3 वाचन शिक्षण को प्रभावी बनाने के लिए विभिनन विधियों एवं अपने अहम सुझावों की सूची तैयार कीजिये

4. वर्तमान परीक्षा प्रणाली का अवलोकन कर उसके गुण एवं दोषों पर अपनी एक रिपोर्ट तैयार कीजिये।

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

Pedagogy of Language (Sanskrit) Part 1

(EDU1114)

Total Marks: 50

Objectives: on completion of the course student's teacher will be able to

- Understand the different roles of language and the relation between literature and language;
- Understand and appreciate different genre of language and role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation
- Understand about the teaching of poetry, prose, grammar and drama;
- Identify methods, approaches and materials for teaching Sanskrit at different levels;
- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- Understand the process of language assessment;
- Sensitize teacher students about emerging issues such as right to education for children, peace and environment education in context with Sanskrit language teaching.

UNIT I: Role of Language:

- Language and Society, Language and Gender; Language and Identity; Language and Power. Language in School, Centrality of Language in Learning; difference between language as a school subject and language as a means of learning and communication; multilingual classrooms. Position of languages in India
- Constitutional Provisions And Policies of Language Education (Articles 343-351, 350A); Kothari commission(1964-66); NPE-1986; POA-1992; National Curriculum Framework- 2005(Language Education); Position Of Sanskrit.

UNIT II: Aims and Objectives of Sanskrit Language Teaching

- Aims and objectives of Sanskrit teaching at different levels (primary, secondary and higher secondary levels),quality of Sanskrit teaching: pre-class, in-class and after - class
- Curriculum and Sanskrit language: place of Sanskrit at different levels of school education (primary, upper primary, secondary and higher secondary levels),place of Sanskrit in three language formula and its objectives, place of Sanskrit at Sanskrit *pathshalas,* Sanskrit commission and curriculum, Sanskrit curriculum and textbooks at school level

UNIT III: Acquisition of Language Skills:

- Listening and speaking: sub skills of listening and speaking; tasks; materials and resources for developing the listening and speaking skills : storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading importance of development of reading skills; reading aloud and silent reading; extensive and intensive reading; use of dictionary, encyclopedia, etc.
- Writing: stages of writing; process of writing; formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; reference skills; higher order skills.
- Brief introduction of micro and simulated teaching and preparation of lesson plans of different forms of Sanskrit literature

UNIT IV Teaching of Different Forms of Sanskrit Literature

- Teaching Of Prose, Poetry, Pronunciation, Grammar, Fables, Drama
- Lesson Plan – Nature, Objectives need & types
- Lesson Plan Of Prose, Poetry, Drama, Story, and Grammar
- Simulation, Microteaching and Lesson Planning.

UNIT V- Assessment – Its Role and Importance

- Understanding The Relationship Between Curriculum, Syllabus And Textbook:
- Progress And Assessment Of Development Of Language; Continuous And Comprehensive Evaluation; Techniques Of Evaluation– Oral, Written, Portfolio; Self-Evaluation; Peer Evaluation; Group Evaluation. Preparation of objective test
- Feedback To Students, Parents And Teachers.

References

1-Teaching of Sanskrit- Apte & Dongre

Practicum: (any two of the following) :

- Prepare a report on the challenges faced by the teachers and the learners in the teaching- learning process
- Prepare Activities For Listening, Speaking, Reading And Writing. (5 Each)
- Collect Ten Examples Of Grammar In Context From Sanskrit Textbooks Of Classes VI To VIII And Have A Group Discussion.
- Keeping In View The Needs Of The Children With Special Needs, Prepare Two Activities For Sanskrit Teachers.

Paper 7(a): Teaching of Commerce

(EDU1112)

Marks: 50

Objectives: on completion of the course student's teacher will be able to

- Develop an understanding of pedagogical processes concerning teaching of commerce.
- Help evolve an overall perspective through analysis of curricula.
- Enable the teacher-trainee for effective teaching of commerce at secondary level.
- Inculcate desirable values and attitudes among teacher-trainees.

Course Content:

Unit 1: Conceptual Framework of Commerce

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

Unit 2: Commerce Curriculum

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

Unit 3: Approaches for Teaching of Commerce

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

Unit 4: Teaching Learning Resources in Teaching of Commerce

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

Unit 5: Planning for Classroom Teaching

- Meaning, nature and significance of lesson planning.
- Different approaches of lesson planning for teaching of commerce.
- Preparation of lesson plans for different type of content of commerce: Accountancy, business studies, etc.

Practicum (any one of the following):

- Preparation of evaluative report on commerce curriculum at secondary level of any Board of education.
- Preparation of one teaching aid.
- Preparation of one unit plan.

Reference Books:

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

EPC-1: Reading and Reflecting on Texts

(EDU1116)

Max. Marks: 50

Course Objectives:

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

Unit I-Activities Related to Reading of Text:

1- Teacher Educator will give a topic (related to empirical, conceptual and historic work, policy document) for reading. After reading, pupil teachers will discuss their view in group on the given topic of reading.
2- Teacher educator will examine/observe the handling with the diverse texts of the students and remedial suggestions will be given.

Unit II-Activities Related to Skills and Strategies:

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

Unit III-Activities Related to Assignment:

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

Unit IV-Activities Related to Observation and Discussion:

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

Unit V-Activities Related to Evaluation and Reflection:

1- Students will develop reflections from experience and observation.
2- Teacher educator will evaluate reflections.

Following class room activities will be helpful for students within three steps -

1. Write before you read
2. Write-while-you-read
3. Write-after-you-read

Activity I: Relating an Experience:

Students will write about something they have experienced (historical, policy perspectives, teaching and learning etc.)

