

Enclosure to Item No. 4.116

A.C. 25/05/2011

UNIVERSITY OF MUMBAI



Syllabus for B.Ed

Program : B.Ed.

(Credit Based Semester and Grading System
with effect from the academic year 2011-2012)

R.8453

ATKT (allowed to keep term)

A student shall be allowed to keep term per Semester II irrespective of number of heads of failure of the Semester I, the result of Semester II shall be kept in abeyance until the student passes each of the courses in Semester I and Semester II.

A candidate who has kept 2 semesters of the B.Ed. Degree Examination but who has either not appeared for Part A or failed in Part A, will be permitted at his option to carry forward the grade obtained in 'Part B' to six subsequent semester examinations. The candidate will appear only for the paper/s he/she has failed. Candidates exercising this option shall be eligible for the grade.

A candidate who has passed in 'Part A' but fails in 'Part B' will be permitted at his option to carry forward the marks obtained in 'Part A' to six subsequent semester examinations

The examination of part A (Theory – External Assessment) will be semester end examination whereas part B (Practicum – Internal Assessment) will be submitted after two consecutive semesters attended by student enrolled for the programme.

B.Ed. Revised Syllabus 2011

- Decision of UGC for introducing the semester and choice based credit system in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D.O.No.F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).
- The decision of implementation of Credit & Grade point system has been passed by the Academic Council at its meeting held on 10th June, 2010 & subsequently the Management Council gave the concurrence at its meeting held on 18th July, 2010 after suggesting minor changes with the help of Deans of the concerned faculties and resolved to implement it from the Academic year 2011-12.
- Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma.
- A credit is generally a value used to measure a students work load in terms of learning time required to complete course units, resulting in learning outcomes.
- The number of credits awarded to a learner is determined by Credit Value or Credit Points assigned to a particular course.
- It is a way of expressing the 'learner's workload'. (Student's)
- One (01) credit is thirty (30) learning hours.
- Credits once gained cannot be lost.
- The time duration per credit is divided into two parts. Approximately fifty percent of the time will be spent on class room instructions including student's presentations as prescribed by the university, Rest of the time spent for assignments, projects, journal writing, library work, preparations for lessons and examinations etc. will be considered as notional hours.

The definitions of the key terms used in the credit based Semester System introduced from the academic year 2011-12 are as under:

Program: Program is a set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study.

Course: A course corresponds to the word 'subject' used in many universities. A course is essentially a constituent of a 'program' and may be conceived of as a composite of several learning topics

taken from a certain level. All the learning topics included in a course must necessarily have academic coherence that is there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a 'program'.

Credit Point: Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/ counseling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single course always pay attention to how many hours it would take for a learner to complete a single course successfully. By and large a course may be assigned anywhere between 2 to 8 credits wherein one credit is construed as corresponding to 30 hours.

Credit completion or Credit acquisition: may be considered to take place after the learner has successfully cleared all the evaluation criteria with respect to a single course. Thus, a learner who successfully completes a 4 CP (Credit Points) course may be considered to have collected or acquired 4 credits. His level of performance above the minimum prescribed level (viz, grades/marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus the learner 'accumulates' course wise credits.

Credit Bank: The process of accumulating Credits over a period of time, leads to the idea of a 'Credit Bank.' Conceptually, a Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. In addition, all the information regarding the number of Credits transferred to different programs or credit exemptions given may also be stored with the individual's history. In short, this would involve maintaining all the Credit-related transactions of an individual. Credit Banking, when practiced would go a long way in facilitating credit transfers and learner mobility.

Shelf Life: This has a reference to the time duration for which the content of a given course is relevant and is directly linked with the obsolescence of knowledge in certain field.

Credit Transfer: Performance transfer

When a learner successfully completes a certain academic program, he/she is allowed to transfer his/her past performance to another academic program having some common courses and *Performance transfer* is said to have taken place. Eg: Diploma in Teacher Education (D.T.Ed) to Bachelor in Education program.

COURSE WISE AND SEMESTER WISE CREDIT ASSIGNMENTS

B.Ed. Courses/Credits	One Academic Year (Credit x No, of Courses)		Total Credit Value	Hours	Hours	Mark s
	First Semester	Second Semester	SEMESTER I & II	SEMESTER I	SEMESTER II	
Theory (Ten Courses)	02 x 04	02 x 06	20	240	360	500
Micro skill (20hrs) + Integrated lesson (10 hrs)	01 x 01	-----	01	30	-----	10
Simulated lessons (7½ hrs/ Simulated lesson)	¼ x 02	¼ x 02	01	15	15	20
CAI (2ppt)- 15hrs/ ppt	½ x 01	½ x 01	01	15	15	20
Practice Lesson (15 hrs/ lesson)	½ x 10	½ x 10	10	150	150	200
Unit planning	-----	1½ x 01	01 ½	-----	45	10
Class Tests	¾ x 4	¾ x 6	7 ½	90	135	140
Essays	¼ x 4	¼ x 6	2 ½	30	45	50
Open Book Assignment	1 x 1		1	30		10
Seminar	½ x 1		½	15		10
Projects	03 x 01		03	90		30
Content test	½ x 02	-----	01	30	-----	----- -
Experiments in Psychology	¼ x 3	¼ x 3	1 ½	22 ½	22 ½	----- -
Community Work	-----	01 x 01	01	-----	30	----- --
Internship	-----	1 ½ x 01	1 ½	-----	45	-----
TOTAL	22	32	54	638	997	1000

Structure of the B.Ed syllabus will comprises of 'Part A': Theory – External Assessment and 'Part B: Practicum – Internal Assessment as follows:-

(Part A)	(Part B)
<p>THEORY-EXTERNAL ASSESSMENT (500 Marks)</p> <p>a) 10 courses x 50 marks each b) Candidates will be examined in the following subjects' semester wise.</p> <p><u>SEMESTER I</u> COURSE I :Philosophical Foundation of Education COURSE II: Psychology of the Learner COURSE III: Educational Evaluation COURSE IV: Information and Communication Technology in Education</p> <p><u>SEMESTER II</u> COURSE V: Sociological Foundation of Education COURSE VI : Psychology of the Learning COURSE VII: Educational Management COURSE VIII: Special fields : (Any one of the following) 1. Action Research 2. Education for Rural Development 3. Environmental Education 4. Guidance and Counselling 5. International Education 6. Inclusive Education 7. Computers in Education</p> <p>COURSE IX & X : Two special methods (any two of the following) 1.Marathi 2.English 3.Hindi 4.Gujarati 5.Urdu 6.Sanskrit</p>	<p>PRACTICUM-INTERNAL ASSESSMENT (500 marks)</p> <p>I) Practice Lessons (250 Marks)</p> <p>i) *4 Micro-skill Lessons and 1 Integrated lesson (Bridge) compulsory (10 Marks)</p> <p>ii) 4 Simulated Lessons (Role play, Models of teaching, games, creative techniques) (4x5=20)</p> <p>iii) 2 Computer Assisted Presentation mode (One in each Special method) (10 x 2 = 20)</p> <p>iv) 20 practice lessons of 10 marks each (10 x 20= 200)</p> <p>II) Practical work (50 Marks)</p> <p>a) Research-based Individual Project-work (20 Marks internal guide and 10 marks viva-voce by other staff member of the same college) (30)</p> <p>b) Seminar Presentation (in any one method) (10)</p> <p>c) Unit Planning, Preparation of Unit Test, Administration of Unit Test, Scoring & Marking in any one special method. (10)</p> <p>III) Year's work (200 Marks)</p> <p>i) **Class tests (140)</p> <p>ii) One Open Book Assignment</p>

7.History 8.Geography 9.Economics 10.Commerce 11.Science 12.Mathematics	(10) iii) One Essay per paper (50) ----- *Each Micro skill will carry 5 marks and one integrated lesson will carry 10 marks. Total of 30 marks to be converted to 10 marks as part of the practice lessons (I) ** A class test per theory course will be of 25 marks. The total of 250 marks (25x10) is to be converted to 140 marks as part of the Year's work (III).
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SEMESTER	DURATION	TERM END EXAM
I	1 st WEEK OF JULY TO LAST WEEK OF NOVEMBER	LAST WEEK OF NOV
II	MID DECEMBER TO LAST WEEK OF APRIL	LAST WEEK OF APRIL

ATKT (ALLOWED TO KEEP TERM)

A student shall be allowed to keep term for Semester II irrespective of number of heads of failure in the Semester I.

Scheme of Evaluations:

The performance of the learner shall be evaluated shall be evaluated in two parts:

1. Internal assessment with 500 marks by way of continuous evaluation of the course areas as envisaged in the credit based system by way of participation of learners in various academic and correlated activities in the given semester of the B.Ed. program.
2. Semester End Assessments with 500 marks by way of assessing the performance of the learner in the semester end theory/written examinations.

What is Grading?

It is a method of declaring the result of the learner's performance by means of evaluation.

It involves the set of alphabets which is clearly defined, designated and understood by all the stakeholders. Grading system not only provides for the “comparison” of the learners but it assesses the “quality” of the learner’s performance.

