

Preface

Chaudhary Bansi Lal University, Bhiwani is a state university established by the Government of Haryana under Act No. 25 of 2014. It has been recognized by the University Grants Commission under 2F. The university is a boon for the academically rather deprived region of Haryana, and holds great promise for the intellectual and academic boom for the people of Bhiwani, a city located to the west of Delhi and south of Chandigarh at a distance of 125 kilometres and 285 kilometres respectively. University has the prepared curriculum for B.Ed. programme as per the NCTE/ UGC guidelines and incorporated various relevant components.

Curriculum, Programme Implementation and Assessment

Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspective in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The courses under each of these curricular areas is be based on a close reading of original writing, seminar/ term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio- cultural environments.

Information and communication Technology (ICT, gender, yoga education, environmental education and disability/ inclusive education is an integral part of the B.Ed. curriculum.

(i) Theory courses

(a) Perspectives in Education

Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspective in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies enable student-teachers to engage with studies on Indian society and education. The course in childhood studies enable students-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on engaging with diverse communities, children and schools. The course on 'contemporary India and Education' develops a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analysis of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of

school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus in aspects of social and emotional development, self and identity, and cognition and learning.

(b) Curriculum and pedagogy studies

Course in Curriculum and Pedagogic Studies include aspects of language across the curriculum and communication understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus of the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic studies courses offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of the knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young Children's leaning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science,, Science Mathematics, Language, and a subject area from the same discipline, at one/two levels of school. The courses shell aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A verity of investigative projects shall be included to reconstruct concepts form subjects knowledge through appropriate pedagogic process and to communicate meaningfully with children.

(ii) Engagement with the Field/ Practicum

The B.Ed. programme shall provide for sustained engagement with the self, the child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular are through its three components:

- (a). Tasks and Assignments that run through all the courses.
- (b). School Internship.
- (c). Courses on Enhacing professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' offers field engagement through different tasks and projects the community, the school and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studies in a teacher education classroom with field-based experiences. The task and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/ forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of artisans as part of 'contemporary India Education' or 'Pedagogy of Social Science/ History'.

Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/ city or a community.

Several specialized courses offered to enhance professional capacities of a student-teacher such as course on language and communication, drama and art, self-development and ICT. A course on critical understanding of ICT offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses offers opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education developing social sensitivity and the capacity to listen and emphasize.

iii) School Internship

School Internship would be a part of the board curricular area of 'Engagement with the Field' and shall be designed to lead to development of a board repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. provides for sustained engagement with learners and the school (including engaging in continues and comprehensive assessment for learning), thereby creating a synergy with school in the neighborhood throughout the year. Students-teacher shall be equipped to cater to diverse needs of learners. These activities shall be organized for 4 weeks in the years of the course. Students are to be actively engaged in teaching for 16 weeks in the final year of the course. This includes, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observation and faculty observations of practice lessons.

Assessment

For Perspectives in Education and Curriculum and pedagogies studies, the 20% marks is assigned for continuous internal assessment and 80% marks for external/Theory examination.

One-fourth of the total marks/ weightage shall be allocated to assessment of practices teaching.

Candidates must be internally assessed on the entire course of Engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assignment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual of group assignments, observation records, student portfolio, diaries, journal etc.

Programme Implementation

The institution shall focus on the following while implementing the programme:-

- (a) Prepare a calendar for all activities, including schools internship. The school internship and other school contact programme shall be synchronized with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools for the internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form contact point for all practicum activities and related work during the course of the programme.
- (c) Transaction of the perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, and discussions on reflective journals and observation records, which provided opportunities for reflective thinking.
- (d) Initiate discourse on education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty.
- (e) Organize academic enrichment programme including interactions with faculty from parents' disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/ teaching in universities and schools.

CH. BANSI LAL UNIVERSITY, BHIWANI
SCHEME OF EXAMINATION FOR B. ED. TWO YEAR PROGRAM
(To be implemented from the Session 2019-20)

YEAR I

| Course | Nomenclature | Max. Marks | | | No. of Credits |
|----------|---|------------|--------|----------------------|----------------|
| | | Total | Theory | Internal | |
| I | Childhood and Growing up | 100 | 80 | 20 | 4 Credits |
| II | India and Education | 100 | 80 | 20 | 4 Credits |
| III(A) | Language Across the Curriculum | 50 | 40 | 10 | 2 Credits |
| III(B) | Understanding Disciplines and Subjects | 50 | 40 | 10 | 2 Credits |
| IV | Health, Physical and Yoga Education | 50 | 40 | 10 | 2 Credits |
| V & VI | Pedagogy of School Subject I | 100 | 80 | 20 | 4 Credits |
| V & VI | Pedagogy of School Subject II | 100 | 80 | 20 | 4 Credits |
| VII (A) | Understanding Communication | 50 | | | 2 Credits |
| VII (B) | Art, Craft & Theatre | 50 | | | 2 Credits |
| VIII (A) | Understanding of ICT & its Applications | 50 | | | 2 Credits |
| VIII (B) | Understanding the Self | 50 | | | 2 Credits |
| | Total Marks | 750 | | Total Credits | 30 Credits |

YEAR II

| Course | Nomenclature | Max. Marks | | | No. of Credits |
|--------|---|------------|--------|----------------------|----------------|
| | | Total | Theory | Internal | |
| I | Knowledge and Curriculum | 100 | 80 | 20 | 4 Credits |
| II | Learning and Teaching | 100 | 80 | 20 | 4 Credits |
| III | Assessment for Learning | 50 | 40 | 10 | 2 Credits |
| IV | Creating an Inclusive School | 50 | 40 | 10 | 2 Credits |
| V | Environmental Education | 50 | 40 | 10 | 2 Credits |
| VI | School Leadership and Management | 50 | 40 | 10 | 2 Credits |
| VII | Optional Course Any one of the following: i. Work Education ii. Gender, School and Society iii. Guidance and Counseling iv. Value Education v. Any one subject related to Education taken by MOOCs from UGC SWAYAM | 50 | 40 | 10 | 2 Credits |
| VIII | Skill in Teaching (Pedagogic Subject 1) | 100 | | | 4 Credits |
| IX | Skill in Teaching (Pedagogic Subject II) | 100 | | | 4 Credits |
| X | School Based Activities: 1. Assessment for Learning 2. Development of Learning Material 3. Reporting (Record) about School Internship | 50 | | | 2 Credits |
| | Total Marks | 700 | | Total Credits | 28 Credits |

*Candidates are required to opt two ‘Teaching Subjects’ selecting one from any (A, B, C & D) groups out of which one teaching subject can be on the basis of graduation and the other one may be on the basis of Post graduation. However, the candidates who have passed Shastri/ MA Sanskrit Examination can opt for two subjects from Group-A.

| Course V & VI | Nomenclature | Max. Marks | | | No. of Credits | Teaching Periods per Week (Exam Hours: Marks) |
|------------------|--------------------------------|------------|--------|----------|-------------------|--|
| | | Total | Theory | Internal | | |
| Group A | | | | | | |
| Opt. i | Pedagogy of Hindi | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Opt. ii | Pedagogy of English | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Opt. iii | Pedagogy of Sanskrit | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Opt. iv | Pedagogy of Urdu | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Group B | | | | | | |
| Opt. i | Pedagogy of Mathematics | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Opt. ii | Pedagogy of Home Science | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Group C | | | | | | |
| Opt. i | Pedagogy of Biological Science | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Opt. ii | Pedagogy of Economics | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Opt. iii | Pedagogy of Computer Science | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Opt. iv | Pedagogy of Music | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Group D | | | | | | |
| Opt. i | Pedagogy of Physical Science | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Opt. ii | Pedagogy of Social Sciences | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Opt. iii | Pedagogy of Commerce | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |
| Opt. iv | Pedagogy of Fine Arts (visual) | 100 | 80 | 20 | 4 Credits | 6 periods per week (3 HRS: 80) |

Note: Under the broad curricular area, Engagement with the Field, 20 weeks (4+16) shall be allocated over the two years for Tasks, assignments, Teaching Practice and school internship (Pedagogy and School Based Activities).

Distribution of Four Weeks

- During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative center of pedagogy and learning - innovative schools, educational resource centers etc.
- Two weeks of First Year will be devoted to field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school.
- Two weeks of First/Second Year will be devoted and 12 practice lessons with the teaching practice for Pedagogy of School Subject I & II.(Two discussion lesson in each pedagogy of school subject)

Distribution of Sixteen Weeks (School Internship)

Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

Initially, the student-teachers will observe the school and its classrooms with regular teachers **for one week.**

For each student-teacher, internship should be conducted preferably in one school within the District of concerned College of Education for the entire another **15 weeks.** However, this period can be divided into two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period.

Student-teachers should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from Principal/faculty of the school and concerned College of Education giving preference to practice schools and limiting to concerned District only. After completing School Internship from the school, the Principal of the concerned College of Education will countersign the Certificate signed by Teacher Educator of concerned College and Principal of the School.

Note:

- 1) Practical Exam for Course VI (A), VI (B), VII (A) & VII (B) will be conducted by the external examiners at the end of 1st Year.
- 2) Examination of Skill in Teaching and School Based Activities will be conducted by an External Team consisting of one Coordinator (Head Examiner should be of the parent University) and two Members (Sub-Examiners duly approved by the Board of Studies) at the end of 4th Semester. While constituting the team, teaching subject of the Coordinator will be taken into consideration and it will not overlap with the Teaching subjects of other two examiners. Thus, a team will cover all the three streams i.e. Teaching of Languages, Teaching of Sciences and Teaching of Social Sciences.

Criteria for the award of 20 % Internal Assessment in Theory Papers will be as per the distribution given below:-

| | | |
|------|--|----------|
| i) | Seminar/ Presentation/Achievement Test (Compulsory) | 5% marks |
| ii) | Any One Task/assignment out of three given options | 5% marks |
| iii) | House Examinations | 5% marks |
| | 35-45 % | 1% marks |
| | 46-55 % | 2% marks |
| | 56-65 | 3% marks |
| | 66-75 | 4% marks |
| | Above 75% | 5% marks |
| iv) | Attendance | 5% marks |
| | Upto 75% | 0 mark |
| | Upto 80% | 2% marks |
| | Upto 85% | 3% marks |
| | Upto 90% | 4% marks |
| | Above 90% | 5% marks |

NOTE

If a candidate is awarded Internal Assessment of more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the College as the case may be.

Grand Total =1450 marks

Total Credits: 58

COURSE-I: CHILDHOOD AND GROWING UP

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After transaction of the course, student teachers will be able to:

- Explain the meaning, concept and characteristics of growth and development at various stages.
- Describe the problems of childhood and adolescent age especially with respect to the Indian context.
- Develop an understanding of different aspects of a child's physical, intellectual, social and moral development.
- Explain the Piaget's theory of cognitive development.
- Differentiate between Kohlberg's theory of moral development and Erikson theory of psycho-social development.
- Analyze the role of contemporary issues (issue of marginalization: class, poverty, gender, issues of urbanization and economic change) in child development.

Unit-I

Development of Child at different Stages (Childhood and Adolescence)

- Concept, Meaning and general principles of Growth and development.
- Stages of development—growth and development across various stages from infancy to adolescence. (Physical, intellectual, social and moral development.)
- Piaget's THEORY of cognitive development,
- Kohlberg's theory of moral development
- Erikson's psycho-social development theory
- Factors affecting Growth and development
- Relative role of heredity and environment in development.

Unit-II

Managing Individual Differences

- Individual Differences: Meaning, Dimensions (Cognitive Abilities, Interest, aptitude, Creativity, Personality, Emotions, Values, Attitudes, Study Habits, Psycho-motor Skills, Self-concept and Gender).
- Causes of Individual Differences (Race, Sex, Heredity, Social, Economic Status, Culture, Rural-Urban Home, Language Spoken and Language of Instruction).

- Understanding how children differ in the following areas: Intelligence, Creativity, Interest, Personality and Aptitude.
- Role of the Teacher to minimize the individual differences
- Characteristics, Identification and Remedial Measures for diverse learners (Creative, Slow, Gifted Learners, Learners with Specific Learning Disabilities).

Unit-III

Social Contexts of Development

- Concept of Socialization (a) Family, Parenting Styles: Concept and their impact on Child Development.
- b) Peers- Friendships and Gender competition , cooperation and conflict; Aggression and bullying from Early childhood to Adolescence, Peer Influences
- (c) School – Relationship with peers, Teachers and Staff, Teacher Expectation and school achievement, overage learners and peer relationships. Family, School, Community and their role in Child Development.
- Play: Concept, characteristics and developmental functions.

Unit-IV

Childhood: Issues and Concerns

- Childhood in the context of poverty and globalization
- Current issues related to adolescents stress and role of the teacher (Increasing loneliness, changing family structures and rising permissiveness)
- Understanding needs and behavioral problems of children and adolescents with reference to Indian Society
- Marginalization & Stereotyping with special reference to Gender, Social Class & Poverty.
- Impact of marginalization & Stereotyping on child development and related outcomes.
- Role of media in constructing & deconstructing perceptions & ways of dealing with above issues.

Tasks & Assignments:

Seminar/Presentation on Educational implications of any one theory of child development. (Compulsory for all) **5 marks**

Any one of the following (5 marks)

- Case-study of an adolescent: Problems and Needs.
- Survey report on impact of socio-economic status of a family on child.
- Survey report on impact of media on child behavior.

SUGGESTED READINGS

Aggarwal, J.C (1994) Essentials of Educational Psychology, New Delhi : Vikas Publishing House.

Berk, L.E (2012) Child Development (6th Ed .) New Delhi: Prentice Hall of India,

Bhatia, H. R.(1990). Elements of Educational Psychology Bombay:Orient Langman Ltd.

Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill.

·Chauhan, S. S.(2000). Psychology of Adolescence. New Delhi: Vikas Publishers.

- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers.
- Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition). New Jersey: Prentice Hall,
- Dandipani, S. (2000). *A Textbook of Advanced Educational Psychology*, New Delhi: Anmol Publications Pvt. Ltd.
- Dash, M.(1991). *Educational Psychology*. New Delhi: Deep and Deep Publishers.
- Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences*, London: Paladin Books.
- Gulati, S. (1995). *Education for Creativity*, New Delhi: NCERT.
- Hurlock, E. B. (1990). *Adolescent Development*. New York. McGraw Hill.
- Kakkar S. (1991). *The Inner World: A Psycho-analytic study of childhood and society in India*, Delhi: Oxford University Press.
- Kakkar, S.B (1978). *Indian Childhood: Cultural Ideas, and Social Reality*, New Delhi: Oxford.
- Kauffman et al (1993). *Exceptional Children*. Boston: Allyn & Bacon.
- Kundu, C.L. and Tutoo, D.N. (2000). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal S.K (2002). *Advanced Educational Psychology*, New Delhi: Prentice Hall of India Private Limited.
- Newman, B. M. and Newman,P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers.
- Pal, H.R.(2006). *Advanced Educational Psychology (Hindi)* New Delhi. Delhi University.
- Piaget J. (1997). *Development and Learning*. In Gauvian, M. and M. Cole.(eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
- Robert A Baron(2012) *Fundamentals of Social Psychology*, New Delhi: Pearson Education

COURSE-II: INDIA AND EDUCATION

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Explain perspectives in education including social basis of education.
- List various provisions concerning education in Indian constitution.
- Identify the concerns related to socially disadvantaged segments of the society.
- Describe the policies on education before and after independence related to secondary education.
- Evaluate the govt. Policies in the context of universalization of school education.
- Analyze varied aims of education and its process aspects.
- Critically analyze emerging societal issues and their implication for education

COURSE CONTENT

Unit – I

Education In Ancient India

Education in Ancient India during

- (a) Vedic Period (in context of philosophical and scientific advancement)
- (b) Maurya and Guptan period(Science , Mathematics and Economics/Arthashastra)
- (c) Medieval Period

Detailed description of Salient features, objectives, curriculum, methods of teaching, role of teacher in these periods.

Unit – II

Policy Framework of Education in Pre-Independence Period

- Charter Act of 1813
- Macaulay's minutes: Its features and recommendations
- Adam's Report: features and its recommendations
- Woods Dispatch of 1854: recommendations, Merits and demerits

- Basic Scheme of Education 1937: objective, merits and demerits

Unit – III

Policy Framework of Education in Post-Independence Period

- University Education Commission (1948-49): objectives and recommendations
- Secondary Education commission (1952-53): objectives and recommendations
- Indian Education Commission (1964-66): objectives and recommendations
- National policy on Education (1986): objectives and recommendations.
- Revised National Policy 1992, NCF 2005 and NCFTE 2009.
- DPEP and SSA: Objectives, Provisions, Implementation and Evaluation.
- MDM: Objectives, Implementation and Problems.
- SAMAGRA SHIKSHA: Objectives, Implementation and Problems.

Unit – IV

Emerging Concerns of Indian Society and Education

- Education for Sustainable Development: Global Environmental Crisis, Local Environmental Issues, Steps for Environmental Conservation and Regeneration.
- Liberalization, Globalization and Privatization and their Impact on Indian Education.
- Social Basis of Education in the Context of Society, Culture and Modernity
- Community Participation and Educational Development.

Tasks & Assignments:

Seminar/ Presentation on ‘Report of anyone of the above mentioned Commission/policy’
(Compulsory for all) **5 marks**

Any one of the following (5 marks)

- i. Prepare a report on educational problems at school level.
- ii. Panel Discussion on Technological Interventions in Education
- iii. Survey on literacy levels and out of school children in any locality.

SUGGESTED READINGS

- Challenges of Education- A policy perspective, (1985). Ministry of Education, Govt. of India, New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin.
- Education for all (1993). The India scene, Ministry of Education, Govt. of India, New Delhi.
- Walia, J.S. (2011). Modern Indian Education and its Problems. Jalandhar: Paul Publishers.
- Kashyap, S.C. (2009). The Constitution of India. New Delhi National Book Trust.
- Gera, L., Viswanathappa G. & Srinivas K. (2014). Foundations of Education. Hyderabad: Neelkamal Publications Pvt. Ltd.

- National Policy of Education (1986). Ministry of Education, Govt. of India, New Delhi, 1992.
- Pandey, K.P. (2010). Perspectives in Social Foundations of Education. New Delhi: Shipra Publications.
- Programme of Action (1992). Ministry of Education, Govt. of India, New Delhi.
- Rajput, J.S. (1994). Universalisation of Elementary Education, Role of Teacher Education, New Delhi: Vikas Publishing House.
- Report of the Education Commission Education and National Development (1964-66) Ministry of Education, Govt. of India, New Delhi.
- Report of the Secondary Education Commission (1952-53) Ministry of Education, Govt. of India, New Delhi, 1949.
- Report of the University Education Commission (1948) Ministry of Education, Govt. of India, New Delhi 1949.
- Right to Free and Compulsory Education Act 2009.

COURSE- III (A): LANGUAGE ACROSS THE CURRICULUM

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Understand the different roles of language.
- Use language in all domains, in each learning activity in school.
- Create a link among different subjects through language learning.
- Use multilingualism as a strategy in the classroom situation.
- Study authentic literary and non- literary texts.
- Appreciate different dialects & registers of language.
- Develop an insight into the symbolic relationship between curriculum, syllabus and textbooks.
- Understand different language skills & ways to develop these skills.
- Develop creativity among learners.

COURSE CONTENT

UNIT-1

Introduction to Language and Language Across the Curriculum Approach.

- Features of Language.
- Aims and objectives of Language at secondary level.
- Functions of Language.
- Meaning, need and benefits of LAC Approach.
- Respective roles of Content Subject Teachers and Language Teachers in LAC Approach.
- Language Learning & Learning through General Classroom Language.

Language Diversity in the context of India

- Multilingualism as a Resource & a Strategy
- Nature of Multilingualism : Differential Status of Indian Language Classroom
- Multi -Cultural Awareness & Language Diversity
- Relationship between Language and society: Identity, Power and Discrimination
- Qualities and Competences of a Teacher to cater to a multilingual classroom.

UNIT-2

Listening and Speaking

- Processing and Enquiring Information
- Listening and Speaking to Interact: dialogue, storytelling, poem,
- Recitation, Short play
- Respond to Style, Tone and Registers of language

Reading to Learn and Understand

Reading a wide variety of texts such as descriptive, narratives, conversations, biographical sketches, plays, poems, letters, screenplays, reports, news reports
Attentive/Close Reading, Understanding the process of critical reading
Ways of reading: pre-reading and post reading

Writing to Learn and Understand

- Linkages between reading & Writing
- Characteristics of a Good Handwriting;

Tasks & Assignments:

Any one of the following (5 marks)

- i. Design a Newsletter on the Basis of Academic & Co-curricular Activities held in your College.
- ii. Write a Book review considering the following points-
 - Use of different registers of Language
 - Technical aspects of Language
 - Meaning conveyed in the Text
- iii. Prepare a Diagnostic test to identify reading and writing problems of the school students.

SUGGESTED READINGS

- Agnihotri, R.K.(1995).Multilingualism as a classroom resource. In K.Heugh, A. Sieruhn and P. Pluddemonn (Eds.) Multilingual Education for South Africa. Johannesburg, South Africa:Heinemann.3-7.
- Editor T.E., Content and Language Integrated Learning, The British Council, 20 September 2006.Forum for Across the Curriculum Teaching,<http://www.factworld.info/>.
- Hayes, J. H. (2006). Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening, Eye on Education.
- Kelly, K. A. New Challenge for Chemistry Education, Volume 32 No.5, September - October 2010.
- Peachey N., (2003) Content-based Instruction, The British Council.

COURSE-III (B): UNDERSTANDING DISCIPLINES AND SUBJECTS

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Describe the characteristics and nature of disciplinarity.
- Discuss paradigm shift in the nature of disciplines.
- Examine issues related to education as interdisciplinary knowledge.
- Discuss theory of subject content, selection of content, curriculum, syllabus and text books.
- Analyze paradigm shifts in the nature of disciplines: Mathematics, science, languages and social science.

COURSE CONTENT

Unit-I

The Doctrine of Disciplinarity

- Meaning, characteristics, nature and types of discipline.
- Role of disciplinary knowledge in the school curriculum.
- Emergence of school subjects and disciplines from philosophical, social and political contexts;
- **Interdisciplinary nature of education; relationship with disciplines/subjects taught at secondary level: Social Sciences, Mathematics, Science Language.**

Unit-II

Disciplinary Knowledge: Related Issues

- Difference and relationship between curriculum & syllabus;
- Criteria for selection of textbooks, magazine & journals as source of knowledge.
- Role of different agencies and their functions in shaping the syllabus and text books at national & state level.
- Paradigm shifts in the nature of disciplines: Social Science, Mathematics, Science, Language

Tasks & Assignments:

Any one of the following (5 marks)

- i. Evaluate a text book of secondary classes with reference to its adequacy and in achieving expected learning outcome.
- ii. Developing concept maps to design subject-based and thematic-based curriculum materials.
- iii. Prepare a report highlighting major issues and concerns in any school subject at Secondary school stage.

SUGGESTED READINGS

Bonrs, J.A. (2001). Cultural diversity and Education. Foundations curriculum and teaching (4th Ed) Boston: Allyn and Bacon.

Deng, Z (2013) school subjects and academic disciplines. In A. Luke , A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.

Krishna, A. (2009). What are Academic Disciplines? University of Southampton, NCRM E Prints Respository [eprints,ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf](http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf).

NCERT(2006). Position paper national focus group on curriculum, syllabus and textbooks. New Delhi: author. Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf

NCERT (2006). Position paper national focus group on teaching of social sciences. New Delhi: Author Retrieved on April 21, 2015 from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf

NCERT(2006). Position paper national focus group on teaching of Indian languages. New Delhi: Author Available from

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf

NCERT (2006). Position paper national focus group on teaching of mathematics. New Delhi: Author Available from

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf

NCERT(2006). Position paper national focus group on teaching of science. New deli: Author.

Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf

COURSE IV: HEALTH, PHYSICAL AND YOGA EDUCATION

Max. Marks: 50

Time: 1.30 Hours

(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Explain the concept, aims and objectives of Health and Physical Education
- Explain good posture
- Describe various communicable diseases
- Explain the aims, scope and functions of Yoga Education
- Describe ashtang yoga of Patanjali
- Explain the Yogic diet and its importance

COURSE CONTENT

UNIT- 1

Health Education

- Concept
- Aims and objectives of Health Education
- Factors influencing health
- Role of the Teacher in School Health Programme

Physical Education

- Concept
- Misconception
- Aims and Objectives
- Relation with General Education

Posture

- Concept and Values of good posture
- Causes of poor posture
- Common postural deformities and their management

UNIT-2 (A)

Communicable Diseases

- Meaning and Characteristics
- Mode, control and prevention
- First Aid- Meaning and scope
- Qualities and duties of a First- Aider

(B) (i) Yoga Education

- Meaning and importance of yoga
- Aims, scope and functions of yoga education
- Components of Patanjali's Ashtang Yoga

(ii) Yogic Diet

- Concept and types of diet / food
- Its application in modern context

(C) Road Safety and Awareness

(i) Concept, Need and Importance

(ii) Basic Rules of the Road, road safety Act 2019 (Motor vehicle Act 2019) Rules and Penalties.

Tasks & Assignments

Any one of the following (5 marks)

- Prepare a report on health awareness programme in school community.
- Survey report on health status of students in a rural school
- Awareness programme to promote hygiene, sanitation in a nearby village.
- Illustrate various road signs giving their meanings.

SUGGESTED READINGS

- Besant, A. (2005). An Introduction to Yoga, New Delhi: Cosmo.
- Bucher, C.A.(1964). Foundation of Physical Education, New York: Mosby & Company.
- Kilander, H.F. (1971). School Health Education, New York: Mac Millan Company.
- Mangal, S.K., Mangal,U.and Mana, S. K.(2009). Yoga Education, N. Delhi: Arya.
- Manjul, J. U.S.(1965). School Swasthya Shiksha, Agra University: University Publisher.
- Omand, S.(2006). Patanjali Yoga Pradeep. Gorakhpur: Gita Press.
- Yadav, Y.P. and Yadav, R. (2003). Art of Yoga, New Delhi: Friends.
- Yogacharya, O. S. (2007). Freedom of Body and Mind: Yogasanas, Pranayam and Meditation, New Delhi: Rawat.

- Road Accidents in India Issues & Dimensions, Ministry of Road Transport & Highways Government of India (www.unescap.org/sites/default/files/2.12.India.pdf)
- Road safety in India- Insights and analysis, http://indiatrtransportportal.com/wp-content/uploads/2012/11/Road_safety_2012.pdf
- Road user's Handbook, ROADS & MARITIME PUBLICATIONS
- Improving Road safety in Developing Countries, The National Academic Press
- <http://morth.nic.in> (Ministry of Road Transport and Highways Govt. of India.
- www.nsc.org.
- Essential of Road Safety by Ashwini Bagga & Nisha Bagga
- Publisher : Himanshu Publications

COURSE-V & VI (GROUP A) Opt. (i): PEDAGOGY OF HINDI

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

OBJECTIVES

After completion of the course, student teachers will be able to:

- Describe the importance and role of Hindi language in our mother tongue (in our Country) or role of mother tongue in the education of a child
- Develop various skills e.g. Language skills, teaching skills (micro-teaching skills) etc.
- Conduct pedagogical analysis
- Demonstrate the use of various audio-visual aids
- Explain the concept of evaluation and types of evaluating techniques
- Discuss concept of curriculum in teaching of Hindi
- Develop knowledge of different co-curricular activities in teaching of Hindi

पाठ्यवस्तु

इकाई-1

हिन्दी शिक्षण

- मातृभाषा शिक्षण का अर्थ, स्वरूप, महत्त्व, उद्देश्य एवं सामान्य सिद्धान्त
- देवनागरी लिपि की विशेषताएँ एवं सीमाएँ
- हिन्दी भाषा का महत्त्व – मातृभाषा एवं राष्ट्रीय भाषा के रूप में
- ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य
- भाषाई कौशलों का विकास

(अ) श्रवण कौशल (आ) भाषण कौशल (इ) पठन कौशल (ई) लेखन कौशल

- हिन्दी शब्दों का वर्गीकरण (अर्थ, उत्पत्ति, व्युत्पत्ति)
- हिन्दी ध्वनियों का वर्गीकरण, अक्षर विन्यास एवं विराम-चिन्ह
- उच्चारण शिक्षण का महत्त्व ,
- उच्चारण दोष के कारण व उपाय

इकाई- 2

- हिन्दी पाठ योजना का अर्थ, महत्त्व एवं रूपरेखा
- दृश्य-श्रव्य सहायक साधनों का महत्त्व, चयन एवं प्रयोग
- इकाई योजना एवं दैनिक पाठ योजना का अर्थ, महत्त्व, अन्तर एवं निर्माण
- सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास: प्रस्तावना कौशल, प्रश्न कौशल, उदाहरण कौशल, व्याख्या कौशल और उद्दीपन परिवर्तन कौशल
- हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग

इकाई- 3

- पद्य शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- गद्य शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- व्याकरण शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- हिन्दी शिक्षण में अनुवाद का अर्थ, विशेषताएँ, रचना शिक्षण (कहानी, पत्र, नाटक एवं निबन्ध) उद्देश्य, महत्त्व, विधियाँ सोपान
- हिन्दी शिक्षण में गृहकार्य – स्वरूप एवं संशोधन
- हिन्दी सुलेख शिक्षण – गुण, उद्देश्य एवं विधियाँ

इकाई- 4

- वर्तमान शिक्षा प्रणाली में हिन्दी पाठ्यपुस्तक की विशेषताएं एवं समीक्षा
- 21वीं शताब्दी में हिन्दी की वर्तमान स्थिति, हिन्दी अध्यापक के गुण एवं कर्तव्य
- हिन्दी में मूल्यांकन – अर्थ, स्वरूप, विभिन्न विधाओं का मूल्यांकन एवं संशोधन
- हिन्दी प्रश्न पत्र निर्माण – आदर्श प्रश्न पत्र के सिद्धान्त का मूल्यांकन एवं संशोधन
- भाषा शिक्षण में हिन्दी पुस्तकालय की उपयोगिता एवं व्यवस्था
- हिन्दी पाठ्य वस्तु का अर्थ एवं शिक्षा – शास्त्रीय विश्लेषण

प्रयोगात्मक क्रियाएँ

- सूक्ष्म कौशलों के सोपानों का विकास
- पाठशालाओं में हिन्दी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था करना

Tasks & Assignments:

Construction of Achievement test in Hindi. (Compulsory for all)

5 marks

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to Hindi.
2. Preparation of one Micro Lesson Plan on any topic related to Hindi.
3. Critical Analysis of Secondary school syllabus (Any one class from IX – XII) of Hindi.

