

SYLLABUS

(Bachelor of Education)



School of Education

Central University of Haryana

Course: B.Ed

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 will 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, and disability/ inclusive education shall form an integral part of the B.Ed. curriculum.

(i) Theory courses

(a) Perspectives in Education

Perspectives in Education should include 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 shall enable student-teachers to engage with studies on Indian society and education. The course in childhood studies shall 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' shall develop 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 on aspects of social and emotional development, self and identity, and cognition and learning.

(b) Curriculum and pedagogy studies

Course in Curriculum and Pedagogic Studies shall 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 shall 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 learning. 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 shall aim to develop in students

an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from 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 areas through its three components:

(a). Tasks and Assignments that run through all the courses.

(b). School Internship.

(c). courses on Enriching professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer 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 shall be 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 shall be 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 shall offer 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. shall provide for sustained engagement with learners and the school (including engaging in continuous 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. They shall be engaged at two levels, namely upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary / senior secondary classes. There should be provided opportunities to teach in schools with supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, 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.

Programme Implementation

The institution shall meet the following specific demands of implementing this professional programme of study

- (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.
- (f) Schools teachers shall be invited to teacher education institutions for feed back to student-teacher and for extensions/ guest lectures and organizing colloquium.
- (g) There shall be mechanisms and provision for addressing complains of students and faculty, and for grievance redressal.
- (h) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and, assessing the student teachers.

Assessment

For Perspectives in Education and Curriculum and pedagogies studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/ weightage shall be allocated to assessment of practices teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. 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.

Course Structure of Bachelor of Education (B.Ed.) under Choice Based Credit System

Total No. of Credits in Four Semesters = 98 (90 + 8) (B.Ed. Course + Course offered by other Department)

B.Ed. Semester-I

Sr. No.	Course Code	Total Credits	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Class Teaching Hours per week	Credits: Practicum (Engagement with the Field)	Practicum Hours per week (per semester)	Total Hours per week (per semester)	Internal Assessment Weightage	External Assessment Weightage
1	SOE020101C3014	4	Childhood and Growing Up	100	3	3	1	2	5	30%	70%
2	SOE020102C3014	4	Contemporary India and Education	100	3	3	1	2	5	30%	70%
3	SOE020103C3014	4	Assessment for learning	100	3	3	1	2	5	30%	70%
4	SOE020104C3014	4	Value and Peace Education	100	3	3	1	2	5	30%	70%
5	SOE020105C1012	2	Language Across the Curriculum	50	1	1	1	2	3	30%	70%
6	SOE020106C1012	2	Understanding Discipline and Subjects	50	1	1	1	2	3	30%	70%
7	SOE020107C1012	2	Reading and Reflection on Text	50	1	1	1	2	3	30%	70%
8		4	To be taken from other Department	100	4	4	0	0	4	30%	70%
Total		26		650	19	19	7	14	33		
Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours											
•	<ul style="list-style-type: none"> 1 Credit Theory = 16 hours in a semester 1 Credit Practicum = 32 hours in a semester 										

	<ul style="list-style-type: none"> 1 Credit = 25 Marks
•	<ul style="list-style-type: none"> Course Code offered to other Department in Semester I is presented in Table IV

B.Ed. Semester-II

Sr. No.	Course Code	Total Credits	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Class Teaching Hours per week	Credits: Practicum (Engagement with the Field)	Practicum Hours per week (per semester)	Total Hours per week (per semester)	Internal Assessment Weightage	External Assessment Weightage
8	SOE020208C3014	4	Learning and Teaching	100	3	3	1	2	5	30%	70%
9	SOE020209C3014	4	Knowledge and Curriculum	100	3	3	1	2	5	30%	70%
10	SOE020210C3014 -- SOE020226C3014	4	Pedagogy of School Subject-1* (Part-I)	100	3	3	1	2	5	30%	70%
11	SOE020210C3014 -- SOE020226C3014	4	Pedagogy of School Subject-2* (Part-I)	100	3	3	1	2	5	30%	70%
12	SOE020227C2024	4	Drama and Art in Education	100	2	2	2	4	6	50%	50%
13	SOE020228C0044	4	School Internship**	100	0	0	4	8	8	50%	50% *
	Total	24		600	14	14	10	20	34		
	Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours										

•	<ul style="list-style-type: none"> • 1Credit Theory = 16 hours in a semester • 1 Credit Practicum = 32 hours in a semester • 1 Credit = 25 Marks • *Pedagogy of School Subject-1* & Subject-2* (Part-I) may choose from List given below the structure. • **Students will be engaged with school for the four weeks during the Semester.
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B.Ed. Semester-III

Sr.No.	Course Code	Total Credits	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Class Teaching Hours per week	Credits: Practicum (Engagement with the Field)	Practicum Hours per week (per semester)	Total Hours per week (per semester)	Internal Assessment Weightage	External Assessment Weightage
14	SOE020329C3014 -- SOE020345C3014	4	Pedagogy of School Subject-1* (Part-II)	100	3	3	1	2	5	30%	70%
15	SOE020329C3014 -- SOE020345C3014	4	Pedagogy of School Subject-2* (Part-II)	100	3	3	1	2	5	30%	70%
16	SOE020346C001616	16	School Internship*	400	0	0	16	32	32	50%	50%
Total		24		600	6	6	18	36	42		
<p>Practicum includes lesson planning/ Engagement with the field/ Hands-on experience/activities/seminars/workshops etc. courses for advanced level pedagogy (senior secondary level) can be offered to post graduates in a school subject. @ internship + school and community-based activities (credits 14+2) = Marks 350+50=400 Note: During School Internship School and Community-Based Activities may be arranged in terms of resources available in the teacher education institutions/university.</p>											

	*School Internship will be treated as Practicum Course.
	1Credit Theory = 16 hours in a semester 1 Credit Practicum = 32 hours in a semester 1 Credit = 25 Marks *Pedagogy of School Subject-1* & Subject-2* (Part-I) maychoose from List given below the structure. * Students will be engaged with school for 16 weeks during the Semester.

B.Ed. Semester-IV

Sr.No.	Course Code	Total Credits	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Class Teaching Hours per week	Credits: Practicum (Engagement with the Field)	Practicum Hours per week (per semester)	Total Hours per week (per semester)	Internal Assessment Weightage	External Assessment Weightage
17	SOE020447C3014	4	Gender, School and Society	100	3	3	1	2	5	30%	70%
18	SOE020448C3014	4	Transaction of Curriculum: Issues & Challenges	100	3	3	1	2	5	30%	70%
19	SOE020449C3014	4	Creating an Inclusive School	100	3	3	1	2	5	30%	70%
20	SOE020450C1012	2	Critical Understanding of ICT	50	1	1	1	2	3	30%	70%
21	SOE020451C1012	2	Understanding the Self: Yoga Education	50	1	1	1	2	3	30%	70%
22	SOE020452C1012	2	Environmental Education	50	1	1	1	2	3	30%	70%
23	SOE020453DCEC1012- SOE020456DCEC1012	2	Optional Course*	50	1	1	1	2	3	30%	70%

24		4	To be taken from other Department	100	4	4	0	0	4	30%	70%
	Total	24		600	17	17	7	14	31		
	Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours										
•	<div> <div> • 1Credit Theory = 16 hours in a semester , • 1 Credit = 25 Marks </div> <div> 1 Credit Practicum = 32 hours in a semester *Optional Course may choose from Table III. </div> </div>										
•	• Courses offered by the other Department: maximum -4 Credits										

List of Pedagogical Courses* offered by the School of Education in Ist Year (Semester II)

Sr. No.	Course Code	Course Title (Group-I)	Sr. No.	Course Code	Course Title (Group-II)
1	SOE020210C3014	Pedagogy of Hindi	1	SOE020216C3014	Pedagogy of Hindi
2	SOE020211C3014	Pedagogy of English	2	SOE020217C3014	Pedagogy of English
3	SOE020212C3014	Pedagogy of Social Sciences	3	SOE020218C3014	Pedagogy of History
4	SOE020213C3014	Pedagogy of Mathematics	4	SOE020219C3014	Pedagogy of Geography
5	SOE020214C3014	Pedagogy of Life Science	5	SOE020220C3014	Pedagogy of Political Sciences
6	SOE020215C3014	Pedagogy of Physical Science	6	SOE020221C3014	Pedagogy of Economics
			7	SOE020222C3014	Pedagogy of Physics
			8	SOE020223C3014	Pedagogy of Chemistry
			9	SOE020224C3014	Pedagogy of Mathematics
			10	SOE020225C3014	Pedagogy of Biological Sciences
			11	SOE020226C3014	Pedagogy of Commerce

Note: Teaching subjects are likely to be added in due course.

Group I is for graduate students.

Group II is for post graduate students

List of Pedagogical Courses offered by the School of Education in II Year (Semester III)

Sr. No.	Course Code	Course title (Group-I)	Sr. No.	Course Code	Course title (Group-II)
1	SOE020329C3014	Pedagogy of Hindi	1	SOE020335C3014	Pedagogy of Hindi
2	SOE020330C3014	Pedagogy of English	2	SOE020336C3014	Pedagogy of English
3	SOE020331C3014	Pedagogy of Social Sciences	3	SOE020337C3014	Pedagogy of History
4	SOE020332C3014	Pedagogy of Mathematics	4	SOE020338C3014	Pedagogy of Geography
5	SOE020333C3014	Pedagogy of Life Science	5	SOE020339C3014	Pedagogy of Political Sciences
6	SOE020334C3014	Pedagogy of Physical Science	6	SOE020340C3014	Pedagogy of Economics
			7	SOE020341C3014	Pedagogy of Physics
			8	SOE020342C3014	Pedagogy of Chemistry
			9	SOE020343C3014	Pedagogy of Mathematics
			10	SOE020344C3014	Pedagogy of Biological Sciences
			11	SOE020345C3014	Pedagogy of Commerce

Note: Teaching subjects are likely to be added in due course.

Group I is for graduate students.

Group II is for post graduate students

List of Optional Courses offered by the School of Education in IInd Year (Semester IV)
Choose Any one from the following List

Sr. No.	Course Code	Course title
1	SOE020453DCEC1012	Educational Administration and Management
2	SOE020454DCEC1012	Life Skills Education
3	SOE020455DCEC1012	Guidance and Counselling
4	SOE020456DCEC1012	Health & Physical Education

List of Courses offered by the School of Education to other Departments in Semester I

Sr. No.	Course Code	Course title
1	SOE020157GEC3014	Value Based Education
2	SOE020158GEC3014	Art in Education

SEMESTER-I

SEMESTER-I

Year	I	COURSE CODE-SOE020101C3014	Credit	4(3Theory+ 1Practicum)
Semester	I	CHILDHOOD AND GROWING UP	Marks	100 (Theory+ Practicum)
Essence of the Course This course offers an introduction to the study of childhood, child development and adolescence. It aims to develop understanding about children of different age groups through close observation and interaction with children from diverse socio-economic and cultural backgrounds. The main focus in the course is to enable student teachers to arrive at an understanding of how different socio- political realities construct different childhoods within children’s lived contexts: family, schools, neighbourhoods and community. The students would read about theories of child development, childhood and adolescence as constructed in different socio-economic and cultural settings.				
Objectives		The student teacher will be able to: <ul style="list-style-type: none">• Appreciate the role of educational psychology in teaching and learning.▪ Understand the salient features and problems of growth and development during childhood to adolescence.• Become familiar with theories of child development and their educational implications.• Understand the process of learning and factors influencing learning.• Understand the learning process in order to organize teaching for effective learning.• Acquaint the teacher trainees with educational needs of special groups of pupils.• Understand the role of family, school, society in child development.• Develop the ability to apply the knowledge provided by Educational Psychology to classroom problems of various kinds.		
Course Content / Syllabus				
Unit 1		Growth and Development		
		<ul style="list-style-type: none">• Meaning of Growth and Development. Differences between growth and development, Importance of growth and development for the teachers.• Role of heredity and environment, Individual Differences: Concept of intra and inter individual differences. Implications of individual differences for organizing educational programmes: (a) Biological (b) Physical (c) Emotional (d) Cognitive (e) Social and (f) Moral		

	<ul style="list-style-type: none"> Stages of growth and development, developmental tasks and their stage specific characteristics with respect to diverse socio-economic and cultural backgrounds – family, schools, neighbourhoods and community and its educational implications. (a) Early Childhood (b) Later Childhood (c) Adolescence 	
Unit 2	Theories of Child Development	
	<ul style="list-style-type: none"> Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context. Theory of Social & Emotional Development by Erickson: Concept, Stages and Implications with special reference to Indian Context. Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context 	
Unit 3	Understanding Adolescence and Adolescence Education	
	<ul style="list-style-type: none"> Meaning of Adolescence Need and Importance of Adolescence Education Significance of Life Skill Education for Adolescence Cultural diversity and life experience / learners voice and their relevance to adolescence education 	
Unit 4	Childhood and Adolescence: Issues and Concerns	
	<ul style="list-style-type: none"> Childhood – Similarities and diversities within different stages of development and factors leading to multiple childhoods in reference to different socio-cultural realities in Indian context Social issues Emotional issues Health concerns Equity issues and inclusion Socio-cultural diversity, life experiences children's voice and their learning contexts Role of teacher and other school functionaries in addressing their understanding 	
Unit 5	Understanding the Learner in Socio-Cultural Perspectives	
	<ul style="list-style-type: none"> The Learner, Learning Process, Learning Experience, Learning environment Factors influencing the Learner 	

	<ul style="list-style-type: none"> ➤ Socio-Cultural factors: Family, School environment, Community, Peer group ➤ Political factors: policies, provisions ➤ Socio-Economic factors: Poverty, Gender, Religion, Caste and Class ➤ Psycho-Social factors: Parents, Teachers, Classroom Climate, School ➤ Technological factors: Media • Agencies of Socialization : Concept of socialization and its impact-family, parenting, child rearing practices <ul style="list-style-type: none"> ➤ Peers – Cooperation and conflict, aggression and willing, peer influences gender competition ➤ School – Relationship with peers, teachers, school staff, teacher expectations, indirect influences ➤ Society- leading to differences in socialization 	
Transactional Strategies	<p>Unit 1: Lecture cum Discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions.</p> <p>Unit 2:Lecture cum Discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions.</p> <p>Unit 3:Lecture followed by discussion, films on problems faced by adolescents using e-learning platforms.</p> <p>Unit 4:Lecture cum discussion for diverse groups of belongings to different socio-cultural backgrounds; making use of relevant materials on MOOC's and e-platforms, short films shows on relevant socio-cultural perspectives.</p> <p>Unit 5:</p> <p>Lecture cum discussion for diverse groups of belongings to different socio-cultural backgrounds; making use of relevant materials on MOOC's and e-platforms, short films shows on relevant socio-cultural perspectives.Lecture followed by discussion, powerpoint presentation on agencies of socialisation</p> <p>Suggestive List:</p> <ol style="list-style-type: none"> 1. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down their characteristics in physical, social, emotional and intellectual domain. 2. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Interview a few and try to understand the factors that may be responsible for their behaviour. 3. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers. 	

Practicum	<p>4. Development of Question Box activities (can be carried out by student trainees during practice teaching).</p> <p>i) To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents.</p> <p>ii) To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.)</p> <p>5. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.</p> <p>6. Observe some successful individuals and list down the behavioural characteristics which impress you.</p> <p>7. Take interview of five low achievers and five high achievers and find out their ways of learning.</p> <p>8. List down few (classroom) learning situations involving insightful learning.</p> <p>* In addition, school and community based activities may be organised.</p>	
<p>Evaluation Strategies</p> <p>Sessional work/unit test/practicum/ project based activities and Terminal Assessments</p> <p>Unit 1: To be evaluated through one or more techniques such as unit test; essay writing on some topics using MOOCs or e-platforms and quizzes.</p> <p>Unit 2: Quizzes, essays on one or more topics / factors, case study paper on some factors, analytical study papers on material available on e-platforms of some of the factors listed in the unit and debates on selected teams.</p> <p>Unit 3: Unit tests, quizzes, analytical study paper by study of materials available on MOOCs, e-platforms.</p> <p>Unit 4: Unit tests, quizzes, short essays on different issues with use of Library, e-platforms and MOOCs.</p> <p>Unit 5: Units tests, quizzes short essays, anecdotal case studies, study paper on agencies of socialization the child in different societies/communities such as tribal society, religions societies, minorities etc. by library study or study on e-platform.</p>		
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Bigge, M.L. (1982). <i>Learning Theories for Teachers</i>, (4th edition). New York, Harper and Row Publishers, pp. 89-90. • Bolles, R.C. (1975). <i>Learning Theory</i>. New York, Holt, Rinehart and Winston, pp. 18-19. • Chauhan, S.S. (1978). <i>Advanced Educational Psychology</i>, Vikas Publishing House Pvt. Ltd., New Delhi. • Dandapani, S. (2001). <i>A textbook of Advanced Educational Psychology</i>. New Delhi: Anmol Publications. 		

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- NCERT (2013) Training and RWSOURCE MATERIALS IN Adolescence Education, New Delhi
- Oza, D.J. and Ronak, R.P. (2011). *Management of behavioral problems of children with mental retardation*. Germany: VDM publication.
- Papalia D.E., and Sally, W.O. (1978). *Human Development*. McGraw Hill Publishing Company.
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Web Resources

- Animated Videos from Study.com, <http://study.com/academy/course/educational-psychology-course.html>
- Seifert, K. and Sutton, R. 2011). Educational Psychology Third Edition <http://www.oercommons.org/courses/educational-psychology/view>
- Introduction to Psychology, Open Textbook, <http://open.lib.umn.edu/intropsych/>
- Generic Issues, NCERT, http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/generic.pdf
- www.aeparc.org

SEMESTER-I

Year	I	COURSE CODE -SOE020102C3014 CONTEMPORARY INDIA AND EDUCATION	Credit	4 (3Theory+ 1Practicum)
Semester	I		Marks	100(Theory+ Practicum)
Essence of the Course Education system functions in the context of nature of culture, language, religious history and social structure. In the Indian context, the constitutional obligations make education responsive to such situations. This course focuses on various socio-cultural issues prominent in the context of universalisation of elementary education, inclusive education and education of the marginalised groups. Various experiences concerning collaborative interventions in education in the era of liberalisation and globalisation have been covered in this course.				
Objectives	The student teacher will be able to: <ul style="list-style-type: none">• Understand the concept and aims of Education in Indian perspective.• Develop understanding about the social realities of Indian society and its impact on education.• Learn the concepts of social change and social transformation in relation to education.• Know the different values enshrined in the Constitution of India and its impact on education.• Identify the contemporary issues in education and its educational implications.• Understand the historical developments in policy framework related to education.			
Course Content / Syllabus				
Unit 1	Concept and Aims of Education			
	<ul style="list-style-type: none">• Meaning of Education – Broader and Narrow and in the context of great Indian educators• Formal, non-formal and informal education• Agencies of Education• Aims and purposes of education drawn from constitutional provision.			
Unit 2	Social Stratification & Social Change in Indian Scenerio			
	<ul style="list-style-type: none">• Social Stratification• Conceptualizing Social Stratification• Forms and Bases of Social Stratification• Impact of Social Stratification on Education and Vice versa• The concepts of social change			

	<ul style="list-style-type: none"> • Factors of social change • Role of education in the process of social change • Limitations of Education in the process of social change 	
Unit 3	Indian Thinkers and their Contribution to Education	
	<ul style="list-style-type: none"> • Mahatma Gandhi • Swami Vivekananda • Pandit Madan Mohan Malviya • Dr. B.R. Ambedkar • Shree Aurobindo • Rabindranath Tagore • D.S. Kothari 	
Unit 4	Issues in Indian Education	
	<ul style="list-style-type: none"> • Equalization of Educational Opportunities – SC/ ST, OBC, women, handicapped and religious minorities and linguistic minorities • Value Education-Indian perspective • Privatization in Education • Skill Development – Challenges in India 	
Unit 5	Policy Framework for Public Education in India and its implementation	
	<ul style="list-style-type: none"> • Education in Pre-Independent India – significant recommendations of Commissions and Committees • Education in Post-Independent India – Significant recommendations of Commissions and Committees • National Policy on Education – 1986, Revised 1992 • Universalization of Elementary Education – Sarva Shiksha Abhiyan • RTE ACT 2009, RMSA 	
Transactional Strategies	Unit 1: Lecture cum discussion, PowerPoint presentation of different reports/documentations of differences in formal, non-formal and informal education (from relevant NCERT journals/documents), national policy of education 1986, revised 1992 Programme of Action 1992, Anecdotal records etc.	

	<p>Unit2: Short Films and documentaries followed by lecture/discussions, supplemented with PowerPoint presentations.</p> <p>Unit 3: Study of biographies of these personalities, films on them and their works, followed by discussions. Lectures should be used only sparingly.</p> <p>Unit 4: Lectures, discussions, library assignments, films on value education, PowerPoint presentations on skilling India, newspaper articles etc. on privatization in education, etc.</p> <p>Unit 5: Power-point presentation on education in pre-Independent India, post Independent India, Delors Report, UEE, SSA and RTE Act 2009, RMSA followed by discussion on each of them.</p>	
Practicum	<p>Suggestive List:</p> <ol style="list-style-type: none"> 1. Study the impact of Right to Education Act on schools 2. Critical Analysis of Different Committees and Commissions on Education 3. Study of Educational Process in Private Schools 4. Planning and Implementation of Activities – <ul style="list-style-type: none"> • eco-club • instructional material to inculcate values • field visit to vocational institutes to make reports • awareness development about population explosion in rural / slum areas • creating awareness among SC/ST students about various schemes and scholarships available to them • survey of schools to see the implementation of various incentives of government to equalize educational opportunities • preparing a presentation on rich cultural heritage of India. <p>* In addition, school and community based activities may be organised.</p>	

	<p>Evaluation Strategies</p> <p>Unit 1: Unit tests, assignments, seminars and group discussions.</p> <p>Unit 2: Unit tests, essay assignment, debates and discussion groups.</p> <p>Unit 3: Comparative assignment, unit tests, seminars., group discussions.</p> <p>Unit 4: Unit tests, project assignments, essays.</p> <p>Unit 5: Unit tests and project assignments.</p>	
	<p>Suggestive List:</p> <ol style="list-style-type: none"> 1. Study the impact of Right to Education Act on schools 2. Critical Analysis of Different Committees and Commissions on Education 3. Study of Educational Process in Private Schools 4. Planning and Implementation of Activities – <ul style="list-style-type: none"> • eco-club • instructional material to inculcate values • field visit to vocational institutes to make reports • awareness development about population explosion in rural / slum areas • creating awareness among SC/ST students about various schemes and scholarships available to them • survey of schools to see the implementation of various incentives of government to equalize educational opportunities • preparing a presentation on rich cultural heritage of India. <p>* In addition, school and community based activities may be organised.</p>	
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Bhattacharya, S. (2006). <i>Sociological Foundation of Education</i>: Atlantic Publishers. New Delhi. • Dhankar, N. (2010). <i>Education in Emerging Indian Society</i>. New Delhi: APH Publishing Corporation. • Fagerling, I., and Saha, L.J.O. (1989). <i>Education and National Development (2nd Ed.)</i>. England: Pergamon Press. • Kakkar, S.B. (1995). <i>Changing Perspectives in Education</i>. New Delhi: Vikas Publishing House Pvt. Ltd. • Mehta, D.D. (2009). <i>Education in Emerging Indian Education, Indian Education</i>. Ludhiana: Tondan Publications, Books Market. • Mehta, D.D. (2009). <i>Education in Emerging Indian Education, Indian Education</i>. Ludhiana: Tondan Publications, Books Market. • Murthy, S.K. (2009). <i>Philosophical and Sociological Foundation of Education</i>. Ludhiana: Tondan Publication, Books Market. • Narulla, S. & Naik, J.P. (1964). <i>Student History of Education in India</i>. McMillian & Co., of India Pvt. Ltd. 		

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- Singh Y.K. (2007). *Philosophical Foundation of Education*. New Delhi: APH Publication Corporation.
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- Thakur, A.S., and Berwal, S. (2007). *Education in Emerging Indian Society*. New Delhi: National Publishing House.
- Toffler, A. (1971). *Future Shock*. London: HazellWatron and Viney Ltd.
- NCERT 2015: Schooling Socialisation and identity, New Delhi (Available in Hindi also)
- K.G. Sayidian, The faith of an Educationist
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Web Resources

- RTE Act 2009, <http://www.azimpremjifoundation.org/pdf/RTE-Act.pdf>
- National Policy on Education, 1986, http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf
- Education for values in schools- a framework, NCERT
http://www.ncert.nic.in/pdf_files/Framework_educationCOMPLETEBOOK.pdf
- Values Education A Handbook for Teachers (2012), CBSE
http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf

SEMESTER I

Year	I	COURSE CODE - SOE020103C3014	Credit	4 (3Theory+ 1 Practicum)
Semester	I	ASSESSMENT FOR LEARNING	Marks	100 (Theory+Practicum)
Objective	The paper will enable the student – teacher to :			
	<ul style="list-style-type: none">• Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm).• Become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination, etc.• Be exposed to different kind and forms of assessment that aid student learning.• Become cognizant of the use of a wide range of assessment tools and learn to select and conduct these appropriately.• Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.• Be able to analyze and interpret results of the assessment.			
Course Content / Syllabus				
Unit – I	Overview of Assessment and Evaluation			
	<ul style="list-style-type: none">• Clarifying the terms : Test, examination, evaluation and measurement.• Purpose of evaluation: placement, diagnosis of learning difficulties, monitoring learning, providing feedback, grading, promotion and certification.• Formative and Summative Evaluation.• Classification of assessment based on: purpose (Placement, formative, diagnostic, summative), Attributes Measured (Achievement, Attitude, Aptitude etc.), Mode of Response (oral, written and performance)• Continuous and Comprehensive Assessment: Concept, nature, process, implementation strategies.			
Unit – II	Assessment of Learning			
	<ul style="list-style-type: none">• Assessing cognitive, affective and psychomotor dimensions of learning.• Assessment of cognitive learning : types and levels of cognitive learning : understanding and application; thinking skills – convergent and divergent.• Assessment of affective learning: attitude and values, interests, self-concept; items and procedures for their			

	<p>assessment.</p> <ul style="list-style-type: none"> • Assessment of Performance: tools and techniques for assessment of skills.
Unit – III	Assessment For Learning
	<ul style="list-style-type: none"> • Steps of Construction of Test : Planning, Preparation, Try out and Evaluation. • Characteristic of a good test: Reliability, Validity, Objectivity and Usability (only concept and use). • Assessment tools: projects, assignments, kinds of tests: written and oral, observation, peer assessment. • Meaningful interpretation and reporting to students performance, cumulative records, communicating to parents for enlisting pro-active support.
Unit – IV	Application of Statistics
	<ul style="list-style-type: none"> • Graphical Representation of Data, Frequency Distribution • Measures of Central Tendency: Mean, Median, Mode – their uses and limitations. • Measures of Variability: Range, Average Deviation, Quartile Deviation, Standard Deviation – their uses and limitations. • Percentile and Percentile Rank • Correlation: Meaning and uses; calculation of correlation coefficients by Rank difference and Product Moment Methods. • Characteristics of Normal Probability Curve and its use • Standard scores – Z scores, T-score
Unit – V	Trends and Issues in Assessment
	<ul style="list-style-type: none"> • Existing practices : Unit tests, Half-yearly and Annual examinations, Semester System, use of question banks. • Issues and problems : Marking Vs Grading, Objective Vs Subjectivity of test items, Close ended Vs Open ended test items, non-detention policy, the menace of coaching. • Emerging practices in assessment: Standard based assessment, online examination, computer based examination and open book examination.
Transaccional Strategies	<ul style="list-style-type: none"> • Planned lectures infused with multimedia/Power Point Presentations. • Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching.
Evaluation Strategies	

Each student-teacher is required to submit two assignments selecting one from each group :

- Construction of an achievement test on any topic (carrying 25 marks), its administration and interpretation of results.
- Development of a two dimensional rubric for assessment of learner performance.
- Appraisal of current evaluation practices in the secondary schools.
- Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.

References

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

SEMESTER I

Year	I	COURSE CODE --SOE020104C3014 VALUE & PEACE EDUCATION	Credit	4 (3 Theory+1 Practicum)
Semester	I		Marks	100 (Theory+ Practicum)
Essence of the Course				
Peace is considered as one of the main core values out of the five basic human values. The five basic / core human values are Truth, Righteous conduct, Peace, Love and Non-violence. Every teacher must realize the significance of values in individual and social life. In the present scenario Peace Education and Education for Peace, its concept and understanding is of paramount significance in Teacher Education. This course focuses on the nature of Peace education, five human values and pedagogy of its education.				
Objectives	The student teacher will be able to: <ul style="list-style-type: none">• Understand the need and importance of education for peace and values.• Understand the nature, characteristics and types of human values.• Understand the five core values of Truth, Righteous conduct, Peace, Love and Non-Violence.• Appreciate the developments in Peace Education in India and Abroad.• Understand various methods, techniques and approaches of value development.• Appreciate the preamble to the constitution and values inherent in it.• Understand various models of value education.• Appreciate the importance of living Together and imbibe in their attitude and behaviour.			
Course Content / Syllabus				
Unit 1	Value-based Education			
	<ul style="list-style-type: none">• Concept of value based education with special reference to peace to Indian view of life• Need for and importance of value based education in the present scenario.• Recommendations of Sri Prakasha Committee (1959) on value education.• Conceptual framework of Values and Education• Values Prevalent in contemporary society.• Role of Education in transforming the society.			

	<ul style="list-style-type: none"> Recommendations of Parliamentary Committee of HRD on Values Education (1996-90) headed by Shri S.B. Chauhan. 	
Unit 2	Meaning, definitions and organizations of values	
	<ul style="list-style-type: none"> Meaning and definition of values: Indian and Western Nature and characteristics of values Sources and selection of values -culture and human needs Preamble to the Indian Constitution and values inherent in it Exposition of the five human values of Truth, Righteous Conduct, Peace, Love and Non-Violence with illustrations from life and literature. Judgement of the Supreme Court on Values Education 	
Unit 3	Understanding Peace and Historical development	
	<ul style="list-style-type: none"> Concept and meaning of Peace: Indian view. Understanding Peace in the individual, Social, National and International context Gandhian Concept of Peace. Historical development of Peace education in the world. Creation of United Nations, UNESCO, UNICEF and their endeavours to promote Peace Education. Peace Education in India and its development. 	
Unit 4	Education for Peace	
	<ul style="list-style-type: none"> Paradigm shift from Peace education to Education for Peace. Models of value education; Rationale building model, the consideration model, valuing process and clarification model. Curriculum development; State specific approach – Elementary, Secondary, Higher Secondary and Higher Education. Integration of human values with all (school) academic subjects. 	
Unit 5	Pedagogy of Education for Peace	

	<ul style="list-style-type: none"> Approaches and Techniques of teaching human values:- Direct approach: Silent sitting, Yoga, Meditation, value based Story-telling, Group activities (dramatization, literary activities, games and sports, service activities), Counselling, organizing value based co-curricular activities. Teacher as Role Model. 	
Transactional strategies	<p>Unit 1:</p> <ul style="list-style-type: none"> i) Lecture cum discussion through PPTs ii) Preparation of Project/Assignment iii) Discussion on various Projects/Assignments <p>Unit 2:</p> <ul style="list-style-type: none"> i) Brainstorming session on values ii) Sharing of values of their region and culture iii) Critical discussion on various existing values promoting peace iv) Creative writing on peace and values v) Story telling <p>Unit 3:</p> <ul style="list-style-type: none"> i) Preparation of write-up on Peace and values ii) Action research on values related to peace at individual, social and national and international level. iii) Debate and quizzes on values iv) Demonstration through meditation, yoga, role plays v) Involving teacher students in yoga, games, sports and other curricular activities. <p>Unit 4:</p> <ul style="list-style-type: none"> i) Preparation of charts on Peace Education ii) Content analysis of syllabi and textbooks of various school stages. iii) Preparation of a lessons based on analysis to effectively integrate values and content of peace education. iv) Counselling sessions 	
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> Develop / compile stories with values from different sources and cultures, organize value based co-curricular 	

	<p>activities in the classroom and outside the classroom, develop value based lesson plans, integrating values in school subjects.</p> <ul style="list-style-type: none"> • Study of any Model of integrated value education – case study of models expressed by Sri SathyaSai, J. Krishnamurti, etc. <p>* In addition, school and community based activities may be organised.</p>	
<p>Evaluation Strategies</p> <ol style="list-style-type: none"> 1. Reflective reading based presentations. 2. Unit tests. 3. Quiz based evaluation 4. Seminar presentation 5. Submission of case reports on violation of peace as reported through mass-media. 		
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Barash, P. David (2000). Approaches to Peace, Oxford University Press, New York. • Bernard, Jessie (1957). The Sociological study of conflict. International Sociological Association, The Nature of Conflict, UNESCO Paris. • Galtung, J. (2003). Searching for Peace – The road to TRANSCEND, Sterling Virginia. • Galtung, Johan (1996). Peace by Peaceful Means: Peace and Conflict, Development and Civilization. Sage Publications, New Delhi. • Galtung, Johan (1984). The Struggle for Peace Gujarat Vidyapith, Ahmedabad. • Gandhi, M.K. (1944). Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad. • Govt of India (1983). Report on Education in Human Values in Teacher Training Programmes, New Delhi, Ministry of Human Resource Development. • Harris Ian. M. (1998). “Peace Education” McFarland& Company, Inc Publisher London • Howlett, Charles F., John Dewey and Peace Education, Encyclopedia of Peace Education, Teacher College, Columbia University 2008. • Kapani, Madhu (2000). Education in Human Values – concept and practical implications, New Delhi; Sterling Publishers. • Krishnamurti, J.: “Total Freedom”, Krishnamurti Foundation Chennai. • NCERT National Curriculum Framework (2005). Position Paper, National focus Group on Education for Peace, NCERT, New Delhi (2006). • National Curriculum Framework (2005) position paper, National Focus group on Education for Peace, NCERT, New Delhi. 		

- NCTE (1998). Curriculum Framework for Quality Teacher Education, NCTE, New Delhi.
- Pandey, S. (2004). Education for Peace, Self Instructional Package for Teacher Education, NCERT, New Delhi.
- Sri SathyaSaiBalVikas Education Trust (1985). Curriculum and Methodology for integrating Human Values Education, PrashanthiNilayam (International Education).
- Sri SathyaSai International Center for Human Values (2009). Education in Human Values: Course Book for Training of Master Trainers, New Delhi.
- The Curriculum framework for Quality Teacher Education (1998) NCTE, New Delhi
- UNESCO (2001) Learning the way of Peace, “A Teacher Guide to Education for Peace”, UNESCO, New Delhi.

Web resources

- Education for values in schools- a framework, NCERT
http://www.ncert.nic.in/pdf_files/Framework_educationCOMPLETEBOOK.pdf
- Values Education A Handbook for Teachers (2012), CBSE
http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf
- Position Paper National Focus Group on Education for Peace, NCERT
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/education_for_peace.pdf

SEMESTER-I

Year	I	COURSE CODE -SOE020105C1012	Credit	2(1Theory+1 Practicum)
Semester	I		Marks	50 (Theory+ Practicum)
LANGUAGE ACROSS CURRICULUM				
Essence of the Course This course focuses on the development of linguistic and communicative competencies of student teachers in a multicultural and multilingual environment. It is designed keeping in mind different language development of student teachers and which will have an impact on classroom interaction. It emphasises on how language skills like listening, speaking, reading and writing play an important role in various subjects across the curriculum.				
Objectives		The student teacher will be able to: <ul style="list-style-type: none">• Understand nature, function and role of different kinds of languages in curriculum transaction• Acquaint with obstacles in language usage while using the language and ways to overcome them.• Understand importance and use of first and second language, multilingualism and impact of culture.• Acquire knowledge about the communication process and verbal and nonverbal communication skills.• Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills.		
Course Content / Syllabus				
Unit 1		Nature and Functions of Language		
		<ul style="list-style-type: none">• Language – Meaning and Concept• Functions of Language• Role of Language in Curriculum Transaction• Theories of Language Learning• Barriers in Using a Language & Strategies to Overcome them		
Unit 2		Language across Curriculum in the Indian Context		
		<ul style="list-style-type: none">• Language as a determinant of Access.• Language proficiency and students’ attitude towards Learning and Schooling/ dropouts• Language/oral proficiency and critical thinking		
Unit 3		Strategies for Multilingual Classrooms		

	<ul style="list-style-type: none"> • Role Plays and Discussions as tools for learning • ‘Questioning’ to stimulate thought and to encourage and motivate to respond • Preparing Subject/content based exercises in reading, comprehension and usage. • Sensitizing, Reflecting and Facilitating • Understanding the learner and his/her language background • Creating sensitivity to the language diversity • Using oral & written language in the classroom for optimal learning 	
Unit 4	Verbal and Nonverbal Communication	
	<ul style="list-style-type: none"> • Communication – Meaning and Concept • Process of Communication – Oral, written, sign and other forms of communications • Types of Communication flow in schools • Nonverbal Communication – Functions and Types 	
Transactional Strategies	<p>Unit 1: Lecture, discussion, PowerPoint presentations, use MOOCs and e-platforms.</p> <p>Unit 2: Lecture, discussions, language games in pedagogy of school studies, use of audio and video materials.</p> <p>Unit 3: Lecture, discussions, role plays to demonstrate optional learning PowerPoint presentation, use of e-learning platforms, MOOCs, etc.</p> <p>Unit 4: Lecture, discussion, demonstration PowerPoint presentation, use of e-learning platforms, MOOs, etc.</p>	
Practicum	<p>Suggestive List:</p> <ol style="list-style-type: none"> 1. School Visit to Find out Communication Problem/Apprehension in Students 2. Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills 3. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech 4. Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming <p>Assignments on Developing Listening Skills – Listening to speech, directions</p> <p>* In addition, school and community based activities may be organized with provisions for visits to</p>	

	innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.	
Evaluation Strategies: Unit 1: Unit tests, sessional work, assignments. Unit 2: Unit tests, practicum, assignments, sessional work. Unit 3: Unit test, practicum test, oral test Unit 4: Unit tests, Unit practical exam.		
Suggested Readings <ul style="list-style-type: none"> • Akmajian, A. et al. (2010). <i>Linguistics: Introduction to Language and Communication</i>. (6thed.). Cambridge: MIT Press. • Fasold, R. & Connor-Linton, J. (2013). <i>An Introduction to Language and Linguistics</i>. (6thed.). Cambridge: Cambridge University Press. • Floyd, K. (2009). <i>Interpersonal Communication</i>. New York: McGraw Hill Companies Inc. • Fromkin, V., Rodman, R. & Hymes, N. (2011). <i>Introduction to Language</i>. (9thed.). Canada: Cengage Learning. • Pearson, J.C. et al (2011). <i>Human Communication</i>. (4th ed.). New York: McGraw Hill Companies Inc. Web Resources <ul style="list-style-type: none"> • First and Second Language Acquisition – A Brief Comparison. Retrieved from https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf • Similarities and Differences between First and Second Language Acquisition Retrieved from http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition • Activities for Developing Speaking Skill Retrieved from http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm • http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html • Activities for Developing Listening Skill Retrieved from http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html • https://blog.udemy.com/listening-skills-exercises/ • Learning curves: Language Education (2009), by AzimPremji Foundation http://azimpremjifoundation.org/pdf/LCIssue13.pdf • Courses on Communication Skills, http://nptel.ac.in/courses/109104030/ 		

SEMESTER I

Year	I	COURSE CODE -SOE020106C1012 UNDERSTANDING DISCIPLINE AND SUBJECTS	Credit	2(1Theory+1 Practicum)
Semester	I		Marks	50(Theory+ Practicum)
Objectives	After completion of the course, student teachers will be able to: <ul style="list-style-type: none">• describe the characteristics and nature of disciplinarity• discuss paradigm shift in the nature of disciplines• explain the nature of education as a discipline• examine issues related to education as interdisciplinary knowledge• discuss the emerging issue of school and Teacher education• understand the multiple perspective of pedagogy			
Course Content / Syllabus				
Unit 1	The Doctrine of Disciplinarity			
	<ul style="list-style-type: none">• Meaning ,characteristics and nature of Academic disciplines• Teacher’s Subject matter knowledge and disciplinarity• Alternatives to Disciplinarity			
Unit 2	Paradigm shifts in the nature of Disciplines			
	<ul style="list-style-type: none">• History and origin of Pedagogic Subjects;• Philosophical, Sociological & Educational Perspective• Understanding subject, interdisciplinary, multidisciplinary and trans-disciplinary approach within different subjects.			
Unit 3	Education as Interdisciplinary knowledge			
	<ul style="list-style-type: none">• Critical analysis of education as a discipline/area of study.• Education as a socially contrived system influenced by different factors.• Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to			

	provide a broad framework for insightful construction of knowledge.	
Transactional Strategies	<p>Unit 1: Lecture, discussion, PowerPoint presentations, use MOOCs and e-platforms.</p> <p>Unit 2: Lecture, discussions, language games in pedagogy of school studies, use of audio and video materials.</p> <p>Unit 3: Lecture, discussions, role plays to demonstrate optional learning PowerPoint presentation, use of e-learning platforms, MOOCs, etc.</p>	
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Critical analysis of a curriculum/syllabus of particular school subject • Evaluate a textbook of secondary class with reference to its adequacy and in achieving expected learning outcome 	
<p>Evaluation Strategies:</p> <p>Unit 1: Unit tests, sessional work, assignments.</p> <p>Unit 2: Unit tests, practicum, assignments, sessional work.</p> <p>Unit 3: Unit test, practicum test, oral test</p>		
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Bonrs, J. A. (2001). Cultural diversity and Education. Foundations curriculum and teaching (4th Ed) Boston: Allyn and Bacon. • Bruner, J.S. (2006). In search of pedagogy. Vol. I and Vol. II (The selected work) Routledge. • Bruner, J.S. (1960). The process of education. Cambridge: Harvard University Press. • Das, M. (1999). Sri Aurobindo one Education. NCTE, New Delhi. • Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge. • Dewey, J. (2004). Democracy and education. Courier Dover Publications. 		