THE SEVEN POINT GRADING SYSTEM

GRADES	MARKS	GRADE POINTS
O	70 & Above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (FAIL)	39.99 & below	1

SEMESTER I

COURSE—I

PHILOSOPHICAL FOUNDATION OF EDUCATION

OBJECTIVES:

- 1. To develop an understanding of the relationship between philosophy and education..**
- 2. To develop an understanding of the contribution of Indian and Western philosophers.**
- 3. To create an awareness of the goals and provisions in the Indian constitution.**
- 4. To develop an understanding of the basis of curriculum designing.**
- 5. To develop an awareness of professional ethics and multifaceted role of teacher.**

UNIT I: PHILOSOPHY AND EDUCATION

(14 Lectures)

- a) Meaning and Nature of Philosophy.**
- b) Meaning of education (Education as acquisition, manifestation and transaction) and Characteristics.**
- c) Scope .Disciplines, Areas and Forms of Education.**

- d) **Relationship between Philosophy and Education.**
- e) **Functions of Education in present context- Individual and National (economic, social, political and cultural).**

UNIT II: IMPACT OF PHILOSOPHY ON EDUCATION
(10 Lectures)

- a) **The impact of Idealism, Naturalism, Pragmatism and Realism on Education with reference to Aims, Curriculum, Methodology, Textbooks, Discipline and Role of the Teacher.**
- b) **Educational Contributions of following Indian and Western Thinkers with its Implications.**
 - i. **Mahatma Gandhi**
 - ii. **Swami Vivekananda**
 - iii. **Rabindranath Tagore**
 - iv. **Jean J. Rousseau**
 - v. **John Dewey**

UNIT III: -DEVELOPMENT OF GOALS OF EDUCATION IN INDIA.
(10 Lectures)

- a) **Ancient Indian Goals: Purusharthas.**
- b) **Indian Constitution and the status of education with reference to the following:**
 - i. **Universalisation of Education. Article: Directive Principles: 41, 45, 46**
 - ii. **Equality of Opportunities in Education. Article 28, 29, 350, 351**
 - iii. **Education and Fundamental Rights and Duties. Article 14, 15, 16, 30 & Duties: 51A(a to h) .**
- c) **National Policy on Education (NPE —1986)**
- d) **Sarva Shiksha Abhiyan (SSA .2000) (Features, Aims and Objectives)**
- e) **National Curricular Framework-2 005 (Need and Objectives)**

UNIT IV: TEACHING AS A PROFESSION
(4 Lectures)

- a) **Principles of Professional Ethics**
- b) **Purpose of Teachers' Organizations**

UNIT V: CURRICULUM

(4 Lectures)

- a) **Concept, Principles and Determinants of Curriculum Design.**
- b) **Integrated *Curriculum*.**

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30. **Yadulal, Kusum; Perspectives of educational CHANGES**

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33. Aggrawal, J.C (1996), 10th rev. ed. Theory and principles of education, New Delhi, Vikas publication.
34. Raheja, S.P. Human values and education
35. Aggarwal, Somnath Philosophical Foundations of Education
36. Kashyap, Subbash (1993), Perspectives on the constitution Delhi, Shipra publ.

SEMESTER I

COURSE-II PSYCHOLOGY OF THE LEARNER

OBJECTIVES:

1. To develop an understanding of the nature, scope and methods of Educational Psychology
2. To acquire knowledge of the characteristics of growth *and* development at various stages
3. To create an awareness of the problems of adolescents.
4. To develop an understanding of the various theories of intelligence and the role of the teacher in fostering intelligence and creativity.
5. To develop an understanding of the concept of individual differences and *its* implications
6. To develop an appreciation of the concept, need and strategies for inclusion in schools.
7. To develop an understanding of the concept of Personality and the role of the teacher in promoting mental health of students.

UNIT I: EDUCATIONAL PSYCHOLOGY (7 Lectures)

- a) **Meaning, Nature, Scope and relevance of Educational Psychology.**
- b) **Methods of Educational Psychology.**
 - i) **Introspection**
 - ii) **Observation**
 - iii) **Experimental**

**UNIT II: UNDERSTANDING THE DEVELOPMENT OF THE LEARNER
(9 Lectures)**

- a) **Concept and Principles of Growth and Development.**
- b) **Theories of Development and their Educational Implications.**
 - i) **Piaget's theory of Cognitive Development**
 - ii) **Kohlberg's theory of Moral development.**
 - iii) **Erikson's theory of Psychosocial Development**
- c) **Developmental Characteristics of 'Adolescence' with reference to Physical, Cognitive, Emotional & Social aspects**
- d) **Current Issues related to Adolescent Stress and Role of the Teacher - (Increasing loneliness, changing family structures, rising permissiveness, Peer pressure, substance abuse, materialism, depression and suicide, Information overload, early exposure of adult issues through media/Internet)**

**UNIT III: INTELLIGENCE & CREATIVITY
(12 Lectures)**

- a) **Nature of Intelligence**
- b) **Theories of Intelligence**
 - i) **J.P. Guilford's Structure of intellect**
 - ii) **Gardner's theory of Multiple Intelligence.**
 - iii) **Goleman's theory of Emotional Intelligence.**
- c) **Creativity:**
 - i) **Meaning of Creativity and Identification of Creative Learner.**
 - ii) **Process of Creativity.**
 - iii) **Teacher's role in fostering Creativity.**

**UNIT IV: LEARNER DIVERSITY
(5 Lectures)**

- a) **Concept of Individual Differences.**
- b) **Concept and need for Inclusive Education**

- c) **Understanding Exceptional learners**
 - i) **Gifted**
 - ii) **Slow Learners.**
- d) **Concept of Learning Disability (LD)**
- e) **Special Educational Needs:**
 - i) **Dyslexia**
 - ii) **Dysgraphia**
 - iii) **Dyscalculia**

UNIT V: PERSONALITY
(9 Lectures)

- a) **Concept of Personality and Self Concept.**
- b) **Types of Conflicts and Defense Mechanisms (Escape- regression, day-dreaming, Denial rationalization, projection, repression and Substitution-sublimation, displacement and compensation)**
- c) **Mental Health: Concept and Importance.**
- d) **Role of Education in preventing Maladjustment**

SUGGESTED ACTIVITY

1. **Conduct a Case study of a secondary school student**

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2. **B R Hergenhahn: An Introduction to Theories of Learning**
3. **Chattejee Saroj: Advanced Educational psychology**
4. **Chauhan SS: Advanced Educational Psychology**
5. **Dandekar W N: Fundamentals of Experimental Psychology**
6. **Dandpani S: A text book of Advanced Educational Psychology**
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8. **Raison Kenneth; Eller Ben F: Educational Psychology for effective teaching**
9. **Janda L H & Killenke H K E: Psychology its study and Uses**

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11. Lefrancois Guy R: Theories of Human Learning
12. Mangal S K: Advanced Educational Psychology
13. Mathur S S: Educational Psychology
14. S K Mangal: Essentials of Educational Psychology
15. S. K Mangal: Advanced Educational Psychology
16. Walia J S: Foundations of Educational Psychology

SEMESTER I

COURSE -III EDUCATIONAL EVALUATION

OBJECTIVES:

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 its uses in evaluation.
6. To develop an understanding of various statistical measures and their use for interpretation of results.
7. To develop the skill of preparing year plan, unit plan, unit test & blue print.

UNIT I: CONCEPT OF EDUCATIONAL EVALUATION (8 lectures)

- a) **Concept of Measurement, Assessment & Evaluation in Education.**
 - i) **Meaning, Nature & Functions of Measurement, Assessment and Evaluation.**
 - ii) **Principles of Evaluation.**

- b) **Internal Assessment:**
 Meaning, Significance & Areas (Scholastic, Co-scholastic & Personality).
- c) **Types of Evaluation**
 - i) **Formative Evaluation**
 - ii) **Summative Evaluation**

UNIT II: EDUCATIONAL OBJECTIVES

(8 Lectures)

- a) **Relationship between Aims and Objectives**
- b) **Taxonomy of Educational Objectives**
 - i) **Cognitive Domain.(Revised Bloom's taxonomy by Anderson and Krathwohl)**
 - ii) **Affective Domain**
 - iii) **Psychomotor Domain.**
- c) **Criteria for writing statements of Objectives. and Specifications.**

UNIT III: LEARNING EXPERIENCES

(6

Lectures)

- a) **Concept of learning exp**
- b) **Types- Direct and Indirect.**
- c) **Value based Learning Experiences**
- d) **Relationship between Objectives, Specifications, Learning Experiences and Evaluation.**

UNIT IV: TOOLS OF EVALUATION

(12

Lectures)

- a) **Essential Characteristics of Measuring Tools**
- b) **Types of test**
 - i) **Performance Tests: Oral test and Practical test (merits, limitations, suggestions for improvement, criteria for evaluation)**
 - ii) **Written test- Essay type and Objective type (merits, limitations, suggestions for improvement)**
 - iii) **Norm- Referenced tests and Criterion Referenced tests (meaning, characteristics).**
- c) **Observation Tools- Check list, Rating scale and Anecdotal record.**

UNIT V: INTERPRETING TEST RESULTS

(8 Lectures)

(Use of 4-function calculator is allowed)

- a) Calculation and interpretation of Mean and Median.**
- b) Interpretation of Standard Deviation with reference to Normal Probability Curve**
- c) Interpretation of Percentile and Percentile Rank.**

UNIT VI: PLANNING AND TESTING

(To be covered through a workshop and no theory question to be asked in the Examination. The test should be based on the latest board pattern and student teachers must administer it in schools. The central tendency can be calculated using the raw scores).

- a) Year plan**
- b) Unit plan**
- c) Unit test**
 - i) Planning stage**
 - ii) Editing stage**
 - iii) Reviewing stage**

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23. **Nancy Wittrock & Mitry Wiley: The Evaluation of Instructional Issues & Problems**
24. **L. R. Gay Educational Evaluation & Measurement**
25. **R. N. Agarwal :Educational & Psychological Measurement**
26. **Derek Rowen Tree :Assessing Students**
27. **Garette :Educational Statistics**

SEMESTER I

COURSE IV

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

OBJECTIVES

1. **To develop an understanding of the concept of ICT in Education.**
2. **To develop an understanding of the importance and need of communication through ICT**
3. **To develop an understanding of the psychological bases of using various support media required for ICT.**

4. To enhance the skill of communication in teaching.
5. To familiarize student - teachers with contemporary teaching - learning techniques.
6. To develop an understanding of the process of technology mediated communication.