Activity II: Predicting:

Students will preview the text put text aside and write down what they think about the text. Teacher educator will help students to compare and discuss predictions in the classroom.

Activity III: Split-Page Notes:

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

Activity IV: Plus-Minus-Interesting:

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

Activity V: Retelling:

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

References:

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

EPC 2: Drama and Art in Education

(EDE 111)

Max Marks: 50

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

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

Course Content (Theory):

Unit I: Appreciation of Arts& Crafts:

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

Unit II: Visual Arts in Education:

- Nature and importance of visual arts in education.
- Different forms of visual presentations and their artistic features (drawings, paintings, portraits, photography, graphic designs, cartoons, illustrations, origami, clay modeling, printmaking, etc.)
- Philosophical and sociological implications of visual arts.
- Criticism and evaluation of art works; understanding of art trends from the Western and Eastern viewpoints.

Unit III: Performing Arts in Education:

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

(Practical) :

Unit IV: Experimentation with Visual Arts and Crafts:

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

Unit V: Exercise with Performing Arts:

- Listening/viewing and exploring Regional art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of classical and Regional art forms; and their appraisal.
- Participation and performance in any one of the Performing Arts keeping in mind the integrated educational approach.
- Designing and management of stage-setting for a performance/presentation (properties, costume, make-up, set design, lighting etc.).

Project Work/Field Work/Assignments:

- Visit to places of art, exhibitions and cultural festivals; and preparation of a report thereof.
- Preparation of a report on local culture and art forms, interpretation of art works, movies and other media.
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various arts & craft forms;
- Textbook analysis to find scope for integrating art forms either in the text or activities/exercises;
- Documentation of the processes of any one art or craft form with the pedagogical basis (such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face)
- Student-teacher should prepare at least five lesson plans in their respective streams of subjects (Science/Maths/Social Sciences/Languages etc.) while integrating different art forms.

Books Suggested:

1) Atkinson, D. (2002). *Art in education: Identity and practice*. Dordrecht: Kluwer Academic Publishers. ISBN: 1-4020-1084-8 (HB) 1-4020-1085-0 (PB)
2) Smith, R.A. and Simpson, A. (1991). *Aesthetics and arts education*. Urbana-Champaign: University of Illinois Press. ISBN: 0-252-01752-8 (HB), 0-252-06141-1 (PB)
3) Gardner, H. (1990). *Art education and human development*. Los Angeles: Getty Publications. ISBN: 978-0-89236-179-3, 978-0-252-06141-7
4) Purohit, V. (1988). *Arts of transitional India: Twentieth century*, 2 Volumes. Bombay: Popular Prakashan Pvt. Ltd.ISBN: 0-86132-138-3
5) Mathur, S. (2007). *India by design: Colonial history and cultural display*. London: University of California Press Ltd.ISBN: 978-0-520-23417-8 (HB), 978-0-520-25231-8 (PB)

6) Chapman,L.H. (1978). *Approaches to art in education*. New York: Harcourt College Publishers. ISBN: 0155028960, 9780155028968
7) Eca, T. and Mason, R. (2008). *International dialogues about visual culture, education and art*. Bristol: Inetllect Books. ISBN: 978-1-84150-167-3, e-ISBN: 978-1-84150-227-4
8) McCutchen, B.P. (2006). *Teaching dance as art in education*. USA: Sheridan Books (Website: humankinetics.com). ISBN: 9780-07360-5188-0 (HB)
9) Efland, A. (1990).*A history of art education: Intellectual and social currents in teaching the visual arts*. New York: Teachers College Press, Columbia University. ISBN: 0-8077- 2978-7 (HB), 0-8077-2977-9 (PB)
10) Thompson, C.M. (1995). *The visual arts and early childhood learning*. Reston, Virginia: National Art Education Association. ISBN: 0937652806, 9780937652800
11) Lowen, S. (2005). *The performing arts in India: Development & spread across the globe*. Gurgaon: Shubhi Publications. ISBN: 81-87226-94-3, 978-81-87226-94-9
12) Wade, B. C. (1983). *Performing arts in India: Essays on music, dance, and drama*(Volume 21 of monograph series). Barkley: Center for South and Southeast Asia Studies, University of California.
13) Banerjee, U.K. (2006). *Indian performing arts: A mosaic* (3rd Ed.). New Delhi: Harman Publishing House. ISBN: 8186622756, 9788186622759
14) Kothari, S. (2003). *New directions in Indian dance(India)*.Mumbai: Marg Publications(National Centre for the Performing Arts). ISBN: 81-85026-62-9

Course EPC 3: Critical Understanding of ICT

(EDU1118)

Max. Marks: 50

Objectives:

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

Course Content:

Unit I: ICT in Education:

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

Unit II : Psychological Bases of Using ICT :

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

Unit III: Introduction to Computers:

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

Unit IV: ICT Supported Teaching / Learning Strategies:

- Technology aided learning Programmed instruction, computer assisted instruction, computer managed instruction, project based learning, collaborative learning, co- operative learning.

Unit V: E-learning and Web Based Learning:

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

Practicum/Assignment (Any one) :

1. Comparative analysis of traditional teaching/learning and ICT mediated teaching/learning.
2. Prepare a report of Effective teaching learning process with ICT.
3. Comparison of various ICT supported teaching learning strategies
4. Report on web based learning environments.