बाहरीण, हरदेव (1972), व्यावहारिक हिंदी व्याकरण लोक भारती प्रकाशन, इलाहाबाद
वैस्टन कैनिप (1973), डवैलपिंग सैकिंड लैगवेज स्किल्स थरौरी एण्ड प्रैक्टिस रैप्स मैकलील
श्रीवास्तव राजेन्द्र प्रसाद (1973), हिंदी शिक्षण दि मैकमिलन कम्पनी ऑफ इंडिया लि०, देहली
शुक्ल, भगवती प्रसाद (1974), हिंदी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली
सुखिया, के०के० (1976), हिंदी ध्वनियां और उनका शिक्षण, रामनारायण लाल, इलाहाबाद
तिवारी, भोलानाथ तथा भाटिया, कैलाश चन्द (1980), हिंदी शिक्षण लिपि प्रकाशन, दिल्ली
उमा, मंगल (1991), हिंदी शिक्षण, नई देहली, आर्य बुक डिपो
सूद, विजय (1991), हिन्दी शिक्षण विधियाँ, लुधियाना : टंडन पब्लिकेशन
पाण्डे, आर०एस० (1992), हिंदी शिक्षण, आगरा, विनोद पुस्तक मन्दिर
सिंह सावत्री (1992), हिंदी शिक्षण, मेरठ, तायल बुक डिपो
सफाया, रघुनाथ (2000), हिन्दी शिक्षण विधि, जालन्धर, पंजाब किताब घर
खन्ना, ज्योति (2006), हिन्दी शिक्षण, नई दिल्ली : धनपत राय एण्ड कम्पनी
जय, जसवन्त सिंह (1975), आधुनिक हिन्दी शिक्षण पद्धति जालन्धर : न्यू बुक कम्पनी
जीत, योगेन्द्र भाई (1972), हिन्दी शिक्षण आगरा : विनोद पुस्तक मन्दिर
प्रसाद, केशव (1976), हिन्दी शिक्षण दिल्ली : धनपतराय एण्ड सन्स
भाटिया, के०के० ओर नारंग, सी०एल० (1989), आधुनिक हिन्दी विधियाँ, लुधियाना: पश्काश ब्रदर्स
पब्लिशर
रमन, बिहारी लाल (1997), हिन्दी शिक्षण, मेरठ रस्तोगी एण्ड कम्पनी
वर्मा, वैधनाथ प्रसाद (1973), हिन्दी शिक्षण पद्धति, पटना : बिहार हिन्दी ग्रन्थ अकादमी
शर्मा, डी०एल० (1992), हिन्दी शिक्षण जयपुर : प्रशिक्षण, देव नागर प्रकाशन
शर्मा, डी०के० (1999), हिन्दी शिक्षण विधि, जालंधर : पंजाब किताब घर
सिन्हा, प्रसाद शत्रुघन (1964), हिन्दी भाषा की शिक्षण विधि पटना : दिल्ली पुस्तक सदन
क्षत्रिय, के० (1968), मातृभाषा शिक्षण, आगरा : विनोद पुस्तक मन्दिर

COURSE-V & VI (GROUP A) Opt. (ii): PEDAGOGY OF ENGLISH

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Describe the functions and importance of English language
- Explain the linguistic principles
- Conduct pedagogical analysis and develop teaching skills
- Illustrate the different theories to language learning and teaching
- Critically explain various teaching methods
- Develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology)
- Discuss about the teaching of prose, poetry, composition and grammar
- Acquire language skills : listening speaking reading and writing
- Explain need and functions of language lab
- Understand the process of language assessment

COURSE CONTENT

UNIT-1

An Overview of Language Teaching

- Meaning, Importance and Functions of language.
- Linguistic characteristics of English.
- Linguistic Principles, and Aims and Objectives of Teaching English

·Philosophical, Social and Psychological Bases of Approaches to Language Acquisition and Language Learning; Inductive and Deductive Approach; Whole Language Approach; Constructive Approach; Multilingual Approach to Language Teaching.

UNIT-2

Learner Centered Approaches and Methods of Teaching

- Difference between ‘Approach’ and ‘Method’
- Direct Method, Bi-lingual method, Audio-Lingual Method, Structural Approach, Communicative Approach, Constructive Approach and Co-operative Learning
- Teaching of Prose, Poetry, Composition and Grammar – Objectives and Methodology
- Micro and Mega Lessons

Teaching Learning Materials and Aids

- Print media; other reading materials such as learner chosen texts, magazines, newspapers, class libraries, etc., ICT – audio-visual aids including CALL programmes; Radio, T.V., Films, Planning co-curricular activities (discussion debates, workshops, seminar etc.); language labs, etc.

UNIT-3

Developing Listening and Speaking Skills

- Features of English Pronunciation, Elementary knowledge of English sounds.
- Stress, Rhythm, Intonation, Patterns and their Implications.
- Materials and resources for developing the Listening and Speaking Skills: Storytelling, dialogues, Situational Conversations, Role Playing, Simulations, Speech, Games and Contexts, Language Laboratories, Pictures, Authentic Materials and Multimedia Resources.

Developing Reading and Writing Skills

- Developing Reading and Writing Skills
- Teaching Mechanism of Reading
- Reading aloud and Silent Reading; Extensive and Intensive Reading; Study Skills, Including using Thesauruses, 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, Study Skills, Higher Order Skills.

UNIT-4

Remedial and Enrichment Content

- Meaning and Significance of remedial teaching
- Common errors in English and their removal through remedial teaching

Remedial Teaching Strategies

- Individualized Educational Programme
- Peer Support Programme
- Reward Scheme
- Handling Pupil’s language acquisition problems

·Feedback to students, parents and teachers

Evaluation Procedure

·Progress and Assessment of development of Language; Continuous and Comprehensive Evaluation; Techniques of Evaluation – oral, written, portfolio; cloze test, self- evaluation, peer evaluation, group evaluation.

Typology of Questions; activities and tasks (Open-ended questions, MCQ's, true and false etc.)
Reflecting – Problem Solving, Creative and Critical Thinking and Enhancing Imagination.

Tasks & Assignments:

Construction of Achievement test in English. (Compulsory for all)

5 marks

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to English.
2. Preparation of one Micro Lesson Plan on any topic related to English.
3. Critical Analysis of Secondary school syllabus (Any one class from IX – XII) of English.

SUGGESTED READINGS

- Agnihotri, R.K. and Khanna A.L. (1994). Socio-Cultural and Linguistic Aspects of English in India. SAGE Publications New Delhi/Thousand Oaks/London, Publication.
- Bhatia, K.K. and Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Chaudhary N. (2012). Methodology of Teaching English, Pearson, Kindersley India Pvt. Ltd.
- Dey, K.S. (2013). Teaching of English, Dorling Kindersley (India) Pvt. Ltd.
- Dodson, C.J. (1972). Language Teaching & the Bilingual Method, Pitman Publishing.
- Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehension exercises. Cambridge University Press.
- Hayes, B.L. (ed.) (1991). Effective Strategies for Teaching Reading, London: Allyn & Bacon.
- John, B., Yogin, C., and Chawla, R. (2007). Playing for real: Using drama in the classroom. Macmillan.
- Khanna A.L. and Sehgal, A. (2012). Essential Readings for Teachers of English. Published by Orient Blackswan Pvt.Ltd.
- Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai and Company.
- Mehta, P. (2010). Dobaba House, Booksellers and Publishers, New Delhi.
- Mitchell R. and Florence Myles, Second Language Learning Theories. Arnold London, co-published in USA by New York.
- Tickoo, M. (2011). Teaching and Learning English. Published by Orient Blackswan Pvt. Ltd.
- Mohammad, A.(2003). A practical course for B.Ed. Students, Foundation Books Anasri Road, Darayaganj.
- NCERT (2005). National curriculum framework. NCERT.
- Sachdev, R.N. (1965). Teaching Language as a Second Language. Tata Mac Graw Hill Publishing Co. Ltd., New Delhi.

- 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.
- Venkateswaran, (1995). Principals of Teaching English. Vikas Publishing House Pvt. Ltd. New Delhi.
- Wallace, M. J. (1998). Study Skills in English. Published by Cambridge University Press.

COURSE-V & VI (GROUP A) Opt. (iii): PEDAGOGY OF SANSKRIT

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Explain the nature, need & principles of Sanskrit Language.
- Describe different methods of teaching of Sanskrit.
- Demonstrate the use of various audio visual aids.
- Explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit.
- Define the meaning of evaluation and types of evaluating techniques.
- Explain and organize different type of co-curricular activities related to Sanskrit (**Shloka** Recitation, Lecture, Dramatization and other creative competitions).

COURSE CONTENT

इकाई 1

- संस्कृत भाषा शिक्षण – अर्थ, महत्त्व, उद्देश्य
- संस्कृत भाषा एवं साहित्य का ऐतिहासिक तथा वर्तमान अवलोकन संस्कृत भाषा की पाठ्यक्रम में अनिवार्यता या स्थान
- संस्कृत भाषा शिक्षण में सामान्य सिद्धान्त तथा सूत्र
- संस्कृत भाषा शिक्षण में श्रवण तथा पठन का अभ्यास

इकाई 2

- संस्कृत भाषा शिक्षण की विभिन्न पद्धतियाँ – उद्देश्य, विशेषताएँ, लाभ तथा सीमाएँ
- संस्कृत भाषा शिक्षण की विधियाँ
 - पाठशाला विधि
 - पाठ्यपुस्तक विधि
 - प्रत्यक्ष विधि
 - व्याकरण अनुवाद विधि

- संस्कृत पाठ्य पुस्तक निर्माण
- संस्कृत अध्यापक तथा दृश्य श्रव्य साधन प्रयोग
- सूक्ष्म तथा विस्तृत पाठ योजना
- संस्कृत भाषा शिक्षण एवं पुस्तकालय

इकाई 3

संस्कृत में विधाओं का शिक्षण

- संस्कृत में गद्य-शिक्षण-प्रक्रिया. उद्देश्य तथा सोपान
 - संस्कृत में पद्य-शिक्षण- प्रक्रिया. उद्देश्य तथा सोपान
 - संस्कृत में व्याकरण शिक्षण –प्रक्रिया. उद्देश्य तथा सोपान
 - संस्कृत में रचना शिक्षण – प्रक्रिया. उद्देश्य तथा सोपान
 - संस्कृत में अनुवाद शिक्षण- प्रक्रिया. उद्देश्य तथा सोपान
- संस्कृत विषय वस्तु**
- धातु रूप-पठ, लिख, अस्, भू, कृ (लट् तथा लैँ लकार)
 - शब्द रूप- राम, हरि, नदी, लता
 - प्रत्यय – (अनीयर, तव्यत्) समास (बहुब्रीहि द्वन्द्व)
 - शब्दार्थ तथा अनुवाद (8वीं तथा 10वीं हरियाणा बोर्ड के पाठ्यक्रम से)

इकाई 4

संस्कृत भाषायी कौशल

- संस्कृतमे उच्चारण शिक्षण – अशुद्धि उच्चारण केप्रकार, व्याकरण तथासुधार के उपाय ।
- संस्कृतमेंअक्षर-विन्यास, शिक्षण-सम्बन्धी अशुद्धियां,कारण तथा निवारण के उपाय ।
- संस्कृत भाषा ज्ञान का मूल्यांकन, अर्थ, परीक्षाओं के प्रकार (निबंधात्मक, वस्तुनिष्ठ, लघूत्तर)
- गृहकार्य नियोजन एवं संशोधन प्रक्रिया ।
- संस्कृत भाषा की सहपाठ्य क्रियाएं (श्लोकोच्चारण, भाषण, अभिनयीकरण एवं रचनात्मक प्रतियोगिताएं)

Tasks & Assignments:

Construction of Achievement test in Sanskrit. (Compulsory for all)

5 marks

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to Sanskrit.
2. Preparation of one Micro Lesson Plan on any topic related to Sanskrit.
3. Critical Analysis of Secondary school syllabus (Any one class from IX – XII) of Sanskrit.

संस्कृत शिक्षण हेतु अनुमोदित पुस्तकें

चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ ।
 सफाया, रघुनाथ (1990) संस्कृत-शिक्षण, चण्डीगढ़: हरियाणा हिंदी ग्रंथ, चण्डीगढ़ ।
 पाण्डेय, राम शुक्ल (2008) संस्कृत-शिक्षण, आगरा एकादमी: विनोद पुस्तक मंदिर, आगरा ।
 मित्तल संतोष (2008) टीचिंग ऑफ संस्कृत, आर.एल. बुक डिपो ।
 वत्स, वी0 एल0 (2008) संस्कृत शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा ।

COURSE-V & VI (GROUP A) Opt. (iv): PEDAGOGY OF URDU

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Explain the concept of Urdu and its elements
- Define linguistic skills and development of these skills among pupils
- Conduct pedagogical analysis on any two lessons in Urdu and develop teaching
- Explain the concept of evaluation and methods of evaluating the performance of students
- Critically explain various methods for teaching Urdu
- Demonstrate language competencies.

COURSE CONTENT

UNIT - I

Nature and Development of Language

- Nature, development forms, functions and significant movements in modern Urdu Literature
- Elements of Urdu Language –its phonetic structure, morphological structure and syntactic structure.
- Spelling Errors, their causes and corrections.
- Children Literature.
- Objectives of Teaching Urdu at Secondary and Senior Secondary levels.
- Statement of objectives in behavioral terms.