UNIT I: CONCEPT OF ICT

(6 Lectures)

- a) Concept (meaning, definition & characteristics) of ICT in Education.
- b) Advantages & limitations of ICT.
- c) Difference between Educational Technology, Communication Technology and Information Technology.

UNIT II: PSYCHOLOGICAL BASES OF USING SUPPORT MEDIA IN ICT

(6 Lectures)

- a) Dale's Cone of Experience.
- b) Multi-Sensory Instruction.

UNIT III: PROCESS OF COMMUNICATION

(8 Lectures)

- a) Communication
 - i) Meaning
 - ii) Types: - Verbal, Non- verbal
 - iii) Process: Elements and Cycle
 - iv) Principles
 - v) Barriers
- b) Transactional Analysis: Concept and Educational Implications.
- c) Effective Classroom Communication.

UNIT IV: METHODS AND MODELS OF TEACHING

(10 Lectures)

- a) Methods of Teaching:-(Meaning, Organization and Importance)
 - i) Large Group: Team-Teaching and Seminar
 - ii) Small Group: Brain Storming and Co-operative Learning
 - iii) Individualized: Programmed Learning (Linear and Branching)
- b) Models of Teaching: CAM and ITM

UNIT V : TECHNOLOGY MEDIATED COMMUNICATION (12 Lectures)

- a) **E-Learning: -Concept (Meaning, Characteristics)**
- b) **Types:**
 - i) **Off-line Learning (Meaning, Importance)**
 - ii) **On-line Learning-(Synchronous and Asynchronous)**
- c) **Use and Importance of Resources: Chat, World Wide Web. E-mail and Discussion Forum**
- d) **Computer Application: - CAI and CMI**
- e) **Teleconferencing: Audio, Video and *Computer***
- f) **Role of the Teacher in Technology Mediated Communication**

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4. **Developing Thinking and Learning with ICT: Raising Achievement in Primary Classrooms** By Rupert Wegerif LynDawes & Routledge Falmer, 2004
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11. **Advanced Teaching Methods for the Technology Classroom Author: Petrina, Stephen Publisher Idea Group Pub**
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SEMESTER II

COURSE V

SOCIOLOGICAL FOUNDATION OF EDUCATION

OBJECTVES:

1. **To develop an understanding of the mutual influence of Society and Education.**
2. **To develop an understanding of the concept and need for Peace Education.**
3. **To sensitize students about Human Rights.**
4. **To develop an awareness about the essential components of Democracy and Modernization in the Indian Context.**

5. To create an awareness about various essential approaches in Education for a dynamic Indian society.

UNIT I: EDUCATIONAL SOCIOLOGY

(5 Lectures)

- a) **Meaning and Scope of Educational Sociology**
- b) **Influence of Educational Sociology on**
 - i) **Aims**
 - ii) **Curriculum**
 - iii) **Methods of Teaching**

UNIT II: DEMOCRACY AND MODERNISATION

(9 Lectures)

- a) **Education for Democracy—Secularism, Egalitarianism, Effective Citizenship.**
- b) **Concept and Characteristics of Modernization**
- c) **Role of Education in Modernization—Scientific Temper.**

UNIT III: EDUCATION FOR PEACE

(14 Lectures)

- a) **Concept and Need of Peace Education**
- b) **Education and National Integration**
 - i) **Barriers to National Integration: Regionalism, Linguism & Communalism.**
 - ii) **Role of Education in promoting National Integration**
- c) **Education and International Understanding**
 - i) **Barriers to International Understanding: Terrorism, Racism & War**
 - ii) **Role of Education in promoting International Understanding**

UNIT IV: EDUCATION FOR HUMAN RIGHTS

(8 Lectures)

- a) **Concept of Human Rights (Meaning, Need)**
- b) **Deprivation of Human Rights: Child Exploitation, Gender Discrimination & Casteism.**
- c) **Role of Education in promoting Human Rights.**

UNIT V: ESSENTIAL APPROACHES IN EDUCATION FOR DYNAMIC INDIAN SOCIETY (6 Lectures)

- a) **Role of Family & School.**
- b) **Alternative Learning Systems.**
- c) **Role of Voluntary Organizations in catering to the need of Marginalized groups.**

SUGGESTED ACTIVITIES

- 1. Projects on Women's Issues.**
- 2. Visits to places of significance- Rural schools, Voluntary and Government Organizations etc. -**

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SEMESTER II

COURSE VI

PSYCHOLOGY OF LEARNING

OBJECTIVES:

- 1. To develop an understanding of the nature, concept and factors affecting Learning.**
- 2. To develop an understanding of the processes of Learning through various theoretical perspectives..**
- 3. To acquaint the learners with the concept and process of Group Dynamics.**

4. To evolve effective strategies for creating a conducive socio-emotional climate in the classroom.
5. To gain an insight into the mental processes through Psychological Experimentation

UNIT I: LEARNING (12 Lectures)

- a)
 - i) Concept of Learning - (Meaning, Definition & Characteristics)
 - ii) Process / Steps of Learning.
 - iii) Typical Learning Curve with Educational Implications.
- b) Factors affecting Learning: -
 - i) Maturation - Concept & Educational Implications.
 - ii) Attention - Concept Types & Educational Implications.
 - iii) Motivation - Concept and Theories (Maslow's Theory of Self-Actualization)

**UNIT II : THEORIES OF LEARNING
(08 Lectures)**

- a) Concept & Educational Implications of Behaviorist Theories .with reference to Pavlov & Skinner.
- b) Cognitive Theory: Ausubel's Theory of Meaningful Verbal Learning.
- c) Social Learning Theory: Vygotsky's Social Development Theory.

UNIT III: MENTAL PROCESSES OF LEARNING (8 Lectures)

- a) Thinking Process: - Concept & Tools.
- b) Types of Thinking: - Divergent, Convergent, Reflective thinking.
- c) Mental Processes: -
 - i) Memory - Concept; Types & Strategies to develop Memory.
 - ii) Forgetting - Nature, Causes.
 - iii) Imagination - Meaning, Types and Educational Implications.

UNIT IV: GROUP DYNAMICS / GROUP LEARNING STRATEGIES (8 Lectures)

- a) Meaning & Characteristics of a Social Group.
- b) Group Dynamics - Process and its Importance in Learning.
- c) Importance of developing Group Mind (Group Cohesiveness).
- d) Sociometry: - Use and Importance.
- e) Psychological Perspectives — Constructivist Learning.

**UNIT V: EXPERIMENTS:-
Lectures)**

(12 + 6

(With reference to Concept, Process / Laws / Types etc.)

- a) Fatigue
- b) Perception.
- c) Concept Formation
- d) Association

e) **Transfer of Learning**

f) **Suggestion**

(Questions to be asked on Educational Implications only.)

SUGGESTED ACTIVITIES

In addition to the above, students should carry out any two of the following activities and record their observations and findings in their Psychology Journal. A rubric may be attached to assist the recording of experiences.

- a) **Perform any one activity using Sociometry in a class and record the results to prepare a Sociogram / Social Distance Scale.**
- b) **Prepare a Lesson Plan based on Constructivist Learning.**

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SEMESTER II

COURSE VII

EDUCATIONAL MANAGEMENT

OBJECTIVES:

- 1. To develop an understanding of the concept of Educational Management**
- 2. To develop an understanding of the various functions of an Educational Institution.**
- 3. To develop an understanding of the role and functions of an Educational manager.**
- 4. To develop an understanding of essential components of democratic classroom management**
- 5. To develop an awareness of various structures/levels of Educational management.**
- 6. To develop an awareness of the characteristics of quality institutions.**

7. To sensitize student towards effective management of human and material resources
8. To develop appreciation of role of various administrative authorities in maintaining quality of Educational Institutions.

UNIT I: CONCEPT OF EDUCATIONAL MANAGEMENT

(7 Lectures)

- a) Meaning, Need, Importance * Objectives of Educational Management
- b) Functions of Educational Management Planning, Organizing, Directing, Controlling, Evaluating.
- c) Systems Approach to Educational Management.

UNIT II: ORGANIZATIONAL MANAGEMENT

(8 Lectures)

- a) Organizational Climax
 - i) Concept and dimension
 - ii) Characteristics of democratic institutional climate
- b) Role of the leader in fostering democratic Institutional climate for effective performance and job satisfaction.
- c) Effective Classroom Management.
- d) Discipline: Ways of ensuring effective institutional discipline.

UNIT III: INSTITUTIONAL MANAGEMENT

(10 Lectures)

- a) Institutional Planning: Meaning and Importance
- b) Staff Meeting: Types and principles of effective staff meeting
- c) Timetable: Principles of timetable construction for curricular and co-curricular activities.
- d) Event Management: Principles and Steps of organizing curricular and co-curricular events.
- e) Maintaining institutional quality: Importance and criteria of assessing quality of educational institutions.
- f) Institutional Network.

UNIT IV: RESOURCE MANAGEMENT: HUMAN & MATERIALS (10

Lecture)

- a) Qualities of Headmaster/Principal
- b) Skills: Interpersonal relations, Stress management and Conflict management.
- c) Performance Appraisal: meaning and importance, criteria of performance appraisal of Teachers.
- d) PTA: Importance and activities.
- e) Importance of essential records (General Register, Attendance Register for Staff & students, Log Book for Teacher, Service Book and Cumulative Record Card).

