

**Scheme of Examinations
and
Syllabus
for**

**Bachelor of Education (B. Ed)
(Semester Mode)**

w.e.f. August 2012



**GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY**

**Guru Gobind Singh Indraprastha University
Sector 16-C, Dwarka, Delhi. (India)**

Guru Gobind Singh Indraprastha University, Delhi

Program: Bachelor of Education (B. Ed)

This full time program is of one year duration spread over to two semesters.

General Objectives of B. Ed Program

- To encourage the pupil teachers to be a global citizen, serving the human beings at large through the noble profession of teaching.
- To persuade the pupil teachers to act as agents of modernization, social change, promote social cohesion, international understanding, and work for protection of human rights and rights of the child.
- To enable the pupil teachers to understand the central concepts, tools of inquiry and structures of the disciplines of Education in general, and teacher education in particular.
- To make the student teachers understand how children learn and develop, how they differ in their approaches to learning, and create learning opportunities that benefit diverse learners and learning contexts.
- To imbibe knowledge, develop an understanding of the various methods and approaches of organizing learning experiences for secondary school students.
- To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.
- To enable them to foster creative thinking among pupils for the reconstruction of knowledge.
- To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.
- To develop communication skills for education through Information and Communication Technology.
- To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications.
- To enable them to undertake Action Research and use innovative practices.
- To foster in student teachers a desire for life-long learning.

Program: Bachelor of Education (B. Ed)

Courses in Semester I

S. No.	Course Code	Course Title	Credits Allotted/Max. Marks	Total Teaching - Learning hours in the Semester
CORE COURSES				
1.	101	Philosophical Perspectives of Education	3/100	48
2.	103	Psychology of the Learner & the Teaching Learning Process	3/100	48
3.	105	Curriculum, Instruction and Evaluation	3/100	48
PEDAGOGICAL COURSES				
4.	107-141	Teaching Method I	4/100	64
		Teaching Method II	4/100	64
SCHOOL EXPERIENCE PROGRAM				
5.	143	Teaching Skill Development Examination I	5/100	160
6.	145	Teaching Skill Development Examination II	5/100	160
			Total	27/700
Total Courses in Semester I = 07			Max. Marks: 700	

Courses in Semester II

S. No.	Course Code	Course Title	Credits Allotted/Max. Marks	Total Teaching - Learning hours in the Semester
CORE COURSES				
1.	102	Education in Emerging Indian Society	3/100	48
2.	104	Policy Framework & Issues in Education	3/100	48
3.	106	ICT Mediated Education	3/100	48
ELECTIVE COURSES				
4.	108-138	Elective (any one)	4/100	64
108	Educational Guidance and Counseling	124	Education for Healthy Mind and Body	
110	Educational Technology	126	Global Aspirations for Education	
112	Inclusive Education	128	Environmental Education & Disaster Management	
114	Educational Evaluation	130	Educational Planning and Administration	
116	School Organization and Management	132	Non-Formal Education	
118	Developing Computer Assisted Instructions	134	Elementary Education	
120	Value Education for Meaningful Existence	136	Adult and Continuing Education: Social Concerns and Issues	
122	Conducting Classroom Research	138	Life Skills Education	
PRACTICAL COURSES				
5.	146	Integrating Technology with Education	3/100	96
6.	148	Participation in Societal Development	3/100	96
7.	150	Psychological Initiation to Educational Research	3/100	96
8.	152	Educational Evaluation in School Environment	3/100	96
			Total	25/800
Total Courses in Semester II = 08			Max. Marks: 800	

Program: Bachelor of Education (B. Ed)			
	Semester I	Semester II	Total
Credits	27	25	52
Marks	700	800	1500
Courses	Seven	Eight	Fifteen
Teaching Learning Hours	592	592	1184

NB:

- a) The total Credits in B.Ed Program are 52 (I semester: 27, II semester: 25); the student shall have to **EARN ALL THE CREDITS**.
- b) The total Marks for B.Ed Program are 1500 (I semester: 700, II semester: 800).
- c) The total Courses for B.Ed Program are 15 (I semester: 07, II semester: 08).
- d) Each student shall be required to appear for the examination in all the courses.
- e) The maximum marks in each course are 100, irrespective of the number of credits assigned to the course. For passing in any course, minimum 50 marks are required to be secured.
- f) Full credits are awarded after passing in a course; otherwise no credits are awarded.
- g) For a Core/Pedagogical/Elective Course, the ratio of External: Internal marks is 75:25, and for a Practical Course the ratio of External: Internal marks is 60:40
- h) One Credit is equal to one hour for lecture and two hours for laboratory/practical work per week. The timetable for B.Ed Program should be in a manner to ensure well planned accommodation (per week) for all the prescribed theoretical and practical courses in the particular semester.
- i) It is suggested that for the **first eight weeks** (at least), the theory for core and pedagogical courses in the first semester may be imparted @ Six hours per paper per week and @ Eight hours per paper per week respectively, and the preparatory sessions for SEP may be organized @ One and a half hour per paper per week; so that, the School Experience Program, thereafter, could be continued independently for the specified period in the First semester.

List of Courses in B. Ed Program

S. No	Course Code	Course Title	Credits/Total Teaching Learning Hours in the semester
A. CORE COURSES			
1	101	Philosophical Perspectives of Education	3/48
2	102	Education in Emerging Indian Society	3/48
3	103	Psychology of the Learner & the Teaching Learning Process	3/48
4	104	Policy Framework & Issues in Education	3/48
5	105	Curriculum, Instruction and Evaluation	3/48
6	106	ICT Mediated Education	3/48
B. PEDAGOGICAL COURSES (any two)			
7	107	Teaching of Hindi	4/64
8	109	Teaching of Sanskrit	4/64
9	111	Teaching of English	4/64
10	113	Teaching of Punjabi	4/64
11	115	Teaching of Urdu	4/64
12	117	Teaching of Mathematics	4/64
13	119	Teaching of Social Sciences	4/64
14	121	Teaching of Integrated Sciences	4/64
15	123	Teaching of Home Science	4/64
16	125	Teaching of Accountancy	4/64
17	127	Teaching of Business Studies	4/64
18	129	Teaching of Physics	4/64
19	131	Teaching of Chemistry	4/64
20	133	Teaching of Life Sciences	4/64
21	135	Teaching of Political Science	4/64
22	137	Teaching of Economics	4/64
23	139	Teaching of Geography	4/64
24	141	Teaching of History	4/64
<p>NB: Two courses are to be chosen from the listed Pedagogical Courses. Courses 125 to 141 must be offered to an individual who possess the Master's Degree in the concerned/related subject. The student with Master's Degree in Commerce is allowed to offer both the courses (Teaching of Accountancy and Teaching of Business Studies) simultaneously.</p>			

S. No	Course Code	Course Title	Credits/Total Teaching Learning Hours in the semester
C. ELECTIVE COURSES (any one)			
25	108	Educational Guidance and Counseling	4/64
26	110	Educational Technology	4/64
27	112	Inclusive Education	4/64
28	114	Educational Evaluation	4/64
29	116	School Organization and Management	4/64
30	118	Developing Computer Assisted Instructions	4/64
31	120	Value Education for Meaningful Existence	4/64
32	122	Conducting Classroom Research	4/64
33	124	Education for Healthy Mind and Body	4/64
34	126	Global Aspirations for Education	4/64
35	128	Environmental Education & Disaster Management	4/64
36	130	Educational Planning and Administration	4/64
37	132	Non-Formal Education	4/64
38	134	Elementary Education	4/64
39	136	Adult and Continuing Education: Social Concerns and Issues	4/64
40	138	Life Skills Education	4/64
D. SCHOOL EXPERIENCE PROGRAM AND RELATED PRACTICALS			
41	143	Teaching Skill Development Examination I	5/160
42	145	Teaching Skill Development Examination II	5/160
43	146	Integrating Technology with Education	3/96
44	148	Participation in Societal Development	3/96
45	150	Psychological Initiation to Educational Research	3/96
46	152	Educational Evaluation in School Environment	3/96
NB: Student can opt for only those elective courses which are offered by the concerned college.			

Semester I

(Core Courses)

Course Title: Philosophical Perspectives of Education**Course Code: 101****Credits - 3****Time Allotted: 48 Hours****MM: 100 (External 75, Internal 25)****Objectives**

1. To enable the Pupil Teacher to understand the relationship between philosophy and Education & their interdependence.
2. To enable the pupil teacher to analytically appraise the fundamental concepts in Educational Philosophy.
3. To orient the Pupil teacher to various Philosophical schools
4. To develop an understanding of the contribution of Indian philosophers
5. To develop an understanding of the contribution of Western philosophers.
6. To sensitize the pupil teachers towards the various facets of the realm of education.
7. To enable them to build their own philosophy of education/response to the reality of education.

To achieve this, students will be provided with selected material to study for analysis and syntheses. Discussion/Presentation/Lectures will be held to encourage students to formulate their own logical, consistent viewpoint to become responsible, sensitive human beings and professional teachers.

Course Content**Unit - I: Philosophical foundations of Education****(8 hours)**

- **Education:** Meaning, nature, aims in relation to time and place.
- **Philosophy:** Meaning and nature. Relationship between Philosophy and Education.
- **Foundations of Education:** Philosophical, Sociological and Psychological.
- **Educational Philosophy:** Meaning, nature and relevance for the teaching learning process.
- **Analytical appraisal of fundamental concepts in Educational Philosophy:** Learner, training, learning, teaching, indoctrination and inquiry.

Unit - II: Major Philosophical Schools**(12 hours)**

- Idealism,
- Naturalism,
- Realism,
- Pragmatism,
- Existentialism

Study of the mentioned philosophical schools with special reference to their basic principles, aims, curriculum and teaching methodology

Unit - III: Educational Thinkers (Indian) (14 hours)

- Analytical study of thoughts of the Indian thinkers in relation to their formulation about aims of education, curriculum, teaching methodology and teacher:
 - Rabindra Nath Tagore
 - Mahatma Gandhi
 - Sri Aurobindo
 - J. Krishnamurti

Unit - IV: Educational Thinkers (Western) (14 hours)

- Analytical study of thoughts of the Western thinkers in relation to their formulation about aims of education, curriculum, teaching methodology and teacher:
 - Rousseau
 - John Dewey
 - Pestolozzi
 - Frobel

Suggested Readings:

- Aggrawal, J. C.: Basic idea's in Education, Delhi, Shipra Publications, 2001.
- Aggrawal, J.C (1996), 10th rev. ed. Theory and principles of education, New Delhi, Vikas publication.
- Brubacher, John S. Eclectic Philosophy of Education, Prentice Hall, Engeliwood Cliffs, New Jercey, 1962.
- Brubacher, John S Modem Philosophies of Education, McGraw-Hill Book Company Inc. New York, 1962.
- Brubacher, John S. Philosophy of Higher Education San Francisco, jossey — *Ban* 1978
- Delors, Jacques (1996) learning the Treasure within, UNESCO: Report to UNESCO of the International Commission on Education for Twenty first Century.
- Dhavan, M. L. : Philosophy of Education, Delhi, Editor, Isha Books 2005
- Kilpatrick, WH Source Book in the Philosophy of Education, McMillan and Company. New York, 1934.
- Mahatma Gandhi – Romain Rolland
- Mayer, F Foundations of Education, Charles E Merril Books Inc., Ohio, 1963.
- Panday, R S.: An Introduction to Major Philosophers of Education, Agra, Vinod Pusatak Mandir.
- Ross, James (1962), Groundwork of Educational Theory, London: George Harre and Sons.
- Saiyidain, K. G. (1970), Facts of Indian Education, New Delhi: NCERT.
- Shanna, Ramnath (2000), Textbook of Educational Philosophy, ND: Kanishka publ.
- Somnath Agrawal, Philosophical foundation of Education. Authors Press, 2007

Course Title: Psychology of the Learner and the Teaching Learning Process**Course Code: 103****Credits - 3****Time Allotted: 48 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

After completing this course, the pupil-teachers will be able to:

1. Understand the implications of various principles, procedure and theories of psychology in the teaching-learning process.
2. Understand the methods and techniques of Educational Psychology.
3. Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes.
4. Know characteristics of adolescents and their problems.
5. Be acquainted with Group Dynamics and Role of the Teachers.
6. Understand concept of learning, theories of learning and their implications.
7. Identify and understand the needs and differences among learners and provide adequate guidance and counseling.
8. Develop an understanding of the concept and philosophy of inclusive education in the context of education for all.

Course Content**Unit - I: Educational Psychology and Development of the Learner (12 Hours)**

- **Educational Psychology:** Meaning, Scope and Importance of Educational Psychology for Teachers
- **Growth & Development:** Concept and Principles
- **Theories of Development:** Piaget's theory of Intellectual Development, Erickson's Theory of Psycho-Social development and Kohlberg's theory of Moral Development.
- **Adolescents:** Characteristics, Problems of Adolescents, Aspects of Adolescents' Development – Physical, Cognitive, Emotional, Social and Moral etc.

Unit - II: Understanding the Learners (16 Hours)

- **Understanding the Individual Differences among Learners in the light of:**
 - **Interests:** Meaning, definition, factors effecting interests
 - **Needs:** Maslow's Hierarchy of Needs
 - **Motivation:** Nature, Characteristics and Types of Motivation; Techniques of Increasing Learner motivation.
 - **Intelligence:** Meaning and Nature; Theories of Intelligence (Two-Factor, Group Factor, Multi-Factor).
 - **Instinct, Emotions:** Concept and Differences.
 - **Personality:** Meaning and Nature

Unit - III: Learning**(10 hours)**

- Concept of Learning and the Teaching-Learning process
- **Approaches to learning**
 - Behaviorist: (Pavlov, Thorndike, Skinner)
 - Cognitive: (Gestalt)
 - Humanistic: (Roger)
 - Constructivism
- Factors Influencing Learning: Learner, Teacher, School & Home

Unit - IV: Understanding Diversity in the Classroom**(10 hours)**

- **Learning in a Social Group:** Characteristics and psychology of a social group. School as a social group, Class as a social group.
- **Group Dynamics:** Group Dynamics in a classroom, Sociometry of a group.
- **Education for children with Special Needs:** Philosophy behind recognition and Education for children with special needs. Recognizing special Educational needs of the Gifted, Slow Learners, Physically Handicapped and Socio - Emotionally Disadvantaged students.
- **Inclusive Education:** Concept and need for Inclusive Education, Philosophy (Transition from Segregation to Integration), Practices, Strategies and Classroom management by the teacher in Inclusive Education.
- **Guidance and Counseling:** Meaning, Need and Philosophy for offering Guidance and Counseling to students. Types of Guidance & Counseling [Educational, Vocational & Personal]. Techniques of Guidance & Counseling [Directive, Non-Directive and Eclectic Counseling].

Suggested Readings:

- Aggarwal, J. C. (1995), *Essential Educational Psychology*, Vikas Publishing House Pvt. Ltd., New Delhi.
- B R Hergenhahn: An Introduction to Theories of Learning
- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
- Beihemer, S. Psychology Applied to the Classroom
- Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
- Bhatia, H. R. (1977), *Textbook of Educational Psychology*, The McMillan Company of India Ltd., New Delhi.
- Bruner, J.S. (1967) A Study of Thinking, New York: John Wiley
- Chattejee Saroj: Advanced Educational psychology
- Chauhan, S. S. (1988), *Advanced Educational Psychology*, Vikas Publication, N. Delhi.
- Dandekar W N: Fundamentals of Experimental Psychology
- Dandpani S: A text book of Advanced Educational Psychology
- Dececco, J. P. (1977), *The Psychology of Learning and Instruction*, Prentice Hall of India Pvt. Ltd., New Delhi.
- Dhondiyal, S. and Pathak, A.: Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur, 1972.

- Edward E Smith: Cognitive Psychology
- Garrett, H. E., Statistics in Psychology and Education.
- Gulati, Sushma: Education for Creativity, NCERT, 1995.
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, Sage Publications
- Hurlock Elizabeth, Developmental Psychology
- Hurlock, E. B.: Adolescent Development, McGraw Hill, New York, 1990.
- Janda L H & Killenke H K E: Psychology its study and Uses
- Kundu, C.L. and Tutoo, D.N.: Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd., 2000.
- Lefrancois Guy R: Psychology for teaching
- Lefrancois Guy R: Theories of Human Learning
- Lindzey, G., Hall, L & Thompson R.F., (1978) *Psychology*, (2nd ed.), Worth Publishers
- Mangal S K: Advanced Educational Psychology
- Maslow, A.H. (1970) *Motivation and Personality* (2nd ed.), New York; Harper & Row
- Mathur S S: Educational Psychology
- Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. (2001) Introduction to Psychology, (15th ed.), TataMcGrawHill Publishing Ltd.
- Pal, H.R.: Educational Research. Bhopal, M.P. Granth Academy, 2004.
- Raison Kenneth; Eller Ben F: Educational Psychology for effective teaching
- Walia J S: Foundations of Educational Psychology
- Woodworth, R.S. & Schloberg: Experimental Psychology. ND: Oxford & IBH Publishers, 1971.
- Woolfolk, A.E. Education Psychology

Course Title: Curriculum, Instruction and Evaluation**Course Code: 105****Credits - 3****Time Allotted: 48 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

After completing this course, the pupil-teachers will be able to:

1. Understand the need and significance of curriculum in education
2. Comprehend the various techniques and methods for transaction of curriculum.
3. Understand and analyse the Instructional Objectives
4. Understand the Instructional process.
5. Explore the basics of the Models of Teaching.
6. Realize the importance of various skills and role of media in Instruction.
7. Acquire and use various skills and competencies.
8. Systematically use the evaluation system in the educational process to bring improvement in the instructions

Course Content:**Unit - I: Curriculum and its transaction****(12 hours)**

- **Channels of Education:** Formal, Informal and Non Formal
- **Formal Channel of Education:** Concept, Philosophy and process of teaching learning in the formal school, Basic Infrastructure.
- **Curriculum:** Concept, nature and process for development of Curriculum. Concepts of Curriculum Transaction, Instruction and Learning. Relationship between Curriculum, Curriculum Transaction, and Instruction. National Curriculum Framework 2005. Time Table, Curricular and Co-curricular Activities.
- **Professional Ethics and Code of Conduct for Teachers** in formal school.
- **Systems approach to Instruction.**
- **Instructional Objectives:** Concept and need. Bloom's Taxonomy (as revised by Anderson & Krathwohl), Behavioral Objectives (Mager's Approach)
- **Instructional Planning:** Concept, steps and issues related to Instructional Planning. Teacher as a Planner.
- **Models of Teaching:** Advance Organizer Model and Concept Attainment Model

Unit - II: Instructional Strategies**(12 hours)**

- Teacher Controlled Instruction (TCI): Meaning and nature, various methods (lecture, team-teaching, demonstration, teacher based activities), strengths and weaknesses of each method, process / procedure for organizing effective lecture and demonstration, assessment of lecture and demonstration, role of teacher's in TCI.
- Learner Controlled Instruction (LCI): Meaning and nature, self-learning, methods of self-learning (self-instructional print material, Keller's Plan, Programmed

- Instruction and Computer Assisted Instruction), organization and assessment of LCI, teacher's role in LCI.
- Group Controlled Instruction (GCI): Meaning and nature, various methods (small group interaction, co-operative learning approach, role play, field trips, tutorial, project work), organization of GCI, problems in organizing GSI.

Unit - III: Communication in the Classroom (16 hours)

- **Skills and Competencies for Effective Instruction**
 - **Microteaching:** Concept, process and evaluation.
 - **Simulation in Teaching**
 - **Teaching Skills:** Set Induction, Skill of Explaining, Structuring of Questions, Fluency of questions, Response Management, Stimulus-Variation, Reinforcement, Illustration with Examples, Blackboard Writing, Skill of Closure.
- **Managing Instruction:** Classroom Management, Principles and Techniques.
- **Technology in the teaching - learning process:** Concept, ideas and outline the steps to use the technology in the teaching - learning process, especially for: Educational Satellites, Educational Videos/audios, Computers, Internet and Mobile Technology, Interactive White boards and Tablets.
- **Instructional Media:** Concept and need. Types of Basic Instructional Media: Textbooks, Reference books, Magazines, Journals, Newspapers etc.; their selection and skills related to use them.
- Use of Charts, Models and Graphs in the teaching learning process and skills related to use them.

Unit - IV: Educational Evaluation (8 hours)

- **Concepts: Evaluation, Assessment, Measurement and Testing.** Need and importance of Evaluation.
- **Approaches to Evaluation:** Formative, Summative, Diagnostic, Norm Referenced and Criterion Referenced
- **Continuous and Comprehensive Evaluation:** Concept and aims, Scholastic and Co-scholastic Assessment, Formative and Summative Assessment.
- **Tools of Evaluation:** Observation, Interview, and Self Reporting Techniques
- **Characteristics of a Good Tool:** Reliability, Validity, Practicability

Suggested Readings:

- Apple, Michael W. (1979). Ideology and Curriculum; Routledge and K. Paul.
- Arends, Richard I.; Learning to Teach- Fifth Edition; McGraw Hill Higher Education; New York; 2000
- Bawa, M.S. & Nagpal, B.M. (Editors); Developing Teaching Competencies; Viva Books; 2010
- Cohen, Louis; Manion, Lawrence and Morrison, Keith; A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London; 2004

- Connelly, F. Michael (Editor); *The Sage Handbook of Curriculum and Instruction*; Sage Publications India Pvt. Ltd.; New Delhi; 2008
- D. J. O'Connor - *Introduction to the Philosophy of Education*
- Dale, Edgar; *Audio-Visual Methods in Teaching*; The Dyden Press; Holt Rinehart and Winston Inc.; New York.
- Dhand, Harry; *Techniques of Teaching*; Ashish Publishing House; New Delhi.
- Ebel Robert L., (1991). *Essentials of Educational Measurement*, Prentice Hall of India.
- Faunce, Ronald C. and Bossing, Nelson L.; *Developing the Core Curriculum*; Prentice Hall; USA.
- Gagne, Robert and Briggs, Leslie; *Principles of Instructional Design*; Holt, Rinehart and Winston; USA.
- Garette: *Educational Statistics*
- Gay, L.R.; *Educational Evaluation & Measurement*
- Gunter, Mary Alice et.al.; *Instruction: A Model's Approach- Fifth Edition*; Pearson Education Inc.; Boston; 2007
- Gwynn, J.Minor; *Curriculum Principles and Social Trends*; Macmillan Co. New York.
- *Instructional Technology: A Systematic Approach to Education*, Frederick G. Knirk, Kent L. Gustafson, Holt, Rinehart and Winston, Inc, 1986
- *Instructional Technology: Foundations*, Robert Mills Gagne, Lawrence Erlbaum Associates, 1987
- Kelly, A.V.; *The Curriculum: Theory and Practice- Fifth Edition*; Sage Publications; London; 2006
- Krug, Edward A.; *Curriculum Planning*; Harper and Brothers; New York.
- Kubiszyn Tom. (2003). *Educational Testing and Measurement*, John Wiley.
- Kumar, K.L.(1996). *Educational Technology*; New Age International Limited Publishers, New Delhi.
- Leonard, J.Paul; *Developing the Secondary School Curriculum*; Holt, Rinehart and Winston; New York.
- Lewey A. (Ed.). *The International Encyclopedia of Curriculum*. Oxford: Pergomon Press.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and Assessment in Teaching*; Pearson Education Inc.
- McNeil, John D.; *Curriculum: The Teacher's Initiative*; Third Edition; Merrill Prentice Hall; Ohio; 2003
- Moore, Kenneth D.; *Effective Instructional Strategies: From Theory to Practice*; Sage Publications India Pvt. Ltd.; New Delhi; 2005
- Muijs, Daniel and Reynolds, David; *Effective Teaching: Evidence and practice- Second Edition*; Sage Publication; London; 2005
- Mukalel, Joseph C.; *Creative Approaches to Classroom Teaching*; Discovery Publishing House; New Delhi.
- Mukunda, Kamala V.; *What Did You Ask At School Today: A Handbook of Child Learning*; Harper Collins Publishers; NOIDA; 2009
- *National Curriculum Framework for School Education*; NCERT; New Delhi; 2005
- Ornstein, Allan C. and Hunkins, Francis P. (1993). *Curriculum: Foundations, Principles and Issues*; Allan and Bacon; Boston.