References:

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

Second Year Syllabus

Paper-7 (b) Pedagogy of a school subject (Part-II) (Any two of the following)
(One same as chosen in First Year)

i. Teaching of Physiçal Science (EDU2301)
ii. Teaching of Mathematics (EDU2302)
iii. Teaching of Biological Science (EDU2303)
iv. Teaching of Home Science (EDU2304)
v. Teaching of Social Studies (EDU2305)
vi. Teaching of commerce (EDU2306)
vii. Teaching of Hindi (EDU2307)
viii Teaching of Sanskrit (EDU2308)
ix Teaching of English (EDU2309)
x Paper 8: Knowledge and curriculum (EDU2310)
xi Paper 9:Assesment for learning (EDU2311)
xii Creating an inclusive School (EDU2312)
xiii Paper 11: Optional course (choose any one)
A) Environment Education (EDU2313)
B) Peace Education (EDU2314)
C) Guidance & Counseling (EDU2315)
D) Health Education And Yoga (EDU2316)
E) Special education (EDU2317)
xiii EPC 4 Understanding the self (EDU2318)
xiv Practical and field engagement (EDU2371)

Paper-7(b) Pedagogy of a School Subject: (Part-II)

Paper – 7(b): Teaching of Physical Science Max. Marks –50

(EDU2301)

Course Objective:- to enable student teacher to:

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

Unit I : Planning and organizing for Teaching and Learning :

- Task analysis or pedagogical analysis, identification and organization of concepts for teaching-learning of Science. Instructional material required for teaching, identification and writing teaching objectives in behavioral terms, teaching operations, planning ICT applications in learning Science, organizing other activities for teaching-learning of Science.

Unit II: Formal Approaches in Teaching of Science:

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

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

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

Unit IV: Science laboratory and practical work:

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

Unit V: Learning resources in Science:

- Identification and use of learning resources in science from immediate environment, Science kit, teaching aids; audio, visual, audio-visual. Principles of selection and steps for effective use of teaching aids, use of ICT experiences in learning science, text book, work book and its characteristics, and other non-print learning materials used in science at school level.

Practicum (any one) :

- Assignment on ICT applications in learning Science
- Identification and preparation of one learning resources material in Science
- Prepare a report on the Science laboratory in the schools at secondary level
- Prepare two lesson plans in content area of Science with at least one based on innovative method.

References:

- Kulshrestha, S.P. : Teaching of Physical Science, R.Lal Book Depot, Meerut
- Sood, J.K. : Teaching of Physical Science, Agarwal Publication, Agra
- Rawat, D.C. : Teaching of Science, Vinod Pustak, Agra
- Das, R.C. : Science teaching in schools, Sterling Publication, New Delhi
- Singh, R. : Teaching methods in schools, Commonwealth Publication, Delhi.
- Pathak, R.P. : Teaching skills, Pearson Publication, New Delhi
- Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi
- Chandra, T. : Principles of teaching, Anmol Publication, New Delhi
- Bloom, B.S. : Taxonomy of educational objectives, Mckay Co. New Delhi.

Paper 7(b): Teaching of Biological Science
(EDU2303)

Max. Marks: 50

Course Objective:- to enable student teacher to:

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

Unit I : Planning for Teaching-Learning Biological Science :

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

Unit II: Learning Resources in Biological Science:

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

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

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

Unit IV: Biological Science – Lifelong Learning:

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

Unit V: Professional Development of Biology Teacher:

- Professional development programmes for science/biology teachers; Participation in seminar, conferences, online sharing membership of professional organization; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in biology education; Role of reflective practices in professional development of biology teachers; Field visits, visit to botanical garden, science park, science center, zoo, National Laboratories etc.; Teacher as a researcher: Learning to understand how children learn science– action research in biological science.

Assignment (Any one of the following) :

- Organize events on Earth Day/ Environment Day/ Health day/ AIDS awareness etc.
- Preparation and administration of an achievement test in Biological Science
- Identify and diagnose difficulty in students scoring below average and give remedial measures.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print
- Prepare a question bank of the topics in Biology course book

References:

- Sundarajan, S. (1995): *Teaching Science in Middle School: A Resource Book.* Orient Longman: Hyderabad
- Gupta S.K. (1983): *Technology of Science Education*, Vikas Publishing House Pvt Ltd.Delhi
- Rawat D. S.*(1996)*: *Biology Teaching*, Agra: Sahitya Prakashan,
- NCERT (1982): *Teaching of Science in Secondary Schools*. New Delhi: NCERT,
- Maheshwari, V. K. and Maheshwari, Sudha (2010): *Teaching of Science*, R. Lall Book depot, Meerut.

Paper 7 (b) : Teaching of Mathematics

(EDU2302)

Max. Marks – 50

Course Objective:- to enable student teacher to:

1. Appreciate mathematics as a tool to engage the mind of students
2. Understand the role of mathematics in day-to-day life
3. Develop competencies for teaching-learning mathematics through various measures
4. Construct appropriate assessment tools for evaluating mathematics learning.
5. Appreciate importance of mathematics laboratory in learning mathematics
6. Develop ability to use concepts for life skills.

Unit I : Planning for Teaching-Learning Mathematics :

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

Unit II: Learning Resources in Mathematics:

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

Unit III: Assessment and Evaluation:

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

Unit IV: Mathematics for All:

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

Unit V: Professional Development of Mathematics Teachers:

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

Practicum: (Any one of the following):

i. Preparation of Blue Print on any unit of mathematics
ii. Preparation of low cost teaching aids.
iii. Preparation and administration of an achievement test in Mathematics
iv. Identify and diagnose difficulty in students scoring below average in Mathematics and suggest remedial measures.