(Maintenance of the above mentioned records to be observed during Internship in schools and no questions to be asked in the exam)

UNIT V ADMINISTRATION AUTHORITIES (9 Lectures)

- a) **Functions of N.C.E.R.T and S.C.E.R.T.**
- b) **Secondary School Code: nee4 and salient features: School Tribunal, Types of Leave, Code of Conduct, Types of Grant-in-Aid**
- c) **Characteristics of National (CBSE, ICSE) and International (IB, IGCSE) Systems of Education in India**

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**SEMESTER II
COURSE VIII: SPECIAL FIELDS**

1-ACTION RESEARCH

OBJECTIVES:

1. To develop an understanding of the concept, principles, process & steps of Action Research.
2. To develop an appreciation of the importance of Action Research for the professional growth of the teacher.
3. To develop an understanding of the importance of validating Action Research at each step.
4. To acquaint with the different types of Action Research.
5. To develop an understanding of different methods (tools) of data collection of Action Research.
6. To develop the skill of constructing appropriate tools while conducting an Action Research.
7. To develop an understanding of different aspects of reporting an Action Research.
8. To develop the spirit of inquiry in the students.
9. To develop the skill of writing Action Research Report.

UNIT I: FUNDAMENTALS OF ACTION RESEARCH (10 Lectures)

- a) Concept of Action Research
 - i) Meaning & Characteristics of Action Research.
 - ii) Difference between Fundamental and Action Research
 - iii) Principles of Action Research.
 - iv) Uses and Limitations of Action Research.
- b) Action Research and Teacher
 - i) Action Research for the Professional Growth of Teachers.
 - ii) Collaborative Research — Concept and Need.
 - iii) Ethical considerations while carrying out Action Research.

UNIT II: PROCESS OF ACTION RESEARCH (6 Lectures)

- a) Cycles of Action Research:
 - i) Stephen Kemmi's A. R. Cycle.
 - ii) Michael Bassey's Alt Cycle.
- b) Concept and Types of Validation:
 - i) Self Validation
 - ii) Peer Validation
 - iii) Learner Validation

UNIT III: TYPES OF ACTION RESEARCH (8 Lectures)

- a) Approaches of Action Research:
 - i) Qualitative Research
 - ii) Quantitative Research
- b) Methods of Action Research:
 - i) Experimental
 - ii) Diagnostic
 - iii) Case Study

UNIT IV: TOOLS OF ACTION RESEARCH (10 Lectures)

(Characteristics, Uses and Limitations.)

- a) Diary
- b) Participant Observation Recording and Non-Participant Observation Recording.
- c) Questionnaire.
- d) Rating Scale
- e) Structured, Unstructured & Semi-Structured Interviews.
- f) Audio-Video Recordings.
- g) Photographs.

UNIT V: STEPS OF ACTION RESEARCH PLAN/ PROPOSAL

(8 Lectures)

- a) Identifying and framing the General Research Question.
- b) Review of the Related Literature - Meaning and Importance.
- c) Draft Action Research Plan (research question, rationale, data collection methods research team, consultation, costs, equipment; and schedule).
- d) Analysis and Interpretation of Data:
 - i) Qualitative (Immersion reflecting, standing back analyzing; synthesizing; relation to other work; locating reflecting back; returning for more data Presenting disseminating and sharing).
 - ii) Quantitative (measures of Central Tendency, variability and relationship) findings.
- e) Reflection of the results.
- f) Implication of subsequent action.
- g) List of references
- h) Writing of Synopsis

UNIT VI: REPORT WRITING

(To be covered through a project and no theory questions to be asked in written examination.)

- a) The Research Question
 - b) Rationale
 - c) Sample
 - d) Methods of Data Collection
 - e) Analysis and Interpretation of Data
 - f) Reflection of the Results
 - g) Development of Strategic Plan of Action.
- (Since 6th unit is based on the practical aspect- students will be doing this via project).

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10. Cohen L And Manion L: Research Methods in Education.
11. Lokesh Kaul Research Methodology

2- COMPUTERS IN EDUCATION

OBJECTIVES

1. To develop an understanding of the fundamentals of computer.
2. To develop an understanding of the educational uses of various features of MS Office.
- 3; To create an awareness of the various uses of computer as a tool, tutor and tutee.
4. To develop the skills of operating computers and accessing internet.
5. To develop thinking skills, argumentation and learning through interactive computer programs.
6. To develop the skill of preparing multimedia presentation and instructional material using computers.

UNIT I: FUNDAMENTALS OF COMPUTERS (4

Lectures)

- a) Computer Architecture
 - i) Diagram of Computer Structure
 - ii) Features of Computer
- b) Knowledge of Computer Hardware:
Input / Output Devices — Disk Drive, CD ROM, RAM, Monitor, Mouse, Printer, Keyboard, Microphone, Web Camera, Scanner, Projector and Electronic Smart Board.

UNIT II: COMPUTER AS A TOOL (18

Lectures)

Skills to prepare program using the appropriate software for teaching! Learning —

- a) Basic File Handling
 - i. Concept of a file! folder
 - ii. Saving a file and retrieving file.
 - iii. Management of Data files — creating new file, updating, storing and deleting.
 - iv. Saving files on external storage devices, CD, DVI) and Pen Drive.
- b) Use of Word Processor
 - i. Basic formatting techniques (Editing, use of graphics and tables)
 - ii. Use of templates (mark sheets, mail merge and letters)
 - iii. Saving word documents as web pages
 - iv. Convert word document into presentations.
 - v. Scan, print and prepare transparency.
 - vi. Writing research paper and research project.
 - vii. Preparation of question paper using spread sheet data.
- c) Use of Spreadsheet
 - i. Knowledge of basic terminology — rows, columns, cells, header and footer.

- ii. Basic functions of spreadsheet — insert (row/column), delete (row/column), format (cell, table) alignment, data type.
 - iii. Calculations (date, summation, count, sort, average and use of filters), text processing and graphics.
 - iv. Preparation of database — books, records of various types, accounting, results sheet and cumulative records card.
- d) Use of presentation
- i. Basic features of presentation software — elements of a slide, formatting a slide (font, color, graphics, animation, design template, slide transitions and sound)
 - ii. Characteristics of a good presentation — use of visual graphics, arrangement of content pedagogy of content analysis, navigation, scope of presentation, linear and branched program and depth of the presentation.
 - iii. Knowledge of converting presentation to web page and word document

UNIT III: USE OF COMPUTER AS A TUTOR (11 Lectures)

- a) Knowledge of Computer Aided Instructions in Classroom teaching
 - i) Constructivist Approach to designing presentations.
 - ii) Increasing interactivity by introducing visual aids — text and graphics
 - iii) Use of multimedia- sound, animation and movies
- b) Knowledge of Computer Aided Learning
 - i) Classroom learning — Synchronous and Asynchronous learning
 - ii) Use of readymade CAI for learning
 - iii) Preparation of questionnaire, quiz and interactive games (Age of Empire, Civilization I and 2 and National Geographic)

UNIT IV: INTERNET TECHNOLOGIES (9 Lectures)

- a) Browser
 - i) Names of different types of browsers 2
 - ii) Elements of a browser — buttons (back, front, refresh, home etc), navigation, status bar and address bar
- b) Internet
 - i) Knowledge of history of internet
 - ii) LAN , MAN and WAN
 - iii) WWW and HTTP concept
- c) Search Engine
 - i) Concept of Search — text based, image based and *multimedia*
 - ii) Names of Different types of search engines (Google and Yahoo)
 - iii) Logic for Search — understanding of keywords and symbols
- d) Use of Internet
 - i) Finding learning resources, reference material, *and* online journals
 - ii) Email, chat, blogs, forums and conference
 - iii) Uploading and downloading data.

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3- EDUCATION FOR RURAL DEVELOPMENT

OBJECTIVES

1. To acquaint with the characteristics of Rural Community.
2. To develop an understanding of the problems of education pertaining to rural areas.
3. To develop an appreciation of the role of education for rural development
4. To create an awareness of the role of teacher in Rural Development
5. To develop an appreciation of the contribution of social reformers for rural education.
6. To create an awareness of various Government policies and programmes for Rural

Development

UNIT I: INTRODUCTION OF RURAL AREA AND RURAL DEVELOPMENT
(10 Lectures)

- a) Concept of Rural Area, Need and Scope of Rural Development
- b) Structure of Rural Community (Caste & Class)
- c) Characteristics of Rural Areas in Democratic India.
 - i) Density of Population
 - ii) Environment; Physical and Social
 - iii) Literacy Rate
 - iv) Basic Facilities
 - v) Occupation
 - vi) Traditions and Culture.
- d) Tribal and Remote Villages: Characteristics and Needs

UNIT II: PROBLEMS OP RURAL EDUCATION
(7 Lectures)

- a) Physical Facilities
- b) Literacy Level of the Community
- c) Attitude to Girl Education
- d) Economic Problems (Dependence on rains, Industrial venture, Child Labour and Extinction of old vocations)
- e) Health Issues
- f) Rigid Social Inequality
- g) Role of Education

UNIT III: CURRENT TRENDS AND PRACTICES IN RURAL EDUCATION
(10 Lectures)

- a) Non formal programmes for Rural Development
 - i) Women Empowerment
 - ii) Gender Equity
 - iii) Disease and Illness
 - iv) Rural Unemployment
 - v) Adult Education
- b) Role of NGO's in rural development- programmes and strategies
- c) Development of rural leadership for social change.
- d) Educational Practices: -
 - i) One teacher school.
 - ii) Neighbourhood Schools
 - iii) Anganwadi

UNIT IV: POLICIES AND SCHEMES FOR RURAL DEVELOPMENT (8 Lectures)

- a) Khadi and Village Industries Commission:

- b) Objectives and K.V.I.C. during Five-Year Plans.
- c) Panchayat Raj Institutions: Evolution, Structure and Functions, 73rd Amendment and Role of PRIs in Rural Development
- d) Integrated Rural Development Programmes, Swarna Jayanthi Grama Swarojgar Yojana and Employment Assurance Scheme.