- Passi. B.K.; *Becoming Better Teachers: Microteaching Approach*; Developed at the center of Advanced Study in Education, Baroda; Published by Sahitya Mudranalaya; Ahmedabad.
- *Philosophical Foundation of Education* – Ozmon & Craver R.N. Safaya and B.D.
- *Secondary Education: The Challenges Ahead*; NIEPA.
- Shaida (2000). *School administration and organization*- Dhanpat Rai Publishing Company, Daryaganj, New Delhi.
- Sharma, R.A.; *Advanced Educational Technology*: Loyal Book Depot; Meerut.
- Singh, L.C. (Editor); *Educational Technology*; Vasundandi Publications; Merrut ; 2010
- Singh, L.C. and Sharma, R.D.; *Micro-teaching: Theory and Practice*; H.P.Bhargava Book House; Agra.
- Wiles, Jon W. and Bondi, Joseph C.; *Curriculum Development: A Guide to Practice*- Eight Edition; Pearson Boston; 2007
- Zias, Robert S. (1976). *Curriculum: Principles and Foundations*; Thomas Y. Crowell Company; New York.

Semester I

(Pedagogical Courses)

Course Title: Teaching of Hindi

Guru Gobind Singh Indraprastha University, Delhi

Course Code: 107

Credits - 4

Time Allotted: 64 Hours

MM: 100 (External 75, Internal 25)

उद्देश्य :-

- विद्यार्थियों की शिक्षा में भाषा के महत्व को निर्धारित कर सकेंगे।
- हिन्दी भाषा शिक्षण के उद्देश्यों से परिचित होकर उनकी पूर्ति के लिए प्रभावी साधनों एवं विधियों का प्रयोग विद्यार्थी कर सकेंगे।
- अपेक्षित भाषा कौशलों को विकसित कर सकेंगे।
- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का उपाय कर सकेंगे।
- सम्प्राप्ति मूल्यांकन एवं परीक्षा प्रणाली के लिए उपयुक्त उपागम अपना सकेंगे।

इकाई-1

(10 कालांश)

- भाषा – अर्थ, महत्व, भाषा के उद्देश्य एवं भाषा के प्रकार।
- हिन्दी भाषा – उत्पत्ति, विकास का क्रम, हिन्दी की व्याकरणिक व्यवस्था (ध्वनि विचार, शब्द विचार, वाक्य विचार)।
- हिन्दी भाषा शिक्षण के उद्देश्य-माध्यमिक व उच्च माध्यमिक स्तर पर प्रथम भाषा के रूप में।
- हिन्दी भाषा-सम्पर्क भाषा, राज भाषा, त्रिभाषा सूत्र।
- वर्तमान विद्यालयी पाठ्यक्रम में हिन्दी भाषा की स्थिति।

इकाई-11

(18 कालांश)

भाषा के आधारभूत कौशलों (सुनना, बोलना, पढ़ना और लिखना) का शिक्षण।

- श्रवण कौशल शिक्षण— तात्पर्य, महत्व, शिक्षण विधि एवं मूल्यांकन।
- मौखिक/वाचन अभिव्यक्ति शिक्षण – महत्व, उद्देश्य, मौखिक रचना की विशेषताएँ, उच्चारण संबंधी सामान्य दोष-कारण और निराकरण, मौखिक अभिव्यक्ति के प्रकार, शिक्षण विधियाँ, संशोधन एवं मूल्यांकन।
- लेखन कौशल – तात्पर्य महत्व, उद्देश्य, लेखन कौशल के पक्ष, लिखित अभिव्यक्ति के विविध रूप निर्देशित रचना— पत्र-प्रपत्र संक्षेपण, पल्लवन, पुस्तक समीक्षा। स्वतंत्र रचना—निबंध, कहानी, कविता, जीवनी इत्यादि, सृजनात्मक लेखन, लिखित अभिव्यक्ति के विभिन्न रूपों का शिक्षण, लिखित कार्य का मूल्यांकन संशोधन। लेखन कौशल विकासक क्रियाएँ।
- पठन कौशल—तात्पर्य, पठन के प्रकार – सस्वर एवं मौन पठन, पठन की विशेषताएँ, मौन पठन का महत्व, मौन पठन दक्षता, पठन कौशल, पठन शिक्षण विधियाँ, मूल्यांकन, पठन दोष-कारण, उपाय।

इकाई-111

(26 कालांश)

साहित्य की विभिन्न विधाओं का शिक्षण :-

- कविता शिक्षण – महत्व, उद्देश्य, कविता शिक्षण के पक्ष – भाव, कला पक्ष, शिक्षण विधि, सौंदर्यविधि विकासक क्रियाएँ, मूल्यांकन, पाठयोजना निर्माण
- गद्य शिक्षण (निबंध एवं निबंधेतर विधाएँ) – महत्व, उद्देश्य, गद्य विधाओं के विभिन्न रूप एवं उनकी शिक्षण विधियाँ। गहन अध्ययन निष्ठ एवं विस्तृत अध्ययनिष्ठ पाठों की शिक्षण विधि में अंतर, मूल्यांकन, पाठयोजना निर्माण।
- व्याकरण शिक्षण – भाषा शिक्षण में व्याकरण का स्थान, महत्व एवं उपयोगिता, उद्देश्य, शिक्षण-विधियाँ, व्यावहारिक व्याकरण, पाठ योजना।

हिन्दी शिक्षण में शिक्षण साधन और शैक्षिक उपकरण :-

- हिन्दी शिक्षक की अर्हताएँ – वैयक्तिक, भाषिक, साहित्यिक, सामाजिक, सांस्कृतिक।
- पाठ्यपुस्तकों एवं पूरक पुस्तकों का महत्व, प्रकार, विशेषताएँ, निर्माण एवं मूल्यांकन
- शैक्षिक उपकरणों का महत्व एवं उपयोगिता, उपकरणों के विवेध रूप-यांत्रिक और अयांत्रिक उपकरण, उपकरणों का प्रसंगानुकूल प्रयोग।
- पाठ्यचर्या सहगामी क्रियाओं के प्रकार एवं भाषा अधिगम में उनका योगदान, क्रियाओं का आयोजन, मूल्यांकन।

इकाई-IV

(10 कालांश)

- हिन्दी शिक्षण में मूल्यांकन, महत्व मूल्यांकन की आधुनिक सकल्पना परीक्षा और मूल्यांकन में अंतर मूल्यांकन विधियाँ परीक्षण प्रश्नों के प्रकार और उनकी रचना प्रक्रिया।
- संप्राप्ति परीक्षण प्रतिवेदन छात्रों के भाषा अधिगम में सामान्य त्रुटियों के कारण निदान एवं उपचार (निदानात्मक एवं उपचारात्मक शिक्षण)

व्यावहारिक पक्ष :-

- वार्तालाप सुपाठ, पाठ्य खेल, कहानी कथन आदि के लिए उपयुक्त सामग्री की चक्षा स्तरानुरूप संकलन एवं रचना।
- उच्चारण/वर्तनी के सामान्य दोषों का संकलन और उनके लिए उपचारात्मक अभ्यास की रचना।
- माध्यमिक कक्षाओं की पाठ्यपुस्तकों में आई कविताओं एवं कहानियों से मिलती जुलती अन्य कविताओं/कहानियों का संकलन।
- शब्द भण्डार वृद्धि के लिए प्रत्यय, उपसर्ग, संधि समास आदि के आधार पर शब्द सूची बनाना।
- किसी एक सहशैक्षिक क्रियाकलाप का आयोजन।

उप्युक्त में से कम से कम तीन क्रियाकलाप अपेक्षित हैं।

Course Title: Teaching of Sanskrit

Course Code: 109

Credits - 4

Time Allotted: 64 Hours

MM: 100 (External 75, Internal 25)

अस्य संस्कृतस्य शिक्षणस्य पाठ्यचर्यायाः प्रमुखदेश्य संस्कृतस्य भाषासेण शिक्षणम् अस्ति। सामान्यतः संस्कृतस्य शिक्षणम् अन्यभाषारूपेण भवति।

पाठ्यक्रमः

10 कालांश

इकाई – I

- भाषायाः भाषिकरूपेण शिक्षणस्य अभिप्रायः स्वरूपम्।
- त्रिभाषासूत्रे-संस्कृत भाषा शिक्षणस्य स्थानम् महत्त्वम्।
- भारते विद्यालयपाठ्यचर्यायां संस्कृतस्य महत्त्वम् उद्देश्यानि च
 - माध्यमिक स्तरे
 - उच्च माध्यमिक स्तरे

24 कालांश

इकाई – II

- संस्कृत भाषा-शिक्षणस्य आधारभूतसिद्धान्तानां संदर्भे संस्कृत शिक्षणस्य स्वरूपम्।
- संस्कृतशिक्षणस्य विधयः
 - पाठ्यपुस्तक विधि
 - व्याख्यान विधि
 - अनुवाद विधि
 - प्रश्नोत्तर विधि
 - आगमन-निगमन विधि
- संस्कृतशिक्षणे सम्प्रेषणात्मक उपागमः।
- संस्कृतशिक्षणे पाठयोजनानां महत्त्वं निर्माणञ्च
 - गद्य पाठयोजना
 - पद्य पाठयोजना
 - व्याकरण पाठयोजना
- संस्कृतशिक्षणे भाषिकानां कौशलानां विकासस्य आवश्यक स्वरूपञ्च।

18 कालांश

ईकाई – III

- संस्कृतशिक्षणे सहायकसामग्रीणां निर्माणस्य आधारम् सिद्धांत निर्माणम् च।
- संस्कृतशिक्षणे पाठ्यसामग्रीणां स्वरूपं निर्माणञ्च
- संस्कृतशिक्षणे पाठ्यसहगामि क्रियाणाम् आयोजन महत्त्वं स्वरूपम् उद्देश्यानि च

12 कालांश

ईकाई – IV

- संस्कृत शिक्षणे परीक्षा मूल्यांकन प्रक्रिया च
 - उद्देश्यानिष्ठ मूल्यांकन
 - पूर्व रुपरेखानिष्ठ मूल्यांकन
 - प्रश्नोत्तर मूल्यांकन
 - विश्लेषणात्मक मूल्यांकन
 - प्रश्न-पत्र निर्माण

Course Title: Teaching of English**Course Code: 111****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Objectives:**

1. To acquire information on current directions in English language teaching.
2. To identify and be sensitive to the proficiency, interests and needs of learners.
3. To practice learner centred methods and techniques in the classroom.
4. To enable the students to use technology to enrich language teaching.
5. To facilitate the effective use of learning resources.
6. To encourage continuous professional development.
7. To develop an appreciation of the role of English in both academics and life.

Course Content**Unit - I: Fundamentals of Language****(12 hours)**

- Importance of English in a Multi-lingual Society
- Factors Affecting Language Learning: Physical, Psychological and Social
- Role of Language in Life: Intellectual, Emotional, Social and Cultural Development
- Method and Approaches: Direct Method, Communicative Approach, and Constructivist Approach.
- Intra - Inter correlation: Prose, Poetry, Grammar and Composition. History, Geography, Mathematics, Science, Economics and Commerce.
- Principles and Maxims of Language teaching

Unit - II: Language Acquisition Inside /Outside the Classroom**(20 hours)**

- Listening: Concept, Significance and activities to develop listening
- Speaking: Concept, Significance and activities to develop speaking.
- Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading).
- Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal)
- Supplementary Skills: Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopaedia, Thesaurus)

Unit - III: Aspects of Language Teaching and Learning Resources (20 hours)

- Planning a Lesson, Instructional Objectives and Specifications for:
 - Prose: Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)
 - Poetry: Methods (Recitation, Song-action), Techniques of Appreciation
 - Grammar: Types (Functional, Formal), Methods (Inductive, Deductive)
- Learning Resources: Computer Assisted Language Learning (CALL), Library, Language Laboratory.

Unit - IV: Professional Growth and Evaluation (12 hours)

- Qualities of an English Teacher and his/her Professional Growth
- Critical Appraisal of an English text book.
- Types of Test Items and development of Achievement test in English.
- Meaning and significance of Comprehensive and Continuous Evaluation in English.
- Diagnostic and Remedial Teaching:
 - Identifying Learning Difficulties in Language
 - Dealing with Language Difficulties of the Learner

Suggested Readings:

- Adams, M.J, (1990): Thinking and Learning about Print. Cambridge, Ma: MIT Press.
- Amritavatli, R, (1999): Language as a Dynamic Text: Essays on Language, Cognition and Communication. CIEFL Akshara series. Hyderabad: Allied Publishers
- Assessment of English Language Teaching, Madan
- Barauh, T.C.: The English Teacher's Handbook
- Bhatia K. K: New Techniques of Teaching English as a Foreign Language.
- Bond, L G et at (1980): Reading Difficulties- Their Diagnosis and Correction, New York, Appleton - Century Crafts.
- Bose Kshanika: Teaching of English Modern Approach
- Byrne, D (1975): Teaching Writing, London, Longman.
- Choudhary, N.R, (2002) :English Language Teaching, Himalaya Publish House, Mumbai
- Dave, Pratima S, (2002): Communicative Approach to the Teaching of English as A Second Language, Himalaya Publish House, Mumbai
- David, E (1977): Classroom Techniques- Foreign Languages and English as a Second Language, New York, Harcourt Brace.
- Davis, Paul and Mario Rinvoluceri, (1988): Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers
- English Language Teaching: Professional Journals for English Language Teaching
- Grillett, M (1983): Developing Reading Comprehension, London, CUP.

- Halbe Malati, (2005) :Methodology of English Teaching , Himalaya Publish House,
- Jain, R.K.: Essentials English Teaching.
- Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford, Pergamon Press.
- Khan, Nasiruddin. (2005): Introduction of English as a subject at the primary level. Ms., NFG-English
- Kohali, A.L.: Techniques of Teaching English in the New Millennium
- M.L.Tikoo: Teaching of English
- Modern English Language Teaching – Journal Geeta Nagaraj
- Morgan & Rinvoluri (1991): New Ways of Dictation, London, Longman.
- Mukalel , J C. (1998): Approaches to English Language Teaching, Sterling Publishing House, New Delhi.
- Palmer, H E: The Principles of Language Study.
- Parrot, M (1993): Tasks for the Classroom Teacher, London, Pergamon.
- Paul Verghese – Teaching English as a second Language
- Prabhu, N.S. (1987): Second Language Pedagogy. Oxford University Press, NY.
- Richards Jack C. & Rodgers & Theotore S.: Approaches & Methods in Language Teaching
- Sachdeva, M.L: A New Approach to Teaching of English in India
- Sahni Geeta: Suggested Methodology of Teaching English
- Salim B.: Companion to teaching of English
- Sharma, K L.: Methods of Teaching English in India.
- Shatmi Kadmbri & Tujs Tripat – Principles & Practices of Language Teaching
- Singh, M.K.: Teaching of English
- Spratt Mary: English for the Teacher
- Sunwani, V.K, (2005): The English Language and Indian Culture
- Thomson & Wyatt HG: Teaching of English in India, University of London.
- Tudor, Ian: Learner - Centeredness in Language Education, Cambridge University Press.
- Valdmen., (1987) Trends in Language Teaching, New York, London Mac Graw Hill.
- Varghese, Paul: Teaching of English as Second Language.
- Venkateshwaran, S: Principles of Teaching English
- Widdowson, HG (1979): Teaching language as Communication, London, OUP.
- Yoakum LA. & Simpson R.G: Modern Methods and Techniques of Teaching.

Course Title: Teaching of Punjabi**Course Code: 113****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Objectives:**

1. To develop interest for Teaching Learning Punjabi.
2. To develop strategies in order to meet the learning difficulties in teaching Punjabi as a mother tongue/first/second language at school.
3. To think strategies to direct the creative abilities of the students at the school level.
4. To identify and be sensitive to the proficiency, interests and needs of learners.
5. To practice learner centred methods and techniques in the classroom.
6. To facilitate the effective use of learning resources.
7. To encourage continuous professional development.
8. To develop skills for research and diagnostic testing.

Course Content**Unit - I: Fundamentals of Language****(12 hours)**

- **Language:** Nature, origin and development of language.
- **Mother Tongue:** Importance, objectives and Principles for teaching Mother Tongue.
- **Punjabi:** Origin and development of Punjabi Language.
- **Script:** Origin and development of Gurmukhi as a script.
- **Punjabi as Mother Tongue:** Contribution and role of Mother Tongue on life and education of a child.
- **Punjabi as a first/second language:** Rationale and objectives.
- Present position of Punjabi in the school curriculum.

Unit - II: Language Acquisition**(20 hours)**

- **Listening:** Concept, Significance and activities to develop listening skills in Punjabi.
- **Speaking:** Concept, Significance and activities to develop speaking skills in Punjabi. Correct pronunciation and correction for appropriate pronunciation.
- **Reading:** Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading).
- **Writing:** Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal)
- **Supplementary Skills:** Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopaedia, Thesaurus)

Unit - III: Aspects of Language Teaching and Learning Resources (20 hours)

- Planning a Lesson, Instructional Objectives, Specifications and Teaching aids for:
 - **Prose:** Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)
 - **Poetry:** Methods (Recitation, Song-action), Techniques of Appreciation
 - **Grammar:** Types (Functional, Formal), Methods (Inductive, Deductive)
- **Learning Resources:** Computer Assisted Language Learning (CALL), Library, Language Laboratory.

Unit - IV: Professional Growth and Evaluation (12 hours)

- Qualities of a Punjabi Teacher and his/her Professional Growth
- Critical Appraisal of a Punjabi text book.
- Types of Test Items and development of Achievement test in Punjabi.
- Meaning and significance of Comprehensive and Continuous Evaluation in Punjabi.
- Diagnostic and Remedial Teaching:
 - Identifying Learning Difficulties in Language
 - Dealing with Language Difficulties of the Learner

Suggested Readings:

- Ahuja, R.L. – Maatra Bhasha Di Shiksha
- Baraar, H.S. – Maatra Bhasha Di Samrakha
- Billows, F.L. – The techniques of Language Teaching
- Dhiman, H.S. (2009). Punjabi Boli, Bhasha Atte Gurbani. Patiala: Gagan Prakashan
- Gurrey, P. – Teaching of Mother Tongue in secondary schools
- Jass, J.S. and Kaur, J. (2010). Maatra Bhasha Di Shikiya Vidhi. Jalandhar: New Book Company.
- Joshi, S.S. - Punjabi Bhasha Atte Viyakaran.
- Kang, A.S. (1999). Aatharvi Sadi Da Chornva Punjabi Sahitya. New Delhi: National Book Trust.
- Kaur, Dhanwant – Punjabi Bhasha Da Adhyapan. Patiala: Punjabi University.
- Kocchar, S.K. and Bhatia, S.S. - Maatra Bhasha Di Shiksha
- Nandra, I.S. and Ssafaya, R.K. (2010). Aadhunik Punjabi Adhyapan. Ludhian: Vinod Publications
- Ryburn, W.M. – Teaching of Mother Tongue
- Sharma, T.R. - Maatra Bhasha Di Shiksha
- Singh, Harkirat. – Punjabi Sabad Roop Aur Sabad Jorh Kosh
- Singh, Mahinder – Punjabi Kive Paraiiee Jave
- Singh, P.P. (1996). Punjabi Bhasha Da Sarotra Te Bantar. Patiala: Punjabi University.
- UNESCO – Teaching of Mother Tongue.

Course Title: Teaching of Urdu**Course Code: 115****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Course Content:****Unit I:****(15 hours)**

- **Nature and Development of Language.**
Nature, development forms, functions and significant movements in modern Urdu Literature
- **Remedial and enrichment Content**
 - (a) Elements of Urdu Language –its phonetic structure, morphological structure and syntactic structure.
 - (b) Spelling Errors, their causes and corrections.
 - (c) Children Literature.
- **Objective Based Teaching**
 - (a) Objectives of teaching Urdu at Secondary and Senior Secondary levels.
 - (b) Statement of objectives in behavioral terms.

Unit II:**(25 hours)**

- **Approaches and Methods of Teaching Urdu**
 - (a) Oral expression.
 - (b) Reading: Reading Process, oral and silent reading, intensive and extensive reading, reading interests and reading habits.
 - (c) Writing composition, objectives and methodology and correction of composition.
 - (d) Poetry: Objectives and Methodology, lesson planning.
 - (e) Prose: Objectives and Methodology, lesson planning.
 - (f) Grammar: Objectives and approaches, lesson planning.
- **Pedagogical Analysis**
 - (a) Pedagogical analysis of two lessons in Urdu.
 - (b) Identification of linguistic and Ideational content of the lessons.
 - (c) Listing behavioral objectives.

Unit III:**(14 hours)**

- **Materials for Teaching Urdu**
 - (a) Urdu Text book and its evaluation.
 - (b) Supplementary Readers.
 - (c) A.V Aid in teaching of Urdu.
- **Co-Curricular Activities Related to Urdu**
 - (a) Activities for developing listening and speaking competencies.
 - (b) Activities for developing reading competency.
 - (c) Activities for developing writing competency.

Unit IV:**(10 hours)**• **Evaluation**

- (a) Evaluation and continuous evaluation in Urdu.
- (b) Development of test items: Essay, short answer and objective types.
- (c) Diagnostic testing and remedial measures.
- (d) Preparation of achievement test.

Suggested Practical Work:

- (a) Pedagogical analysis of two lessons(Prose and Poetry)
- (b) Preparation of transparencies for two lessons.
- (c) Development of test items –essay, short answer and objective type question in Urdu.
- (d) Preparation of Diagnostic test and remedial Program in Urdu.
- (e) Organizing a co-curricular activity related to Urdu in School/IASE.
- (f) Planning an outline for action research in Urdu.

Suggested Readings:

- Ansari Akhtar(1970) Ghazal Aur Ghazal ki Taleem, New Delhi. Taraqqi-e-Urdu Board.
- Ansari Akhtar Ghazal Aur Dars-Ghazal. Aligarh, Anjuman Taraqqi-e-Urdu.
- Ansari Akhtar(1950) Studies in Language and Language Teaching, Aligarh, Friends Book House.
- Faramo. Saleem(1953) Urdu Zaban Aur Uski Taleem, Lahore, Pakistan Book Store.
- Gray, C.W(1965) Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London, Longmans.
- Husain, Aijaz (1975) Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar.
- Husain, Sajid (1993) Urdu Aur Uske Tadreesi Tariqe, Karachi, Rabbar Publishers.
- Khan, R.H (1974) Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board.
- Ryburn, W.M (1950) Suggestions for the Teaching of Mother Tongue in India, London, Oxford University Press.
- Saiyidain, K.G(1921) Usool-e-Allahabad, Hindustan Academy
- Srivastava, R.P (1979) Teaching of Reading, Delhi Bahari Publishers.
- Fatehpuri, Farman (1985) Tadrees-e-Urdu, Karachi, Maktaba Jamia
- Moinuddin (1988) Urdu Zaban Ki Tadres, New Delhi Taraqqi Urdu Bureau.

Course Title: Teaching of Mathematics**Course Code: 117****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Course Overview**

This course is designed for the prospective secondary school teachers. The course would include developing competencies in secondary level mathematics curriculum, their appropriate instructional strategies, using visual aids, etc.

Objectives:

The course will try to develop among the prospective secondary school teachers:

1. Understanding of nature of mathematics.
2. Understanding of historical developments leading to concepts in modern mathematics.
3. Understanding of learning theories and their applications in mathematics education.
4. Improve their competencies in secondary level mathematics.
5. Understanding various instructional strategies and their appropriate use in teaching mathematics at the secondary level.
6. Understanding preparation and use of diagnostics test and organize remedial teaching.
7. Application of appropriate evaluation techniques in mathematics.

Course Content:**Unit-I****(12 hours)**

- **Introduction to mathematics education**
 - ✓ Nature of mathematics (axioms, postulates, patterns and language of Mathematics).
 - ✓ Developing objectives of teaching mathematics in behavioral terms
 - ✓ Integration of Mathematics with other subjects.
- **Historical developments in mathematics**
 - ✓ Historical development of Notations and Number systems
 - ✓ Contributions of Indian Mathematicians (Ramanujan, Aryabhata, Bhaskaracharya).

Unit-II

- **Place of mathematics in secondary school curriculum** **(08 hours)**
 - ✓ Critical evaluation of the curriculum in use in Mathematics at the secondary stage.
 - ✓ Qualities of a good Mathematics textbook and its evaluation.