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- Hall, C., and Hall, E. (2003). Human relations in education. Routledge.
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- NCERT (2005). National Curriculum Framework.
- NCERT (2006). Teacher education for curriculum renewal.
- NCERT Report (2010) National Curriculum Framework.
- NCTE (2009). National Curriculum Framework for teacher educators, New Delhi.
- Ram, S. (1999) Current issues in teacher education, Sarup and Sons Publications, New Delhi.

SEMESTER I

Year	I	COURSE CODE -SOE020107C1012 READING AND REFLECTING ON TEXTS	Credit	2(1Theory+1 Practicum)
Semester	I		Marks	50 (Theory+ Practicum)
Essence of the Course				
The course is designed to enhance the reading capacity of the student-teachers. It will enable them to develop meta-cognitive awareness. The course offers opportunities to student-teachers to read a variety of texts and respond to them creatively and critically.				
Objectives	The student-teacher should be able to: <ul style="list-style-type: none">• Understand the meaning, process, importance and characteristics of Reading.• Understand and apply different levels, types, techniques and methods of Reading.• Be acquainted with the skills of reading different types of texts.• Develop different types of reading skills through various activities and meta cognition• Learn the skills of reading comprehension and to enhance vocabulary.• Be acquainted with the problems of reading across curriculum.			
Course Content / Syllabus				
Unit 1	Introduction to Reading			
	<ul style="list-style-type: none">• Reading – Meaning and Characteristics• Process–Process and Methodology of reading• Levels of Reading – literal, interpretative, critical and creative• Types of Reading – intensive and extensive reading, reading aloud and silent reading			
Unit 2	Reading across Curriculum			

	<ul style="list-style-type: none">• Concept of Importance of Reading across Curriculum• Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes etc.• Concept of register in linguistics and register analysis.	
Unit 3	Harnessing Reading Skills and Habits	
	<ul style="list-style-type: none">• Developing Critical and Reflective reading Skills• Reading Techniques – skimming and scanning• Activities for Developing Reading Skills• Developing Meta-cognition for Reading• Role of libraries in promoting reading habits• Role of peer group and book-clubs in promoting reading habits	
	Practicum (Any two of the following)	
	<ul style="list-style-type: none">• Read a book, a journal Article, or a chapter and write a critical appreciation along with personal responses and summarize.• Prepare presentations on literary text – Autobiography / ethnographic text.• Beyond the textbook: reading comprehension and question –answers.• Prepare a Vocabulary Book 100 words with Meanings, Usage (and also pictures wherever possible)• Write a book review and critically analyze the Language and the ideas ingrained in the text.• Carry out content analysis of a non-fiction book.• Any other project/assignment given by the institution.	
Transactional Strategies	Unit 1: Lecture, Discussion, Games, Exercises, Use of audio-visual materials, Exposition, Reading demonstration, Games, Exercise, pause short and long lecture, e-learning. Unit 2: Lecture, Discussion, Discussion-cum-Demonstration, Multimedia lessons, Assignments, Reading practice, audio-	

	<p>feedback, listening etc.</p> <p>Unit 3:</p> <p>Lecture, Discussion, Discussion-cum-Demonstration, Field visit, Multimedia lessons, Assignments, Reading practice, audio- feedback, listening, excursion etc.</p>	
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Divide the class in small groups and provide different kinds of texts and instruct them to read and reflect according to the nature of the text. • Divide the group and provide one text and suggest students to make different interpretations. • Design vocabulary games to enhance vocabulary. • Read the text and provide a five words summary to each paragraph. • Reading and comprehension exercises. • Skim through the text and give suitable title to the text. • Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title. • Making an oral presentation • Organising a debate, discussion based on their reading • Preparation of a poster • Making a collage • Displaying appropriate texts/graphic on bulletin board • Addressing morning assembly during their internship in schools • Making a power point presentation on selected topic • Submission of written articles/assignments • Writing and maintaining reflective journals <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>	
<p>Evaluation Strategies</p> <p>Unit 1:</p>		

Unit test, oral presentation, performance debate, project work, assignments, practicum etc.

Unit 2:

Unit test, oral presentation, performance debate, assignments, practicum, précis writing etc.

Unit 3:

Unit test, oral presentation, performance debate, assignments, practicum, précis writing, field notes etc.

Suggested Readings

- Beaumont, M. 1996. *The Teaching of Reading Skills in Second/Foreign Language*. Patras: The Hellenic Open University.
- Bright, J.A., and McGregor, G.P. (1970). *Teaching English as a Second Language*. ELBS: Longman.
- Browne, A. (1998). *A practical guide to teaching reading in the early years*. London: Chapman.
- Chall, J. (1967) *Learning to read: The great debate*. New York: McGraw Hill.
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- Goodman, K.S. (1996). *On reading*. Portsmouth, NH: Heinemann.
- Hill, L.A., and Dobbyn, M.A. (1979). *Training Course, Trainer's Book*. London: Cassell.
- Hubbard, P., and Hywel, J. et al (1983). *A Training Course for TEFL*. Oxford University Press.
- Joseph, K.S. (2004). *Self-Instruction in English Grammar and Figures of Speech*. Vadodara: Gold Rock Publications.
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- Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
- Richard, J.; Theodore, S. and Rodgers, T.S. (1968). *Approaches and Methods in Language*. Cambridge University Press.
- Roberts, G.R. (1999). *Learning to teach reading*. London: Chapman.
- Underwood, G. & Batt, V. (1996). *Reading and understanding*. Oxford: Blackwell.
- Venkateswaran, S. (1995). *Principles of Teaching English*. New Delhi: Vikas Publishing House.

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- Wilkins, D.A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold.
- Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.
- Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.
- My Experiments with Truth – *Autobiography of Mahatma Gandhi*
- The Little Prince – *Antain de Saint* – Exupery
- Cultural Heritage – Dr. S. Radhakrishnan
- Periodicals Like – Outlook, India Today, Economic and Political Weekly, Business Today, Journals of Education, Frontline .
Language and language Teaching .

Web Resources

- <http://www.bbc.co.uk/skillswise/factsheet/en03text-11-f-different-types-of-text>

Models of Reading Process

- <http://people.ucalgary.ca/~mpeglar/models.html>
- <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/>
- <http://www.tarleton.edu/Faculty/gentry/reading%20models.html>

Reflective Skills

- <http://www.skillsyouneed.com/ips/reflecting.html>
- <http://www.skillsyouneed.com/ps/reflective-practice.html>

SEMESTER-II

SEMESTER-II

Year	I	COURSE CODE -SOE020208C3014 LEARNING AND TEACHING	Credit	4 (3Theory+1 Practicum)
Semester	II		Marks	100 (Theory+ Practicum)
Essence of the Course				
This course focuses on the developing understanding of nature, levels, theories, and approaches to teaching and learning and relationship between teaching and learning; Meaning, characteristics of teaching profession and professional ethics as well as skills, competencies, &methods of teaching have been addressed along with characteristics of the learners and learning styles of the learners. The course culminates in forming the basis for classroom communication and effective classroom management communication.				
Objectives	The student teacher will be able to: <ul style="list-style-type: none">• Understand the variables in the teaching-learning process• Explain major approaches to learning• Plan instructional process and apply the basic teaching model.• Make use of the taxonomy of educational objectives and formulate instructional objectives in behavioural terms.• Deploy various skills & competencies in classroom teaching & management• Appreciate the role of a teacher as leader, organizer, a facilitation manager & teacher• Bridge the gaps between teaching style & learning styles• Employ various approaches of teaching-learning, such as, cognitivist, behaviourist, constructivist, connectionist and holistic.			
Course Content / Syllabus				
Unit 1	Understanding the Learner and the Teaching-Learning Process			
	<ul style="list-style-type: none">• Understanding Teaching Learning Process• Characteristics & needs of the learners• Dimensions of differences in learners- physical, cognitive, affective, psychomotor, socio-cultural• Matching the Teaching Style with the Learning Styles• Challenging Learners & Evolving Teachers• Formulation of Instructional Objectives-Cognitive, Affective, Psychomotor			

	<ul style="list-style-type: none"> • Skills of Teaching and Learning • Maxims of Teaching 	
Unit 2	Learning: Meaning and Definitions of learning – Learning as a process and product	
	<p>Different viewpoints of learning and their classroom implications</p> <p>α) Learning by Trial and Error (Thorndike) and Educational Implications</p> <p>β) Learning by Stimulus – Response conditioning (Pavlov & Skinner): Conditioning and Educational Implications</p> <p>χ) Gestalt theory – Learning by insight and its implications</p> <p>δ) Cognitive theory (Ausubel and Piaget)</p> <ul style="list-style-type: none"> • Social cognitive theory – Vygotsky <p>ε) Factors affecting learning</p> <ul style="list-style-type: none"> • Learners’ individual differences • Task variables • Conditions of Learning; method variable, Physiological, Psychological, Socio-emotional and educational factors • Ways to enhance learning skills and minimizing learning Problems <p>φ) Transfer of Learning</p> <ul style="list-style-type: none"> • Planning teaching for optimum transfer? • Some specific socio-cultural factors which may impede transfer of learning 	
Unit 3	Critical thinking, Creativity, Intelligence and Attitude	
	<ul style="list-style-type: none"> • Critical thinking: Importance of critical thinking in education – developing critical thinking among learners – role of teachers. • Creativity: Concept and definitions of creativity, nature, process, identification, Fostering creativity in school. 	
Unit 4	Approaches to Teaching	
	<ul style="list-style-type: none"> • Nature of Teaching • Phases and Levels of Teaching, • Various Approaches to Teaching, such as, Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, 	

	Cooperative, Personalized, holistic <ul style="list-style-type: none"> • Indigenous knowledge and teaching-learning practices • Models of Teaching: Information Processing, Personal Development & Social Development 	
Unit 5	Teaching as a Profession	
	<ul style="list-style-type: none"> • Teaching as an Art and Science. • Teaching as a Job, Occupation and Profession • Humane & Professional Teachers • Teacher as a purveyor & facilitator of knowledge acquisition • Skills & Competencies of a Teacher • Status of Teaching as a Profession 	
Unit 6	Communication Skills & Classroom Management	
	<ul style="list-style-type: none"> • Communication: Concept & Process • Communication Principles • Basic Model of Communication: Sender, Message, Medium, Receiver & Reach • Factors facilitating communication • Healthy Classroom Management • Classroom Ambience • Teacher as a facilitator • Teacher as a co-learner in IT Context 	
Transactional Strategies	<p>Unit 1: In addition to interactive sessions, the following strategies will be followed: group based discussions on matching the learning styles with that of teaching styles will be conducted under the guidance of the teacher. The discussion will culminate in a tentative list which will be reviewed in course of further discussion sessions.</p> <p>Unit 2: The specific source material will be provided for reflections and interactive discussions on each of the following:</p> <ul style="list-style-type: none"> • Paradigm of classical and operant conditioning. • Learning by insight. 	

	<ul style="list-style-type: none"> • Piaget's developmental model of cognitive learning • Social cognitive theory of Vygotsky highlighting acquisitions through peer / teacher / community interactions. <p>Unit 3 & 4: Power point presentations on concepts of critical thinking, creativity, various approaches to teaching followed by brainstorming sessions on selected key areas will be the main transactional devices.</p> <p>Unit 5: The focus will be on discussing the implications of teaching as a profession, skills and competencies needed for effective teaching and classroom based observations to support the discussions.</p> <p>Unit 6: Debates/ discussions on specific themes related to healthy classroom management, classroom ambience, teacher as a facilitator etc. to be organized.</p>	
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Writing instructional objectives in behavioural terms • Recording & Feedback of a Lesson • Study of the Teaching Styles of a Teacher • Study of the Learning Styles of the Learners • Presentation of Innovative Teaching • Effective Teaching Scenario building • Developing Lessons through use of IT platform <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>	
<p>Evaluation Strategies</p> <p>Sessional work, unit test and practical work to be spread over as follows: Unit test 25% weightage to be assigned to each unit and sessional work 30% weightage to be assigned for the total course.</p> <p>Quiz to be given 25% weightage.</p> <p>Observations of classroom sessions based on the selected concepts of this course 20%.</p>		

Suggested Readings Benjamin S., Bloom et al. (1964). *Taxonomy of educational objectives*. Longman Group.

- Bruce Joyce (1985) *Models of teaching* (2nd ed.) Prentice Hall.
- Encyclopaedia of Modern Methods of Teaching and Learning (Vol. 1-5).
- Gage N.L. Scientific Basis of art of Teaching
- Gavriel Salomon (1981) *Communication and education* Sage.
- Karthikeyan, C. (2004). *A Text book on instructional technology*, RBSA.
- Kumar, S. (2014). *Child Development and Pedagogy*, Pearson.
- Ohles, J.F. (1970). *Introduction to Teaching*. New York: Random House, INC.
- Siddiqui, Mujibul Hasan (2005). *Techniques of classroom teaching* A.P.H
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- Snowman & Baihler (2006). *Psychology Applied to teaching*. Boston: Houghton Mifflin Company.
- Stephens, L.M. & Evans, E.D. (1973). *Development and Classroom Learning: An Introduction to Educational psychology*. New York: Holt, Rinehart and Winston, Inc.
- Tanner, L.N. & Lindgren, H.C. (1971). *Classroom Teaching and Learning*. New York: Holt, Rinehart and Winston, Inc.

Web Resources Courses on Communication Skills, <http://nptel.ac.in/courses/109104030/>

- Jane Ciumwari Gatumu, Reflective Teaching, <http://oer.avu.org/bitstream/handle/123456789/155/REFLECTIVE-TEACHING.pdf?sequence=1>
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SEMESTER II

Year	I	COURSE CODE -SOE020209C3014 KNOWLEDGE AND CURRICULUM	Credit	4(3Theory+ 1Practicum)
Semester	II		Marks	100(Theory+ Practicum)
Essence of the Course Every teacher deals with a creation of congenial environment for curriculum transaction. Teacher’s job is primarily concerned with operationalizing various curricular practices. Teacher’s understanding of the nature of knowledge in the context of school subjects is considered most essential. It aims to provide knowledge and skills to student teachers relating to curriculum development, implementation and evaluation. The concept of knowledge, teaching, discovery, dialogue etc. highlighted by different thinkers must be clear to the student teachers. Different concepts like nationalism, universalism, secularism and their interrelations with education has been covered in this course. The nature of school curriculum and its foundations, transaction process etc. have also been highlighted in this course.				
Objectives		The student teacher will be able to: <ul style="list-style-type: none">• Learn about epistemological bases of knowledge• Understand the various concepts and maxims of education.• Understand the concepts and approaches of curriculum development.• Acquaint with the curriculum reform in the Indian context.• Understand models and process of curriculum development.• Understand the strategies of curriculum implementation.• Understand the ways of curriculum evaluation• Examine issues in curriculum development.		
Course Content / Syllabus				
Unit 1		Epistemological Bases of Knowledge <ul style="list-style-type: none">• Concept of Knowledge: Indian and western view• Structures and Forms of Knowledge, Knowing, Learning, Thinking, Valuing and being• Maxims of Education as Apparent in Ancient Systems of Teaching and learning and in Contemporary Perspectives• Models of teaching:<ul style="list-style-type: none">✓ Inquiry Training Model		

	<ul style="list-style-type: none"> ✓ Concept Attainment Model ✓ Advance Organizer Model 	
Unit 2	Knowledge and Education	
	<ul style="list-style-type: none"> • Meaning of information, knowledge and wisdom, Difference between instruction, teaching and training. • Modes of Education – Face to face, Open and Distance (OD) • Teaching as a complex activity: <ul style="list-style-type: none"> ✓ Formal setting ✓ Informal setting • Teaching in Multi-cultural setting 	
Unit 3	Concept of Curriculum	
	<ul style="list-style-type: none"> • Meaning and concept of curriculum; Types of curriculum: Core, Hidden, Null and Latent; foundations of curriculum i.e. Philosophical, Sociological, Psychological, Historical • Meaning of Curriculum framework, syllabus, textbook, Differentiated curriculum, Contextualised Curriculum • Changing paradigms in education; cognitivism, behaviorism, constructivism, connectivism. • Activity -based curriculum., Discovery Approach, Dialogue with reference to Upanishad's teachings and Gandhiji, Tagore and Vivekananda's vision of education 	
Unit 4	Basics of Curriculum Development	
	<ul style="list-style-type: none"> • Need, Importance and Process of Curriculum development • Principles and Theories of curriculum development • Models of curriculum development • Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary • Curriculum reforms in India; National Curriculum Frameworks 	
Transactional Strategies	<p>Unit 1:</p> <ol style="list-style-type: none"> i. Brainstorming Session. ii. Lecture cum Discussion. iii. Use of PPT. iv. Assignments on various models of Teaching, presentation and discussion. <p>Unit 2:</p> <ol style="list-style-type: none"> i. Ask pupil teachers to prepare write up on various learning theories. ii. Presentation on various teaching and discussion. 	

	<p>iii. Preparation of activity based curriculum in groups and discussion.</p> <p>Unit 3:</p> <p>i. PPT or chart preparation on various models and process.</p> <p>ii. Analysis of curriculums of different University.</p> <p>iii. Debate on curriculum implementation issues.</p> <p>Unit 4:</p> <p>i. lecture-cum-discussion,</p> <p>ii. pair and share,</p> <p>iii. group work,</p> <p>iv. panel discussion</p> <p>v. Seminar, symposium, assignments, school visits and sharing of experiences, exploration of e-platforms strategies.</p> <p>In depth analysis of various curriculum framework by the student teachers and presentations will be encouraged.</p>
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Policy analysis National Curriculum Frame works: Preparing a critical overview • Identification of core, hidden, null and latent curriculum in textbooks. • Designing an activity based curriculum. • Analysis of School Curriculum at different stages • Discussion on a local specific contextualised curriculum • Curriculum and Syllabi and Textbook analysis. • Visit to SCERT, DIET, Schools to find out the role of different personnel in curriculum development process. • Evaluation and preparation of a report of existing CBSE, ICSE, IB and other state board curricula at different level of school education. <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>
<p>Evaluation Strategies</p> <p>Sessional/ practicum, unit tests and evaluation of reports of analysis of curriculum framework with the following weightage: Sessional Work 25%, Unit test 20%, Evaluation of reports prepared by student teacher on curriculum framework 20%, Quiz Sessions 20%, Seminar Presentation 15%. Reports based on textbooks/handbooks analysis, Development of formative/summative test-items and their evaluation, Book reviews and Research Reviews</p>	

Suggested Readings

- Aggrawal, J.C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.
- Alaxander, W.M., & Saylor, J.G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.
- Candra, A. (1977). *Curriculum Development and Evaluation in education*. New Delhi: Sterling Publishers.
- Darji, D.R., & Lulla, B.P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.
- Erickson, H.L. (2007). *Concept based curriculum and instruction for the thinking classroom* California; Corwin Press.
- Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.
- Herbert, J.W. & Geneva, D.H. (1990). *International Encyclopedia of Education Evaluation*. New York: Pergamon Press Oxford House.
- Jenkins, D. & Shifnran, D.M. (1976). *Curriculum an introduction*. London: Pitman Publishing House.
- Khan, M.I. & Nigam, B.K. (2007). *Curriculum reform change and continuity*. New Delhi: Kanishka Publication.
- Kumari, S. & Srivastava, D.S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
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- Ornstein, A.C. & Hunkins, F. (1988). *Curriculum foundations, Principles and issues*. New Jersey Prentice Hall.
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- Rajput, J.S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.
- Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.
- Sharma, R. (2002). *Modern Methods of Curriculum Organisation*. Jaipur: Book Enclave.
- Sharma, S.R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
- Sockett, H. (1976). *Designing the Curriculum*. Britain: Pitman Press.
- Srivastava, H.S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
- Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.
- Yadav, Y.P. (2006). *Fundamentals of Curriculum design*. New Delhi; Shri Sai Printographers.
- Yadav, S.K (2013) *School Curriculum: Structure and Practice*, NCERT, New Delhi

Web Resources

- Systemic Reforms for Curriculum Change,
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Systemic_reforms_final.pdf
- Curriculum, Syllabus and Textbooks, http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf

SEMESTER-II PEDAGOGY SUBJECT (GROUP I)

Year	I	COURSE CODE -SOE020210C3014	Credit	4 (3Theory + 1Practicum)
Semester	II	PEDAGOGY OF HINDI (Part I)	Marks	100 (Theory + Practicum)
पाठ्यक्रम का सार यह पाठ्यक्रम एक बहु सांस्कृतिक और बहुभाषी वातावरण में छात्र शिक्षकों की हिन्दी भाषा और संचार क्षमता के विकास पर केन्द्रित है। यह छात्र शिक्षकों के अलग-अलग हिन्दी भाषा के विकास को ध्यान में रखते हुए तैयार किया गया है और यह पाठ्यक्रम शिक्षक शिक्षकों को हिन्दी भाषा एवं हिन्दी शिक्षण की विधियों में निपुण बनायेगा।				
उद्देश्य— <ul style="list-style-type: none"> भाषा की अलग-अलग भूमिकाओं को जानना । स्कूल की भाषा, बच्चों की भाषा और समझ के बीच संबंध जानना । पाठ्यचर्चा, पाठ्यक्रम का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना। हिन्दी भाषा के विविध रूपों की अभिव्यक्तियों को जानना भाषा के मूल्यांकन की प्रक्रिया को जानना। 				
पाठ्यक्रम की विषय वस्तु				
इकाई—1	भाषा और भाषा शिक्षण			
	<ul style="list-style-type: none"> भाषा की भूमिका भाषा क्या है भाषा की प्रकृति हिन्दी शब्दों का वर्गीकरण (अर्थ, उत्पत्ति, व्युत्पत्ति) हिन्दी ध्वनियों का वर्गीकरण, अक्षर विन्यास एवं विराम चिह्न। उच्चारण शिक्षण का महत्व, उच्चारण दोष के कारण व उपाय। मौखिक अभिव्यक्ति, सामान्य भाषण सामान्य वार्तालाप 			
इकाई— 2	भाषा शिक्षण. लक्ष्य एवं उद्देश्य			
	<ul style="list-style-type: none"> मातृभाषा शिक्षण का अर्थ, स्वरूप महत्व, सामान्य सिद्धान्त लक्ष्य एवं उद्देश्य । हिन्दी भाषा का महत्व—मातृभाषा एवं राष्ट्रीय भाषा के रूप में। 			

	<ul style="list-style-type: none"> • देवनागरी लिपि की विशेषताएँ एवं सीमाएँ। • ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य
इकाई-3	व्याकरण शिक्षण और रचना शिक्षण
	<ul style="list-style-type: none"> • पद्य शिक्षण का अर्थ उद्देश्य, महत्व विधियाँ सोपान • गद्य शिक्षण का अर्थ उद्देश्य, महत्व विधियाँ सोपान • व्याकरण शिक्षण का अर्थ उद्देश्य महत्व, विधियाँ सोपान • हिन्दी शिक्षण में अनुवाद का अर्थ, विशेषताएँ। • लिखित रचना शिक्षण (कहानी, पत्र, नाटक एवं निबन्ध) उद्देश्य, महत्व, एवं उनका अभ्यास।
इकाई-4	भाषा शिक्षण के बुनियादी कौशल
	<ul style="list-style-type: none"> • श्रवण कौशल:- अर्थ, प्रकार, शैक्षिक क्रिया कलाप • मौखिक अभिव्यक्ति:- अर्थ, मौखिक अभिव्यक्ति शिक्षण के उद्देश्य, मौखिक अभिव्यक्ति विकास की क्रियाएं, मौखिक अभिव्यक्ति सम्बन्धी त्रुटियाँ का निवारण • पठन कौशल: पठन प्रक्रिया, पठन के प्रकार, पठन अभिरूचि का विकास, पठन सम्बन्धी त्रुटियाँ का निवारण। • लिखित अभिव्यक्ति कौशल का विकास: लेखन का महत्व, लेखन की प्रक्रिया, लिखित रचना के प्रकार एवं उनका शिक्षण।
कार्य सम्पादन रणनीतियाँ	<p>इकाई-1 – व्याख्यान, समूह चर्चा, पावर प्वाइंट प्रस्तुतियाँ, एमओओसी और ई-लर्निंग का उपयोग</p> <p>इकाई – 2 व्याख्यान, चर्चा, स्कूल के अध्ययन के अध्यापन के भाषा के खेल, ऑडियो और वीडियो सामग्री आदि का उपयोग।</p> <p>इकाई- 3 व्याख्यान विधि- समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग आदि का उपयोग।</p> <p>इकाई-4 व्याख्यान विधि- समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग, एमओओसी का उपयोग।</p>
व्यावहारिककार्य —	<ol style="list-style-type: none"> 1. छात्रों में संचार की समस्या/आशंका का पता लगाने के लिए बाहरी स्कूलों का दौरा। 2. सुनना, बोलना, पढ़ना और लेखन कौशल विकसित करने के लिए गेमिंग और व्यायाम करना।

	<p>3. लेखन कौशल, विकसित करने पर कार्य—सारांश, पत्र, अनुच्छेद, निबंध एवं भाषण</p> <p>4. बोलने वाले कौशल विकसित करने के लिए असाइनमेंट— मौखिक प्रस्तुतियाँ, बहस, भाषण, चर्चा एवं ब्रेन स्टार्मिंग सुनना कौशल विकसित करने पर असाइनमेंट भाषण, दिशाओं को सुनना।</p> <p>इसके अतिरिक्त विद्यालय एवं समुदाय आधारित गतिविधियाँ भी आयोजित की जायेगी जिसके अन्तर्गत छात्रों को अधिगम एवं शिक्षक प्रशिक्षण संस्थाओं में भ्रमण कराया जायेगा। शिक्षण प्रशिक्षण एवं स्कूल आधारित क्रियात्मक अनुसंधान भी कराये जायेगे।</p>
मूल्यांकन रणनीतियाँ	<p>इकाई— 1— इकाई परीक्षण, सत्रिक कार्य, असाइनमेंट</p> <p>इकाई— 2— इकाई परीक्षण, व्यावहारिक कार्य, सत्र का काम</p> <p>इकाई— 3—इकाई परीक्षण, मौखिक परीक्षा</p> <p>इकाई— 4— इकाई परीक्षण, इकाई व्यावहारिक परीक्षा</p>
संदर्भ	<p>1. गुप्ता ए. 1995, मीडियम ऑफ इंस्ट्रक्शन इन ए बाइलिंगुएल कंटेस्ट, अग्निहोत्री, आर.के. खन्ना, ए.एल. द्वारा संपादित आर.ए.एल. 4 नई दिल्ली: सेज पब्लिकेशंस, 201—211</p> <p>2. ईलिच, आई. 1981, “टोट मदर लैंग्वेज एंड वर्नाकुलर टंग”, पटनायक डी.पी. 1981 में मल्टीलिंगुएलिज्म एंड मदर लैंग्वेज एंड वर्नाकुलर टंग”, पटनायक डी.पी. 1981 में मल्टीलिंगुएलिज्म एंड मदर टंग एजुकेशन, ऑक्सफोर्ड यूनिवर्सिटी प्रेस।</p> <p>3. अग्निहोत्री, आर.के. 1988, ‘एरर्स एज लर्निंग स्ट्रेटजीज, इंडियन जर्नल ऑफ अप्लॉयड लिंग्विस्टिक्स 14.1:1—14</p> <p>4. ईलिच, आई. 1981, प्रीफेस टू पटनायक, 1981, मल्टीलिंगुएलिज्म एंड मदर टंग एजुकेशन, ऑक्सफोर्ड यूनिवर्सिटी प्रेस।</p> <p>5. राष्ट्रीय पाठ्यचर्चा की रूपरेखा 2005, प्रकाशन विभाग, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली।</p> <p>6. समझ का माध्यम, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् नई दिल्ली।</p>

	<p>7. आंकलन स्रोत पुस्तिका, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली।</p> <p>8. अभिव्यक्ति और माध्यम, राष्ट्रीय अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली।</p> <p>9. सृजन-1, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली।</p> <p>10. बच्चे की भाषा और अध्यापक एवं निर्देशिका, कृष्ण कुमार, एनबीटी, नई दिल्ली।</p> <p>11. श्रीवास्तव, आर.एन. 1984 (संपादक), भाषाशास्त्र के सूत्रधार, नई दिल्ली: नेशनल पब्लिशिंग हाउस।</p> <p>12. शिक्षा मंत्रालय, शिक्षा आयोग “कोठारी कमीशन” 1964–1966, शिक्षा एवं राष्ट्रीय विकास, शिक्षा मंत्रालय, भारत सरकार 1966।</p>
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SEMESTER II

Year	I	COURSE CODE -SOE020211C3014	Credit	4 (3Theory+ 1 Practicum)
Semester	II	PEDAGOGY OF ENGLISH (Part – 1)	Marks	100(Theory+Practicum)
Essence of the Course	Present Course has been designed to help the future teachers to understand the aims, objectives, functions and importance of English Language in Indian Context. It aims at enhancing their prior knowledge of this language.			
Objective	After completing this course , the student-teachers will be able to: <ul style="list-style-type: none">Understand the concept, nature of and meaning of language.Understand the different roles of language.Develop an understanding of the nature of language system.Identify methods, approaches and materials for teaching English at various levels in the Indian concept.Develop activities and tasks for learners.Understand constructive approach to language teaching and learning.Develop and use teaching aids in the both print and audio-visual material, and ICT (Internet and computer technology).Understand need and functions of assessment and language lab.			
Course Content / Syllabus				
Unit – I	Nature and Role of Language			
	<ul style="list-style-type: none">Concept ,Nature, Meaning and Functions of LanguageLanguage and power, language and class, language and identity, language and Gender.Home language and school language, medium of understanding Multilingual and multicultural classroom, difference between language as a school subject and language as a medium of instruction.Centrality of language in curriculum, different school subjects as register of language.Role of English in the Indian context, English as a colonial language. English as a language of knowledge, position of English as a second language in India.			
Unit – II	Introduction to English Language Teaching (ELT)			
	<ul style="list-style-type: none">Meaning, nature and scope of ELT.Status of English language in the global and Indian context.			

	<ul style="list-style-type: none"> • Aims and objectives of Teaching English in India. Formulation of general and specific objectives. • Language and education policy in India. • Teaching English in Bilingual/Multilingual contexts.
Unit – III	Aims and Objectives of Teachin of English
	<ul style="list-style-type: none"> • Aims and objectives of teaching English at secondary levels. • Principles (Palmer principles) and correlation (intra and inter : with all school subjects) • Teaching of Prose, Poetry, composition and Grammer-Aims, Objective & Methodology • Prepratio of Teaching and Learning Aids
Unit – IV	Methods and Planning the Teaching of English
	<ul style="list-style-type: none"> • Teaching learning methods of language translation, direct, bilingual, Dr. West’s New method the substitution method. • Approaches of teaching English structural and communicative. • Meaning and importance of planning. Types of planning (year, unit and individual lesson plan). • Teaching Skills: Introduction, Explanation, probing question, stimulus variation and closing achieves.
Transcational Strategies	<ul style="list-style-type: none"> • Planned lectures infused with multimedia/Power Point Presentations. • Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching.
Evaluation Strategies <ul style="list-style-type: none"> • Development of Power Point based lesson plan on different approaches. • Development of instructional materials ICT Based : Linear, branching and mathetic programming. • Constructing objective based test items of different types. • Planning lessons based on different ELT approaches. • Development of a detailed activity bank for different skill areas for learner from different type of schools. • Developing resources such as props, charts, flash cards, audio cassettes, games and CALL programmes for teaching, speaking and listening. • Developing bridge courses and remedial programme. • Organization of co-curricular activities including extempore, elocution, declamation, speech and soon. 	

References

1. National Curriculum Framework 2005; NCERT, December 2005.
2. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
3. National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian Languages, NCERT, 2006.
4. The Right of Children to Free and Compulsory Education Act – 2009, The Gazette of India, 2009.
5. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
6. Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
7. Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.
8. Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.
9. Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
10. Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015.
11. Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.

SEMESTER-II

Year	I	COURSE CODE -SOE020212C3014 PEDAGOGY OF SOCIAL SCIENCE (Part –I)	Credit	4 (3Theory+ 1Practicum)
Semester	II		Marks	100 (Theory+ Practicum)
Essence of the Course : This course will enable the students to develop deeper understanding about the structure and function of the society. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. Such an understanding will help a student teacher to adopt one’s teaching looking into background of students. Also the teacher will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage among the students.				
Objectives		<ul style="list-style-type: none">• The student teacher will be able to:• Understand the nature and structure of Social Science.• Appreciate the importance of teaching Social Science at the Secondary School level.• Apply the methods, and approaches for organizing Social Studies curriculum.• Develop skills to organize Social Science curriculum.• Develop skills to teach and evaluate Social Science.		
Course Content / Syllabus				
Unit 1		Modern Concept of Social Science <ul style="list-style-type: none">• Meaning, Concept, Need and Importance of Social Science• Nature and Scope of Social Science, and status of Social Science in school curriculum• Aims & Objectives of Social Science Teaching• General and Specific objectives of Social Science teaching• Expected behavioural changes through Social Science teaching• Development of values through Social Science teaching		
Unit 2		Techniques of Teaching Social Science <ul style="list-style-type: none">• Narration cum discussion, role-play, and simulation □ (meaning, uses and limitations)• Computer Assisted Instruction □ (meaning, uses and limitations)• Computer Assisted Learning □ (meaning, uses and limitations)		

	Models of Teaching: Jurisprudential model, social enquiry, Advance organizer.	
Unit 3	Method of Teaching Social Science	•
	<ul style="list-style-type: none">• Source method, Field study, Museums, Folk lore, oral history, Bal Panchayat, Mock Parliament• Uses and Limitations• Project method, storytelling (meaning, uses and limitations),• Teaching for Children with different abilities	
Unit 4	Lesson Planning and Methods of Teaching Social Science	
	<ul style="list-style-type: none">• Planning instruction of Social Science• Year Plan, Unit Planning, and Lesson planning• Exhibition method, Active learning method – (meaning, uses and limitations)• Group discussion method (meaning, uses and limitations)• Correlation of social science with life nature, mathematics and science & technology.	
Transactional Strategies	Lecture-cum-discussion alongwith interactive group discussion, field trips, group discussions, brain storming and simulation in the form of mock session, BalPanchayat etc.	
Practicum	Suggestive List: <ul style="list-style-type: none">• Visit to<ul style="list-style-type: none">✓ Historical Places✓ Ecological Places✓ Commercial Places✓ Political Places• Organization of Programmes<ul style="list-style-type: none">✓ Organization of Group Discussion✓ Development of CAL package✓ Environment Awareness✓ Social Awareness✓ Election Awareness✓ Blood donation	

	<ul style="list-style-type: none"> ✓ Exhibition ✓ Preparation of Annual plan, Unit plan and Lesson plan <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>
Evaluation Strategies <p>In addition to quiz sessions for which weightage of 30% is to be assigned, Sessional work will carry 25% weightage, Unit tests and reports of projects 25% weightage, Student teacher participation in presentation 20% weightage.</p>	
Suggested Readings <ul style="list-style-type: none"> • Agrawal, J.C.: Teaching of Social Studies, Vikas Publishing House, New Delhi. • Bhattacharya, S. & Darji, D.R. (1966). Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda. • Binning, A.C.: Teaching Social Studies in Secondary Schools, McGraw Hill and Co., New York. • Desai, D.B.: Samaj Vidyana Shikhan, Balgovind Prakashan, Ahmedabad. • Greene, H.A., Jorgensen, A.N. Gerber, J.R. (1959). Measurement and Evaluation in the Secondary School, McGraw-Hill, New York. • Holt, Rinehart and Winston (1967). Handbook for Social Studies Teaching, The Association of Teachers of Social Studies. New York: INC • Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi. • Mathias, Paul (1973). The Teacher's Handbooks for Social Studies, Blandford Press, London. • Mehlinger, Howard, D. (ed.) (1981). UNESCO, Handbook for the Teaching of Social Studies, Gareem Helm, London, UNESCO. • Misra, S. & Ranjan, A. (2011). Teaching of social science: history, context, challenges in Saxena, V. (ed.) Contemporary Trends in Education, Delhi: Pearson 	
Web Resources <p>www.cseindia.org (for documentary films and DVD)</p>	

www.india-seminar.com

Janchetana.blogspot.com (Hindi and English)

<http://www.ibe.unesco.org/publications/educationalpracticesseries>

1947PartitionArchive.org

<http://www.indiabudget.nic.in/survey.asp>

dsal.uchicago.edu

<http://bombay.indology.info/mahabharata/statement.html>

<http://archive.is/http://www.sdstate.edu/projectsouthasia>

www.harappa.com

<http://www.mughalgardens.org>

<http://persian.packhum.org>

www.museum.upenn.edu

www.alifindia.or

www.edumaritime.org

<http://parliamentofindia.nic.in>

www.gandhiserve.org

www.copsey-family.org/~allenc/lakshmibai

<https://earth.google.com>

<http://www.mapsofindia.com>

Position Paper National Focus Group on Teaching of Social Sciences, NCERT

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

Package in social science for professional development of in-service teachers, NCERT

http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/ITPD%20Final%20june%2014.pdf

Learning curves: special issue in social science in schools, (2010), by AzimPremji Foundation

<http://azimpremjifoundation.org/pdf/LCXV.pdf>

Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT

http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf

<http://nroer.in/home/>

<http://www.epathshala.co.in/>

Audio Visual Resources

<http://www.kabirproject.org/the%20films>

<https://www.youtube.com/watch?v=-E6Z-oSwfTA>

<https://www.youtube.com/watch?v=0FK-BITdqAs&list=PL5671Y5M9FStlCRg9hPujnRb5fsNmycez>

SEMESTER-II

Year	I	COURSE CODE -SOE020213C3014 PEDAGOGY OF MATHEMATICS (Part I)	Credit	4(3 Theory+ 1 Practicum)
Semester	II		Marks	100 (Theory +Practicum)
Essence of the Course This course aims at developing advanced level understanding of mathematics subject and its pedagogy. This course focuses on preparing student-teachers in a manner that will help them to tackle day today mathematical problems. For providing students with pedagogical content knowledge different methods, approaches, strategies of teaching mathematics have been included. This course on teaching of mathematics will help student-teachers understand key concepts of mathematics as well as methods and procedure of teaching mathematics effectively and efficiently.				
Objectives	After completing this course , the student-teachers will be able to: <ul style="list-style-type: none">• develop insight into the meaning, nature, scope and objective of mathematics education• appreciate the process of developing a concept• appreciate the role of mathematics in day-to-day life;• Select appropriate methods of teaching mathematics at elementary and secondary level.• Select appropriate strategies of teaching mathematics at elementary and secondary level.• communicate through to discuss among themselves, to work together on• appreciate mathematics text book and teaching learning resources• appreciate the importance of mathematics laboratory in learning mathematics;• appreciate the role of ICT in mathematics classroom			
Course Content / Syllabus				
Unit 1	Mathematics as a School subject			
	<ul style="list-style-type: none">• Meaning, Nature and Scope of teaching mathematics• Meaning and building blocks of mathematics-undefined terms, definitions, axioms, postulates• Correlation of Mathematics with other school subjects• Historical evolution of concepts –understanding how concepts evolved (Number System and Measurement)• History of mathematics with special emphasis on teaching of mathematics,• Contribution of Great mathematicians(Aryabhata, Bhaskaracharya, Ramanujan, Brahmgupta,Pythagores, Euclid)			

	<ul style="list-style-type: none"> • Position paper National Focus Group on Teaching of Mathematics 	
Unit 2	Aims and Objectives of Mathematics	
	<ul style="list-style-type: none"> • Aims and Objectives of teaching mathematics (NCF2005) • Bloom's Taxonomy of Educational Objective • Formulation of instructional Objectives in Behavioral Term • Writing learning objectives and teaching points of various content areas in mathematics like Algebra, Geometry & Mensuration etc. 	
Unit 3	Methods of Teaching of Mathematics	
	<ul style="list-style-type: none"> • Meaning of methods, difference between Methods and strategies • Inductive- Deductive Method • Analytic –Synthetic Method • Lecture Cum Demonstration Method • Laboratory Method • Project Method • Constructivist Approach 	
Unit 4	Strategies of Teaching of Mathematics	
	<ul style="list-style-type: none"> • Oral, Written & Drill Strategies • Activity Based Learning Strategies • Co-operative Learning Strategies • Collaborative Learning Strategies • Inquiry based Learning Strategies 	
Unit 5	Teaching –Learning Resources	
	<ul style="list-style-type: none"> • Mathematics Text Book, Mathematics Learning Software, Audio- Video Aids, Mathematics Labs, Mathematics Club, Mathematics Library • Using Community Resources for mathematics learning Need of Technological, Pedagogical Content Knowledge in Mathematics • Role of ICT in Teaching of Mathematics 	

	<ul style="list-style-type: none"> • Use of Computer and other ICT equipments in Mathematics Classroom 	
Transactional Strategies	<p>Unit 1: Lecture followed by discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions.</p> <p>Unit 2: Lectures, discussions, Lecture cum demonstration,</p> <p>Unit 3: Lecture cum Discussion should follow around readings. Students should be given hands on experiences and appropriate illustrations be made around methods and strategies.</p> <p>Unit 4: Learning by doing approach, Lecture cum demonstration,</p> <p>Unit 5: Visit to mathematics library and laboratory and hands on experience to students, e-platforms, library assignment. Critical analysis of the school text book and syllabus be made.</p>	
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Content Analysis of Position paper of National Focus Group on Teaching of Mathematics • Collect the names of Indian Mathematicians & Prepare a report about their • Contribution to Mathematics. Critical Review of Mathematics Text book and make a report • Observation of children doing everyday Maths, playing folk games; community numeracy practices. • Development and trying out of Teaching-learning strategy for teaching of particular Mathematical concepts. • Construction of Mathematical Working and Non Working 2D and 3 D Models • Development and use of Mathematics laboratory. • Organizing a 'Mathmela' in a school or a locality and write a report 	

Evaluation Strategies	<p>Sessional work/unit test/practicum/ project based activities and Terminal Assessments</p> <p>Unit 1: Unit Test, Presentation, Surprise test , Quizzes etc.,</p> <p>Unit 2: Unit tests, Quizzes, assignments</p> <p>Unit 3: Unit tests, quizzes, assignments on power point presentation on teaching methods</p> <p>Unit 4: Unit tests, quizzes, assignments on power point presentation on teaching strategies</p> <p>Unit 5: Unit Test, Presentation, Surprise test , Quizzes etc.,</p>	
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Anice, J. (2008). <i>Methods of Teaching Mathematics</i>. New Delhi: Neelkamal Publications. • Butler, C.H., Wren, F.L. and Banks, J.H. (1971). <i>The teaching of Secondary Mathematics</i>. New York: McGraw Hill. • Coney, T.J., Davis, G.J., and Hen Derson, K.B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i>. Boston: Houghton-Mifflin Co. • Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i>. New Delhi: Discovery Publishing House. • Kidd, P.K., Myers, S.S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i>. Chicago: Science Research Associates Inc. • Kinney, L.B., and Purdy, C.R. (1965). <i>Teaching of Mathematics in Secondary School</i>. New York; Holt, Rinchart and Winston. • Kolb, J.R., & Bassler, O.C. (1979). <i>Learning to teach Secondary School Mathematics</i>. London: In text Educational Pub. • Kothari, R.G., and Mistry, H.S. (2012). <i>Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools</i>. Germany: Lambert Academic Publishers. • Kothari, R.G., and Shelat, P.H. (2011). <i>Mathematical weaknesses among secondary school students</i>. Germany: VDM Verlag Publishers. • Kumar, S. (1993). <i>Teaching of Mathematics</i>. New Delhi: Anmol Pub. Pvt. • Mottershead, L. (1978). <i>Sources of Mathematical discovery</i>. Oxford: Basil black Wall. • NCERT (2006) , <i>Position Paper-National Focus Group On Teaching of Mathematics</i> , New • DelhiNickson, M. (2006). <i>Teaching and Learning Mathematics: A Guide to Recent Research and its Application</i>. London: 		

Continuum.