UNIT V: CONTRIBUTION OF SOCIAL REFORMERS

(7

Lectures)

- a) Vinobha Bhave (Education for Rural Reconstruction)
- b) Tarabai Modak and Anutai Wagh (Kosbad Project)
- c) Mahatma Gandhi (Rural Reconstruction)
- d) Water Conservation Movement by Rajendra Singh

SUGGESTED ACTIVITIES

- a) Project and visits based on rural areas should be organized.
- b) Such projects should be considered as essays for 10 marks.

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2. Education in rural areas: Constraints and prospects- A.S Sestharamu and M.D. Ushadevi Ashish Publishing house, New Delhi
3. Growing up at Kosbad hill- Chitra Naik, Gram bal Shiksha Kendra Kosbad
4. Integrated Rural Development — R.C Arora
5. Rural Development R Subramanyam, Yatan Publication, New Delhi
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4- ENVIRONMENTAL EDUCATION.

OBJECTIVES:

1. To develop an understanding of the concepts of environmental education, its need and principles.
2. To develop an understanding of the environmental situation and issues at the Global and Indian level.
3. To develop an understanding of the concept of pollution with respect to loss of energy.
4. To create an awareness of sustainable development and environmental management.
5. To develop an attitudinal change regarding environmental protection..
6. To develop an appreciation of implementing environmentally sustainable practices.
7. To develop an understanding of the various approaches in the teaching of environmental education.
8. To acquaint with various movements, projects and laws of environment.

UNIT I: ENVIRONMENT EDUCATION

(8 Lectures)

- a) Environment; Meaning, Components- Biotic and Abiotic, Types of Eco System, Ecological Pyramids (numbers, mass, Energy), Food Chain and Food Web.
- b) Environmental Education: Meaning, Objectives, Principles & Need.
- c) History of Environmental Education: Salient features of Stockholm conference (1972), UNESCO-UNEP IEEP (1975), Inter-governmental conference EE (1977) and Tbilisi+30 (2007)
- d) Concept of pollution in context to loss of energy.

UNIT II: ENVIRONMENTAL SITUATIONS AND ISSUES

(10 Lectures)

(Meaning, Causal factors, Effects and Remedies)

- a) Climate change, Ozone Depletion, Pollution of the Oceans, Loss of Bio-diversity and Energy crisis.
- b) Impact of Environmental pollution- physical, psychological, Social and economic life of an individual.

UNIT III: EDUCATION FOR SUSTAINABLE DEVELOPMENT

(10 Lectures)

- a) Sustainable Development: Meaning, Need and Sustainable practices
- b) Sustainable Environmental Management:
 - i) Rain water Harvest (Meaning, *Significance*)
 - ii) Solid waste Management (Meaning, *Significance*)
 - iii) Mangroves Management (Meaning, *Significance*)

UNIT IV: APPROACHES TO THE TEACHING OF ENVIRONMENTAL EDUCATION (6 Lectures)

- a) Co-relation of Environmental Education with school subjects
- b) Integrating Environmental Education through Co-curricular activities.

UNIT V: ENVIRONMENTAL MOVEMENTS, PROJECTS AND LAWS

(8 Lectures)

- a) Movements: Chipko and Raleganj Siddhi (Anna Hajare)
- b) Projects: Tiger Project and Ganga action plan.
- c) Laws of conservation and Protection: Environment Protection Act, Wild life Protection Act and Noise Pollution Act.

SUGGESTED ACTIVITIES (Any one activity)

- a) Composting
- b) Greening Institutions
- c) Paper recycling
- d) Conservation of water

- e) Conservation of energy
- f) Market survey

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2. The Hindu — survey of the Environment
3. Education for the environmental concerns — A.B. Saxena
4. State of India's Environment — Citizens report 2001
5. UNESCO-UNEP International Environment Education Programme Report.
6. Environmental Education — Deb, Sikdar and Agarwal.
7. Environmental Education- V Krishnamachayulu
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9. Environmental Education- K Purushotham and D Narasimha Reddy
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2. www.science.org.au
3. www.greenpeace.org
4. www.eoearth.org
5. www.cseindia.org
6. www.greenbiz.com
7. www.globalissues.org
8. www.indp.org

5- GUIDANCE AND COUNSELLING

OBJECTIVES:

1. To develop an understanding of the concepts of guidance and counselling
2. To develop an understanding of educational, vocational and personal guidance
3. To acquaint the students with the testing devices and techniques of guidance
4. To develop an understanding of collection and dissemination of occupational guidance
5. To sensitize student-teachers to the problems faced by students in the contemporary world.
6. To create an awareness of the working of guidance centers.

UNIT I: CONCEPT OF GUIDANCE

(8

Lectures)

- a) Meaning, Nature & functions of guidance
- b) Principles of guidance
- c) Need of guidance at various stages of life
- d) Types of guidance;,
 - i) Educational Guidance - Meaning and need at Secondary and Higher Secondary level.
 - ii) Vocational Guidance - Meaning and need at Secondary and Higher

Secondary level.

iii) Personal Guidance - Meaning and need at Secondary and Higher Secondary level.

UNIT II: COUNSELLING (12

Lectures)

- a) Concept of counselling
- b) Theories of counselling:
 - i) Theory of Self (Rogers)
 - ii) Rational Emotive Behavioral Therapy (Albert Ellis).
- c) Types of counselling: Directive, Non directive, Eclectic.
- d) Process of counselling (Initial disclosure, in depth exploration and Commitment to action)
- e) Skills in counselling (Listening, Questioning, Responding, Communicating)
- f) Role of teacher as a counsellor and professional ethics associated with it.

UNIT III: TESTING AND NON-TESTING DEVICES FOR THE STUDY OF AN INDIVIDUAL

(10

Lectures)

- a) Tests: Aptitude, Attitude, Interest, Achievement and Personality.
- b) Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.

UNIT IV: JOB ANALYSIS AND OCCUPATIONAL INFORMATION (8

Lectures)

- a) Job analysis: Concept and need
- b) Job satisfaction: Concept and factors affecting job satisfaction
- c) Relation between job analysis and job satisfaction
- d) Concept of Occupational Information & Sources of Collection
- e) Career Counselling and Dissemination of Occupational Information

UNIT V: CONTEMPORARY ISSUES IN SCHOOL GUIDANCE (4

lectures)

Dealing with depression and academic stress (With regard to their identification and intervention)

SUGGESTED ACTIVITY: (Any One)

- a) Make a study of the guidance services available in any one school. Prepare a report
- b) Make a study of a guidance centre. Prepare a report
- c) Interview a school counselor to find the problems faced by students in the present context.

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2. Bengalee M D: Guidancc and counseling
3. Bengalee Mehroo D: Child Guidance
4. Bhatia K K: Principles of Guidance and Counseling
5. Bhatnagar R P, Rani Seema: Guidance and counseling in education
6. Chauhan S S: Principles and Techniques of Guidance

7. Kochhar S.K.: Educational and Vocational guidance in Secondary Schools
8. Nanda S.K.; Chadha P.C.: Educational and vocational guidance
9. Patterson L E; Welfel E R The counseling Process
10. Sharma R A Fundamentals of Guidance and Counseling
11. Nambiyar K: Strategies Guidance Based Education
12. M. Asch: Principals of Guidance and Counseling
13. Srivastava: Guidance and Counseling

6- INCLUSIVE EDUCATION

OBJECTIVES:

- 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

UNIT I: INTRODUCTION TO INCLUSIVE EDUCATION (8 Lectures)

- a) Concept Need and Meaning
- b) Philosophy: Transition from segregation to inclusion
- c) Principles
- d) Models

UNIT II: SPECIAL EDUCATIONAL NEEDS (SEN) OF LEARNERS IN INCLUSIVE SCHOOL

(11 Lectures)

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

UNIT III: PLANNING AND MANAGING INCLUSIVE CURRICULUM IN SCHOOLS (8 Lectures)

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

UNIT IV: LEGISLATION, EMERGING ISSUES AND CURRICULAR CONCERNS (7Lectures)

- a) Legislations for Inclusive Education: National Policy of Disabilities (2006).
- b) Sarva Shiksha Abhiyan (SSA) (2002.)
- c) Continual Education Programmes.

UNIT V: FACILITATORS FOR INCLUSIVE EDUCATION (8 Lectures)

- a) Need for Multidisciplinary Approach
- b) Role Responsibilities: General, Special and Resource
- c) Teachers, Family, Community
- d) Parent - Professional Partnership: Need and Relevance

SUGGESTED ACTIVITIES:

- a) Plan two activities for cooperative learning in inclusive classrooms
- b) Planning of two lessons and teaching in inclusive schools

REFERENCES

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3. Chaote Joyce, S. (1991) . Successful mainstreaming, Allyn & Bacon
4. Daniels, Harry (1999) .Inclusive Education, London — Kogan.
5. Deiner, P. L.(2000) . Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida
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7. Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont
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9. Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment. RCI, Kanishka Pub. New Delhi
10. Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub
11. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
12. Hollahan & kauffman (1978). Exceptional Children: An introduction to special education, Prentice Hall
13. Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
14. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India, Sage Pub.
15. Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sage Pub
16. M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, Sage Pub.
17. Madan Mohan Jha (2002). School without walls: inclusive education for all, Heinemann edu. Oxford
18. Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi

19. Panda, K. C. (1997) Education of exceptional children. Vikas Pub. New Delhi
20. Patt Daird (1980). Curriculum Design and Development, Harcott Brace, New York.
21. Rainer's. (2007). Managing Special and inclusive education
22. Ruth E. Cook, Annette Tessier, M. Diane Klein (1996), Merrill Prentice Hall
23. Sedlak, Ribert,A. & Schloss Patrice, C. (1986). Instructional methods for students with learning and behaviour problems, Allyn & Bacon

7- INTERNATIONAL EDUCATION

OBJECTIVES:

1. To acquaint the student teachers with the concept and need for International Education.
2. To prepare student-teachers to face challenges of International Education
3. To analyze the educational systems of different countries
4. To explore the notions of multicultural perspectives
5. To develop an understanding of WTO, GATS and its implications for Education
6. To familiarize student- teachers with the requirements as a teaching professional in an international set up.