Unit-III**(32 hours)**

- **Instructional strategies in teaching mathematics**
 - ✓ Inductive, deductive approach.
 - ✓ Analytic and synthetic approach.
 - ✓ Heuristic and project approach.
 - ✓ Problem solving
 - ✓ Activity method
- **Organization of teaching strategies in mathematics**
 - ✓ Different models of lesson planning.
 - ✓ Annual, term, unit lesson planning
 - ✓ Selecting appropriate instructional strategies related to various topics included in secondary classes of the CBSE in the following areas:
 - i) Teaching of Arithmetic (Commercial Maths)
 - ii) Teaching of Algebra (Polynomials, algebraic identities, Linear equations, Quadratic equations)
 - iii) Teaching of Geometry (Congruent and Similar triangles)
 - iv) Teaching of Mensuration (Surface areas and volumes of solid figures)
- **Mathematics clubs.**

Unit-IV: Technology Integration and Evaluation**(12 hours)**

- **Technology Integration:** Planning with the iNtegrating Technology for inquiry (NTeQ) model for Mathematics at secondary school level.
- **Diagnostics test and remedial teaching in Mathematics**
 - ✓ Comprehensive and continuous evaluation, need of and importance class tests.
 - ✓ Nature and constructions of diagnostics test.
 - ✓ Remedial teaching.

Suggested Readings:

- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
- Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
- Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
- Ediger Mariow(2004); Teaching Math Successfully, Discovery Publication.
- Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of Teaching Mathematics, NCERT New Delhi.
- Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
- James Anice (2005); Teaching of Mathematics, Neelkamal Publication.
- Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.
- Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
- Kulshreshtha; Teaching of Mathematics, R. Lal and Sons.
- Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India.
- Mangal, A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India.

- Prabhakaran K.S.; Concept attainment model of Mathematics teaching; Discovery Publications.
- Schwartz James E.(1994); Essentials of classroom teaching elementary math; Allyn & Bacon Publication.
- Skempt, Richard R., The Psychology of Learning Mathematics, Penguin.
- Sri Bharati Krishna Tirathji Maharaj; Vedic Mathematics; B.D. Moti Lal Publishers.
- Sumner W.L.; Teaching of arithmetic & elementary math; Oxford publications
- Tyagi, S.K.(2004); Teaching of Arithmetic; Commonwealth Publications.
- Vigilante Nicholas (1969); Mathematics in elementary math; Oxford Publications.
- Wilder, R.L.; Evolution of Mathematical concepts; Transworld Publishers Ltd.

Course Title: Teaching of Social Sciences**Course Code: 119****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Course Objectives:**

The Teaching of Social science would enable the Pupil Teacher to -

1. Develop understanding about the basic differences between Social Studies and Social Science.
2. Understand the need for teaching Social Science as an integrated discipline
3. Develop the ability to justify the Relevance of social Sciences in terms of Contemporary events.
4. Gain knowledge about the different approaches associated with the discipline
5. Develop certain professional skills useful for classroom teaching.

Course Content:**Unit - I: Learning and Teaching Social Studies****(08 hours)**

- Nature and Scope of Social Science
- Difference between Social Science and Social Studies
- Aims and objectives of teaching Social Sciences
- Social Science curriculum at School level - correlation with other subjects.
- Prevalent text books in Social Sciences. Critical appraisal of a Social Science Text book

Unit - II: Methods and Strategies**(30 hours)**

- **Approaches / Methods of Teaching Social Sciences**
 1. Difference between Approaches, strategies and methods
 2. Types of Approaches – Inductive, deductive
 3. Methods –
 - a) Story telling
 - b) Problem Solving
 - c) Project Method
 - d) Observational Method
 - e) Assignment Method
 4. Grouping students for learning
 - a) Cooperative learning
 - b) Using structured questions to aid learning
 - c) Role playing and simulation
 5. Qualities of an exemplary social science teacher
- **Transactional Strategies**
 1. Preparation of Unit Plan, Lesson Plan using various approaches.

2. Instructional Aids: - Preparation, improvisation and effective use - Chart, Models, Scrap Books, Media (Print Non-print and Electronic Media), Maps, Globe.
3. Social Science Laboratory - organization and management
4. Organization and planning of Co-curricular Activities in Social Science – Field Trip / Excursion / Bulletin Board in Social Studies
5. Dealing with Controversial Issues in Social Studies

Unit - III: Concepts and Technology Integration

(18 hours)

- Developing Concept and Generalizations
- Concept formation and classification
- Concept Mapping in Social Science
- Instructional strategies for concept learning
- Technology Integration: Planning with the iNtegrating Technology for inquiry (NTeQ) model for Social Sciences at secondary school level.

UNIT - IV: Evaluating and assessing student learning

(08 hours)

- Evaluation: Concept, importance and Types of Evaluation. Concept of Comprehensive and Continuous Evaluation
- Type of Test items and development of achievement test in social sciences.
- Diagnostic testing and remedial measures.

Suggested Readings: -

- Aggarwal, J.C., Teaching of Social Studies, New Delhi: Vikas Pub. 1982.
- Bining, Arthur C., Teaching of Social Studies in Secondary School, McGraw Hill, Book Co.
- Dash, B.N., Content-cum-Method of Teaching of Social Studies, New Delhi : Kalyani Pub.
- Gupta Renu – The methods of teaching Social Studies
- Kochhar, S.K., Teaching of Social Studies, New Delhi: Sterling Publications, 1983.
- Kohli, A.S., Teaching of Social Studies, New Delhi: Anmol Pub., 1996.
- Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
- Mehta, D.D., Teaching of Social Studies, Ludhiana: Tandon Pub., 2004
- Michaels U. John – Social Studies for Children (1992)
- Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
- Mottart, Maurice P., Elementary Social Studies Instructions, New York: Longman, Green and Co.
- NCERT (1988), Guidelines and syllabi for secondary stage (Class IX, X) N. D., NCERT

- Preston, Ralph C., Handbook of Social Studies, Rhinehart and Company, 1955.
- Ruhela, S. P. and Khan R.S. – Samajik Vigyan shiksham, kota open University, BE – S
- Sandhu, Paramjit Kaur, Teaching of Social Studies, Patiala.
- Shaida, B.D., Teaching of Social Studies, Jalandhar: Panjab Kitab Ghar, 1962.
- Sidhu, H.S., Teaching of Social Studies, Tondon Publishers, Ludhiana.
- Singh, Gurmit and Kaur, Jasvir, Teaching of Social Studies, Ludhiana: Kalyani Publishers, 2007.
- Taneja, V.K., Teaching of Social Studies, Ludhiana: Vinod Pub., 1992.
- Teaching Social Studies in High School, Wesley Edgar Bruce
- UNESCO (1981), Handbook for teaching of Social Studies.
- Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co.
- Zevin Jack (2000) – Social Studies for the Twenty first Century

Course Title: Teaching of Integrated Sciences**Course Code: 121****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Course Objectives:**

The Student teacher will be able to-

1. Develop an understanding of the nature of integrated science and its interface with society.
2. Acquire a conceptual understanding of the objectives of teaching integrated science.
3. Appreciate the significance of integrated science at various levels of school curriculum.
4. Acquire the understanding of techniques/approaches and skills of teaching integrated science.
5. Develop and use the techniques for evaluation of student's performance.

Course Content:**Unit-I: Science in School Curriculum****(15 hours)**

- Nature and scope of integrated science.
- Development of science in India: Landmarks.
- Correlation of Integrated Science with other Subject.
- Aims & Objective of Teaching of Science with special reference to integrated Science.
- Science Curriculum at Secondary Level.
- Integrated Science Books: Qualities of good science books, its effective use; Criteria for evaluation of integrated science textbook.

Unit-II: Planning, Designing and Translation of Instruction.**(25 hours)**

- Development of unit plan, Lesson Plan, using variety of approaches.
- Teaching Learning process with a focus on:
 - ✓ Inquiry Approach
 - ✓ Problem Solving Approach
 - ✓ Project Method
 - ✓ Constructivist Approach
- Science Laboratory: Organization & Management.
- Instructional Aids: Preparation, Improvisation and Effective use.
- Planning and execution on Extended Experiences:-
 - ✓ Science Exhibition
 - ✓ Science Fair
 - ✓ Science Quizzes
 - ✓ Science Club

Unit-III: Evaluation in Integrated Science (14 hours)

- Evaluation: Concept & importance.
- Techniques of evaluation for theory & practical.
- Comprehensive and continuous evaluation, need and importance of class tests.
- Diagnostics test and remedial measures & Monitoring learner's progress.
- Achievement test-its construction & administration.

Unit-IV: Professional Development of integrated Science Teacher (10 hours)

- Need for professional development at individual level, organizational level and Government level.
- Technology Integration: Planning with the iNtegrating Technology for inquiry (NTeQ) model for Integrated Sciences at secondary school level.

Suggested Readings:

- Aggarwal J.C. (1990), Curriculum Reforms in India, Daoba House Delhi.
- Chauhan. S.S (1985), Innovation in teaching-Learning Process, Delhi, Vikas Publishing House.
- Das. R.C (1985), Science Teaching in school, Sterling Publishers Pvt. Ltd., New Delhi.
- Dass R.C., Parsi.B.K & Singh, .L.C. (1975), Effective of Microteaching in Training of Teachers, NCERT, Delhi.
- Gupta, S.K. (1983), Technology of Science Education Vikas Publishing House Pvt. Ltd., New Delhi.
- Jangira. N.K & Ajit Singh (1982), Core Teaching Skills, The Micro-teaching Approach, New Delhi:NCERT.
- Mangal, S.K. (1995). Teaching of physical and life science, AVG Book Depot, Karol Bagh.
- Radha Mohan (2004), Innovative Science Teaching for Physical Science- Prentice Hall of India Pvt. Ltd., New Delhi.
- Sharma R.A. (1991), Technology of Teaching R. Lall Book Depot, Meerut.
- Siddiqui N.N. and Siddiqui M.N. (1994). Teaching of science today tomorrow, Doaba House, Nai Sarak, Delhi.
- Sood J.K (1987), Teaching of life science, Kohli Publishers Chandigarh.
- Vaidya N (1997), The impact of Science Teaching Oxford & IBH Publication Co, New Delhi.

Course Title: Teaching of Home Science**Course Code: 123****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Course Objectives****The student teacher will be able to:**

- Familiarize themselves with the meaning and scope of Home Science and Objectives of Teaching Home Science at Higher Secondary Level.
- Understand the importance of Teaching Home Science in School.
- Know and apply various techniques and approaches of Teaching Home Science at Higher Secondary level.
- Plan instructions effectively for Teaching of Home Science.
- Evaluate student performance effectively with reliability and validity.

Course Content**Unit - I****(22 hours)**

- **Meaning and Scope of Home Science**
 - a. The modern meaning of Home Science and its place in Secondary School
 - b. Objectives of Teaching Home Science at Senior Secondary Level.
 - c. Status of Home Science
 - d. Scope of Home Science in School Curriculum

- **Approaches and Methods of Teaching Home Science**
 - a. Discussion method
 - b. Demonstration method
 - c. Laboratory work
 - d. Project method
 - e. Problem solving method
 - f. Field trips
 - g. Micro teaching
 - h. Computer as tool for instruction
 - i. Market survey
 - j. Assignment method
 - k. Use of community resources
 - l. Exhibition and displays

Unit - II: Planning and Designing for Effective Instruction in Home Science
(12 hours)

- Planning for instructional process – need, advantages and strategies
- Lesson planning – design, approaches & writing lesson plan
- Audio visual aids in teaching of Home Science
- Principles of curriculum planning and development of Home Science Syllabus
- Characteristics of a good Home Science text book.
- Use and Management of Home Science Laboratory

Unit - III: (15 hours)

- **Correlation of Home Science with other subjects**
 - a. Correlation of Home Science with other subjects and School activities
 - b. SUPW related to Home Science
- **Illustrations of Teaching Learning Process in Home Science**
 - a. Teaching of Human Development
 - b. Teaching of Foods and Nutrition
 - c. Teaching of Textiles and Clothing
 - d. Teaching Community Resource Management and Extension

Unit - IV: (15 hours)

- **Evaluation in Home Science**
 - a. Evaluation and assessment
 - b. Techniques for assessment in theory and practical
 - c. Monitoring learner's progress
 - d. Diagnostic and remedial measures in Home Science
 - e. Unit test preparation
- **Practical Oriented Assignments**
 - a. Planning and Organization of Science Laboratory
 - b. Development of TV and Radio Lesson
 - c. Development of Computer assisted lesson in Home Science
 - d. Co-curricular activities in Home Science

Suggested Readings:

- Bloom, Benjamin, (Ed.) and others (1965) *Taxonomy of Educational Objectives: The Classification of Educational Goals*, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
- Broudy, Harry S. and Palmer, John R. (1966) *Examples of Teaching Method*, Chicago, Second Printing, Chicago, Rand McNally & Co.
- Chandra A. (1995) *Fundamentals of Teaching Home Science*, ND: Sterling publishers.
- Dale Edgar (1962), *Audio Visual Methods in Teaching*, revised edition, Hold, Rivehart and Winston, New York.
- Das, R.R. & Ray B. (1989) *Teaching of Home Science*, ND: Sterling Publishers.
- Devdas R.P. (1976). *Teaching Home Science*, AI Council for Teaching Science.
- Hall & Paolucci (1968), *Teaching Home Economics*, NY: Wiley Eastern P. Ltd.

Course Title: Teaching of Accountancy**Course Code: 125****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100**

This course has been developed to familiarize the student-teachers of B.Ed. with the pedagogy of teaching accountancy.

The Expected Outcomes

After completing this course, student-teachers should be able to:

1. acquaint themselves with the nature of accountancy being taught at +2 level,
2. justify the rationale of including accountancy in the school curriculum,
3. enumerate the general and specific objectives of teaching accountancy at +2 level,
4. develop the technique of writing instructional objectives of teaching various topics of accounting,
5. appraise the +2 accounting curriculum developed by CBSE,
6. have an insight into the details of the various approaches and methods of teaching accountancy,
7. utilize the different teaching aids for effective transaction of the contents in accounting,
8. rationalize the organization of co-curricular activities for strengthening the knowledge of accounting,
9. make use of workbooks and practice sets for gaining practical knowledge of the world of accounting,
10. equip themselves with the essential quantities of an ideal accounting teacher,
11. familiarize themselves with the techniques of evaluation in accounting,
12. develop awareness about curricular innovations in Accounting.

Course Content**Unit - I: Introductory framework and Objectives****(10 hours)**

Nature and Need of Accounting: Nature and need of accounting, rationale of its inclusion in the school curriculum. Development of Accounting as a 'Profession'. Skills required by Contemporary Accounting Professionals.

- **Development of Accounting Curriculum:** Comparative analysis of the present accounting syllabus of CBSE & ICSE. Critical appraisal of CBSE accounting syllabus
- **Integration of Accountancy** with Business studies, Mathematics & Economics.

Unit - II: Planning and Objectives: (12 hours)

- **Unit and Lesson Planning:** Concept of Unit planning and Lesson Planning. Planning lessons for Theoretical aspects, Practical/numerical sessions and Projects.
- **Objectives of Teaching Accounting:** General and specific objectives of teaching accounting. Domains of writing specific objectives. Techniques of writing objectives.

Unit - III: Learning resources, Methods & Techniques (26 hours)

- **Learning Resources**
 - Workbooks, Practice sets and Worksheets
 - Use of software and hardware for the teaching of accountancy, including the use of computers
- **Methods and Techniques of Teaching Accounting**
 - Lecture cum Discussion method
 - Question –answer technique
 - Problem solving method
 - Games method
 - Project method
 - Case study
 - Computer Assisted Instructions
- **Recent trends in Teaching Accountancy**
Team Teaching, Co-operative learning, Peer learning
- **Co-Curricular Activities:** Different types of co-curricular activities for strengthening the learning of accounting.

Unit - IV: Professional requirements and Evaluation (16 hours)

- **Accounting Teacher:** Qualities of an ideal accounting teacher, Avenues available for professional growth
- **Text Book:** Critical appraisal of an Accounting text book. Journals (Conceptual, Professional and from Industry) in relation to Accounting.
- **Professional Accounting Software:** Working knowledge about the prevalent accounting (business record maintaining) software [Tally, Busy, etc.]. Use of spread sheets in Accounting.
- **Evaluation in Accounting:** Evaluating assignments, project work and giving feedback. Types of test items in accounting. Open book examination. Remedial Teaching.

Suggested Readings:

- Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi: Arya Book Depot.
- Bhatia. S.K. (1996). Methods of Teaching Accounting. Publication No. 16. CIE. Delhi.
- Binnion. John E. (1956). When you use a Book-Keeping Practice Set. Journal of Business Education. Vol. 32 Oct. pp. 30-33
- Boynton. Laewis.D. (1955). Methods of Teaching Book-Keeping. Cincinnati; South Western Publishing Co.
- Business and Management Education in Transitioning and Developing Countries: A Handbook; McIntyre, John R. and Alon, Ilan (Editors); M. E. Sharp. Inc.; New York; 2005.
- Commerce Education in India: Views of Employers of Private Firms- A Case Study of Delhi; Sherwani, N.U.K. and Siddiqui, Saif in Journal of Indian Education, NCERT; New Delhi; Vol. XXX; No. 4; Feb.2005
- Forkher Handen L., R.M. Swanson and R. J. Thompson (1960) The Teaching of Book-Keeping South Western Publishing.
- Maheswari, S.B. (1969) Teachers' Guide in Book-Keeping & Accountancy, Monograph. NCERT Regional College of Education, Ajmer.
- Ments, M. (1960). Simulations, Games and Role Play. Handbook of Education Ideas and Practices, London: Routledge.
- Musselman, Vernon A and J.M. Hanna (1960). .Teaching Book-Keeping and Accounting. New York. McGraw Hill Book Co.
- Sapre, P.M. (1968), Trends in Teaching Book-Keeping and Accountancy, Regional College of Education, Mysore.
- Singh, Kamal. D. (2010). *Development of Computer Assisted Instruction in Accountancy and Evaluation of its Effectiveness at Senior Secondary School Level.* (Unpublished Doctoral thesis). Delhi: Jamia Millia Islamia.
- Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from: http://delhi.gov.in/wps/wcm/connect/doi_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/
- Verma, D.P.S.; Commerce Education in Rajput, J.S. (Ed.) Encyclopaedia of Indian Education, Vol. I; NCERT; 2000.
- Wadhwa, Toolika; Commerce Education at Senior- Secondary Level: Some Reflections: in MERI Journal of Education; New Delhi; Vol. III; No. II; October 2008.

Course Title: Teaching of Business Studies**Course Code: 127****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100**

This course has been developed to familiarize the student-teachers of B.Ed. with the pedagogy of teaching Business.

The Expected Outcomes

After completing this course, student- teachers should be able to:

1. develop an awareness why business studies is taught at +2 level,
2. develop an analytical ability to appraise the existing CBSE curriculum of commerce meant for +2 students, and compare with other school boards
3. familiarize with the nature of business studies being taught at the school level
4. be conversant with the different methods of teaching meant for teaching +2 students,
5. develop positive outlook and skill for the use of modern teaching aids,
6. instill the competence of organizing co-curricular activities for enriching the subject matter of business studies,
7. develop the ability of exploiting good books and other study material in business studies,
8. develop the tools and techniques of evaluation for appraising and enhancing students knowledge in business studies,
9. develop awareness of curricular innovations in Business Studies.

Course Content**Unit - I: Introductory Framework****(14 hours)**

- **Business Studies:** Nature & Need of Business Studies, its scope and rationale of its introduction at senior school level, recent advancements in Business Studies. Evolution of education for business.
- **Curriculum of Business Studies:** Concept of curriculum and syllabus. Comparative analysis of the present syllabus of CBSE with ICSE. Critical appraisal of present syllabus developed by CBSE.
- **Integration of Business Studies with other subjects:** Concept, objectives and Importance of Integration. Integration of Business Studies with other subjects – Accountancy, Economics and Social Science.

Unit - II: Objectives and Planning for Business Education (12 hours)

- **Learning Planning:** Meaning & Nature of Lesson Planning, Lesson Planning according to Herbertian approach.
- **Objectives of Teaching Business Studies**
Nature of general & specific objectives, behavioral objectives, techniques of writing objectives

Unit - III: Methods & Instructional Media for Teaching Business Studies (26 hours)

- **Methods, techniques and skills of teaching Business Studies**
 - a. Lecture Method
 - b. Question-answer technique
 - c. Discussion Method
 - d. Project Method
 - e. Problem Solving method
 - f. Teaching through Games
 - g. Computer Assisted Instruction
 - h. Case study
 - i. Development of Higher Order Thinking Skills (through following activities)
Collaborative group activities, Problem-solving activities and Questioning for higher level thinking.
- **Co-curricular activities**
Business Studies based co-curricular activities and their utility, linkage of school and outside organizations for strengthening knowledge about business.
- **Instructional Media**
 - Meaning, Types of Instructional Media, scope of using Instructional Media for the teaching of Business Studies.
 - Selection of text books, reference books and professional journals for business studies.

Unit - IV: Technology Integration and Evaluation (12 hours)

- **Technology integration:** NTeQ model for Business Studies at senior school level
- **Evaluation:** Concepts of Evaluation, Measurement & Tests. Types of Evaluation.
 - Developing Achievement test in business studies. Types of test items.
 - Evaluation of Assignment and Project work. Remedial Teaching.
 - Continuous and Comprehensive Evaluation as the latest Examination Reform

Suggested Readings:

- Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi: Arya Book Depot.
- Bhatia, S.K. (1979), Teaching of Principles of Commerce and Accountancy, CIE Publication, Delhi.
- Business and Management Education in Transitioning and Developing Countries: A Handbook; McIntyre, John R. and Alon, Ilan (Editors); M. E. Sharp. Inc.; New York; 2005.
- Business education and Emerging Market Economics: Perspectives and Best Practices. Alon, Ilan and McIntyre, John R Kluwer Academic Publishers, Boston; 2004.
- Calfrey C. Alhon(1988), Managing the Learning Process in Business Education, Colonial Press USA
- Commerce Education in India: Views of Employers of Private Firms- A Case Study of Delhi; Sherwani, N.U.K. and Siddiqui, Saif in Journal of Indian Education, NCERT; New Delhi; Vol. XXX; No. 4; Feb.2005
- Markulis, Peter M; Howe, Harry and Strang, Danisi R; ‘Integrating the Business Curriculum with a comprehensive case study: A Prototype’ in Simulation and Gaming; Sage Publications; Vol. 36; No. 2; June 2005; 250-258;
- Megary, J. (1989). Simulation and Gaming. The international Encyclopedia of Educational Technology, Oxford Pergamon Press.
- Musselman Vernon A. and Musselman Donald Lee. (1975). Methods in Teaching Basic Business Subjects, 3rd ed Dannirl III. The Interstate Printers and Publishers
- Nolan, C.A. (1968), Principles and Problems of Business Education, Cincinnati, South Western Publishing Company
- Schrag & Poland (1987). A System for Teaching Business Education. McGraw Hill Book Company. New York.
- Siddique, M. Akhtar and Khan, R. S. (1995). Handbook for Business Studies Teachers, Jamia Millia Islamia, New Delhi.
- Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from: http://delhi.gov.in/wps/wcm/connect/doi_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/
- Tonne, Herbhert & Lovis C. Nancy. (1995). Principles of Business education. McGraw Hill, New York
- Verma, D.P.S.; Commerce Education in Rajput, J.S. (Ed.) Encyclopedia of Indian Education, Vol. I; NCERT; 2000.
- Wadhwa, Toolika; Commerce Education at Senior- Secondary Level: Some Reflections: in MERI Journal of Education; New Delhi; Vol. III; No. II; October 2008.

Course Title: Teaching of Physics**Course Code: 129****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Course Content:****Unit-I****(14 hours)**

- **Nature of Physics and Significance of teaching it**
 - (i) Nature and scope of Physics.
 - (ii) Significance of teaching physics in secondary & senior secondary schools.
- **Aims and Objectives of Teaching Physics**
 - (i) General aims of teaching physics at senior secondary level.
 - (ii) Writing objectives in behavioral form in Physics.
- **Pedagogical Analysis of Content**
 - (i) Meaning and need of pedagogical analysis of content
 - (ii) Identification of concepts
 - (iii) Developing learning experiences/activities.

Unit-II**(18 hours)**

- **Planning a Lesson**
 - (i) Unit Planning in physics
 - (ii) Planning a lesson for unit, a day, and individual experiment, with special emphasis on general objectives.
- **Approaches and Methods of Teaching Physics**
 - (i) Concept approach - meaning of concept, concept formation with reference to J. Bruner and Hilda Taba
 - (ii) Process approach - teaching science as a process, scientific method, problem solving method.
 - (iii) Cooperative learning approach.
 - (iv) Activity based approach - investigatory approach, project method, laboratory method.
 - (v) Constructivist approach

Unit-III**(12 hours)**

- **Physics Curriculum**
 - (i) Characteristics of a good curriculum for physics.
 - (ii) A critical study of present Physics curriculum at secondary/senior secondary school.
 - (iii) Textbook in Physics - its need and use, evaluation of a textbook.
- **Instructional Aids in Physics**
 - (i) Use of audio-visual aids in teaching of Physics with special reference to new technologies like interactive TV, Computer Aided Instruction.
 - (ii) Use of community resources.
 - (iii) Preparing low cost aids.