References:

1- Kapur, J.N.(1998). *Suggested experiments in mathematics,* New Delhi : Arya Book Depot
2- Siddiqui, M.H. (2009). *Teaching of mathematics.* New Delhi : APH Publishing Corporation
3- Sharma, C.S. and others (2003) Textbook of mathematics. New Delhi : Arya Book Depot
4- Weil, J. and Weil, M. *Models of teaching.*
5- Copeland, R.W. (1979). *How children learn mathematics. New York : MacMillan*
6- Cooney, Thomas, J. *et al.* (1975). *Dynamics of teaching secondary school mathematics.* Boston : Houghton Mifflin
7- Rouse Ball, W.W. (1947). *Mathematical recreation and essay.* Macmillan & Co.

Paper 7b : Pedagogy of Home Science
(EDU2304)

Max. Marks – 50

Course Objective:- to enable student teacher to:

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

Unit I: Techniques/Skills of Teaching Home Science:

- Skills related to questioning, explaining, illustrating, reinforcement: Skill of Stimulus Variation, Classroom Management and Blackboard writing skill.

Unit II: Teaching-Learning Resources in Home Science:

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

Unit III: Lesson Planning in Home Science:

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

Unit IV: Evaluation in Home Science:

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

Unit V: Professional development of Home Science Teacher:

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

Practicum: (any one of the following) :

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

References:

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

Paper – 7(b): Teaching of Social Studies

(EDU2305)

Max. Marks: 50

Course Objective:- to enable student teacher to:

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

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

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

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

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

Unit III- Approaches of Pedagogy of Social Science:

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

Unit IV- Evaluation in Social Science:

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

Unit V- Teacher of Social Science:

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

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

- Reports on the contribution of any two Eminent social scientists
- Preparation and administration of an achievement test in Social Science

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

Reference Books:

- Apple, Michael W & Beane James A (Ed.) (2006). Democratic schools - lessons from the chalk face Eklavya: Bhopal.Arora & Awasthy (2003). Political theory. New Delhi, Haranand Publication Pvt. Ltd.
- Bining, A.C. & Bining, D.H.(1952). Teaching of social studies in secondary schools. Bombay.Tata McGraw Hill Publishing Co. Ltd.
- Haydn, Terry, Arthur, James and Hunt, Martin (2002). Learning to Teach History in the secondary school. A companion to school experience London. Routledge, Falmer.
- Pathak, S. P. (2005). Teaching of History- The Paedo Centric Approach. New Delhi. Kanishka Publishers,.
- Teaching social sciences in middle schools - Eklavya's Social Science Teaching Programme. A Review. Eklavya Bhopal (2002)
- Webb, Keith (1995). An Introduction to problems in the Philosophy of Social Sciences. London. Pinter.,
- Winch, Peter (1958) the idea of a Social Science and its relation to Philosophy. New York. Routledge and Kegan Paul.
- Zevin, J., (2000). Social studies for the twenty first century. London. Lawrence Erilbaum Associates Publishers.

Paper 7(b): Teaching of Commerce

(EDU2306)

Max. Marks: 50

Course Objective:- to enable student teacher to:

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

Unit 1: Correlation of Commerce with Other Subjects

- Need, importance of interdisciplinary approach.
- Correlation of commerce with other subjects.

Unit 2: Evaluation in Teaching of Commerce

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

Unit 3: Commerce Teacher

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

Unit 4: Managerial Aspects in Teaching of Commerce

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

Unit 5: Contemporary Issues and Challenges in Teaching of Commerce

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

Practicum (any one of the following):

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

Reference Books:

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

Paper 7 (b): हिन्दी शिक्षण (पार्ट-2)

(EDU2307)

Max. Marks – 50

उद्देश्य :

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

विषय की रूपरेखा

इकाई 1 ; गद्य एवं पद्य शिक्षण

गद्य शिक्षण की उपादेयता उदेश्य पाठयोजना के सोपान

पद्य शिक्षण की महत्ता, शिक्षण के उद्देश्य पद्य पाठयोजना के सोपान

इकाई 2;व्याकरण एवं रचना शिक्षण

व्याकरण का अर्थ एवं महत्व व्याकरण शिक्षण के उद्देश्य व्याकरण पाठ योजना

रचना शिक्षण का महत्व रचना शिक्षण के उद्देश्य रचना शिक्षण की विधियाँ, रचना शिक्षण पाठ योजना।

इकाई 3 कहानी नाटक एवं उपन्यास शिक्षण

कहानी, नाटक एवं उपन्यास शिक्षण के उद्देश्य एवं महत्व

कहानी नाटक एवं उपन्यास शिक्षण की विशेषतायें, कहानी, नाटक एवं उपन्यास पाठयोजना।

इकाई 4 पाठ्य पुस्तक

छात्र एवं अध्यापकों की दृष्टि की आवश्यकता महत्व एवं उद्देश्य

पाठ्यपुस्तकों के गुण एवं पाठयपुस्तकों के चयन में सावधानियाँ।

इकाई 5 पाठयोजना एवं शिक्षण सहायक सामग्री

पाठयोजना का अर्थ ,उद्देश्य, महत्व एवं इकाई योजना

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

इकाई-6: भाषा शिक्षण में नवाचार :

सूक्ष्म शिक्षण का अर्थ, परिभाषा, उपयोगिता

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

प्रैक्टिकम: दत्त कार्य (कोई एक) :

1- भाषायी कौशल सुनना एवं बोलना के विकास हेतु प्राथमिक एवं माध्यमिक स्तर पर विभिन्न गतिविधियों तैयार करना

2- आधुनिक परिप्रेक्ष्य में समाज में पनपती बुराइयों पर एक नाटक का प्रारूप तैयार करना और उसके उन्मूलन को ध्यान में रखते हुए भावी पीढ़ी को एक लिखित संदेश देकर नाटक के प्रारूप का प्रभावी मंचन करना

तैयार करना

3- रचनात्मक दृष्टिकोण को ध्यान में रखते हुए कम से कम तीन गतिविधियाँ

4- हिन्दी शिक्षण को प्रभावी बनाने के लिए दृश्य, श्रव्य एवं दृश्य-श्रव्य सहायक सामग्री के चार्ट एवं मॉडल्स तैयार करना।

सन्दर्भ सूची :

Sharma, P.P. & Gupta, M. (2007): *Hindi Shikshan,* Sahityagar Prakashak, Jaipur.