- Pandya, B. (2007). *Teaching of Mathematics*. Agra: Radha Prakashan Mandir.
- Paul Chambers (2008). *Teaching Mathematics: Developing as a Reflective Secondary Teacher*. New Delhi: Sage Publication.
- Rao, N.M. (2007). *A Manual of Mathematics Laboratory*. New Delhi: Neelkamal Publications.
- Reeve, W.D. (1954). *Mathematics for the Secondary School*. New York: Holt, Rinehart and Winston, Inc.
- Servais, W., and Varga, T. (ed.) (1971). *Teaching School Mathematics. A UNESCO Source Book*. UNESCO, Penguin books.
- Shah G.B. (1964). *New Dimensions in teaching of Mathematics*. Baroda: CASE.
- Sidhu, K.B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)
- Singh, H., Avtar, R. and Singh, V.P. (2008). *A Handbook for Designing Mathematics*

Web Resources

- <https://www.youtube.com/watch?v=hbDkSaSnbVM> (Unit I)
- <https://www.youtube.com/watch?v=IO19-MTwThI> (Unit I)
- <https://www.youtube.com/watch?v=MrIdc-Hs-is> (Unit I)
- <https://www.youtube.com/watch?v=lhwAMhZQ6kU> (Unit I)
- <http://mathigon.org/resources/value-of-mathematics.pdf> (Unit I)
- <http://mathedu.hbcse.tifr.res.in> (Unit 3)
- http://www.ncert.nic.in/departments/nie/dee/publication/pdf/CCE_Math.pdf (Unit V)
- http://www.ncert.nic.in/departments/nie/niew/school_kits/kit_manuals.html
- <http://nrich.maths.org>
- <http://www.slideshare.net/MiraculeDanielGavor/ict-tools-in-mathematics-instruction>
- <http://www.arvindguptatoys.com/math-magic.php>
- <http://karnatakaeducation.org.in/KOER/en/index.php/Portal:Mathematics>
- <http://www.mathcelebration.com/index.html>
- <http://map.mathshell.org>
- <http://www.cimt.plymouth.ac.uk/projects/mep/default.htm>
- <http://nrich.maths.org/students>
- <http://mathbits.com>
- <http://www.math-play.com>
- <http://www.geogebra.org>
- <http://classroom-aid.com/educational-resources/mathematics>
- <http://etc.usf.edu/math>
- <http://mathworld.wolfram.com>

- <https://www.merlot.org/merlot/materials.htm?category=2513>
 - <http://www.ck12.org>
 - <https://www.khanacademy.org>
 - <http://www.learner.org/resources/browse.html?d=5>
 - https://blossoms.mit.edu/resources/math_resources
 - Matthew J. Koehler, Punya Mishra , Mete Akcaoglu & Joshua M. Rosenberg (2013), The Technological Pedagogical Content Knowledge Framework for Teachers and Teacher Educators,
[http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education%20\(Chapter%201\).pdf](http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education%20(Chapter%201).pdf)
 - Integrating Open Educational Resources Lesson Plan Integration Model Designed for Pre-Service Elementary Educators Course: Mathematics Methods,
<https://currikitdn.s3-us-west-2.amazonaws.com/resourcefiles/54d2dd15bb67b.pdf>
 - Teaching of Mathematics, NCERT
http://www.ncert.nic.in/departments/nic/dse/activities/advisory_board/PDF/teaching_maths.pdf
- <http://www.epathshala.co.in/>

SEMESTER II

Year	I	COURSE CODE -SOE020214C3014 PEDAGOGY OF LIFE-SCIENCE (Part I)	Credits	4(3Theory + 1Practicum)
Semester	II		Marks	100(Theory+ Practicum)
Essence of the course content :The all units covers the content area, nature of science, aims and objectives of teaching life science, current teachingapproaches and methods, assessment and evaluation procedure in teaching- learning process, making student teacher competence, skillful in transact the curriculum. The uses of different models of teaching science have been covered in this course. This course will enable the student teacher inplanning, organizing, managing the teaching effectively.				
Objectives		The teacher student will be able to : <ul style="list-style-type: none">• Develop a broad understanding about concept ofscience, scientific method, inquiry and investigation.• Know the aims and objectives of teaching of life science at school level.• Write the teaching objectives in behavioral terms.• Understand different Approaches, methods, used in teaching of life Sciences.• Differentiate between methods and approach in teaching life science.• Prepare unit plan and lesson plan.• Acquire necessary skill in methodology in teaching of life science.• Apply various methods of teaching of life science.• Construct blue print and achievement test.		
Course content/ syllabus				
Unit 1		Nature , Scope , and Aims of Teaching of Life Science		
		<ul style="list-style-type: none">• Meaning and nature of science as subject.• Science as a domain of inquiry andexploration.• Life science as an interdisciplinary area of learning.• Process of learning through observation, inquiry, experimentation, investigation.• Scientific Method• Constructivism in life science.• Maxims of teaching in science		

Unit 2	Aims and Objectives of Teaching of Life Science
	<ul style="list-style-type: none"> • Aims and Objectives: Meaning, definition and difference. • Aims and objectives of teaching of life science at school level (Middle, Secondary, Senior Secondary)Bloom’s taxonomy (basic & revised) • Writing educational objectives in behavioral terms. • Meaning, definition, conceptConstruction of Unit plan and Lesson Plan.
Unit 3	Teaching Models, Approachesand Methods
	<ul style="list-style-type: none"> • Teaching models: Concept Attainment Model and Inquiry Training Model. • Approaches:Inductive-deductive approach, problem solving approach, Inquiry Approach, Constructivist approach; Collaborative learning approach, Problem solving approach; Concept mapping; Experiential learning. • Methods: Lecture method, Demonstration method, Laboratory method, Heuristic method, Project method. • Pedagogical analysis
Unit 4	Tools and Techniques ofAssessment
	<ul style="list-style-type: none"> • Meaning, definition, concept, purpose of evaluation and assessment. • Tools and techniques of evaluation with special reference to CCE • Blue print: meaning, concept and construction. • Test: Definition, types, construction and quality of a test paper. • Achievement Test: Meaning, types of Achievement Test various steps involved in the Construction of Achievement Test; • Types of test items: Essay type, Short answer type and Objective type.
Transactional Strategies	Unit 1: <ul style="list-style-type: none"> • Lecture cum demonstration • Classroom discussion • Questioning-response technique • Explanation with illustration

	<ul style="list-style-type: none"> • Group activity <p>Unit 2:</p> <ul style="list-style-type: none"> • Lecture cum Demonstration • Hand on experience • Activity in groups • Discussion • Analysis <p>Unit: 3</p> <ul style="list-style-type: none"> • Lecture cum demonstration • Discussion • Debate • Presentation • Hand on experience • Project may be given <p>Unit: 4</p> <ul style="list-style-type: none"> • Lecture cum discussion • Debate • Classroom activity • Analysis • Critical analysis. • Project work may be given.
Practicum	<p>Suggestive list</p> <ul style="list-style-type: none"> • Critical Analysis of test paper C.B.S.E/S.B.S.E. • Prepare a concept map on any theme of life science and its importance (p.p.t. presentation). • Construction of unit plan • Formation of learners portfolio • Construction of test paper. • Construction of blue print • Planning and conducting any two experiment of life science class 6 to 10th and prepare a report.

Evaluation strategies:

1. Submission of 2 assignments on topics related to the paper.
2. Seminar and Presentation on themes reflecting Innovation in life sciences teaching.
3. Mass media and assessment of its effective use in teaching of science.
4. Skill identification of specific learning difficulties in Science.
5. Collection, fixation and preservation of biological materials.
6. Collection and Review of ICT resources for teaching of science
7. Portfolio evaluation.

Suggestive readings

- Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Comp.
- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT (2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.
- Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication

Web sources :

- <http://www.softworld.org/>
- <http://www.arvindguptatoys.com>
- <http://phet.colorado.edu>
- <http://www.nasa.gov>
- <http://undsci.berkeley.edu/teaching/>
- <http://www.plantingscience.org>
- <http://edheads.org>
- <http://www.discoveryeducation.com/teachers>
- <http://www.ncert.nic.in/ncert/textbook> <http://www.ibe.unesco.org/publications/educationalpracticesseriespdf/practice>

SEMESTER-II

Year	I	COURSE CODE -SOE020215C3014 PEDAGOGY OF PHYSICAL SCIENCE (PART I)	Credit	4 (3Theory +1 Practicum)
Semester	II		Marks	100 (Theory +Practicum)
Essence of the course: This course will enable the ‘would be teachers’ to know the teaching methodology of Physical Science. They will know the importance of teaching Physical Science with the help of different approaches.				
Objectives	The teacher student will be able to : <ul style="list-style-type: none">Familiarize with concept and nature of physical science.Acquaint them with the teachings of physical science.develop scientific thinking in themselves, students and communitiesPrepare a lesson planUnderstand the importance of educational technology for teaching physical science.Understand the methods and pedagogical analysis of teaching physical science.			
Course content of syllabus				
Unit 1	Concept, Nature, Scope & Importance			
	<ul style="list-style-type: none">Meaning & Concept of Physical ScienceNature and Scope of Physical Science and its Place in the School CurriculumCorrelation of Science with other subjects.Importance of Physical Sciences as a Subject of the School Curriculum.			
Unit 2	Aims and Objectives of Teaching Physical Science <ul style="list-style-type: none">Difference between the terms ‘Aims’ and ‘Objectives’.			

	<ul style="list-style-type: none"> • Aims of teaching Physical Sciences at Middle, Secondary and Senior Secondary stages. • Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor) • General and Specific Objectives of teaching Physical Sciences- Instructional Objectives - Objectives in terms of learning outcomes
Unit 3	Methods and Approaches of Teaching Physical Sciences. <ul style="list-style-type: none"> • Methods of Teaching Physical Science with Reference to Lecture-Cum Demonstration, Project Method, Problem Solving Approach, Laboratory, Heuristic. Inquiry approach programmed Instruction. • Non-Formal Methods of Teaching Physical Sciences: Field Trips, Science Club, Museum, Science Fairs and Science Exhibition.
Unit 4	Pedagogical Analysis, Unit Plan, Lesson Planning & Evaluation Process <ul style="list-style-type: none"> • Steps in Pedagogical Analysis • Pedagogical analysis of any one of the topic from Science text book from class 6th to 10th referred by NCERT. • Construction of Unit Plan • Lesson Planning - Essential features of Lesson Planning -Steps in Lesson Planning, Preparing Lesson Plans.
Transactional strategies	<p>Unit: 1 :Lecture cum Discussion.</p> <ul style="list-style-type: none"> v. Use of PPT. vi. Assignment <p>Unit 2:PPT or chart preparation</p> <ul style="list-style-type: none"> iv. Group discussion v. Seminars <p>Unit 3:lecture-cum-discussion,</p> <ul style="list-style-type: none"> vi. Use of ppt vii. Project work may be given. <p>Unit 4:Lecture cum Demonstration.</p> <ul style="list-style-type: none"> i. Use of PPT. ii. Assignments, iii. Presentation on various teaching and discussion.

Practicum	Suggestive list <ul style="list-style-type: none"> • Prepare 2 lesson plans with different teaching methods. • Concept Development of any topic from 6th to 10th class NCERT referred text book <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>
<p>Evaluation strategies</p> <p>The assessment of engagement in practical work and competencies acquired may be done through:</p> <ol style="list-style-type: none"> 1. Submission of two Assignments on topics related to the paper. 2. Seminar Presentation on theme reflecting Innovation / research / new approach in Physical Science teaching. 3. Writing critical reports upon the lessons of Peers. 4. Writing review of a book on Physical Science teaching. 5. Collection and review of ICT resources for teaching of Physical Science. <p>Suggestive readings:</p> <ol style="list-style-type: none"> 1. Amit (2002): Teaching of Physical Sciences, New Delhi: Anmol Publications, 2. Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited 3. Kohli, V.K. (1998): How to Teach Science, Ambala: Vivek Publishers. 4. Mangal, S.K. (1997): Teaching of Science, New Delhi: Arya Book Depot. 5. Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications. 6. Prasad Janardan:"Practical aspects in Teaching of Science" Kanishka Publication New Delhi 1999. 7. Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers. 8. Rao Aman Teaching of Physics,Anmol Publications New Delhi 1993. 9. Ravi Kumar S.K."Teaching of Science" Mangal deep Publication,2000. 10. R.P. (2010): Teaching of Physical Science. Meerut :R.Lall. 11. Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Comp. 12. Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers. 13. S.K. Kochhar : Methods and Techniques of Teaching, Sterling Publishers Pvt Ltd., 2003. 14. Wadhwa Shalini:"Modern Methods of Teaching Physics" Sarup and Sons and New Delhi,2001. 15. Yadav, M.S., Teaching of Science, Mangaldeep Publication, N. Delhi 1992. 	

SEMESTER-II PEDAGOGY SUBJECT (GROUP II)

Year	I	COURSE CODE -SOE020216C3014 PEDAGOGY OF HINDI (Part-I)	Credit	3+1 (Theory+ Practicum)
Semester	II		Marks	100 (Theory+ Practicum)
पाठ्यक्रम का सार				
यह पाठ्यक्रम एक बहु सांस्कृतिक और बहुभाषी वातावरण में छात्र शिक्षकों की हिन्दी भाषा और संचार क्षमता के विकास पर केन्द्रित है। यह छात्र शिक्षकों के अलग-अलग हिन्दी भाषा के विकास को ध्यान में रखते हुए तैयार किया गया है और यह पाठ्यक्रम शिक्षक शिक्षकों को हिन्दी भाषा एवं हिन्दी भाषा शिक्षण की विधियों में निपुण बनायेगा।				
उद्देश्य—	<ul style="list-style-type: none">भाषा की अलग-अलग भूमिकाओं को जाननास्कूल की भाषा, बच्चों की भाषा और समझ के बीच संबंध जाननापाठ्यचर्चा, पाठ्यक्रम का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।हिन्दी भाषा के विविध रूपों की अभिव्यक्तियों को जाननाभाषा के मूल्यांकन की प्रक्रिया को जानना।			
पाठ्यक्रम की विषय वस्तु				
इकाई—1	हिन्दी भाषा अधिगम की प्रक्रिया एवं भाषा ध्वनि			
	<ul style="list-style-type: none">भाषा अर्जन की प्रक्रिया : बालक में प्रारम्भिक भाषा अवबोधन, बालक के विकास में भाषा की भूमिका ।भाषा शिक्षण प्रक्रिया : भाषा अधिगम प्रक्रिया, भाषा अधिगम के सामान्य सिद्धान्त दमातृभाषा शिक्षण का अर्थ, स्वरूप महत्व, उद्देश्य एवं सामान्य सिद्धान्त।भाषा विज्ञान : स्वर एवं व्यंजन, हिन्दी शब्द भण्डार, उच्चारण भेद, दोष के कारण एवं उपचार, मौखिक अभिव्यक्ति (सामान्य भाषण, सामान्य वार्तालाप)			
इकाई— 2	हिन्दी भाषा शिक्षण का वाचन एवं लेखन			
	<ul style="list-style-type: none">वाचन प्रक्रिया, वाचन के प्रकार।शुद्धवाचन का महत्व एवं प्रयोग, वर्तनी सम्बन्धी अशुद्धियाँ कारण एवं निवारण।विराम चिन्हों का प्रयोग, लिखित रचना के प्रकार एवं उनका अभ्यास ।			
इकाई—3	हिन्दी भाषा शिक्षण के आवश्यक तत्व एवं उद्देश्य			

	<ul style="list-style-type: none"> ● हिन्दी भाषा शिक्षक:- भूमिका, महत्व, विशेषताएँ। हिन्दी भाषा का महत्व:- मातृभाषा के रूप में, राजभाषा/सम्पर्क भाषा के रूप में, राष्ट्रभाषा के रूप में, त्रिभाषा सूत्र। ● मातृभाषा एवं अन्य भाषा के रूप में हिन्दी शिक्षण के उद्देश्य:- ज्ञानात्मक उद्देश्य, कौशलात्मक उद्देश्य, सौन्दर्य बोधात्मक उद्देश्य, रचनात्मक उद्देश्य, अभिरूच्यात्मक तथा अभिवृत्तात्मक उद्देश्य। ● हिन्दी के भाषिक तत्व:- वर्ण विचार, मानक हिन्दी वर्णमाला उच्चारण की दृष्टि से हिन्दी वर्णों का अक्षर, हिन्दी शब्द भण्डार वाक्य विचार, शब्द और वाक्य की शिक्षण प्रक्रिया।
इकाई-4	हिन्दी भाषा शिक्षण के भाषाई कौशलों का विकास
	<ul style="list-style-type: none"> ● श्रवण कौशल:- अर्थ, प्रकार, शैक्षिक क्रिया कलाप। ● मौखिक अभिव्यक्ति:- अर्थ, मौखिक अभिव्यक्ति शिक्षण के उद्देश्य, मौखिक अभिव्यक्ति विकास की क्रियाएं, मौखिक अभिव्यक्ति सम्बन्धी त्रुटियाँ का निवारण। ● पठन कौशल: पठन प्रक्रिया, पठन के प्रकार, पठन अभिरूचि का विकास, पठन सम्बन्धी त्रुटियाँ का निवारण। ● लिखित अभिव्यक्ति कौशल का विकास: लेखन का महत्व, लेखन की प्रक्रिया, लिखित रचना के प्रकार एवं उनका शिक्षण। ● हिन्दी भाषा शिक्षक:- भूमिका, महत्व, विशेषताएँ।
कार्य सम्पादन रणनीतियाँ	<p>इकाई-1 – व्याख्यान, समूह चर्चा, पावर प्वाइंट प्रस्तुतियाँ, एमओओसी और ई-लर्निंग का उपयोग</p> <p>इकाई-2 व्याख्यान, चर्चा, स्कूल के अध्ययन के अध्यापन के भाषा के खेल, ऑडियो और वीडियो सामग्री आदि का उपयोग।</p> <p>इकाई-3 व्याख्यान विधि- समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग आदि का उपयोग।</p> <p>इकाई-4 व्याख्यान विधि- समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग, एमओओसी का उपयोग।</p>
व्यावहारिक कार्य-	<ol style="list-style-type: none"> 1. छात्रों में संचार की समस्या/आशंका का पता लगाने के लिए बाहरी स्कूलों का दौरा। 2. सुनना, बोलना, पढ़ना और लेखन कौशल विकसित करने के लिए गेमिंग और व्यायाम करना। 3. लेखन कौशल, विकसित करने पर कार्य-सारांश, पत्र, अनुच्छेद, निबंध एवं भाषण 4. बोलने वाले कौशल विकसित करने के लिए असाइनमेंट- मौखिक प्रस्तुतियाँ, बहस, भाषण, चर्चा एवं ब्रेन स्टार्मिंग सुनना कौशल विकसित करने पर असाइनमेंट भाषण, दिशाओं को सुनना। <p>इसके अतिरिक्त विद्यालय एवं समुदाय आधारित गतिविधियाँ भी आयोजित की जायेगी जिसके अन्तर्गत छात्रों को अधिगम एवं शिक्षक प्रशिक्षण संस्थाओं में भ्रमण कराया जायेगा। शिक्षण प्रशिक्षण एवं स्कूल आधारित क्रियात्मक अनुसंधान भी कराये जायेगे।</p>

मूल्यांकन रणनीतियाँ	<p>इकाई— 1— इकाई परीक्षण, सत्रिक कार्य, असाइनमेंट</p> <p>इकाई— 2— इकाई परीक्षण, व्यवहारिक कार्य, सत्र का काम</p> <p>इकाई— 3— इकाई परीक्षण, मौखिक परीक्षा</p> <p>इकाई— 4— इकाई परीक्षण, इकाई व्यावहारिक परीक्षा</p>
संदर्भ	<ol style="list-style-type: none"> 1. गुप्ता ए. 1995, मीडियम ऑफ इंस्ट्रक्शन इन ए बाइलिंगुएल कंटेस्ट, अग्निहोत्री, आर.के. खन्ना, ए.एल. द्वारा संपादित आर.ए.एल. 4 नई दिल्ली: सेज पब्लिकेशंस, 201—211 2. ईलिच, आई. 1981, "टोट मदर लैंग्वेज एंड वर्नाकुलर टंग", पटनायक डी.पी. 1981 में मल्टीलिंगुएलिज्म एंड मदर लैंग्वेज एंड वर्नाकुलर टंग", पटनायक डी.पी 1981 में मल्टीलिंगुएलिज्म एंड मदर टंग एजूकेशन, ऑक्सफोर्ड यूनिवर्सिटी प्रेस। 3. अग्निहोत्री, आर.के. 1988, 'एरर्स एज लर्निंग स्ट्रेटजीज, इंडियन जर्नल ऑफ अप्लॉयड लिंग्विस्टिक्स 14.1:1—14 4. ईलिच, आई. 1981, प्रीफेस टू पटनायक, 1981, मल्टीलिंगुएलिज्म एंड मदर टंग एजूकेशन, ऑक्सफोर्ड यूनिवर्सिटी प्रेस। 5. राष्ट्रीय पाठ्यचर्चा की रूपरेखा 2005, प्रकाशन विभाग, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। 6. समझ का माध्यम, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् नई दिल्ली। 7. आंकलन स्रोत पुस्तिका, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। 8. अभिव्यक्ति और माध्यम, राष्ट्रीय अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। 9. सृजन—1, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। 10. बच्चे की भाषा और अध्यापक एवं निर्देशिका, कृष्ण कुमार, एनबीटी, नई दिल्ली। 11. श्रीवास्तव, आर.एन. 1984 (संपादक), भाषाशास्त्र के सूत्रधार, नई दिल्ली: नेशनल पब्लिशिंग हाउस। 12. शिक्षा मंत्रालय, शिक्षा आयोग "कोठारी कमीशन" 1964—1966, शिक्षा एवं राष्ट्रीय विकास, शिक्षा मंत्रालय, भारत सरकार 1966।

SEMESTER-II

Year	I	COURSE CODE -SOE020217C3014 PEDAGOGY OF ENGLISH (Part-I)	Credit	4(3Theory+1 Practicum)
Semester	II		Marks	100 (Theory+ Practicum)
Essence of the Course The course is designed to enrich the prospective teachers in terms oftheir understanding of the functions, importance, linguistic principles and other important aspects of the English language. As this course is designed for those who have already done Master’s in English, it aims at,apart from enriching their already existing knowledge of the subject, developing their pedagogical competencies for teaching of English.				
Objectives		After completion of the course, prospective teachers should be able to <ul style="list-style-type: none">• develop an understanding of the concept, Nature and Functions of Language.• understand the various teaching-learning theories of language• understand the importance of English in a multi-lingual society• critically explain and adopt various teaching methods and approaches as per their suitability to the content to be taught.• design and develop effective lesson-plans for various genres such as Poetry, prose, fiction etc.• develop and use teaching-aids in the classroom both in the print and audio-visual formats.• develop and use resources like the Language Lab and ICT-enabled smart class-room• harness basic language skills among learners.• develop meta-cognitive awareness of teaching and learning of the English language.• understand the process of language-assessment• organize remedial teaching.		
Course Content / Syllabus /SEMESTER-II				
Unit 1		An Overview of Languageand specificities of the English Language		

	<ul style="list-style-type: none"> • Concept, Nature and Functions of language. • Development of English as a language down the ages. • Linguistic characteristics of English- Features of English Pronunciation, Elementary knowledge of English sounds, Stress, Rhythm, Intonation, Patterns and their Implications 	
Unit 2	Teaching of English in a Multi-lingual context	
	<ul style="list-style-type: none"> • Linguistic Principles, and Aims and Objectives of Teaching English • Importance of English in a Multi-lingual society like India • Multilingualism as a classroom resource • Multilingual Approach to Language Teaching. 	
Unit 3	Approaches to Teaching of English	
	<ul style="list-style-type: none"> • Difference between ‘Approach’ and ‘Method’ • Philosophical, Social and Psychological Bases of Approaches to Language Acquisition • Language Learning approaches- Inductive and Deductive Approach; Whole Language Approach; Constructive Approach; Structural Approach. • Communicative Approach, Constructive Approach and Co-operative Learning 	

Unit 4	Methods and Materials of Teaching English <ul style="list-style-type: none">• Teaching of Prose, Poetry, Composition and Grammar – Objectives and Methodology• Grammar Translation Method, Direct Method, Bi-lingual method, Audio-Lingual Method, Dr. West’s Method.• 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 (discussions, debates, workshops, seminar etc.); Language Labs, Smart classrooms etc.
Transactional Strategies	Unit 1: <p>Lecture, Discussion, Debates, Games, Exercises, Use of audio-visual materials, Exposition, Reading demonstration, Games, Exercise, pause short and long lecture, e-learning etc.</p> Unit 2: <p>Lecture, Discussion, Discussion-cum-Demonstration, Multimedia lessons, Assignments, Reading practice, audio- feedback, listening etc.</p> Unit 3: <p>Lecture, Discussion, Excursion, Games, Exercises, Use of audio-visual materials, Exposition, Demonstration, Games, Exercise, pause short and long lecture, e-learning, Field visits etc.</p> Unit 4: <p>Lecture, Discussion, Excursion, Discussion-cum-Demonstration, Multimedia lessons, Assignments, practice, audio- feedback, listening etc.</p>

Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Discussion on the Topic ‘Mother Tongue and Other Tongue’. • Discussion on the use of multilingualism as a language-teaching strategy • Organize language games, Quizzes, Debates, group-discussion and other co-curricular activities in the teaching and learning of English. • Plan language-games as a media for teaching of English in classroom. <p>* In addition, school and community-based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>	
<p>Evaluation Strategies</p> <p>Unit 1: Unit test, presentation, debate, project work, assignments, situational observation, practicum.</p> <p>Unit 2: Unit test, presentation, performance debate, assignments, practicum, situational observation.</p> <p>Unit 3: Unit test, oral presentation, performance debate, project work, assignments, practicum, situational observation, field notes.</p> <p>Unit 4: Unit test, oral presentation, performance debate, assignments, practicum, précis writing, situational observation, field notes.</p>		
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications. • Allen, V.F. 1965. On Teaching English to Speakers of Other Languages. Champaign, Ill: National Council of Teachers of English. • Applebee, A.N. 1974. Tradition and Reform in the Teaching of English: A History. Urbana, Ill.: National Council of Teachers of English. • Bright, J.A., and McGregor, G.P. (1970). <i>Teaching English as a Second Language</i>. ELBS: Longman. • Brown, H.D. 1993. Principles of Language Learning and Teaching (3rd ed.). Englewood Cliffs, N.J.: Prentice Hall 		

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- Mukalel, J.C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery Publishing house.
- Mukalel, J.C. (1998). *Psychology of Language Teaching*. New Delhi: Discovery Publishing House.
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- Recognizing Different Types of Text
- Richard, J., Theodore, S. and Rodgers, T.S. (1986). *Approaches and Methods in Language*, Cambridge University Press.
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- Sharma, P. *Teaching of English – Skills and Methods*
- Sharma, V. *Teaching of English in India : Past Trends and Future Direction*
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- Stern, H.H. 1983. *Fundamental Concepts of Language Teaching*. Oxford : Oxford University Press.
- *Teaching of English as a Foreign Language 1912-1936* : Michael West Ed. Richard C. Smith Publishers : Taylor and Francis 2003.
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SEMESTER II

Year	I	COURSE CODE -SOE020218C3014 PEDAGOGY OF HISTORY (Part-I)	Credit	4 (3Theory+1 Practicum)
Semester	II		Marks	100 (Theory+ Practicum)
Essence of the Course : This course will enable the students to develop deeper understanding about the structure and function of the ancient society. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. Such an understanding will help a student teacher to adopt one’s teaching looking into background of students. Also the teacher will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage among the students.				
Objectives		<ul style="list-style-type: none">• Understand the meaning, scope and importance of history.• Identify the aims and objectives of teaching of History.• Use various methods and audio-visual aids and latest information technology.• Analyse the role of history in developing the national and international understanding.• Prepare lesson plan by using specific methods of teaching history.		
Course Content / Syllabus				
Unit 1		Modern Concept of History <ul style="list-style-type: none">• Meaning, Concept, Need and Importance of History• Nature and Scope of History and status of History in school curriculum• Aims & Objectives of History Teaching• Importance of studying local history national History and world history in the context of national integration and international brotherhood and global citizenship• Development of values through History teaching		
Unit 2		Techniques of Teaching History		

	<ul style="list-style-type: none"> • role-play • Question answer technique • Illustration technique • Dramatization technique • Drill technique
Unit 3	Method of Teaching History <ul style="list-style-type: none"> • Source Method. • Story-telling Method • Biographical Method. • Lecture • Time sense. • Discussion-cum-Narration Method. • Problem-solving Method. • Project Method. • Method.
Unit 4	Lesson Planning and Methods of Teaching History <ul style="list-style-type: none"> • Planning instruction of History • Year Plan, • Unit Planning, • Lesson planning • Exhibition method, Active learning method – (meaning, uses and limitations) • Group discussion method (meaning, uses and limitations) • Correlation of History with other school subjects.
Transactional Strategies	<p>Lecture-cum-discussion along with interactive group discussion, field trips, group discussions, brain storming and simulation in the form of mock session etc.</p> <p>Suggestive List:</p> <ul style="list-style-type: none"> • Visit to <ul style="list-style-type: none"> ✓ Historical Places

Practicum	<ul style="list-style-type: none"> • Organization of Programmes <ul style="list-style-type: none"> ✓ Organization of Group Discussion ✓ Social awareness ✓ Exhibition ✓ Preparation of Annual plan ✓ Unit plan ✓ Lesson plan <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>
Evaluation Strategies <p>In addition to quiz sessions for which weightage of 30% is to be assigned, Sessional work will carry 25% weightage, Unit tests and reports of projects 25% weightage, Student teacher participation in presentation 20% weightage.</p>	
Suggested Readings <ul style="list-style-type: none"> • Baghela, Dixit: History Teaching Raj. Hindi Granth Akadami Jaipur • B.D. Ghatge: History Teaching, Haryana Granth Akadami Chandigarh. • Chaudhary, K.P.: Effective teaching of history in India, NCERT • Ghosh K.D.: Creative teaching of History OUP 1951. • Ghatge V.D.: Suggestions for the Teaching of history in India. • Hill C.P.: Suggestions on the Teaching of History. • Johansson H.: Teaching of History in Elementary and Secondary Schools Macmillan. • NCERT : Handbook for History Teachers. • Tyagi : History Teaching, Vinod Publication, Agra • Verjeshwary, R.: Handbook for History Teacher in India. 	

Web Resources

Position Paper National Focus Group on Teaching of Social Sciences, NCERT

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

Learning curves: special issue in social science in schools, (2010), by Azim Premji Foundation

<http://azimpremjifoundation.org/pdf/LCXV.pdf>

Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT

http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf

<http://nroer.in/home/>

<http://www.epathshala.co.in/>

Audio Visual Resources

<http://www.kabirproject.org/the%20films>

<https://www.youtube.com/watch?v=-E6Z-oSwfTA>

<https://www.youtube.com/watch?v=0FK-BITdqAs&list=PL5671Y5M9FStlCRg9hPujnRb5fsNmycez>

SEMESTER II

Year	I	COURSE CODE -SOE020219C3014	Credit	4(3Theory+ Practicum)
Semester	II	PEGAGOGY OF GEOGRAPHY(Part-1)	Marks	100 (Theory+ Practicum)
Essence of the Course				
This course covers understanding of the nature of the environment and various factors coming in the way of environment preservation. Education has to play a major role in preserving the environment and making people aware of various means of presenting environmental pollution and sustainable development. Emphasis is also given to school climate, school cleanliness, personal hygiene in relation to Swachh Bharat and healthy living.				
Objectives	The student-teacher will be able to: <ul style="list-style-type: none">• Understand the nature and structure of Geography.• Understand the basic ideas in geography in the context of broader educational ideologies.• Apply the methods and approaches fir organizing geography curriculum.• Understand the pedagogical strategies and material base appropriate for geography teaching at Senior Secondary level.• Develop skills to organize Geography curriculum.• Develop skills to teach and evaluate Geography.			
Course Content / Syllabus				
Unit 1	Evolution of Geography as a discipline			
	<ul style="list-style-type: none">• Nature of geographical knowledge• Foundations of scientific geography• Geography as a discipline of synthesis• Paradigms of Geography:• Areal differentiation, Man-Environment, Regions and Regionalization and Spatial Organization• Geography themes: location, interaction, distance, scale, and change			
Unit 2	Basic ideas, Aims and Objectives of Teaching of Geography			

	<ul style="list-style-type: none"> • Epistemological basis of geographical knowledge • Psychological basis of geography teaching- learning process • Sociological perspectives in of geography teaching- learning process • Aims and Objectives of Teaching of Geography informed by above three 	
Unit 3	Geography Curriculum: Theory into Practice Theoretical understanding of Geography Curriculum	
	<ul style="list-style-type: none"> • General Curriculum model • Objectives model – behaviorist pedagogy • Process model – constructivist pedagogy • Organization of Curriculum: Spiral sequencing, Regional approach, Thematic arrangement • Analysis of Geography Curriculum in India • Comparative Analysis of Curriculum in various countries 	
Unit 4	Pedagogical Strategies in teaching of Geography	
	<ul style="list-style-type: none"> • Approaches to teaching: Inductive-deductive, inter-disciplinary and constructivist approaches • Strategies : Observation, Project, Regional, Comparative, Problem-solving, Laboratory/ scientific experimental, Narrative, • Resources for teaching and learning : Maps and diagrams, GIS, Satellite images, Aerial photograph, photograph and slides, National Geography: resources from audio- video and journals, establishment and maintenance of geography room, Decision-making exercises, Printer material : textbooks, collated reading, journal & newspapers articles. • Computers in geography teaching. 	
Transactional Strategies	<ul style="list-style-type: none"> i. Lecture cum discussion on concept and objectives. i. Organization of debates quiz on issues related to factors of and impact on Geography Teaching. ii. Posters on various issues. iii. Film on Geographical and related issues. i. Evaluation of existing materials prepared of reports and discussion. i. Lecture cum Discussion. ii. Demonstration. iii. Use of videos on various Transaction Method. 	
Practicum	Assignments, and Seminar Presentation <ul style="list-style-type: none"> • Criteria of selection of text books and collateral readers: private and public publishers 	

	<ul style="list-style-type: none"> • Development and Analysis of Curriculum and Concept mapping : content and sequencing • Lesson planning exercises: Development of variety of lesson plans in terms of nature of content, and pedagogical practices • Collection and Review of ICT resources for geography education 	
Evaluation Strategies <ol style="list-style-type: none"> 1. Assignments/sessional work. 2. Unit tests. 3. Portfolio assessment of exhibits, model of charts prepared by student teachers. 4. Seminar presentations followed by group discussion. 		
Suggested Readings <ul style="list-style-type: none"> • Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers. • Siddiqui, M.H. (2009). Teaching of Geography. New Delhi: APH Publishing Corporation. • Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation. • Aggarwal. J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd. Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd. • Graves N. G. (1982), New Source Book for Geography Teaching, London: Longman the UNESCO press. • Verma O. P. (1984), Geography Teaching, New Delhi: Sterling Publication Pub. Ltd. 14. • Walford Rex (1981), Signposts for Geography Teaching, London: Longman 		

SEMESTER II

Year	I	COURSE CODE -SOE020220C3014 II)PEDAGOGY OF POLITICAL SCIENCE(Part I)	Credit	3+1 (Theory+ Practicum)
Semester	II		Marks	100 (Theory+ Practicum)
Essence of the Course This course will enable the students to develop deeper understanding about the structure and function of the politics and political groups. Accordingly, they shall be in a position to appreciate the foundations on which politics have developed of nations. Such an understanding will help a student teacher to understand the functioning of political parties of our country. Also the teacher will be able to organize various programmes to develop a sense of appreciation about the management and organisations of national and international level.				
Objectives	The student teachers will be able to: <ul style="list-style-type: none">• Equip the student trainees with the skills of diagnostic and remedial teaching.• Equip the student trainees with the skills for teaching gifted and under average students.• Critically examine the Political Science syllabus and develop skills to periodically modify and update the text books.			
Course Content / Syllabus				
Unit 1	Foundation and context of Teaching of Political Science			
	<ul style="list-style-type: none">• Meaning, Nature and Scope of Political Science as a school subject.• Aims and objectives of Teaching Political Science at school level.• Behavioural objectives and Taxonomy in Political science.• Relationship with other areas, i.e. Social Science, Civics, Economics, History, Sociology and Natural Sciences.			
Unit 2	Political Process in Human Society			
	<ul style="list-style-type: none">• Elections, Political Parties and Pressure groups.• Social Movements: Dalit Movement, Tribal Movement, Women’s movement.• Role of Media, Role of NGOs and RTI in development of Political awareness.			
Unit 3	Teaching-Learning Strategies and Text Book			

	<ul style="list-style-type: none"> • Learning by Discussing, Social inquiry approach, Group project, Field research, Interview • Text book of Political Science <p>Characteristics of good text book, analysis of text books in Political Science.</p>	
Unit 4	Evaluation in Political Science	
	<ul style="list-style-type: none"> • Tools for evaluation in politicalscience (interview,observation, rating scale, sociometry). • Meaning of evaluation and examination. • Concept, Need and importance of diagnostic and remedial work in political science. 	
Transactional Strategies	<p>Unit 1: Discussion with appropriate demonstrations: - usage of timelines, charts, models, etc. by hand on experience be made, use of ICT and Newspaper clippings, Quiz box on current affairs, wall magazines should be developed.</p> <p>Unit 2:Lecture cum Discussion with sharing of experiences of students in class on qualities of an effective teacher should be made. A comparative enquiry based on different socio-economic contexts of schools could be made.</p> <p>Unit 3:Critical analysis of a text book be made and discussed in class. A project on what makes a textbook ‘effective’ should be given in small groups. Heritage Walks.</p> <p>Unit 4:</p> <p>Lecture cum Discussion be made. Students should engage with sample, illustrative tools, use of ICT to construct tests.</p>	
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Study of Peer interaction and special attitude towards any social issues taken from school syllabus. • Critical analysis of political science text book and existing curriculum Framework. • Testing student sociometry. • Preparation of Project Report on politicalactivities/Political circle/Study circle/Field Trips. • Conduct survey on political issues, Political structure and function of the Ruling and opposition Groups. • Development of unit plan. • Critical analysis of oral history. • Organization of opinion forum <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>	

Evaluation Strategies

1. Submission of Assignment on topic related to this paper.
2. Seminar Presentation on theme reflecting, innovation on Social Science issues.
3. Writing critical reports on issues related to social sciences.
4. Writing reviews of books on political sciences.
5. Project on local history and Resources.
6. Collection and Review of ICT resources for political science education.