Unit-IV**(20 hours)**

- **Activities in Physics**
 - (i) Importance of co-curricular activities.
 - (ii) Planning and Organization of co-curricular activities for physics.
- **Evaluation of Learners' Progress**
 - (i) Evaluation and measurement.
 - (ii) Comprehensive & continuous evaluation, need & importance of class tests.
 - (iii) Different type of tests-essay, short answer, objective types.
 - (iv) Achievement test-its construction, administration and item analysis.
 - (v) Diagnostics test & Remedial Teaching.

Suggested Readings:

- Anderson R.D. (1970), Developing Children's Thinking Through Science, New Delhi: Prentice Hall.
- Barbe, R.H.(1995), Science in the Multicultural Class room, Boston: Allyn & Bacon.
- Chauhan, S.S.(2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
- Edigar M. and Rao D.B.(1996), Science Curriculum, New Delhi: Discovery Publishing House.
- Gupta N.K. (1997), Research in Teaching of Science, New Delhi: APH Publishing Corporation.
- Kochar, S.K.(1997), Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
- Maitre, K. (1991), Teaching of Physics, New Delhi: Discovery Publishing House.
- Mukalel, J.C. (1998), Creative Approaches to Classroom Teaching, New Delhi: Discovery Publishing House.

- Prakash, R. and Rath, T.N. (1996), Emerging Trends in Teaching of Physics, New Delhi: Kanisha Publishers.
- Rao, D.B.(1997), Reflections on Scientific Attitudes, New Delhi: Discovery Publishing House.
- Romay, W.D.(1968), Inquiry Technique for Teaching of Science, New Jersey: Prentice Hall.
- Sharma, R.C.(1981), Modern Science Teaching, Delhi: Dhanpat Rai and Sons.
- Thurber, W.A. and Collette, A.T.(1970), Teaching Science in Today's Secondary Schools, Boston: Allyn & Bacon Inc.
- Vanaja, M.(1999), Inquiry Training Model, New Delhi: Discovery Publishing House.
- Venkataiah, N. (1993), Curricular Innovations for 2000 AD, New Delhi: Ashish Publishing House.

Course Title: Teaching of Chemistry**Course Code: 131****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Objectives:**

1. To acquire the understanding of the various concepts, facts, terms and developments in the field of science education.
2. To critically analyze the curriculum/evaluation process/methodology of teaching in school to bring about changes in future.
3. To apply the understanding in a teaching learning process in schools.
4. To develop teaching skills for conducting theory and practical lessons.
5. To enable the students to use audio-visual aids and information technology for promoting effective teaching - learning.
6. To develop the abilities for planning and organizing chemistry laboratory.

Course Content:**Unit-I****(18 hours)**

- **Nature and Significance of teaching chemistry**
 - ✓ Meaning, nature and scope of chemistry.
 - ✓ Significance of chemistry in daily life.
- **Aims and Objectives of teaching chemistry**
 - ✓ Relevance, meaning and need of Objective Based Teaching.
 - ✓ General and specific aims of teaching chemistry at senior secondary level.
 - ✓ Specific objectives in behavioral terms in chemistry.

Unit-II**(22 hours)**

- **Planning a lesson**
 - ✓ Unit Planning.
 - ✓ Lesson Planning.
- **Instructional Strategies**
 - ✓ Lecture cum Demonstration Method.
 - ✓ Scientific Method.
 - ✓ Laboratory Method.
 - ✓ Heuristic Method.
 - ✓ Problem Solving Method.
 - ✓ Project Method.

Unit-III**(12 hours)**

- **Role of Information Technology and Audio Visual Aids**
 - ✓ Use of Audio Visual aids in Chemistry.
 - ✓ Computer Assisted Learning in Chemistry.
 - ✓ Programmed Instructions.

- **Curriculum**
 - ✓ Place of Chemistry in School Curriculum.
 - ✓ Chemistry as a component of Integrated Science upto Secondary Level.
 - ✓ Textbooks in Chemistry: Analysis, Evaluation of textbooks in chemistry.

Unit-IV**(12 hours)**

- **Evaluation**
 - ✓ Concept of evaluation.
 - ✓ Preparation and administration of an achievement test in Chemistry.
 - ✓ Criteria of a good achievement test in Chemistry.

- **The Professional Growth of a Chemistry Teacher**
 - ✓ Competencies associated with laboratory techniques.
 - ✓ Organization of co-curricular activities in chemistry.
 - ✓ Maintenance of Chemistry Lab.: Safety, security and preventive measures.

Suggested Readings:

- Jerry Wellington (1996), Secondary Science Contemporary Issues and Practical Approaches, Routledge London and New York.
- Mangal, S.K. (1997), Teaching of Science, Arya Book Depot.
- Newbury, N.F.(1965), The Teaching of Chemistry, 3rd Edition, London: Heinemann Education Books Ltd.
- Sharma, R.C. (2002), Science Teaching, Dhanpat Rai Publication.
- Sonders, H.N. (1971), Science Teaching in Senior Secondary Schools, Oxford & IBH Publishing Company.
- T.N. Ratho & Ravi Prakash (1996), Emerging Trends in Teaching of Chemistry, Kanishka Publishers.
- Waddington, D.J.(1984), Teaching of School Chemistry, UNESCO.

Course Title: Teaching of Life Sciences**Course Code: 133****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Objectives**

The main objectives for teaching of Life Sciences, is to enable the student-teacher to:

1. Appreciate the broad principles used in Life Science Education.
2. Critically analyze the Life Science Curriculum as an Integrated area of study.
3. Develop essential teaching skills for practicing Life Science Education.
4. Use various approaches and methods of teaching Life Science.
5. Prepare Unit plans and Lesson Plans in Life Science.
6. Apply various techniques of evaluation to assess students' learning.

Course Content:**Unit I****(10 hours)**

- **Nature and Significance of Teaching Life Science**
 - (i) Nature and Scope of Life science.
 - (ii) Life science as an integrated area of study.
- **Objectives of Teaching of Life Science**
 - (i) Aims & objectives of teaching Life Science at secondary stage.
 - (ii) Formulation of General and Behavioural objectives
 - (iii) NCF 2005: Critical study of recommendations on Teaching of Science.

Unit II**(10 hours)**

- **Life Science Teaching : Aids and Competencies**
 - ✓ Textbooks, Laboratory manuals and Teachers' Handbook in Life Science: Need and Relevance for a teacher.
 - ✓ Professional Competencies of Life Science Teacher:
Competencies associated with organisation and management of a Life Science laboratory including Techniques and skills in collection, preservation, display and maintenance of the following - Herbarium, Aquarium, Terrarium, Vivarium, Dry and wet specimens, Preparation of Temporary mounts, Student Laboratory Squad or kit improvisation.
 - ✓ Organization of Life Science clubs, fairs, excursions, field trips.

Unit III (24 hours)**Instructional Planning in Life Science**

- ✓ Conceptual Underpinnings: (Clarity on the differences between the under-mentioned categories taking examples from Life Science)
 - : Fact, Concept, Principle, Theory, Law.
 - : Approach, Method, Technique, Skill, Strategy.
- ✓ Unit Planning and Lesson Planning
- ✓ Lecture method, Lecture-cum-demonstration, Laboratory method, Problem Solving, Project method.
- ✓ Use of online resources, AV Aids in Curriculum Transaction in a Smart Classroom

Unit IV:**Evaluation in Life-Science (20 hours)**

- ✓ Purpose of Evaluation
- ✓ Test types and Construction
- ✓ Qualities of a good (Evaluating instrument) test
- ✓ Observation as a technique of Evaluation (with special emphasis on Peer Observation)
- ✓ Preparation and administration of an achievement test in Life Science
- ✓ Review of Life science curriculum at secondary stage: Parameters and Process.

Suggested Readings:

- Bremmer, Jean (1967), Teaching Biology, London: Mac Millian.
- Green, T.C. (1967), The Teaching and Learning Biology, London, Aliman & sons.
- Heller, R. (1967), New Trends in Biology Teaching, Paris : UNESCO
- Miller, David, F. (1963), Methods and Materials for Teaching the Biological Sciences, New York, McGraw Hill.
- NCERT (1969), Improving Instructions in Biology, New Delhi.
- Novak, J.D. (1970), The Improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
- Nunn, Gordon (1951), Handbook for Science Teachers in Secondary Modern Schools, London: John Murry.
- Thurber, Walter (1964), Teaching of Science in Toda's Secondary Schools, New Delhi: Prentice Hall.
- Vaidya, N. (1971), The Impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
- Voss, Burton F.A. and Bren, S.B., Biology as Inquiry: A Book of Teaching Methods.
- Waston, N.S. (1967), Teaching Science Creativity in Secondary School, London U.B. Saunders Company.

Course Title: Teaching of Political Science**Course Code: 135****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Course Content****Unit-I****(08 hours)**

- Nature of political science, its needs & significance.
- **Objective Based Teaching**
Its concept. Objectives of teaching political science, product-process objectives, Long term – short term objectives. Knowledge, skills and value based objectives. Identifying and stating objectives in terms of content and behavior outcomes in learning.

Unit-II**(18 hours)**

- **Learner Centered and Activity Based Teaching**
Development of thinking and concept formation, analysis of political processes and events, Mass media and scrapbook approaches to teaching especially current events, investigations and projects in political science.
- **Teaching Aids and Co-Curricular Activities in Political Science**
 - (i) Text book
 - (ii) Low cost improvised teaching aids
 - (iii) Bulletin board
 - (iv) Radio, films and television
 - (v) Visits and field studies
- **Transactional Strategies**
 - (i) Preparation of lesson Plan.
 - (ii) Unit plan on a topic from above given areas of enrichment content by stating objectives, developing concepts and contents involved and planning classroom interaction activities of the teacher and the pupils
 - (iii) Maintaining the ecology of the classroom.

Unit-III**(24 hours)**

- **Pedagogical analysis of Political Science**
 - ✓ Classroom interactions, heuristic, discussion, problem solving, role playing, lecture and question-answer, curriculum development and text book evaluation as used in schools.
 - ✓ Curriculum evaluation and evaluation of text book.

Unit-IV: Evaluation in Political Science (14 hours)

- (i) Comprehensive and continuous evaluation
- (ii) Norm reference and criterion reference tests
- (iii) Evaluation devices – written, open book examination, oral, observation, record.
- (iv) Preparation of a unit tests
- (v) Preparation of an achievement test
- (vi) Remedial Teachings

Suggested Readings:

- Aggarwal, N. N., et. al. (1978), *Principles of Political Science*, 6th Edition. New Delhi: Ram Chand & Co.
- Ambrose, A. and Mial, A. (1968), *Children's Social Learning*, New York: Association for supervision and Curriculum Development.
- Apter, David, E. (1978), *Introduction to Political Analysis*, New Delhi: Prentice Hall of India.
- Bining, A.C. (1952), *Teaching of Social Studies in Sec. School*, New York: McGraw Hill.
- Burner, Jerome, S. (1971), *Towards a Theory of Instruction*, Cambridge: Harvard University Press.
- Dhanija Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harmen Publishing House.
- Kochhar, S. K. (1963), *The Teaching of Social Studies*, Delhi: University Publishers.
- Wesley, F. B. (1950), *Teaching social Studies in High School*, Boston: D.C., Health & Co.
- Buch, M. B. (1969), *Improving Instruction in Civics*, New Delhi: NCERT.
- Fenton, Edwin (1967), *The New Social Studies*, New York: Hlot Rinehart & Winston, Inc.
- Finer, (1953), *Teaching Techniques in Social Studies*, New York: Bank Street Publication.
- Gleeson Denis & Whitty Geoff (1976), *Developments in Social Studies Teaching*, London: Open Book.
- Nicholson & Write, *Social Studies for Future Citizen*, Geoirge Harrap.
- Verma, S. P. (1975), *Modern Political Theory*, New Delhi: Vikas Publishing House.
- White, F.M., *Teaching of Modern Civics*, Delhi: Vikas Publishing House.

Course Title: Teaching of Economics**Course Code: 137****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Course Objectives**

1. To familiarize the student-teachers with various strategies, methods, techniques and skills of teaching Economics at the senior secondary level.
2. To develop competence in use of appropriate strategy in relation to the content to be taught.
3. To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.
4. To promote reflection on issues pertaining to teaching of Economics.
5. To develop competence in designing effective instructional strategies to teach Economics.
6. To develop ability to design, develop; and use various tools & techniques of evaluation.
7. To develop awareness about syllabus prescribed by different State Boards.
8. To develop awareness about recent advancements in teaching of Economics.

Course Content:**Unit- I: Introduction to teaching of Economics****(10 hours)**

- **Aims and objectives** of teaching Economics at secondary and senior secondary school level. Instructional objectives of teaching Economics.
- **Integration of Economics** with other school subjects – Commerce, Political Science, Geography, History, Mathematics & Sociology.
- **Comparative analysis** of prescribed syllabus of CBSE & ICSE.

Unit- II: Instructional Methods & Skills**(28 hours)**

- **Methods of teaching Economics:** - Lecture method, Discussion method, Debate method, Inquiry method, Problem solving method, Survey method, source method, project method, seminar(s) method. Assignment method (principles of giving assignments, types and techniques of framing assignments).
- **Recent advancements in teaching of Economics** – Team teaching, Co-operative learning, Computers in teaching of Economics.
- **High Order Thinking Skills:** Meaning, Activities to develop High Order Thinking Skills- Collaborative group activities, Problem-solving activities & Questioning for High level thinking.

- **Essential Qualities** of a good economics teacher and role of economics teacher in teaching of current affairs.

Unit-III: Instructional Media & Co-curricular Activities

(10 hours)

- **Instructional Media:** Concept, Importance and types of instructional media and their use in teaching of economics.
- **Co-Curricular Activities:** Type, role and significance of co-curricular activities in teaching of Economics.
- **Text Book:** Criteria for evaluation of economics textbook.

Unit - IV: Lesson Planning & Evaluation

(16 hours)

- **Lesson Planning:** - Meaning, Need and preparation of lesson plan according to Herbertian Approach.
- **Evaluation:** - Nature of educational evaluation, its need, role in education process. Types of Evaluation [Formative, Summative, Diagnostic].
 - Evaluation procedure for appraising learners' performance. Planning & preparation of achievement test in Economics, Types of test items.
 - Open book examination, Evaluating project work, Question Bank, Remedial teaching,
 - Recent trends in evaluation – continuous and comprehensive evaluation (CCE).

Suggested Readings:

- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi, NCERT.
- Assistant Masters Association (1974), The Teaching of Secondary School Examinations, London Cambridge University Press.
- Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences, IASE, Deptt. of Education, Delhi University.
- Bawa, M. S. (ed.) (1995), Tendering of Economics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels, IASE, Deptt. of Education, Delhi University.
- Bawa, M. S. (ed.) (1996), Evaluation in Economics, IASE, Deptt. of Education, Delhi University.
- Chakravorty, S. (1987), Teaching of Economics in India, Bombay, Himalaya Publishing.
- Hicks, J.R. (1960), The Social Framework- An introduction to Economics, London: Oxford University Press.
- Hodkinson, Steve, Whitehead and David J. (ed) (1986), Economics Education: Research and Development Issues, London, New York: Longman.
- Kanwar, B.S. (1973), Teaching of Economics, Ludhiana; Prakash Brothers.
- Khan, R.S., Teaching Economics (In Hindi), Kota Open University, BE-13.

- Lee, N. (ed) (1975), Teaching Economics, London: Heinemann Educational Books, Prentice Hall.
- NCERT (1974), Teaching Units in Economics for High and Higher secondary Stage, New Delhi.
- Oliver, J. M. (1977), The principles of Teaching Economics within the curriculum, London Routledge & Kegan Paul.
- Sachs, I, (ed.) (1971), Main trends in Economics Project and Role Playing Economics, London, Macmillan.
- Siddiqi, M.H. (1998) Teaching of Economics: New Delhi; Ashish Publishing House.
- Srivastava, H.S. (1976), Unit Tests in Economics, New Delhi, NCERT.
- Tyagi, S.D. (1973), Teaching of Economics (In Hindi), Agra: Vinod Pustak Bhandar.
- Whitehead, D. J. (ed.) (1974), Curriculum Development in Economics, London, Heinemann Education Books.

Course Title: Teaching of Geography**Course Code: 139****Credits - 4****Time Allotted: 64 Hours
(External 75, Internal 25)****MM: 100****Course Content:****Unit-I****(10 hours)**

- **NATURE AND SCOPE OF MODERN GEOGRAPHY**
 - (i) Geography as a study of spatial differentiation
 - (ii) Geography as a study of spatial relationship
 - (iii) Geography as a study of spatial organization

- **AIMS AND OBJECTIVES OF TEACHING GEOGRAPHY IN SCHOOLS**
 - (i) Type of objectives
 - (ii) Writing specific objectives of geography teaching in behavioral terms.

Unit-II**(24 hours)**

- **LEARNER CENTRED AND ACTIVITY BASED APPROACH**
 - (i) Conceptual learning in Geography
 - Spatial conceptualization – use of cognitive/mental maps
 - Perception and geography learning
 - (ii) Approaches in Geography teaching
 - Expository approach, Story telling and regional method
 - Discovery approach
 - Problem solving approach
 - Project method
 - (iii) Individualized instruction

- **TRANSACTIONAL STRATEGIES**
 - (i) Preparation of lesson plans
 - (ii) Preparation of unit plans
 - (iii) Maintaining harmony of the classroom, individual difference, group and individual learning.
 - (iv) Teaching aids and designing a geography laboratory

- **CO-CURRICULAR ACTIVITIES IN GEOGRAPHY**
 - (i) Excursion
 - (ii) Bulletin board
 - (iii) Geography club
 - (iv) Geography exhibition
 - (v) Use of community resources

Unit-III**(18 hours)**

- **PEDAGOGICAL ANALYSIS OF GEOGRAPHY**

- (i) Pedagogical analysis of a few units from enrichment content
- (ii) Identification and classification of concepts from the above mentioned unit
- (iii) Development of map reading skills

- **CURRICULUM PLANNING IN GEOGRAPHY**

- (i) Criteria used in the formulation of geography curriculum
- (ii) Guidelines for course construction
- (iii) Geography text book and its evaluation

Unit - IV: EVALUATION**(12 hours)**

- (i) Comprehensive and continuous evaluation
- (ii) Developments of different types of test items.
- (iii) Diagnostic testing and remedial measurement
- (iv) Preparation of one diagnostic test.
- (v) Preparation of achievement test, and analysis and interpretation of test data.
- (vi) Remedial Teaching.

Suggested Readings:

- Arrora K. K. (1976), The Teaching of Geography, Jalandhar: Prakash Brothers.
- Broadman, David (1985), New Directions in Geography Education, London: Philadelphia, Fehur Press.
- Chorely R. J. (1970), Frontiers in Geography Teaching, London: Mathews and Co. Ltd.
- Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
- Graves N. G. (1982), New Source Book for Geography Teaching, London: Longman the UNESCO press.
- Hall David (1976), Geography and Geography Teacher, London: Unwin Education Books.
- Huckle J. (1983), Geographical Education Reflection and Action, London: Oxford University Press.
- Leong, Goh Chey (1976), Certificate of Human and Physical Geography, Singapore: Oxford University Press.
- Morrey D.C. (1972), Basic Geography, London: Hien Manns Edu. Book Ltd.
- Mohd. Z.U. Alvi (1984), Tadrees Jugrafiya, Taraqqui Urdu Board
- UNESCO, New Source Book for Teaching of Geography.
- Verma J.P. (1960), Bhugol Adhyayan, Agra: Vinod Pustak Mandir.
- Verma O. P. (1984), Geography Teaching, N. D: Sterling Publication Pub. Ltd.
- Walford Rex (1981), Signposts for Geography Teaching, London: Longman.

Course Title: Teaching of History

Course Code: 141

Credits - 4

**Time Allotted: 64 Hours
(External 75, Internal 25)**

MM: 100

Course Content:

Unit-I: Meaning, Nature and Significance of History (08 hours)

- Meaning and nature of History
- The place of history in secondary school curriculum
- Curriculum development in History
- Integration of History with other subjects

Unit-II: Objectives Based Teaching and Pedagogical Analysis (13 hours)

- **Objective based Teaching of History**
 - (i) Aims and objectives of teaching with particular reference to Indian History.
 - (ii) Types of objectives
 - (iii) Statement of objectives in behavioral terms.
 - **Pedagogical analysis of the Subject**
 - (i) Identification of concepts from a unit/chapter
 - (ii) Pedagogical analysis of a unit/chapter
 - (iii) Listing behavioral outcomes
- Practical:** Evaluation of History Curriculum

Unit-III: Approaches and Instructional Media (30 hours)

- **Learner centered and Activity Based Approach**
 - (i) Teaching of history through monuments
 - (ii) Discussion method
 - (iii) Question answer method
 - (iv) Source method
 - (v) Symposium
 - (vi) Role play
- **Teaching Aids and Co-Curricular Activities in History**
 - (i) Text Book
 - (ii) Low cost teaching aids
 - (iii) Maps
 - (iv) Site visits
 - (v) Radio, films and television

Unit-IV: Evaluation in History**(13 hours)**

- (i) Comprehensive and continuous evaluation
- (ii) Evaluation devices: written, open book examination, oral, observation, record.
- (iii) Remedial Teaching

Suggested Readings:

- Burton, W.H. (1972), *Principles of History Teaching*, London: Methuen.
- Chaudhary, K. P. (1975), *The Effective Teaching of History in India*, New Delhi: NCERT.
- Dhaniya Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi, Harman Publishing House.
- Dixit, U. and Bughela (1972), *Itihas shikshan*, Jaipur: Hindi Ganth Academy.
- Ghate, V. D. (1956), *Teaching of History (English & Hindi)*, Bombay: Oxford University Press.
- Gunning, Dennis (1978), *The Teaching of History*, London: Goom Helm Ltd.
- Jarvis, C. H., *Teaching of History*.
- Khan S.U. (1998), *History Teaching-Problems, Prospective and Prospect*, New Delhi: Heera.
- Kochar, S. K. (1972), *The Teaching of History*, Delhi: Sterling Publishers.
- Lewis, E.M. (1960), *Teaching History in Secondary Schools*, Delhi: Sterling Publishers.
- Mujeeb, M. (1960), *World History: Our Heritage*, Bombay: Asia Publishers
- Shaida, B. D. and Singh, S. (1973), *Teaching of History*, Jullundur: Dhanpat Rai & Sons.
- Tara Chand, *A History of Indian People*, Aligarh: P.C. Dwadesh & Co.
- Weech, S.K.I. (1951), *History of the World London*: Odhas Press Ltd.

Semester I

(School Experience Program)

School Experience Program (SEP)

All the Pupil Teachers must experience the school environment, the work field for the professional life of the teacher. The School Experience Program would be spread over to the first semester but, some of the data collected during experience may be analyzed, interpret and examined in the second semester. SEP would include experiencing the live school environment including the work culture, and the preparation for the same should initiate in the college. The Teacher Educators should orient the Pupil Teachers about the School Experience Program in the initial sessions, followed by sharing/imparting the teaching skills. Although they (the teaching skills) are part of the Core paper in the same semester, yet the lesson transactions in relation to teaching skills should proceed independently. The success of the School Experience Program depends upon the efforts of the stakeholders jointly but, the role of the Teacher Educators as ‘the potters’ crowns the list. Hence the Teacher Educators must share the ‘pious’ work of imparting and polishing the teaching Skills as a **Team Teaching** (Effort) and each one of should work as the skill master for a particular skill leading to sharing of, at least six core teaching skills, with the budding teachers. This must follow simulation sessions. Efforts would be made by the Teacher Education Institution to arrange schools for the School Experience Program in relation to admitted student - teachers.

Outline for School Experience Program

Duration: One Semester

Stage I: Preparation for School Experience Program (SEP)

Content Enrichment Program

Focused Theoretical Sessions: School and Classroom Environment, Importance of Planning Lessons, Components/Format of a Lesson Plan [especially Specific Objectives, Instructional Methods, Instructional Media (including Teaching Aids), Teaching Skills and related concepts of Micro Teaching and Simulation]

Professional Ethics and Code of Conduct for Teachers

This should include orientation about the workings of the school environment and the School Experience Program, preparations for the program, especially, outlining the components of a Lesson Plan, including general and specific objectives, and essentially, imparting the Teaching Skills. All this may be shared by the concerned Teacher Educator or the School Experience Program Coordinator, except the teaching skills, which should be shared through the joint efforts of the faculty members in the institution. It is necessary to add that Experts in Methodology (Teaching Method/Subject Educators) must have liberty to polish or share the components of the lesson plan as per their preferred teaching learning approach.