UNIT I: INTERNATIONAL EDUCATION

(8 Lectures)

- a) Concept of International Education
- b) Objectives of an International Education
- c) International Baccalaureate Organization (History, Purpose and Functions)

UNIT II: EDUCATION SYSTEMS IN DIFFERENT COUNTRIES

(8 Lectures)

With reference to an Overview of Educational Objectives and Structure

- a) USA
- b) Singapore

UNIT III: WTO, GATS AND EDUCATION

(6 Lectures)

- a. Introduction to WTO & OATS
- b. Education as a Service under WTO & OATS
- c. Implications of GATS on Education in general and with specific reference to India

UNIT IV: TEACHING IN THE DIVERSE WORLD

(12 Lectures)

- a. Catering to Diversity
 - i) Concept of Multicultural Education,
 - ii) Global Perspectives in the Classroom.
 - iii) Challenges faced by a Teacher in a Multicultural World.
- b. Teaching for a Sustainable and Equitable World.
 - i) Paulo Freireian thoughts on Education.
 - ii) Millennium Development Goals.

UNIT V: TEACHER IN INTERNATIONAL EDUCATION

(8 Lectures)

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

SUGGESTED ACTIVITIES

- a) Project Work on any aspect related to International Education.
- b) Visit to an 18 or International School and Preparation of a Report.
- c) Study and prepare a report of recent or ongoing international projects in schools involving India and other countries
- d) Prepare lesson plans infusing global perspectives through school subjects

REFERENCES

1. Sharma,R.S :A Comparative Perspective on Education,
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3. KhemChand .:Culture in Educational Institutions,
4. Lasley T., Matczynski T. & Rowley J: Instructional Models: Strategies for Teaching in a Diverse Society,
5. Tan Oon Seng :Problem-based learning Innovation,
6. Marshall P.L. :Cultural Diversity in our Schools,
7. Suarez.-Orozco M.M.:Learning in the Global Era: International Perspectives on Globalization and Education
8. Senge P.: Schools that Learn: A Fifth Discipline Field book
9. Shalaway L:Learning to Teach: The Essential Guide for all Teachers
10. Taylor L.S. :Schools for All; Educating Children in a Diverse Society

WEBSITES

1. www.globaled.org
2. www.cie-wis.org
3. www.internationaled.org
4. www.pbs.org
5. [www. facingthefuture.org](http://www.facingthefuture.org)
6. www.ibe.unesco.org
7. www.ibo.org

SEMESTER II

COURSE IX & X - SPECIAL METHODS

ENGLISH METHOD

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 centered 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.

UNIT I: FUNDAMENTALS OF LANGUAGE (14 Lectures)

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

Unit II: Language Acquisition Inside /Outside the Classroom (12 Lectures)

- a) Listening: Concept, Significance and activities to develop listening
- b) Speaking: Concept, Significance and activities to develop speaking.
- c) 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).
- d) Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal)
- e) Supplementary Skills: Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopedia, Thesaurus)

UNIT III: ASPECTS OF LANGUAGE TEACHING (8 Lectures)

- a) Prose: Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)
- b) Poetry: Methods (Recitation, Song-action), Techniques of Appreciation
- c) Grammar: Types (Functional, Formal), Methods (Inductive, Deductive)

UNIT IV: LEARNING RESOURCES (4 Lectures)

- a) Computer Assisted Language Learning (CALL)
- b) Library

UNIT V:

- a) **THE ENGLISH TEACHER** (4
Lecture)
 - i) Qualities of an English Teacher
 - ii) Professional Growth
- b) **DIAGNOSTIC AND REMEDIAL TEACHING**
 - i) Identifying Learning Difficulties in Language
 - ii) Dealing with Language Difficulties of the Learner

UNIT VI: PEDAGOGY (6 **Lectures)**

- a) Lesson Planning
- b) Instructional Objectives and Specifications
- c) Integration of Core Elements
- d) Evaluation of Textbook

Note: Only for practical not to be evaluated in examinations

REFERENCES

1. Bond, L G et al (1980): Reading Difficulties- Their Diagnosis and Correction, New York, Appleton- Century Crafts.
2. Valdmen., (1987) Trends in Language Teaching, New York, London Mac Graw Hill.
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7. Grillett, M (1983): Developing Reading Comprehension, London, CUP.
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9. Morgan & Rinvoluri (1991): New Ways of Dictation, London, Longman.
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28. Khan, Nasiruddin. (2005): Introduction of English as a subject at the primary level. Ms., NFG-English
29. Prabhu, N.S. (1987): Second Language Pedagogy. Oxford University Press, NY.
30. Tudor, Ian: Learner-Centeredness in Language Education, Cambridge University Press.

URDU METHOD

OBJECTIVES:

1. To understand the importance of Language.
2. To understand the psychology of language learning.
3. To understand the methods and approaches of teaching language.
4. To understand teaching of various aspects of language.
5. To develop language competencies.
6. To acquire the knowledge of effective use of information technology.
7. To develop the skill of preparing achievement test.

UNIT I: IMPORTANCE OF LANGUAGE

(10 Lectures)

- a) As a medium of Development.
 - i) Intellectual
 - ii) Emotional
 - iii) Social
 - iv) Literary
- b) Objective of teaching language as a First language and as a Second/Third language.
- c) Psychology of Language Learning.
- d) Principles of Language Learning and Maxims of teaching.

UNIT II: METHODS AND APPROACHES OF TEACHING LANGUAGE

(12 Lectures)

- a) Methods
 - i) Dramatization
 - ii) Simulation
 - iii) Discussion
 - iv) Appreciation
 - v) Inductive and Deductive.
 - vi) Narration
 - vii) Storytelling
- b) Approaches

- i) Grammar-Translation
- ii) Direct
- iii) Bilingual

UNIT III: ASPECTS OF TEACHING LANGUAGE

(14 Lectures)

- a) Prose
 - i) Objectives
 - ii) Types of Reading: Intensive, Extensive, and Supplementary
- b) Poetry
 - i) Objectives
 - ii) Teaching of Ghazal & different forms of Poetry (Only for Urdu)
- c) Grammar
 - i) Objectives
 - ii) Types of Grammar Functional, Formal
- d) Composition
 - i) Objectives
 - ii) Types of Composition: Guided, Free
 - iii) Correction of Composition: Strategies for removal of errors in spelling, sentence, structure and pronunciation.

UNIT IV: STRATEGIES FOR DEVELOPING LANGUAGE COMPETENCIES AND ENRICHMENT CONTROL (9 Lectures)

- a) Developing Basic competencies
 - i) Aural: Expression, Phonetic Stress, and Intonation.
 - ii) Oral: Conversation, Pronunciation.
 - iii) Reading: Loud, Silent, Chorus, Expressive
 - iv) Writing: Hand writing Skills, Creative Writing, Dictation, Diagnostic Testing and Remedial Teaching
- b) Language Practice
 - i) Games
 - ii) Competitions,
 - iii) Club
- c) Curriculum and Textbook
 - i) Development of Instructional Material
 - ii) Use of Information Technology
 - iii) Use of Library
- iv) Textbook characteristics and evaluation

UNIT V:

- a) Significance of Comprehensive and Continuous Evaluation.
 - b) Oral Examination.
 - c) Development of good test items (Objective, Short and Essay type).
 - d) Preparation of an Achievement Test.
 - e) Analysis and Interpretation of data obtained from Achievement Test.
- Note: Only for Practical Not to be Evaluated in Examinations

REFERENCES:

1. Ansari Akhtar Tadrees-e-Ghazal
2. Moinuddin Urdu Kaise Padhaen
3. Moinuddin Urdu Zaban Ki Tadrees
4. Omkar Kaul & Masood Siraj Urdu Asnaf Ki Tadrees
5. Salim Abdullah Urdu Kaise Padhayen
6. Sherwani I. Khan Tadrees-e-Zaban-e-Urdu

मराठी भाषा अध्यापन पध्दती

उद्दिष्टेः

- १ . भाषेचा एक विषय म्हणून जीवनातील महत्त्व समजणे .
- २ . भाषा अध्ययनाचे मानसशास्त्र समजणे .
- ३ . भाषा अध्यापनाच्या विविध अंगांच्या अध्यापन पध्दती व तंत्रे समजणे .
- ४ . भाषा अध्ययनासंबंधी विविध क्षमतांचा विकास करणे .
- ५ . विविध मराठी भाषिक उपक्रमांचे आयोजन व त्याची कार्यवाही करणे .
- ६ . भाषा संवेदनशिलता व बहुभाषिकतेबद्दल आदर विकसित करणे .
- ७ . भाषा मूल्यमापनाच्या लेखी व मौखिक परीक्षा प्रकारांची माहिती प्राप्त करून देणे .
- ८ . भाषा शैक्षणिक साधनांच्या प्रभावी उपयोगाची माहिती प्राप्त करून देणे .
- ९ . पाठ्यपुस्तक मुल्यांकन करण्याची क्षमता विकसित करणे .
- १० . सद्यस्थितीत शिक्षकांसाठी आवश्यक अशा क्षमता व भूमिका बद्दल जाणिव विकसित करणे .
- ११ . मराठी भाषेद्वारे सृजनशीलतेचा विकास करण्याचा दृष्टिकोन विकसित करणे .