Web Resources

- www.cseindia.org (for documentary films and DVD)
- www.india-seminar.com
- Janchetana.blogspot.com (Hindi and English)
- <http://www.ibe.unesco.org/publications/educationalpracticesseries>
- 1947PartitionArchive.org
- <http://www.indiabudget.nic.in/survey.asp>
- <http://bombay.indology.info/mahabharata/statement.html>
- <http://archive.is/http://www.sdstate.edu/projectsouthasia>
- www.harappa.com
- <http://www.mughalgardens.org>
- <http://persian.packhum.org>
- www.museum.upenn.edu
- www.alifindia.or
- www.edumaritime.org
- <http://parliamentofindia.nic.in>
- www.gandhiserve.org
- www.copsey-family.org/~allenc/lakshmibai
- <https://earth.google.com>
- <http://www.mapsofindia.com>

Audio Visual Resources

- <http://www.kabirproject.org/the%20films>
- <https://www.youtube.com/watch?v=-E6Z-oSwfTA>
- <https://www.youtube.com/watch?v=0FK-BITdqAs&list=PL5671Y5M9FSstlCRg9hPujnRb5fsNmycez>

SEMESTER II

Year	I	COURSE CODE -SOE020222C3014 PEDAGOGY OF PHYSICS (Part I)	Credit	4 (3Theory+ 1Practicum)
Semester	II		Marks	100 (Theory+ Practicum)
Essence of the course: This course will enable the ‘would be teachers’ to know the teaching methodology of Physics. Students will come to know the Pedagogical analysis and will be able to plan their teaching. They will know the importance of teaching Physics with the help of different approaches.				
Objectives	The teacher student will be able to : <ul style="list-style-type: none">• Familiarize with concept and nature of physics.• Acquaint them with the teachings of physics.• develop scientific thinking in themselves, students and communities• Prepare unit plan and lesson plan• Understand the methods of teaching physics.• Learn the steps involved in Pedagogical analysis			
Course content of syllabus				
Unit 1	Concept, Nature, Scope & Importance			
	<ul style="list-style-type: none">• Meaning & Concept of Physics• Nature and Scope of Physics for students & society• Correlation of Physics with other subjects.			
Unit 2	Aims and Objectives of Teaching Physics <ul style="list-style-type: none">• Difference between the terms ‘Aims’ and ‘Objectives’.• Aims of teaching Physics at Senior Secondary stage, Recommendations by NCF-2005• Bloom’s Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor), RCEM Approach• General and Specific Objectives of teaching Physics- Instructional Objectives - Objectives defining learning outcomes			

Unit 3	Methods, Approaches of Teaching Physics <ul style="list-style-type: none"> • Methods of Teaching Physics: Lecture-Cum Demonstration, Project Method, Problem Solving Approach, Laboratory, Heuristic. Inquiry approach, programmed Instruction, Panel discussion, Team teaching • Non-Formal Methods of Teaching Physics: Field Trips, Science Club, Museum, Science Fairs, and Science Exhibition. • Teaching Strategies: Project Based, Problem based, cooperative learning, active learning, Investigation.
Unit 4	Pedagogical Analysis, Lesson Planning <ul style="list-style-type: none"> • Concept of Pedagogical Analysis, Steps involved in Pedagogical analysis • Pedagogical analysis of any one of the topic from Physics text book referred by NCERT from class 11th and class 12th. • Construction of Unit Plan. • Lesson Planning - Essential features of Lesson Planning -Steps in Lesson Planning, Preparing Lesson Plans.
Transactional strategies	Unit: 1 <ul style="list-style-type: none"> vii. Lecture cum Discussion. viii. Use of PPT. ix. Assignments Unit 2: <ul style="list-style-type: none"> vi. PPT or chart preparation vii. Group discussion viii. Seminars Unit 3: <ul style="list-style-type: none"> viii. lecture-cum-discussion ix. Use of PPT. x. Assignments Unit 4: <ul style="list-style-type: none"> iv. Lecture cum Demonstration. v. Use of PPT. xi. Project work
Practicum	Suggestive list <ul style="list-style-type: none"> • Prepare 2 lesson plans with different teaching methods from class 11th and class 12th Physics text book as referred

	<p>by NCERT.</p> <ul style="list-style-type: none"> • Perform any four experiments from class 11th and class 12th as referred by NCERT and prepare the file <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centers of pedagogy and learning, innovative schools, educational resource centers, etc. Action research based on teaching learning and school and community could be conducted.</p>
<p>Evaluation strategies</p> <p>The assessment of engagement in practical work and competencies acquired may be done through:</p> <ol style="list-style-type: none"> 6. Submission of two Assignments on topics related to the paper. 7. Seminar Presentation on theme reflecting Innovation / research / new approach in Physics teaching. 8. Writing critical reports upon the lessons of Peers. 9. Writing review of a book on Physics teaching. 10. Collection and review of ICT resources for teaching of Physics. 	
<p>Suggestive readings:</p> <ol style="list-style-type: none"> 16. Amit (2002): Teaching of Physical Sciences, New Delhi: Anmol Publications, 17. Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited 18. Kohli, V.K. (1998): How to Teach Science, Ambala: Vivek Publishers. 19. Mangal, S.K. (1997): Teaching of Science, New Delhi: Arya Book Depot. 20. Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications. 21. Prasad Janardan: "Practical aspects in Teaching of Science" Kanishka Publication New Delhi 1999. 22. Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers. 23. Rao Aman Teaching of Physics, Anmol Publications New Delhi 1993. 24. Ravi Kumar S.K. "Teaching of Science" Mangal deep Publication, 2000. 25. R.P. (2010): Teaching of Physical Science. Meerut :R.Lall. 26. Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Comp. 27. Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers. 28. S.K. Kochhar : Methods and Techniques of Teaching, Sterling Publishers Pvt Ltd., 2003. 29. Wadhwa Shalini: "Modern Methods of Teaching Physics" Sarup and Sons and New Delhi, 2001. 30. Yadav, M.S., Teaching of Science, Mangaldeep Publication, N. Delhi 1992. 	
<p>Web links:</p>	

- <http://www.ncert.nic.in/ncert/textbook>
- Nature of science
- <http://nsdl.oercommons.org/courses/science-as-storytelling-for-teaching-the-nature-of-science/view>
- Method of science
- https://www.youtube.com/watch?v=KIFz_-KzURY
- <https://www.youtube.com/user/minutephysics>
- <http://www.discoveryeducation.com/teachers>
- about misconceptions NOS
- <http://undsci.berkeley.edu/teaching/misconceptions2.php>

Year	I	COURSE CODE -SOE020223C3014	Credit	4(3Theory+ 1Practicum)
Semester	II		Marks	100 (Theory+ Practicum)
Essence of the Course: Human life is inseperable from chemistry. Everything whether living or non living, is made up of chemical elements. This course is designed to aquiant learners with the teaching of chemistry. The learners will be able to develop understanding of different skills and strategies of teaching chemistry.				
Objectives		After completion of the course, student teachers will be able to: <ul style="list-style-type: none">• Acquaint them with the teaching of Chemistry.• Develop awareness about developments in the area of teaching and learning of Chemistry.• Understand the methods and skills of teaching Chemistry.• 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.• Understand the importance of educational technology for teaching Chemistry.• understand the techniques of evaluating Chemistry teaching and to construct an achievement test to assess the learning outcomes of pupils.• Acquire a favourable scientific temper towards Chemistry teaching.		
Course Content / Syllabus				
Unit 1		Introduction to Chemistry <ul style="list-style-type: none">• Meaning and nature of Chemistry• Contribution of Indian Scientists in the field of Chemistry• Place of Chemistry in school curriculum• Importance of Chemistry• Chemistry in the service of human welfare – Green chemistry		
Unit 2		Aims and Objectives of Chemistry Teaching <ul style="list-style-type: none">• Aims and objectives of Chemistry teaching• Formulation of Instructional Objectives of teaching Chemistry at the senior secondary school stage• Bloom’s Taxonomy of instructional objectives		

Unit 3	Micro teaching and teaching skills	
	<ul style="list-style-type: none"> • Skill of Introducing the Lesson • Skill of Illustrate with the help of Examples • Skill of Explaining • Skill of Stimulus Variation • Skill of Black-Board Writing 	
Unit 4	Planning in Chemistry teaching <ul style="list-style-type: none"> • Unit planning • Lesson planning 	
Transactional Strategies	Unit 1: Lecture cum discussion, hands on experience, PowerPoint presentations and use of e-resources. Unit 2: Lecture cum discussions, illustrations with examples, hands on experience and use of e-resources Unit 3: Demonstrations, discussions, role playing, PowerPoint presentations, presentation of teaching skills Unit 4: Demonstrations, discussions, role playing, PowerPoint presentations, presentation of lesson plans	
Practicum	Practical (Any two of the following) Suggestive list <ul style="list-style-type: none"> • Visit to any place of scientific interest. • Preparation of a Unit Plan on any topic of Chemistry included in the Science text book of senior secondary school. • Preparation of Micro lesson plans on any topic of Chemistry included in the Science text book of senior secondary school. • Preparation of a lesson plan on any topic of Chemistry included in the Science text book of senior secondary school. 	

	<ul style="list-style-type: none"> • Development of three Demonstration Experiments on the Topics Covered in the Syllabus from Chemistry Text-books at the senior Secondary Level in Haryana State. • Survey of Chemistry Laboratory in an institute. • Seminar Presentation on any Topic given in the Syllabus. • Any other project/assignment given by the institution. • Use of Computer in Teaching of scientific concepts. (PowerPoint presentation) <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>	
<p>Evaluation Strategies: Unit 1: Unit tests, practicum, assignments, presentations Unit 2: Unit tests, practicum, assignments, sessional work. Unit 3: Unit test, practicum test, oral test, presentations Unit 4: Unit tests, practicum, assignments, sessional work, presentations</p>		
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Adams, G.S. (1964). <i>Measurement & Evaluation in Education, Psychology & Guidance</i>, New York: Halt, Rinehart & Winston. • Aggarwal, J.C. (2005). <i>Essential of Examination System</i>. New Delhi: Vikas Publishing House Pvt. Ltd. • Allen, D.W. and Eve, A.W. (1968). <i>Micro Teaching in Theory to Practices</i>. Vol. 70, pp. 181-185. • Bloom, B.S. et al. (1956). <i>Taxonomy of Educational Objectives: The Cognitive Domain</i>. New York: Longum's Green. • CBSE (2009). <i>Teacher Manual on CCE</i>. New Delhi: CBSE. • Das, R.C. (1985). <i>Science Teaching in Schools</i>, New Delhi: Sterling Publication Private Ltd. • Harrow, A.J.A. (1972). <i>Taxonomy of Motor Domain</i>, New York: Mckay. • Kherwadkal, Anjali (2003). <i>Teaching of Chemistry by Modern Method</i>, New Delhi: Sarup & Sons. • Kilpatrick, W.H. (1987). <i>The Project Method</i>, Columbia. Teachers College Record. • Krathwohl, D.R., Bloom, B.S. and Maria, B.B. (1964). <i>Taxonomy of Educational Objectives, Hand-book II, Affective Domain</i>, New York: David Mckay. • Mager, R.F. (1962). <i>Preparing Instructional Objectives</i>, California: Fearon. 		

- Miller, David F. and Blaydes (1962). *Methods & Materials for Teaching Biological Science*, New York: McGraw Hill Book Co.
- Sharma, R.C. (1995). *Modern Science & Teaching*, New Delhi: Dhanpat Rai & Sons.
- Siddique and Siddique (1998). *Teaching of Science*, New Delhi: Doaba House.
- Vishwanth, Pandey and KisorValicha (1984). *Science Technology & Development*, New Delhi: McMillan India Ltd.
- Venkataih, S. (2001). *Science Education in 21st Century*, New Delhi: Anmol Publishers.

SEMESTER-II

Year	I	COURSE CODE -SOE020224C3014 PEDAGOGY OF MATHEMATICS Part I	Credit	4(3 Theory+ 1 Practicum)
Semester	II		Marks	100 (Theory + Practicum)
Essence of the Course This course aims at developing advanced level understanding of mathematics subject and its pedagogy. This course focuses on preparing student-teachers in a manner that will help them to tackle day today mathematical problems. For providing students with pedagogical content knowledge different methods, approaches, strategies of teaching mathematics have been included. This course on teaching of mathematics will help student-teachers understand key concepts of mathematics as well as methods and procedure of teaching mathematics effectively and efficiently.				
Objectives		After completing this course , the student-teachers will be able to: <ul style="list-style-type: none">• develop insight into the meaning, nature, scope and objective of mathematics education• appreciate mathematics as a tool to engage the mind of every student• appreciate mathematics to strengthen the student's resource• appreciate the process of developing a concept• appreciate the role of mathematics in day-to-day life• understand that mathematics is more than formulas and mechanical procedures• channelize, evaluate, explain and reconstruct students‘ thinking• pose and solve meaningful problems• appreciate the importance of mathematics laboratory in learning mathematics		
Course Content / Syllabus				
Unit 1		Mathematics as a School subject		
		<ul style="list-style-type: none">• Meaning, Nature and Scope of teaching mathematics• Meaning and building blocks of mathematics-undefined terms, definitions, axioms, postulates• theorems; the nature of mathematical propositions- truth values, truth tables, Open sentences, logically valid conclusions, use of quantifiers, implications - necessary and sufficient conditions, a mathematical statement and its variants—converse, inverse and contrapositive , compound propositions; Venn diagram; proofs and types of proofs, Difference between proof and verification		

	<ul style="list-style-type: none"> • Correlation of Mathematics with other school subjects • Contribution of Great mathematicians(Aryabhata, Bhaskaracharya, Ramanujan, Brahmgupta,Pythagores, Euclid) 	
Unit 2	Aims and Objectives of Mathematics	
	<ul style="list-style-type: none"> • Need for establishing general objectives for teaching mathematics; • Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education in context of NCF, 2005 • Writing learning objectives and teaching points of various content areas in mathematics like Trigonometry, Differential Calculus, Relation and Functions, Statistics and Probability etc 	
Unit 3	Methods & Strategies of Teaching of Mathematics	
	<ul style="list-style-type: none"> • Meaning of methods, difference between Methods and strategies • Inductive-Deductive Method • Lecture cum Demonstration Method • Problem based learning Method (Focus on mathematical processes- Problem solving, problem-posing, patterning, reasoning, abstraction and generalisation; argumentation and justification) • Constructivist Approach • Mastery Learning Strategy • Inquiry Based Learning Strategies • Web Based Learning Strategies 	
Unit 4	Teaching –Learning Resources	
	<ul style="list-style-type: none"> • Mathematics Text Book, Mathematics Learning Software, Audio- Video Aids, Mathematics Labs, Mathematics Club, Mathematics Library • Using Community Resources for mathematics learning • Need of Technological, Pedagogical Content Knowledge in Mathematics • Role of ICT in Teaching of Mathematics • Use of Computer and other ICT equipments in Mathematics Classroom 	
Transactional Strategies	<p>Unit 1:</p> <p>Lecture followed by discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions.</p>	

	Unit 4: Unit tests, quizzes, assignments on power point presentation on teaching strategies	
Suggested Readings <ul style="list-style-type: none"> Anice, J. (2008). <i>Methods of Teaching Mathematics</i>. New Delhi: Neelkamal Publications. Butler, C.H., Wren, F.L. and Banks, J.H. (1971). <i>The teaching of Secondary Mathematics</i>. New York: Mc Graw Hill. Coney, T.J., Davis, G.J., and Hen Derson, K.B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i>. Boston: Houghton-Mifflin Co. Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i>. New Delhi: Discovery Publishing House. Kidd, P.K., Myers, S.S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i>. Chicago: Science Research Associates Inc. Kinney, L.B., and Purdy, C.R. (1965). <i>Teaching of Mathematics in Secondary School</i>. New York; Holt, Rinchart and Winston. Kolb, J.R., & Bassler, O.C. (1979). <i>Learning to teach Secondary School Mathematics</i>. London: In text Educational Pub. Kothari, R.G., and Mistry, H.S. (2012). <i>Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools</i>. Germany: Lambert Academic Publishers. Kothari, R.G., and Shelat, P.H. (2011). <i>Mathematical weaknesses among secondary school students</i>. Germany: VDM Verlag Publishers. Kumar, S. (1993). <i>Teaching of Mathematics</i>. New Delhi: Anmol Pub. Pvt. Mottershead, L. (1978). <i>Sources of Mathematical discovery</i>. Oxford: Basil black Wall. NCERT (2006) , <i>Position Paper-National Focus Group On Teaching of Mathematics</i> , New DelhiNickson, M. (2006). <i>Teaching and Learning Mathematics: A Guide to Recent Research and its Application</i>. London: Continuum. Pandya, B. (2007). <i>Teaching of Mathematics</i>. Agra: Radha Prakashan Mandir. Paul Chambers (2008). <i>Teaching Mathematics: Developing as a Reflective Secondary Teacher</i>. New Delhi: Sage Publication. Rao, N.M. (2007). <i>A Manual of Mathematics Laboratory</i>. New Delhi: Neelkamal Publications. Reeve, W.D. (1954). <i>Mathematics for the Secondary School</i>. New York: Holt, Rinehart and Winston, Inc. Servais, W., and Varga, T. (ed.) (1971). <i>Teaching School Mathematics. A UNESCO Source Book</i>. UNESCO, Penguin books. Shah G.B. (1964). <i>New Dimensions in teaching of Mathematics</i>. Baroda: CASE. Sidhu, K.B. (1974). <i>The Teaching of Mathematics</i>. New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54) Singh, H., Avtar, R. and Singh, V.P. (2008). <i>A Handbook for Designing Mathematics</i> 		

Web Resources

- <https://www.youtube.com/watch?v=hbDkSaSnbVM> (Unit I)
 - <https://www.youtube.com/watch?v=IO19-MTwThI> (Unit I)
 - <https://www.youtube.com/watch?v=MrIdc-Hs-is> (Unit I)
 - <http://mathedu.hbcse.tifr.res.in> (Unit 3)
 - http://www.ncert.nic.in/departments/nie/dee/publication/pdf/CCE_Math.pdf (Unit V)
 - http://www.ncert.nic.in/departments/nie/niew/school_kits/kit_manuals.html
 - <http://nrich.maths.org>
 - <http://www.slideshare.net/MiraculeDanielGavor/ict-tools-in-mathematics-instruction>
 - <http://www.arvindguptatoys.com/math-magic.php>
 - <http://karnatakaeducation.org.in/KOER/en/index.php/Portal:Mathematics>
 - <http://www.mathcelebration.com/index.html>
 - <http://map.mathshell.org>
 - <http://www.cimt.plymouth.ac.uk/projects/mep/default.htm>
 - <http://nrich.maths.org/students>
 - <http://mathbits.com>
 - <http://www.math-play.com>
 - <http://www.geogebra.org>
 - <http://classroom-aid.com/educational-resources/mathematics>
 - <http://etc.usf.edu/math>
 - <http://mathworld.wolfram.com>
 - <https://www.merlot.org/merlot/materials.htm?category=2513>
 - <https://www.khanacademy.org>
 - <http://www.learner.org/resources/browse.html?d=5>
 - https://blossoms.mit.edu/resources/math_resources
 - Matthew J. Koehler, Punya Mishra , Mete Akcaoglu & Joshua M. Rosenberg (2013), The Technological Pedagogical Content Knowledge Framework for Teachers and Teacher Educators,
[http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education%20\(Chapter%201\).pdf](http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education%20(Chapter%201).pdf)
 - <https://currikicdn.s3-us-west-2.amazonaws.com/resourcefiles/54d2dd15bb67b.pdf>
 - Teaching of Mathematics, NCERT http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf
- <http://www.epathshala.co.in/>

SEMESTER II

Year	I	COURSE CODE -SOE020225C3014 PEDAGOGY BIOLOGICAL SCIENCE (Part I)	Credits	4(3Theory + 1Practicum)
Semester	II		Marks	100(Theory+ Practicum)
Essence of the course content :The all units covers the content area, nature of science, aims and objectives of teaching Biological Science, current teachingapproaches and methods, assessment and evaluation procedure in teaching- learning process, making student teacher competence, skillful in transact the curriculum. The uses of different models of teaching science have been covered in this course. This course will enable the student teacher in planning, organizing, managing the teaching effectively.				
Objectives		The student will be able to : <ul style="list-style-type: none">• Develop a broad understanding about concept ofscience, scientific method, inquiry and investigation.• Know the aims and objectives of teaching of Biological Sciences at school level.• Write the teaching objectives in behavioral terms.• Understand different Approaches, methods, used in teaching of Biological Sciences.• Differentiate between methods and approach in teaching Biological Sciences.• Prepare unit plan and lesson plan.• Acquire necessary skill in methodology in teaching of Biological Sciences.• Apply various methods of teaching of Biological Sciences.• Familiarize with new trends in evaluation• be skillful in construction of blue print and achievement test.		
Course content/ syllabus				
Unit 1		Nature , Scope , and Aims of Teaching of Biological Science		
		<ul style="list-style-type: none">• Meaning and nature of Biology and Biology Teaching.• Scope of Biological science understanding the living world, environment, ecosystem, health, diversity, issues related to pollution• Biological science as an interdisciplinary area of learning.• Process of learning Biology through observation, inquiry, experimentation, investigation.• Scientific Method• Constructivism in Biological Sciences.• Contribution of Famous Biologist: Lamark, Darwin, Mendel,Hargobind Khurana, Salim Ali in the		

	Field of Biology
Unit 2	Aims and Objectives of Teaching of Biological Science
	<ul style="list-style-type: none"> • Aims and objectives of teaching of Biological Sciences at school level with special reference to NCF2005 (Middle, Secondary, Senior Secondary) • Bloom’s taxonomy (Traditional& revised) • Formulation and classification of instructional objectives for teaching of Biology with reference to cognitive, affective, Psychomotor aspects. • Meaning, definition , concept of Construction of Unit plan and Lesson Plan • Pedagogical content analysis of class XI & XII unit wise (NCERT Books)
Unit 3	Teaching Models, Approaches and Methods
	<ul style="list-style-type: none"> • Teaching models: Concept Attainment Model and Inquiry Training Model, 5 E Instructional Model. • Approaches: Inductive-deductive approach, problem solving approach, Inquiry Approach, Constructivist approach; Collaborative learning approach, Problem solving approach; Concept mapping; Experiential learning. • Methods: Lecture method, demonstration method, Laboratory method, Heuristic method, Project method. • Strategies : Project- based, Problem based, Cooperative learning, Active-learning , Investigation • Investigation as a powerful tool of teaching.
Unit 4	Tools and Techniques of Assessment
	<ul style="list-style-type: none"> • Meaning, definition, concept, purpose of evaluation and assessment. • Techniques and devices of evaluation; written, oral, assignments, project work, portfolio (special reference to CCE) • Blue print: meaning, concept and construction. • Test: Definition, types, construction and quality of a test paper. • Achievement Test: Meaning, types of Achievement Test various steps involved in the Construction of Achievement Test; • Types of test items: Essay type, Short answer type and Objective type. • New Trends in Evaluation <ul style="list-style-type: none"> a. Question bank

	b. Grading system c. Online exam d. Open book exam e. Credit system
	<p>Unit 1:</p> <ul style="list-style-type: none"> • Lecture cum demonstration • Classroom discussion • Questioning-response technique • Explanation with illustration • Group activity • ppt presentation <p>Unit 2:</p> <ul style="list-style-type: none"> • Lecture cum Demonstration • Hand on experience • Activity in groups • Discussion • Analysis • ppt presentation • <p>Unit: 3</p> <ul style="list-style-type: none"> • Lecture cum demonstration • Discussion • Debate • ppt presentation • Classroom activity • Presentation • Hand on experience • Project may be given <p>Unit: 4</p> <ul style="list-style-type: none"> • Lecture cum discussion • Debate • Classroom activity

	<ul style="list-style-type: none"> • Analysis • Critical analysis. • Project work may be given.
Practicum	Suggestive list <ul style="list-style-type: none"> • Critical Analysis of test paper C.B.S.E/S.B.S.E. • Prepare a concept map on any theme of Biological Sciences and its importance (PPT). • Preparation of Scrap Book to show the contribution of any two Biologist • Construction of unit plan. • Construction of lesson plan • Survey of any five govt. secondary schools and prepare a report on classroom teaching methods and strategies used in their classrooms by teacher. • Formation of learner's portfolio • Preparation lesson plans on each teaching methods. • Construction of blue print.
Evaluation strategies: <ol style="list-style-type: none"> 1. Submission of 2 assignments on topics related to the paper. 2. Seminar and Presentation on themes reflecting Innovation in Biological Sciences teaching. 3. Mass media and assessment of its effective use in teaching of science. 4. Skill identification of specific learning difficulties in Science. 5. Collection, fixation and preservation of biological materials. 6. Collection and Review of ICT resources for teaching of science 7. Portfolio evaluation. 	
Suggestive readings <ul style="list-style-type: none"> • Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education. • Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Comp. • Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep. • NCERT (2006). Position paper on 'Teaching of Science'. New Delhi: NCERT. • Prasad, J. (1999). <i>Practical aspects in teaching of science</i>. New Delhi: Kanishka Publication 	

Web sources :

- <http://www.sofworld.org/>
- <http://www.arvindguptatoys.com>
- <http://phet.colorado.edu>
- <http://www.nasa.gov>
- <http://undsci.berkeley.edu/teaching/>
- <http://www.plantingscience.org>
- <http://edheads.org>
- <http://www.discoveryeducation.com/teachers>
- <http://www.ncert.nic.in/ncert/textbook>
- <http://www.ibe.unesco.org/publicatons/educationalpracticessericespdf/practice>

SEMESTER-II

Year	I	COURSE CODE -SOE020226C3014	Credit	4 (3 Theory+ 1 Practicum)
Semester	II	PEDAGOGY OF COMMERCE (Part I)	Marks	100(Theory + Practicum)
Essence of the Course This course aims to provide student-teachers with the content and pedagogical aspects of Commerce. This course includes basic concepts of commerce discipline as sound content knowledge is essential for effective teaching. For providing students with pedagogical content knowledge different methods, approaches, strategies of teaching commerce have been included. This course on teaching of commerce will help student-teachers understand key concepts of commerce as well as methods and procedure of teaching commerce effectively and efficiently.				
Objectives	This course will enable the student-teachers to : <ul style="list-style-type: none">• Understand the Meaning, Scope & importance of commerce.• Develop an understanding about important commercial operations like Trade, Insurance etc.• Understand the rationale behind introducing commerce as a school subject.• To know the aims and objectives of teaching commerce at secondary level.• Select appropriate methods, aids and techniques of teaching commerce at secondary level.• Select appropriate co-scholastic activities to promote meaningful learning of concepts.			
Course Content / Syllabus				
Unit 1	Introduction to Commerce			
	<ul style="list-style-type: none">• Meaning, definition &Scope Of commerce.• Importance of commerce.• Insurance: Meaning, Concept,Need,Importance, Types& Principles.			
Unit 2	Introductory Commerce & Objectives			
	<ul style="list-style-type: none">• Trade: Meaning, Concept, Importance & Functions.• Business organization: Meaning, Concept, characteristics & Types.• Aims and objective of teaching commerce at secondary level.			
Unit 3	Methods of Teaching Commerce			
	<ul style="list-style-type: none">• Lecture Method: Advantages & Limitations. Suggestions for making lecture method more effective.			

	<ul style="list-style-type: none"> • Problem solving method: Advantages & Limitations. Steps in problem solving method. • Project Method: Advantages & Limitations. 	
Unit 4	Aids to Teaching	
	<ul style="list-style-type: none"> • Teaching Aids: Meaning, Importance & Types. • Co-curricular activities: Objectives & Various types. • Different Types of Co-Scholastic activities for strengthening the understanding of commerce. 	
Transactional Strategies	<p>Unit 1: Lecture followed by discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions.</p> <p>Unit 2: Lectures, discussions, use of MOOCs, e-platforms, library assignment</p> <p>Unit 3: Lectures, discussions, library assignments, PowerPoint presentations on various approaches to lesson planning, discussion on model lesson plan of commerce formulated by RIE's..</p> <p>Unit 4: Lecture followed by discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions.</p>	
Practicum	<p>Suggestive List:</p> <ol style="list-style-type: none"> 1. Design and Deliver a 15 Minutes presentation on any topic by using Lecture method. 2. Prepare a report on India's Trade pattern. 3. Prepare PowerPoint presentation on any topic covered in pedagogy of commerce syllabus. <p>Sessional work/unit test/practicum/ project based activities and Terminal Assessments</p>	
Evaluation Strategies	<p>Unit 1: Unit Test, Presentation, Surprise test , Quizzes etc.,</p>	

	<p>Unit 2: Unit tests, Quizzes, assignments</p> <p>Unit 3: Unit tests, quizzes, assignments</p> <p>Unit 4: Unit tests, quizzes, assignments</p>	
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Agrawal, J.C. (2008). <i>Teaching of Commerce: A practical Approach</i>. New Delhi: Vikas publishing House • Babu, M. (2009). <i>Teaching of commerce and accountancy</i>. Centrum Press. • Bansal, R.R.(1994). <i>New trends in teaching of commerce; Models of teaching and conceptual learning</i>. Anmol Publishing House. • Busham, Y.K. (1991). <i>Fundamentals of Business organization & Management</i>. New Delhi: Sultan Chand & Sons • Chandra, S.S. (2017). <i>Pedagogy of School Subject Commerce</i>. Meerut: R. Lall Publications • Doshi, S. (2009). <i>Modern Methods of Teaching Commerce</i>. Paradise Publishers. • Jawawi, R. (2010). <i>Reflective practices in teaching economics and commerce</i>. VDM Verlag Publications. • Khan, M.S. (1982). <i>Commerce Education</i>. New Delhi: Sterling Publications. • Kumar, M. (2004). <i>Modern Teaching of Commerce</i>. Anmol Publishing House. • Lloyd V. D.(1972). <i>Teaching Business Subjects (3rd Ed.)</i>. New Jersey: Prentice Hall Publications. • Singh, R.P. & Mansoori, I. (2017). <i>Pedagogy of School Subject Commerce</i>. Meerut: R. Lall Publications • Singh, Y.K. (2009). <i>Teaching of Commerce</i>. New Delhi: APH Publishing House. • Tonne, H.A. (1975). <i>Methods of teaching business subjects</i>. New York: McGraw Company Ltd. • Venkateswarlu, K. (1993). <i>Methods of teaching Commerce</i>. New Delhi: Discovery Publishing House. 		

SEMESTER II

Year	I	COURSE CODE -SOE020227C2024	Credit	4 (2Theory +2Practicum)
Semester	II	DRAMA AND ART IN EDUCATION	Marks	100 (Theory +Practicum)
Learning Outcomes/ Objectives		<p><i>After completion of the course, student teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the concept of art and its importance in daily life and education • Develop and understanding of drama and art, the scope and purpose of art education and art as the basis of education. • Acquire skills for integrating different art forms across school curriculum for better learning and development. • Acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society. • Explore how art can enhance learning. • Develop the artistic and aesthetic sensibilities among students to enable them to respond to the beauty in different art forms. • Develop imagination and sense of art and creative interest in art in teaching learning process. • Understand forms of art, performing and visual and its significant role in human life. • Bring the art into the centre of exploration, e.g.in visual arts: semiotics of the image/film/play/music. • Understand various dance forms and their integration in education practices. • Learn to identify areas that are best suited for drama exploration. • Recognize the role of drama as education in the elementary school and will learn about the different dance styles driven in India. • Get acquainted with various local, national and international art forms in which he/she can train the future students. • Present and describe their art work in a creative and expressive manner. • Organize art exhibitions for professional growth and will be able to transfer all these skills to their future students 		

Course Content/Syllabus	
Unit I	Concept of Art and Education
	<ul style="list-style-type: none"> • Concept of Art, and meaning of Visual Communication. • Elements of Art. • Importance of colours in life. • Art in daily life, Art in Education. • Drama and Arts as pedagogy of learning and development. • How to prepare Art Syllabus for Art Classes.
Unit II	Methods and Materials of Art
	<ul style="list-style-type: none"> • How to teach Still-Life/Object Drawing: Medium-Pencil, Pen, Water Colour, Oil Colour, Pastel Colour. • How to teach Land- Scape drawing/ Painting: Contents- Sky, Mountains, Huts, River, Tree, Water and Birds etc. • How to teach Portrait Painting. • How to teach Poster-Making. • How to teach Painting-Fabric Painting, Glass Painting, and Tile Painting.
Unit III	Printing, Painting & Crafting
	<ul style="list-style-type: none"> • Concept of Art and Craft. • Arrangement Painting with Ladyfinger, Potato, Onion and leaf- any simple block etc. • Representational Drawing and Painting from Nature - Birds, Animals, Flowers, and Fruits etc. • Collage-Making: Paper-Collage by tearing, cutting and pasting of various kinds of coloured papers, Magazines, pictures and prints etc. • Folk Arts: Madhubani, Warli and Mandna . • Workshop.
Unit IV	Aesthetic Sense and Performing Art

	<ul style="list-style-type: none"> • Importance of Aesthetic sense in human life. • Transformation of art and Aesthetic sense through Education. • Introduction of Drama and its types, social and educational relevance of performing art and its place in contemporary Indian society. • General introduction of seven classical Dance styles, knowledge of Indian Dance & Drama traditions both in classical and Folk Art. • Exposure to selective Basic skills required for Drama.
Unit V	Skill Development
	<ul style="list-style-type: none"> • Best out of the Waste. • Making Show-Pieces by Paper-cutting and folding. • Greeting cards. • Calligraphy in Hindi and English. • Making of Rangoli: Alpana and Aripaana
Unit VI	Professional Presentation of Art Work
	<ul style="list-style-type: none"> • Framing/Mounting the Art Work. • Organizing Art & Craft exercises with small groups of students followed by Discussions and presentation. • Evaluation of Art Work. • Organizing Art Exhibition and decorating the class room. • Workshop.
Suggested Readings	<ul style="list-style-type: none"> • Prasad Devi (1998), Art as the basis of Education, New Delhi: NBT. • Chawla, S. S. (1986), Teacher of Art. Patiala: Publication bureau, Punjabi university. • Khanna S. joy of making Indian toys popular science. New Delhi: NBT. • NCERT (2006) Position paper national focus group on Arts. Music, Dance and theatre. New Delhi: NCERT.

	<ul style="list-style-type: none"> • Jaswani K. K., Teaching and appreciation of art in school. • Jaswani K. K., Art in Education Atma Ram and sons, Delhi.1966. • CCRT official website. • Vatsyayan, kapila classical India Dance in literature and the Arts. New Delhi: Sangeet natak Akademi, seconded 1977. • Singh Chitrlekha, Drama and Art in Education: Publisher Shri Vinod Pustak Mandir, Raghaw Marg Agra-2. • Chetan Bharti, Drama and Art in Education, Kalyani Publishers. • Raw K. Ravikant and P. Ananad Kumar; Drama and Art in Education. • Kaur Jas Raj and Satish kumar Pandey: Publisher R. lall, Drama and Art in Education. • Sharma R.P. and Mrs. R.K. Sharma: Drama and Art in Education, Radha Prakashan Mandir, sector 8 Central karagar, Agra. • Tripathi Dipti and kulkshreshth Maneesha: Drama and Art in Education, Publisher-Rajsthan Prakashan Mandir. • Saxena Avnish and Sirth Sushil: Drama, Art and Aesthetics in Education, Publisher-Rakhi Prakashan Raman Tower, Sanjay place Agra-2. • Chauhan Rita: drama, Art and Education, Agrawal Publications, Sanjay Place Agra-2. • Bhattacharya Dilip: Musical Instrument of tribal India, Publications. New Delhi-1999. • Sharma R. P., Sharma R. K., Drama and Art in Education, Radha prakashan mandir. • Kumar Rajender, Drama and art in education, Jain Prakashan Mandir. • Roy Reeta, Perfect Art Education(2017), Arya Publisher Company. • Chandok Amargeet, Art and Education(2016), Bookman, Delhi. • Jain Ritu, Art Education(2016), Bookman, Delhi. • Chaturvedi Snehlata, Art Education(2016),Bookman, Delhi. • Sharma Sudhir, Singh Kuljeet, Art Education(2016) Bookman, Delhi.
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SEMESTER-II

Year	I	COURSE CODE -SOE020228C0044	Credit	4 (Practicum)
Semester	II	SCHOOL INTERNSHIP	Marks	100 (Practicum)

(A suggestive model which may be contextualised as per the resources available with the Institution/ University)

Activities to be performed in School Internship is available at the last of the document.