UNIT- 2

Pedagogical Analysis & Lesson Planning

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on any two topics of Prose & Poetry each
- Lesson planning: Need & Importance, Basic Elements & its Preparation
- Unit Planning in Urdu: Need , importance and its preparation
- Identification of linguistic and Ideational content of the lessons.

UNIT-3

Micro Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of Illustration, Skill of Explaining, Skill of Stimulus Variation.

Approaches and Methods of Teaching Urdu

- Prose: Objectives and Methodology, lesson planning.
- Poetry: Objectives and Methodology, lesson planning.
- Grammar: Objectives and approaches, lesson planning.
- Speech development, speech defects, causes and remedies.
- Reading, loud reading and silent reading, intensive and extensive reading, self- reading and reading habits.
- Writing composition, objectives and methodology and correction of composition.

Materials for Teaching Urdu

- Urdu Text book and its evaluation.
- Supplementary Readers.
- Use of audio visual aids in teaching of Urdu.

UNIT-4

Activities Related to Urdu

- Activities for developing listening and speaking competencies.
- Activities for developing reading competency.
- Activities for developing writing competency.

Evaluation

- Meaning, Importance and Types of Evaluation in Urdu
- Types of tests: Essay type, short answer type and objective type.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps
- Diagnostic testing and remedial measures

Action Research in Urdu

- Concept and Importance of Action Research
- Planning for Action Research

Tasks & Assignments:

Construction of Achievement test in Urdu. (Compulsory for all)

5 marks

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to Urdu.
2. Preparation of one Micro Lesson Plan on any topic related to Urdu.

Critical Analysis of Secondary school syllabus (Any one class from IX – XII) of Urdu.

SUGGESTED READINGS

- Ansari, A. (1970). Ghazal Aur Ghazal ki Taleem, New Delhi: Taraqqi-e-Urdu Board.
- Gray, C.W. (1965). Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London: Longmans.
- Husain, A. (1975). Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar.
- Husain, S. (1993). Urdu Aur Uske Tadreesi Tariqe, Karachi: Rabbar Publishers.
- Khan, R.H. (1974). Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board.

- Srivastava, R.P (1979). Teaching of Reading, Delhi: Bahari Publishers.
- Moinuddin (1988). Urdu Zaban Ki Tadres, New Delhi:Taraqqi Urdu Bureau.

COURSE-V & VI (GROUP B) Opt. (i): PEDAGOGY OF MATHEMATICS

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Explain the meaning, nature, aims and objectives of mathematics.
- Perform pedagogical analysis of various concepts in mathematics.
- Describe instructional planning and development of relevant material for the teaching of mathematics.
- Use ICT in teaching of mathematics.
- Describe continuous and comprehensive evaluation, diagnostic testing and remedial teaching in mathematics.
- Explain importance and uses of learning resources in mathematics.
- Improve competences in secondary level mathematics.

COURSE CONTENT

UNIT I

Concept and Aims of Teaching of Mathematics

- Meaning, scope and nature of mathematics
- Aims and objectives of teaching mathematics at secondary stage
- Framing objectives according to Blooms taxonomy
- The nature of mathematical propositions, use of quantifiers and venn diagram
- A Mathematical theorem and its variants- converse, inverse and contra positive, proofs and types of proof.

Historical Perspective of Mathematics

- History of mathematics with special emphases on teaching of mathematics

·Coexistence of precision and beauty in mathematics

UNIT-2

Development of Curriculum in Mathematics

- Meaning and objectives of curriculum
- Principles for designing curriculum of mathematics at different stages of schooling
- Recent curriculum reform at national/ state level at their critical appraisal
- Content Analysis, Pedagogical Analysis and their comparison
- Pedagogical analysis of following topics of mathematics

- Equations
- Sets
- Volume
- Trigonometry
- Ratio and proportion

Methods of Teaching Mathematics

- Inductive - deductive
- Analytic – synthetic
- Problem solving
- Heuristic method

UNIT-3

Learning Resources

- Importance of summer programs, correspondence courses, mathematics club, contests and fairs
- Designing mathematics laboratory and its effective use
- Importance of re creational activities – games , puzzles and riddles in mathematics
- Projective and non- projective teaching aids

Instructional and Material Development

- Writing of lesson plan
- Micro lesson planning with special reference to following micro teaching skills- Introduction, probing question, class room management, skill of illustration with examples, skill of reinforcement
- Preparation and use of audio- visual material and equipments
- Application of ICT in teaching of mathematics

UNIT-4

Evaluation in Mathematics

- Evaluation Tools: Meaning, need and use of diagnostic testing and remedial teaching
- Continuous and comprehensive evaluation
- Formative and summative evaluation
- Criterion and norm reference test

Professional Development of Mathematics Teachers

- Types of In-service programme for mathematics teacher
- Role of mathematics teachers association, journals and other resource material in mathematics education
- Professional growth through participation in conference/ seminars/workshop

Tasks & Assignments:

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to the Mathematics
2. Preparation of one Micro Lesson Plan on any topic related to the Mathematics
3. Critical Analysis of Secondary school syllabus (Any one class from IX – XII) of the Mathematics.

SUGGESTED READINGS

- Alen, D.W and Ryan, K.A. (1969).Micro teaching, reading. Masschusetts, California: Addition Wesley.
- Bloom, B.Se. (1956). Taxonomy of Educational objectives. Handbook No. 1, New York: Longmans Green.
- Boyer, C. B. (1968). History of Mathematics. New York: John Wiley.
- Butler, C.H. and Wren, K.H. (1980). The teaching of secondary mathematics. New York:McGraw-Hill Book Company.
- Bush, R.N. (1968). Microteaching- Control practice in the training to teachers in communication, Opp. 201-207.
- Dave, R.H. and Saxena, R.C. (1970). Curriculum & Teaching of Maths in Secondary Schools. A Research Monograph, Delhi: NCERT
- Davis, D.R. (1951). The teaching of Mathematics. London: Addison Wesclyh Press.
- Kulshrestha, A.K. (2007). Teaching of Mathematics. Meerut: R.Lal Book Depot.
- Mangal, S.K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot.
- Shankaran and Gupta, H.N. (1984). Content- cum – Methodology of teaching Mathematics. New Delhi: NCERT.

COURSE-V & VI (GROUP B) Opt. (ii): PEDAGOGY OF HOME SCIENCE

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Describe meaning, scope, areas, aims and objectives of Teaching of Home Science.
- Acquaint students about misconceptions regarding Home Science.
- Acquaint students about importance and interdisciplinary approach of Home-science.
- Develop understanding of the various methods and procedures required for Teaching Home Science effectively.
- Develop instructional planning and development of relevant material for the Teaching of Home science.
- Develop practical skills to organize various learning experiences related to Teaching of Home Science.
- Use I.C.E.T. in Teaching of Home Science.
- Perform pedagogical analysis of various concepts in Home science.
- Develop competencies and skill for effective evaluation in Home Science.

COURSE CONTENT

UNIT-1

Concept and Aims of Teaching of Home Science

·Meaning, Nature and Scope of Home Science.

·Components of Home Science.

- Food and Nutrition
- Resource Management
- Human Development

- Textiles and clothing
- Extension Education
- Misconceptions regarding Home Science
- Importance of teaching Home Science at various stages of Secondary Education.
- General aims and objectives of Teaching Home Science at Secondary stage.
- Bloom's Taxonomy of Educational Objectives and writing objectives in terms of behavioural outcomes of students
- Study of National, Programmes run by Government relating to Health, Nutrition and Child Care

UNIT-2

Skills and Methods of Teaching Home Science

- Micro-teaching skills
- Skill of introducing the lesson
- Skill of Questioning
- Skill of Illustration
- Skill of Explaining
- Skill of Stimulus variation
- Preparation of Micro Lesson Plan
- Methods of Teaching
- Lecture-cum-Demonstration
- Laboratory
- Project
- Inductive-Deductive
- Problem Solving

UNIT-3

Instructional Planning and Material Development

- Unit planning and lesson planning
- Meaning, Importance and preparation of Unit plan
- Meaning, Importance and Preparation of Lesson Plan

Meaning, Importance, Classification and Preparation of Audio-Visual Material used for Teaching of Home Science

- Application of I.C.T in Teaching of Home Science
- Learning Resources
- Importance and Organization of Home Science Club.
- Excursions and Home Science Exhibitions
- Home Science Laboratory: Planning, Organization and its importance.

UNIT-4

Pedagogical Analysis

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Balanced Diet
 - Health and Hygiene
 - Fiber
 - Care and Maintenance of Fabrics
 - Child Care

- Elements of Art
- Principles of Design
- Importance and Principles of Budget Making

Evaluation

- Evaluation in Home Science-Meaning and Importance of Evaluation
- Formative and Summative Evaluation.
- Diagnostic Testing and Remedial Teaching
- Development of Test Items
- Short-Answer Type
- Objective-Type

Tasks & Assignments:

Construction of Achievement test in Home Science. (Compulsory for all) **5 marks**

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to the Home Science.
2. Preparation of one Micro Lesson Plan on any topic related to Home Science.
3. Five practicals related Home Science.

SUGGESTED READING

- Hindi Garanth Academy, Yadav, S. (2001). Teaching of Home Science. New Dehli: Anmol Publications.
- Sukhia, S. P. & Malhotra, P. V. (1976). Teaching of Home Science. Chandigarh: Haryana.
- Singh L.C. (1977). Micro-Teaching: An Innovation in Teacher Education. New Delhi: Department of Teacher Education, NCERT.
- Dass and Ray. (1983). Teaching of Home Science. New Delhi: Sterling Publishers Pvt. Ltd.
- Kapoor, R. (1994). Teaching of Home Science. Ludhiana: Prakash Book Depot.
- Chandra, A. (1995). Fundamentals of Teaching Home Science. New Delhi: Sterling publishers.
- Sheri, G. P. & Sherry, D. P. (2008). Teaching of Home Science. Agra: Vinod Pustak Mandir.

COURSE-V & VI (GROUP C) Opt. (i): PEDAGOGY OF BIOLOGICAL SCIENCE

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Develop awareness about developments in the area of biological sciences
- Orient themselves in specific educational aspects of science e.g. Aims and objective of biological science, pedagogical analysis of contents in biological sciences, methods of teaching, evaluation.
- Become effective teachers in order to perform the required role as a biological teacher under Indian school conditions.
- Adopt suitable approaches, methods, different resources to teach biological science.
- Develop a skill of conducting experiments to demonstrate biological concepts.
- Prepare Mega and Micro lesson plans based on various approaches.

COURSE CONTENT

UNIT-1

Nature and scope of biological sciences

History of Biological science and contribution of Indian Biologists.

Need and Importance of Biological science in secondary schools and its values in the present context.

Correlation of Biological science with other school subjects.

Aim and Objectives of Teaching Biological science.

Bloom's Taxonomy of educational objectives.

Formulation of specific objectives in Behavioral terms.

Biology in the service of human welfare-Agriculture, Medicine, Industry & Conservation of Environment.

UNIT-2

Pedagogical Analysis

·Meaning, importance and Steps of Pedagogical Analysis

·Pedagogical Analysis on the following topics:

- Photosynthesis,
- Human digestive system,
- Food Chain,
- Ecological Balance
- Respiratory System
- Excretory
- Circulatory
- Heredity and Environment

Micro Teaching Skills

- Skill of introducing the lesson
- Skill of illustration with the help of examples.
- Skill of questioning
- Skill of explaining
- Skill of stimulus variation

UNIT-3

Development of Instructional Material: Unit planning, Lesson planning, Preparation of Teaching aids, Development of Demonstration Experiments.

Development of Self-Instruction materials, Linear Programme

Teaching Strategies: Problem Solving, Investigatory approach, collaborative learning, experimental learning

Biological Science Laboratory- Importance, Planning, Designing, equipping, maintenance of biological equipments and records.

UNIT-4

Concept of measurement and evaluation

Types of evaluation: Formative, Summative, Diagnostic

Construction of an objective type and achievement test, Attributes of a good Achievement Test
Construction and Use of diagnostic Test in Biological science, Preparation of diagnostic chart, identification of difficulties and remedial teaching.

Critical Analysis of secondary school Science text book with reference to Haryana State.

Task & Assignments:

Construction of Achievement test in the Biological science. (Compulsory for all) **5 marks**

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to Biological science.
2. Preparation of one Micro Lesson Plan on any topic related to the Biological science.
3. Five practicals related biology science.

SUGGESTED READINGS

- Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karanpaper Books. New Delhi.
- Anderson, R.D. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado.
- Bremmer, J. (1967). Teaching Biology, Macmillan, London.

- Buffaloe, N. and Throneberry, J.B. (1972). Principles of Biology University Press, New Delhi: Prentice- Hall of India Ltd.
- Carin. &Robert, S. (1989).Teaching Modern Science (5th edition). U.S.A: Merill Publishing Co.
- Green, T.L. (1965). The Teaching of Biology in Tropical Secondary Schools, London: Oxford University Press.
- Gupta, S.K. (1985).Teaching of Physical Science in Secondary Schools. New Delhi, Sterling Publishing (Pvt. Ltd).
- Heiss. E.D., Obourn. S., & Hoffman. C.W. (1985) Modern Science Teaching. New Delhi: Sterling Publishing (Pvt) Ltd. Macmillian Company Press.

- Nayak, (2003). Teaching of Physics. New Delhi: APH Publications.
- Pandey,(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Passi, B.K. (1976). Becoming a Better Teacher: Micro Teaching Approach, Ahemedabad: Sahitya Mudranalaya.
- Patton, M.Q. (1980).Qualitative Evaluation Methods. New Delhi: Sage Publications.
- Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
- Siddifit, S. (1985). Teaching of Science Today and Tomorrow. New Delhi: Doba's House.

COURSE-V & VI (GROUP C) Opt. (ii): PEDAGOGY OF ECONOMICS

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Develop an understanding of meaning, scope, aims and objectives of teaching of Economics.
- Get knowledge of different methods of teaching.
- Get knowledge of different devices, techniques and tools of evaluation.
- Develop the skill of preparing lesson plan in Economics.
- Develop an interest in teaching of Economics.
- Acquire knowledge of present economic conditions in India.
- Acquire desirable attitudes and to become effective instrument of economic change and economic development.
- Become an effective citizen and good consumer.
- Acquire appropriate professional behavior and to develop commitment to leading profession.
- Train the students to use problem- solving approach in problems related to economy and economics.
- Demonstrate application of I.C.T. in Teaching of Economics.

COURSE CONTENT

UNIT-1

Concept, Scope, Aims and Objectives of Teaching of Economics

- Meaning, Nature and Scope of Economics as a school subject
- Aims, objectives and values of Teaching Economics
- Importance and role of Economics in Education
- Values of Teaching Economics: Practical, Social & Cultural
- Bloom's Taxonomy of objectives
- Statement of objectives in Behavioural Terms.