घटक १ : मराठीचे जीवनातील व अभ्यासक्रमातील स्थान

10

Lectures

- अ . विद्यार्थ्यांच्या दैनंदिन जीवनातील भाषेचे महत्त्व व भाषेच्या माध्यमातून व्यक्तित्वा विविधांगी विकास : बौद्धिक, भावनिक, सामाजिक, साहित्यिक, आध्यात्मिक .
- ब . शालेय अभ्यासक्रमातील मराठीचे महत्त्व माध्यमिक व उच्च माध्यमिक स्तरावर .
- क . अमराठी भाषिक विद्यार्थ्यांच्या जीवनातील मराठी भाषेचे महत्त्व
- ड . समवायमराठीचा अंतर्गत समवाय व इतर विषयांच्या संदर्भातील समवाय

घटक २ : मराठी अध्यापनाची उद्दिष्टे

4

Lectures

- अ . महाराष्ट्राच्या अभ्यासक्रमात नमूद केलेली सर्वसामान्य उद्दिष्टे
- ब . गद्य, पद्य, व्याकरण,..... आणि वर्ग अध्यापनाची उद्दिष्टे व स्पष्टीकरणे

घटक ३ : भाषेचे शिक्षणशास्त्रीय विश्लेषण

3

Lectures

- अ. मराठी भाषेची संरचना
- ब. घटक विश्लेषण
- क. अध्यापन उद्दिष्टे आणि स्पष्टीकरणे
- ड. उपक्रम आणि मूल्यमापन तंत्रे व घटक चाचणी
- इ. नैदानिक चाचणी व उपचारात्मक अध्यापन

घटक ४: भाषा अध्यापनाची विविध अंगे व पध्दती

14

Lectures

- अ. मराठी अध्यापनाची तत्वे व सूत्रे
- ब. भाषा अध्यापनाच्या पध्दती : १. नाटयीकरण (गद्य, पद्य), २. कथाकथन (गद्य), ३. रसग्रहन (गद्य, पद्य), ४. चर्चा (गद्य, पद्य, लेखन), ५. व्याख्यान (गद्य), ६. उद्गामी अवगामी, ७ भूमिका अभिनय, ८. भाषिक खेळ
- क. भाषा अध्यापनाची कौशल्ये व मूलभूत क्षमतांचा विकास
- १. श्रवण उच्चारण, अभिव्यक्ती, ध्वनीबल, स्वराघात
- २. भाषण संवाद
- ३. वाचन प्रकट, मौन, आशयानुसार, सुक्ष्म, पूरवणी वाचन
- ४. लेखन मुक्त आणि सृजनात्मक निबंध लेखन, श्रूत लेखन, संवाद लेखन, जाहिरात लेखन, अर्ज लेखन

घटक ५ : मराठीचे पाठ्यपुस्तक व शिक्षक

5

Lectures

- अ. १) चांगल्या पाठ्यपुस्तकाची वैशिष्ट्ये
- २) पाठ्यपुस्तकाचे समीक्षण ९वी ते १२वी पर्यंत
- ब. भाषा अध्यापक गुणविशेष, भूमिका, जबाबदाया, व्यवसाय वृद्धी

घटक ६ : भाषा अध्यापनाची साधने

6

Lectures

- अ. छापील साहित्य वृत्तपत्रे, मासिके, हस्तपुस्तिका, शब्दकोष, विश्वकोष
- ब. दृक श्राव्य साधने आकाशवाणी, दूरदर्शन, संगणक व ध्वनिमुद्रक
- क. वाङ्मय मंडळ उद्दिष्टे, उपक्रम, महत्त्व
- ड. भाषा अध्यापन अध्ययनासाठी सहशालेय कार्यक्रम

हिन्दी भाषा अध्यापन पध्दति

पुनरीक्षित हिन्दी भाषा अध्यापन अभ्यासक्रम के उद्देश्य :

- १ . बालक के सर्वांगीण विकास में हिन्दी भाषा को समझना |
- २ . हिन्दी भाषा शिक्षक के उत्तरदायित्व व चुनौतियों को समझना |
- ३ . हिन्दी भाषा अध्यापन के सूत्र व सिध्दांतों की जानकारी
- ४ . हिन्दी भाषा की विविध विधाओं, उद्देश्यों एवम् विधियों की जानकारी प्राप्त करना |
- ५ . भाषा के दृढीकरण में भाषा कौशलों की जानकारी प्राप्त करना |
- ६ . भाषा अध्यापन के उभरते आयामों की जानकारी और उनका उपयोग करना |
- ७ . हिन्दी भाषा अध्यापन में विभिन्न शैक्षणिक साधनों का उपयोग करना |

घटक १ : बालक के सर्वांगीण विकास में भाषा व भाषा शिक्षक का महत्त्व

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Lectures

- १.१ हिन्दी भाषा का उद्गम (संक्षिप्त अध्ययन)
- १.२ अ) मानसिक विकास
ब) सामाजिक विकास
क) संवेगात्मक विकास
- १.३ विद्यालयीन पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्त्व
अ) त्रिभाषा सूत्र कोठारी आयोग ६४६६ के सुझाव एवम् संवैधानिक प्रावधान
ब) वर्तमान समय में भाषा का बदलता स्वरूप
- १.४ भाषा शिक्षक
अ) हिन्दी भाषा शिक्षक के विशेष गुण एवम् व्यवसायिक वृद्धि
ब) बदलते परिवेश में हिन्दी भाषा शिक्षक के उत्तरदायित्व एवम् चुनौतियाँ

घटक २ : भाषा अध्यापन के सूत्र और सिध्दान्त

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Lectures

- २.१ अ) भाषा अध्यापन के सूत्र : ज्ञात से अज्ञात की ओर, सरल से जटिल की ओर, मूर्त से अमूर्त की ओर, पूर्ण से अंश की ओर, सामान्य से विशिष्ट की ओर

२.२ ब) भाषा अध्यापन के सिद्धान्त : अनुकरण का सिद्धान्त, रूचि का सिद्धान्त, अभ्यास का सिद्धान्त, बोलचाल का सिद्धान्त, अनुपात और क्रम का सिद्धान्त, व्यक्तिगत विभिन्नता का सिद्धान्त

२.३ क) सहसंबंध महत्व एवम् प्रकार
आन्तरिक गद्य, पद्य एवम् रचना

बाह्य विद्यालयीन विषयों के साथ (इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण शिक्षण एवम् कला हस्त संगीत व नृत्य)

घटक ३ : भाषा अध्यापन की विधाएँ
Lectures

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- ३.१ गद्य : अ) उद्देश्य ब) विधियाँ चर्चा, कथाकथन, अभिरूप (नाट्यीकरण, भूमिका अभिनय)
३.२ पद्य : अ) उद्देश्य ब) विधियाँ चर्चा, रसास्वादन
३.३ व्याकरण : अ) उद्देश्य ब) विधियाँ आगमन निगमन, खेल विधि
३.४ रचना : अ) उद्देश्य ब) प्रकार नियमबद्ध एवम् मुक्त रचना

घटक ४ : भाषा कौशल
Lectures

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- ४.१ श्रवण : महत्व एवम् दोष
४.२ भाषण : महत्व एवम् दोष (अशुद्ध उच्चारण के कारण एवम् अभिव्यक्ति का महत्व के विशेष सन्दर्भ में)
४.३ पठन\वाचन : महत्व दोष, वाचन के प्रकार (मौन वाचन एवम् सस्वर वाचन)
४.४ लेखन : महत्व एवम् दोष (अशुद्ध वर्तनी के कारण के विशेष सन्दर्भ में)
४.५ अ) उपरोक्त भाषा कौशलों के विकास में शिक्षक की भूमिका ब) निदानात्मक परीक्षण व उपचारात्मक शिक्षक (उपरोक्त कौशलों को ध्यान में रखकर)

घटक ५ भाषा अध्यापन के आयाम (पहलू) व शैक्षणिक साधन
Lectures

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- ५.१ भाषा अध्यापन में संगणक का उपयोग
५.२ भाषा अध्यापन में बहुआयामी बुद्धिमत्ता का उपयोग शाब्दिक, संगीतात्मक, शारीरिक, आंतरवैयक्तिक, प्राकृतिक
५.३ हिन्दी भाषा को प्रचलित व प्रभावित बनाने में जनसंचार माध्यमों (समाचार पत्र, दूरदर्शन, आकाशवाणी एवम् विज्ञापन) एवम् दृश्यश्राव्य साधनों का महत्व एवम् उपयोग

- ५.४ विद्यालयीन स्तर पर आयोजित किए जानेवाले उपक्रम भाषा परिषद एवम्, भाषा प्रतियोगिताएँ (उद्देश्य, महत्व एवम् आयोजन)
- ५.५ अ) पाठ्यपुस्तक आवश्यकता एवम् महत्व
ब) पुस्तकालय आवश्यकता, महत्व व उपयोग

आशययुक्त विश्लेषणः राष्ट्रिय शिक्षानीती १९८६ द्वारा दिए गए गाभाघटकों पर आधारित (परीक्षा हेतु नहीं केवल कार्यशाला व दत्तकार्य)