SEMESTER-III

SEMESTER-III PEDAGOGY SUBJECT (GROUP I)

Year	II	COURSE CODE -SOE020329C3014 PEDAGOGY OF HINDI (Part-II)	Credit	4 (3Theory+ 1Practicum)
Semester	III		Marks	100 (Theory+ Practicum)
पाठ्यक्रम का सार यह पाठ्यक्रम एक बहु सांस्कृतिक और बहुभाषी वातावरण में छात्र शिक्षकों की भाषायी और संचार क्षमता के विकास पर केन्द्रित है। यह छात्र शिक्षकों के अलग-अलग भाषा के विकास को ध्यान में रखते हुए तैयार किया गया है और यह पाठ्यक्रम शिक्षक शिक्षकों को भाषा एवं भाषा शिक्षण की विधियों में निपुण बनायेगा।				
उद्देश्य-	<ul style="list-style-type: none">● स्कूल की भाषा, बच्चों की भाषा और समझ के बीच संबंध जानना● पाठ्यचर्चा, पाठ्यक्रम का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।● सहायक सामग्री के प्रयोग एवं उपयोगिता को भली प्रकार से जानना ।● हिन्दी भाषा के विविध रूपों की अभिव्यक्तियों को जानना● भाषा के मूल्यांकन की प्रक्रिया को जानना।			
पाठ्यक्रम की विषय वस्तु				
इकाई-1	हिन्दी भाषा शिक्षण साधन और सामग्री			
	<ul style="list-style-type: none">● दृश्य-श्रव्य सहायक साधनों का अर्थ, महत्व , उद्देश्य ।● हिन्दी शिक्षण हेतु विभिन्न दृश्य-श्रव्य सामग्री का चयन एवं उपयोग ।● पाठ्य-पुस्तक का महत्व एवं आदर्श पाठ्य पुस्तक के गुण ।● भाषा शिक्षण में हिन्दी पुस्तकालयों की उपयोगिता एवं व्यवस्था।● हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं गुण ।			
इकाई- 2	हिन्दी भाषा शिक्षण की योजना एवं प्रक्रिया			
	<ul style="list-style-type: none">● वर्तमान शिक्षा प्रणाली में हिन्दी पाठ्य पुस्तक की विशेषताएँ एवं समीक्षा।● 21वीं शताब्दी में हिन्दी की वर्तमान स्थिति,● हिन्दी अध्यापक के गुण एवं कर्तव्य।			

	<ul style="list-style-type: none"> ● हिन्दी पाठ्य वस्तु का अर्थ एवं शिक्षा-शास्त्रीय विश्लेषण। ● हिन्दी शिक्षण में गृह कार्य स्वरूप एवं संशोधन। ● हिन्दी सुलेख शिक्षण-गुण, उद्देश्य एवं विधियाँ।
इकाई-3	हिन्दी शिक्षण के लिए अनुदेशन योजना
	<ul style="list-style-type: none"> ● हिन्दी पाठ योजना (गद्य, पद्य एवं व्याकरण) का अर्थ, महत्व, एवं रूप रेखा ● इकाई योजना एवं दैनिक पाठ योजना का अर्थ, महत्व, अन्तर एवं निर्माण ● सूक्ष्म शिक्षण का अर्थ महत्व एवं रूप रेखा। ● सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास, प्रस्तावना कौशल, श्यामपट्ट कौशल, उदाहरण कौशल, व्याख्या कौशल और उद्दीपन परिवर्तन कौशल
इकाई-4	हिन्दी भाषा शिक्षण में मूल्यांकन एवं क्रियात्मक अनुसंधान
	<ul style="list-style-type: none"> ● हिन्दी शिक्षण में सतत् एवं व्यापक मूल्यांकन:- अर्थ एवं महत्व, हिन्दी शिक्षण में परीक्षण पदों का निर्माण, प्रश्नों के प्रकार, नील पत्र निर्माण एवं मानकीकरण। ● हिन्दी में मूल्यांकन- अर्थ, स्वरूप, विभिन्न विधाओं का मूल्यांकन एवं संशोधन। ● हिन्दी प्रश्न-पत्र निर्माण, आदर्श प्रश्न पत्र के सिद्धान्तों का मूल्यांकन एवं संशोधन ● हिन्दी भाषा शिक्षण में निदानात्मक परीक्षा एवं उपचारात्मक शिक्षण-अर्थ, महत्व एवं प्रक्रिया। ● हिन्दी भाषा शिक्षण में क्रियात्मक अनुसंधान-अर्थ, महत्व एवं प्रक्रिया, हिन्दी में क्रियात्मक शोध योजना का प्रारूप।
कार्य सम्पादन रणनीतियाँ	<p>इकाई-1 – व्याख्यान, समूह चर्चा, पावर प्वाइंट प्रस्तुतियाँ, एमओओसी और ई-लर्निंग का उपयोग</p> <p>इकाई – 2 व्याख्यान, चर्चा, स्कूल के अध्ययन के अध्यापन के भाषा के खेल, ऑडियो और वीडियो सामग्री आदि का उपयोग।</p> <p>इकाई- 3 व्याख्यान विधि- समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग आदि का उपयोग।</p> <p>इकाई-4 व्याख्यान विधि- समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग, एमओओसी का उपयोग।</p>
व्यावहारिक कार्य-	<ol style="list-style-type: none"> 1. छात्रों में संचार की समस्या/आशंका का पता लगाने के लिए बाहरी स्कूलों का दौरा। 2. सुनना, बोलना, पढ़ना और लेखन कौशल विकसित करने के लिए गेमिंग और व्यायाम करना। 3. लेखन कौशल, विकसित करने पर कार्य-सारांश, पत्र, अनुच्छेद, निबंध एवं भाषण

	4. बोलने वाले कौशल विकसित करने के लिए असाइनमेंट— मौखिक प्रस्तुतियाँ, बहस, भाषण, चर्चा एवं ब्रेन स्टार्मिंग सुनना कौशल विकसित करने पर असाइनमेंट भाषण, दिशाओं को सुनना। इसके अतिरिक्त विद्यालय एवं समुदाय आधारित गतिविधियाँ भी आयोजित की जायेगी जिसके अन्तर्गत छात्रों को अधिगम एवं शिक्षक प्रशिक्षण संस्थाओं में भ्रमण कराया जायेगा। शिक्षण प्रशिक्षण एवं स्कूल आधारित क्रियात्मक अनुसंधान भी कराये जायेंगे।
मूल्यांकन रणनीतियाँ	इकाई— 1— इकाई परीक्षण, सत्रिक कार्य, असाइनमेंट इकाई— 2— इकाई परीक्षण, व्यवहारिक कार्य, सत्र का काम इकाई— 3— इकाई परीक्षण, मौखिक परीक्षा इकाई— 4— इकाई परीक्षण, इकाई व्यावहारिक परीक्षा
संदर्भ	<ol style="list-style-type: none"> गुप्ता ए. 1995, मीडियम ऑफ इंस्ट्रक्शन इन ए बाइलिंगुएल कंटेस्ट, अग्निहोत्री, आर.के. खन्ना, ए.एल. द्वारा संपादित आर.ए.एल. 4 नई दिल्ली: सेज पब्लिकेशंस, 201—211 ईलिच, आई. 1981, "टौट मदर लैंग्वेज एंड वर्नाकुलर टंग", पटनायक डी.पी. 1981 में मल्टीलिंगुएलिज्म एंड मदर लैंग्वेज एंड वर्नाकुलर टंग", पटनायक डी.पी. 1981 में मल्टीलिंगुएलिज्म एंड मदर टंग एजूकेशन, ऑक्सफोर्ड यूनिवर्सिटी प्रेस। अग्निहोत्री, आर.के. 1988, 'एरर्स एज लर्निंग स्ट्रेटजीज, इंडियन जर्नल ऑफ अप्लॉयड लिंग्विस्टिक्स 14.1:1—14 ईलिच, आई. 1981, प्रीफेस टू पटनायक, 1981, मल्टीलिंगुएलिज्म एंड मदर टंग एजूकेशन, ऑक्सफोर्ड यूनिवर्सिटी प्रेस। राष्ट्रीय पाठ्यचर्चा की रूपरेखा 2005, प्रकाशन विभाग, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। समझ का माध्यम, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् नई दिल्ली। आंकलन स्रोत पुस्तिका, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। अभिव्यक्ति और माध्यम, राष्ट्रीय अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। सृजन—1, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। बच्चे की भाषा और अध्यापक एवं निर्देशिका, कृष्ण कुमार, एनबीटी, नई दिल्ली। श्रीवास्तव, आर.एन. 1984 (संपादक), भाषाशास्त्र के सूत्रधार, नई दिल्ली: नेशनल पब्लिशिंग हाउस। शिक्षा मंत्रालय, शिक्षा आयोग "कोठारी कमीशन" 1964—1966, शिक्षा एवं राष्ट्रीय विकास, शिक्षा मंत्रालय, भारत सरकार 1966।

SEMESTER III

Year	II	COURSE CODE -SOE020330C3014	Credit	4 (3Theory+ 1 Practicum)
Semester	III		Marks	100(Theory+Practicum)
Essence of the Course	Present Course has been designed to help the future teachers to understand the aims, objectives, functions and importance of English Language in Indian Context. It aims at enhancing their prior knowledge of this language.			
Objective	After completing this course , the student-teachers will be able to: <ul style="list-style-type: none">• Understand the concept, nature of and meaning of language.• Understand the different roles of language.• Develop an understanding of the nature of language system.• Identify methods, approaches and materials for teaching English at various levels in the Indian concept.• Develop activities and tasks for learners.• Understand constructive approach to language teaching and learning.• Develop and use teaching aids in the both print and audio-visual material, and ICT (Internet and computer technology).• Understand need and functions of assessment and language lab.			
Course Content / Syllabus				
Unit – I	Language Skills			
	<ul style="list-style-type: none">• Need and importance of study skills.• Categorization of language skills, listening, speaking, reading and writing.• Linguistic System : Basic concept in phonology, morphology, syntar and semantics, discourse.			
Unit – II	Approaches of Teaching of English			
	<ul style="list-style-type: none">• Constructivist approach (7E’s), communicative approach (concept & procedure, Expository Narration, Dramatization) and Interactive teaching techniques (Questioning, Discussion)			
Unit – III	Education and Subject Analysis			
	<ul style="list-style-type: none">• Construction of UNIT Test.• CCE, its procedure, Assessment formats (FA, SA) and practices for English learning in schools.• CCE based reporting (Scholastic and Co-scholastic) and role of the English teacher in developing linkages amongst			

	<p>child, school, English curriculum and community. Concept of PSA (Problem solving ability) and OTBA (open text based assessment).</p> <ul style="list-style-type: none"> • Curriculum and syllabus – concept and types. • Content Analysis and Text Book Analysis.
Unit – IV	Professional Growth of Teachers for Effective Teaching
	<ul style="list-style-type: none"> • Qualities of Effective English teacher, disposition and attitude. • Importance of in-service training programs/conferences/seminars/workshops for professional growth of English teacher. • Importance of agencies for professional growth of language teacher, NCERT, SCERT, DIET.
Transcational Strategies	<ul style="list-style-type: none"> • Planned lectures infused with multimedia/Power Point Presentations. • Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching.
Evaluation Strategies <ul style="list-style-type: none"> • Development of Power Point based lesson plan on different approaches. • Development of instructional materials ICT Based : Linear, branching and mathetic programming. • Constructing objective based test items of different types. • Planning lessons based on different ELT approaches. • Development of a detailed activity bank for different skill areas for learner from different type of schools. • Developing resources such as props, charts, flash cards, audio cassettes, games and CALL programmes for teaching, speaking and listening. • Developing bridge courses and remedial programme. • Organization of co-curricular activities including extempore, elocution, declamation, speech and soon. 	
References <ol style="list-style-type: none"> 1. Srijan1, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010. 2. Samajh Ka Madhyum, National Council of Educational Research and Training, New Delhi, 2009. 3. Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015. 4. Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press. 	

5. Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal* 73:4. Pp. 440-64
6. Chomsky (1964) in Day. E. M (2002): *Identity and the young English language learner*; Multilingual Matters Limited; London.
7. Gardner and Lambert (1972) *Attitudes and Motivation in second language learning*; Rowley; Newbury house.
8. Jeremy Harmer, *Longman Handbooks for Language Teachers, The Practice of English Language Teaching*, 1998.
9. *Source Book on Assessment for Classes I-V, Language English*, NCERT, October 2008.
10. *Learning Indicators till the Elementary Stage*, National Council of Educational Research and Training, New Delhi 2015.

SEMESTER III

Year	II	COURSE CODE -SOE020331C3014 TEACHING OF SOCIAL SCIENCE (PART-II)	Credit	4 (3Theory+1 Practicum)
Semester	III		Marks	100 (Theory+ Practicum)
Essence of the Course This course will enable the students to develop deeper understanding about the structure and function of the society. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. Such an understanding will help a student teacher to adopt ones teaching looking into background of students. Also the teacher will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage among the students.				
Objectives		The student teachers will be able to: <ul style="list-style-type: none">Equip the student trainees with the skills of diagnostic and remedial teaching.Equip the student trainees with the skills for teaching gifted and under average students.Critically examine the Social Science syllabus and develop skills to periodically modify and update the text books.		
Course Content / Syllabus				
Unit 1	Teaching Aids and Reference Material of Teaching Social Science			
	<ul style="list-style-type: none">Globe, time line, map, atlas, map book (meaning, use, merit and limitation).Pictures, Charts, Graphs, Models (meaning, use, merit and limitation).Use of newspaper and magazine in teaching of social science. (LCD-Projector, OHP, Computer, Film strips, Epidiascopes)			
Unit 2	Professional Development of Social Science Teachers			
	<ul style="list-style-type: none">Characteristics of Social Science teachers.Training of Social Science teachers.			
Unit 3	Text-book of Social Sciences, Social Science Room, Club and Study Circle			
	<ul style="list-style-type: none">Need, importance and layout of Social Science room arrangements of study material and equipment and functions of social science room.			

	<ul style="list-style-type: none"> • Meaning, need, formation and activities of Social Science club / study circle. • Text book of Social Science <p>Characteristics of good text book, analysis of text books in Social Science.</p>
Unit 4	<p>Evaluation in Social Science</p> <ul style="list-style-type: none"> • Meaning of evaluation and examination. • Tools for evaluation in social science (Check list, observation, sociometry, interview, rating scale). • Types of test (test developed by teacher and scientific tests)(Meaning, Construction, Merit, Limitation). • Concept, Need and importance of diagnostic and remedial work in social science.
Transactional Strategies	<p>Unit 1: Discussion with appropriate demonstrations: - usage of cartographic techniques, timelines, charts, models, etc. by hand on experience be made, use of ICT and Newspaper clippings, Quiz box on current affairs, wall magazines should be developed.</p> <p>Unit 2: Lecture cum Discussion with sharing of experiences of students in class on qualities of an effective teacher should be made. A comparative enquiry based on different socio-economic contexts of schools could be made.</p> <p>Unit 3: Formation of social science clubs, critical analysis of a text book be made and discussed in class. A project on what makes a textbook 'effective' should be given in small groups. Heritage Walks.</p> <p>Unit 4: Lecture cum Discussion be made. Students should engage with sample, illustrative tools, and use of ICT to construct tests.</p>
Practicum	<p>Suggestive List:</p> <ol style="list-style-type: none"> 1. Study of Peer interaction and special attitude towards any social issues taken from school syllabus. 2. Critical analysis of social science text book and existing curriculum Framework. 3. Testing student sociometry. 4. Preparation of Project Report on Social activities/Social circle/Study circle/Field Trips/ Social science Resource center. 5. Conduct survey on social issues social structure and function of the society. 6. Development of unit plan. 7. Critical analysis of oral history. 8. Organization of opinion forum

	<p>* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>
<p>Evaluation Strategies</p> <ol style="list-style-type: none"> 1. Submission of Assignment on topic related to this paper. 2. Seminar Presentation on theme reflecting, innovation on Social Science issues. 3. Writing critical reports on issues related to social sciences. 4. Writing reviews of books on social sciences. 5. Project on local history and Resources. 6. Collection and Review of ICT resources for social science education. 	
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Agrawal, J.C.: Teaching of Social Studies, Vikas Publishing House, New Delhi. • Binning, A.C.: Teaching Social Studies in Secondary Schools, McGraw Hill and Co., New York. • Bhattacharya, S. & Darji, D.R. (1966). Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda. • Desai, D.B.: Samaj Vidyana Shikhan, Balgovind Prakashan, Ahmedabad. • Greene, H.A., Jorgensen, A.N. Gerber, J.R. (1959). Measurement and Evaluation in the Secondary School, McGraw-Hill, New York. • Mathias, Paul (1973). The Teacher's Handbooks for Social Studies, Blandford Press, London. • Mehlinger, Howard, D. (ed.) (1981). UNESCO, Handbook for the Teaching of Social Studies, Garampalli, London, UNESCO. • Misra, S. & Ranjan, A. (2011). Teaching of social science: history, context, challenges in Saxena, V. (ed.) Contemporary Trends in Education, Delhi: Pearson • Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi. • Webb, K. (1995). An introduction to problems in the philosophy of social sciences, Pinter, London. • Winch, P. (1958). The idea of a social science and its relation to Philosophy, Routledge, London. 	

Web Resources

www.cseindia.org (for documentary films and DVD)

www.india-seminar.com

Janchetana.blogspot.com (Hindi and English)

<http://www.ibe.unesco.org/publications/educationalpracticesseries>

1947PartitionArchive.org

<http://www.indiabudget.nic.in/survey.asp>

dsal.uchicago.edu

<http://bombay.indology.info/mahabharata/statement.html>

<http://archive.is/http://www.sdstate.edu/projectsouthasia>

www.harappa.com

<http://www.mughalgardens.org>

<http://persian.packhum.org>

www.museum.upenn.edu

www.alifindia.or

www.edumaritime.org

<http://parliamentofindia.nic.in>

www.gandhiserve.org

www.copsey-family.org/~allenc/lakshmibai

<https://earth.google.com>

<http://www.mapsofindia.com>

Audio Visual Resources

<http://www.kabirproject.org/the%20films>

<https://www.youtube.com/watch?v=-E6Z-oSwfTA>

<https://www.youtube.com/watch?v=0FK-BITdqAs&list=PL5671Y5M9FStlCRg9hPujnRb5fsNmycez>

SEMESTER-III

Year	II	COURSE CODE -SOE020332C3014	Credit	4(3 Theory+ 1 Practicum)
Semester	III	PEDAGOGY OF MATHEMATICS (Part II)	Marks	100 (Theory + Practicum)
Essence of the Course : This course aims to provide student-teachers with the content and pedagogical aspects of mathematics. This course aims at developing advanced level understanding of mathematics subject and its pedagogy. This course focuses on preparing student-teachers in a manner that will help them to tackle day today mathematical problems. This course will prepare teacher who design their lessons in a way that students learn to enjoy mathematics and able to connect classroom learning with life outside of school.				
Objectives	After completing this course , the student-teachers will be able to: <ul style="list-style-type: none">• Explore new strategies to plan lesson• Plan their lesson to connect life outside the school• Develop curriculum for elementary school students• Analyse the content scientifically• construct appropriate assessment tools for evaluating mathematics learning• Apply a variety of assessment techniques and practices by formal or informal ways• Have knowledge about learning difficulties faced by the students			
Course Content / Syllabus				
Unit 1	Lesson Planning in Teaching of Mathematics			
	<ul style="list-style-type: none">• Meaning Need and Importance , Steps & Qualities of Good Lesson Plan• Types of Lesson Planning, Yearly, Unit and Individual• Individual lesson planning based on Innovative learning strategies			
Unit 2	Curriculum Development & Pedagogical Analysis			
	<ul style="list-style-type: none">• Curriculum development at elementary & secondary level: [A critical review with respect to Principle of Curriculum Design.]• Pedagogical analysis of the Units with reference to concepts, learning outcomes activities and learning experience and evaluation techniques of following content at elementary & secondary level(Ratio and Propotion, Surface Area & Volume, Congruency, Compound interest etc.)			

Unit 3	Assessment & Evaluation	
	<ul style="list-style-type: none"> • Meaning, concept and importance of Evaluation, • Self and Peer Evaluation • Formative and Summative Evaluation , • Practicising Continous and Comprehensive Evaluation, • Tools and Techniques of Evaluation • Construction of An Achievement Test with Blue Print 	
Unit 4	Mathematics for all	
	<ul style="list-style-type: none"> • Types of learner (Gifted, Backward, Slow Learner and Students with Learning Disability in mathematics) • Diagnostic and Remedial Teaching in Mathematics Classroom • Developing methodology for teaching children with discalculia 	
Unit 5	Professional Development of Mathematics Teachers	
	<ul style="list-style-type: none"> • Meaning and importance of Professional Development • Types of in-service programmes for mathematics teachers; • Journals and other resource materials in mathematics education; • Professional growth—participation in Conferences/Seminars/Workshops 	
Transactional Strategies	<p>Unit 1: Lecture cum Discussion should follow around readings. Demonstration of lesson planning on innovative approaches</p> <p>Unit 2: Demonstration lesson on Pedagogical Analysis</p> <p>Unit 3: Power Point Presentation on different types of evaluation.</p> <p>Unit 4: Visits to schools in different socio-cultural contexts may be made. Students should think of and engage in recreational activities in mathematics to make mathematics for all.</p> <p>Unit 5: Lecture cum Discussions through audio-visual aids charts, models, ppt</p>	
Practicum	<p>Suggestive List</p> <ul style="list-style-type: none"> • Observation of children doing everyday Maths, playing folk games; community numeracy practices. • Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study). • Identify one concept each from Number System, Algebra, Coordinate Geometry, • Trigonometry, Statistics, Mensuration and Geometry and show in detail how it can 	

Evaluation Strategies	<ul style="list-style-type: none"> • be used in day- to- day life. • Implementing Action Research on selected problems. • Development and trying out of Teaching-learning strategy for teaching of particular Mathematical concepts. • Use of Computer in Teaching of Mathematical concepts. (PowerPoint Presentation/ Excel) • Use of Mathematics activities for recreation. • Prepare mathematical activities and games in the context of socio-cultural aspects. • Development of unit plan
Suggested Readings <ul style="list-style-type: none"> • Anice, J. (2008). <i>Methods of Teaching Mathematics</i>. New Delhi: Neelkamal Publications. • Butler, C.H., Wren, F.L. and Banks, J.H. (1971). <i>The teaching of Secondary Mathematics</i>. New York: McGraw Hill. • Coney, T.J., Davis, G.J., and Hen Derson, K.B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i>. Boston: Houghton-Mifflin Co. • Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i>. New Delhi: Discovery Publishing House. • Kidd, P.K., Myers, S.S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i>. Chicago: Science Research Associates Inc. • Kinney, L.B., and Purdy, C.R. (1965). <i>Teaching of Mathematics in Secondary School</i>. New York; Holt, Rinchart and Winston. • Kolb, J.R., & Bassler, O.C. (1979). <i>Learning to teach Secondary School Mathematics</i>. London: In text Educational Pub. • Kothari, R.G., and Mistry, H.S. (2012). <i>Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools</i>. Germany: Lambert Academic Publishers. • Kothari, R.G., and Shelat, P.H. (2011). <i>Mathematical weaknesses among secondary school students</i>. Germany: VDM Verlag Publishers. • Kumar, S. (1993). <i>Teaching of Mathematics</i>. New Delhi: Anmol Pub. Pvt. • Mottershead, L. (1978). <i>Sources of Mathematical discovery</i>. Oxford: Basil black Wall • NCERT (2006) , <i>Position Paper-National Focus Group On Teaching of Mathematics</i> , New Delhi • NCERT (2012), <i>Pedagogy of Mathematics Textbook for Two-Year B. Ed Course</i>. • Nickson, M. (2006). <i>Teaching and Learning Mathematics: A Guide to Recent Research and its Application</i>. London: Continuum. • Pandya, B. (2007). <i>Teaching of Mathematics</i>. Agra: Radha Prakashan Mandir. • Paul Chambers (2008). <i>Teaching Mathematics: Developing as a Reflective Secondary Teacher</i>. New Delhi: Sage Publication. • Rao, N.M. (2007). <i>A Manual of Mathematics Laboratory</i>. New Delhi: Neelkamal Publications. • Reeve, W.D. (1954). <i>Mathematics for the Secondary School</i>. New York: Holt, Rinehart and Winston, Inc. 	

- Servais, W., and Varga, T. (ed.) (1971). *Teaching School Mathematics. A UNESCO Source Book*. UNESCO, Penguin books.
- Shah G.B. (1964). *New Dimensions in teaching of Mathematics*. Baroda: CASE.
- Sidhu, K.B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)
- Singh, H., Avtar, R. and Singh, V.P. (2008). *A Handbook for Designing Mathematics*

Web Resources

- <https://www.youtube.com/watch?v=hbDkSaSnbVM> (Unit I)
- <https://www.youtube.com/watch?v=IO19-MTwThI> (Unit I)
- <https://www.youtube.com/watch?v=MrIdc-Hs-is> (Unit I)
- <https://www.youtube.com/watch?v=lhwAMhZQ6kU> (Unit I)
- <http://mathigon.org/resources/value-of-mathematics.pdf> (Unit I)
- <http://mathedu.hbcse.tifr.res.in> (Unit 3)
- http://www.ncert.nic.in/departments/nie/dee/publication/pdf/CCE_Math.pdf (Unit V)
- http://www.ncert.nic.in/departments/nie/niew/school_kits/kit_manuals.html
- <http://nrich.maths.org>
- <http://www.slideshare.net/MiracleDanielGavor/ict-tools-in-mathematics-instruction>
- <http://www.arvindguptatoys.com/math-magic.php>
- <http://karnatakaeducation.org.in/KOER/en/index.php/Portal:Mathematics>
- <http://www.mathcelebration.com/index.html>
- <http://map.mathshell.org>
- <http://www.cimt.plymouth.ac.uk/projects/mep/default.htm>
- <http://nrich.maths.org/students>
- <http://mathbits.com>
- <http://www.math-play.com>
- <https://www.merlot.org/merlot/materials.htm?category=2513>
- <http://www.ck12.org>
- <https://www.khanacademy.org>
- <http://www.learner.org/resources/browse.html?d=5>
- https://blossoms.mit.edu/resources/math_resources
- Matthew J. Koehler, Punya Mishra, Mete Akcaoglu & Joshua M. Rosenberg (2013), The Technological Pedagogical Content Knowledge Framework for Teachers and Teacher Educators, [http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education%20\(Chapter%201\).pdf](http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education%20(Chapter%201).pdf)
- Integrating Open Educational Resources Lesson Plan Integration Model Designed for Pre-Service Elementary Educators Course: Mathematics Methods,
- <https://currikidn.s3-us-west-2.amazonaws.com/resourcefiles/54d2dd15bb67b.pdf>
- Teaching of Mathematics, NCERT
http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf
- <http://www.epathshala.co.in/>

SEMESTER -III

Year	II	COURSE CODE -SOE020333C3014 PEDAGOGY OF LIFE-SCIENCE (Part II)	Credits	4(3Theory +1Practicum)
Semester	III		Marks	100(Theory+ Practicum)
Essence of the course content : This course covers the content area, curriculum planning, syllabus, text books, teaching aids, teaching learning resources and co-curricular activities.The role, responsibilities and duties of life science teachers also have been included in this course so that they would be able to keep their students on task and engaged. They need to employ various teaching methods to meet students' individual needs. uses of different models of teaching science have been covered in this course. This course will enable the student teacher in planning, organizing, managing the classroom interactive.				
Objectives		The student will be able to : <ul style="list-style-type: none">• Develop basic understanding and familiarity with key concepts-Curriculum, text book, Teaching- Learning Resources, professional development of teachers.• Use different resources, activities/experiments and laboratory experiments effectively in teaching-learning of biological sciences.• Develop an ideal life science laboratory• Acquire necessary skills and training for school based activities such as science clubs, science fairs, organization of laboratory.• Explore different ways of creating learning situations considering learning needs and context of the learner and the relevant concept.		
Course content/ syllabus				
Unit 1		Curriculum Planning in Life Science		
		<ul style="list-style-type: none">• History of development of Curriculum Framework, Curriculum Framework, curriculum and syllabus.• Curriculum: Meaning, Definition, concept, typesand principles of curriculum construction, approaches of curriculum construction.• New trends in biological science curriculum: B.S.C.S. , Nuffield project• Text Book: Meaning,definition,characteristic,criteria for selection atext book and critical analysis of a biology text book (NCERT/SBE)• Process of Evaluation of Life Sciences Curriculum at School level (SBSE and CBSE).		

Unit 2	Teaching Aids and Resources in Life Science
	<ul style="list-style-type: none"> • Teaching-Learning Material: Definition, types and importance. • Learning Resources in Life Science; Text Book, Journals, ICT, Library, Magazine, Encyclopedia, Science Room, Science Museum, Aquarium, Terrarium, Vivarium. • Laboratory as a Learning Resources; Setting, Equipping, Furnishing of Life science Laboratory, Organizing Practical Work. • Involvement of learners in the process of design and development of teaching-learning materials and co-curricular activities.
Unit 3	Co-Curricular Activities in Life Science
	<ul style="list-style-type: none"> • Co-curricular activities; Concept, aims, characteristics. • Visualizing, Organizing and contextualizing learning situations through co-curricular activities; <ul style="list-style-type: none"> ➤ Science Club ➤ Science-Fair and Exhibition ➤ Field Trip or Excursion ➤ Biological Associations, ➤ Biological Clubs
Unit 4	Professional Development of Biology Teachers
	<ul style="list-style-type: none"> • Duties of Life Science teacher. • Qualities of life science teacher. • Role of teacher in development of creativity, creative thinking, scientific attitude, curiosity, interest in students. • Professional development of life Science teacher; Orientation programme , refresher course, conference, seminars, workshops. • Teacher as a researcher: learning to understand how children learn science including biological sciences, • Action research in teaching-learning of Biology
Transactional Strategies	Unit 1: <ul style="list-style-type: none"> • Interactive discussions,

	<ul style="list-style-type: none"> • Explanation with illustration • sharing of experiences • analyzing various topics by using various charts, photographs and other materials on aspects • Lecture cum discussion • Explanation with illustration • follow up <p>Unit 2:</p> <ul style="list-style-type: none"> • Lecture cum Demonstration • Lecture cum explanation • Demonstration of available resources • organizing various activities, • Project in groups • field trip • Activity in groups • Survey of school <p>Unit: 3</p> <ul style="list-style-type: none"> • Lecture cum discussion • Ppt presentation • Field survey • Hand-on experiences • Construction of teaching learning material in group • Project may be given in groups • Organization of science exhibitions. • visit to science museum , Zoological and Botanical park, • Field trips and follow up discussion <p>Unit: 4</p> <ul style="list-style-type: none"> • lecture cum discussion • Classroom activity • Analysis
Practicum	<p>Suggestive list</p> <ul style="list-style-type: none"> • During the internship period visit a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote

	<p>inclusive practices. Please give justifications.</p> <ul style="list-style-type: none"> • Critical Analysis of biology Textbook. • Survey of Science Laboratory in a school and prepare a report. • Evolving suitable technique to evaluate laboratory work. • Visit to Community/Science Centre/Nature Park/Science City. • Critical review of a recently published research paper in Science/Biology Education Journal . • Establishment of science lab • Critical review of a recently published research paper in Science/Biology Education Journal • Prepare a report on critical analysis of life sciences curriculum prescribed by NCERT
<p>Evaluation strategies:</p> <ol style="list-style-type: none"> 1. Submission of 2 assignments on topics related to the paper. 2. Seminar and Presentation on themes reflecting Innovation in life sciences teaching. 3. Mass media and assessment of its effective use in teaching of science. 4. Skill identification of specific learning difficulties in Science. 5. Collection, fixation and preservation of biological materials. 6. Collection and Review of ICT resources for teaching of science 7. Portfolio evaluation. 	
<p>Suggestive readings</p> <ul style="list-style-type: none"> • Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education. • Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Comp. • Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep. • NCERT (2006). Position paper on ‘Teaching of Science’. New Delhi: NCERT. • Prasad, J. (1999). <i>Practical aspects in teaching of science</i>. New Delhi: Kanishka Publication 	
<p>Web sources :</p> <ul style="list-style-type: none"> • http://www.sofworld.org/ • http://www.arvindguptatoys.com • http://phet.colorado.edu • http://www.nasa.gov • http://undsci.berkeley.edu/teaching/ • http://www.plantingscience.org • http://edheads.org • http://www.discoveryeducation.com/teachers • http://www.ncert.nic.in/ncert/textbook • http://www.ibe.unesco.org/publicatons/educationalpracticesservicespdf/practice 	

SEMESTER- III

Year	II	COURSE CODE -SOE020334C3014 PEDAGOGY OF PHYSICAL SCIENCE (Part II)	Credit	4 (3Theory+ 1Practicum)
Semester	III		Marks	100 (Theory+ Practicum)
Essence of the course: The student teachers will know the characteristics of Physical Science teacher. They will come to know about the training and knowledge updating of physical science teachers. They will be able to know the evaluation technique. They will be able to learn and practice the use of teaching aids.				
Objectives	The teacher student will be able to : <ul style="list-style-type: none">• Acquaint them with the teachings of physical science.• develop scientific thinking in themselves, students and communities• Understand the importance of educational technology for teaching physical Science.• Know the importance of teaching aids• Know the evaluation process			
Course content of syllabus				
Unit 1	Teaching Aids and Laboratory Management			
	<ul style="list-style-type: none">• Science Laboratory: planning, equipping and organizing practical work, Improvised apparatus (Meaning and significance)• Learning Resources: Textbook, reference books, encyclopedia, newspaper, ICT, library.• Charts, Graphs, Models (meaning, use, merit and demerits).			
Unit 2	Professional Development of Teaching of Physical Science Teachers			
	<ul style="list-style-type: none">• Characteristics of Physical Science teachers.• Training of Physical Science teachers.			
Unit 3	Text-book and Curriculum			
	<ul style="list-style-type: none">• Text book of Science: Characteristics of good text book,• Curriculum in Science: Meaning, Objectives, Principles and Steps of Curriculum Construction			

Unit 4	Evaluation Process <ul style="list-style-type: none"> • Meaning of assessment and evaluation • Evaluation: CCE, meaning and needs, Types, Qualities of a good test, Blue Print, construction of an achievement test. • Concept, Need and importance of diagnostic and remedial work in Science.
Transactional strategies	Unit: 1 Lecture cum Discussion. <ul style="list-style-type: none"> • Use of PPT. • Assignments • Visit of a Science laboratory Unit 2: PPT or chart preparation <ul style="list-style-type: none"> • Group discussion • Seminars Unit 3: <ul style="list-style-type: none"> ▪ lecture-cum-discussion ▪ Use of PPT. ▪ Project work Unit 4: <ul style="list-style-type: none"> • Lecture-cum-discussion • Use of PPT. • Assignment
Practicum	Suggestive list <ul style="list-style-type: none"> • Critical Analysis of Science Textbooks of NCERT from Class 6th to 10th. • Survey of Science Laboratory in a Senior Secondary school. • Visit to Library, Community/Science Centre/Nature Park/Science City and prepare a Report <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centers of pedagogy and learning, innovative schools, educational resource centers, etc. Action research based on teaching learning and school and community could be conducted.</p>
Evaluation strategies The assessment of engagement in practical work and competencies acquired may be done through:	

- Submission of two Assignments on topics related to the paper.
- Seminar Presentation on theme reflecting Innovation / research / new approach in Physical Science teaching.
- Writing critical reports upon the lessons of Peers.
- Writing review of a book on Physical Science teaching.
- A critique of existing assessment practices.
- Collection and review of ICT resources for teaching of Physical Science.

Suggestive readings:

- Amit (2002): Teaching of Physical Sciences, New Delhi: Anmol Publications,
- Encyclopaedia of Modern Methods of Teaching and Learning (Vol. 1-5).
- Gage N.L. Scientific Basis of art of Teaching
- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited
- Kohli, V.K. (1998): How to Teach Science, Ambala: Vivek Publishers.
- Mangal, S.K. (1997): Teaching of Science, New Delhi: Arya Book Depot.
- Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Prasad Janardan: "Practical aspects in Teaching of Science" Kanishka Publication New Delhi 1999.
- Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
- Rao Aman Teaching of Physics, Anmol Publications New Delhi 1993.
- Ravi Kumar S.K. "Teaching of Science" Mangal deep Publication, 2000.
- R.P. (2010): Teaching of Physical Science. Meerut :R.Lall.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Comp.
- Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.
- S.K. Kochhar : Methods and Techniques of Teaching, Sterling Publishers Pvt Ltd., 2003.
- Wadhwa Shalini: "Modern Methods of Teaching Physics" Sarup and Sons and New Delhi, 2001.
- Yadav, M.S., Teaching of Science, Mangaldeep Publication, N. Delhi 1992.