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

7 b (part 2) Teaching Of Sanskrit

(EDU2308) **M.M.50**

Unit I : Policies Of Language Education : Article 343-351, 351a; Kothari Commission (1964-66); NPE-1986; POA -1992, National Curriculum Framework 2005 (Language Education; Position Of Sanskrit in India

Unit 2 : Importance Of Sanskrit as a Classical Language: Sanskrit Language And Literature; Sanskrit Language And Indian Languages; Socio-Cultural Importance Of Sanskrit Language; Sanskrit As A Modern Indian Language; Importance Of Teaching Sanskrit In India; Problems Related To Sanskrit Teaching At School Level.

Unit 3: Approaches Of Sanskrit Language Learning: Grammar Translation Method; Direct Method; Structural-Situational Method; Audio-Lingual Method, Natural Method; Communicative Approach; Total Physical Response; Thematic Approach (Inter - Disciplinary).

Unit 4: Teaching Of Different Forms Of Sanskrit Literature

(**Lesson Planning**)

- Teaching of Prose, Poetry, Pronunciation, Grammar, Fables, Teaching of Drama

PRACTICUM

- Discussion on the Different Presentations of Teaching
- Collection of prose, poetry on any one Topic or Theme.
- Prepare the List of Common Errors in Sanskrit among Students
- Discussion on the Different Types of Lesson Plans

Paper – 7(b): Teaching of English

(EDU2309)

Max. Marks: 50

Course Objective: - to enable student teacher to:

1. Create a warm and accepting class room environment conducive to learning.
2. Understand the nature and characteristics of language and use of English language.
3. Evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purpose.
4. Understand important methodologies and techniques of teaching English.
5. Will be able to develop insight into the form and use of English and to give practice in lesson planning.

Unit I: Language, Literature and Aesthetics –I:

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

Unit II: Language, Literature and Aesthetics –II:

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

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

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

Unit IV: Teaching-Learning Material and Aids:

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

Unit V: Assessment, Its Role and Importance:

Continuous and comprehensive evaluation, techniques of evaluation- oral and written evaluation, peer evaluation, group evaluation

Typology of questions; Activities and tasks (open- ended questions, MCQ, true and false etc. problem solving, creative and critical thinking, enhancing imagination and environmental awareness.

Activities: (Any one of the following):

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

References:

1. Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
2. Teaching of English - A Modern Approach, Bose F.L
3. The technique of Language teaching, Bose F.L
4. Teaching of English as second Language - Allen H.B.
5. Language Testing - Labo Robert
6. The essentials of English Teaching - R.K. Jain
7. Teaching of English - G.L. Gadre
8. Structural Approach to Teaching of English - B.D. Shrivastav
9. English Language Teaching in India - Kudchedkar S.
10. Content Cum Methodology of English - Dr. C.H. Surywanshi
11. Content Cum Methodology of English - Patil and Vaze

Paper 8: Knowledge and Curriculum

(EDU2310)

Max. Marks – 100

Course Objective:- to enable student teacher to:

i. Understand the epistemological and sociological bases of education.
ii. Differentiate between different epistemological terms.
iii. Comprehend modern child centered education.
iv. Focus on the historical changes introduced by industrialization and democracy.
v. Conceptualize nationalism, universalism and secularism in relation to education.
vi. Conceptualize meaning and perspectives of curriculum.
vii. Comprehend bases and process of curriculum development.
viii. Develop skills to critically analyze various samples of text books and curriculum evaluation.
ix. Understand relationship between power, ideology and curriculum.

Course outline

Unit I : Knowledge Generation and Child-centered Education :

- Knowledge meaning and facets
- Process of knowing, Different ways of knowing
- Organization of knowledge in schools
- Forms of knowledge: Concrete and abstract, local and universal, theoretical and practical
- School and out of school
- Teacher autonomy and accountability
- Learner autonomy
- Concept of child centered education : Activity, discovery, dialogue with reference to Rousseau, Dewey, Tagore, Gandhi,

Unit II : Sociological Bases of Education :

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

Unit III : Concept of Curriculum :

- Meaning and Nature of curriculum, its need in schools, competency based curriculum
- Difference in curriculum framework, curriculum and syllabus
- Significance of core curriculum in Indian context, meaning and concerns of hidden curriculum

- Translation of syllabus into textbooks
- Curriculum visualization at national, state, school and class level.