Content Enrichment Program: It should mark the initiation of School Experience Program. The Teacher Educators (Subject Experts) should encourage the pupil teachers to perform an informative study about the prevailing school curriculum & the prevalent text books at schools in different grades/classes. Existing School Curriculum & many prevalent text books, especially by NCERT, SCERT, CBSE and ICSE are available through their respective websites. Pupil teachers (by means of self study) must update the content knowledge in their respective teaching subjects.

Focused Sessions: Special sessions should be organized for sharing the importance of planning a lesson, components/format of a Lesson Plan, with focus on: Specific Objectives, Instructional Methods & Media. Attention should simultaneously be paid towards use of teaching aids. Efforts are also necessary to be directed towards imparting theory about Micro Teaching, Skills in Teaching, Simulation and indeed preparing Lessons for Micro teaching and Simulation sessions. The pupil teachers should be told about the criteria on which their lessons would be evaluated.

Professional Ethics and Code of Conduct for Teachers: Efforts should be made by the Teacher Educators to update budding teachers about the ethics prevailing in the teaching profession, and indeed share the code of conduct for teachers at school level.

Stage II: Personalized Professional Sessions (SEP)

Focused Sessions: Micro Teaching, Simulation, Book reviews, Case Study, Action Research, Standardized Psychological Testing, School Profile, Aspects in a school, Peer observation and Self appraisal.

Micro - Teaching Sessions: Six micro lesson transactions by the pupil teachers spread over to six working days.

Simulation Sessions: At least two per subject per student, spread over to ten working days.

Total Duration: Sixteen working days

Micro Teaching Sessions: This would include conducting compulsorily the MT sessions, followed by Simulation. Six groups may be carved for the total strength of admitted students. Sessions for MT should be spread to six days, when each of the skill masters would be polishing each pupil teacher (for the particular teaching skill) in the group as an observer but, a different group on each day (rotation). Each pupil teacher would be transacting a planned micro lesson for that particular skill, followed by suggestions by the peer group & the Teacher Educator/Observer.

Simulation: Accumulating the experiences gained through MT sessions & the components of a fully fledged lesson plan, the teacher educators should get ready the pupil teachers to work with a combination of different teaching skills. At least two Model lessons for the particular subject should be demonstrated by the respective subject experts. This should follow Simulation sessions, with adequate written planning & use of the necessary teaching aids by the Pupil Teachers. This may boost up the confidence level of the budding teachers & give a firsthand experience to transact a plan with all the necessary components, especially focusing the integration of different Teaching Skills. As the duration of each simulated lesson may be around 35-40 minutes (followed by suggestions by the peer group & the observer) and the pupil teacher has to transact for two lessons in two different methods/subjects, therefore, at least ten days should be reserved for simulation sessions. Teacher Educators may observe & give suggestions to the student - teachers on rotation.

School Environment related projects: Teacher Educators should familiarize the budding teachers about the projects which they have to carry out simultaneously with the transaction of the prepared lessons. Special Sessions should be arranged to share the concepts and process of Book Reviews, Case Study, Action Research, Achievement Test conducting and data recording with analysis and interpretation (refer specific practical courses for coverage). It should also include sessions about preparing School Profile, Comparing for Aspects in the school, peer observation and maintain self appraisal record.

Stage III: School Experience

Lessons - Plan and transact: At least 40 Lessons (20 in each method).

Lessons - Discuss with Subject Experts/Teachers: 05 in each subject

Peer Lesson Observation: 20

Lessons - Self Appraised: 20 in each subject

Duration : Thirty working days

School Experience: All the pupil teachers will undergo full time intensive School Experience program for thirty working days during the first semester (preferably October 15th onwards) as per convenience of the respective Practice Schools. Pupil Teachers are required to prepare and transact at least twenty lessons for each pedagogical course, out of which five (in each subject) to be discussed with the Subject Expert, before particular lesson transaction. Minimum 50% of the lessons (at least ten in each subject) transacted by the student-teachers will be observed and evaluated by the faculty from the Teacher Education Institution. Twenty lessons transacted by peer in the same school have to be observed. For this, peer observation schedule (as developed, adopted or adapted by the Teacher Education Institution) may be used by the pupil teachers. A self appraisal record is also to be maintained by each pupil teacher, after each lesson transaction (at least twenty in each subject), which should also accommodate their daily experiences at the school. For appraisal of the lessons transacted, Teaching Skill Assessment Battery or any such scale may be used. Further, it is advised to conduct practice teaching in the nearby schools so that the Teacher Educators/supervisors and the pupil teachers could come back from the school to the college for discussion of Lesson Plans and so on, as and when required as per college schedule.

Conducting Focused Studies: Within the period of thirty school days, the pupil teachers should also conduct and gather data for the focused studies as such: Action Research, Case Study, Achievement Test Record, School Profile, School Aspect, Standardized Psychological Test and other school related activities.

NB: The Pupil teachers should collect data (at the time of experiencing School Environment) in the first semester for the practical courses, as if, Case Study, Action Research, Achievement Test Record, School Profile, School Aspect; which are to be examined in the second semester.

Evaluation

Teacher Educators, indeed internal supervisors for the Pupil Teachers, act as examiners, with a continuous watch for the performance. But formally, External (University) evaluation will be done (First week of December) by a board of Examiners comprising of an Internal and External examiner as appointed by the University. For total 100 marks (in each course), External Examiner would award out of 60 and Internal Examiner would award out of 40. A criterion may be stated to quantify assessment in both the cases and will include the Lessons prepared and transacted, the related teaching aids, content knowledge of the pupil teacher in respective subject, Book Reviews, attitude and performance in Micro (teaching) and Simulation lessons, peer group observation and self appraisal records maintenance.

Course Title: Teaching Skill Development Examination I**Course Code: 143****Credits - 5****Time Allotted: 160 Hours****MM: 100 (External 60, Internal 40)**

Duration of School Experience program is one semester. During Micro - Teaching Sessions, Pupil teachers have to transact three planned Micro Lessons based on teaching skills. (Out of the total six Micro Lessons transacted, three would be examined as part of Second Teaching Skill Development Examination). Two full fledged lessons on pedagogy/subject must be planned and transacted sincerely in Simulation Sessions. After that, Pupil Teachers will experience school environment (full time) for thirty working days. Apart from cooperation/participation in different school activities, they must rigorously work for the professional development and maintain records as stated:

- Pupil Teachers are required to prepare and transact at least twenty lessons for pedagogical course, out of which five are to be discussed with the subject expert, before particular lesson transaction.
- Minimum 50% of the lessons (at least ten in the subject) transacted by the Pupil teachers must be observed and evaluated by the teacher supervisor from the Teacher Education Institution.
- Ten lessons transacted by peer in the same school have to be observed.
- Twenty Lessons are to be self appraised.

The Pupil Teachers are also required to conduct & record (written) a Book Review for school subject/level text book related to the pedagogical course for which they are professionally preparing.

Evaluation:

Teaching Skill Development Examination will be examined jointly by the External and Internal Examiners in the School Environment. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

Components	Marks Division
Final Lesson Observation as per specified parameters	30
Assessment (viva) for content knowledge (Teaching Subject I) of the pupil teacher	10
Visual Aids prepared and justification for using them in the Final Lesson transaction	10
Text Book Review (Teaching Subject I)	10
Total	60

Criterion for Internal Evaluation:

MM: 40

Components	Marks Division
Internal regular Observation as per specified parameters	20
Teaching Skills and Competencies Attitude & Performance in Micro lesson transaction (Three): 03 Attitude & Performance in Simulation lesson transaction (Two) : 04	07
Peer group observation (dedication in recording, learning and adaptability from peer behavior)	05
Self appraisal record maintenance (dedication in recording and learning day by day from self experience)	04
Text Book Review (Teaching Subject I)	04
Total	40
(Internal Evaluation should be on Continuous and Comprehensive basis.)	

Course Title: Teaching Skill Development Examination II**Course Code: 145****Credits - 5****Time Allotted: 160 Hours****MM: 100 (External 60, Internal 40)**

Duration of School Experience program is one semester. During Micro - Teaching Sessions, Pupil teachers have to transact three planned Micro Lessons based on teaching skills. (Out of the total six Micro Lessons transacted, three would be examined as part of First Teaching Skill Development Examination). Two full fledged lessons on pedagogy/subject must be planned and transacted sincerely in Simulation Sessions. After that, Pupil Teachers will experience school environment (full time) for thirty working days. Apart from cooperation/participation in different school activities, they must rigorously work for the professional development and maintain records as stated:

- Pupil Teachers are required to prepare and transact at least twenty lessons for pedagogical course, out of which five are to be discussed with the subject expert, before particular lesson transaction.
- Minimum 50% of the lessons (at least ten in the subject) transacted by the Pupil teachers must be observed and evaluated by the teacher supervisor from the Teacher Education Institution.
- Ten lessons transacted by peer in the same school have to be observed.
- Twenty Lessons are to be self appraised.

The Pupil Teachers are also required to conduct and record (written) a Book Review for school subject/level text book related to the pedagogical course for which they are professionally preparing.

Evaluation:

Teaching Skill Development Examination will be examined jointly by the External and Internal Examiners in the School Environment. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

Components	Marks Division
Final Lesson Observation as per specified parameters	30
Assessment (viva) for content knowledge (Teaching Subject II) of the pupil teacher	10
Visual Aids prepared and justification for using them in the Final Lesson transaction	10
Text Book Review (Teaching Subject II)	10
Total	60

Criterion for Internal Evaluation:

MM: 40

Components	Marks Division
Internal regular Observation as per specified parameters	20
Teaching Skills and Competencies Attitude & Performance in Micro lesson transaction (Three): 03 Attitude & Performance in Simulation lesson transaction (Two) : 04	07
Peer group observation (dedication in recording and adaptability for peer behavior)	05
Self appraisal record maintenance (dedication in recording and learning day by day from self experience)	04
Text Book Review (Teaching Subject II)	04
Total	40
(Internal Evaluation should be on Continuous and Comprehensive basis.)	

Semester II

(Core Courses)

Course Title: Education in Emerging Indian Society**Course Code: 102****Credits - 3****Time Allotted: 48 Hours****MM: 100 (External 75, Internal 25)****Objectives**

1. To help the pupil teacher to understand the importance and role of education in the progress Indian Society & Social Context.
2. To develop understanding of the ideals and values of emerging Indian Society based on philosophical social and cultural traditions.
3. To sensitize the human beings that they are budding teachers, for education of the human beings.
4. To sensitize the pupil teachers towards the various facets of the realm of education.
5. To help them to understand various concept involved in expounding a theory of education and experiential pursuits in the social context.
6. To familiarize the pupil teachers with the prevalent educational system in India.

Course Content:**Unit - I: Education and the Indian Society****(18 hours)**

- **Society and Education**
 - Relationship between society and education
 - Distinctive features of Indian society
 - Sociology: Meaning, interdependence of sociology and education.
 - Meaning, relevance of Sociological aspect of Education and Social Inquiry
 - Social Process: Socialization, Social Stratification, Social Change, Social Mobility
 - Analysis of the concept Democracy, Discipline, Freedom and Secularism.
 - Educational Aspirations of Indian Society.
- **Culture**
 - Concept, Meaning of culture in Indian and Global context
 - Analysis of the concepts of Cultural Lag, Cultural Conflicts, Cultural Pluralism, Ambivalence and Cultural Tolerance.
 - Role of Education in preserving, conserving and developing culture.
- Impact of other systems (history, culture, economy, politics and technology) on education and the role of education there in.
- Role of Home, School, Community and Impact of Mass Media (including Internet) on the Educational Processes.

Unit - II: Impact of Values on Education and Indian society**(10 hours)**

- Meaning of Values.
- Values in education: Meaning, Need and Importance.
- Classification of values, Criteria of value classification with respect to Indian society
- Causes of Value degeneration
- Role of Education in resolving Value Crisis.
- Methods and Techniques of inculcation of values in education.

Unit - III: Preparing a Humane Teacher (10 hours)

- Human rights and Education of human rights with special emphasis on child rights.
- Concept of National Integration, International Understanding and their relationship with education.
- Concept of Education for Peace
- Education for conservation of Environment
- Role of a teacher as a reflective practitioner.

Unit - IV: Educational system in Indian society (10 hours)

- Types of School Systems
- Decentralization of Educational Administration with reference to types of schools (public, private)
 - ❖ Parallel Systems of Educational Administration
 - ❖ Administrative Hierarchy
 - ❖ Role of Teacher, Principal and Community.
- Agencies of Education
 - ❖ CBSE, ICSE, KVS and JNVS
 - ❖ NCERT, SCERT and DIET
 - ❖ NCTE and UGC

Suggested Readings:

- Anand, C L (1993) Teacher and Education in the Emerging Indian Society, New Delhi: NCERT.
- Bhattacharya and Srinivas (1971), Society and Education, Society and Education, Calcutta: Academic Publishers.
- Coombs, Philips H., (1985), the World Crisis in Education, New York: Oxford University Press.
- Delors, Jacques (1996) learning the Treasure within, UNESCO: Report to UNESCO of the International Commission on Education for Twenty first Century.
- Durkhiem, Emile (1956), Education and Sociology, New York: Free Press.
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- Joshi. D. (2005). Value Education & Civic Sense. New Delhi: Kanishka Publishers.
- Joshi. D. (2006). Value Education & Globalization, New Delhi: Lotus Publishers.
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- Kashyap, Subbash (1993), Perspectives on the constitution Delhi, Shipra publications.
- Mohanti, J. (1987), Democracy and Education in India, New Delhi: Deep and Deep Publishers.
- Nayar, P. It, Dave, P.N., and flora, K. (1982) Teacher and Education in Emerging Indian Society, New Delhi.
- Panday, V. C.: Value Education and Education for Human Rights, Editor, Delhi, Isha Books 2005.
- Passi, B. K. :Value Education, Agra, National Psychological Corporation, 2004

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- Ross, James (1962), Groundwork of Educational Theory, London: George Harre and Sons.
- Ruhela, S. P. (1969), Social Determinants of Educability in India, New Delhi: Jam Publishers.
- Saiyidain, K. G. (1970), Facts of Indian Education, New Delhi: NCERT.
- Singh, M.S.: Value Education, Delhi, Adhyayan, publication and Distribution, 2007.
- Srimali, K. L. (1970). The Prospects for Democracy in India, Southern Illinois: University Press.
- Tyagi, P. N. (1991), Education for All: A graphic Presentation, New Delhi: NTEPA.

Course Title: Policy Framework and Issues in Education**Course Code: 104****Credits - 3****Time Allotted: 48 Hours****MM: 100 (External 75, Internal 25)****Objectives**

After this course, the student-teachers will be able to:

1. understand the importance of educational policies and programs during the pre and post independence period.
2. analyze the forces affecting the educational system.
3. appreciate the role of education in human resource development.
4. develop competencies to understand the various issues related to education and accordingly take necessary remedial measures.
5. develop vision for futuristic programs in education.

Course Content**Unit - I: Pre-independence Developments in Education****(8 hours)**

- Charter Act 1813
- Macaulay's Minutes
- Wood's Despatch
- Hunter Commission
- Basic Education

Unit - II: Post-independence Developments in Education**(20 hours)**

- Radhakrishnan Commission (1948-49)
- Mudaliar Commission (1952)
- Kothari Commission (1964-66)
- Constitutional Provisions of Education
- National Policy of Education 1986 and Program of Action 1992
- Yashpal Committee
- Delors Commission (1997)
- Knowledge Commission (Special Reference To School Education)
- Right to Education (RTE) 2009

Unit - III: Issues of Indian Education**(12 hours)**

- Concept of Wastage & Stagnation in Education
- Vocationalization of Secondary Education
- Child Education with special focus on Girl Child Education, Women Education
- Inclusive Education
- Student Unrest (special reference to the recommendations of Lyndoh Committee)
- Examination Reforms (spl. reference to CCE, Grading System & Non Detention Policy)

Unit - IV: National Educational Programs**(8 hours)**

- Universalization of Elementary Education
- Sarva Shiksha Abhiyan
- Universalization of Secondary Education

Suggested Readings:

- Agarwal J.C. - Development and Planning of Modern Education.
- Agarwal J.C. - School organization, Administration and management, Doaba House, Delhi 06.
- Aggarwal (2002) - Landmarks in the history of Modern Indian Education, Vikas Publishing House Pvt. Ltd., New Delhi.
- Aggarwal, J.C. (2002) – Development of Modern Indian education, Vikas Publishing House, New Delhi.
- Baldev Mahajan & Khullar K.K., Educational Administration in Central Government, Vikas Publishing House, (2000)
- Bhat, K.S. & Ravishankar S. (1985). Administration of Education, Seema Publication, Delhi 07.
- Biswa Ranjan Purkait (2001)- Milestones in Modern Indian Education, New Central Book Agency, Calcutta
- Christopher Molander & Jonathan W; Managing Human Resources; Routledge London and NY.
- Dash, M. (2000) – Education in India-Problems and Perspectives, Atlantic Publishers, New Delhi.
- David N. Aspin; Quality Schooling; Casselli.
- Gupta L.D., Educational Administration, Oxford and IBH Publishing Co., New Delhi, (1986)
- Jacquie Bambrough; Training your staff; SIT Management series.
- Kochhar S. K. Secondary School Administration, University Publisher Delhi (1964)
- Kochhar S.K., Secondary school Administration, Sterling Publishers (1971)
- Mathur S. S. (1990) - Educational Administration and Management, The Indian Publications, Ambala Cantt.
- Mohanthy, J. Educational Administration supervision and school, Deep & Deep (1990)
- Murthy S.K., Essentials of school organization and administration, Tandon Publisher
- Murthy, S.K.; School Organization and Administration; Tandon Publication
- Nancy Letts; The Caring Classroom; Scholastic Professional books.
- Nurullah S. & Naik J.P. (1981)- Student history of Education in India, Macmillan, Bombay
- Pandya S.R., Administration and Management of Education, Himalaya Publishing House, (2001)
- Rai B.C. - School Organization and Management, Prakashan Kendra, Lucknow.
- Rao, N.P.; Education and Human Resource Management; APH Publishing.
- Rastogi, P.N.; Building a learning organization; Wheeler Publishing.
- Raymond. M. Nakamura; Healthy Classroom Management; Wadsworth, USA.

- Richard D. Freedman (1982) - Management Education, John Walia & sons, New York.
- Sachdeva M.S., School Organization & Administration, Prakash Bros., (1997)
- Safaya, R.N. and Shaida, B.D. (2000)- School administration and organization- Dhanpat Rai Publishing Company, Daryaganj, New Delhi.
- Sukhia, S.P. (2000) – Educational administration, organization and health education, Vinod Pustak Mandir, Agra.
- Terry & Franklin, Principles of Management 8th edition, AITBS Publishers and distributors, (1997)
- Vasantha R. Patri, Education in India – policies and Programs, Super Book Service, Bangalore, (2000)
- Vashist, S.R.; Classroom Administration; Anmol Publication.
- Vijayakumari Kaushik, S.R. Sharma; School Administration Organization; Anmol Publication.
- Walia, J.S. - Foundation of school administration and organization, Paul Publisher, Punjab.

Course Title: ICT Mediated Education**Course Code: 106****Credits - 3****Time Allotted: 48 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

After undergoing this course, the student teachers will be able to:

1. Appreciate the concept of integration of Information and Communication Technology with Education
2. Assure a positive role in Technology Medicated Communication in the classroom
3. Benefit from the computers and internet for Educational research and interaction.
4. Employ various technological equipment/amenities and the application software in, skillfully and intelligently producing, structured Educational Courseware for use in methodologies (teaching subjects)
5. Develop and evaluate plans based on NTeQ model as a learner, and devote efforts for working on the same as if, a school student.
6. Evaluate Educational Software and Computer Based Educational Courseware.

Course Content:**Unit - I: Concept of Information and Communication Technology (ICT) (8 hours)**

- **ICT in Education:** Concept, need and importance of ICT in Education. Difference between Educational Technology, Communication Technology and Information Technology. Challenges in integrating Information and Communication Technology in School Education.
- **Psychological Bases of employing ICT in Education:** Dale's Cone of Experience, Multi-Sensory Instructional approach and Constructivist approach.
- **Governmental Plans/Policies:** National Policy on ICT in School Education.
- **Technology Mediated Communication:** Concept of Classroom (Technology Mediated) Communication. Components and Techniques through which the ICT can mediate. Role of a Teacher in Technology Mediated Communication.

Unit - II: Interaction through Computers and Internet (12 hours)

- **Computer Fundamentals:** Meaning, characteristics, Basic components (hardware and software) and functioning of a computer (through Block Diagram)
- **Using Computer in Schools:** Instruction (including Computer Based Instructions, Computer Assisted Instructions, and Computer Managed Instruction), Computer Based Education and Computer Managed Education (with special focus on Admission, Administration, and Evaluation).
- Difference between **Conventional Teaching, Computer Based Instructions and Computer Assisted Instructions.**

- **Internet:** Use of Internet in Education, Research & Communication; including e-learning and Educational uses of search engines, e-mail, educational chat rooms, blogs, discussion groups/boards, e - conferencing.
- **Managing student's access** to Computers (Hardware and Software) and the internet;
- **Ensuring safety and security** (including safety of the data) on computer and internet

Unit - III: Education through Multimedia

(14 hours)

- **Multimedia Courseware:** Concept, Definition and characteristics.
- **Development of Computer Based Instructional Courseware** (MM Lessons) with a special focus on:
 - ✓ Basic features/functions in the Presentation software
 - ✓ Fair use Guidelines for Educational Multimedia.
 - ✓ Story Board the Content
 - ✓ Cognitive Theory of MM learning and Designing Principles.
 - ✓ Quoting references for Media (APA format)
- **Multimedia Enhancing the teaching - learning process**
- **Evaluation of lessons transacted through Computer Based Instructional Courseware (MM Lessons).** The criteria may be:
 - ✓ Need for the presentation through Computers
 - ✓ Quality and organization of the content shared (including Content knowledge), relevance of courseware for the particular grade
 - ✓ Overall visual appeal, grammar, punctuation, spellings and selection of appropriate element of media
 - ✓ Designing Principles (followed) as suggested by Cognitive theory
 - ✓ Teaching Skills incorporated while transacting lesson through technology
 - ✓ Presence of Element of Interaction, Entertainment and Curiosity satisfaction
 - ✓ Consideration towards testing
 - ✓ Content under Fair use Guidelines for Educational Multimedia and the references quoted.
- **The iNtegrating Technology for inquiry (NTeQ, pronounced “in-tech”) model**
 - Components in the NTeQ philosophy: The Teacher, Student, Computer, Lesson and Multidimensional Environment.
 - Integrating Internet and application software (word processor, spreadsheets, presentation software, Hot Potatoes) with the NTeQ model
- **HOTS:** Using technology to promote Higher Order Thinking Skills (like analysis, synthesis, critical thinking, problem solving)

Unit - IV: ICT and Evaluation

(14 hours)

- **Educational Software:** Concept, need and Evaluation of Educational software.
- **Question Bank Development** in school scenario (with inbuilt Evaluation mechanism): Developing Question Bank using Hot Potatoes with different types of questions such as multiple choice, short answers, jumbled sentences, crossword, match, order, gap-fill exercises.
- **Technology supported presentations/projects/assignments:** Concept, need and Evaluation of Students' Educational MM presentations/projects/assignments.

- **Plagiarism:** Concept of plagiarism with technology supported students' assignments/projects and measures to reduce plagiarism in Education.
- **Spreadsheets:** Using Spread sheets as tool for student/school records with a focus on inserting and filtering data; creating formulae and using functions; presenting the data in pictorial form.

NB: Teacher Educators should inspire the use of Open Educational Software in the teaching learning process.

Suggested Readings:

- Candau, D., et.al. (2007). *X-elerated Professional Development for Integration of Technology in Teacher Education*. Pre-service Curriculum with CD ROM and Hand Book for Teacher Educators. ND: Learning Links Foundation (Intel Corporation)
- Chauhan, S. (Ed.) (2008). *Sankalan-Collection of Technology Supported Lesson Plans*. Delhi: University School of Education. Guru Gobind Singh IP University.
- *Computers and Communication Technology*. (2008). Part I & II (Class XI), available online on the National Council of Educational Research and Training, New Delhi website: www.ncert.nic.in
- *Computers in Education* (2000). Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>
- Dutt, N.K. & Jaiswal, L.C. (2008) *Computer Shiksha*. Delhi: Doaba Book House.
- Goel, H.K. (2007). *Computer Shiksha*. Merrut: Surya Publication.
- *Guide to measuring Information and Communication Technologies in Education*. (2009). Canada: UNESCO Institute for Statistics. Retrieved from: <http://www.uis.unesco.org>
- Hot Potatoes™ available at <http://web.uvic.ca/hrd/hotpot/>
- Lowther, D. L., Grant, M. M., Marvin, E. D., Inan, F., Cheon, J., & Clark, F. (2005). *Teacher's technology handbook: A resource to support effective technology integration*. Appalachian Technology in Education Consortium and the University of Memphis, Memphis, TN.
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- Morrison, G.R., Lowther, D.L. & Demeulle L. (1999). *Integrating Computer Technology into the Classroom*. United States of America: Merrill (Prentice Hall)
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- Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.