Web links: <http://www.ncert.nic.in/ncert/textbook>

- <https://www.youtube.com/user/minutephysics>
- <http://www.discoveryeducation.com/teachers>
- about misconceptions NOS
- <http://undsci.berkeley.edu/teaching/misconceptions2.php>

SEMESTER-III PEDAGOGY SUBJECT (GROUP II)

Year	I	COURSE CODE -SOE020335C3014 PEDAGOGY OF HINDI (Part-II)	Credit	4 (3Theory+1 Practicum)
Semester	II		Marks	100 (Theory+ Practicum)
पाठ्यक्रमकासारयह पाठ्यक्रम एक बहुसांस्कृतिक और बहुभाषी वातावरण में छात्र शिक्षकों की हिन्दी भाषा और संचार क्षमता के विकास पर केन्द्रितहै। यह छात्र शिक्षकों के अलग-अलगभाषा के विकासको ध्यानमें रखतेहुए तैयारकियागयाहैऔर यह पाठ्यक्रम शिक्षक शिक्षकों को हिन्दी भाषा एवं हिन्दी भाषा शिक्षण की विधियों में निपुण बनायेगा।				
उद्देश्य-	<ul style="list-style-type: none">भाषा की अलग-अलग भूमिकाओंकाे जाननास्कूल की भाषा, बच्चों की भाषाऔर समझ के बीच संबंध जाननापाठ्यचर्चा, पाठ्यक्रम का विश्लेषणकर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।हिन्दी भाषा शिक्षण के विविध रूपों की अभिव्यक्तियों को जाननाहिन्दी भाषा शिक्षण के मूल्यांकन की प्रक्रिया को जानना।			
पाठ्यक्रम की विषय वस्तु				
इकाई-1	हिन्दी भाषा तथा सहित्य का शिक्षण			
	<ul style="list-style-type: none">हिन्दी भाषा शिक्षण में व्याकरण का स्थान,महत्व एवं उपयोगिता शिक्षण उद्देश्य तथा विधियाँ ।भाषा और साहित्य :-अन्तः संबंध और भिन्नता के सौन्दर्य बोध के तत्व।हिन्दी भाषा शिक्षण एवं साहित्य की विभिन्न विधाओं के माध्यम से सृजनात्मकता एवं जीवन कौशलौ का विकास ।हिन्दी भाषा शिक्षण और जनसंचार के विविध रूप,जनसंचार माध्यमों की जनसंचार माध्यमों की भाषा और विद्यार्थियों की भाषा पर उसका प्रभाव।हिन्दी भाषा शिक्षण में जनसंचार की भूमिका ।			
इकाई- 2	हिन्दीशिक्षण:साधनऔरसामग्री			
	<ul style="list-style-type: none">हिन्दी पाठ्यक्रम तथा पाठ्यपुस्तकें-हिन्दी पाठ्यक्रम का आलोचनात्मक अध्ययन, पाठ्य पुस्तकों तथा पूरक पुस्तकों का महत्व, उद्देश्य विशेषताएँ, निर्माण एवं प्रक्रिया।हिन्दी शिक्षण में प्रयुक्त शौक्षिकउपकरण- शौक्षिक उपकरण का महत्व एवं उनकीउपयोगिताँ, उपकरणों के विविध रूप- यांत्रिक एवंअयांत्रिक उपकरण।पाठ्यचर्चा सहगामी क्रियाएं-स्वरूप; प्रकार एवं भाषाभिव्यक्ति के विकास में उनका महत्व और योगदान।			

	<ul style="list-style-type: none"> भाषा शिक्षण में हिन्दी पुस्तकालयों की उपयोगिता एवं व्यवस्था। हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं गुण।
इकाई-3	हिन्दी शिक्षण के लिए अनुदेशन योजना
	<ul style="list-style-type: none"> हिन्दी पाठ योजना (गद्य, पद्य एवं व्याकरण) का अर्थ, महत्व, एवं रूपरेखा इकाई योजना एवं दैनिक पाठ योजना का अर्थ, महत्व, अन्तर एवं निर्माण सूक्ष्म शिक्षण का अर्थ महत्व एवं रूपरेखा। सूक्ष्म शिक्षण द्वारा शिक्षण कौशल का विकास, प्रस्तावना कौशल, श्यामपट्ट कौशल, उदाहरण कौशल, व्याख्या कौशल और उद्दीपन परिवर्तन कौशल।
इकाई-4	हिन्दी भाषा शिक्षण में मूल्यांकन एवं क्रियात्मक अनुसंधान
	<ul style="list-style-type: none"> हिन्दी शिक्षण में सतत् एवं व्यापक मूल्यांकन—अर्थ एवं महत्व, हिन्दी शिक्षण में परीक्षण पदों का निर्माण, प्रश्नों के प्रकार, नीलपत्र निर्माण एवं मानकीकरण। हिन्दी में मूल्यांकन—अर्थ, स्वरूप, विभिन्न विधाओं का मूल्यांकन एवं संशोधन। हिन्दी प्रश्न—पत्र निर्माण, आदर्श प्रश्न पत्र के सिद्धान्तों का मूल्यांकन एवं संशोधन हिन्दी भाषा शिक्षण में निदानात्मक परीक्षा एवं उपचारात्मक शिक्षण—अर्थ, महत्व एवं प्रक्रिया। हिन्दी भाषा शिक्षण में क्रियात्मक अनुसंधान—अर्थ, महत्व एवं प्रक्रिया, हिन्दी में क्रियात्मक शोध योजना का प्रारूप।
कार्यसम्पादन रणनीतियाँ	<p>इकाई-1—व्याख्यान, समूह चर्चा, पावर प्वाइंट प्रस्तुतियाँ, एमओओसी और ई-लर्निंग का उपयोग</p> <p>इकाई-2 व्याख्यान, चर्चा, स्कूल के अध्ययन के अध्यापन के भाषा के खेल, ऑडियो और वीडियो सामग्री आदि का उपयोग।</p> <p>इकाई-3 व्याख्यान विधि—समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग आदि का उपयोग।</p> <p>इकाई-4 व्याख्यान विधि—समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग आदि का उपयोग।</p>
व्यावहारिक कार्य	<ol style="list-style-type: none"> छात्रों में संचार की समस्या/आशंका का पता लगाने के लिए बाहरी स्कूलों का दौरा। सुनना, बोलना, पढ़ना और लेखन कौशल विकसित करने के लिए गेमिंग और व्यायाम करना। लेखन कौशल, विकसित करने पर कार्य—सारांश, पत्र, अनुच्छेद, निबंध एवं भाषण बोलने वाले कौशल विकसित करने के लिए असाइनमेंट—मौखिक प्रस्तुतियाँ, बहस, भाषण, चर्चा एवं ब्रेनस्टार्मिंग सुनना कौशल विकसित करने पर असाइनमेंट भाषण, दिशाओं को सुनना।

	इसके अतिरिक्त विद्यालय एवं समुदाय आधारित गतिविधियाँ भी आयोजित की जायेगी जिसके अन्तर्गत छात्रों को अधिगम एवं शिक्षक पशिक्षण संस्थाओं में भ्रमण कराया जायेगा। शिक्षण प्रशिक्षण एवं स्कूल आधारित क्रियात्मक अनुसंधान भी कराये जायेगे।
मूल्यांकन नीति तय्यौ	इकाई- 1—इकाई परीक्षण, सत्रिक कार्य, असाइनमेंट इकाई- 2—इकाई परीक्षण, व्यवहारिक कार्य, सत्र का काम इकाई- 3—इकाई परीक्षण, मौखिक परीक्षा इकाई- 4—इकाई परीक्षण, इकाई व्यावहारिक परीक्षा
संदर्भ	<ol style="list-style-type: none"> 1. गुप्ता ए. 1995, मीडियम ऑफ इंस्ट्रक्शन इन ए बाइलिंगुएल कंटेस्ट, अग्निहोत्री, आर.के. खन्ना, ए.एल. द्वारा संपादित आर.ए.एल. 4 नई दिल्ली: सेज पब्लिकेशंस, 201—211 2. ईलिच, आई. 1981, "टौटमदरलैंग्वेज एंड वर्नाकुलर टंग", पटनायक डी.पी. 1981 में मल्टीलिंगुएलिज्म एंड मदरलैंग्वेज एंड वर्नाकुलर टंग", पटनायक डी.पी. 1981 में मल्टीलिंगुएलिज्म एंड मदर टंग एजुकेशन, ऑक्सफोर्ड यूनिवर्सिटी प्रेस। 3. अग्निहोत्री, आर.के. 1988, 'एरर्स एज लर्निंग स्ट्रेटजीज, इंडियन जर्नल ऑफ अप्लॉयड लिंग्विस्टिक्स 14.1:1—14 4. ईलिच, आई. 1981, प्रीफेस टू पटनायक, 1981, मल्टीलिंगुएलिज्म एंड मदर टंग एजुकेशन, ऑक्सफोर्ड यूनिवर्सिटी प्रेस। 5. राष्ट्रीय पाठ्यचर्चा की रूपरेखा 2005, प्रकाशन विभाग, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। 6. समझ का माध्यम, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् नई दिल्ली। 7. आंकलन स्रोत पुस्तिका, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। 8. अभिव्यक्ति और माध्यम, राष्ट्रीय अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। 9. सृजन—1, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली। 10. बच्चे की भाषा और अध्यापक एवं निर्देशिका, कृष्ण कुमार, एनबीटी, नई दिल्ली। 11. श्रीवास्तव, आर.एन. 1984 (संपादक), भाषाशास्त्र के सूत्रधार, नई दिल्ली: नेशनल पब्लिशिंग हाउस। 12. शिक्षा मंत्रालय, शिक्षा आयोग "कोठारी कमिशन" 1964—1966, शिक्षा एवं राष्ट्रीय विकास, शिक्षा मंत्रालय, भारत सरकार 1966।

SEMESTER III

Year	I1	COURSE CODE -SOE020336C3014	Credit	4(3Theory+ 1Practicum)
Semester	III	PEDAGOGY OF ENGLISH (Part-II)	Marks	100 (Theory+ Practicum)
Essence of the Course <p>The course is designed to enrich the prospective teachers in terms of their understanding of the functions, importance, linguistic principles and other important aspects of the English language. As this course is designed for those who have already done Master's in English, it aims at, apart from enriching their already existing knowledge of the subject, developing their pedagogical competencies for teaching of English.</p>				
Objectives	<p>After completion of the course, prospective teachers should be able to</p> <ul style="list-style-type: none"> • develop an understanding of the concept, Nature and Functions of Language. • understand the various teaching-learning theories of language • understand the importance of English in a multi-lingual society • critically explain and adopt various teaching methods and approaches as per their suitability to the content to be taught. • design and develop effective lesson-plans for various genres such as Poetry, prose, fiction etc. • develop and use teaching-aids in the classroom both in the print and audio-visual formats. • develop and use resources like the Language Lab and ICT-enabled smart class-room • harness basic language skills among learners. • develop meta-cognitive awareness of teaching and learning of the English language. • understand the process of language-assessment • organize remedial teaching. 			
Unit 1	Developing Basic Language Skills – Part I : The Four Skills: LSRW			

	<ul style="list-style-type: none"> • Basic Language Skills: Listening, Speaking, Reading and Writing • Materials and resources for developing the Listening and Speaking Skills: Importance of Storytelling, Dialogues, Situational Conversations, Role Play, Simulations, Speech, Games and Contexts, Language Laboratories, Pictures, Authentic Materials and Multimedia Resources. • Developing Reading Skills- Reading aloud and Silent Reading; Extensive and Intensive Reading; Study Skills including using Thesauruses, Dictionary, Encyclopedia etc. • Developing Writing Skills- Stages of Writing; Process of Writing; Formal and Informal Writing, such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech, Advertisement, etc. 	
Unit 2	Developing Basic Language Skills- Part II <ul style="list-style-type: none"> • Reference Skills, Study Skills, Higher Order Skills. • Inter-dependence/inter-connectedness of LSRW • The role and choice of appropriate Approaches, Methods and Materials of Teaching in developing the basic skills 	
Unit 3	Lesson Planning and Assessment of Language Learning <ul style="list-style-type: none"> • Objectives of teaching English –instructional objectives, classification based on Blooms-Anderson taxonomy-stating of instructional objectives and learning outcomes • Lesson plan format, regular and unit lesson plan for different genres. • Steps of designing a lesson-plan in English for power-point and multimedia applications and their advantages. 	

	<ul style="list-style-type: none">• Concept of unit test, blue print, construction of objective-based test, use of E- question Bank, online tutoring and testing.• Continuous and Comprehensive Evaluation – its philosophical-theoretical framework and its operationalization	
Unit 4	Aspects of Remedial Teaching	
	<ul style="list-style-type: none">• Meaning and Significance of remedial teaching• Common errors in English and their removal through remedial teaching• Remedial Teaching Strategies - Individualized Educational Program• Peer Support Program• Handling Pupil’s language acquisition problems• Feedback to students, parents and teachers	
Transactional Strategies	Unit 1: Lecture, Discussion, Debates, Games, Exercises, Use of audio-visual materials, Exposition, Reading demonstration, Games, Exercise, pause short and long lecture, e-learning etc. Unit 2: Lecture, Discussion, Discussion-cum-Demonstration, Multimedia lessons, Assignments, Reading practice, audio-feedback, listening etc. Unit 3: Lecture, Discussion, Excursion, Games, Exercises, Use of audio-visual materials, Exposition, Demonstration,	

	<p>Games, Exercise, pause short and long lecture, e-learning, Field visits etc.</p> <p>Unit 4:</p> <p>Lecture, Discussion, Excursion, Discussion-cum-Demonstration, Multimedia lessons, Assignments, practice, audio- feedback, listening etc.</p>	
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Organize language games, Quizzes, Debates, group-discussion and other co-curricular activities in the teaching and learning of English. • Plan language-games as a media for teaching of English in classroom. • Develop lesson plans for different genres • Develop an achievement test for English based on NCERT lessons. • Develop proficiency tests for all the basic language skills. <p>* In addition, school and community-based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>	
<p>Evaluation Strategies</p> <p>Unit 1:Unit test, presentation, debate, project work, assignments, situational observation, practicum.</p> <p>Unit 2:Unit test, presentation, performance debate, assignments, practicum, situational observation.</p> <p>Unit 3:Unit test, oral presentation, performance debate, project work, assignments, practicum, situational observation, field notes.</p> <p>Unit 4:Unit test, oral presentation, performance debate, assignments, practicum, précis writing, situational observation, field notes.</p>		
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications. • Allen, V.F. 1965. On Teaching English to Speakers of Other Languages. Champaign, Ill: National Council of Teachers of English. • Applebee, A.N. 1974. Tradition and Reform in the Teaching of English: A History. Urbana, Ill.: National Council of Teachers of English. • Bright, J.A., and McGregor, G.P. (1970). <i>Teaching English as a Second Language</i>. ELBS: Longman. 		

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- Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015
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- Krashen, S. The Input Hypothesis: Issues and Implications. London: Longman.
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- Mukalel, J.C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery Publishing house.
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SEMESTER-III

Year	II	COURSE CODE -SOE020337C3014	Credit	4 (3Theory+ 1Practicum)
Semester	III	PEDAGOGY OF HISTORY-(Part II)	Marks	100 (Theory+ Practicum)
Essence of the Course				
This course will enable the students to develop deeper understanding about the structure and function of the ancient society. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. Such an understanding will help a student teacher to adopt ones teaching looking into background of students. Also the teacher will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage among the students.				
Objectives	The student teachers will be able to: <ul style="list-style-type: none">Equip the student trainees with the skills of diagnostic and remedial teaching.Equip the student trainees with the skills for teaching gifted and under average students.Critically examine the History syllabus and develop skills to periodically modify and update the text books.			
Course Content / Syllabus				
Unit 1	Teaching Aids and Reference Material of Teaching History			
	<ul style="list-style-type: none">Time line, map, atlas, map book (meaning, use, merit and limitation).Pictures, Charts, Graphs, Models □ (meaning, use, meritand limitation).Use of newspaper and magazine in teaching of History. (LCD-Projector, OHP, Computer, Film strips, Epidiascopes)			
Unit 2	Professional Development of History Teachers			
	<ul style="list-style-type: none">Characteristics of History teachers.Training of History teachers.			

Unit 3	Text-book of History, History Room, Club and Study Circle
	<ul style="list-style-type: none"> • Need, importance and layout of History room arrangements of study material and equipment and functions of History room. • Meaning, need, formation and activities of History club / study circle. • Text book of History <ul style="list-style-type: none"> ○ Characteristics of good text book, analysis of text books in History
Unit 4	Evaluation in History
	<ul style="list-style-type: none"> • Meaning of evaluation and examination. • Tools for evaluation in History (Check list, observation, interview, rating scale). • Types of test (test developed by teacher and scientific tests) <ul style="list-style-type: none"> ○ (Meaning, Construction, Merit, Limitation). • Concept, Need and importance of diagnostic and remedial work in History.
Transactional Strategies	<p>Unit 1: Discussion with appropriate demonstrations: - usage of cartographic techniques, timelines, charts, models, etc. by hand on experience be made, use of ICT and Newspaper clippings, wall magazines should be developed.</p> <p>Unit 2: Lecture cum Discussion with sharing of experiences of students in class on qualities of an effective teacher should be made.</p> <p>Unit 3: Formation of History clubs, critical analysis of a text book be made and discussed in class. A project on what makes a textbook 'effective' should be given in small groups. Heritage Walks.</p> <p>Unit 4: Lecture cum Discussion be made. Students should engage with sample, illustrative tools, and use of ICT to construct tests.</p>
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Study of Peer interaction and special attitude towards any Historical issues taken from school syllabus. • Critical analysis of History text book and existing curriculum Framework of senior secondary. • Study of anyone aspect of Historical issue and preparation of a report. • Preparation of Project Report on Historical activities /Field Trips/ Historical palace.

	<ul style="list-style-type: none"> • Conduct survey on Historical issues. • Collection of newspaper cutting related to History's issues. • Development of unit plan. • Critical analysis of oral history. <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>
Evaluation Strategies <ul style="list-style-type: none"> • Submission of Assignment on topic related to this paper. • Seminar Presentation on theme reflecting, innovation on historical issues. • Writing critical reports on issues related to history. • Writing reviews of books on history. • Project on local history and Resources. • Collection and Review of ICT resources for history education. 	
Suggested Readings Baghela, Dixit: History Teaching Raj. Hindi GranthAkadami Jaipur <ul style="list-style-type: none"> • Ghate V.D.: Suggestions for the Teaching of history in India. • Chaudhary, K.P.: Effective teaching of history in India, NCERT • Ghosh K.D.: Creative teaching of History OUP 1951. • B.D. Ghate: History Teaching, HariyanaGranthAkadami Chandigarh. • Hill C.P.: Suggestions on the Teaching of History. • Johansson H.: Teaching of History in Elementary and Secondary Schools Macmillan. • NCERT : Handbook for History Teachers. • Tyagi : History Teaching, Vinod Publication, Agra • Verjeshwary, R.: Handbook for History Teacher in India. • त्यागी, गुरसरणदास: इतिहासशिक्षण, विनोदपुस्तकमन्दिर, आगरा • भाई योगेन्द्रजीत: नूतन इतिहासशिक्षण, विनोदपुस्तकमन्दिर, आगरा 	

SEMESTER III

Year	II	COURSE CODE -SOE020338C3014 PEGAGOGY OF GEOGRAPHY (PART-II)	Credit	4 (3Theory+ 1Practicum)
Semester	III		Marks	100 (Theory+ Practicum)
Essence of the Course This course covers understanding of the nature of the environment and various factors coming in the way of environment preservation. Education has to play a major role in preserving the environment and making people aware of various means of presenting environmental pollution and sustainable development. Emphasis is also given to school climate, school cleanliness, personal hygiene in relation to Swachh Bharat and healthy living.				
Objectives		The student-teacher will be able to: <ul style="list-style-type: none">• Understand the process of learning of Geography concepts.• Understand the challenges faced by geography teachers.• Equip the student trainees with the skills of diagnostic and remedial teaching.• Critically examine the Geography Syllabus and develop skill to periodically modify and update the text books.• Understand the geography teacher become a researcher.		
Course Content / Syllabus				
Unit 1		Assessment process in Geography Learning		
		<ul style="list-style-type: none">• Assessment and Evaluation in Geography• Subjective and objective tests; Unit test, Oral test etc• Formative: Continuous and Comprehensive assessment strategies and formats• Summative: Need and Formats• Assessment Analysis: Development of Learners’ Portfolio, Progression of conceptual learning, Misconceptions developed and remedial strategies, Statistical interpretation of the assessment, Reflections after execution of lessons and holistic appraisal of the teaching- learning process.		
Unit 2		Geography Teacher		

	<ul style="list-style-type: none"> • Trainee teachers to reflective practitioner • Professional growth • Career entry profile • As a researcher 	
Unit 3	Issues in Geography Teaching	
	<ul style="list-style-type: none"> • Geography standard • University-School links • Public image of geography • Geography literacy • Informed citizen 	
Unit 4	Research fields and methods in geography education	
	<ul style="list-style-type: none"> • Case Study • Action Research • Textbook Content Analysis • Field Study 	
Transactional Strategies	<ul style="list-style-type: none"> • Lecture cum discussion on concept and objectives. • Preparation of chart on Sustainable Development and discussion on the SDGs. • Role plays, drama, • Lecture cum Discussion. • Demonstration. • Use of videos on various Transaction Method. 	
Practicum	<p>Suggestive List:</p> <p>Assignments, and Seminar Presentation</p> <ul style="list-style-type: none"> • Collection and Review of ICT resources for geography education • Analysis of Geography Standards across countries • Annotated bibliography on any topic related to geography education • Preparation of video and film strips • Review of Documentary features regarding Geography content martial 	

Evaluation Strategies

1. Assignments/sessional work.
2. Unit tests.
3. Portfolio assessment of exhibits, model of charts prepared by student teachers.
4. Seminar presentations followed by group discussion.

Suggested Readings

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- Siddiqui, M.H. (2009). Teaching of Geography. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.
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SEMESTER-III

Year	II	COURSE CODE -SOE020339C3014	Credit	4 (3Theory+1 Practicum)
Semester	III	PEDAGOGY OF POLITICAL SCIENCE(Part II)	Marks	100 (Theory+ Practicum)
Essence of the Course This course will enable the students to develop deeper understanding about the structure and function of the politics and political groups. Accordingly, they shall be in a position to appreciate the foundations on which politics have developed of nations. Such an understanding will help a student teacher to understand the functioning of political parties of our country. Also the teacher will be able to organize various programmes to develop a sense of appreciation about the management and organisations of national and international level.				
Objectives	The student teachers will be able to: <ul style="list-style-type: none">• Equip the student trainees with the skills of diagnostic and remedial teaching.• Equip the student trainees with the skills for teaching gifted and under average students.• Critically examine the Political Science syllabus and develop skills to periodically modify and update the text books.			
Course Content / Syllabus				
Unit 1	Concept of Political Science			
	<ul style="list-style-type: none">• Concept of key words of Political Science• Current Trends Elements of State: Population, Territory and Government• Forms of Government: Democratic and non- democratic rule of law• Organs of Government: Legislature, Executive and Judiciary			
Unit 2	Techniques of Teaching Political Science			
	<ul style="list-style-type: none">• Models of Teaching: Jurisprudential model, social enquiry, Advance organizer• Computer Assisted Introduction □ (meaning, uses and limitations)• Computer Assisted Learning □ (meaning, uses and limitations)• Narration cum discussion, role-play, and simulation □ (meaning, uses and limitations)			
Unit 3	Pedagogy and Lesson Planning of Political Science			

	<ul style="list-style-type: none"> • Meaning, Importance and Steps of Pedagogical Analysis • Pedagogical Analysis on the following topics: <ul style="list-style-type: none"> i) The Making of the Constitutional Provisions Justice, Liberty, Equality and Dignity ii) Working of the Government Structures of the Government at Different levels and its Functions (Union, State, District and Local Bodies) iii) Relationship between the three levels of government 	
Unit 4	Teaching-Learning Materials of Political Science	
	<ul style="list-style-type: none"> • Constitution of India • Political Maps (World, Asia, India, States and Districts) • Atlas • Globe • News Magazines • National Daily Newspapers 	
Transactional Strategies Practicum	<p>Lecture-cum-discussion alongwith interactive group discussion, field trips, group discussions, brain storming and simulation in the form of mock session, BalPanchayat etc</p> <p>Suggestive List:</p> <ul style="list-style-type: none"> • Visit to <ul style="list-style-type: none"> ✓ Historical Places ✓ Ecological Places ✓ Commercial Places ✓ Political Places • Organization of Programmes <ul style="list-style-type: none"> ✓ Organization of Group Discussion ✓ Development of CAL package ✓ Environment Awareness ✓ Social Awareness ✓ Election Awareness ✓ Blood donation 	

	<ul style="list-style-type: none"> ✓ Exhibition • Preparation of Annual plan, Unit plan and Lesson plan 	
Web Resources <ul style="list-style-type: none"> • www.cseindia.org (for documentary films and DVD) • www.india-seminar.com • Janchetana.blogspot.com (Hindi and English) • http://www.ibe.unesco.org/publications/educationalpracticesseries • 1947PartitionArchive.org • http://www.indiabudget.nic.in/survey.asp • dsal.uchicago.edu • http://bombay.indology.info/mahabharata/statement.html • http://archive.is/http://www.sdstate.edu/projectsouthasia • www.harappa.com • http://www.mughalgardens.org • http://persian.packhum.org • www.museum.upenn.edu • www.alifindia.or • www.edumaritime.org • http://parliamentofindia.nic.in • www.gandhiserve.org • www.copsey-family.org/~allenc/lakshmibai <ul style="list-style-type: none"> • https://earth.google.com • http://www.mapsofindia.com • Position Paper National Focus Group on Teaching of Social Sciences, NCERT http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf • Package in social science for professional development of in-service teachers, NCERT http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/ITPD%20Final%20june%2014.pdf • Learning curves: special issue in social science in schools, (2010), by AzimPremji Foundation http://azimpremjifoundation.org/pdf/LCXV.pdf • Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf • http://nroer.in/home/ • http://www.epathshala.co.in/ Audio Visual Resources <ul style="list-style-type: none"> • http://www.kabirproject.org/the%20films • https://www.youtube.com/watch?v=-E6Z-oSwfTA • https://www.youtube.com/watch?v=0FK-BITdqAs&list=PL5671Y5M9FSstCRg9hPujnRb5fsNmycez 		

SEMESTER- III

Year	II	COURSE CODE -SOE020341C3014	Credit	4 (3Theory+ 1Practicum)
Semester	III	PEGAGOGY OF PHYSICS (Part-II)	Marks	100 (Theory+ Practicum)
Essence of the course: The student teachers will know the characteristics of Physics teacher. They will come to know about the training and knowledge updating of physics teachers. They will be able to know the evaluation technique. They will be able to learn and practice the use of teaching aids. They shall be creative to get ideas for improvisation of apparatus.				
Objectives	The teacher student will be able to : <ul style="list-style-type: none">• Acquaint them with the teachings of physics.• develop scientific thinking in themselves, students and communities• Understand the importance of educational technology for teaching physics.• Know the importance of teaching aids• Know the evaluation process			
Course content of syllabus				
Unit 1	Teaching Aids and Laboratory Management			
	<ul style="list-style-type: none">• Physics Laboratory: planning, equipping and organizing practical work, Improvised apparatus (Meaning and significance)• Learning Resources: Textbook, reference books, encyclopedia, newspaper, journals, ICT, library, Internet.• Charts, Graphs, Models (meaning, use, merit and demerits).			
Unit 2	Professional Development of Physics Teachers,			
	<ul style="list-style-type: none">• Characteristics of Physics teachers.• Training of Physics teachers.			
Unit 3	Text-book of Physics and Curriculum for Physics			

	<ul style="list-style-type: none"> • Text book of Physics: Characteristics of good text book, • Curriculum in Physics: Meaning, Objectives, Principles and Steps of Curriculum Construction
Unit 4	Evaluation Process <ul style="list-style-type: none"> • Meaning of assessment and evaluation • Evaluation: CCE, meaning and needs, Types, Qualities of a good test, Blue Print, construction of an achievement test. • Concept, Need and importance of diagnostic and remedial work in Physics.
Transactional strategies	Unit: 1 :Lecture cum Discussion. <ul style="list-style-type: none"> • Use of PPT. • Assignments • Visit of a Physics laboratory Unit 2: PPT or chart preparation <ul style="list-style-type: none"> • Group discussion • Seminars Unit 3: lecture-cum-discussion <ul style="list-style-type: none"> • Use of PPT. • Project work Unit 4: Lecture-cum-discussion <ul style="list-style-type: none"> • Use of PPT. • Assignments
Practicum	Suggestive list <ul style="list-style-type: none"> • Critical Analysis of Physics Textbooks of NCERT From Class 11th & 12th • Survey of Physics Laboratory in a Senior Secondary school. • Visit to Library, Community/Science Centre/Nature Park/Science City and prepare a Report <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centers of pedagogy and learning, innovative schools, educational resource centers, etc. Action research based on teaching learning and school and community could be conducted.</p>
Evaluation strategies	

The assessment of engagement in practical work and competencies acquired may be done through:

- Submission of two Assignments on topics related to the paper.
- Seminar Presentation on theme reflecting Innovation / research / new approach in Physics teaching.
- Writing critical reports upon the lessons of Peers.
- Writing review of a book on Physics teaching.
- A critique of existing assessment practices.
- Collection and review of ICT resources for teaching of Physics.

Suggestive readings:

- Amit (2002): Teaching of Physical Sciences, New Delhi: Anmol Publications,
- Encyclopaedia of Modern Methods of Teaching and Learning (Vol. 1-5).
- Gage N.L. Scientific Basis of art of Teaching
- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited
- Kohli, V.K. (1998): How to Teach Science, Ambala: Vivek Publishers.
- Mangal, S.K. (1997): Teaching of Science, New Delhi: Arya Book Depot.
- Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Prasad Janardan: "Practical aspects in Teaching of Science" Kanishka Publication New Delhi 1999.
- Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
- Rao Aman Teaching of Physics, Anmol Publications New Delhi 1993.
- Ravi Kumar S.K. "Teaching of Science" Mangal deep Publication, 2000.
- R.P. (2010): Teaching of Physical Science. Meerut :R.Lall.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Comp.
- Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.
- S.K. Kochhar : Methods and Techniques of Teaching, Sterling Publishers Pvt Ltd., 2003.
- Wadhwa Shalini: "Modern Methods of Teaching Physics" Sarup and Sons and New Delhi, 2001.
- Yadav, M.S., Teaching of Science, Mangaldeep Publication, N. Delhi 1992.

Web links:

- <http://www.ncert.nic.in/ncert/textbook>
- <https://www.youtube.com/user/minutephysics>
- <http://www.discoveryeducation.com/teachers>
- about misconceptions NOS
- <http://undsci.berkeley.edu/teaching/misconceptions2.php>

Year	II	COURSE CODE -SOE020342C3014 PEDAGOGY OF CHEMISTRY (Part –II)	Credit	4(3Theory+ 1Practicum)
Semester	III		Marks	100 (Theory+ Practicum)
Essence of the Course : Human life is inseperable from Chemistry. Everything whether living or non living, is made up of Chemical elements. This course is designed to aquiant learners with the teaching of Chemistry. The learners will be able to develop understanding of different skills and strategies of teaching Chemistry.				
Objectives		After completion of the course, student teachers will be able to: <ul style="list-style-type: none">• Acquaint them with the teaching of Chemistry.• Develop awareness about developments in the area of teaching and learning of Chemistry.• Understand the methods and skills of teaching Chemistry.• 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.• Understand the importance of educational technology for teaching Chemistry.• understand the techniques of evaluating Chemistry teaching and to construct an achievement test to assess the learning outcomes of pupils.• Acquire a favourable scientific temper towards Chemistry teaching.		
Course Content / Syllabus				
Unit 1		Methods and Approaches of Teaching Chemistry		
		<ul style="list-style-type: none">• Demonstration Method• Project Method		

	<ul style="list-style-type: none"> • Laboratory method • Inquiry approach • Constructivist approach 	
Unit 2	Content and its Pedagogical Analysis	
	<ul style="list-style-type: none"> • Content – • Structure of Atom • Hydrogen • States of Matter: Gases and Liquids • Classification of Elements and Periodicity in Properties • Environmental Chemistry • Pedagogical Analysis – Following points should be used for Pedagogical Analysis. Following points should be followed for pedagogical analysis of above topics covered in the syllabus <p>a) Identification of major and minor concept b) Listing behavioural outcomes c) Listing activities and experiments d) Listing evaluation techniques</p>	
Unit 3	Teaching Aids and Resources in Chemistry teaching	
	<ul style="list-style-type: none"> • Types, preparation and use of teaching aids • E-learning Resources – Use of Computers, PPT, Internet • Improvised Apparatus – Meaning, Importance & Steps of improvisation • Organization and use of Chemistry museum, Chemistry Exhibition, Chemistry excursion and Chemistry club 	
Unit 4	Evaluating Outcomes of Chemistry Teaching <ul style="list-style-type: none"> • Difference between Measurement and Evaluation • Formative, summative and Diagnostic Evaluation • Grading 	

	<ul style="list-style-type: none"> • Construction & Use of Achievement Test in Chemistry • Construction & Use of Diagnostic Test in Chemistry • Remedial Teaching. 	
Transactional Strategies	<p>Unit 1: Lecture cum discussion, hands on experience in laboratory, inquiry approach, Constructivist approach PowerPoint presentations and use of e-resources.</p> <p>Unit 2: Lecture cum discussions, illustrations with examples, hands on experience and use of e-resources</p> <p>Unit 3: Demonstrations, discussions, excursion, PowerPoint presentations,</p> <p>Unit 4: Demonstrations, discussions, PowerPoint presentations, practical</p>	
Practicum	<p>(Any two of the following) Suggestive list</p> <ul style="list-style-type: none"> • Visit to any place of scientific interest. • Preparation of an Achievement test. • Preparation of a Diagnostic test. • Development of three Demonstration Experiments on the Topics Covered in the Syllabus from Chemistry Text-books at the senior Secondary Level in Haryana State. • Improvisation of Apparatus • Visit and Survey of Chemistry Laboratory of an institute. • Seminar Presentation on any Topic given in the Syllabus. • Any other project/assignment given by the institution. • Use of Computer in Teaching of scientific concepts. (PowerPoint presentation) <p>* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.</p>	

Evaluation Strategies:**Unit 1:**

Unit tests, practicum, assignments, presentations

Unit 2:

Unit tests, practicum, assignments, sessional work.

Unit 3:

Unit test, practicum test, oral test, presentations

Unit 4:

Unit tests, practicum, assignments, sessional work, presentations

Suggested Readings

- Adams, G.S. (1964). *Measurement & Evaluation in Education, Psychology & Guidance*, New York: Halt, Rinehart & Winston.
- Aggarwal, J.C. (2005). *Essential of Examination System*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Allen, D.W. and Eve, A.W. (1968). *Micro Teaching in Theory to Practices*. Vol. 70, pp. 181-185.
- Bloom, B.S. et al. (1956). *Taxonomy of Educational Objectives: The Cognitive Domain*. New York: Longum's Green.
- CBSE (2009). *Teacher Manual on CCE*. New Delhi: CBSE.
- Das, R.C. (1985). *Science Teaching in Schools*, New Delhi: Sterling Publication Private Ltd.
- Harrow, A.J.A. (1972). *Taxonomy of Motor Domain*, New York: Mckay.
- Kherwadkal, Anjali (2003). *Teaching of Chemistry by Modern Method*, New Delhi: Sarup& Sons.
- Kilpatrick, W.H. (1987). *The Project Method*, Columbia. Teachers College Record.
- Krathwohl, D.R., Bloom, B.S. and Maria, B.B. (1964). *Taxonomy of Educational Objectives, Hand-book II, Affective Domain*, New York: David Mckay.
- Mager, R.F. (1962). *Preparing Instructional Objectives*, California: Fearon.
- Miller, David F. and Blaydes (1962). *Methods & Materials for Teaching Biological Science*, New York: McGraw Hill Book Co.
- Sharma, R.C. (1995). *Modern Science & Teaching*, New Delhi: Dhanpat Rai & Sons.
- Siddique and Siddique (1998). *Teaching of Science*, New Delhi: Doaba House.
- Vishwanth, Pandey and KisorValicha (1984). *Science Technology & Development*, New Delhi: McMillan India Ltd.
- Venkataih, S. (2001). *Science Education in 21st Century*, New Delhi: Anmol Publishers.

SEMESTER-III

Year	II	COURSE CODE -SOE020343C3014	Credit	4(3 Theory+ 1 Practicum)
Semester	III	PEDAGOGY OF MATHEMATICS (Part II)	Marks	100 (Theory +Practicum)
Essence of the Course This course aims to provide student-teachers with the content and pedagogical aspects of mathematics. This course aims at developing advanced level understanding of mathematics subject and its pedagogy. This course focuses on preparing student-teachers in a manner that will help them to tackle day today mathematical problems. This course will prepare teacher who design their lessons in a way that students learn to enjoy mathematics and able to connect classroom learning with life outside of school.				
Objectives	After completing this course , the student-teachers will be able to: <ul style="list-style-type: none">• Explore new methods to plan lesson• Explore new strategies to plan lesson• Develop curriculum for senior secondary school students• Analyse the content scientifically• construct appropriate assessment tools for evaluating mathematics learning• Apply a variety of assessment techniques and practices by formal or informal ways• Have knowledge about learning difficulties faced by the students			
Course Content / Syllabus				
Unit 1	Lesson Planning in Teaching of Mathematics			
	<ul style="list-style-type: none">• Meaning Need and Importance , Steps & Qualities of Good Lesson Plan• Types of Lesson Planning, Yearly, Unit and Individual• Individual lesson planning based on Innovative learning strategies			
Unit 2	Curriculum Development & Pedagogical Analysis			
	<ul style="list-style-type: none">• Curriculum development at secondary & Senior secondary level: [A critical review with respect to Principle of Curriculum Design.]• Pedagogical analysis of the Units with reference to concepts, learning outcomes activities and learning			

	experience and evaluation techniques of following content at senior secondary level(Trigonometry, Central Tendency Mean Median & Mode, Sets, Limits & Derivative, Differentiation & Integration & Differential Equation)	
Unit 3	Assessment & Evaluation	
	<ul style="list-style-type: none"> • Meaning, concept and importance of Evaluation, • Self and Peer Evaluation • Formative and Summative Evaluation , • Practicising Continous and Comprehensive Evaluation, • Tools and Techniques of Evaluation • Criterion Reference Test and Norm Reference Test • Construction of An Achievement Test with Blue Print 	
Unit 4	Mathematics for all	
	<ul style="list-style-type: none"> • Types of learner (Gifted, Backward, Slow Learner and Students with Learning Disability in mathematics) • Diagnostic and Remedial Teaching in Mathematics Classroom • Developing methodology for teaching children with discalculia 	
Unit 5	Professional Development of Mathematics Teachers	
	<ul style="list-style-type: none"> • Meaning and importance of Professional Development • Types of in-service programmes for mathematics teachers; • Journals and other resource materials in mathematics education; • Professional growth—participation in Conferences/seminars/workshops 	
Transactional Strategies	<p>Unit 1: Lecture cum Discussion should follow around readings. Demonstration of lesson planning on innovative approaches</p> <p>Unit 2: Demonstration lesson on Pedagogical Analysis</p> <p>Unit 3: Power Point Presentation on different types of evaluation.</p> <p>Unit 4 Visits to schools in different socio-cultural contexts may be made. Students should think of and engage in</p>	

- Kidd, P.K., Myers, S.S., Cilley David, M. (1970). *The Laboratory Approach to Mathematics*. Chicago: Science Research Associates Inc.
- Kinney, L.B., and Purdy, C.R. (1965). *Teaching of Mathematics in Secondary School*. New York; Holt, Rinehart and Winston.
- Kolb, J.R., & Bassler, O.C. (1979). *Learning to teach Secondary School Mathematics*. London: In text Educational Pub.
- Kothari, R.G., and Mistry, H.S. (2012). *Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools*. Germany: Lambert Academic Publishers.
- Kothari, R.G., and Shelat, P.H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.
- Kumar, S. (1993). *Teaching of Mathematics*. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). *Sources of Mathematical discovery*. Oxford: Basil black Wall
- NCERT (2006) , *Position Paper-National Focus Group On Teaching of Mathematics* , New Delhi
- NCERT (2012), *Pedagogy of Mathematics Textbook for Two-Year B. Ed Course*.
- Nickson, M. (2006). *Teaching and Learning Mathematics: A Guide to Recent Research and its Application*. London: Continuum.
- Pandya, B. (2007). *Teaching of Mathematics*. Agra: Radha Prakashan Mandir.
- Paul Chambers (2008). *Teaching Mathematics: Developing as a Reflective Secondary Teacher*. New Delhi: Sage Publication.
- Rao, N.M. (2007). *A Manual of Mathematics Laboratory*. New Delhi: Neelkamal Publications.
- Reeve, W.D. (1954). *Mathematics for the Secondary School*. New York: Holt, Rinehart and Winston, Inc.
- Servais, W., and Varga, T. (ed.) (1971). *Teaching School Mathematics. A UNESCO Source Book*. UNESCO, Penguin books.
- Shah G.B. (1964). *New Dimensions in teaching of Mathematics*. Baroda: CASE.
- Sidhu, K.B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)
- Singh, H., Avtar, R. and Singh, V.P. (2008). *A Handbook for Designing Mathematics*

Web Resources

- <https://www.youtube.com/watch?v=hbDkSaSnbVM> (Unit I)
- <https://www.youtube.com/watch?v=IO19-MTwThI> (Unit I)
- <https://www.youtube.com/watch?v=MrIdc-Hs-is> (Unit I)
- <https://www.youtube.com/watch?v=lhwAMhZQ6kU> (Unit I)
- <http://mathigon.org/resources/value-of-mathematics.pdf> (Unit I)
- <http://mathedu.hbcse.tifr.res.in> (Unit 3)
- http://www.ncert.nic.in/departments/nie/dee/publication/pdf/CCE_Math.pdf (Unit V)
- http://www.ncert.nic.in/departments/nie/niew/school_kits/kit_manuals.html
- <http://nrich.maths.org>
- <http://www.slideshare.net/MiraculeDanielGavor/ict-tools-in-mathematics-instruction>

- <http://www.arvindguptatoys.com/math-magic.php>
- <http://karnatakaeducation.org.in/KOER/en/index.php/Portal:Mathematics>
- <http://www.mathcelebration.com/index.html>
- <http://map.mathshell.org>
- <http://www.cimt.plymouth.ac.uk/projects/mep/default.htm>
- <http://nrich.maths.org/students>
- <http://mathbits.com>
- <http://www.math-play.com>
- <http://www.geogebra.org>
- <http://classroom-aid.com/educational-resources/mathematics>
- <http://etc.usf.edu/math>
- <http://mathworld.wolfram.com>
- <https://www.merlot.org/merlot/materials.htm?category=2513>
- <http://www.ck12.org>
- <https://www.khanacademy.org>
- <http://www.learner.org/resources/browse.html?d=5>
- https://blossoms.mit.edu/resources/math_resources
- Matthew J. Koehler, Punya Mishra , Mete Akcaoglu & Joshua M. Rosenberg (2013), The Technological Pedagogical Content Knowledge Framework for Teachers and Teacher Educators,
[http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education%20\(Chapter%201\).pdf](http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education%20(Chapter%201).pdf)
- <https://curriki.dn.s3-us-west-2.amazonaws.com/resourcefiles/54d2dd15bb67b.pdf>
- Teaching of Mathematics, NCERT
http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf
- <http://www.epathshala.co.in/>

SEMSTER III

Year	II	COURSE CODE -SOE020344C3014 PEDAGOGY BIOLOGICAL SCIENCE (Part II)	Credits	4(3Theory + 1Practicum)
Semester	III		Marks	100(Theory+ Practicum)
Essence of the course content : This course covers the content area, curriculum planning, syllabus, text books, teaching aids, teaching learning resources and co-curricular activities. The role, responsibilities and duties of biological Science teachers also have been included in this course so that they would be able to keep their students on task and engaged. They need to employ various teaching methods to meet students' individual needs. Uses of different models of teaching science have been covered in this course. This course will enable the student teacher in planning, organizing, managing the classroom interactive.				
Objectives	The teacher student will be able to : <ul style="list-style-type: none">• Develop basic understanding and familiarity with key concepts-Curriculum, text book, Teaching- Learning Resources, professional development of teachers.• Use different resources, activities/experiments and laboratory experiments effectively in teaching-learning of biological sciences.• Develop an ideal biological Science laboratory• Acquire necessary skills and training for school based activities such as science clubs, science fairs, organization of laboratory.• Explore different ways of creating learning situations considering learning needs and context of the learner and the relevant concept.• Develop teaching learning material.			
Course content/ syllabus				
Unit 1	Curriculum Planning in Biological Science			
	<ul style="list-style-type: none">• Curriculum: Meaning, Definition, concept, types and principles of curriculum construction, approaches of curriculum construction.• New trends in biological science curriculum: B.S.C.S. , Nuffield project• Text Book: Meaning, definition, characteristic, criteria for selection of a text book and critical analysis of a biology text book (NCERT/SBSE)• Process of Evaluation of Biological Sciences Curriculum at School level (SBSE and CBSE).• Studying the Biological Sciences syllabus - aims and objectives, content organization and presentation of any State Board and CBSE curriculum for different stages of school education. Analysis of syllabus for one standard, Content			

	analysis.
Unit 2	Teaching Aids and Resources in Biological Science
	<ul style="list-style-type: none"> • Teaching-Learning Material: Definition, types and importance. • Learning Resources in Biological Science; Text Book, Journals, ICT, Library, Magazine, Encyclopedia, Science Room, Science Museum, Aquarium, Terrarium, Vivarium. • Laboratory as a Learning Resources; Setting, Equipping, Furnishing of Biology Science Laboratory, Organizing Practical Work. • Involvement of learners in the process of design and development of teaching-learning materials and co-curricular activities.
Unit 3	Co-Curricular Activities in Biological Science
	<ul style="list-style-type: none"> • Co- curricular activities; Concept, Aims, Characteristics. • Visualizing, Organizing and contextualizing learning situations through co-curricular activities; <ul style="list-style-type: none"> ➤ Science Club ➤ Science-Fair and Exhibition ➤ Field Trip or Excursion ➤ Biological Associations, ➤ Biological Clubs ➤ Science quiz
Unit 4	Professional Development of Biology Teachers
	<ul style="list-style-type: none"> • Duties of Biology Science teacher. • Qualities of Biology Science teacher. • Role of teacher in development of creativity, creative thinking, scientific attitude, curiosity, interest in students. • Professional development of biological Science teacher; Orientation programme , refresher course, conference, seminars, workshops. • Teacher as a researcher: learning to understand how children learn science including biological sciences, • Action research in teaching-learning of Biology
	Unit 1: <ul style="list-style-type: none"> • Interactive discussions, • Explanation with illustration

	<ul style="list-style-type: none"> • sharing of experiences • analyzing various topics by using various charts, photographs and other materials on aspects • Lecture cum discussion • Explanation with illustration • follow up <p>Unit 2:</p> <ul style="list-style-type: none"> • Lecture cum Demonstration • Lecture cum explanation • Demonstration of available resources • Organizing various activities, • Project in groups • Activity in groups • Survey of school • Field survey <p>Unit: 3</p> <ul style="list-style-type: none"> • Lecture cum discussion • Ppt presentation • Field survey • Hand-on experiences • Construction of teaching learning material in group • Project may be given in groups • Organization of science exhibitions. • visit to science museum , Zoological and Botanical park, • Field trips and follow up discussion <p>Unit: 4</p> <ul style="list-style-type: none"> • lecture cum discussion • Classroom activity • Situation analysis • Critical analysis of a science test should be made use of PPTs • Demonstration of available resources • Exhibitions, project work may be given, visit to science museum.
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Practicum	Suggestive list <ul style="list-style-type: none"> • Prepare a low cost based or waste material based experiment • Prepare a model. • Critical Analysis of biology Textbook. • Organize science quiz/ seminar/debate on any topic of teaching subject. • Prepare a concept map on any theme of biological Science and its importance (p.p.t. presentation). • During the internship prepare a report on biological Science laboratory; design, setting up, storage of materials, safety measures. • Evolving suitable technique to evaluate laboratory work. • Visit to Community/Science Centre/Nature Park/Science City. • Critical review of a recently published research paper in Science/Biology Education Journal • Prepare a report on critical analysis of biological Sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.
Evaluation strategies: <ol style="list-style-type: none"> 1. Submission of 2 assignments on topics related to the paper. 2. Seminar and Presentation on themes reflecting Innovation in biological Sciences teaching. 3. Mass media and assessment of its effective use in teaching of science. 4. Skill identification of specific learning difficulties in Science. 5. Collection, fixation and preservation of biological materials. 6. Collection and Review of ICT resources for teaching of science 7. Portfolio evaluation. 	
Suggestive readings <ul style="list-style-type: none"> • Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education. • Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Comp. • Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep. • NCERT (2006). Position paper on 'Teaching of Science'. New Delhi: NCERT. • Prasad, J. (1999). <i>Practical aspects in teaching of science</i>. New Delhi: Kanishka Publication 	
Web sources : <ul style="list-style-type: none"> • http://www.sofworld.org/ • http://www.arvindguptatoys.com • http://phet.colorado.edu • http://www.nasa.gov • http://undsci.berkeley.edu/teaching/ • http://www.plantingscience.org • http://edheads.org • http://www.discoveryeducation.com/teachers • http://www.ncert.nic.in/ncert/textbook • http://www.ibe.unesco.org/publicatons/educationalpracticesservicespdf/practice 	

SEMESTER-III

Year	II	COURSE CODE -SOE020345C3014	Credit	4 (3 Theory+ 1 Practicum)
Semester	III	PEDAGOGY OF COMMERCE (Part II)	Marks	100 (Theory +Practicum)

Essence of the Course

This course aims at developing advanced level understanding of commerce subject and its pedagogy. The course covers topic intended at developing reflective and critical faculty of mind. The present course designed to prepare reflective practitioners with the capability of changing and designing their lesson as per the unique need of the learners. This course on teaching of commerce will help student-teachers understand key concepts of commerce as well as methods and procedure of teaching commerce effectively and efficiently.