Unit IV: Curriculum Determinants and Curriculum Development:

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

Unit V : Curriculum and Textbooks Evaluation :

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

Practicum/Field work: Any two of the following:

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

References:

1- Dewey, J. (2004).*Democracy and Education,* Couries Daver Publications
2- Freire, P. (1998). *Pedagogy of Freedom : Ethics, democracy and civic courage,* Rowman and Littlefield
3- Hirst, Paul H. *Knowledge and curriculum,* Routledge publication
4- Kelly, A.V.(2009) : *The curriculum : Theory and practice.* Sage publications
5- Letha, Ram Mohan(2009). *Curriculum, instruction and evaluation,* Agra : Agarwal Publication

Paper 09: Assessment for Learning
(EDU2311)

Max. Marks: 100

Course Objective:- to enable student teacher to:

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

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

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

Unit II : Approaches to assessment :

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

Unit III : Feedback role in assessment & furthering learning :

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

Unit IV: Assessment Tools:

Graphical Representation of Data, Measures of Central Tendencies, Measures of Variability and Correlation (Rank order method). Assessment tools and their characteristics, constructions of assessment tools; *achievement test, diagnostic test & its application.* Quantitative and qualitative aspects of assessment: appropriate tools for each. Procedures for measurement of non- cognitive aspects

Unit V: Examination System: Practices & Possibilities:

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

Practicum (any two):

- Development of achievement test
- Preparation of annual plan for CCE at any stage in a subject
- Assignment on feedback for further learning
- Assignment on Formative & Summative assessment
- Assignment on peer –assessment

References:

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

Paper 10: Creating an Inclusive School

(EDU2312)

Max. Marks: 50

Course Objective:- to enable student teacher to:

1. Understand Inclusive Education Concept and nature.
2. Develop awareness of learner towards inclusive education and its practices.
3. Enable the student to organize inclusive classroom.

Unit I: Inclusive Education concept and Nature.

- Concept and principles of Inclusion.
- Benefits of Inclusion.
- Need of Inclusive education.
- Policies and legislations for Inclusive Education and Rehabilitation.
- National legislations for Inclusive Education.
- Government Schemes and Provisions.

Unit II Competencies development for Inclusive Education.

- Theories of Inclusive Education.
- Philosophical Approaches to Inclusive Education.
- Attitude and positive behavior for Inclusion.
- Developing attitude and Competencies for Inclusion.
- Attitude (b) Self- Efficacy (c) Skill (d) Ideologies
- Social skills for Inclusion.

Unit III: Inclusive Education and its Practices.

- Inclusive Instructional design and Collaborative instruction for Inclusion.
- Differentiating Instruction-.Peer Tutoring and Peer mediated Instruction and Interventions. Co-operative learning and Co-operative teaching Arrangements, Self-regulated learning, Inclusive lesson planning.
- Inclusive Instruction Strategies at school level- Remedial Help, Team Teaching, Co-Teaching, Student assistance teams, Buddy system, Circles of Friends, Parent Involvement

Unit -IV: Inclusive School

- Infrastructural facilities for an Inclusive School.
- An ideal Inclusive School.
- Role of Inclusive schools in modern times.
- 4 Inclusive classroom Management.

Unit V: Teachers Role in Inclusive Classroom

- Qualities of an Inclusive Teacher.
- Teacher's role in shaping the Inclusive Classroom.
- Inclusive Teacher educators in facilitating Inclusive education.(Inclusive Teachers preparation)
- Guidance and Counseling for Inclusive Teachers, Students and Principals.
- Training Programmes for Inclusive Teachers.

Practical Work (any one):

1. Visit to a Inclusive School and prepare a report.
2. Prepare a report of recent developments done in the field of Inclusive education.
3. A study of any one N.G.O. promoting Inclusive education.
4. Critical study of Any Special teacher training college or Institutes.

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4. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
6. Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathyand Mittal, R C I, 2006.
7. Advani, Lal. and Chadha, Anupriya(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
8. Sharma, KaushalandMahapatra (2007). Emerging Trends in Inclusive Education' Delhi, IVY Pub.
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Paper-11 Optional Course (any one)

ENVIRONMENT EDUCATION (11 a)

(EDU2313) **M.M.50**

Course Objective:- to enable student teacher to:

1. To understand about the concept of environmental education.
2. To develop sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
3. To build up a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To widen reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

Course Contents

Unit I: Basic Concept and Nature of Environment

- Meaning, scope and nature of environment. Natural and Man-made Environment.
- Ecosystem-Structure, function and components.
- Energy flow in ecosystem-food chains, food webs and ecological pyramids.
- Introduction and characteristic feature of-forest, grass land, desert and aquatic ecosystem.

Unit II: Natural Resources and Associated Problems

- Forest Resources – use and overexploitation. Deforestation-cause, effects and remedy
- Water Resources- use and overexploitation of surface and ground water. Rain water Harvesting and watershed management.
- Mineral Resources-use, exploitation and conservation, effect of mining on man & environment.
- Food Resources- world food problems-changes caused by agriculture and overgrazing, effect of modern agriculture, fertilizers, pesticides, water logging and Salinity.
- Energy Resources- growing energy need renewable and non-renewable energy sources, Conservation and alternate energy sources.

Unit III: Biodiversity and its conservation

- Meaning and values of Biodiversity, India as a Mega diversity Nation.
- Threats to Biodiversity-habitat loss, poaching of wild life, man wildlife conflicts.
- Conservation of genetic diversity, an important environment priority: learning to live in harmony with nature.

Unit IV: Environment Issues and Its Preventive Measures

- Causes and effects of environmental hazard, global and local Environmental pollution and its remedies. Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution.
- Climate Change- Global Warming, Acid Rain, Ozone layer depletion, Piller Melting.
- Natural Disasters-Flood, Earthquake, Cyclone and Landslides.

Unit V: Environment Management

- Salient features of environmental awareness through education: Programmes of environmental education for secondary school children.
- Programmes of environmental education for attitude changes among the children.
- Environmental Ethics and Values.
- Environmental Acts, Rule and Regulations.
- National Efforts-Ministry of Forest and Environment, Government plans, action and policies.
- Role of school in environmental conservation and sustainable development.