UNIT II

Pedagogical Analysis & Lesson Planning

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:

- Wants and their classification
- Laws of return
- Population- its Growth Pattern, Problems of over population, Density of population
- National Income- Meaning, Methods of Measurement.
- Lesson planning: Need & Importance, Basic Elements & its Preparation

Learning Resources

- Importance and Organization of Economics Club
- Excursion and Economics Exhibitions
- Organization of seminars, symposiums and discussions

UNIT III

·Development of Instructional Material

- Development and Designing of Curriculum of Economics
- Economics Text-Book: Importance and criteria of selection
- Economics Teacher: Professional Competencies and Responsibilities
- Development/ Utilization of Instructional Aids- Charts, Maps Graphs, Tables, Models, Film Strips, T. V. Computer, Internet.
- Application of I.C.T. in Teaching of Economics.

·**Methods of Teaching** : Lecture Method, Discussion Method, Survey Method, Project Method & Inductive-Deductive Method

· **Skills of Teaching** :Skill of Introducing the lesson, Skill of Explaining, Skill of Probing Questions, Skill of Illustration with Example & Skill of Stimulus Variation

UNIT IV

Evaluation

- Meaning, importance and types of evaluation in Economics.
- Types of tests: Essay type, short answer type and objective type.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps

Tasks & Assignments:

Construction of Achievement test in the Economics. (Compulsory for all)

5 marks

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to the Economics.
2. Preparation of one Micro Lesson Plan on any topic related to the Economics.
3. Critical Analysis of Secondary school syllabus (Any one class from IX – XII) of the Economics.

SUGGESTED READINGS

Arora, P. N. (1985). Evaluation in Economics. New Delhi: NCERT.

Aggarwal J.C(2009). *Teaching Of Economics, A Practical Approach*. Agra-2: Vinod Pustak Mandir.

Bhatia & Bhatia (1994). *The Principles & Methods of Teaching*. Delhi: Doaba house.

Gupta Rainu (2003) *Teaching of Economics*. New Delhi: Jagdamba Publications.

Lee, N. (Ed.). (1975). *Teaching of Economics*. London: Heinemann Education Books.

Mustafa M, (2005) *Teaching of Economics New Trends and Challenges*. New Delhi: Deep & Deep Publications.

Natarajan S. (1993). *Introduction to Economics of education*, New Delhi: sterling publications Private Limited.

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

Sharma and Sexana (2002). *Teaching of Economics*. Surya Publication Meerut.

SidhuSingh, Y. K. (2008). *Teaching of Economics*. New Delhi: APH Publishing Corporation.

Yadav Amita (1999). *Teaching of Economics*. New Delhi: Anmol Publications Pvt. Ltd.

.

COURSE-V & VI (GROUP C) Opt. (iii): PEDAGOGY OF COMPUTER SCIENCE

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Explain of the meaning, scope, aims and objectives of teaching of computer science.
- Acquaint students about importance of computer science.
- Describe various skills, methods and procedures required for teaching computer science effectively.
- Perform instructional planning and development of relevant material for the teaching of computer science.
- Develop practical skills to organize various learning experiences related to teaching of computer science.
- Develop skills and competencies required for preparing teaching-aids in teaching of computer science.
- Attain proficiency in using smart class room equipment effectively.
- Perform pedagogical analysis of various concepts in computer science.
- Train the students to use problem-solving approach in problems related to daily life.
- Develop competencies and skill for effective evaluation in computer science.

COURSE CONTENT

UNIT-1

Concept and Aims of Teaching of Computer Science

- Concept, Need and Scope of Computer Science.
- Importance of teaching of Computer at various stages in Indian Schools.
- Introduction to computers
- Input and Output and storage devices
- MS Office-2007 onwards (Word, Excel, MS Access, PowerPoint, Paint)
- Uses and Applications of computer
- Computer care- Viruses, Security and maintenance

- General Aims and Objectives of Teaching Computer Science
- Bloom's Taxonomy of Educational Objectives
- Writing objectives in terms of behavioral outcomes of students

UNIT-2

Skills and Methods of Teaching Computer Science

- Micro-teaching skills
 - Skill of introducing the lesson
 - Skill of Questioning
 - Skill of Illustration
 - Skill of Explaining
 - Skill of Stimulus variation
- Preparation of Micro Lesson Plan
- Methods of Teaching
 - Lecture-cum-Demonstration
 - Laboratory
 - Project
 - Inductive-Deductive
 - Problem Solving
 - Advanced Methods of Teaching: CML, CAI, Mobile Learning and Online Learning

UNIT-3

Instructional Planning and Material Development

- Unit planning and lesson planning, Preparation of Lesson Plan
- Meaning, Importance, classification and preparation of Instructional Material used for Teaching of Computer Science

Learning Resources

- Text Books: Characteristics and Criteria for Selection of Computer Books with special reference to Theory and Practical Books of Computer Subject
- Self-Instructional Material
- Computer Assisted Instructional Material
- Computer Science Laboratory: Planning, Organization and its importance

UNIT-4

Pedagogical Analysis

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Computer System
 - Operating System
 - Net-Working
 - M.S. Windows
 - MS Office
 - Information technology & Computers.

Evaluation

- Evaluation in Computer Science-Meaning and Importance of Evaluation
- Formative and Summative Evaluation.
- Diagnostic Testing and Remedial Teaching

Tasks & Assignments:

Construction of Achievement test in the Computer Science. (Compulsory for all) **5 marks**

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to the Computer Science.
2. Preparation of one Micro Lesson Plan on any topic related to the Computer Science.
3. Critical Analysis of Secondary school syllabus (Any one class from IX – XII) of the Computer Science.

SUGGESTED READINGS

- Singh, L.C. (1977). Micro-Teaching: An Innovation in Teacher Education, Department of Teacher Education, New Delhi: NCERT.
- Gill, N.S. (2001). Essentials of Computer and Network Technology. Khanna Book Publishing Company.
- Leon, A. M. (2001). Computer for everyone. New Delhi: Vikas Publishing house.
- Intel. (2003). Intel Innovation in Education. New Delhi: Student Work Book.
- Tanenbaum, A. S. (2009). Computer Networks. New Delhi: Pearson Prentice Hall.
- Singh, Y.K. (2011). Teaching of Computer Science. New Delhi: APH publication.
- Khandai, H. (2013). Teaching of Computer Science. New Delhi: APH publication.

COURSE-V & VI (GROUP C) Opt. (iv): PEDAGOGY OF MUSIC

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Develop interest for music.
- Describe aims of teaching of music.
- Develop competencies and skills for teaching of music.
- Provide knowledge of different methods and techniques of teaching of music.
- Describe lesson planning and evaluation aspects in teaching music.
- Develop understanding & aesthetic sense through music.
- Organize competitions and other practical activities.

COURSE CONTENT

UNIT 1

Music: Concepts, Aims and Objectives

- Concept of Music, types and importance of Music in present scenario
- History of Indian Music: Ancient, Medieval and Modern period.
- Aims and objectives of teaching Music as a subject in the School curriculum.
- Bloom's Taxonomy and Instructional objectives in teaching of Music

UNIT 2

Teaching Skills, Lesson Planning, Notation and Voice Culture of Indian Music

- Micro-teaching skills: Meaning, Process, Utility, Merits, Limitations
- Introducing the Lesson
- Questioning
- Stimulus Variation
- Illustration with Examples
- Explaining

- Lesson Planning: Meaning, Importance & types.
- Possibilities of notation for Indian Music: Critical study of Bhatkande and Vishnu Digamber Pulskar
- Voice-culture-importance in Indian context

UNIT 3

Teaching Methods, Qualities of Music Teacher, Motion and Rhythm, Aesthetics in Indian Music

- Methods of teaching Music
 - Alankar - Geet Method
 - Demonstration – imitation Method
 - Project Method
 - Individual and Group Teaching Method
- Qualities of Music Teacher- Gayak, Vadaḡ and Avadyakar/composer.
- Knowledge and Importance of Taal/Motion and Rhythm and its training
- Aesthetics in Indian Music

UNIT 4

Instructional Aids, Textbooks, Classical Music, Evaluations

- Meaning and Importance of Audio-visual Instructional Aids in Teaching of Music
- Textbooks: Meaning, Importance of textbooks in teaching of Music, Qualities of a good textbook of Music
- Importance of Classical Music, Suggestions for the popularization of Classical Music.
- Evaluation in Music: Meaning, Purpose, Importance, Evaluation Devices-Oral, Written and Practical

Tasks & Assignments:

Construction of Achievement test in the Music (Compulsory for all)

5 marks

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to the Music.
2. Preparation of one Micro Lesson Plan on any topic related to the Music..
3. Critical Analysis of Secondary school syllabus (Any one class from IX – XII) of the Music.

SUGGESTED READINGS

- Elliott (2012). Fundamental of Music. New Delhi: Prentice Hall of India.
- Shah, S. (2006). Sangeet Shikshan. Agra: Vinod Pustak Mandir.
- Khanna, J. (2003). Teaching of Music. Ludhiana: Tondon Publications.
- Vasant (1998). Sangeet Vishaarad. Hathras: Sangeet Karyalaya.

COURSE-V & VI (GROUP D) Opt. (i): PEDAGOGY OF PHYSICAL SCIENCES

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Acquaint them with the teachings of physical sciences.
- Develop awareness about developments in the area of teaching and learning of physical sciences.
- Describe the methods and skills of teaching physical sciences.
- Develop competencies to teach at various levels in the Indian school conditions.
- Prepare a lesson plan.
- Acquiring skills relating to planning the lessons and presenting them effectively.
- Develop scientific thinking in themselves, students and communities.
- Explain the importance of educational technology for teaching physical sciences.
- Illustrate the techniques of evaluating science teaching.
- Construct an achievement test to assess the learning outcomes of pupils.
- Estimate the facilities required for the organization and maintenance of science laboratory.
- Tell the special qualities of a science teacher.
- Acquire a favorable scientific temper towards science teaching and values.

COURSE CONTENT

UNIT-1

Importance of Teachings of Physical Sciences

- Nature, Concept , Scope of Physical Sciences and its Place in the School Curriculum.
- History of Physical Sciences with special emphasis on Teaching of Physical Science.
- Aims and Objectives of Teaching Physical Sciences.
- Differentiate between the terms 'Aims' and 'Objectives'.
- Aims of teaching Physical Sciences at Middle, Secondary and Senior Secondary stages.

- Bloom's Taxonomy of educational objectives.
 - Instructional Objectives of teaching Physical Sciences at the school stage and their formulation.
- Physical Science Teacher: Qualities & Responsibilities.
- Need for Professional Orientation.

UNIT -2

Approaches & Methods of Teaching Physical Sciences

- Development of Teaching Skills through Micro Teaching (Probing Questions, Introducing the Lesson, Explaining, Illustration with Examples, Using Chalkboard and Stimulus Variation).
- Methods of teaching Physical Sciences (Lecture cum Demonstration method, Project method and Problem Solving method).
- Aids, Equipments and Assistance in teaching Physical Sciences:
 - Need and utilities of Physical Sciences Laboratory.
 - Preparation and use of Teaching Aids.
 - Unit and Lesson Planning.
 - Popularization and Propagation of Physical Sciences through Science Exhibition, Science Magazine, Science Trip and Science Quiz.
- E-teaching of Physical Sciences using technology for self-learning and collaborative learning of science

UNIT-3

Pedagogical Analysis of contents in Physical Sciences

- Contents Analysis, Pedagogical Analysis and their comparison.
- Study of items: Division of units into sub-units, Teaching requirements, Instructional objectives, Teaching strategies, Previous knowledge testing, Topic announcement, Concepts of contents, Presentation, Teaching aids use, Demonstration experimental verification, Thought provoking questions and Criterion based tests.
- Pedagogical analysis of any one of the following topics:
 - Atomic Structure
 - Energy and its types
 - Environment and Pollution
 - Water as a Universal Solvent
 - Transmission of Heat
 - Magnetism
 - Friction

UNIT-4

Evaluating Outcomes of Physical Sciences Teaching

- Indicators of Quality Learning and Major Issues in Classroom Learning with special reference to Physical Sciences.
- Concept of Test, Measurement and Evaluation.
- Differentiate between the terms 'Examination' and 'Evaluation'.

- Qualities of a good test, Principles and steps in construction of an achievement test, Blue Print and Question Paper, Item analysis, Construction of multiple choice questions, Diagnostic test, Remedial teaching in physical sciences.
- Continuous and comprehensive evaluation, Formative and summative assessment, Grading pattern.
- Selection of appropriate evaluation technique.

Task & Assignments:

Construction of Achievement test in the Physical Sciences. (Compulsory for all) **5 marks**

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to the Physical Sciences.
2. Preparation of one Micro Lesson Plan on any topic related to the Physical Sciences.
3. Five practicals related physical science.

SUGGESTED READINGS

- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Joshi, D. (2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Mangal, S.K. (2009). Teaching of Physical Sciences. New Delhi: Arya Book Depot.
- Pandey.(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Radha, M.(2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
- Rahi, A.S. (2012). Pedagogy in Physical Sciences and Teachers. U.S: Create space Publications.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Sonika, R.(2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Sood, J.K. (1992). New directions in Science Teaching. Chandigarh: Kohli Publishers.

COURSE-V & VI (GROUP D) Opt. (ii): PEDAGOGY OF SOCIAL SCIENCE

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Initiate pupil-teacher to various concepts and technology of teaching of Social Studies for promotion of National and International Peace and Understanding.
- Have an overview and integrate the knowledge drawn from various sources-History, Geography, Civics, Sociology and Economics.
- Acquire proficiency the various pedagogical principles involved in teaching of Social Studies.
- Describe the principles of curriculum development, its transaction and evaluation.
- Explain use of teaching aids effectively in the class-room.
- Develop lesson plan with the help of advanced technology and explain challenging situations in the society.

COURSE CONTENT

UNIT 1

Foundation and Context of Social Sciences

- Meaning, Nature and Scope of Social Sciences as a school subject
- Aims and Objectives of teaching Social Sciences at School level
- Taxonomy and behavioral Objectives in Social Sciences
- Values of Teaching Social Sciences
- Correlation of Social Sciences with History, Economics, Civics, Geography, Sociology, Mathematics, Natural Science and Psychology

UNIT-2

Pedagogy & Lesson Planning

·Meaning, importance and Steps of Pedagogical Analysis

·Pedagogical Analysis on the following topics:

▪Constitution of India

▪Size, Location and Physical features of India

▪French Revolution

▪Population

▪Democracy in the contemporary world

▪Disaster Management

·Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation

UNIT-3

Curriculum, Teaching Learning Material and Skills of Teaching Social Sciences

·Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum- logical, concentric, spiral, chronological.

·Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking)

·Skills of teaching Social Studies: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation

UNIT-4

Classroom Processes and Evaluation in Social Sciences

·Classroom Processes: Discovery method, Discussion method, Computer Assisted Instruction (CAI) Educational broadcasting and telecasting, e-tutoring, Survey Method, Field Visits, Concept Mapping and Story Telling.

·Meaning, Importance and Types of Evaluation in Social Sciences.

·Continuous and Comprehensive Evaluation: Meaning, importance & Process.

·New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System

·Construction of Achievement Test – Concept and Steps

Tasks & Assignments:

Construction of Achievement test in the Social Sciences. (Compulsory for all) **5 marks**

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to the Social Sciences.
2. Preparation of one Micro Lesson Plan on any topic related to the Social Sciences.
3. Critical Analysis of Secondary school syllabus (Any one class from IX – XII) of the Social Sciences.

SUGGESTED READINGS

·Agarwal, J.C. (1993). Teaching of Social Studies-A Practical Approach. Second (Revised Edition):Viaks Publishing House.

·Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi, Sage.

·Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.

- Eklavya (1994). Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad, Eklavya.
- George, A. and Madan, A. (2009). Teaching Social Science in Schools, NCERT's New Textbook, New Delhi, Sage.
- Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect, New Delhi: Heera Publications.
- Kochhar, S.K. (1998).Teaching of Social Studies, New Delhi: Sterling Publishers Pvt. Ltd, NewDelhi.
- NCERT Social Science Textbooks for classes VI-X, New Delhi, NCERT.

COURSE-V & VI (GROUP D) Opt. (iii): PEDAGOGY OF COMMERCE

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Gain insight on the meaning and nature of Commerce for determining aims, and strategies of teaching learning.
- Identify and relate everyday experiences with learning commerce.
- Conduct lesson planning and evaluation aspects in teaching Commerce.
- Apply the knowledge in analyzing higher secondary Commerce contents in terms of the techniques and aids for the purpose of teaching Commerce.
- Discuss different types of curriculum, classroom management techniques and technology in and of education to teach Commerce.
- Develop interests in knowing the recent development in teaching methodology, and technological developments in Commerce.
- Be professionally competent to design pedagogical content knowledge to be imparted in actual teaching-learning systems.
- Develop critical attitude to different types of learning resources and to use them for becoming an informed and effective teacher.
- Describe various tools and techniques of assessment of pupil's scholastic and non-scholastic performance.
- Become a self- critical teacher of commerce in modern day.

COURSE CONTENT

UNIT- 1 Foundation and Context of Commerce

- Meaning, Nature and Scope of Commerce as a school subject.
- Aims and Objectives of teaching Commerce at School level

- Taxonomy and behavioural Objectives in Commerce.
- Values of Teaching Commerce: Practical. Social & Cultural
- Correlation of Commerce with Book-keeping, Organisation of Business and Secretarial Practice, Economics, Law, Sociology, Mathematics and Geography.

UNIT-2 Important Concepts, Pedagogy & Lesson Planning

- Understanding terminology of Commerce: Book Keeping, Accountancy, Business Management, E-commerce, M-commerce
- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Cash Book.
 - Trade
 - Advertisements
 - Balance Sheet.
 - GST/VAT Calculation
- Lesson planning in Commerce: Need & Importance, Basic Elements & its Preparation

UNIT-3 Curriculum, Teaching Learning Material and Skills of Teaching Commerce

- Meaning, Importance and Principles of designing a good Curriculum of Commerce, Critical Appraisal of the Existing Curriculum in Commerce, Suggestions for improvement.
- Teaching Learning Material: Textbook & Reference Books, Business Documents, News Papers and E-resources(Blog, World Wide Web, and Social Networking)
- Skills of teaching Commerce: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation

UNIT-4 Classroom Processes and Evaluation in Commerce

- Classroom Processes: Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI) Educational broadcasting and telecasting, e-tutoring, Problem Solving and Heuristic method.
- Meaning, Importance and Types of Evaluation in Commerce.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps

Tasks & Assignments:

Construction of Achievement test in the Commerce. (Compulsory for all)

5 marks

Any one of the following (5 marks)

1. Preparation of one Mega Lesson Plan on any topic related to the Commerce.
2. Preparation of one Micro Lesson Plan on any topic related to the Commerce.
3. Critical Analysis of Secondary school syllabus (Any one class from IX – XII) of the Commerce.

SUGGESTED READINGS

- Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi:Vikas Publishing House Pvt. Ltd.
- Allen, O. C. and Francis, P.H. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall.
- Head, G. W. (1988). Commerce. London: Heinemann Professional Publishing.
- Joyce, & Well, (2004). Models of Teaching. U.K: Prentice Hall of India.
- Khan, M. S. (1982). Commerce Education. New Delhi: Sterling Publishers Private Ltd.
- Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Ltd.
- Muthumanickam, R. (2004). Educational Objectives for Effective Planning and Teaching. Chidambaram: Cyber land Publisher.
- Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.
- Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation Ltd.

Course V and VI (Group D) Opt. (IV) PEDAGOGY OF FINE ARTS (VISUAL)

Time: 3 Hours

Max. Marks: 100

Credits-4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which 5 questions are to be answered.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will attempt one question from each unit. Long-answer type questions will carry 16 marks each.

Learning outcomes:

- To develop basic understanding of different Art forms (Visual Arts) and their impact on the human mind.
- To develop an understanding regarding the importance of Fine Art in learners.
- To develop an understanding and insight into the stages of Artistic development in the learners at various levels.
- To develop an understanding of the place of Arts in learning of different subjects.
- To enhance artistic and aesthetic sensibility of the learners to enable them to respond to the beauty in different forms of Art.
- To develop competencies and skills for teaching of Fine Art (visual) at different levels.
- To develop competencies and efficiency in evaluating products of Fine Art (visual).
- To create awareness among learners of the rich cultural heritage, artists and artisans.
- To describe meaning, scope aims and objectives of teaching of Arts (visual).

COURSE CONTENT

UNIT - I

An overview of Art Teaching:

- Meaning, importance and scope of Fine Arts.

- Salient features of different forms under Fine Art category.
- Aims and objective of teaching Fine Art at secondary level.
- Role of Fine Art in Indian culture and for cultural values.
- Appreciation of Art.

UNIT - II

Techniques and methods of teaching Visual Art:

1. **Methods of teaching:**

- Lecture- demonstration.
- Laissez- Faire.
- DBAE (Discipline based Art education.
- Assignment/project method
- Facilitation method.
- Experiential method

2. **Micro teaching skills:**

- Skill of introducing the lesson.
- Skill of hands-on-practice
- Skill of drawing, painting, collage work, graphic design etc.
- Skill of demonstration.
- Skill of stimulus variation.

3. **Preparation of micro lesson plan:**

UNIT - III

Instructional planning and material development:

1. **Instructional planning:**

- Unit planning and lesson planning.
- Meaning, importance and preparation of unit plan.
- Meaning, importance and preparation of lesson plan.

2. **Material development, a journey from ancient times to modern era:**

- Art Material used during ancient, medieval and modern times.
- Different uses of encaustic, tempera, fresco, oil on canvas/ glass.
- Modern Art movement, abstraction, cubism, expressionism realism, impressionism.

3. **Meaning, importance, classification and preparation of audio-visual aids for teaching of Fine Art:**

- Application of ICT in teaching of Fine Art.
- Methods and materials of different art forms under Fine Arts.
- Importance and organization of Art club in schools.
- School Display of Art work and Art exhibitions.
- Art room: planning, organization and its importance.

UNIT- IV

Evaluation:

- Stages of Artistic Development among learners.
- Techniques of teaching Arts at Primary, upper-primary, Secondary and Sr. Secondary level.
- Relation of Art and craft with other school subjects and its importance.
- Evaluation of Art activities, different methods and techniques of assessment and evaluation at different level of school education.
- Evaluation of individual and group projects
- Concept of Art Portfolio and how to maintain it.

Task and assignment: Any one of the following or may be assigned by the institution/ teacher: (05 marks)

- Simple composition in drawing & painting of natural and man-made objects and situations (common flowers, mountains, sky, huts, water, bridge, birds, animals and human figures in action, etc.) in any medium on a quarter sheet of drawing paper.
- Decoration designs: pictorial composition in water or tempera.
- Still life drawing and Painting of Group of two or three simple objects in any medium.
- Poster: will include writing of block and script letters in English/Hindi/Punjabi/Urdu with nibs or brush in ink or colour.
- Collage making
- Exhibition of Art-Work

Recommended Books

1. Jeswani, K.K. Art in Education, Atma Ram & Sons Kashmiri Gate, Delhi-6
2. Road, H. Education through Art, Faber and Faber London
3. Lowen Feld, V. Creative and mental Growth, Macmillan Co., New York
4. Jeswani K.K. Appreciation of Art, Atma Ram and Sons, Kashmiri Gate, Delhi-6.
5. Tolstoy What is Art? An essay on Art, Oxford University Press, New York.
6. Percy Brown Indian Paintings.
7. Ian Chilvers The Oxford Dictionary of Art.
8. Bhup Singh Gulia The Traditions of Northern India (A study of Art, Architecture and Craft in Haryana) Subhi Publications, City Centre, Gurgaon (HR).
9. Lois Fichner – Rathus - Understanding Art, Prentice-Hall International (U.K.) Ltd. London

COURSE- VII (A): UNDERSTANDING COMMUNICATION

(To be evaluated by the External Examiner)

Max. Marks: 50

Learning Outcomes

After the transaction of the course, student-teacher will be able to:

- Develop an understanding of concept of communication.
- Improve one's own language proficiency in oral and written modes.
- Enhance capacities as orator & writers and shape classroom interaction.
- Comprehend and think reflectively on spoken or written texts.
- Write letters, applications, reports, annotations, references and Bibliography.

COURSE CONTENT

UNIT I

Introduction to Communication

Concept of communication

Need for Effective Communication

Levels of Communication

Significance of technical communication

Teacher as a Communicator

Awareness of audience as a key factor in communication; Children as learners; communication and curriculum; using knowledge about learner psychology as a factor in shaping classroom interaction.

Interpreting response in oral interaction; Feedback as communication

UNIT II

Technical Writing

Difference between technical and literary style, Elements of style; Common errors

Letter Writing

Formal, informal and demi-official letters

Job Application

Cover letter, Difference between bio-data, CV and Resume

Report Writing

Basics of Report Writing, Structure of a report, Types of Reports

Writing annotations, references and Bibliography

Sessional Work:

Note: All activities are Compulsory

1. Writing Letter, Notice, email messages representation on contemporary issues and challenges.
2. Preparing a job application- Cover letter & CV/Resume
3. Participation in two Extempore Presentations, one Debate and one Paragraph writing
4. Report Writing on any activity performed during engagement with field.

COURSE- VII (B): ART, CRAFT & THEATRE

(To be evaluated by the External Examiner)

Max. Marks: 50

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Develop an understanding of art, the scope and purpose of art and craft.
- Explore the adaptive strategies of artistic expression.
- Shape student consciousness through introspection and imagined collective experiences.
- Develop appreciation towards the artistic heritage and folk arts.

COURSE CONTENT

Art as a form of Human Expression

- Meaning of Art, its purpose and relation with life
- Elements of Art (Color, Form, Space, Texture, Light and Shade)
- Principles of Art (Balance, Rhythm, Harmony, Unity, Proportion, Dominance)
- Social and cultural importance of Art
- Visual Arts : Painting, Drawing, Sculpture, Print making, Photography
- Performing Art :Dance, Music Theatre, Mime, Puppetry
- Literary Arts: Drama, Poetry & Prose
- Digital Art
- Misconceptions in Art

Sessional Work :

Note: All activities are Compulsory

1. Two Compositions based on topic/theme with any material and medium and method and technique(water/poster colors /oil pastels, mixed media, pencil/charcoal/oil /acrylic or any innovative medium) on the sheet / canvas / hard board.
2. Print making with different methods and techniques: Thread-print, Stencil-print, spray-print, Simple block making and print – Potato-cut-print, vegetable print with lady finger, Simple block making and print – Potato-cut-print, vegetable print with lady finger, – any two medium.
3. Creative pictorial or geometrical design – Water color / Pastel color.
4. Surface design – Floor decoration (Alpana, Rangoli), Wall decoration.
5. Simple lettering for communication, calligraphy.
6. Creating a collage using images, bits cut-out from old magazines, news paper etc.

Or

Collecting and arranging rare photographs, photo print on various themes.

COURSE- VIII (A): UNDERSTANDING OF ICT & ITS APPLICATIONS

(To be evaluated by the External Examiner)

Max. Marks: 50

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Acquire the skills of operating a computer in multifarious activities and integrate technology into classroom teaching learning strategies.
- Demonstrate the use of MS-Windows and MS- Office
- Develop skill in using ms-word, power points and spread sheets.
- Acquire skill in accessing World Wide Web and internet and global accessing of information.
- Use ICT to develop digital portfolios in their teaching subjects
- Select ICT tools and relevant software applications for specific purpose in teaching learning process.

COURSE CONTENT

UNIT I

ORIENTATION TO ICT

- **ICT:** Meaning, Importance and Tools of ICT
- **MS WINDOWS:** Basic concept of an Operating System and its functions; Introduction of Windows & Basic components of a Window
- **MS Office:** MS WORD, Introduction to a Word Processor, Basic components of MS WORD and its operation
- **MS Power Point:** Introduction to Presentation Graphics, Basic components of MS Power Point and its operations, Making Small Presentations. Basics of a presentation. Creation of Power point Presentation. Slide Manipulation and Slide Show
- **MS Excel:** Introduction to Spreadsheets, Concept of Worksheets and workbooks and their operations, Preparation of Worksheets and workbooks

UNIT II

DIGITAL SHARING AND EXCHANGE OF INFORMATION

- Internet: Concept & Definition; Ways of using the Internet in instruction
- Basic modes of use of the internet, e-mail, file exchange, discussion groups, live-conferencing (chat) and knowledge navigation
- Engaging in collaborative learning through synchronous and asynchronous ICT tools (email, web chat, blogging, micro blogging, wikis, and ICT technological tools)
- Learning Management System & Platforms: MOODLE, EDMODOS
- Proprietary vs. open source software used in education - open digital eco-system, open educational resources (OER), open connectivity, (free and) open source, open hardware.
- Smart Classroom: Concept, Equipment, Organization, Operation & its importance in teaching.

Sessional Work:

Note: All activities are Compulsory

1. Administrative use – Letter correspondence and E-Mail
2. Construction of a Portfolio or Question paper of teaching subjects
3. Creating learning materials – handouts
4. Students progress record – Tabulation and graphical representation of results of an academic test.
5. Multimedia presentation on a topic relevant to the Pedagogic Subjects
6. Creating a blog for building an online community to share resources such as texts, audio-visuals, animations.