Objectives	<p>After completing this course , the student-teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of capital, demand & supply and law of demand & supply. • Critically analyse the syllabus and text book of commerce ant higher secondary level. • Understand various approaches of writing instructional objectives. • Formulate instructional objectives in behavioural terms. • Understand various approaches to lesson planning and enable them to design their so as to make them interesting and understandable to the learners. • Understand the concept and true purpose of evaluation and be able to construct a test to identify the strength and problem areas of students.
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Course Content / Syllabus

Unit 1	Introductory Framework & Pedagogical Analysis	
	<ul style="list-style-type: none"> • Capital: Meaning, Classification & Functions. • Meaning and concept of Demand & Supply. • Pedagogical Analysis: Meaning, Concept, & Steps involved... 	
Unit 2	Approaches of Writing Instructional Objectives	
	<ul style="list-style-type: none"> • General & Specific Objectives In Commerce • Approaches of writing Instructional Objective: Mager & Groundlund Approach • Writing Instructional Objectives in behavioural terms. 	

Unit 3	Lesson Planning	
	<ul style="list-style-type: none"> • Meaning, Concept & Importance of Lesson Planning • Various approaches to lesson planning: Herbart approach & Morrison approach. • Preparation of Lesson Plan. 	
Unit 4	Evaluation in Commerce	
	<ul style="list-style-type: none"> • Meaning & Purpose of Evaluation. • Formative & Summative Evaluation. • Construction of achievement test in commerce. 	
Transactional Strategies	<p>Unit 1: Lecture followed by discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions.</p> <p>Unit 2: Lectures, discussions, use of MOOCs, e-platforms, library assignment.</p> <p>Unit 3: Lectures, discussions, library assignments, PowerPoint presentations on various approaches to lesson planning, discussion on model lesson plan of commerce formulated by RIE's..</p> <p>Unit 4: Lecture followed by discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions</p>	
Practicum	<p>Suggestive List:</p> <ol style="list-style-type: none"> 1. Each student is required to critically analyse the content of a commerce text book of class IX and submit a report of the same. 2. Preparation and delivery of a complete lesson on any topic of class XI. 3. Prepare a model question paper of Class XI 4. Prepare PowerPoint presentation on any topic covered in pedagogy of commerce syllabus. 	
Evaluation Strategies	Sessional work/unit test/practicum/ project based activities and Terminal Assessments	

	<p>Unit 1: Unit Test, Presentation, Surprise test , Quizzes etc.,</p> <p>Unit 2: Unit tests, Quizzes, assignments</p> <p>Unit 3: Unit tests, quizzes, assignments on construction of lesson plan</p> <p>Unit 4: Unit tests, quizzes</p>	
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Agrawal, A.N.(1981). Business Method & Machinery. Allahabad : Kitab Mahal. • Agrawal, J.C. (2008). <i>Teaching of Commerce: A practical Approach</i>. New Delhi: Vikas publishing House • Babu, M. (2009).Teaching of commerce and accountancy. Centrum Press. • Bansal, R.R.(1994). <i>New trends in teaching of commerce; Models of teaching and conceptual learning</i>. Anmol Publishing House. • Busham, Y.K. (1991).<i>Fundamentals of Business organization & Management</i>.New Delh: Sultanchand & Sons • Chandra, S.S. (2017). <i>Pedagogy of School Subject Commerce</i>. Meerut: R. Lall Publications • Doshi, S. (2009). <i>Modern Methods of Teaching Commerce</i>. Paradise Publishers. • Jawawi, R. (2010). Reflective practices in teaching economics and commerce. VDM Verlag Publications. • Kapoor, N.D. (1990). <i>Principles and practices of Accountancy</i>. New Delhi: Pitambar Publishing Company • Khan, M.S. (1982). <i>Commerce Education</i>. New Delhi: Sterling Publications. • Kumar, M. (2004).<i>Modern Teaching Of Commerce</i>. Anmol Publishing House. • Lloyd V. D.(1972). <i>Teaching Business Subjects (3rd Ed.)</i>. New Jersey: Prentice Hall Publications. • Singh, R.P. & Mansoori, I. (2017). <i>Pedagogy of School Subject Commerce</i>. Meerut: R. Lall Publications • Singh, Y.K. (2009). <i>Teaching of Commerce</i>. New Delhi: APH Publishing House. • Tonne, H.A. (1975). <i>Methods of teaching business subjects</i>. New York: McGraw Company Ltd. • Venkateswarlu, K. (1993). <i>Methods of teaching Commerce</i>. New Delhi: Discovery Publishing House. 		

SEMESTER-III

Year	II	COURSE CODE -SOE020346C001616	Credit	16(Practicum)
Semester	III	SCHOOL INTERNSHIP (Part II)	Marks	400 (Practicum)

(A suggestive model which may be contextualised as per the resources available with the Institution/ University)

Activities to be performed in School Internship are presented in the last of the document.

SEMESTER-IV

SEMESTER IV

Year	II	COURSE CODE -SOE020447C3014	Credit	4(3Theory+1 Practicum)
Semester	IV	GENDER, SCHOOL AND SOCIETY	Marks	100 (Theory+ Practicum)
Essence of the Course This course is designed to develop gender sensitivity among student teachers. Gender inequality is deeply rooted in the Indian patriarchal society. This course emphasizes on the need of the student teachers to explore and examine the role of schools, teachers and society at large to bring about gender parity.				
Objectives	The student teacher will be able to: <ul style="list-style-type: none">• Develop gender sensitivity among the student teachers.• Develop clarity about the concept of gender and sexuality.• Understand the gender issues faces by school.• Aware about the role of education in relation to gender issues.• Understand the gender issues faced by society and educational implications.• Aware about constitutional provisions of human rights and women rights.			
Course Content / Syllabus				
Unit 1	Introduction to Gender, Gender Roles and Development			
	<ul style="list-style-type: none">• Introduction• Definition of Gender• Difference between Gender and Sex• The Concept of Gender, sexuality and Development• Gender Dynamics and Development• Basic Gender Concepts and Terminology with special reference to Indian view• Social Construction of Gender• Types of Gender Roles as stressed since ancient period• Gender Roles and Relationship Matrix• Gender-based Division and Valuation of Work• Exploring Attitudes towards Gender			

Unit 2	Gender and School	
	<ul style="list-style-type: none"> • Gender bias in school enrolments, dropouts, household responsibilities, societal attitudes towards Girl's education, value accorded to women's education. • Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond. • Adult education and non-formal education for women's development. • Importance of vocational training and income generation for women. • Representation of gendered roles, relationships and ideas in textbooks and curricula. • How schools nurture or challenge creation of young people as masculine and feminine selves. • Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity. 	
Unit 3	Gender and Education	
	<ul style="list-style-type: none"> • Gender issues integrated in course. • Teaching Strategies to develop gender sensitivity. • Critical evaluation of textbook with respect to gender. 	
Unit 4	Gender Society	
	<ul style="list-style-type: none"> • History and current scenario of Indian Women: Status of women in ancient India. • Concept of Patriarchy and Matriarchy and issues related to Indian Women. • Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state. • Stereotypes in society. • Issue related to women/girl child: female infanticide and feticide, sex ratio, honour killing, dowry, child marriage, property rights, divorce, widowhood, combating the societal outlook of objectification of the female body. 	
Transactional Strategies	<p>Lecture, Lecture-cum-discussion, Case Study, Field Visits, Problem solving based on close study of local/regional level problems of gender issues, Film Show (selected documentary films).</p> <p>Unit 1:</p> <ul style="list-style-type: none"> • Question Box activity. • Discussion with pupil teacher • Preparation of posters on gender. • Role plays on different concept. 	

	<ul style="list-style-type: none"> • Use of AV model to be used. <p>Unit 2:</p> <ul style="list-style-type: none"> • PPT on various uses. • Case studies. • Involving pupil teachers in preparing safety net. • Group work and discussion. <p>Unit 3:</p> <ul style="list-style-type: none"> • Content analysis of school Textbooks. • Interactive with pupil teachers. <p>Unit 4:</p> <ul style="list-style-type: none"> • Assignment and Projects. • Role plays on various issues. • Use of films 	
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Visit schools and study the sexual abuse and sexual harassment cases and prepared report. • Text book analysis for identifying integration of gender issues, gender biases reflected in it. • To undertake study of sex ratio and analysis of it state wise based on census data. • Develop an awareness programme for female infanticide and foeticide, child marriages, dowry, sexual abuse, work place harassment in terms of drama, street play, poster, documentary, Power Point Presentations. • Prepare presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc. • Preparation of a Bulletin Board on Gender relation issues. • Debate on women reservation bill and other Acts. • Group Activities on Domestic violence and other personal issues and its remedies. • Visits to institutions like WSRC, Dowry prohibition cell, Women help line, NGO working for women etc. • Advocacy about proper gender role with Parents/Community. <p>* In addition, school and community based activities may be organised.</p>	

Evaluation Strategies

1. Presentation of case study reports on a problem selected/opted by students in groups or individually.
2. Quiz sessions.
3. Assignments on important issues.
4. Sessional work.
5. Unit tests.

Suggested Readings

- Aggrawal, N. (2002). *Women and law in India*. New Delhi: New Century Pub.
- Agnes, F., Chandra, S., & Basu, M. (2004). *Women and law in India*. New Delhi: Oxford University Press.
- Goonesekere, S. (ed.) (2004). *Violence, law and women's rights in South Asia*. New Delhi: Sage.
- Jaising, I. (ed.) (2005). *Men's laws women's lives: A constitutional perspective on religion, common law and culture and South Asia*. New Delhi: Women Unlimited.
- Kapur, R. (1992). From theory to practice: Reflections on legal literacy work with women in India. In M. Schuler, & S.R. Kadirgamar (eds.), *Legal Literacy: A tool for women's empowerment* (pp. 93-115). New York: UNIFEM.
- Maswood, S. (2004). *Laws relating to women*. New Delhi: Orient Law House.
- Schuler, M. & Kadirgamar, S.R. (1992). Legal literacy as a tool for women's empowerment. In M. Schuler, & S. R. Kadirgamar (eds.), *Legal literacy: A tool for women's empowerment* (pp. 21-70). New York: UNIFEM.
- Sen, S. (2013). *Women rights and empowerment*. New Delhi: Astha Publishers.
- Siddiqi, F.E. & Ranganathan, S. (2001). *Handbook on women and human rights*. New Delhi: Kanishka Publishers.
- Stone, L. & James, C. (2011). Dowry, bride-burning, and female power in India. In C.B. Brettell & C.F. Sargent (eds.), *Gender in cross-cultural perspective* (5 ed., pp. 308-317). New Delhi: PHI Learning Private Limited.
- NCERT (2014), Training and Resource Material on Adolescence Education, New Delhi.

Web resources

- Sensitivity in Media Operations and Content (2012) UNESCO
<http://unesdoc.unesco.org/images/0021/002178/217831e.pdf>,
- Video on Improving Gender Equality - EFA Crowdsourcing Challenge, 2012, UNESCO, published by The Pearson Foundation, 3 minutes,
http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2367
- Position Paper National Focus Group on Gender Issues in Education, NCERT
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/gender_issues_in_education.pdf
- Assessment and Certification of Adult Learners: The Indian Model, http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/A.M.%20Rajasekhar.pdf
- <http://www.aeparc.org/>
- <http://nroer.in/home/>

SEMESTER-IV

Year	II	COURSE CODE -SOE020449C3014	Credit	4(3Theory+1 Practicum)
Semester	IV	CREATING AN INCLUSIVE SCHOOL	Marks	100 (Theory+ Practicum)
Essence of the Course This is a core course carrying 5 credits, of which 1 credit has been assigned to practical/field engagements etc. It covers concept of special schools, mainstreaming and inclusion, national policies, programmes and acts for inclusive education, nature and needs of the individuals having disabilities, inclusion in operation, and characteristics of inclusive school. The objective of this course is to bring about an understanding of the ‘cultures, policies and practices’ that need to be addressed in order to create an inclusive school. It will help student-teachers in identification of ‘barriers to learning and participation’ while formulating a policy of good practice and review. The objective of the course is to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.’				
Objectives	The student teacher will be able to: <ul style="list-style-type: none">• Understanding the meaning and significance of inclusive education• Sensitize to and be able to appreciate the special needs of Individuals with disability.• Familiarize themselves with the concept of Special Education with special reference to Indian Context.• Understand the nature and needs of different categories of disabled children.• Understand the National Policy, programme and acts with respect to the disabled and analyse it critically.• Understand the concept of main streaming, Special Education and Inclusion.• Examine the status of inclusive Education in India critically.• Analyse the role of parents, teachers (Special Schools and Regular / General Schools), community, Peers, Principals, etc.• Comprehend and apply the special techniques of teaching the disabled and evaluating.• Critically think on issues of special Education and inclusive Education.			
Course Content / Syllabus				
Unit 1	Concept of Special School, Main Streaming and Inclusion			
	<ul style="list-style-type: none">• Historical and contemporary perspectives and inclusion: Concept and Definition.• Difference between Special Education, Integrated Education and Inclusive Education.			

	<ul style="list-style-type: none"> Factors Affecting and Promoting Inclusion. 	
Unit 2	National Policies, Programmes and Acts for Inclusive Education	
	<ul style="list-style-type: none"> NPE-1986, Policies guidelines on Inclusive Education, UNESCO- 2009. UN convention on Rights of the Child, UNESCO-1989. UN convention on Rights of the person with Disability, UNESCO-2006, Acts- RCI Act 1992. Salamanca Declaration, 1995. PWD Act 1995, National Trust Act-1999, National Policy on Disability (2005), RTE Act-2009, SSA, RMSA. 	
Unit 3	Nature and Needs of the Individuals with Disabilities and Social Inclusion	
	<p>Types of Disability</p> <ul style="list-style-type: none"> Hearing impaired Visual impaired Orthopaedic impaired (Physical Disability) Mentally impaired (Intellectual Disability) Learning disability Gifted& Talented Learners Autism Cerebral Palsy Multiple disabilities Inclusion of SC, ST & Minority and their issues and concerns. 	
Unit 4	Preparing Schools for Inclusion	
	<ul style="list-style-type: none"> School Organisation and Management: Ideology, Infrastructure and approaches. Provision of Assistive devices, equipment's and technological support, Use of e-learning materials and techniques. Shift in attitudes of parents, community, teachers and peer group, promoting empathy in inclusive system and integrated schools. Barrier free environment. Strengthening support services. Special provisions 	

Transactional Strategies	<p>Unit 1:</p> <ul style="list-style-type: none"> i) Lecture-cum-Discussion ii) Group work iii) Preparation of Porta chart <p>Unit 2:</p> <ul style="list-style-type: none"> i) Analysis of various policies ii) Discussion on policies and programmes iii) PPT <p>Unit 3:</p> <ul style="list-style-type: none"> i) Case study methods ii) Sharing of experiences of people over this challenges both physical and social iii) Lecture-cum-discussion by experts iv) Film shows <p>Unit 4:</p> <ul style="list-style-type: none"> i) Analysis of textbooks and materials ii) Preparation of projects on various issues related issues related to special education and exclusion iii) Field visit to support services
Practicum	<ul style="list-style-type: none"> • Collection of data regarding children with special needs from Municipal records. • Visit to Inclusive Schools and to observe classroom transaction of any one of such school and make a report of the same. • Identifying one/two pupils with special needs in the primary schools and preparing a profile of these pupils. • Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability. (Visit to Resource Room) • Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school. • Developing list of teaching activities of CWSN in the school. • Case study of one main streamed (Inclusive) student with respect to <ul style="list-style-type: none"> α) Role of a parent β) Role of a teacher, special school teacher. γ) Role of Counsellor <p>Visits to different institutions dealing with different disabilities and Observation of their Classroom.</p>

	* In addition, school and community based activities may be organized.	
Evaluation Strategies <ol style="list-style-type: none"> 1. Unit tests/assignments. 2. Submission of reports on case studies. 3. Project based evaluation (The student teachers' projects and their reports will be evaluated at two stages – at the level of formulation and at the level of implementation). 		
Suggested Readings <ul style="list-style-type: none"> • Fimian, M.J., Fafard, M., and Howell, K.W.: <i>A Teacher's guide to Human Resources in Special Education: Para Professionals, Volunteers, and peer tutors</i>. Boston: Allyn and Bacon, Inc. • Furth, H. (1964). <i>Thinking without Language</i>. New York: Free Press. • Hallahan, D.P. and Kauffman, J.K. (1988). <i>Exceptional Children: Introduction to special Education</i>. N.J.: Englewood Cliffs. • Jangira, N.K. (1986). <i>Special Education Scenario in Britain and India</i>. Gurgaon: The Academic Press. • Jangira, N.K. (2013). NCERT: The Mother of Inclusive Education, Regional Institute of Education NCERT, Ajmer. (Also available on Google search Jangira special education). • Julba, A. (2014) Teachers creating Inclusive classrooms: Issues and challenges – A research study • Kapoor, S. (2015). Index of Inclusive School Quality, Brotherhood, Delhi. • Kothari, R.G. and Mistry, H.S. (2011). <i>Problems of students and Teachers of the special schools – A study of Gujarat state</i>. Germany: VDM Publication. • Maitra, K. & Saxena, V. (ed) (2008) <i>Inclusion: Issues and Perspectives</i>, Kanishka. • Meadow, K.P. (1980). <i>Deafness and child development</i>. Berkley, C.A.: University of California Press. • Messily, K. (2012). <i>Confronting Marginalisation in Education: A Framework for Promoting inclusion</i>, Rutledge, London. • Mithu, A. and Michael, B. (2005). <i>Inclusive Education: From rhetoric to Reality</i>, New Delhi: Viva Books Pvt. Ltd. • NCERT (2006) Position Paper: National Focus Group on Education of Children with Special Needs, NCERT, New Delhi. • NCERT (2013) Training and Resource Material on Adolescence Education, New Delhi, available on www.aeparc.org • Oza, D. and Pandit, R. (2011). <i>Management of behavioural problems of children with mental retardation</i>. Germany: VDM publication. • Premavathy, V. and Geetha, T. (2006): <i>Integrated and Inclusive Education DSE (VI) Manual</i>: New Delhi, Krishana Publication. • Reed, M. (1984). <i>Educating Hearing Impaired Children</i>. Milton Keynes: Open University Press. • Sharma, P.L. (1988). <i>A Teacher's Handbook on Integrated Education of the Disabled</i>. New Delhi: NCERT. • Voluntary Health Association of India. <i>Disabled 'Village Children' – A Guide for Community Health Workers, Rehabilitation Workers, and Families</i>. • World Bank (2003) <i>Inclusive Education: Achieving Education for all including those with Disabilities and special Education Nee</i> Web Resources <ul style="list-style-type: none"> • IBE-UNESCO (2016). Training Tools for Curriculum Development - Reaching Out To All Learners: a resource pack for supporting Inclusive 		

- Education, Ibe.training@unesco.org, <http://www.ibe.unesco>
- Video on A World for Inclusion (2007) by UNESCO, directed by David Atrakchi, 20 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=213
 - Children with Disabilities (2012), by UNESCO, 23 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2758
 - Inclusive Education: Approaches, scope and Content (2008), by UNESCO, produced by International Bureau of education, 11 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3314
 - Inclusive Education: Learners and Teachers (2008), by UNESCO, produced by International Bureau of education, 14 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3316
 - Preparing Teachers in Asia-Pacific for Inclusive Education, (2012), by UNESCO, 3 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2030
 - Preparing teachers for inclusive education: Part 3 & 4, by UNESCO, produced by Lesotho, Ministry of Education, 21 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=418
 - Toward Inclusive schools - Special needs in the classroom, by UNESCO, directed by Mike Fowler, 6 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=488
 - Training Video: Special Needs in the Classroom, (1992), by UNESCO, directed by Mel Ainscow, 46 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=405
 - Including Children with Special Needs Primary Stage (2014), NCERT, http://www.ncert.nic.in/pdf_files/SpecialNeeds.pdf
 - Including Children with Special Needs Upper Primary Stage, (2015), NCERT, <http://www.ncert.nic.in/gpPDF/pdf/ticsnups101.pdf>
 - Julka, A. (2007) Meeting Special Needs in Schools: A Manual, NCERT, http://www.ncert.nic.in/html/pdf/inclusive_education/COVER.pdf
 - Position Paper National Focus Group on Education of Children with Special Needs, NCERT, http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf
 - Learning Curves, Inclusive education (2014), Azim Premji Foundation, <http://www.teachersofindia.org/en/periodicals/learning-curve-issue-xxiii>
 - An India for Everyone - A Path to Inclusive Development, A talk by Amarjeet Sinha, University Public Lecture Series, April 15, 2013, <http://www.azimpremjifoundation.org/video/india-everyone-path-inclusive-development>
 - Training Module for Resource Teachers for Disable Children, Module 1, Autism Spectrum Disorders, <http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%201%20Autism.pdf/view>
 - Module on Cerebral Palsy and Locomotor Impairment, <http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%205%20Cerebral%20Palsy.pdf/view>
 - Training Module on Multiple Disabilities, <http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/view>
 - Training Module on Deafblindness, <http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%202%20Deafblindness.pdf/view>
 - Training Module on Hearing Impairment, <http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%206%20Hearing%20Impairment.pdf/view>
 - Training Module on Mental Retardation, <http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%207%20MR.pdf/view>
 - Confluence Concept and Meaning of Inclusion (2006), <http://ssa.nic.in/inclusive-education/volumes-of-confluence/IED%20in%20SSA%20final%20news-1.pdf/view>
 - Effective teaching strategies for children with special needs, (2007),
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SEMESTER IV

Year	II	COURSE CODE -SOE020450C1012	Credit	2 (1Theory+ 1Practicum)
Semester	IV	CRITICAL UNDERSTANDING OF ICT	Marks	50(Theory+ Practicum)
<p>Essence of the Course</p> <p>The ultimate aim of teaching ICT in the discipline of Education is to disseminate the ICT skills across the disciplines and aspire for multiple trajectories of best practices as per needs of the special discipline. The constantly developing field of ICT will always need exploration of new technological advancements in the context of teaching-learning. This course aims to give an understanding of ICT and its potentials in changing social contexts. It will give a broad understanding of ICT that include computing and communication technologies. The students will be able to use basic office automation.</p> <p>Software and other utilities for supporting teaching-learning. An important aspect of this course is to give a sense of responsibility that comes with the technological advancements. They have to understand their role and responsibility as a user is not disconnected with their wider social roles. The choices as personal as preferring a software or a website over the other do have social and economic implications. Using technology in a classroom is an important skill for learning teachers towards ICT enabled education. This course focuses on equipping the student teachers with</p> <ol style="list-style-type: none"> 1. a social perspective on the implications of ICT for larger society. 2. skills of basic computer literacy and ICT-aided learning; and 3. skills of applications of ICT in administrative and academic support systems. 				
Objectives	<p>The student teacher will be able to:</p> <ul style="list-style-type: none"> • Understand the social, economic, security and ethical issues associated with the use of ICT. • Identify the policy concerns for ICT. • Describe a computer system. • Operate the Windows and/or Linux operating systems. • Use Word processing, Spread sheets and Presentation software. • Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools. • Operate on Internet with safety. • Elucidate the application of ICT for Teaching Learning. • Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups. 			

	<ul style="list-style-type: none">• Access on line course materials – MOOC and other platforms.	
Course Content / Syllabus		
Unit 1	Digital Technology and Socio-economic Context	
	<ul style="list-style-type: none">• Concepts of information and communication technology; Universal access VS Digital Divide – issues and initiatives;• Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project;• Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyan Vani, Sakshat Portal, e-GyanKosh; Virtual laboratory and Haptic technology.	
Unit 2	MS office	
	<ul style="list-style-type: none">• MS Word• MS Power Point• MS Excel• MS Excess• MS Publishing	
Unit 3	Internet and Educational Resources	
	<ul style="list-style-type: none">• Introduction to Internet;• E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode;• Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics.• General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs);• Social networking.	
Unit 4	<ul style="list-style-type: none">• Techno-Pedagogic Skills• Media Message Compatibility• Contiguity of Various Message Forms	

	<ul style="list-style-type: none"> • Message Credibility & Media Fidelity • Message Currency, Communication Speed & Control • Sender-Message-Medium-Receiver Correspondence 	
Transactional strategies	<p>Unit 1:</p> <ul style="list-style-type: none"> i) Discussion on various ICT related issues ii) Interaction with ICT software and hardware specialist <p>Unit 2:</p> <ul style="list-style-type: none"> i) Hands on experience in desktop or PC ii) Discussion on various MS Office iii) Development of teaching learning resources using MS office. <p>Unit 3:</p> <ul style="list-style-type: none"> i) Hands on experiences in developing e-content ii) Developing an electronic portfolio iii) Reading promotion of various related materials iv) Web designing by involving experts <p>Unit 4:</p> <ul style="list-style-type: none"> i) Demonstration ii) Group work iii) Web surfing 	
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Installation of Operating systems, Windows, installation of essential Software and Utilities. • Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs. • Develop a report on preparing a lesson plan on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, figures(data), graphics, explanation and logic of the topic. • Teaching with a multimedia e-content developed by the student. 	

	* In addition, school and community based activities may be organized.	
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Evaluation Strategies

The evaluation will be done through practical/ assessment of ability to develop and design software's for selected contents.

Suggested Readings

- Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.
- Brian K. Williams, Stacey Sawyer (2005). Using Information Technology, 6th Edition Tata McGraw Hill, Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy (1997).
- Information Technology: The Breaking Wave, Tata McGraw Hill.
- Douglas Comer (2007). The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,
- DSERT Karnataka (2012). Position paper on ICT mediation in education. DSERT.
- Information and Communication Technologies in School: A Handbook for Teachers or How ICT Can Create New, Open Learning Environments.
- MHRD, GOI (2004 revised 2010) National ICTC Schools Scheme, Development of education and Literact. MHRD, New Delhi
- MHRD (2012). National policy on information and communication technology (ICT) in school education. MHRD, Government of India.
- Castells, M. (2011). The rise of the network society: The information age: Economy, society, and culture (Vol. I, II and III). John Wiley and Sons.
- National Mission in Education through ICT www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf
- NCERT (2013) National Repository of Open Educational Resources, CIET, New Delhi (nroer.gov.in)
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- Expanding Mobile Learning, 2013, UNESCO, [Nil Viasnoff](http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2999) (interviewer), 2 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2999
- How ICT can Support Teacher Training. 2014, UNESCO, [Asha Kanwar](http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3722) (speaker) 5 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3722 and video
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- Internet privacy and freedom of expression (2012) <http://unesdoc.unesco.org/images/0021/002182/218273e.pdf>
- Educational Multimedia: A Handbook for Teacher-Developers (2003), cemca.org.in/ckfinder/userfiles/files/EdMul_Full.pdf
- EXCEL TUTORIAL, <http://www.excel-easy.com/>
- TONY BATES, Teaching in a Digital Age, <http://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=221>
- www.ictcurriculum.gov.in

SEMESTER-IV

Year	II	COURSE CODE -SOE020451C1012	Credit	2 (1Theory+1 Practicum)
Semester	IV	UNDERSTANDING THE SELF: YOGA EDUCATION	Marks	50 (Theory+ Practicum)
Essence of the Course <p>This course focuses on the development of linguistic and communicative competencies of student teachers in a multicultural and multilingual environment. It is designed keeping in mind different language development of student teachers and which will have an impact on classroom interaction. It emphasises on how language skills like listening, speaking, reading and writing play an important role in various subjects across the curriculum. Most of us are neither aware of our strengths nor weaknesses. The focus of the present course is on understanding the self-physical, mental, emotional and spiritual. The course culminates into realization of the universal self. Various PROCESSES for understanding the self-have also been specified.</p>				
Objectives		<p>After completion of the course Understanding the Self, student teachers will be able to:</p> <ul style="list-style-type: none"> • identify their own potential and 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 and 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 <p>After completion of the course Yoga Education, student teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning and importance of self-concept and self-esteem. • Be aware of different factors related to self-concepts and self-esteem. Record a brief history of development of yoga through the ages. Discuss how yoga and yoga practices are important for healthy living. • Explain some important principles of yoga. • Explain the different limbs of Astanga yoga.State the different types of yoga. • Derive how Hatha yoga and Astanga yoga are complementary to each other. • Name the satkarma and describe their use in cleansing the body and the mind. • Demonstrate some important asanas, and pranayama. 		

Course Content / Syllabus	
Unit 1	Knowing one's True Potential
	<ul style="list-style-type: none"> • Concept of Self and Self Identity, Self-Esteem, Aspects of Development of the Inner Self, Self-Development Strategies • Personality: Determining a Distinctive Personality, Dynamic Approaches to Personality • Forms of self-expression: Personal constructs, Social Constructs • Communication Skills, Soft skills • Self and Identity: Adult-Child gaps
Unit 2	Peace, Progress and Harmony
	<ul style="list-style-type: none"> • Locus of control • Stress Management and Techniques of Relaxation • Social Interaction and Group Influence (Social Bonds, Group Formation , Cooperation & Competition) • Methods of Conflict Resolutions and Group & Social Harmony
Unit 3	Introduction to Yoga and Yogic Practices
	<ul style="list-style-type: none"> • Yoga: meaning and initiation • History of development of yoga • Historicity of yoga as a discipline • The streams of Yoga • Classification of yoga and yogic texts • The schools of Yoga: Raja Yoga and Hatha Yoga • Understanding astanga Yoga of Patanjali • Yoga and Education
Unit 4	Yoga and Health
	<ul style="list-style-type: none"> • Need and principles of yogic practices for healthy living • Role of mind in positive health as per ancient yogic literature • Concept of health, healing and disease: yogic perspectives

	<ul style="list-style-type: none"> • Integrated approach of yoga for management of health • Stress management through yoga and yogic dietary considerations • Yoga for Peace and Harmony, Breathing exercises, Meditation.
Transactional Strategies	<p>Unit 1: Lecture, discussion, PowerPoint presentations, use MOOCs and e-platforms.</p> <p>Unit 2: Lecture, discussions, language games in pedagogy of school studies, use of audio and video materials.</p> <p>Unit 3: Lecture cum discussion</p> <ol style="list-style-type: none"> Review of various literature available on yoga Demonstration of yogic practices Providing reading material to students <p>Unit 4: Group discussion and presentation</p> <ol style="list-style-type: none"> Review of various ancient literature and discuss with pupil teacher and Encourage them to find out practice yogic activities.
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Write a self-reflective journal (approx.600-800 words). • Elaborate your own values towards self and society. • Report on stress management techniques. • Any other project/assignment given by the institution <p>Suggestive List:</p> <ul style="list-style-type: none"> • General guidelines for performance of the practice of yoga for the beginners <ul style="list-style-type: none"> • Guidelines for the practice of <i>kriyas</i> • Guidelines for the practice of <i>āsanas</i> • Guidelines for the practice of <i>prāṇāyāma</i> • Guidelines for the practice of <i>kriya yoga</i> • Guidelines for the practice of <i>meditation</i> • Select yoga practices for persons of average health for practical yoga sessions <ul style="list-style-type: none"> • Supine position • Prone position • Sitting position • Standing position

	<ul style="list-style-type: none"> • Kriyas • Mudras • Prānāyāmas <p>* In addition, school and community based activities may be organised.</p>
<p>Evaluation Strategies:</p> <p>Unit 1: Unit tests, sessional work, assignments.</p> <p>Unit 2: Unit tests, practicum, assignments, sessional work.</p> <p>Unit 3 The evaluation will be done through practicals/ assessment of ability to develop.</p> <p>Unit 4 Design softwares for selected contents.</p>	
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Goel, B. S. (1988). Psycho-Analysis and Meditation, Third Eye Foundation of India, Sonapat, Haryana. • Snyder, C.R. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Sage Publishers. • Topichik, G.S. (2008). Managing Workplace Negativity, PHI, Delhi. • Kaul, H.K. (2013). Yoga Asana for Everyone. Surjeet Publishers. • Hadfield, J. A. (1983). Psychology and Morals, Methuen & Co. London. • Charles, K. and Arul, V. (2015). Peace and Value Education, Selvi Publishers. • Feldonan, R.S. (2009). Essentials of Understanding Psychology Seventh Edition, Tata McGraw Hill, New Delhi. • Kubalker, R. (2015). Know your Stress-Manage Your Stress, Neel Kamal Publishers. • Sheorron, B. (2008). The Presentation Skills Workshop, Prentice Hall of India, New Delhi. • Steve, D. (2012). The Basics of Communication: A relational Perspective Sage Publishers • Adair, J. and Allen, M. (1999). <i>Time Management and Personal Development</i>. London: Hawksmere. • NCERT (2015). Yoga: A Healthy Way of Living Upper Primary Stage, New Delhi (Also available in Hindi) • NCERT (2015). Yoga: A Healthy Way of Living Secondary Stage, New Delhi. (Also available in Hindi) • Rohrer, J. (2002). <i>ABC of Awareness</i>. Oberurnen: UTD Media. • Simanowitz, V. and Pearce, P. (2003). <i>Personality Development</i>. Beckshire: Open University Press. • Stevens, N. (2008). <i>Learning to Coach</i>. United Kingdom: How to books. 	

SEMESTER IV

Year	II	COURSE CODE -SOE020452C1012 ENVIRONMENTAL EDUCATION	Credit	2 (1Theory+1 Practicum)
Semester	IV		Marks	50 (Theory+ Practicum)
Essence of the Course				
This course covers understanding of the nature of the environment and various factors coming in the way of environment preservation. Education has to play a major role in preserving the environment and making people aware of various means of presenting environmental pollution and sustainable development. Emphasis is also given to school climate, school cleanliness, personal hygiene in relation to Swachh Bharat and healthy living.				
Objectives	The student-teacher will be able to: <ul style="list-style-type: none">• Develop awareness and concern for environmental issues and sustainable development.• Acquaint with the concept, objectives and importance of Environmental Education (EE).• Introduce multi-disciplinary approach to environmental problems.• Acquaint how to design, develop and implement strategies for Environmental Education (EE).• Acquaint with the different methods and techniques of teaching Environmental Education (EE).• Undertake practical activities for school cleanliness, neighbourhood cleanliness drive, and healthy personal hygiene in relation to Swachh Bharat and healthy living. (These activities would have been observed and practiced during the 16-week Internship in schools)• Inculcate environment friendly values through EE.			
Course Content / Syllabus				
Unit 1	Meaning and Concepts			
	<ul style="list-style-type: none">• Meaning as evident from Indian literature and contemporary texts.• Definition.• Objectives• Importance of EE with special reference to Indian view of life and sustainable development• Sustainable Development Goals.			
Unit 2	Basic Environmental Concepts			

	<ul style="list-style-type: none"> • Ecosystem • Inter-relationship • Factors affecting environment, population, air, water, soil, noise <ul style="list-style-type: none"> ✓ Acid rain ✓ Greenhouse effect ✓ Soil erosion ✓ Energy crisis ✓ Environment and sustainable development <ul style="list-style-type: none"> • Role of mass media and technology in developing awareness about environmental problems and its prevention. • Role of NGO and governmental organizations in developing EE. • Role of Education 	
Unit 3	Curriculum for EE	
	<ul style="list-style-type: none"> • Designing, developing strategies for EE Curriculum • Evaluation of EE resources materials 	
Unit 4	Methods and Techniques of Teaching EE	
	<ul style="list-style-type: none"> • Field trips • Role play • Poster presentation • Quiz • Debate • Projects • Swachh Bharat Abhiyan sustainability 	
Unit 5	Value Development through EE as in Indian View of Life	
	<ul style="list-style-type: none"> • Practical work in relation to school cleanliness and neighbourhood watch. • Text book evaluation for contents on environment and cleanliness. • Field trip on environmental degradation, and school and neighbourhood cleanliness. • Visit to nature park, industry polluted areas, etc. 	
Transactional	Unit 1:	

Strategies	<ul style="list-style-type: none"> • Lecture cum discussion on concept and objectives. • Preparation of chart on Sustainable Development and discussion on the SDGs. <p>Unit 2:</p> <ul style="list-style-type: none"> • Organization of debates quiz on issues related to factors of and impact on Environmental Pollution. • Role plays, drama, street plays can be organized showing the impact of environmental pollution on health. • Use of various films related to environmental pollution. • Visit to field realities for environmental degradation, and school and neighbourhood cleanliness. • Sharing experiences of various Govt and NGOs. • Posters on various issues. • Film on environmental and related issues. • Case studies related to environmental pollution in local areas in the vicinity of school and also steps taken. <p>Unit 3:</p> <ul style="list-style-type: none"> • Review of existing EE curriculum. • Evaluation of existing materials prepared of reports and discussion. <p>Unit 4:</p> <ul style="list-style-type: none"> • Lecture cum Discussion. • Demonstration. • Use of videos on various Transaction Method.
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Study sustainable development initiative in the country. • Visits to polluted sites and preparation of report. • Interviewing people and reporting the inconveniences due to any of the environmental problems. • To study innovations done by to improve the environment of that area. • To study the implementation of Environmental Education Programmes in schools/stated country. • To prepare models and exhibits for general awareness of public regarding environmental hazards. • To prepare a programme for environmental awareness and school cleanliness, and to conduct the same with school children. • To visit industries and study alternative strategies of Environmental pollution management. • To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy. To prepare quizzes and games on environmental issues. • Organise Swachh Bharat Abhiyan as sustainable activity.