Task and Assignments (any one) :

(a) To submit a report after surveying a typically degraded local area and to suggest necessary remedial measures. The task is to cover any two types of pollution and assessing the role of the Pollution control boards in this reference.

(b) Prepare a collage related to environment protection

References:

- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- Singh,Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyerabad: Neelkamal publications.

PEACE EDUCATION (11 b)

(EDU~~2313~~) 2314. **MM 50**

Course Objective:- to enable student teacher to:

After completing this course student teacher will be able to:-

- Comprehend the concept of peace education.
- Recognize the importance of peace education in national development.
- Know the pedagogy and evaluation for peace education.

UNIT- 1- Concept and Relevance of Peace

- Meaning and Concept of Peace Education.
- Relevance of Peace : National and International Context
- UNESCO's concern on Peace and Understanding.
- Initiatives for Peace at National and International level

Unit II –Planning, Curriculum and Approaches

- Mission and Goals of Peace Education
- Curriculum for Peace education
- Instructional Process & Methodologies
- Approaches to Peace education

UNIT- III- Understanding Peace as a Dynamic Social Reality

- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Highlights of various philosophies of peace, of Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Gijubhai Badhecha, The Dalai Lama
- Teacher's role in promoting peace

UNIT – IV- Orienting Education for Peace Building

- Rethinking authority relations from democratic perspective: Promoting dialoguing and developing capabilities for decision-making
- Understanding social justice in local context – its implications for beliefs, attitudes , and values and school / social practices and conflict resolution at all levels
- Education for enhancing cohesion in academic, personal, social and cultural matters.
- Orientation of empathetic attitude for solving academic and discipline problems.
- National and International Understanding – acquisition of relevant knowledge, attitudes, values and skills.

UNIT – V- Evaluation of the Peace- Building Processes

- Understanding importance of skills and strategies of assessment of the peace - building process in terms of attitudes, values, skills and strategies at school level – motivation and sustenance of efforts, sharing experiences towards peace building , reviewing strategies.
- Making assessment visible through objective indicators, planning and recording change in cultural ethos.
- Developing commitment and willingness for receiving feedback, and review of strategies.

Practicum

- Visits to organizations connected with peace and intercultural harmony
- Report on Awareness of cultural characteristics of the local community around school and its linkages
- Preparation of collages from newspapers, etc. to highlight issues and challenges to peace or positive response to them

References:

1. Ingelstam, M. (1996). Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building. Stockholm: Christian Council of Sweden.
2. Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF.
3. Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N. Y. City.
4. Learning the Way of Peace: A Teacher's Guide to Peace Education ,UNESCO, New Delhi

GUIDANCE AND COUNSELING (11 c)

(EDU2315) **MM50**

Course Objective:- to enable student teacher to:

1. Understand the concept, need and meaning of guidance & counseling.
2. Get acquainted with the principles, issues, problems and procedure of guidance & counseling.
3. Develop understanding about the role of school in guidance.
4. Understand the various areas, tools and techniques in guidance & counseling.
5. To comprehend with qualities and role of a school counselor
6. Realize the importance of follow-up in counseling and the need of counseling for children with special needs.
7. Awareness of Career Information and Training

UNIT - I Guidance in School

- **Guidance in school:-**
- Meaning, concept and Need of Guidance.
- Principles of Guidance.
- Procedure of Guidance - steps.
- Role of school in Guidance.
- Areas - Personal, Educational and vocational Guidance

UNIT -II Counseling in School

- Meaning, concept and Need of counseling
- Principles of counseling
- Counseling Process
- Types: Directive, Non –directive and Eclectic counseling
- Qualities and role of a school counselor
- Lectures, Discussions & Dramatics as Techniques of Counseling

UNIT - III Tools in Guidance and Counseling

- Blanks, Cumulative Record Cards, Rating scale, Questionnaires
- Psychological Tests :- Intelligence, Aptitude, Attitude, Adjustment
- Inventories :- Interest & Personality: Concept, Importance and limitations

UNIT- IV Issues and Techniques in Guidance and Counseling

- Problems and concerns
- Counseling for parents
- Importance of follow-up in counseling
- Observation, Interview and stoichiometry
- Lectures, Discussion and Dramatics as techniques of counseling.

UNIT V: Career Information and Training

- Information about education and training opportunities of primary, and secondary levels of school.
- New trends in Guidance and counseling

Practical (any one)

1. Visit to a school and Interview of a school counselor
2. Preparation and administration of any one test and make its report. (01 student from VI-IX)
3. Case study of an adolescent's academic / social problems.

References

1. Aggrawal JC (1991): Educational & Vocational Guidance & Counseling, 7th edition, Doaba House, N. Delhi.
2. Bhatagar RP: Guidnace & Counseling in Education
3. Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance & Counseling, 6th edition, Prentice Hall of India, N. Delhi.
4. Kochhar SK (1981) Guidance in Indian education, N. Delhi
5. Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, N. Delhi.
6. Nanda SK, Chadha PC: Educational & Vocational Guidance
7. Sharma RA: Fundamentals of Guidance & Counseling
8. Shrivastava: Guidance & Counseling

HEALTH EDUCATION AND YOGA (11 d)

(EDU2316) **MM 50**

Course Objective:- to enable student teacher to:

After completing this course student teacher will able to:-

1. Introduce the student teacher with the concept of holistic health.
2. Enable them to understand the various dimensions and determinants of health.
3. Acquaint them to school health program and its importance.
4. Enable them to understand the need and importance of Physical Education.
5. Acquaint them to allied areas in Physical Education.
6. Make them aware of the benefits of physical fitness and activities for its development.
7. Introduce them to the philosophical bases of Yoga, types of Yoga and its importance.
8. Help them understand the procedure of health related fitness evaluation

Unit:-I Health

- Introduction, Definition and Meaning of health
- Dimensions of health & Determinants of health
- Importance of balanced diet
- School health programme and role of teacher in development of health

Unit: -II Physical Fitness

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits of Physical Fitness
- Importance of physical activities at school level
- Assessment of physical fitness

Unit:-III Philosophical bases of Health Education and Yoga

- Role of Institutions (School, Family and Sports)
- Policies and major programmes for Health Education and Yoga
- Blood Banks and role of Media.