COURSE- VIII (B): UNDERSTANDING THE SELF

(To be evaluated by the External Examiner)

Max. Marks: 50

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Identify their own potential.
- Give conscious direction to their lives to take responsibility for their actions.
- Develop a holistic and integrated understanding of the human self and personality.
- Develop the capacity for self-reflection and personal integration.
- Develop the capacity for perspective taking and appreciating different points of view.
- Develop sensitivity towards needs of children by connecting with one's own childhood experiences.
- Develop the capacity to establish peace within oneself.
- Develop the capacity to establish harmony within a group and methods of conflict resolution.

COURSE

CONTENT

UNIT I

Knowing one's True Potential

- The Self from different perspectives: Identity and the self; The Self as a product of modern society; The Self as a cognitive construction
- Exploring the Self: The Physical Self, The Material Self, The Spiritual Self, The Political Self, The Digital Self
- Life Skills

UNIT 2

Managing and Caring for Self

- Metacognition and Learning strategies
- Goal Setting
- Stress Management and Techniques of Relaxation
- Methods of Conflict Resolutions
- Yoga for Peace and Harmony, Breathing exercises, Meditation.

Sessional Work:

Note: All activities are Compulsory

1. Preparation of Scrap Book on any six major Yoga Asanas with their benefits.
2. Critically evaluate oneself as a 'Prospective teacher' (Self Appraisal Report)
3. Prepare a brief write-up on any incident of your life and its positive and negative effects.
4. Write an 'Educational autobiography' with respect to your experiences as a learner till now.

YEAR II

COURSE-I: KNOWLEDGE AND CURRICULUM

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Describe the concept of knowledge.
- Illustrate various facets of knowledge.
- Discuss the epistemology of different philosophies.
- Explain the concept of curriculum.
- Compare various approaches of curriculum development.
- Illustrate various models of curriculum development.

COURSE CONTENT

Unit-I

Construction of Knowledge

- Meaning and Nature of knowledge.
- Information, knowledge, conception and perception.
- Sources of knowledge: Empirical Vs Revealed knowledge
- Types of Knowledge: (a) Disciplinary Knowledge
(b) Course content Knowledge
(c) Indigenous Knowledge
(d) Scientific Knowledge
- Contribution of the teachers in assimilation and dissemination of information and knowledge.

Unit-II

Different facets of knowledge and relationship, such as:

- Local and University
- Concrete and Absolute
- Theoretical and Practical
- Contextual and Textual

·School and Out of School

Epistemology of Indian Philosophies

- Sankhya
- Vedanta

Epistemology of Western Philosophies

- Idealism, Naturalism, Pragmatism and Existentialism

Unit-III

Curriculum Development

- Concept of Curriculum and Syllabus: Dimensions of Curriculum and their relationship with aims of education.
- Curriculum at different levels- National, State and School.
- Determinants of curriculum: Philosophical, Psychological, Sociological, Political, Culture and Economic.
- Basic considerations in Curriculum Development.
- Principles of Curriculum Development

Unit-IV

Approaches & Models of Curriculum Designing

- Approaches to Curriculum Development-
 - (a) Subject- centred
 - (b) Learner centred
 - (c) Constructivist
 - (d) Competency based
 - (e) Environmental

Models of Curriculum Development:

- Administrative Line Staff (Taxler)
- Grassroot-level Planning (Hilda Taba)
- Ralph Tyler's Model

Tasks & Assignments:

Seminar/ Presentation on 'Indian/Western Philosophies' (Compulsory for all) **5 marks**

Any one of the following (5 marks)

- i. Prepare a report on Role of NCERT in providing curriculum and pedagogic supports to teachers within Schools.
- ii. Analyze and prepare a report on the present curriculum of Haryana School Education Board/ CBSE in the light of various determinates of curriculum development.
- iii. Prepare a curriculum of any subject using Hilda Taba model

SUGGESTED READINGS

- Aggarwal, J. C. (2003). Hnadbook of Curriculum and Instruction. Delhi: Doaba Book House.
- Awad, E. M., Ghaziri, H. M. Knowledge Management. PHI Learning
- Chopra, R. K. (1993). Status of Teacher in India, NCERT
- Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. New York: McGraw Hill
- Hass, G. (1991). Curriculum Planning, A new Approach, Boston: Allyn Bacon.
- Hooer, R.(1971). Curriculum: Context, Design and Development, New York: Longmans.
- Lawten, D. (1986). School Curriculum Planning, London: Holders and Stayhton.
- Menon, T. K. N. & Kaul, G. N. (1954). Experiments in Teacher Training, New Delhi: Sterling Publishers.
- Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen and Unwin.
- NCTE (2009). National Curricular Framework for Teacher Education. NCERT, New Delhi.
- NCERT(2005). National Curricular Framework for School Education. NCERT, New Delhi.
- Singh, R. P. (1990). Studies in Teacher Education. New Delhi: Bahri Publication.
- Singh, L. C. and Sharma, P. C. (1995). Teacher Education and the Teacher. New Delhi: Vikas Publishing House.
- Siddiqi, M. A. (1993). In Service Education of Teachers. New Delhi: NCERT.

COURSE- II: LEARNING AND TEACHING

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After transaction of the course, student teachers will be able to:

- Describe the Concept of learning.
- Explain the strategies and paradigms of learning.
- Use various learning strategies.
- Describe the educational implications of different theories of learning.
- Explain the Concept of teaching.
- Differentiate the relation with the modalities & variables in the teaching process.
- Illustrate the phases & models of teaching.
- Explain various Strategies of Teaching.
- Conduct Action Research to solve problems related with classroom.

COURSE CONTENT

Unit-I

Understanding Learning

- Learning: Concept, Nature, types of learning & Factors influencing learning,.
- Learning strategies: Co-operative learning & Collaborative learning, peer-tutoring, group learning.
- Role of Teacher & School in relation to learning strategies.
- Programmed Learning: Concept, Types& Educational importance.

Unit-II

Learning Paradigm

- Theories of Learning :
 - Connectionism theory (Trial & Error: Thorndike), concept, laws of learning & Educational Implications.
 - Conditioning theories: Classical conditioning (Pavlov) & Operant Conditioning (Skinner): Concept, characteristics and Educational Implications.
 - Social-constructivist theory (Vygostky & Bandura): Concept, Nature and Educational implications.

Unit-III

Understanding Teaching

- Teaching: Concept, characteristic, features and levels of teaching.
- Related concepts of Teaching (Training, conditioning, instruction & indoctrination)
- Variables in the Teaching Process: The Learning task (Instructional Objectives), Learning Behaviour (Entry behaviours & Learner's characteristics) Teacher Behaviour: (Competence, Personality, Teaching Style).
- Social-constructivist approach in teaching (Applications of Bruner, Ausubel & Vygotsky's ideas in teaching).

Unit-IV

Phase & Models of Teaching

- Phases of Teaching: Pre-active, Interactive and Post-active.
- Models of Teaching: Meaning, Need & Elements, Basic Teaching Model (Glaser), Concept Attainment Model (Bruner).
- Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching & Enrichment Programme.
- Action Research

Tasks & Assignments:

Seminar/ Presentation on any one 'Learning theory (Compulsory for all) **5 marks**

Any one of the following (5 marks)

- i. Group Project: Observation report on Teaching-learning transaction process in School teaching practice.
- ii. A Survey based report on an effective Teacher behaviors or class room Instruction Strategies of effective Teacher.
- iii. Conducting Action Research by taking a classroom problem.

Suggested Readings:

Chauhan, S.S. (2014). *"Innovations in Teaching Learning Process"*, Noida: Vikas Publishing House Private Ltd.

Gagne, R.M. (1977). *"The conditions of learning"*, New York, Chicago: Holt, Rinehart and Winston.

Joyce, B. & Weil, M. (1992). *"Models of Teaching"*, New Delhi, Prentice Hall.

Kulkarni, S.S. (1986). *"Introduction to Educational Technology"*, New Delhi: oxford & IBH Publishing Company.

Pandey, K.P. (1983). *"Dynamics of Teaching Behaviour"*, Ghaziabad: Amitash Parkashan.

Pandey, K.P. (1980). *"A First Course in Instructional Technology"*, Delhi: Amitash Parkashan.

Skinner, B.F. (1968). *"The Technology of teaching"*, New York: Appleton Century Crofts.

Sharma, R.A. (1991). *"Technology of Teaching"*, Meerut: R. Lall Book Depot.

Sharma, S.K. (2005). *"Learning and Teaching: Learning process"*, Delhi: Gyan Books Private Ltd.

Srivastava, D.S. and Kumari, S. (2005). *"Education: Understanding the learner"*, Delhi: Gyan Books Private Ltd.

Walia, J.S. (2012). *"Teaching Learning Process"*, Jalandhar: Ahim Paul Publishers.

COURSE-III : ASSESSMENT FOR LEARNING

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Differentiate between the concept of assessment, measurement and evaluation.
- Familiarize with new trends in assessment.
- Develop assessment tasks and tools to assess learner's competence and performance.
- Devise marking, scoring and grading procedures.
- Devise ways of reporting on student performance.
- Develop the habit of reflecting-on and self-critiquing to improve performance.

COURSE CONTENT

Unit I

Perspectives on Assessment

- Concept of Measurement, Assessment & Evaluation and their inter relationships.
- Concept of Cognitive, Affective, Psychomotor domain of learning (Revised taxonomy of objectives (2001))
- Purposes and objectives of assessment for placement, providing feedbacks, grading promotion, certification, diagnosis of learning difficulties.
- Critical review of current evaluation practices:
 - a) Formative and summative evaluation
 - b) Prognostic and diagnostic
 - c) Norm referenced test and Criterion referenced test
 - d) Quantitative and Qualitative
 - Teacher as a facilitator in Assessment for Learning.

Unit II

Assessment Process & tools

- Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;

- Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- Portfolio assessment – meaning, scope & uses; developing & assessing portfolio;
- Development of Rubrics.
- Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.
- Reporting student's performance – Progress reports, cumulative records, profiles and their uses.

Tasks & Assignments:

Any one of the following (5 marks)

- Analyze the question papers of the subject of your choice (Previous-3 Years) for Classes X and XII (any board) in the light of new approach of assessment.
- Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
- Examine and reflect upon the problems and issues involved in assessment practice of school evaluation.

SUGGESTED READINGS

- Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt. Limited.
- Anastasi, A. (1976). Psychological Testing. New York: McMillan Publishing Co., Inc.
- Asthana, B. (2008). Measurement and Evaluation in Psychology and Education. Agra: Agrawal Publications.
- Bhargava, M. and Mathur, M. (2005). Psychometrics and Statistical Applications in Educational and Behavioural Sciences. Agra: H. P. Bhargava Book House.
- Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education. Tokyo: McGraw Hill Kogakusha Limited.
- Guilford, J.P. and Fruchter, B. (1970). Fundamental Statistics in Psychology and Education. New York: McMillan Publishing Co., Inc.
- Gupta, C.B. and Gupta, V. (1995). An Introduction to Statistical Methods. Kanpur: Vikas Publishing Pvt. House.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.

COURSE-IV: CREATING AN INCLUSIVE SCHOOL

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- iv. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- v. Q. No. 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- vi. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Familiarize with the concept of Inclusive Education and appreciate its philosophy in the context of Education for All.
- Identify and address the diverse needs of all learners.
- Acquaint themselves with the trends & issues, legal and policy perspectives in Inclusive Education.
- Use teaching strategies and support services in the education of children with special needs.
- Develop positive attitude towards children with special needs.
- Incorporate various inclusive practices to promote Inclusion in the classroom.

COURSE CONTENT

Unit-I: Inclusive Education

- Understanding diversities / differences- concept , characteristics and types of various disabilities (Visual, Hearing , Mental Retardation, locomotors and neurological disorders, learning disability and multiple disability)
- Characteristics and Identification of the educational needs of these special focus groups.
- Concept, meaning and need of inclusive education, Principles of Inclusive Education.
- Schools awareness and readiness for addressing learning difficulties.
- Concept of inclusive school- infrastructure and accessibility, awareness and positive attitude towards disability, human resources, whole school approach.
- Assistive and Adaptive Technologies in Inclusive Set up, use of ICT, Equipments and others technologies for different disabilities

Unit-II: Legal and Policy Perspectives

- Salamanca statement and framework of action, 1994, Educational provisions in the UN convention on the rights of person with disabilities (UNCRPD), 2006.
- Education of students with disabilities in NPE 1968, 1986, POA(1992), (PWD Act 1995), (RCI Act , 1992), (RTE Act 2009).
- Education in the national policy on disability, 2006

Role of Organizations for Education of Children with Disabilities

- Rehabilitation Council of India (RCI).
- National Institute of Different Disabilities.
- Composite Regional Centres (CRCs).
- District Disability Rehabilitation Centres (DDRCs).
- Non Voluntary Govt. Organizations (NGOs)

Tasks & Assignments:

Any one of the following (5 marks)

- i. Preparation of individualized learning materials to meet the needs of a child with disability discussed with a report on how it can be effectively used.
- ii. Field visit to an Inclusive/ Special school and observation & analysis of teaching learning practices. Report of visit to be submitted.
- iii. Carry out Case Study of a Child with any of the disability discussed with a report.

SUGGESTED READINGS

- Adrian, A. and John, E. (1998). Educating children with special needs. New Delhi: Prentice Hall.
- Alur, M. and Buch, M. (2010). The Journey for inclusive Education in the Indian subcontinent. New York: Routledge.
- Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs Responses. Can Publishing.
- Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall.
- Chaote, J.S. (1991). Successful mainstreaming. New York: Allyn & Bacon.
- Daniels, H. (1999). Inclusive Education. London: Kagan.
- Deiner, P.L. (2000). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace & Company.
- Dessent, P. (1987). Making Ordinary School Special. Jessica Kingsley Publishing.
- Gargiulo, R.N. (1987). Special Education in Contemporary Society: An Introduction to Exceptionalities. Belmont: Wadsworth Publication.
- Gathoo, V. (2004). Curriculum Strategies & Adaptations for Children with Hearing Impairment. New Delhi: Kanishka Publishing.
- Giuliani, G.A. and A.M. (2002). Education of Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.
- Mathew, S. (2004). Education of Children with Hearing Impairment. RCI, New Delhi: Kanishka Publications.

COURSE-V: ENVIRONMENTAL EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q. No .1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Develop understanding of key concepts-Environmental education, Sustainable development and Sustainable development goals.
- Describe need and scope of Environmental Education and Sustainable Development.
- Critically analyze present status of environmental education in school curriculum.
- Plan and implement strategies for creating environmental awareness at school.
- Organize various co-curricular activities to develop awareness about Sustainable Development Goals.
- Develop materials and resources related to Environmental Education.