	<ul style="list-style-type: none"> • To study the contribution of NGOs in improving the environment of the city. Classroom. • Prepare posters/chart on Sustainable Development Goals. <p>* In addition, school and community based activities may be organised.</p>	
Evaluation Strategies <ol style="list-style-type: none"> 1. Assignments/sessional work. 2. Unit tests. 3. Portfolio assessment of exhibits, model of charts prepared by student teachers. 4. Seminar presentations followed by group discussion. 		
Suggested Readings <ul style="list-style-type: none"> • Trivedi, M.M. and Pathak, Y.P. (1994). <i>ManavaneParyavaran: BhaugolicParipekshma</i>, UniversitygranthNirman. Board Publication, Ahmedabad, Gujarat. • Garg, B. and Tiwana (1995). <i>Environmental Pollution and Protection</i>. New Delhi: Deep & Deep Publication. • Sharma, R.C. (1981). <i>Environmental Education</i>. New Delhi: Metropolitan Publication. • UNESCO, Environmental Education in the light of the Tbilisi Conference, UNESCO. • NCERT (2009), <i>Project Book in Environmental Education from Class I-X</i>. New Delhi: NCERT. • NCERT (2004), <i>Environmental Education in Schools</i>. New Delhi: NCERT. Web Resources <ul style="list-style-type: none"> • Towards a Green School on Education for Sustainable Development for Elementary Schools, 2015, NCERT http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Towards%20A%20green%20School.pdf • Swachh Bharat SwachhVidyalaya: A National Mission, Clean India: Clean Schools A Handbook, MHRD, http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Eng_Swachch-Bharat-Swachch-Vidhalaya.pdf 		

SEMESTER IV

Year	II	COURSE CODE -SOE020453DCEC1012 EDUCATIONAL ADMINISTRATION AND MANAGEMENT	Credit	2 (1Theory+1 Practicum)	
Semester	IV		Marks	50(Theory+ Practicum)	
Essence of the Course This course covers the nature of the educational administration and management. Education has to play a major role in preparing the youth as an educational administrative and making people aware of various functions of educational administration and management. Emphasis is also given to school management, school organization and school educational administration in India.					
Objectives		The student-teacher will be able to: <ul style="list-style-type: none">• Acquaint with the concept, objectives and importance of educational administration in India.• Understand various functions of educational administration and management.• Develop some leadership qualities in themselves.• Understand educational administration in India at local, state and central level.• Undertake practical participation in school activities as administrative and managerial work. (These activities would have been observed and practiced during the 16-week Internship in schools)• Inculcate friendly environment through proper functioning of educational administration and management.			
Course Content / Syllabus					
Unit 1		Meaning and Concepts Educational Administration			
		<ul style="list-style-type: none">• Concept, Scope, Principles of Educational Administration• Educational Administration Approaches and Emerging Trends• Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.			
Unit 2		Meaning and Concepts Educational Management			
		<ul style="list-style-type: none">• Concept, Needs, Objectives and Scope of Educational Management.• Approaches and Principles of Educational Management.• Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing,			

	Directing and Controlling in School Management & Administration. <ul style="list-style-type: none">• Role of mass media and technology in developing awareness about environmental problems and its prevention.	
Unit 3	Educational Administrative Bodies in India at State & Local Level : Role & Functions	
	<ul style="list-style-type: none">• State Bodies: State Council of Educational Research & Training (SCERT),• State Institute of Education Technology (SIET),• District Institute of Education& Training (DIET),• Institute of Advance Studies in Education(IASE) Local Bodies: Municipal Councils/Corporation, Zilla Parishads, Panchayats.	
Unit 4	Methods and Techniques of Teaching Educational Administration and Management	
	<ul style="list-style-type: none">• Field trips• Role play• Poster presentation• Quiz• Debate• Projects	
Unit 5	Value Development through Educational Administration and Management	
	<ul style="list-style-type: none">• Practical work in relation to school organization.• Text book evaluation for contents on educational administration and management.• Field trip in educational institutions.• Visit to SCERT, DIET, Municipal Councils/Corporation, Zilla Parishads, Panchayats etc.	
Transactional Strategies	Unit 1: <ul style="list-style-type: none">ii. Lecture cum discussion on concept and objectives.iii. Preparation of chart on Educational Administration and Management and discussion on the EAMs. Unit 2: <ul style="list-style-type: none">iv. Organization of debates quiz on issues related to Educational Administration and Management.v. Role plays, drama, street plays can be organized showing the impact of Educational Administration and Management.	

	<ul style="list-style-type: none"> vi. Visit to field realities to know the role and functions of Headmaster/ Principal/ Teacher . vii. Sharing experiences of educational administrative. viii. Posters on various issues. ix. Film on educational management and related issues. <p>Unit 3:</p> <ul style="list-style-type: none"> ii. Review of existing role & functions of educational administrative bodies. iii. Evaluation of existing materials prepared of reports and discussion. <p>Unit 4:</p> <ul style="list-style-type: none"> iv. Lecture cum Discussion. v. Demonstration. vi. Use of videos on various Transaction Method. 	
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Study educational administration and management in the country. • Visits to educational institutions and preparation of report. • Interviewing people and reporting the inconveniences due to any of the administrative and managerial problems. • To understand the role and function of educational administrative in schools. • To prepare models and exhibits for general awareness of public regarding role and functions of educational administration and management. • To prepare a programme for participation in school administrative work. • To visit educational institutions and study alternative strategies for administrative and managerial problems. • To prepare quizzes and games on educational administration and management. • Organise some activities in school/college. • To study the contribution of educational administrative bodies in improving the education system . • Prepare posters/chart on educational administration and management. <p>* In addition, school and community based activities may be organised.</p>	
<p>Evaluation Strategies</p> <ol style="list-style-type: none"> 1. Assignments/sessional work. 2. Unit tests. 		

3. Portfolio assessment of exhibits, model of charts prepared by student teachers.
4. Seminar presentations followed by group discussion.

Suggested Readings

- Bush T., L. B. (2003). The Principles and Practice of Educational Management, (Edited,Ed.) New Delhi: Sage Publications.
- Bush, T. (2013). Educational Management, Administration & leadership. New Delhi: Sage Publications.
- Chauhan,S.(2012). Educational Management, New Delhi: Pearson Publication.
- Harigopal, K. (2001). Management of Organizational Change, New Delhi: Response Books.
- Luthans, F. (2005). Organisational Behaviour, New York: McGraw – Hills Inc.
- Lunenburg,F.C. & Orenstein, A.C.(2012).Educational Administration- Concept & Practices, USA: Wadsworth, Cengage Learning Solutions, Canada.
- McCaffery, P. (2004). The Higher Education Manager's Handbook, New York and Canada: Routledge.
- Nangia, S.B.(2009). Educational Administration, New Delhi: APH Publishing Corporation Publishing House.
- Owens, R.C. (2001). Organizational Behaviour in Education, Boston: Allyn and Bacon.
- Prasad, A. (2007). University Education Administration and the Law, New Delhi: Deep& Deep Publications.
- Punia,V. (2004).Managerial Skills in Educational Administration, New Delhi: Deep& Deep Publications Pvt. Ltd.
- Rita, S. (2004). Assessment and Accreditation in Higher Education. New Delhi: Association of Indian Univesities.
- Sayeed, O. B. and Pareek, U. (2000). Actualizing Managerial Roles. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). Educational Administration Policy, Planning and Survey. New Delhi: Kunal Books.
- Sharma, R. A. (2009). Educational Administration &Management. Meerut: R Lal Book Depot.
- Sindhu, I.S.(2012).Educational Administration & Management. New Delhi: Pearson Publications

SEMESTER IV

Year	II	COURSE CODE -SOE020454DCEC1012 LIFE SKILL EDUCATION	Credit	2(1Theory+ 1Practicum)
Semester	IV		Marks	50 (Theory+ Practicum)
Essence of the Course				
This course aims at developing theoretical as well practical foundations of life skill education. The present course covers topic intended to promote personal, social and emotional well-being of the learners.				
Objectives	After completing this course, the student-teachers will be able to: <ul style="list-style-type: none">• Provide orientation in life skills.• Understand the theoretical foundations of Life Skills Education .• Understand training methodologies and be able to apply Life Skills in various spheres of life .• Develop himself/herself as professionals in Life Skills Education and contribute in the area of Life Skills Education.• foster the spirit of social responsibility among students and enhance social and emotional well being			
Course Content / Syllabus				
Unit 1	Introduction			
	<ul style="list-style-type: none">• Life Skills: Concept, need and importance of Life Skills.• Life Skills Education: Concept, need and importance of Life Skills Education for teachers.• Livelihood Skills, Survival Skills and Life Skills• Core Life Skills prescribed by World Health Organization.• The Four Pillars of Education:<ul style="list-style-type: none">❖ Learning to Know❖ Learning to Do❖ Learning to Live Together❖ Learning to Be			
Unit 2	Core Life Skills (I)			

	<ul style="list-style-type: none"> • Skills of Self awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process, learning to live together with other living beings. acceptance of diversity in perspectives of different societies and cultures. Acceptance and importance of all living being as along ecological and psychological social structures. • Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching and Integration with the teaching learning process. • Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process 	
Unit 3	Core Life Skills (II)	
	<ul style="list-style-type: none"> • Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process. . • Skills of Problem Solving and Decision making: Concept and importance, Integration within the teaching - learning process. . • Skill of Effective Communication: Concept and importance, Integration within the teaching learning process • Coping with Stress - Definition, Stressors - Sources of Stress - The General Adaptive Syndrome Model of Stress 	
Transactional Strategies	<p>Unit 1: Lecture cum discussion Review of ivarious literature available on Life skills</p> <p>Unit 2: i) Providing reading material to students ii) Encourage them to practice core life skills in daily life.</p> <p>Unit 3: ii) Group discussion and presentation iii) Review and discuss literature available on life skills with pupil teacher</p>	
Practicum	<p>Suggestive List:</p> <p>The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with respect to the dynamics of the same. .</p> <p>The Core Life Skills will also be demonstrated through role plays on diverse issues in the form of workshops.</p> <p>The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in</p>	

	<p>schools during their field engagement.</p> <p>Human animal interface: Case of study of a domestic/institutional animal/with human being.</p> <p>* In addition, school and community based activities may be organised.</p>	
<p>Evaluation Strategies</p> <p>The evaluation will be done through unit test , quizzes etc.</p>		
<p>Suggested Readings</p> <ul style="list-style-type: none"> • A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf · • Life Skills Based Education. (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life_skills-based_education • Life Skills Based Education CCE. (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life_skills_cce.pdf · • Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from: http://www.nied.edu.na/publications • Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris. • Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi.2 National Institute of Youth Development, Tamil Nadu. Page 8 of 62 UNESCO (1997). • Adult Education: The Hamburg Declaration, UNESCO, Paris..3 UNESCO (2005). • Quality Education and Life Skills: Darkar Goals, UNESCO, Paris..4 WHO (1999). • Partners in Life Skills Education: Conclusions from a United Nations.5 Inter-Agency Meeting, WHO, Geneva. • Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv.6 Gandhi National Institute of Youth Development, Tamil Nadu. 		

SEMESTER-IV

Year	II	COURSE CODE -SOE020455DCEC1012 GUIDANCE & COUNSELLING	Credit	2(1Theory+ 1 Practicum)
Semester	IV		Marks	50 (Theory+ Practicum)
Essence of the Course				
This course aims at providing students with basic understanding of guidance and counselling. This course covers topic aims at equipping student-teachers with the capability of drawing out the true potentials of the learners. This course will help student- teachers understand the basic concept and procedure of counselling which in turn helps them identify the problem areas affecting learner’s understanding of concepts and modified their instructions accordingly.				
Objectives	After completion of the course, student teachers will be able to: <ul style="list-style-type: none">Understand the concept and importance of guidanceUnderstand the concept and importance of counselling.Understand the principles , issues , problems & procedures of guidance & counsellingUnderstand the concept of testing in guidance & counselling.Select appropriate test to identify the problem and strength areas of the learners.			
Course Content / Syllabus				
Unit 1	Fundamentals of Guidance			
	<ul style="list-style-type: none">Guidance: Concept, Need & Importance.Principles of GuidanceSteps involved in GuidancePersonal, Educational & Vocational Guidance			
Unit 2	Basics of Counselling			
	<ul style="list-style-type: none">Counselling : Concept, Need & ImportanceCounselling ProcessDirective, Non-directive & Eclectic CounsellingIndividual & Group Counselling			

Unit 3	Psychological Testing in Guidance & Counselling	
	<ul style="list-style-type: none"> • Use of Tests in guidance & counselling: Intelligence Tests & Creativity Tests • Achievement Test, Aptitude Tests & Personality Assessment. • Communication of test results. 	
Transactional Strategies	<p>Unit 1: Lecture, discussion, PowerPoint presentations, use MOOCs and e-platforms.</p> <p>Unit 2: Lecture, discussions, presentation of case study of students in need of counselling..</p> <p>Unit 3: Lecture, Assignment. Conduct of Psychological Tests</p>	
Practicum	<p>Suggestive List:</p> <ul style="list-style-type: none"> • Case study of an adolescents and preparation of reports • Elaborate your own values towards self and society. • Report on stress management techniques. • Any other project/assignment given by the institution 	
<p>Evaluation Strategies: Unit 1:Unit tests, sessional work, assignments. Unit 2:Unit tests, practicum, assignments, sessional work. Unit 3:Unit tests, practicum, assignments, sessional work.</p>		
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Goel, B. S. (1988). Psycho-Analysis and Meditation, Third Eye Foundation of India, Sonapat, Haryana. • Snyder, C.R. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Sage Publishers. • Topichik, G.S. (2008). Managing Workplace Negativity, PHI, Delhi. • Kaul, H.K. (2013). Yoga Asana for Everyone. Surjeet Publishers. • Hadfield, J. A. (1983). Psychology and Morals, Methuen & Co. London. • Charles, K. and Arul, V. (2015). Peace and Value Education, Selvi Publishers. • Feldonan, R.S. (2009). Essentials of Understanding Psychology Seventh Edition, Tata Mc Graw Hill, New Delhi. • Kubalker, R. (2015). Know your Stress-Manage Your Stress, Neel Kamal Publishers. • Sheorron, B. (2008). The Presentation Skills Workshop, Prentice Hall of India, New Delhi. • Steve, D. (2012). The Basics of Communication: A relational Perspective Sage Publishers 		

SEMESTER-IV

Year	II	COURSE CODE -SOE020456DCEC1012 HEALTH AND PHYSICAL EDUCATION	Credit	2 (1Theory+ 1Practicum)
Semester	IV		Marks	50(Theory+ Practicum)
Essence of the Course: This subject area adopt a holistic definition of health within which physical education contribute to the physical, social, emotional and mental aspects of health, there are many opportunities for cross curricular learning and integration in other subject area like science social science and languages also. This subject focuses on applied learning and therefore , innovative approaches need to be adopted for transaction of this area.				
OBJECTIVES	The course will enable the student teachers to <ul style="list-style-type: none">• Understand the concept of holistic healt , its various dimensions and determinants.• Develop positive attitude towards health physical education• Understand various policies and programmers related to health & physical education.• Help them to understand the process of assessment of health and physical fitness.			
Course Content / Syllabus				
UNIT&1	Health Education			
	<ul style="list-style-type: none">• Concept of Health Education, importance, dimension and determinants of health; health needs of children and adolescents, including differently- abled children.• Understanding of the body system-skeleton, muscular. Respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases- its causes, prevention and cure, immunization and first aid.• Impact of physical activities, games, sport on different body system.			

UNIT& 2	Health Related Issues and their Solution
	<ul style="list-style-type: none"> • Communicable and non communicable diseases; Reproductive and sexual health, hygiene, RTI,STI,HIV/AIDS, responsible sexual behavior, measures to prevent diseases transmission; Harmful effects of self-medication and patients rights. • Food and nutrition, food habits, timing of food, nutrients and their functions, seasonal food and festivals, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.
UNIT-3	Physical Education
	<ul style="list-style-type: none"> • Physical fitness, strength endurance and flexibility, its components, sports skill, indigenous and self-defense activities. • Development of physical fitness; postures; importance of relaxation, fitness tests, Resources and services for games and sports and health.
UNIT-4	Importance of Games and Sports
	<ul style="list-style-type: none"> • Games and sports- Athletics (general physical fitness exercises) games (lead-up game, relays and major game) rhythmic activities, gymnastics and their impact on health. • Fundamentals skill of games and sports: sports for recreation and competition, rules and regulations of sports, sports ethics, sports awards and scholarship, sports-person ship. • Role of institutions (school and family) health services, policies and major health and physical education education-related programmes, blood banks, role of media.
Practicum	<ul style="list-style-type: none"> • Activities for development of physical fitness,i.e. strength, speed, endurance, flexibility and body composition (fundamental sports skills) Basics of track and field (100 mts,200mts, long jump, shot put, 450mts relay)Gymnastics; • Any two team games (Kabaddi, kho-kho, Basket ball cricket, hockey, Volleyball and Football) or individual game.

	<ul style="list-style-type: none"> • Organization of games and sport tournament.
Transactional Strategies	<p>The following methods may be adopted :</p> <p>Interactive discussion, group-work, sharing of experiences, organizing various activities, analyzing various topics by using chart, photographs and other materials on aspects of health-related issues.</p> <p>Organizing school health check ups, referral, practical classes for first aid.</p> <p>Project and assignments for individual learner as well as for group work and their record of activities.</p>
Evaluation Strategies	<p>Unit 1: To be evaluated through one or more techniques such as unit test; essay writing on some topics using MOOCs or e-platforms and quizzes.</p> <p>Unit 2: Quizzes, essays on one or more topics / factors, case study paper on some factors, analytical study papers on material available on e-platforms of some of the factors listed in the unit and debates on selected teams.</p> <p>Unit 3: Unit tests, quizzes, analytical study paper by study of materials available on MOOCs, e-platforms.</p> <p>Unit 4: Unit tests, quizzes, short essays on different issues with use of Library, e-platforms and MOOCs.</p>
Suggested Readings	<ul style="list-style-type: none"> • Bette J; Logsdon & Others.1977.” Physical Education for Children: A Focus on the teaching Process” Lea & Febiger, Philadelphia. • Jack H. Wilmore, David L. Costill, W, Larry Kenney.2011.5th edition. “Physiology of Sports and Exercise”, Human Kinetics Publication. • John E, Nixon, Ann E. Jewett.1980. “An Introduction to Physical Education, Thomson Learning 9th edition London.

GENERAL ELECTIVE COURSE

Year	I	COURSE CODE -SOE020158GEC3014 ART IN EDUCATION	Credit	2+2 (Theory + Practicum)
Semester	I		Marks	100 (Theory + Practicum)
Objectives	After completion of the course, student teachers will be able to:			
	<ul style="list-style-type: none">• Understand the concept of art and its importance in daily life and education• Acquire skills for integrating different art forms across school curriculum for better learning and development.• Explore how art can enhance learning.• Develop the artistic and aesthetic sensibilities among students to enable them to respond to the beauty in different art forms.• Develop imagination and sense of art and creative interest in art in teaching learning process.• Recognize the role of drama as education in the elementary school and will learn about the different dance styles driven in India.• Get acquainted with various local, national and international art forms in which he/she can train the future students.• Present and describe their art work in a creative and expressive manner.			
Course Content/Syllabus				
Unit I	Concept of Art and Education			
	<ul style="list-style-type: none">• Concept of Art, and meaning of Visual Communication.• Elements of Art.• Importance of colours in life.• Art in daily life,• Art in Education.• How to prepare Art Syllabus for Art Classes.			
Unit II	Methods and Materials of Art			

	<ul style="list-style-type: none"> • How to teach Still-Life/Object Drawing: Medium-Pencil, Pen, Water Colour, Oil Colour, PestalColour. • How to teach Land- Scape drawing/ Painting: Contents- Sky, Mountains, Huts, River, Tree, Water and Birds etc. • How to teach Poster-Making. • How to teach Portrait Painting. • How to teach Painting Glass Painting • Workshop.
Unit III	Aesthetic Sense and Nature
	<ul style="list-style-type: none"> • Importance of Aesthetic sense in human life. • Transformation of art and Aesthetic sense through Education. • Meaning of Folk Arts. • Making of Rangoli: Alpana and Aripa
Unit IV	Painting & Crafting
	<ul style="list-style-type: none"> • Making Show-Pieces by Paper-cutting and folding. • Best out of the Waste. • Representational Drawing and Painting from Nature - Birds, Animals, Flowers, and Fruits etc. • Collage-Making: Paper-Collage by tearing, cutting and pasting of various kinds of coloured papers, Magazines, pictures and prints etc. • Folk Arts: Madhubani, Warli. • Workshop.
Suggested Readings	<ul style="list-style-type: none"> • Prasad Devi (1998), Art as the basis of Education, New Delhi: NBT. • Khanna S. joy of making Indian toys popular science. New Delhi: NBT. • NCERT (2006) Position paper national focus group on Arts. Music, Dance and theatre. New Delhi: NCERT. • Jaswani K. K., Teaching and appreciation of art in school. • Jaswani K. K., Art in Education Atma Ram and sons, Delhi.1966. • CCRT official website. • Vatsyayan, kapila classical India Dance in literature and the Arts. New Delhi: Sangeetnatak Akademiseconded 1977. • Singh Chitrlekha, Drama and Art in Education: Publisher Shri Vinod PustakMandir, Raghaw Marg Agra-2.

	<ul style="list-style-type: none"> • Chetan Bharti, Drama and Art in Education, Kalyani Publishers. • Raw K. Ravikant and P. Ananad Kumar; Drama and Art in Education. • Kaur Jas Raj and Satish kumar Pandey: Publisher R. lall, Drama and Art in Education. • Sharma R.P. and Mrs. R.K. Sharma: Drama and Art in Education, RadhaPrakashanMandir, sector 8 Central karagar, Agra. • TripathiDipti and kulkshreshthManeesha: Drama and Art in Education, Publisher-RajsthanPrakashanMandir. • SaxenaAvnish and SirthSushil: Drama, Art and Aesthetics in Education, Publisher-RakhiPrakashan Raman Tower, Sanjay place Agra-2. • Chauhan Rita: drama, Art and Education, Agrawal Publications, Sanjay Place Agra-2. • Sharma R. P., Sharma R. K., Drama and Art in Education, Radhaprakashanmandir. • Kumar Rajender, Drama and art in education, Jain PrakashanMandir. • Roy Reeta, Perfect Art Education(2017), Arya Publisher Company. • ChandokAmargeet, Art and Education(2016), Bookman, Delhi. • Jain Ritu, Art Education(2016), Bookman, Delhi. • ChaturvediSnehlata, Art Education(2016),Bookman, Delhi. • Sharma Sudhir, Singh Kuljeet, Art Education (2016) Bookman, Delhi.
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Semester-I

Year	I	General Elective Course Course Code: SOE020157GEC3014 VALUE BASED EDUCATION	Credit	4
Semester	I		Marks	100 (Theory 70 +sessional 30)
Essence of the Course				
The five basic / core human values are Truth, Righteous conduct, Peace, Love and Non-violence. Everybody must realize the significance of values in individual and social life. In the present scenario value based Education concept is mandatory for life. This course focuses on the nature and importance of five human values.				
Objectives	The student teacher will be able to: <ul style="list-style-type: none">• Understand the need and importance of education for values.• Understand the nature, characteristics and types of human values.• Understand various techniques of value development.• Appreciate the preamble to the constitution and values inherent in it.• Appreciate the importance of living together and imbibe in their attitude and behavior.			
Course Content / Syllabus				
Unit 1	Value Education			
	<ul style="list-style-type: none">• Definition, Meaning and Classification of Values• The Need for Values in India• Challenges of Values Adoption• Religions & Secularism			
Unit 2	Personal Development & Values in Life			

	<ul style="list-style-type: none"> • The Principles of Integrity • Character Development Values in Everyday Life • Values, Virtues, & Qualities
Unit 3	Values in Society
	<ul style="list-style-type: none"> • Positive Thinking & Emotional Maturity • Women's Empowerment • Environmental Awareness
Unit 4	Value-based Education
	<ul style="list-style-type: none"> • Concept of Value Based Education with Special Reference to Peace to Indian View of Life • Need and Importance of Value Based Education in the Present Scenario. • Values Prevalent In Contemporary Society.
Sessional and Evaluation Strategies	<p>Sessional work: Any two of the following :</p> <ol style="list-style-type: none"> 1. Write a report on difference of human values between 65 years and 12 years old persons. 2. Write an essay on development of values in teenagers. 3. Role of schools in developing values. 4. Write a value based story in short. 5. Classification of values.
<p>Suggested Readings</p> <ul style="list-style-type: none"> • T. Anchukandam and J. Kuttalnimathathil (Ed) Grow Free Live Free, Krisitujyoti Publications, Bangalore (1995) • Mani Jacob (Ed) – Resource Book for Value Education, Institute for Value Education, New Delhi (2002) • Danial and Selvamony – Value Education Today, (Madras Christian College, Tambaram and ALACHE, New Delhi, 1990) • S. Ignacimuthu – Values for Life – Better Yourself Books, Mumbai, (1991) • Govt of India (1983). Report on Education in Human Values in Teacher Training Programmes, New Delhi, Ministry of Human Resource Development. • Kapani, Madhu (2000). Education in Human Values – concept and practical implications, New Delhi; Sterling Publishers. • Krishnamurti, J.: “Total Freedom”, Krishnamurti Foundation Chennai. • Sri Sathya Sai Bal Vikas Education Trust (1985). Curriculum and Methodology for integrating Human Values Education, Prashanthi Nilayam (International Education). 	

- Sri SathyaSai International Center for Human Values (2009). Education in Human Values: Course Book for Training of Master Trainers, New Delhi.
- The Curriculum framework for Quality Teacher Education (1998) NCTE, New Delhit

Web resources

- Education for values in schools- a framework, NCERT
- http://www.ncert.nic.in/pdf_files/Framework_educationCOMPLETEBOOK.pdf
- Values Education A Handbook for Teachers (2012), CBSE
- http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf

ABOUT INTERNSHIP

4 weeks of internship preparation and exposure to school life spread through different courses in First year and 16 weeks of internship in Second year which shall include two weeks of community based activities.

Essence of School Internship Programme (SIP)

- School Internship would be a part of the broad curricular area of “Engagement with the field” and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. provides for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighbourhood throughout the year. Student teachers shall be equipped to cater to diverse needs of learners in schools. The preparation of internship would be done through practicum activities across different courses and by making provisions for organising activities like visit to educational resource centres, innovative centres of pedagogy and learning, etc. It shall be organised for 4 weeks in the **first year** of the course and spread throughout the year as per the resources available to the Teacher education institution (TEI)/ University.
- Students are to be actively engaged in planned teaching for 16 weeks in the **Second year** of the course. This should include two weeks of school and community based activities like cleanliness drive in the neighbourhood, awareness on environmental concerns, etc.
- Students are to be engaged in teaching at any two levels, namely, upper primary, secondary or senior secondary levels classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty. This should also include, besides practice teaching, an initial phase of classroom observation and faculty observations of practice lessons. The students will engage with 80 lessons in the B.Ed. practice teaching (i.e. 40 lessons in each of the two levels of education). Interns would also engage with peer observations, write reflective journals and take up short action research/mini projects on any aspect of the school life.
- Each student-teacher/intern is expected to divide the school internship time in two types of schools in the proportion of 80%-20% (i.e. Government-Private; English-vernacular; Rural-urban; Single-Multi grade; Tribal, minority schools, etc).
- TEI shall select schools as per their choice where student teachers will be allowed as Full Time Interns to undertake various activities. TEI A TEI Faculty shall mentor and monitor the internship activities while the Principal and subject teachers shall also support/guide the intern in various activities. All of them will assess the interns and a collated grade shall be awarded to the student-teacher.

The main aim of School Internship is the development of a broad repertoire of Perspectives in:

- Professional competencies;
- Teacher dispositions, sensibilities and Teacher Interns (TI) towards catering to diverse needs of learners in schools; and

- Entire school organisation and management, including teaching-learning, co-curricular activities, school environment and cleanliness, and school innovation and leadership.

Teaching Learning Experience

During the Internship, a student-teacher shall work as a Full time teacher and participate in all the school activities and experience the school life, including:

- Planning;
- Teaching;
- Assessment;
- Interacting with school teachers;
- Interacting with community members; and
- Interacting with children.

Expected Learning Outcomes

The achievement of above aims of SIP will be done through the below mentioned goals, objectives and competencies:

Goal 1: Teacher Interns will develop competence and professional identity as a Teacher, by means of their engagement in school-classroom-community matters that will shape their perspective and develop their professional competence to exhibit ethical responsibility as a teacher.

Objectives

- Interns will demonstrate knowledge of the laws and regulations related to the professional practice of teaching, including any that specifically relates to State, Boards and NCTE.
- Interns will interact professionally with their peers, supervisors (Mentor Teachers and Educators), Administrators, school students and all other individuals encountered daily during the course of internship and will demonstrate professional maturity through their behaviour, appearance and attitude.
- Interns will engage in an ongoing exploration of their professional interests, strengths, and weaknesses.
- Interns will demonstrate professional responsibility with 'self- classroom- school' management, proper documentation & reporting, timely submissions-correction-signature and time management.
- Interns will be knowledgeable about their academic programs' requirements, inform their Supervisors/Mentors/Director of those requirements and communicate their needs if they feel that their internship needs are not being adequately met in the school.

Activities

1. Interns will conduct themselves in accordance with ethical principles of the practising school.

2. Interns will identify complex ethical situations that challenge professional values and seek guidance for addressing these situations from mentors at appropriate venue.
3. Interns will apply knowledge of perspectives, curriculum, pedagogy and enhanced professional capacity to their professional practice in schools.
4. Interns will be able to articulate individual theoretical perspectives and approaches, prior to, during, and after completing, internship experience and how they utilize it within the context of treatment in and outside classroom in school.
5. Interns will demonstrate awareness of the impact teachers' behaviour has on school children, staff members, the public, and the profession.
6. Interns will complete required case documentation, report it and get it evaluated (signed) promptly and accurately.
7. Interns will facilitate completion of individual program requirements including necessary hours.

Goal 2: Interns will inculcate and demonstrate necessary skills (*communicative-administrative-managerial*) in different roles (*as a subject teacher, class teacher, individual and group counsellor in school premise, as performance assessor, reporting assessments and providing feedback, as a leader effectively responding to crisis situations in the school campus, and a proactive manager engaging in consultation and collaboration*) for excelling as a professional teacher.

Objectives

- Interns will demonstrate the ability to communicate as a teacher, administrator and manager of various activities in and outside the classroom (class, laboratories, play-fields, common places like canteen, library, office, entertainment spots etc.).
- Interns will demonstrate knowledge of one's own limitations as a teacher, administrator and manager of various activities including acknowledgment of and inexperience with certain types of children, colleagues, situations and practical areas of weakness in understanding of theory and their applications.
- Interns will effectively assess holistic aspects of students and record them thorough documentation. They will demonstrate the ability to effectively handle individual student and follow-up with individual crisis situations utilizing consultation and collaboration through professional knowledge of self and their mentors.
- Interns will demonstrate involvement in all school processes through preparedness, punctuality, evidence of thoughtfulness, openness to feedback and exploration of issues, ability to articulate own position on a given issue, and willingness to share his or her own work in form of presentation of hand written reports/recordings/videotapes, case reports etc.
- Interns will demonstrate a professional ability to refer individual, group or school issues for acknowledgement, reporting, discussion or solution to administrators, parents, community members or appropriate authorities as and when needed.

Activities

1. Interns will participate in all regularly scheduled activities of the school.

2. Interns will become familiar with all sorts of formal and informal activities in and outside classroom in the school campus.
3. Interns will better understand the beliefs, attitudes, and behaviour of diverse individuals (students) in the class and learn to observe, identify and report them for feedback and holistic growth of child to appropriate professional and community members.
4. Interns will identify their own weaknesses in dealing with students and themselves; hence will handle oneself in a more appropriate professional manner.
5. Interns will learn to communicate effectively using variety of media (ICT etc.) in and outside the classroom to work professionally as a successful teacher excelling as communicator-administrator-manager.

Goal 3: *Interns will develop skills and competencies for working with diversities (individual, cultural, gender, special ability, etc.) in school and community hence learn to operate successfully and develop an inclusive setting.*

Objectives

- Interns will demonstrate the ability to examine their own attitudes, assumptions, behaviours, and values in working with individuals with various types of diversity issues.
- Interns will demonstrate the ability to provide services sensitive to individuals with various types of diversity issues.
- Interns will demonstrate the ability and readiness to seek consultation with mentors/experts for dealing with individuals having various types of diversity issues prior to further engaging in teaching- learning.

Activities

1. Interns will explore personal biases, stereotypes and cultural assumptions as they affect their professional practice as a School Teacher.
2. Interns will provide, culturally-relevant and competent services for holistic growth, to students from diverse populations attending the schools.
3. Interns will become more aware of how culture influences their world- view, life- view and professional practice as a School Teacher.

Goal 4: *Interns will demonstrate the professional ability to provide education; outreach and liaison including school and neighbourhood watch and cleanliness through collaboration with the school community and off-school campus community, interdisciplinary colleagues/experts and Teacher Education Institutions. They will also ensure sharing of continuous and comprehensive assessment based performance of learners in Parent-Teacher Meetings for sustained growth of the learner.*

Objectives

- Interns will demonstrate the ability to participate in community activities, collaborate with the Health Centre, Sports Centre, Student Affairs professionals, school staff, other school teachers, parents, University Departments, Teacher Education Departments, administrative units in and outside school (Boards, railways, roadways, NCC, etc.).
- Interns will demonstrate competence in facilitation and presentation skills using appropriate technology and with proper documentation for ensuring efficient liaisoning.
- Interns will actively participate in Continuous and Comprehensive Evaluation (CCE) and PTA meetings in the school.

Activities

1. Interns will be knowledgeable about consultation and liaison relationships in general and with particular regard to a school community.
2. Interns will develop ability to participate in various extension activities and administrative works related to welfare of individual students and community.
3. Interns will become efficient in CCE based assessment procedures, reporting and PTA meeting conduction in schools.

Duration: 16 weeks

The B.Ed. curriculum shall provide for sustained engagement with:

- the Self,
- the Child,
- the Community, and
- the School

At different levels, and by establishing close connections between different curricular areas.

- In the first year, there shall be engagement with the field and practicum through different courses to develop an integrated picture and perception of school and classroom, along with experience of teaching and feedback etc.
- Minimum 16 (Sixteen) weeks are for school internship which would include engaging with teaching and experiencing school life. It would also include community based activities and observation and documentation of at least two types of Schools- Government/private, rural/urban, single/multi grade, tribal and Inclusive/Special schools / Low achievement schools / high achievement schools etc.

Suggested outline of School Internship Programme

The Pupil Teachers/Teacher Interns will have the opportunity to enhance planning, teaching and assessment, interacting with school teachers, interacting with community members and interacting with children.

The Teacher Intern will have opportunity to work as a regular teacher and participate in all the school activities, including:

- Planning,
 - Teaching,
 - Assessment,
 - Interacting with School Teachers,
 - Interacting with Community Members,
 - Interacting with Children.
 - Crisis Management, and
 - Involvement in Outreach Activities.
1. On every working day Pupil Teacher (PT) /TI will get direction by a Mentor School Teacher (MST) during school hours. During four weeks in Semester I and II the Mentor Prospective Teacher Educator (MPTE) and Mentor Teacher Educator (MTE) will observe (**regularity and up keep of records**), interact, advise and instruct the PT/TI.
 2. During sixteen weeks internship, each week Interns will receive 2 hours of weekly individual supervision/ group supervision by Mentor Teacher Educator/s (based on group discussion among internees, problems, experiences, cases will be discussed and Day-wise Weekly Reports will be checked and verified), and 2 hours of weekly training seminars by Internship Director (ID) and Core Group for Internship (CGI).

Seminars and consultations will be provided by the CGI which will include a team of Teacher Educators, School Teachers/ Educational Administrators i.e. professionals in the field of teaching and school administration.

Suggested Training Activities

i) Individual Supervision

Each intern will receive at least 2 hours per week of regularly scheduled effective supervision from a Teacher Educator. Additional unscheduled supervision and consultation with the supervisor and other staff members are available and encouraged. Individual supervision will focus primarily on an intern's personal strengths and weaknesses as a teacher,

communicator and leader/ manager of the classroom events. Conduct in the class and teacher ethics (ethical conduct towards students, ethical conduct towards profession, ethical conduct towards peers and colleagues, and ethical conduct towards community and parents) and other professional issues are to be monitored and equally valued for discussion.

Supervisor/Mentor Teacher Educators may be rotated during mid-semester so that interns will have an opportunity to experience different supervisory styles. The primary supervisor/mentor will be responsible for ensuring that intern is getting a comprehensive experience in holistic terms of theory and practice in school and classroom (inside and outside). The primary supervisor/mentor will monitor all written and verbal communications regarding all aspects and will co-sign progress notes and reports. The primary supervisor will also monitor the intern's adherence to internship guidelines and procedures. Additionally, the primary supervisor/mentor will be responsible for evaluating the intern's performance during internship and providing feedback to the intern.

It is the responsibility of the intern to keep his/her supervisor/mentor apprised of all issues during internship. In the event that a supervisor/mentor is unavailable (leave etc.), the intern should inform/consult with another professional staff member who has taken the responsibility during that period.

ii) Group Supervision

Interns will meet together with the Internship Director (ID) and Core Group for Internship (CGI) for at least 1/2 hour/s each week to discuss internship issues and seek advice to gain additional support for holistic development as a school teacher.

Suggested SIP Authorities and Key-Terms

The effectiveness of SIP depends on the authorities and their professional touch related to SIP. Therefore, for effective implementation of SIP following authorities'/key terms will be in use.

Internship Director (ID): The Head / Principal or his/her nominee shall be the Internship.

Core Group of Internship (CGI): It will consist of a group of Teacher Educators of which there shall be at experts from different pedagogy areas. Besides, there will be one senior teacher educator (preferably Professor) and one Teacher Educator (Associate Professor/ assistant Professor). All members will be nominated by the Head / Principal. One of them will be the convenor. For smooth conduction, facilitation and official liasoning the core should be provided Secretarial assistance through one office assistance and a peon. The CGI will also be responsible for allotment of Mentors and attaching five TIs with each Mentor. Similarly, the attachment of MPTE will be ensured by CGI in the case where M.Ed. course also exists. Thus CGI will work out modality for ensuring successful organization of "engagement with school" in coordination with ID.

School Principal: Principal/s of the school/s chosen for SIP.

Mentors: There will be following three categories of mentors (Number of TI allotted to each mentor should be preferably five to ten only) –

- Mentor School Teacher (MST): School teacher assigned the responsibility of mentoring.
- Mentor Teacher Educator (MTE): School teacher assigned the responsibility of mentoring. (At least five MPTE will be attached to each MTE for smooth mentoring. Five TI will be allotted to each MTE)
- Mentor Prospective Teacher Educator (MPTE)*: M.Ed. Students and Research Scholars will be MPTE. (At least five MPTE will be attached to each MTE for smooth mentoring.)

* Subject to M.Ed. Course being run in an institution. *Teacher Intern (TI) or Pupil Teacher:* The B.Ed. student admitted in the Teacher Education Institution and issued permission letter for internship by the CGI in consultation with the ID.

Suggested Specific Procedure of SIP

First Year: Gaining some experience with the child, the community and schools in First Year through practicum and engagement with field across different courses.

Annexure-3: List of Abbreviations

The following terms have been used as abbreviations in the SIP document:

<u>SIP</u>	:	<u>School</u> Internship Program
<i>PES</i>	:	Pre-internship Engagement in Schools
<i>PESCL</i>	:	Pre-internship Engagement in Schools Completion Letter
<i>SIPPL</i>	:	School Internship Program Permission Letter
<i>SIPD</i>	:	School Internship Program Diary
<i>ID</i>	:	Internship Director
<i>CGI</i>	:	Core Group of Internship
<i>TI</i>	:	Teacher Intern/Pupil Teacher
<i>MTE</i>	:	Mentor Teacher Educator
<i>MST</i>	:	Mentor School Teacher
<i>ICT</i>	:	Information and Communication Technology
<i>CCE</i>	:	Continuous and Comprehensive Evaluation
<i>PTA</i>	:	Parents Teachers' Association
<i>SMC</i>	:	School Management Committee
<i>BOD</i>	:	Board of Directors
<i>SIPCL</i>	:	School Internship Program Completion Letter
<i>TISIPES</i>	:	Teacher Intern School Internship Program Evaluation Sheet.
<i>SICC</i>	:	School Internship Completion Certificate