Unit:-IV Yoga

- Introduction, Meaning and mis-concepts of Yoga
- Ashtang Yoga (8 stages of Yoga)
- Types of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya

Unit V: Meditation & Stress Management

- Meditation: Meaning, Nature & Relationship with mind.
- Importance of Meditation in school
- Stress: Meaning, Nature, Types and Factors
- Role of Meditation in Stress Management.

PRACTICAL

1. Assessment of health related physical fitness (H.R.P.F.), Body composition: Body Mass Index (B.M.I.) and Waist Hip Ratio (W.H.R.)

2. Assignment on different meditation techniques

SPECIAL EDUCATION (11 e)

(EDU2317)

Max. Marks: 50

Course Objective:- to enable student teacher to:

The students will be able to -

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

Content:

Unit I : Concept of Special Education

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

Unit II: Planning and Implementations in Special Education

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

Unit III: Teaching of Children with Special Needs

- Teaching Children with Sensory Disabilities (VI, HI, Deaf-Blind)
- Teaching Children with Neuro-Developmental Disabilities (LD, MR (ID), ASD)
- Teaching Children with Loco-motor & Multiple Disabilities (CP, MD)
- Teaching Children with Learning Disabilities (LD)

Unit IV: Psychological aspects of Special Children

- Applied Behavioral Analysis
- Community Based Rehabilitation

Unit V: Assistive & Augmentative Communication (AAC)

- Definition and Concept of AAC
- Types – Aided & Unaided communication systems
- Alternative and Augmentative Communication (AAC) tools for those affected by conditions like spinal cord injury, ALS, autism, cerebral palsy and strokes

Practicum: (At least one of the following) :

- 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
- Preparing an IEP and a GTP

References:

- Alur, Mithu (2010). *Journey for inclusive education in the Indian sub-continent.* Routledge
- 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.
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- 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'.*
- 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.
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- Luftig, L. R. (1989). '*Assessment of Learner with special needs'* Boston, Allyn& Bacon.
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- 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).
- Beukelman David & Mirenda Pat :*Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs:* Paul H Brooks Publishing

EPC-4 Understanding the Self

(EDU2318)

Max. Marks: 50

Course Objective:- to enable student teacher to:

1. Explore various aspects of his/ her own self.
2. Understand the concept of self-development and self-efficacy.
3. Facilitate development of skills of self-expression-oral as well as written.
4. Develop holistic and integrated concept of self through workshops.

Unit I: Understanding the Concept of Self

- Concept and meaning of self in the context of Indian /Western philosophy
- Development of self-identity and self esteem
- Factors affecting self esteem
- Teacher's role in improving self-esteem of students

Unit II: Self Development and Conflict Management

- Stages of self-development according to Allport (proprium)
- Concept of *self*-efficacy according to Bandura
- Impact of gender and cultural identities on self-development
- Conflict management techniques

Unit III: Development of skills of self –expression

- Concept and meaning of self-expression
- Factors affecting self-expression
- Brief input on social identity theory
- Teacher as a communicator- modes of expression

Practicum (any two):

- Workshop for Personality Development
- Workshop on improving self-expression skills- oral as well as written
- Maintaining a reflective journal of practice teaching period
- Film reviews, aesthetic expressions, creativity
- Sharing of experiences where one has faced stereotyping

Practical/Field Engagement: (EDU2371)

There shall be field work of 16 weeks in the second year out of which school internship shall be of 15 weeks. Out of these 16 weeks, 01 week shall be devoted to the observation of subject teaching in the school. Next 12 weeks (06 weeks for each of the two school subjects) shall be devoted for teaching of subjects lessons with daily lesson plan. 25 lessons each shall be taught at Upper Primary and secondary levels. During next 01 week students shall carry out the duties of concerned subject teacher as per the school time table. Last 02 weeks shall be devoted to post teaching activities. Activities during this period shall be evaluated as follows:

Marks

		Ext.	Int.	Total
1.	Criticism Lesson	---	20	20
2.	Preparation of teaching aids/Improvisation of apparatus	---	15	15
3.	Administration and analysis of results of achievement test	---	15	15
4.	Evaluation of records (lesson plan, note Book, teacher's diary, Peer observation etc.)	---	15	15
5.	School experience and plan of action for	---	15	15

Improvement of some aspect of school 6. Co-curricular activities (Organization / Participation: Science club, cultural club, Environment protection club etc.)	---	20	20
7. Final Teaching	100	---	100
8. Viva voce	50	---	50
Total			**250**

Candidates opting any two school subjects under paper-7a and 7b, shall be evaluated under heading Practical /Field engagement in second year, while point 7(Co-curricular activities) shall be evaluated for both the years. Final teaching and viva voce shall be evaluated by panel of examiners consisting of two external and one internal.

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