COURSE CONTENT

Unit I

Environmental Education: Key Concepts

- Concept, Characteristics and goals of Environmental Education.
- Need and Scope of Environmental Education.
- Approaches to Environmental Education- Interdisciplinary and Multidisciplinary.
- Environmental Education in School Curriculum, Idea of Green Curriculum.
- Understanding Pedagogy for Environmental Education at School for different levels.

Unit II

Environmental Education and Sustainable Development

- Concept of Sustainable Development and Sustainable Development Goals
- Need of Education for Sustainable Development Goals.
- Role of School and teacher in Sustainable Development- Making Eco Clubs, Organizing Exhibitions, Field trips, Observations, Sensitivity towards the environment of School.

- Knowledge of Environmental Education materials and Resources.

Tasks & Assignments:

Any one of the following (5 marks)

- i. Preparing sensitization material and creating awareness on Sustainable Development Goals with the help of students in a locality.
- ii. Poster making on Sustainable Development goals.
- iii. Critical analysis of present status of Environmental Education at various levels of School and report writing.

SUGGESTED READINGS

- Carson, Sean B. (1978), Environmental Education: Principles and Practices, Edward Arnold Publishers, London.
- Kislay, Shardendu (2006), Paryavaran Shiksha, Discovery Publications, ND.
- Shrtendu S (2007), Environmental Education, Sharda Publications, Allahabad.
- UNESCO: Education of Environmental Education in School, Paris.
- UNESCO: Environmental Education: Principles of Teaching and Learning, Paris.
- UNESCO: Interdisciplinary Approaches in Environmental Education, Paris.

COURSE-VI: SCHOOL LEADERSHIP AND MANAGEMENT

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- iv. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- v. Q. No .1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- vi. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Develop capacities for being efficient and effective educational leaders and managers.
- Critically examine the leadership theories relevant to educational practice and settings.
- Describe attributes of an effective school leader.
- Prepare School Development Plan.
- Explain principles and techniques of school management.

COURSE CONTENT

Unit I

School Leadership

- Concept of school culture, organization and leadership.
- Administrative and Academic Leadership, Theories of Leadership.
- Attributes of an effective school leader.
- Leadership for motivation and change.
- School Development Plan.

Unit II

School Management

- Concept and significance of School management.
- Principles and techniques of school management.
- Classroom management, Financial management, Human resource management, Office management and Conflict management.

- Decision making and Problem solving.
- Role and responsibilities of Principal and teacher in school management.

Tasks & Assignments:

Any one of the following (5 marks)

- i. Conduct a Case Study on best practices in educational leadership and management in a school.
- ii. Prepare a detailed report on overview of office functions, record management, material management and work simplification.
- iii. Think of a Problem situation in your school and then prepare a checklist to identify and define the problem.

SUGGESTED READINGS

- Bhatnagar, R.P. and Agmwal, V. (1 997): Educational administration, Supervision, Planning and Finance. Surya Publications, Meerut.
- French, W. & Bell, C. (1999): Organisational Development, *New Jersey*: Prentice Hall.
- Fullan, M. (2001): Leading in a Culture of Change, San Francisco Jossey Bass.
- Goodlad, John I. (1984): A Place Called School: Prospects for the Future, New York: McGraw Hill.
- Law, S. and Glover, D. (2000): Educational Leadership and Learning Practice: Policy and Research, Buckingham: Oxford University Press.
- National College for School Leadership (2001): Leadership Development Framework, Nottingham: NCSL.

COURSE-VII Opt. (i): WORK EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Define the concept of work education.
- Describe the historical perspectives of work education.
- Develop proper attitude towards work education.
- Apply the strategies for promoting work education programme.
- Assess and evaluate work education and its related activities.

COURSE CONTENT

Unit-I

- Concept of work and rationale for integration of work in Education
- Work Education: Meaning, Scope & Objectives; Essential and Elective Work Education
- Gandhi's philosophy of Work Education, Nai Taleem.
- Recommendations of: Secondary Education Commission, Kothari Commission, National Policy on Education, Programme of Action with reference to work education.
- Place of Work Education at School Level.
- Criterion for the selection of work education in schools.
- Principles of management of work education in schools, Role of Principal & Teachers

UNIT 2

- Strategies for promotion of Work Education: Field visits, Discussion, Lecture, Computer Aided Instructions, Surveys.
- Need & Importance of Instructional Material and its types required for Work Education
- Role of Centre and State Govt. regarding work education.
- Work Education and Economic development.
- Problems and suggestions for improvement of work education.
- Concept of Multipurpose schools and its role in work education.

Tasks & Assignments:**Any one of the following (5 marks)**

- i. Report of visit to a place of any small scale industry.
- ii. Prepare a report on different work education programmes running in the school.
- iii. Conduct a study on local occupations, technologies & skills and work force and prepare a report.
- iv. Prepare detailed guidelines for school students of primary, secondary and senior secondary classes to prevent road accidents and stay on the road.

SUGGESTED READINGS

- Aggarwal, J.C. and Aggarwal, S.P. (1987). Vocational Education New Delhi: Doaba House Publishers.
- Prakash, V and Biswal, K. (2008). Perspective on Education and Development, Revisiting Education Commission and after, Shipra Publications
- Rashtriya, T. (2005). Vocational Education. New Delhi: APH Publishing Corporation,
- Report of Secondary Education Commission (1952 – 53).
- Report of Kothari Commission Report (1964 – 66).
- Report of National Education Policy 1986.
- Sharma, A. P. (1984). Contemporary Problems of Education, New Delhi: Vikas Publishing House Pvt. Ltd.

COURSE-VII Opt. (ii): GENDER, SCHOOL AND SOCIETY

Max. Marks: 50

Time: 1.30 Hours

(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- vii. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- viii. Q. No .1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- ix. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, gender parity, equity and equality and patriarchy.
- Identify some important landmarks in connection with gender and education in historical and contemporary period.
- Learn about gender issues in school, and its intersection with class, caste, religion and region
- Become aware of the processes of socialization at home and school that act as shaping factors in personality formation of the school-going child (in Indian contexts).
- Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

COURSE CONTENT

Unit I

Gender Studies: Key Concepts

- Concept of gender: Issue of patriarchy, masculinity and femininity
- Paradigm shift from women studies to gender studies: Some land marks from social reform 19th to 21st century
- Theories on Gender and Education and their application in the Indian context
 - Socialization theory
 - Gender difference
 - Structural theory
 - Deconstructive theory
- Gender identity, family, media gender role and stereo types
- Social construction of gender during late childhood and adolescence

Unit II

Gender Issues

- Gender bias, Gender Stereotyping, and Empowerment
- Equity and equality: Psychological and sociological perspective
- Emergence of gender specific roles, cross cultural perspective
- Need and Importance of Gender Equality
- Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction

Strategies for change: policy and management in the school.

Tasks & Assignments:

Any one of the following (5 marks)

- iv. Preparing sensitization material and creating awareness on Gender issues with the help of students in a village.
- v. Poster making on Gender Equality and Empowerment.
- vi. Observation of practice of inequality between male and female students in a rural school and report writing.

SUGGESTED READINGS

- Havinghurst, R. (1995). Society and education. Boston; Allyn and Bacon.
- Inkeles, A. (1987). What is sociology? New Delhi: Prentice Hall of India.
- M.H.R.D. (1990). Towards an enlightened and human society. New Delhi: Dept. of Education.
- Kamat, A.R.(1985). Education and social change in India. Mumbai: Samaiya Publishing House.
- Pandey, K.P. (1983). Perspectives in Social Foundations of Education, Ghaziabad: AmitashPrakashan
- Bussolo (2009).Gender Aspects of the Trade and Poverty Nexus: A Macro-Micro Approach (English): Palgrans Mac Millan U.K.
- Geetha, V. and Revathi.A. (2011). The truth About Me: A Hijra Life story: Penguin Publishing Group.
- Raimedhi, I. (2015). My Half of the sky. Sage Publications India Pvt. Ltd.
- Tendon, N. (2008).Feminism: A paradigm Shift. Atlantic Publisher.
- Mathu, A. (2007). Gender and development in India 01. Gyan Book Pvt. Ltd.

COURSE-VII Opt. (iii): GUIDANCE AND COUNSELING

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Explain the concepts of guidance and counseling
- Demonstrate an understanding of educational, vocational and personal guidance
- Recognize the need of guidance and counseling in schools
- Describe various testing and non- testing techniques
- Explain various services in school guidance programme
- Develop the skill of administration and interpretation of psychological tests
- Describe the process of organization of guidance services in schools
- List the qualities required for good counselor

COURSE CONTENT

UNIT 1

Introduction to Guidance

- Meaning, Aims and Principles of guidance
- Need of guidance (Educational, Vocational and Psychological Needs)
- Types of guidance: Educational, Vocational and Personal

Studying and Appraising an Individual

- Meaning, Need and Importance of Studying and Appraising Individuals in Guidance
- Principles of Studying and Appraisal of students

Guidance Services

- Purposes and Principles of organization of guidance Services
- Organization of guidance services at Secondary Level
- Role of Guidance Personnel (Head of the Institution, Teacher and Counselor) in organization of guidance services in School

UNIT-2

Introduction to Counseling

- Meaning, Aims and Principles of Counseling
- Need of Counseling
- Types/ Approaches of Counseling: Directive, Non-directive, and Eclectic.

- Counseling Interview
- Difference between guidance and counseling

The Counselor as a Person

- Characteristics/ Qualities of Counselor
- Counselor's Professional Ethics
- Functions of Counselor

Task & Assignment:

Any one of the following (5 marks)

- Make a study of a guidance centre. Prepare a report.
- Prepare a cumulative record card of a student studying at secondary level.
- Prepare a report on the guidance services organized by school personnel.

SUGGESTED READINGS

- Aggarwal, J. C. (2004). Educational Vocational Guidance and Counseling, Delhi: Doaba House.
- Chauhan, S. S. (2008). Principles and Techniques of Guidance. UP: Vikas Publishing House Pvt. Ltd.
- Granz, R. M. (2005). Foundation and Principle of Guidance, Boston: Allyn & Bacon.
- Gupta, V. K. (2004). Educational Guidance and Counselling, Ludhiana: Ankur Publications.

- Jones, J. A. (1970). Principles of Guidance, Bombay: Tata, New York: McGraw Hill.
- Kocher, S. K. (2007). Educational Guidance and Counselling, New Delhi: Sterling.
- Myres, G. E. (2005). Principles and Techniques of Vocational Guidance, New York: McGraw Hill.
- Nanda, S. K. and Sagar, S. (1972). Fundamentals of Guidance. Chandigarh: N.B.S. Educational Publishers.
- NCERT (2008). Counseling Process and Strategies (Module 2). New Delhi: NCERT.
- NCERT (2008). Guidance for Human Development and Adjustment (Module3) New Delhi: NCERT.
- NCERT (2008). Introduction to Guidance (Module 1). New Delhi: NCERT.

- Pandey, K. P. (2000). Educational and Vocational Guidance in India, Varanasi: Vishwa Vidyalaya Prakashan.
- Rathus, S. A. and Nevied, J. S. (1980). Adjustment and Growth: The challenges of life, New York: Rinehart and Winston.
- Robinson (2005). Principles and Procedures in Student Counseling, New York: Harper & Row.
- Sharma, R. N. (2008). Vocational Guidance & Counseling. Delhi: Surjeet Publications.
- Sharma, R.A. (2008). Fundamentals of Guidance & Counseling, Meerut: R Lall Book Depot.
- Strang, R. (2005). Counseling Techniques in Colleges and Secondary Schools, New York: Harper.

COURSE-VII Opt. (iv): VALUE EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be two short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.**

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Develop understanding of human values and ethics.
- Reflect on value crisis in present Indian society.
- Discuss concept and scope of value education.
- Describe various aspects of Personality development and character building education.
- Develop right attitude & aptitude and positive approach to life.
- Describe importance of affective domain in development of compassion, love and kindness.

COURSE CONTENT

Unit-I

Concept of Values

- Fundamental Human values-Truth, Peace, Non-violence, Righteous Conduct.
- Classification of Values: Personal values, Family values, Social values, Cultural values and Professional values
- Duty Approach to Ethics: Deontology, Justice as a Duty
- Value Crisis: Values Crisis Concept, Conflicts as Challenge Vs. Hindrance
- Value Education Concept, Nature, Source & Perspectives (Rational, Philosophical, Socio-Cultural, Religious and Psychological).

Unit-II

Development of the Individual

- Personality Development and Character building education: through unilateral ethics
- Development of right attitude, aptitudes and interest: through higher thinking, contemplation and patience
- Yoga, meditation and self-control; introspection on one's strengths and weakness, wrong speech, habits and actions.
- Positive approach to life – in words and deeds: through positive thinking and positive living.

- Self-discipline Leading to Duty-Consciousness: Politeness, Punctuality & Righteous Conduct.
- The importance of Affective domain in Education in Compassion, Love and Kindness

Task & Assignment:

Any one of the following (5 marks)

- i. Application of one strategy of value inculcation among school children and its report.
- ii. Share incidents of eminent personalities demonstrating any two of the following: Truthfulness, Tolerance, Sacrifice, Altruism
- iii. Prepare a write-up by recollecting the situations in your life when you have shown commitment.

SUGGESTED READINGS

Bhatt, S.R.(1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: Gian Pub.,.

Kar, N.N.(1996). Value Education: A Philosophical Study. Ambala: Associated Pub. .

Khan, Wahiduddin. (2010) Family Life, Goodword Books, New Delhi,.

Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub.,.

Mascarenhas, M. & Justa, H.R.,(1989)., Value Education in Schools and Other Essays,Delhi Konark,.

R., King, (1969) Values & Involvement in Grammar School, London: Routledge,.

Sharma, S. R, (1999)., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Pub.,.

Source book of Human Rights - NCERT

COURSE-VIII & IX: SKILL IN TEACHING [PEDAGOGIC SUBJECT I & II]

Max. Marks: 100 (Each Pedagogic Subject)

Detail of Lessons to be followed in Each Pedagogic Subject

- a) Micro Lessons-05 (for each Teaching Subject)
- b) Mega Lessons-05 (Under Simulated situations)
- c) Discussion Lessons-02
- d) Real Teaching Lessons-12
- e) Observation Lessons-10

Note: Lesson Plans should be based on Revised Taxonomy (Bloom & Anderson) and R.C.E.M. approach.

COURSE- X : SCHOOL BASED ACTIVITIES

Max. Marks: 50

The student teachers are required to perform the following activities during school internship:

1. Maintaining 'Assessment for learning' record in both pedagogic subjects.
2. Development of learning material on one topic of any pedagogic subject.
3. After the school internship, the student teachers are required to prepare a report in which all the activities performed by them in the school during their stay of sixteen weeks in the school.