- *Shiksha Mein Computer* (2001). Available on website of Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>
- Singh, Kamal Deep. (2012). *Lesson through Multimedia*. N. Delhi: Arya Book Depot.
- Singh, Kamal. D., & Kaur, D. (2008). *Using Computers in Education*. New Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.
- Varanasi, L., Sudhakar, V. & Mrunalini, T. (2004). *Computer Education*. New Delhi: Neelkamal Publications Pvt. Ltd.
- Walia, J.S. (2008). *Foundations of Computer Education and Applications*. Punjab: Ahim Paul Publishers.

Semester II

(Elective Courses)

Course Title: Educational Guidance and Counseling**Course Code: 108****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

To Enable Student Teacher to:

1. Understand the nature, purpose and need for guidance and counseling
2. Understand the responsibilities and moral obligation of a counselor
3. Understand the techniques and procedures of guidance
4. Know about the sources of occupational information, their types and modes of dissemination
5. Understand the concept, importance and theories of career development
6. Know career pattern, career maturity, vocational career
7. Understand and Guide students with special needs

Course Content:**Unit-I: Understanding Guidance****(18 hours)**

- Guidance: Concept, aims, objectives, functions and principles.
- Need & Procedure for (Educational, Psychological and Social) guidance
- Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools

Unit-II: Understanding Counseling**(16 hours)**

- Counseling: Meaning, Principles and approaches of counseling, Individual and Group Counseling.
- Process of counseling (Initial disclosure, In-depth Exploration & Commitment to Action)
- Dealing with depression and academic stress (with regard to their identification and intervention)
- Qualities (including Skills for Listening, Questioning, Responding, Communicating) & Qualifications of a good / effective Counselor
- Role of teacher as a Counselor, Professional Ethics and Code of Conduct

Unit-III: Techniques and Procedures of Guidance**(18 hours)**

- Standardized and Non-Standardized techniques: Meaning, purpose, need and uses of various standardized (viz. Aptitude, attitude, interest, achievement, personality) and non-standardized tests (viz. the questionnaire, observation, sociometry, rating scale, anecdotal record, case study, cumulative record, autobiography, interviews)
- Responsibilities of the users of Standardized Tests

Unit-IV: Occupational Information and Guiding Students with Special Needs**(12 hours)**

- Meaning, collection, types, classification and dissemination of occupational information, Career development: Teacher's role in career planning
- Behavior problems of students with special needs, viz. socio-emotional problems of handicapped and deprived groups such as SC, ST and girls, provision of facilities at governmental and non-governmental level.

Suggested Readings

- Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar : Doaba House.
- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
- Barki B.G Mukhopadhyay (2000); Guidance and counseling - A manual
- Bengalee M D: Guidance and counseling
- Bengalee Mehroo D: Child Guidance
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
- Chauhan S S: Principles and Techniques of Guidance
- Joneja G. K. (1997); Occupational information in Guidance, NCERT publication
- Kochhar S.K.: Educational and Vocational guidance in Secondary Schools
- Kochhar S.K. (1999) Guidance and counseling in colleges and universities
- Nambiyar K: Strategies Guidance Based Education
- Nanda S.K.; Chadha P.C.: Educational and vocational guidance
- Nayak A.K. (2004); Guidance and Counseling
- Oberoi S.C (2000); Educational, Vocational Guidance and Counseling
- Patterson L E; Welfel E R. The counseling Process
- Rao S. N. (1991) Counseling and Guidance.
- Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.
- Sharma R A Fundamentals of Guidance and Counseling
- Sharma, R. N. (2004); Guidance and Counseling
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.

Course Title: Educational Technology**Course Code: 110****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

To enable the teacher trainees:

1. To understand the need, nature, concept and scope of Educational Technology.
2. To understand the basic components, principles of communication and factors influencing communication.
3. To evaluate the effectiveness of communication.
4. To develop the understanding of the concept of system approach, designate implications for teaching learning activities.
5. To understand the concept of individualized instruction and multimedia packages.
6. To develop the awareness of recent innovations in the field of Educational Technology.
7. To develop the basic skills of resources management.

Course Content:**Unit - I: Conceptual Framework of Educational Technology (12 hours)**

- Meaning, Nature, Scope and Functions of Educational Technology
- Need of Educational Technology in the Schools
- Components of Educational Technology (Hardware and Software)
- Systems Approach: Concept and Characteristics; System Analysis; System design and its' Implications for the Teaching-Learning Activities

Unit - II: Communication and Teaching Technology (18 hours)

- Communication: Concept, Nature, Components, Process, Types, Modes and Principles; Barriers to Communication.
- Concept of Classroom Communication, Classroom Interaction (Verbal and Non- Verbal Interaction), Interaction Pattern. Criteria for Effective Classroom Communication.
- Techniques of enhancing teaching effectiveness through Micro-teaching, Simulation & Interaction Analysis (Glaser's and Flander's Interaction Analysis).

Unit - III: Audio – Visual Aids and Innovations in Educational Technology (18 hours)

- Audio-Visual Aids: Concept, significance and process to use of different aids.
- Innovations in Educational Technology: Video Lesson, Talk Back Experiment, Computer Assisted Instructions, Interactive Video, CAL and Language Laboratory, E-Learning, E-Readers, I-Learning, Teleconferencing; CCTV, ECTV.
- Selection and Integration of Media

Unit - IV: Programmed Learning and use of Technology in Distance Education**(16 hours)**

- Programmed Learning: Concept, Principles, Types and Steps of Development
- Development of Courseware and Design Considerations.
- Distance Education: Concept, significance and use of technology

Suggested Readings:

- Agrawal, J.C.: Educational Technology and Management. Agra: Vinod Pustak Mandir. 2003.
- Agrawal, Rashmi: Educational Technology and Conceptual Understanding. New Delhi: Prabhat Prakashan, 2001.
- Brown, J.W., R.B. and Hercheroad: A.V. Instruction Technology Media and Method. New York: McGraw Hill Book Company, 1977.
- Chand, Tara: Educational Technology. New Delhi: Anmol Publication, 2002.
- Davis, I.K.: The Management of Learning. London: McGraw Hill Book Company, 1971.
- Dececo, John, P.: Educational Technology: Readings in Programmed Instruction. London: Holt Rinehart and Winston, 1964.
- Jerone, P. L. and Clarence, M. W.: A Guide to Programmed Instruction. J. Wiley and Sons, New York, 1975.
- Kulkarni, S. S. (1986), Introduction to Education Technology, New Delhi; Oxford – IBH Pub. Co.
- Kumar, K.L.: Educational Technology and Conceptual Understanding. New Delhi: New Age Publication, 2001.
- Mangal, S.K.: Fundamentals of Educational Technology. Ludhiana: Prakash Brothers, 1988.
- Mattoo, B. K., New Teaching Technology for Elementary School Teachers, New Delhi federation of Management of Educational Institutions.
- Mukhopadhyay, M.: Educational Technology – Challenging Issue. New Delhi: Sterling Publishers Private Limited, 1980.
- Mutunali, T. (1997), Education and Electronic Media, New Delhi, ABH Publishing Corporation
- Pal, H.R.: Speech Communication. Bhopal: M.P. Granth Academy, 2003.
- Rao, Usha: Educational Technology. Mumbai: Himalaya, 2001.
- Richmond, W. Kenneth: The Concept of Educational Technology-A Dialogue with Yourself. London: Weldenfeld and Nicols, 1970.
- Sahoo, P. K.: Education Technology in Distance Education. Arawati Publications, New Delhi. 1999.
- Sampath, K. et al.: Introduction to Educational Technology. New Delhi: Sterling Publishers Private Limited, 1990.
- Sharma, R. A. (2000), Shaikshik Prodyogiki, Meerut: R. Lal Book Depot (Hindi)
- Sharma, R. A. (2001), Technological Foundations of Education, Meerut: R. Lal Book Depot
- Sharma, R.A.: Technology of Teaching (Teacher Behaviour). Meerut: Loyal Book Depot, 1980.

- Singh, P.: Cybernetic Approach to Teaching. The Progress Education, Pune May 1984.
- Smith, K. U. and Smith Marget, F.: Cybernetic Principles of Learning and Education. New York: Holt, Reinehart and Winston, 1966.
- Taber, J.J., Glasser, R. and Schasfer, H.H.: Learning and Programmed Instruction. Masschusetts: Addison Weller Reading, 1965.
- Walia, J. S. (2000), Educational Technology, Paul Publishers, Jalandhar.
- William, D. Bontwell: Using Mass media in School. New York: Appletion Century Crops. 1962.

Course Title: Inclusive Education

Course Code: 112

Credits - 4

Time Allotted: 64 Hours

MM: 100 (External 75, Internal 25)

Objectives:

To enable the teacher trainees:

1. To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
2. To identify and address diverse needs of all learners
3. To familiarize with the trends and issues in Inclusive Education
4. To develop an attitude to foster Inclusive Education
5. To develop an understanding of the role of facilitators in Inclusive Education

Course Content

UNIT-I: Introduction to Inclusive Education

(10 hours)

- Concept, Need and Meaning
- Philosophy: Transition from Segregation to Integration
- Principles
- Models

UNIT-II: Special Educational Needs (SEN) of Learners in Inclusive School (24 hours)

- Identification of diverse needs of SEN learners and Referrals
- Disabilities in children and their SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopaedic, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities
- Types and Use of Assistive Devices for learners with SEN
- Adaptations & Accommodations: Physical & Curricular

UNIT-III: Planning and Managing Inclusive Curriculum in Schools (18 hours)

- Individualized Educational Plan (IEP): Development & Implementation
- Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teaching
- Activity Based Learning, Peer Tutoring and Cooperative/Collaborative Learning
- Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational

Unit - IV: Facilitators for Inclusive Education and concerned Legislation (12 hours)

- Need for Multidisciplinary Approach
- Role Responsibilities: General, Special and Resource
- Teachers, Family, Community
- Parent - Professional Partnership: Need and Relevance
- Continual Education Programs.
- Sarva Shiksha Abhiyan (SSA) (2002)
- Legislations for Inclusive Education: National Policy of Disabilities (2006).

Suggested Readings:

- Baquer, A. & Sharma, A. (1997) .Disability: Challenges Vs. responses, Can Pub.
- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
- Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
- Blackurst & Berdine (1981), Introduction to Special Education
- Chaote Joyce, S. (1991) . Successful mainstreaming, Allyn & Bacon
- Daniels, Harry (1999) .Inclusive Education, London: Kogan.
- Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
- Deiner, P. L. (2000). Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida
- Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.
- Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferring America's classrooms, P. H. Brookes Pub. Baltimore.
- Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment (RCI), Kanishka Pub. New Delhi
- Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub
- Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
- Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.
- Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sage Pub
- M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, Sage Pub.
- Madan Mohan Jha (2002). School without walls: inclusive education for all, Heinemann edu. Oxford
- Mangal, S.K., Education of Exceptional Children, PHI, New Delhi
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
- National Policy on Education (1986, 1992), MHRD, GOI, Delhi

- Panda, K.C., (2003). Education of Exceptional Children, New Delhi: Vikas Publishing House.
- Patt Daird (1980). Curriculum Design and Development, Harcott Brace, New York.
- Rainer's. (2007). Managing Special and inclusive education
- Reddy, Rumar, Kusuma (2000), Education of Children with Special Needs, Discovery Pub. House.
- Ruth E. Cook, Annette Tessier, M. Diane Klein (1996), Merrill Prentice Hall
- Sahu, Binod Kumar, (2002). Education of Exceptional Children, Ludhiana: Kalyani Pub.
- Samuel, A. Kirk. Educating Exceptional Children, 8th Ed., New York: Houghton, 1997.
- Scheme of Integrated Education for the Disabled (1992), MHRD
- Sedlak, Ribert,A. & Schloss Patrice, C. (1986). Instructional methods for students with learning and behaviour problems, Allyn & Bacon
- Sharma, R. A. (2003), Fundamentals of Special Education, R. Lall Book Depot
- Singh, Agyajit, Education of Exceptional Children.
- Smith, Robert (1983), Exceptional Child : A Functional Approach
- Sudha Rao, K. (2002). Analysis & Review of Promise and Performance. New Delhi: NIEPA
- United Nations Standard Rules on the Equalization of opportunities for persons with disabilities, XI world Congress on Mental Retardation, 1994

Course Title: Educational Evaluation**Course Code: 114****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

To enable the Student Teachers:

1. To develop an understanding about concept of Measurement, Assessment and Evaluation.
2. To develop an understanding about the areas and concept of internal assessment.
3. To develop an understanding of taxonomy of Educational Objectives.
4. To develop the skill of writing of objectives and specifications.
5. To acquire knowledge of different types of tools and their uses in evaluation.
6. To develop an understanding of various statistical measures and their use for interpretation of results.

Course Content:**Unit - I: Concept of Educational Evaluation****(18 hours)**

- Meaning of Evaluation, Measurement and Assessment in Education
- Difference among Testing, Examination, Evaluation, Measurement and Assessment
- Principles of Evaluation and Role of Evaluation in the teaching- learning process
- Types of Evaluation (Formative, Summative, Norm-referenced, Criteria referenced, Diagnostic), Continuous & Comprehensive Evaluation
- Internal Assessment: Meaning, Significance & Areas (Scholastic, Co-scholastic & Personality).
- Concept of Continuous and Comprehensive Evaluation.

Unit - II: Educational Objectives**(14 hours)**

- Relationship between Aims and Objectives
- Meaning and difference between Educational and Instructional objectives
- Taxonomy of Educational Objectives
 - i) Cognitive Domain (Revised Bloom's taxonomy by Anderson & Krathwohl)
 - ii) Affective Domain
 - iii) Psychomotor Domain
- Criteria for writing statements of Objectives and Specifications.

Unit - III: Tools of Evaluation (14 hours)

- Meaning, purpose and steps in construction for Achievement test
- Characteristics of good Achievement test (Reliability, Validity, Objectivity, Usability)
- Types of test
 - i) Performance Tests: Oral test and Practical test (merits, limitations, suggestions for improvement, and criteria for evaluation)
 - ii) Written test- Essay type & Objective type (merits, limitations, suggestions for improvement)
 - iii) Norm- Referenced tests & Criterion Referenced tests (meaning, characteristics).
- Observation Tools- Check list, Rating scale and Anecdotal record.

Unit -IV: Diagnostic testing, reporting and interpreting (18 hours)

- Concepts of Diagnostic testing
- Steps in construction of Diagnostic test
- Methods of Interpreting test results (Basic concept of Grade norms, percentile norms, standard scores, credit point, profiles, skill analysis)
- Use of computers in testing & reporting
- Remedial teaching

Suggested Readings:

- Agarwal, R.N. : Educational & Psychological Measurement
- Aggarwal, J.C., (1997).Essentials of Examination System; Vikas Publications,
- Chauhan, C.P. S.: Emerging Trends in Educational Evaluation
- Dandekar, W.N.: Evaluation in School
- Derek Rown Tree: Assessing Students
- Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India.
- Garette: Educational Statistics
- Gay, L.R.; Educational Evaluation & Measurement
- George Brown & Joanna Bull: Assessing Student Learning
- Gronlund N.A., Measurement and Evaluation; Pearron Edu. Inc.
- Gronlund, N. E. & Linn, R. L.: Measurement & Evaluation in Theory
- Handbook of Examination, Evaluation, Measurement, Tests & Statistical Techniques; Doaba Book House, (2000).
- Khan, Mohd. Sharif: School Evaluation
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- Lulla, B. P. et al: Essentials of Evaluation and Measurement in Education
- Nancy Wittrock & Mitry Wiley: The Evaluation of Instructional Issues & Problems
- Noll, V. H. & Schonell, D.P.: Introduction to Educational Measurement
- Patel, R. N.: Educational Evaluation: Theory and Practice
- Phillips, R. C.: Evaluation in Education
- Rawat, D. S.: Measurement and Statistics
- Remmers, H.H. et al: A Practical Introduction to Measurement and Evaluation
- Richard H. Lindeman: Educational Measurement
- Robert Ebel & David Frisbie: Essentials of Educational Measurement
- Schwart & Stuart: Evaluating Students' Progress

- Srivastava D.S., Kumari S. (2005). Education Assessment, Evaluation and Remedial; Isha Books.
- Theodore and Adams: Measurement and Evaluation
- Thorndike and Hagan: Measurement and Evaluation in Psychology & Education
- Upasani, N. K.: Evaluation in Higher Education
- Wandt, E & Brown, C.: Essentials of Educational Evaluation
- Wrightstone, W. et al: Evaluation in Modern Education

Course Title: School Organization and Management**Course Code: 116****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

The student teachers acquire the knowledge & understanding of:

1. Meaning, purposes and process of educational management
2. Management of resources in secondary schools
3. Organization and management of school programs
4. The concept and importance of time management
5. The importance of students discipline and classroom management
6. The factors affecting the total quality management

Course Content:**Unit - I: Educational Management****(16 hours)**

- Concept of Management; Concept of Educational Management – Purposes, Processes and Principles of Educational Management.
- Management of Resources in Secondary Schools: Concept of Human Resource Management; Functions of Head Master – As a Teacher, Manager and Supervisor; functions of a teacher; The school Personal, their functions in office management, Material management. School Plant; essential features of School Building Equipment, Furniture and Play Ground.
- Management of Financial Resources; Sources of Income; Planning and preparation of school budget.

Unit - II: Organization & Management of School Programs**(18 hours)**

- Admission of students-common practices of admission followed in schools.
- Co-curricular activities – Meaning, importance and types of co-curricular activities– Principles and procedures of organizing co-curricular activities.
- School Health Education – Meaning and importance of Health education–Essential school health services–Medical care, medical examination, health record, and follow up programs.
- Physical education, meaning, importance and programs.

Unit - III: Management of Time, Discipline and Classroom**(16 hours)**

- Concept of Time Management; Annual programming – calendar of events, importance and factors to be considered in programming. Time – table meaning, importance, principles of framing time table and types of time table; Scheduling of tests and examinations.

- School Discipline: Concept and importance of school discipline; Causes of students indiscipline; Measures to overcome students indiscipline.
- Class Room Management: Classroom management – concept, techniques of classroom Management

Unit - IV: Total Quality Management (TQM) in Secondary Schools (14 hours)

- Concept and process of total quality management; Areas of TQM in schools.
- Institutional planning–Meaning, purpose and procedure.
- Maintenance of school records – purposes and types of school records – Management Information System (MIS) - Meaning, importance & application.
- Supervision – meaning, purpose and procedure; School Appraisal – Role of PTA, School complex – meaning, importance and structure of school complex.

Suggested Readings:

- Chandrashekar Pramila: Educational Planning and Management: Sterling publishers: New Delhi: 1994
- Dash B.N., School Organization, Administration and management, Neel kamal Publication Pvt. Ltd. Newdelhi, (2004)
- Franklin G Stephen & Terry R. George: Principles of Management AITBS Pub., New Delhi
- Jagannath Mohanthy, Educational Administration supervision and school management, Deep & deep publishers (2004)
- Khana, S.D. Saxena V.K. Lamba, T.P. Murthy. V; Educational Administration Planning, Supervision and financing: Doaba House, Delhi 2000
- Kochhar S.K., Secondary School Administration, Sterling Publishers (1996)
- Kochhar S.K., Secondary School Admin., University Pub. Jullundur (1971)
- Kochhar S.K., Secondary School Administration, Vichara Sahithya Pvt. Ltd. Bangalore (1971)
- Lemiech, Johanna Kasin: Class-room management: Harpel and Row, Newyork, 1979.
- Mathur .S.S: Educational Administration and Management, the associated publishers, New Delhi 1990.
- Myageri C.V: Textbook of Educational Management, Vidyanidi Prakashana, Gadag 1993.
- N.P.Rao: Education and Human Resource Management, APH Pub. Corp., New Delhi 1996.
- Nolander Christopher: Managing Human Resources, T.R. Publications Winterton Jonathana (Pvt.), Ltd. Madras
- Panda. U.N.: School Management, D.K. Publishers(P) Ltd., New Delhi 1989.
- Pandya. S.R. Administration and Management of Education, Himalaya Publishing House, New Delhi
- Parti. R. Vasanthi: Education in India, Indian Institute of Counselling, New Delhi 2000.
- Ravi Shankar S. & K.S. Bhat: Administration of Education, Seena Pub., Delhi 1985.
- Sachdev M.S.: A New Approach to school management New Academic Publishing Co., Julandhar 2000.
- Sultan Mohiyuddin & Siddalingaiya M, Schol Organization and management, DPI Publishers,(1958)
- Sultan Mohiyuddin and Dr. Siddalingaiah: School organization and Management

Course Title: Developing Computer Assisted Instructions**Course Code: 118****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Course Objectives:**

After completing units in the prescribed course, the student-teachers will be able to:

1. Define Computer Assisted Instruction and grasp through historical background in the field of Computer Assisted Instruction
2. Describe the stages in developing Computer Assisted Instruction
3. Develop different types of Computer Assisted Instruction in respect to their teaching subjects
4. Outline the process of teaching through Computer Assisted Instruction keeping in mind the prerequisites and precautions for Computer Assisted Instruction
5. Evaluate the student's performance for concepts learnt through Computer Assisted Instruction.

Prerequisites for the Course:

The Pupil teachers should possess working knowledge about the computers and internet.

Course Content:**Unit-I: Computers Assisted Instructions (CAI)****(14 hours)**

- Definition and need for Computer Assisted Instruction (CAI), historical background of Computer Assisted Instruction in India and abroad.
- Types, stages of development and equipment required for Computer Assisted Instruction. Advantages and limitations of CAI.
- Comparison of Computer Assisted Instruction with Conventional Teaching. Computer Assisted Instruction, as a supplementary teaching strategy.

Unit-II: Tutorials and Drill-Practice sessions for CAI**(18 hours)**

- **Tutorials:** Need, importance and Process of developing Tutorials. Advantages and limitations of tutorials. Comparison of tutorials with text books. Prerequisites and precautions to teach through tutorials.
- **Drill and Practice session:** Need, importance and Process of developing Drill and Practice sessions. Advantages and limitations of drill and practice sessions. Comparison of Drill and Practice sessions with workbooks. Prerequisites and precautions to teach through drill and practice sessions.

Unit-III: Games and Simulation sessions for CAI**(18 hours)**

- **Games:** Need, importance and process of developing Game sessions. Advantages and limitations of Game sessions. Comparison between real life educational games, games session for Computer Assisted Instruction and games played on computers. Prerequisites and precautions for teaching through Game sessions.
- **Simulation:** Need, importance and process of developing Simulation sessions. Advantages and limitations of Simulation sessions. Comparison between simulations and simulations as practiced on computers. Prerequisites and precautions to teach through Simulation sessions.

Unit-IV: Evaluation**(14 hours)**

- Evaluation of Student's performance for concepts learnt through Computer Assisted Instruction.
- Role of teacher while teaching through Computer Assisted Instruction.
- Distribution of the developed 'Computer Assisted Instructional material'.
- Evaluation of the developed 'CAI', for use in education.

NB: Teacher Educators should inspire to use Open Software for developing CAI.

Suggested Readings:

- *Computers in Education* (2000). Indira Gandhi National Open University, Delhi (Study Material) retrieved from: <http://www.ignou.ac.in>
- Morrison, G.R., Lowther, D.L. & Demeulle L. (1999). *Integrating Computer Technology into the Classroom*. United States of America: Merrill (Prentice Hall)
- Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.
- Singh, Kamal. D. (2010). *Development of CAI in Accountancy and Evaluation of its Effectiveness at Senior Secondary School Level*. (Unpublished Doctoral thesis). Delhi: Jamia Millia Islamia.
- Singh, Kamal. D., & Kaur, D. (2008). *Using Computers in Education*. Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.

Course Title: Value Education for Meaningful Existence**Course Code: 120****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

1. To enable student teachers to understand the need and importance of value-education and education for Human Rights.
2. To enable the student teachers to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
3. To orient the student teachers with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-à-vis their cognitive and social development
5. To orient the student teachers with various intervention strategies for moral education and conversion of moral learning to moral education.

Course Content:**Unit-I: Value Education in the Multi-Cultural world (14 hours)**

- Value Education Concept, Nature, Source. Perspectives: Philosophical, socio-cultural and psychological.
- Connected Terminology: Duty, Virtue, Dharma, Ethics, Religion, Morality; levels of morality
- Typologies: Intrinsic / Extrinsic, Absolute / Relative, Permanent / Transient
 - a. Indian pluralism - the way of life of Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.
 - b. Greco - Roman and Chinese cultural values.

Unit-II: Development of the Individual (14 hours)

- Man making and character building education.
- Development of right attitudes, aptitudes and interest.
- Yoga, meditation and control over one's own senses, knowing the strengths and weakness.
- Positive approach to life – in words and deeds
- Self discipline – Politeness, personality, Punctuality and Conduct.
- The importance of Affective domain in Education

Unit-III: Value Crisis and Impact of Modern Education, Media on Values (20 hours)

- Value crises: Concept, Conflicts, Different strategies, models to develop values, approaches suggested by L. Kohlberg and A. Maslow. Role of Education.
- Impact of Modern Education and Media on Values:
 - a) Impact of Science and Technology
 - b) Effects of Printed Media and Television on Values
 - c) Effects of computer aided media on Values (Internet, e-mail, Chat etc.)
 - d) Role of teacher in the preservation of tradition and culture.
 - e) Role of family, tradition & community prayers in value development.

Unit- IV: Values: The ideal of Human Unity and Peace (16 hours)

- Human rights - The rationale and its evolution, UDHR - Articles
- Human Rights Education: Meaning, Objectives, Role of Education in promoting Human Rights Education, Strategies for imparting Human Rights Education
- National Human Rights Commission and its role
- Role of the Indian Constitution including, The Right of Children to Free and Compulsory Education Act, 2009 in context of human Rights.
- Peace Education: Meaning, objectives, Role of Education in promoting Peace
- Education, Strategies for imparting Peace Education.

Suggested Readings:

- Bhatt, S.R., Knowledge, Value and Education: An Axionoetic Analysis, Delhi: Gian Pub., 1986.
- C, Sheshadri; The Source book of Value Education, NCERT
- M. Shery; Bhartiya Sanskriti, Agra (Dayalbagh)
- Joshi. D. (2005). Value Education & Civic Sense. New Delhi: Kanishka Publishers.
- Joshi. D. (2006). Value Education & Globalization, New Delhi: Lotus Publishers.
- Josta, Hari Ram, Spiritual Values & Education, Ambala, Associated Press, 1991.
- Justice Rama Jois; Human Rights - Human Values, NCTE
- Kar, N.N.(1996). Value Education: A Philosophical Study. Ambala: Associated Pub.
- Karan, R. V. N., Men Education & Values, New Delhi, B.R. Pub. Corp., 1979.
- Kulshrestha, S.P., Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub., 1979.
- Mascarenhas, M. & Justa, H.R., Ed., Value Education in Schools and Other Essays, Delhi Konark, 1989.
- Nirmal Kumar, The stream of Culture
- R., King, Values & Involvement in Grammar School, London: Routledge, 1969.
- S. Abid Hussain; The Indian Culture
- Sharma, S. R., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Pub., 1999.
- Singh, Samporn, Human Values, Jodhpur: Faith Pub., 1979.
- Source book of Human Rights - NCERT
- Sri Aurobindo Centre, India is one, Pondicherry
- Sri Aurobindo; The foundations of Indian Culture; Pondicherry

Course Title: Conducting Classroom Research**Course Code: 122****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

After completing this course, the student teacher will be able to:

1. Develop an understanding of the concept and process for Classroom Research.
2. Identify Classroom problems and develop hypotheses
3. Specify independent, moderate and dependent variables in the classroom.
4. Describe procedures for measuring or manipulating the variables.
5. Build designs and perform statistical analysis for classroom research data
6. Interpret and share classroom research results
7. Develop an appreciation of the importance of Classroom Research for the professional growth of the teacher.

Course Content:**Unit - I: Research in Classroom****(12 hours)**

- Research in Education and its Classification
- Classroom components and their relation
- Classroom Research: Concept, need and importance
- Advantages and limitations of classroom research
- Role of Teacher as a researcher. Professional development of teacher due to classroom research.

Unit - II: Classroom Research Methodology**(22 hours)**

- Identification and Definition of the Problem.
- Variables in the classroom
 - ❖ Independent Variables: (such as) Instructional Program, Instructional materials, Teaching Style or Strategy, Learning Environment, Learning Activity
 - ❖ Moderator Variables: (such as) Student Characteristics, Teacher Characteristics, Learning Material Characteristics
 - ❖ Dependent Variables: (such as) Specific knowledge and comprehension, General knowledge and comprehension, Thinking and Problem Solving, Attitudes and Values, Learning related Behaviour
- Designs for the classroom research

Unit - III: Descriptive and Inferential Statistics (20 hours)

- **Descriptive Statistics:** Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation; Measures of Correlation - Rank Difference and Product Moment Method; Normal Probability curve - Properties and Uses.
- **Inferential Statistics:** Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart, O-give, Testing of Differences: t-test, Median Test.

Unit - IV: Writing and Sharing Research Report (10 hours)

- Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs, difference between Reference and Bibliography, Appendices.
- Sharing Research Experiences: Need and Modes (including Educational Journals, Paper presentations, Authoring Books, Online interactive groups/networking websites).

Suggested Readings:

- Arya, D. et al.: Introduction to Research in Education. Holt Rinehart and Winston, New York, 1972.
- Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
- Dhondiyal, S. and Pathak, A.: Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur, 1972.
- Entanistte, N.J. and Neshat, P.D.: Educational Research. Hodder Strongton, London, 1972.
- Garrett, H.E. Shiksha Aur Manovigyan Mein Sankhyiki. Kalyani Prakshan, Ludhiana, 1975.
- Garrett, H.E.: Statistics in Psychology and Education. Vakil Faffer and Simon, Bombay, 1975.
- Good, C.V.: Essentials of Educational Research: Methodology and Designs. Appleton Century Crofts, New York, 1941.
- Hakim, M.A.: Manovigyan Shodh Vidhian. Vinod Pustak Mandir, Agra, 1977.
- NCERT: Research in Education. New Delhi, NCERT, 1962.
- Pal, H.R.: Educational Research. Bhopal, M.P.Granth Academy, 2004.
- Pandey, K.P.: Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1965.
- Rai, P.N.: Anusandhan Parichay. Laxmi Naryan Aggrawal, Agra, 1988.
- Rawat, D.S.: Research in Classroom. NCERT, New Delhi, 1969.
- Sinha, H.C.: Shaikshik Anusandhan. Vikas Publishing House, New Delhi, 1979.
- Sukhia, S.P. and Malhotra, R.N.: Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1979.
- Sukhiya, S. P. and Malhotra, R. N.: Shiksha Mein Kriyatmak Anusandhan Vinod Pustak Mandir, Agra, 1979.
- Sukhiya, S.P.: Shikshik Anusandhan Ke Mool Tatva. Vinod Pustak Mandir, Agra, 1979.
- Tuckman. Bruce W. (1972). Conducting Educational Research. New York: Harcourt Brace Jovanovich.

Course Title: Education for Healthy Mind and Body**Course Code: 124****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

1. To introduce the student teacher with the concept of wholistic health.
2. To enable them to understand the various dimensions & determinants of health.
3. To acquaint them to school health program and its importance.
4. To enable them to understand the need & importance of Physical Education.
5. To introduce them to the philosophical bases of Yoga.
6. To introduce them to types of Yoga & their importance.
7. To motivate them to resort to physical activity for the fitness development.
8. To help them understand the procedure of health related fitness evaluation

Course Content:**Unit-I: Health and Hygiene****(12 hours)**

- Concept of Mind and Healthy Mind, Relation of Healthy Mind and Healthy Body.
- Health: Concept, definition, dimensions and determinants.
- Health Education: Definition, aims and objectives.
- School Health Program: Health Services, Health Supervisions and Health Instructions.
- Hygiene Education: Definition, aims and objectives.
- Role of teacher in development of health and good hygienic habits.

Unit-II: Areas of Concern for Health and Hygiene**(20 hours)**

- Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
- Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- Recreation: Meaning, Significance and Recreational Programs in Schools.
- Common Health Problems and Preventions: Accidents, Environmental Pollution, Overpopulation, Alcoholism, Smoking, Drug Abuses.
- Sex Education and concerns for HIV/AIDS.

Unit-III: Physical Education**(16 hours)**

- Physical Education: Concept, definition, aims and objectives
- Need, scope and Importance of Physical Education Programs at different school levels
- Athletic meet – Meaning, need and importance. Process to organize athletic meet at school level
- Rules and Regulations of any one of the games/events: Hockey, Badminton, Volleyball, Basketball, Table Tennis, Kho-Kho, Track and Field Events.

Unit-IV: Yoga**(16 hours)**

- Introduction, Meaning and Mis-concepts about Yoga
- Types of Yoga, Ashtang Yoga of Patanjali (Eight stages of Yoga)
- Effects of asana on our body and relation of Psychology with Yoga
- Importances of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school

Suggested Readings:

- Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher,
- Bucher, C.A. (1979). Foundations of Physical Education and Sports, St. Louis: C.V. Mosby & Co.
- Kamlesh, M.L. & Sangral, M.S. (1986). Methods in Physical Education, Ludhiana: Prakash Brothers.
- Kangane, Sopan & Sonawane, Sanjeev. (2007). Physical Education. Pune: Nirali publication.
- Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
- Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Singh, Ajmer & Gill, Jagtar Singh & Brar, Racchpal Singh & Bains, Jagdish & Rathee, Nirmaljit Kaur. (2003). Essentials of Physical Education, Ludhiana: Kalyani Publishers.
- Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
- Sonia Kanwar, Manmeet Kaur Gill, R.S. Brar, Teaching Methodology and Educational Technology in Physical Education, Kalyani Publishers, Ludhiana.
- Syedentop, Daryl (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Uppal, A.K. & Gautam, G. P. (2004). Physical Education and Health. Delhi: Friends publisher.

Course Title: Global Aspirations for Education**Course Code: 126****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****OBJECTIVES:**

1. To acquaint the student teachers with the concept and need for education in International scenario.
2. To describe the meaning, purpose and limitations of Comparative education at Secondary Stage
3. To analyze the educational systems of different countries (U.S.A., Australia and India) in relation to the Foundation of Education: History of Education, Social, Political, Cultural and Geographical Factors.
4. To explore the notions of multicultural perspectives
5. To familiarize student- teachers with the requirements as a teaching professional in an international set up.

Course Content:**Unit-I: Comparison for Education in International scenario (16 hours)**

- Concept, need and objectives of Education in International scenario.
- Meaning, Purpose and limitations of Comparative Education.
- Comparison of three Countries (U.S.A., Australia, and India) to be made with special reference to the following issues:
 - (i) Foundations of Education: Social, Political, Cultural and Geographical.
 - (ii) A brief History of Education.
- International Baccalaureate Organization (History, Purpose and Functions)

Unit-II: Education Systems in Different Countries (20 hours)

- Educational Structure at the Secondary Stage in U.S.A., Australia, and India with special reference to:
 - (a) Objectives
 - (b) Curriculum
 - (c) Teaching – Learning Process
 - (d) System of Admission
 - (e) Financing of Education
 - (f) Problem of Education

Unit- III: Teaching in the Diverse World (14 hours)

- Catering to Diversity
 - i) Concept of Multicultural Education,
 - ii) Global Perspectives in the Classroom.
 - iii) Challenges faced by a Teacher in a Multicultural World.

- Teaching for a Sustainable and Equitable World.
 - i) Paulo Freireian thoughts on Education
 - ii) Millennium Development Goals.

Unit -IV: Teaching in International Scenario**(14 hours)**

- Licensing and Certification of Teachers
- Qualities and Skills for Teaching on the International Circuit
- Professional Development Avenues — through educational networking, student / teacher exchange (reciprocal) programs, schools linking

Suggested Readings:

- Chaube, S. P., Chaube, A. (2001), Comparative Education, Vikas Publishing House, Pvt. Ltd., New Delhi.
- Chaube, S.P. (1985), Features of Comparative Education, Vinod Pustak Mandir, Agra-2.
- Dutt, B. S., Venkata & Rao, D.B. (2004), Comparative Education, Saujanya Books, New Delhi.
- Khanna, P.K: Education in the New Millennium.
- Khem Chand .: Culture in Educational Institutions,
- Kubow, P. K. F., Paul R., Comparative Education Exploring Issues in International Context, Prentice Hall, New Jersey, United States.
- Lasley T., Matczynski T. & Rowley J: Instructional Models: Strategies for Teaching in a Diverse Society.
- Marshall P.L.: Cultural Diversity in our Schools.
- Mishra, B.K. and Mohanty, R.K. (2000), Trends and Issues in Indian Education, Surya Publication, Meerut.
- Rai, B.C. (2005), Comparative Education, Prakashan Kendra, Lucknow.
- Senge P.: Schools that Learn: A Fifth Discipline Field book
- Shalaway L: Learning to Teach: The Essential Guide for all Teachers
- Sharma, R.S: A Comparative Perspective on Education.
- Sharma, Y.K. (2004), Comparative Education, Kanishka Publisher, Delhi.
- Shrivastva, S.K. (2006), Comparative Education, Vedams Books Pvt. Ltd., New Delhi.
- Sodhi, T.S. (2003), Text Book of Comparative Education, Vikas Publishing House, Pvt. Ltd., New Delhi.
- Suarez.-Orozco M.M.: Learning in the Global Era: International Perspectives on Globalization and Education
- Tan Oon Seng: Problem-based learning Innovation.
- Taylor L.S. :Schools for All; Educating Children in a Diverse Society

Course Title: Environmental Education & Disaster Management**Course Code: 128****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

On successful completion of the course the student-teachers should have:

1. Understood the concept and evolutionary development of environmental education.
2. Developed the ability to identify the environmental problems caused by pollution and destruction of natural resources.
3. Learnt the environmental Acts, Policies and Legislations.
4. Learnt the environmental programs conducted worldwide through various modes and agencies.
5. Gained the knowledge to frame the environmental education curriculum along with method of teaching and learning through technology.

Course Content:**Unit-I: Concept of Environmental Education (12 hours)**

- Meaning, need and scope of Environmental Education
- Evolution and Development of Environmental Education
- Stock Holm conference, Tbilisi conference and Earth Summit
- Instructional objectives of Environmental Education

Unit-II: Environmental Problems and Policies (18 hours)

- Acid rain, Ozone depletion, Effects of Urbanization and Industrialization, Impact of Deforestation, Pollution: Kinds, Causes and Prevention, Global warming and Kyoto Conference.
- The Water Act (1974, 1977), The Air Act (1981), Wild Life Act (1972), Forest Conservation Act (1980), Environment Act (1986)
- Environmental Legislations in India and Environment Management

Unit-III: Curriculum Development and Environmental Education (16 hours)

- Curriculum Development: Inter-disciplinary, Multi-disciplinary, Formal and Non-formal approach
- Learner initiated activities: value oriented, problem centered, community oriented activities
- Teaching-learning strategies and evaluation techniques in environmental Education
- Planning environmental education in schools, colleges and universities
- Role of electronic media, mass media and computers in environmental education.

Unit IV: Managing Environmental Disasters**(18 hours)**

- Definition, Types of Disaster, Causes of different disasters and their effects. Disaster Management cycle. Acts & legal aspects about Disaster.
- Disaster Preparedness at community level: Individual, Society or a group of independent houses, at place of work.
- Manifesting the Mitigation: Matching the resource availability working out requirement of Medical Teams Establishing a control centre. Forming & Deploying of Rescue Teams, Organizing Activities at Ground zero Security. Disposal of Dead & Records, Casualty Evacuation Records.
- Rescue from Disaster: Principles Governing Rescue, Rescue Process.
- Relief for Disaster: Preparatory Phase of Relief, Planning Immediate Relief, Execution of Relief

Suggested Readings:

- Anjaneyulu, Y. (2005). Introduction to Environmental Science. Hyderabad: BS Publications.
- Arvind Kumar. A textbook of Environmental Science
- Doraisami, S. (1979). Environmental Education in the Curricula of Indian Schools. School Science. Vol. 8, No.3.
- Environmental Education — Deb, Sikdar and Agarwal.
- Environmental Education- K Purushotham and D Narasimha Reddy
- Environmental Education- V Krishnamachayulu
- Environmental Science: A Global Concern - William P Cunningham
- Environmental Science: A study of interrelationship — Eldon D Enger and Bradely F. Smith
- Environmental Science: Richard T Wright and Bernard J Nebel.
- Environmental studies- Chand publication, R.A. Sharma.
- Kaayar, V.S. (1997). Environmental Concerns, Depleting Resources and Sustainable Development. Jaipur: Pointer Publishers.
- Karpagam, M. (1991). Environmental Economics. New Delhi: Sterling Publishers.
- Krishnamacharyulu, V. (2004). Environmental Education. Hyderabad: Neelkamal Publications.
- Kumar, A. (2004). A Textbook of Environmental Science. New Delhi: A.P.H. Publishers.
- Manivasakam, M. (1995). We Breathe and Drink Poison. New Delhi: National Books Trust.
- Saxena, A.B. Education for the environmental concerns
- Sharma, B.M. (2004). Teaching Environmental Education. New Delhi: Akansha Publishing House.
- State of India's Environment — Citizens report 2001
- The Curriculum Guides on Nutrition/ Health Education and Environmental Sanitation in Primary Schools. New Delhi: NCERT.
- The Hindu — survey of the Environment
- UNESCO-UNEP International Environment Education Program Report.

Course Title: Educational Planning and Administration**Course Code: 130****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

To enable the student teachers to:

1. Gain knowledge regarding educational planning and the problems involved in educational planning.
2. Understand the need and scope of educational administration.
3. Recognize the basic principles of efficient administration.
4. Understand the hierarchy in educational administration for a proper understanding of the functions of educational administration at various levels.
5. Understand the responsibilities of the state and central Governments in the administration of schools.

Course Content:**Unit - I: Educational Planning and Administration****(12 hours)**

- Planning for education – place of education in the five year plans – different levels of educational planning – long term plans and short term plans.
- Educational planning directed towards national integration – role of the National Staff Colleges in educational planning and administrative techniques and procedure.
- Essential elements – planned allocation. Stimulation, Coordination and Evaluation.
- Policy making and decision making – factors influencing decision making.
- Need for evaluating administrative techniques and procedure.

Unit- II: Hierarchy in Educational Administration**(18 hours)**

- Center and state their role in policy making NCERT and its impact on Administrative practices.
- Education in the state list and its implications
- Machinery for implementation – Directorate of education – its branches – their role and functions.
- Institutional Planning: Definition – need and objectives – implementation and evaluation.
- Role of pupils, teachers and principals – involvement of the public and cooperation of the community – time table- co – curricular activities – student government.

Unit- III: Human Resource Management (20 hours)

- Concept of supervision – difference between supervision & inspection – dynamics of supervisory behavior.
- Improving teaching interest, leadership and group progress, panel Inspection advantages and draw backs
- Supervision as a means of valuating administrative practices and tone of the school.
- The school building and equipment
- The site – master planning –building – planning and designing school building – essential elements of school architecture – furniture – the school office, school library, hostel.
- Scope, importance and functions of HRM. Characteristics and Planning Process of Human Resource Planning. Reasons for Increased Focus on human Resource Planning

Unit - IV: Educational Administration at different levels (14 hours)

- Secondary schools under different managements – center –state and private agencies.
- Public schools Sainik schools – Oriented schools, Navodaya Schools and integrated schools for the handicapped.
- Study of difference in administration – staff pattern, syllabus – conditions of recognition etc. problems peculiar to each type of school.
- Problem peculiar to each type of school.
- Institutional sources of Resistance.

Suggested Readings:

- Baldev Mahajan & Khullar K.K., Educational Administration in Central Government, Vikas Publishing House, (2000)
- Bhat K.S. & Ravishankar S, (1985) Administration of Education, Seema Publishers
- Bhatt. B. D. Sharma. S. R (1992) Educational Administration' C Modern Educatio (series), kaniskha publishing hous, New Delhi.
- Gupta L.D., Educational Administration, Oxford and IBH Publishing Co., New Delhi, (1986)
- Jagannath Mohanthy, Educational Administration supervision & school, Deep & Deep (1990)
- Raghunath Safaya & B.D. Shaida, (1975). School Administration and Organization, Jagdish Kapur for Dhanpat Rai & sons, Jullundur, Delhi.
- Sharma. O.P “Administration of Education Boards in India” s. B. Nangia, Ashish publishing House, 8/81 Pubjabi Bagh. New Delhi – 1
- Suresh Bhatnagar, 1985-86, “Indian Education To-day of Tomorrow”, International publishing House, Meerut, U.P.,”

Course Title: Non-Formal Education**Course Code: 132****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives**

To enable the teacher trainees:

1. To understand the concept of Non-Formal Education as different from Formal Education.
2. To understand the importance of Non-Formal Education for rural development.
3. To understand the minimum learning needs of the learners.
4. To understand the objectives of teaching Non-Formal Education.
5. To understand the methods of teaching Non-Formal Education.
6. To know the techniques of Non-Formal Education.

Course Content:**Unit - I: Conceptual Framework for Non-Formal Education (12 hours)**

- Meaning, Need and Objectives of Non-Formal Education. Difference between Non-Formal and Formal Education, Role of Non-Formal Education in Universalisation of Education.
- Non-Formal Education Programs in India, Role of State Resource Centre in promoting Non-Formal Education, Non-Formal Education Project(s) of NCERT.
- Steps and Infrastructure required for organization of Non-Formal Education Centre.

Unit - II: Non-Formal Education Curriculum (18 hours)

- Principles of Curriculum Construction for the Non-Formal Education; Curriculum for the different Age Groups: (a) 6-15, (b) 15- 35, (c) 35 and above.
- Non-Formal Education Curriculum for the different subjects - Language, Arithmetic, Environmental Studies, Role of Science in Daily Life and Modernization.
- Learning of Various Crafts.
- Minimum Learning Continuum Prepared by NCERT.

Unit - III: Approaches, Methods of Teaching and Instructional Material (22 hours)

- General Methods - Story Telling, Discussion, Demonstration, Field Trip, Environmental and Integrated Approach and Functional Literacy.
- Teaching Aids - Improvised Apparatus, Charts, Models, Films & Radio Lessons.
- Instruction Skills required for Non-Formal Education Teachers

- Instructional Materials: Nature and Type of Instructional Material Needed for the Non-Formal Education Program, Local Specific Instructional Material, Description of Market, Fairs, Personalities etc. Supplementary Reading Materials; Instructional Material Prepared for Non-Formal Education by the NCERT and other Agencies; Additional Reading Material for the Development and Retention of Learning

Unit - IV: Evaluation**(12 hours)**

- Concept of Evaluation, Difference between Evaluation in Formal and Non-Formal education system.
- Construction of Test Items in Different Subjects of Non-Formal Education Centres; Local Specific Nature of Test Items.
- Maintenance of Cumulative Records.

Suggested Readings:

- Ahemad, M.: Proudhon Ko Padhane Likhane Ki Shiksha Sakchhrata Adhyapak Margdarshika, Shiksha Mantralaya. New Delhi: Bharat Sarkar, 1965.
- Bhatnagar, S.: Adhunik Bhartiya Shikshan aur Uski Samasyaen, Adhyay 12 Samaj Shiksha, Meerut: Lion Book Depot, 1980.
- Inter University Board: Education Ministry's New thrust for Non-Formal Education, University News Vol. XVI, No. 9, 1978.
- Johari and Pathak: Bhartiya shiksha Ki Samasyayen, Adhyay 4 Samaj Shiksha. Agra: Vinod Pustak Mandir, 1963.
- Proudh Shiksha Sansadhan (Bhag 1 Aur 2), Adhayan Adhyapan Samagri : Rajya Sansdhan Kendra Proudh Shiksha M.P., Bhopal.
- Rastogi, K.P.: Bhartiya Shiksha Ka Vikas Avam Samasyae, Adhyay 17 Proudh Shiksha Evam Samaj Shiksha, Meerut: Sarita Prakashan, 1968.
- Saxena, D.P.: Non-Formal & Adult Education. New Delhi: Cyber Tech Publication, 2006.
- Vankataiah, S.: Non-Formal Education. New Delhi: Anmol Prakashan, 2001

Course Title: Elementary Education

Course Code: 134

Credits - 4

Time Allotted: 64 Hours

MM: 100 (External 75, Internal 25)

Objectives:

1. To enable the prospective teachers to identify the problems and issues associated with the Elementary Education
2. To acquaint the prospective teachers with the government policies and Programs for the development of Elementary Education
3. Enable them to mobilize and utilize community resources as educational inputs
4. To develop among them the capacity to find out solution to the problems associated with the Elementary Education

Course Content:

Unit-I: Elementary Education: Conceptual Framework (26 hours)

- Elementary Education in India - Scope, Issues and its present status
- Constitutional provisions for Universalisation of Elementary Education (UEE)
- Expansion of Elementary Education under various Five Year Plans
- National Policy on Education-1986, 1992
- The Right of Children to Free and Compulsory Education Act, 2009

Unit-II: Organization & Management of Elementary Education (10 hours)

- Micro Planning and School Mapping
- Education Planning at District level and Panchayati Raj Institutions
- Curriculum at Elementary level – its transaction

Unit-III: Programs for achieving Universalisation of Elementary Education (22 hours)

- Meaning and significance of Minimum Level of learning
- Multi Grade and Multi Level Teaching Learning Process
- Operation Black Board
- District Primary Education Program
- Education For All
- Sarva Shiksha Abhiyan
- Alternative Schooling
- Role of NGOs towards Universalisation of Elementary Education
- Strategies for Universal Access, Enrolment, Retention & Quality of Elementary Education

Unit-IV: Role of SCERT in promotion of UEE (06 hours)

- District Institute of Education and Training (DIET) – Concept, functions and role as a pace setter for UEE
- Pre-Service Teacher Education in DIET for adult and non- formal education

Suggested Readings:

- Aggarwal, J.C & Aggarwal, S.P, (1992). Educational Planning in India, Vol. I, New Delhi; Concept Publishing Co.
- Chopra, R.K., (1993). State of Teachers in India, New Delhi: N.C.E.R.T.
- Gandhi, M.K., (1956). Basic Education, Ahmdabad: Nalijban.
- Khan, R.S. & Ahmad, I. (1998). Elementary Education and The Teacher, New Delhi: IASE, JMI.
- Malhotra, P.L., (1986). School Education in India, Present Status and Future Needs, New Delhi: NCERT.
- MHRD (1986, 1992), National Policy of Education 1992, Modification and their POA's MHRD.
- Mohanty, J. (2002). Primary and Elementary Education. New Delhi: Deep & Deep Publication Pvt. Ltd.
- Mohanty,J. (1984). Indian Education in Emerging Society. New Delhi: Sterling Publishers.
- NCERT. (1997). Code of Professional Ethics for Teachers, New Delhi: NCERT.
- NCERT. (2005). National Curriculum Framework
- NCTE. (1988). Gandhi on Education, New Delhi: NCTE.
- Ruhela, S.P. & Ahmad I. (1977). Uniqueness of Zakir Husain and His Contributions, New Delhi: Regency Publications Educations.
- Sadler, J.E. (1985). Concept in Primary Education. New York: Oxford University Press.
- Salamatullah, (1979). Education in Social Context: New Delhi.
- Syed, Nurullah & Naik, J. P. (1943). History of education in India-During British Period. Bombay: McMillian & Co. Ltd.

Course Title: Adult and Continuing Education: Social Concerns and Issues**Course Code: 136****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

1. To enable the student teachers to develop an understanding of the meaning and concept of Adult Education.
2. To impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
3. To prepare them to create awareness among illiterate adults for their development.
4. To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation techniques of adult learning.
5. To enlighten the student teachers about the Adult Education policies of the country.
6. To be aware of the population trends and spread of AIDS in the world.
7. To understand that population becomes stable when there is little difference between birth and death rates.
8. To develop among themselves a healthy, rational and scientific attitude towards the natural phenomena of the birth and death.
9. To realize that the solution to the problem lies in the acceptance of small family norms.
10. To develop an attitude that would promote living in peace & harmony along the nature.

Course Contents:**Unit - I: Adult and Continuing Education****(14 hours)**

- Meaning, Concept and Scope of Adult and Continuing Education.
- Need and Importance of Adult Education for the development of an Individual for Social Change.
- Adult Education in Independent India: Target, efforts, achievements and causes for slow progress.
- National Literacy Mission - Aims, objectives and strategies.

Unit - II: Teaching - Learning process in Adults**(14 hours)**

- Agencies and Organizations: Local, State and Central level, their problems.
- Adult Learner — Characteristics, problems and motivation.
- Adult teaching — Different methods, Role of Mass media.
- Evaluation Techniques for Adult Learning.

UNIT - III: Population and AIDS Education (24 hours)

- Importance of Population Education – concept / meaning and objectives of population education – factors affecting population explosion – importance of Family Life Education, with reference to Affect of Population Growth on: Economic Development, Social Development, Educational Development, Environmental and Natural Resources, Health and Nutrition.
- Symptoms of AIDS – causes, Prevention of AIDS – Aids Education – meaning and objectives. Role of different agencies in promoting AIDS Awareness Education – [Local, National and International Agencies – 2 each]

UNIT-IV: Integrated Population Education (12 hours)

- Role of Government and Non-Govt. Agencies concerning Population Education.
- Integration of Population Concept in different School Subjects.
- Population Education through co-curricular activities.
- Role of the Teacher in Population Education Programs.

Suggested Readings:

- Aggarwal, S. N., India's Population Problems, New Delhi, Tata McGraw Hill, Pub. House, 1985.
- Asha A. Bhende and Tara Kanitkar. Principles of Population Studies, Himalayan Pub. House, Bombay, 1988
- Chandana, R.C, Geography of Population Education, Kalyani Publishers, ND. 1994
- Chopra, Rita. Adult Education, Bombay: Himalaya Publishing House, 1993.
- Cruz L de La: Population Edu.: Its nature & role, UNESCO (ROEAP), Bankok, 1980
- G.B. Saxena; Indian Population in Transition, ND. Commercial Pub. Bureau, 1971.
- Ghosh, B.N. (1978) Population Theories and Demographic analysis, Meenakshi Prakashan, New Delhi
- J.C. Aggarwal, Population Education, 2003.
- Jacobson Wellard JU,(1979) Population Education; A knowledge base, NY, Teachers College Columbia University.
- Kundu, C.L. Adult Education, Principles: Practice & Prospects, New Delhi: Sterling Publishers Pvt. Ltd., 1987.
- Ministry of Education, Adult Education Research — Future Directions, 1987.
- Natarajan Chitra; Population Problem, 1997
- Parakh , B. S., Population Education Inception to Institutionalization, New Delhi: NCERT, 1985.
- Rao, D.G., Population Education: A Guide to Curriculum and Teacher Education, New Delhi, : Sterling Publishers, Pvt. Ltd., 1974.
- Sharma, R. C., Population Resources, Environment and Quality of Life: Hand Book on Population Education, New Delhi: Rai & Sons, 1988.
- Sheshadri, C & J.L. Pandey (1991) Population Education: A national Source Book, ND, NCERT
- Sodhi, T. S. & Others, Population Education, Bawa Publication, Patiala, 2006.
- Teacher's Handbook of Social Education, Ministry of Edu., Govt. of India, 1955.

- Thakur, Devendra, Adult Education and Mass Literacy, New Delhi: Deep & Deep Publications, 1980.
- Thrope, Mary & Crangeon, David, Open Learning for Adults, U.K.: Longman Groups, 1987.
- University Grants Commission Report of the Regional Conference on Adult & Continuing Education.

Course Title: Life Skills Education**Course Code: 138****Credits - 4****Time Allotted: 64 Hours****MM: 100 (External 75, Internal 25)****Objectives:**

On completion of the course on Life Skills, the pupil teachers are expected to have:

1. Developed optimally and holistically as an individual.
2. Acquired the knowledge, skills and understanding needed by individuals to manage their environment
3. Developed daily living skills, personal-social and occupational skills
4. Developed Critical thinking, Problem solving, individual initiative, interpersonal and enquiring skills
5. Gained the necessary knowledge and skills to interact with, and learn about their community, the government of their country and the world around them.

Course Content**Unit - I: Introduction****(12 hours)**

- **Life Skills:** Concept, need and importance of Life Skills for human beings.
- **Life Skills Education:** Concept, need and importance of Life Skills Education for teachers.
- Difference between Livelihood Skills and Life Skills.
- Core Life Skills prescribed by World Health Organization.
- Key issues and concern of Adolescent students.

Unit - II: Process and Methods Enhancing the Life Skills**(20 hours)**

- Classroom Discussions
- Brainstorming
- Demonstration and guided practice
- Role plays
- Audio and visual activities, e.g. arts, music, theatre, dance
- Small Groups
- Educational games and Simulation
- Case Studies
- Story telling
- Debates
- Decision mapping or problem trees.

Unit - III: Core Life Skills (I) (16 hours)

- **Skills of Self awareness and Empathy:** Concept, importance for Human beings and Educationists, Integration with the teaching learning process.
- **Skills of Coping with Stress and Emotion:** Concept, importance for Human beings and Educationists, Integration with the teaching learning process.
- **Skill of Interpersonal relationship:** Concept, importance for Human beings and Educationists, Integration with the teaching learning process.

Unit - IV: Core Life Skills (II) (16 hours)

- **Skills of Critical thinking and Creative thinking:** Concept, importance for Human beings and Educationists, Integration with the teaching learning process.
- **Skills of Problem Solving and Decision making:** Concept, importance for Human beings and Educationists, Integration with the teaching learning process.
- **Skill of Effective Communication:** Concept, importance for Human beings and Educationists, Integration with the teaching learning process.

Suggested Readings

- 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>
- Success Stories: Life Skills through Literature. (1997). US Department of Education. Retrieved from: <http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf>
- Unite for Children. (2011). Life Skills. UNICEF. Retrieved from: http://www.unicef.org/lifskills/index_whichskills.html
- YUVA modules (2009). SCERT, Delhi.

Semester II

(Practical Courses)

Course Title: Integrating Technology with Education**Course Code: 146****Credits - 3****Time Allotted: 96 Hours****MM: 100 (External 60, Internal 40)**

- **Multimedia Lesson Transaction (Individually):** Develop and Transact One ‘Technology - Supported’ Multimedia Lesson (any one Teaching Subject) during second semester, is compulsory for all student teachers. They would be transacting the Multimedia Lesson among the peer group in the college during Simulation for Multimedia Lesson, within specially arranged sessions in the regular time schedule. Multimedia Lesson in standard form should be based on the concept of Computer Based Instructional Courseware (as an aid to teach), and/or any other activity based upon concept of Computer Assisted Instructions. The Computer Based Instructional Courseware should be developed by the pupil-teachers using Multimedia (and Hyperlinks) relevant to the (sub) topic. They should identify websites relevant to the Teaching Subject, download and use content (text, images, videos, etc.) as per limits specified under Fair Use Guidelines for Educational Multimedia. This development and transaction must be an individual effort but, should be transacted systematically under the observation of a Teacher Educator and evaluated using common Multimedia Lesson Evaluation Rubric.

- **Project Based on The iNtegrating Technology for inquiry (NTeQ, pronounced “in-tech”) model (Group Efforts):** Create an Educational Multimedia Project (any one Teaching school subject and working with a small group) that showcases technology supported Project Based Cooperative Learning. For that the Pupil Teachers need to work on assumptions that:
 - ✓ they plan for the Unit (to be taught through technology and with the students working in a small group) as a ‘Subject Teacher’.
 - ✓ they work in the NTeQ model as if, the ‘students’ of the respective class would have worked as per guidance of the teacher.
 - ✓ they prepare the evaluation rubric as if, the ‘Subject teacher’ would set the criteria to evaluate the workings/outcome of the assigned task through technology.

The contents of the Educational MM Project should be:

- Unit Plan - Planning for the unit to be taught through Technology Integration
 - Record of all the activities completed through integration of different application software. (All planned activities are actually to be performed by the group, each on assuming role specified by the group co-ordinator)
 - Evaluation Rubric for the workings/outcome of the assigned task through technology.
-
- **Computer Practical:** Testing for working with computer application software (as familiarized in the Theoretical paper), used in the Educational teaching - learning process.

Pupil Teachers should be attached to Teacher Educator(s) for individual/group subject specific guidance and progress observation in relation to Multimedia Lesson transaction and preparation of Project through NTeQ model. All Teacher Educators in the institution should jointly share Practical Work Load/Sessions.

NB:

This portion from the **Core Course (106) ICT Mediated Education** may be integrated for, and imparted in the hours allotted for this practical course. (Base for components of Practical)

- **Development of Computer Based Instructional Courseware**
- **Evaluation of lessons transacted through Computer Based Instructional Courseware (MM Lessons).**
- **The iNtegrating Technology for inquiry (NTeQ, pronounced “in-tech”) model**

Evaluation:

All the efforts will be jointly evaluated by an Internal Examiner and an External Examiner appointed by the University. The pupil teachers will be evaluated on the basis of the NTeQ model and the lessons they transact through technology. The Examiners may conduct viva through the digital copy (emailed to the concerned Teacher Educator) or print outs of the Educational Project and the Technology Supported Multimedia Lesson, and indeed viva must be focused upon use of computers in Education. At the time of computer practical, student teachers may be asked to use their practical knowledge and understanding to apply upon the assigned piece of work on computers within prescribed application software.

The efforts in the area of Multimedia Lesson transaction, NTeQ Project and Computer Practical are to be evaluated by the examiners in the ratio of **50:30:20**. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

Components	Marks Division
Viva for Multimedia Lesson transaction	30
Viva for Educational MM NTeQ Project	18
Computer Practical	12
Total	60

Criterion for Internal Evaluation:

MM: 40

Components	Marks Division
Multimedia Lesson transaction Observation / Evaluation through Rubric, Dedication and Viva	20
Educational MM NTeQ Project Performance Observation, Involvement in Group Efforts and Viva:	12
Computer Practical	08
Total	40

Course Title: Participation in Societal Development**Course Code: 148****Credits - 3****Time Allotted: 96 Hours****MM: 100 (External 60, Internal 40)**

- **Community Service (Individually):** Learning to serve the community is one of the objectives of this course, and that has to be done simultaneously with developing other Academic/professional skills. It shall include a dedicated service to the community for 20 hours, at least 2 hours per day. This may comprise of serving the individuals at an Old age home, Blind home, Center of Children with Special needs or marginalized group, or even learning to literate adults or children around the institution. Students may also work for Campus (and surroundings) improvement and awareness campaign. The pupil teachers may work under supervision of Teacher Educators and maintain record of every visit.
- **Co-curricular Activities (Individually):** Let the pupil teachers understand the logic of the Preamble of Indian Constitution and its relevance to school's CCA program. The emphasis should be on the managerial/organizing skills for activities. Apart from activities to be held throughout the semester(s), at least two activities are to be organized during School Experience Program at the practice Teaching School, and (written) record for all is to be maintained. Especially, the original images and videos are to be shared among peer group and Teacher Educators through any social networking website, leading to formation of collaborative group every year and indeed an Alumni Association under the co-ordination of a Teacher Educator. Pupil teachers should be encouraged to organize and participate in: college, inter-college and University activities. **Local Field trips within NCR (Delhi) [purely optional]** may be organized to strengthen the human bonding.
- **Sports, Yoga and Life Skill activities (Individually):** Included with an objective of developing the physical and mental aspects for the personality, the admitted pupil teachers in a teacher training program should learn to, organize and participate, in sports and yoga activities. Initially, the institution must make it mandatory for the pupil teachers to participate in at least one workshop on 'theoretical and practical aspects of sports and yoga'. The institution should provide opportunities and support to the pupil teachers working in groups (in rotation) to get organized different events for indoor/outdoor games, at least two every month and guide the organizing group to learn about the sports event organized (in detail), evaluated by the viva for the theory and the experience accumulated in organization. The pupil teachers should learn at least Five Aasnaas and the Pranayaam. Also, at least Five Core Life Skills should be theoretically oriented and practiced by the Pupil Teachers. Practical records (as a sub section of CCA file) need to be maintained.

- **Socially Useful Productive Work (SUPW) (Individually):** The institution should create opportunities and make arrangements for the pupil teachers to learn activities listed for SUPW. The pupil teacher should opt to learn for any one activity.
 - Art and Craft Work
 - Clay Modeling
 - Domestic Use of Electric Gadgets
 - Gardening
 - Interior Decoration
 - Low Cost Teaching Aids.
 - Painting
 - Photography
 - Printing and Designing

Pupil Teachers should be attached to Teacher Educator(s) for Community Service Sessions. Guidance of experts in the field of Yoga, Sports and SUPW may be sought, if expertise of any Teacher Educator within the institution is not available. All Teacher Educators in the institution should jointly help organize CCA, and indeed make efforts to share Life Skills with the Pupil teachers themselves.

Evaluation:

All the efforts will be jointly evaluated by an Internal Examiner and an External Examiner appointed by the University. The basis of evaluation will be sincere efforts to learn about/organize/participate in the activities, and the viva-voce on the records submitted.

The efforts in the field of Community Service, Co-curricular Activities, Sports, Yoga and Life Skill activities and SUPW are to be evaluated by the examiners in the ratio of **25:25:25:25**. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

Components	Marks Division
Viva for Community Service	15
Viva for Co-curricular Activities	15
Viva for Sports, Yoga and Life Skills activities	15
Viva for SUPW	15
Total	60

Criterion for Internal Evaluation:

MM: 40

Components	Marks Division
Community Service Sincerity, Dedication and Viva	10
Co-curricular Activities Participation, Organization and Viva	10
Sports, Yoga and Life Skills activities Participation, Organization and Viva	10
SUPW Interest, Performance, and viva for the Final product	10
Total	40

Course Title: Psychological Initiation to Educational Research**Course Code: 150****Credits - 3****Time Allotted: 96 Hours****MM: 100 (External 60, Internal 40)**

- **Case Study (Individually):** During School Experience Program, an individual effort by the pupil teacher has to be made to conduct one in-depth study (Case Study). Preference to be given for the cases covered under Special Educational Needs of Students, with a focus on, devising means and methods for sustaining their Inclusion in the educational mainstream.
- **Standardized Psychological Test (Individually):** One Psychological testing (using Standardized testing apparatus) is to be conducted, may or may not be in the school environment. The purpose is to learn conducting (individually) the Psychological test in the standard conditions, followed by systematic analysis and interpretation. Recording and reporting should be in written.
- **Action Research (Group Efforts):** One Action Research (Project) has to be conducted, as a Project Based Cooperative Learning effort. (Pupil Teachers to work in a small group). Recognizing the local problem and working over the same for solution in a systematic manner (as a group effort) is expected.

Recognition of the subject(s) and collection of data should be within SEP; analysis, interpretation, reporting and viva would be conducted in the second semester. Pupil Teachers should be attached to a Teacher Educator for individual/group guidance and progress observation in relation to the Case Study and the Action Research Project. All Teacher Educators in the institution should jointly share Practical Work Load/Sessions.

NB:

The theory for the above stated components may also include (for records and viva):

- **Case Study:** Meaning, need and importance. Steps for developing a Case Study. Case study tools. Using Case Study results.
- **Standardized Psychological Test:** Details of the chosen Psychological test along with difference between the 'Teacher made' and the 'Standardized test'.
- **Action Research:** Meaning of Action research, its importance. Principles of Action research. The Action research process and the tools.

Evaluation:

All the efforts will be jointly evaluated by an Internal Examiner and an External Examiner appointed by the University. The basis of evaluation will be Quality reflection in the records submitted and the viva-voce.

The efforts in the area of In-depth Study, Standardized Psychological Test and Action Research are to be evaluated by the examiners in the ratio of **40:30:30**. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

Components	Marks Division
Viva for In-depth Study	24
Viva for Standardized Psychological test	18
Viva for Action Research (Project)	18
Total	60

Criterion for Internal Evaluation:

MM: 40

Components	Marks Division
In-depth Study Performance Observation, Dedication and Viva	16
Standardized Psychological test Performance Observation, Dedication and Viva	12
Action Research (Project) Performance Observation, Involvement in Group Efforts and Viva	12
Total	40

Important: Teacher Educators should encourage/help the Pupil teachers for publication of the papers based on Action Research.

Course Title: Educational Evaluation in School Environment**Course Code: 152****Credits - 3****Time Allotted: 96 Hours****MM: 100 (External 60, Internal 40)**

- **Achievement Test Record (ATR) (Individually):** During School Experience Program, the pupil teachers would not only learn to transact the planned lessons, but also, learn about evaluation of student's academic progress, and the related data analysis and interpretation procedures, compiled as ATR. Apart from the relevant theoretical base about evaluation, ATR should include a Question paper based on blue print, question wise analysis schedule, answer key, marking scheme, award list, Master Sheet, difficulty index, discriminatory value of the questions. Statistical Analysis should include calculating mean, median, mode and standard deviation, backed by histogram and frequency polygon. Achievement Test Record to be constructed, administered and evaluated in any one teaching subject. Achievement Test Recording is to be an individual effort.
- **Digital School Profile (Group Efforts):** Profile of the Practice teaching schedule to be developed. Aspects should be recorded digitally (text, images, videos, etc.). Digital copy (e-mailed to the concerned teacher) and print outs may be used for viva conduction in relation to the prepared School Profile. They also need to compare the standard theoretical expectancies with the experienced ground realities, i.e. actual conditions prevailing in the school selected for School Experience Program. Developing Profile of the School should be a group effort.
- **One Aspect of the School Environment (detail study) (Individually):** Out of the various aspects existing in the school environment, the pupil teachers are required to conduct an independent detailed study of any one of the aspect of the school environment. They also need to compare the standard theoretical expectancies with the experienced ground realities, i.e. actual conditions prevailing in relation to the aspect selected in the practice teaching school.

- **Review Right to Education Act (2009) OR system of Continuous and Comprehensive Evaluation (Individually):** The pupil teachers are required to either review Right to Education Act (2009) and draft a report on its status and implications for education thereon **OR** study and record the Continuous and Comprehensive Evaluation system as prevalent in the school in which their School Experience Program was conducted.

Data should be collected by the pupil teachers during School Experience Program; analysis, interpretation, reporting and viva would be conducted in the second semester. Pupil Teachers should be attached to a Teacher Educator for individual/group guidance and progress observation in relation to preparation of ATR, School Profile and Reviews. All Teacher Educators in the institution should jointly share Practical Work Load/Sessions.

NB:

Theoretically the students should also be oriented about the concepts of Normal Distribution Curve, Correlation, Percentiles and their calculations. These may be examined through Viva for ATR along with other theoretical basics for Educational Evaluation.

Evaluation:

All the efforts will be jointly evaluated by an Internal Examiner and an External Examiner appointed by the University. The basis of evaluation will be Quality reflection in the records submitted and the viva-voce.

The efforts in the area of Achievement Test Record, Digital School Profile, Detailed School Aspect and Reviews are to be evaluated by the examiners in the ratio of **50:20:10:20**. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

Components	Marks Division
Viva for Achievement Test Record	30
Viva for Digital School Profile	12
Viva for Detailed School Aspect	06
Viva for Review	12
Total	60

Criterion for Internal Evaluation:

MM: 40

Components	Marks Division
Achievement Test Record Performance Observation, Dedication and Viva	20
Digital School Profile Performance Observation, Involvement in Group Efforts and Viva	08
Detailed School Aspect Performance Observation, Dedication and Viva	04
Review Performance Observation, Dedication and Viva	08
Total	40

Appendix A

Suggested Parameters for Internal Regular and Final Lesson Observation

Parameters
Introduction to the topic
Questioning Skill and Elaboration
Presentation of the Content
Reinforcement, Use of Blackboard and Audio Visual Aids, Recapitulation
Discipline and Class Room Management
Overall Presentation (Communication Skills and Class Room Interaction)

Appendix B

Suggested Bifurcation for Internal (Theory Courses) Marking

MM: 25

A. Core Courses

Criterion	Marks
Home Examinations	10
Two Best Assignments and related presentation (any one)	10
Regularity and Classroom Interaction	05
Total	25

B. Pedagogical/Methodology Courses

Criterion	Marks
Home Examinations	10
Method specific article/paper prepared in consultation with Method Teacher Educator and under guidance of Tutorial Teacher Coordinator (peer reviewed)	10
Regularity and Classroom Interaction	05
Total	25

C. Elective Courses

Criterion	Marks
Home Examinations	10
Elective specific article/paper prepared in consultation with (Elective) Teacher Educator and under guidance of Tutorial Teacher Coordinator (peer reviewed)	10
Regularity and Classroom Interaction	05
Total	25

NB:

1. The articles/papers may be encouraged for publication in Educational (National / International) Journals or Method / Elective specific College publications/ journals.
2. One hour (Bi-monthly) may be devoted towards Method / Elective tutorial sessions.