प्रात्यक्षिक कार्य

१. संविधान में भाषा के लिए उपलब्ध प्रावधान
२. भाषा के वाह्य सहसंबंध का एक प्रारूप
३. व्याकरण के अध्यापन हेतु कोई एक खेल
४. लेखन कौशलरचनात्मक कार्य का एक नमूना (केवल मौलिक रचना कविता, कहानी, नाटक, संवाद, अनुभव आदि पर आधारित)
५. अ) संगणक की सहाय्यता से एक पाठ योजना
ब) दूरदर्शन के किसी एक कार्यक्रम की समीक्षात्मक आलोचना (शैक्षणिक, सामाजिक, समाचार आदि कोई एक)
क) किसी एक पाठ्यपुस्तक की समीक्षात्मक आलोचना
ड) आशययुक्त विश्लेषणकार्यशाला व दत्तकार्य

हिन्दी भाषा अध्यापन सन्दर्भ सूची

- | | |
|-----------------------|-------------------------------|
| १. हिन्दी भाषा शिक्षण | भाटिया और नारंग |
| २. भाषा की शिक्षा | सीताराम चतुर्वेदी |
| ३. हिन्दी शिक्षण | सुरेन्द्र सिंह कादियान |
| ४. हिन्दी शिक्षण | डॉ. उमा मंगल |
| ५. हिन्दी शिक्षण | बी. एल. शर्मा वी. एल. सक्सेना |

६ . हिन्दी शिक्षण	डॉ . शिखा चतुर्वेदी
७ . हिन्दी भाषा शिक्षण	भाई योगेन्द्र जीत
८ . द्वितीय भाषा हिन्दी	डॉ . अरविन्द दुनाखे डॉ . अशुमती दुनाखे
९ . राष्ट्रभाषा हिन्दी	देवेन्द्रनाथ शर्मा
१० . हिन्दी शिक्षण	दुर्गेश नंदिनी

GUJARATI / SANSKRIT METHOD

OBJECTIVES:

1. To understand the importance of languages as a subject and in life
2. To know the principles of language teaching
3. To acquire knowledge of the approaches to language teaching
4. To understand the methods of teaching various aspects of language teaching
5. To acquire knowledge of pedagogical analysis of various concepts of different aspects of language teaching
6. To develop language competencies
7. To develop understanding of the effective use of instructional material
8. To develop an awareness of the role of a teacher.

UNIT I: UNDERSTANDING THE ROLE OF LANGUAGE

(Lectures 8)

- a) Importance in life as a medium of development
 - i) Intellectual
 - ii) Emotional
 - iii) Cultural
 - iv) Social
 - v) Literacy
- b) Place of Gujarati as a subject in the secondary and higher secondary syllabus
- c) Objectives of teaching language at higher/lower level
- d) Correlation — Internal and external with other school subjects

UNIT II: TEACHING OF LANGUAGE

(Lectures 16)

- a) Principles of language teaching
- b) Maxims of teaching
 - i) Simple to complex
 - ii) Whole to part
 - iii) Concrete to Abstract
 - iv) Known to unknown
 - v) Particular to General
- c) General methods of teaching language
 - i) Pathshala (only for Sanskrit)

- ii) Bhandarkar (only for Sanskrit)
- iii) Translation
- iv) Direct
- v) Audio- Lingual

Teaching of Prose

- i) Importance of teaching Prose
- ii) Methods of teaching Prose- Storytelling, Dramatization
- iii) Types of reading- intensive, extensive, supplementary
- e) Teaching of poetry
 - i) Importance of teaching poetry
 - ii) Methods of teaching Poetry- Recitation, Dramatization, Appreciation
- f) Teaching of Grammar
 - i) Importance of teaching grammar
 - ii) Methods of teaching grammar- Inductive, Deductive. Inducto-Deductive
- g) Teaching of Composition
 - i) Importance Of Teaching Composition
 - ii) Types - Guided, Free
 - iii) Correction Of Composition- Need And Ways

UNIT III: PEDAGOGICAL ANALYSIS (In relation to core elements as given in NEP 1986) (Lectures 2)

(Poetry, Grammar and Composition)

- a) Unit Analysis
- b) Instructional Objectives and Specifications
- c) Activities and Procedures

Note: Only for practical not to be evaluated in examinations

UNIT IV: STRATEGIES FOR DEVELOPING LANGUAGE COMPETENCIES (Lectures 12)

- a) Developing Basic Competencies
 - i) Listening and Speaking- Pronunciation, Expression, Phonetic Stress, Intonation, Conversation and Drill
 - ii) Reading — Loud, Silent, Chorus, Expressive, Speed
 - iii) Writing- Handwriting Skills, Poetic And Non-Poetic
- b) Activities in the Teaching of Gujarati - Assignments, Games, Competitions, Clubs and Simulations
- c) Use Of Multiple Intelligence in Language Teaching
- d) Application Of Instructional Material for Language Teaching — Radio, Tape Recorder, Audio- Video Recording, TV, Print Media Advertisements Koshas and Dictionaries, Computer Technology — Off-Line, On-Line.
- e) Diagnostic Testing and Remedial Teaching

UNIT V: THE TEACHER AND TEXTBOOK (Lectures 4)

- a) Teacher

- i) Qualities
- ii) Catering to children with Learning Disabilities
- iii) Professional growth
- b) Textbook
 - i) Characteristics of a textbook
 - ii) Critical analysis of a textbook (V to XII std.)

HISTORY METHOD

OBJECTIVES:

1. To develop an understanding of the significance of history in the school curriculum and life
2. To familiarize the student- teachers with different approaches of organizing the history syllabus
3. To develop skills of Pedagogical and textbook analysis
4. To familiarize with different methods of teaching and its application in the classroom
5. To develop an understanding of the importance & organization of co-curricular activities in the teaching of history
6. To develop skills in the preparation and use of learning resources
7. To develop an understanding of the multifarious role of the history teacher in the present context.

UNIT I: PLACE AND IMPORTANCE OF HISTORY IN THE SCHOOL CURRICULUM AND LIFE (10 Lectures)

- a) Concept of History
- b) Objectives of teaching History at Secondary and Higher Secondary Level
- c) Values of teaching History.
- d) Scientific Approach to teaching History (Concept based teaching & Generalization based teaching)

UNIT II: CURRICULUM ORGANIZATION AND ANALYSIS (10 Lectures)

- a) Approaches to Curriculum Organization
 - i) Concentric Approach
 - ii) Chronological Approach
 - iii) Regressive Approach
- b) Textbook Analysis
 - i) Characteristics of a good History Text Book.
 - ii) Critical Analysis of a History Text Books (std V to XII) (only for practical and not for theory examination)
- c) Pedagogical Analysis In Relation To Core Elements as given in the NEP
 - i) Unit Analysis
 - ii) Instructional Objectives and Specifications
 - iii) Activities and Procedures

- iv) Evaluation Techniques
(For practical work and not for theory examination)

UNIT III: ESSENTIALS OF TEACHING THE SUBJECT
(10 Lectures)

- a) Maxims of Teaching (Known to Unknown, Simple to Complex, Concrete to Abstract)
- b) Correlation with other School Subjects: Geography, Literature, Mathematics, Economics, Science and Craft
- c) Methods of Teaching (Concept, Procedure, Advantage & Limitations)
 - i) Story Telling
 - ii) Discussion
 - iii) Dramatization and Role play
 - iv) Project
 - v) Source Method
 - vi) Social Inquiry
- d) Co-curricular Activities (Concept Importance and Organization)
 - i) History Club
 - ii) Observation of National and International Days

UNIT IV: LEARNING RESOURCES **(6 Lectures)**
(Importance, uses and limitations)

- a) Print Media — Newspaper, Books, Magazines
- b) Visual — Maps, Models, Time- line, Graphs & Artifacts
- c) Multi- Media — Computers (online and old me)
- d) Museum
- e) History Room - Concept, Need, Equipment & Maintenance

UNIT V: THE HISTORY TEACHER **(6 Lectures)**

- a) Qualities and Professional Growth of the History Teacher
- b) Challenges faced by the Teacher in present day context
- c) Developing Global perspectives through History Teaching (Concept, Need, Ways and Teacher kills)
- d) Diagnostic testing and Remedial Teaching

SUGGESTED ACTIVITIES:

- a) Critical Analysis of a History Textbook of different Boards (Std V to XII)
- b) Pedagogical Analysis of any unit in the History Syllabus (Std. V to XII)
- c) Preparation of Instructional Material for Teaching of History
- d) Group Project (any format of presentation) on the Local History (History, Culture) of any place.

Note: Only for practical not to be evaluated in examinations.

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4. Rao Ragunath Learn and teach history
5. R.P. Singh Teaching of history

6. Tyagi and Nigam Teaching of history
7. Bhatia R.L. Contemporary teaching of history
8. wadhwa Shalini Modern methods of teaching history
9. Srivastava H.S. Curriculum and methods of teaching
10. Reddy R.S teaching methods in secondary schools
11. Harry Dhand Teaching human rights

GEOGRAPHY METHOD

OBJECTIVES:

1. To develop an understanding of the importance of Geography in the school curriculum and life.
2. To develop the skills of pedagogical and textbook analysis.
3. To acquire knowledge of principles and approaches of arranging the subject content.
4. To familiarize the student-teachers with different methods of teaching Geography and its application in the classroom.
5. To develop skills in the use of technology and leaning resources
6. To develop an understanding of the importance of organization of co-curricular activities in the teaching of geography.
7. To develop an understanding of the multifarious role of the Geography teacher in the present context.

UNIT I: PLACE AND IMPORTANCE OF GEOGRAPHY IN CURRICULUM AND LIFE (7 Lectures)

- a) Nature and Scope of Geography (Physiography, Economic Geography, Human Cartography, Political Geography, Cartography, Urban Geography, Anthropogeography and Agricultural Geography).
- b) Aims of Teaching Geography — Practical, Social and Cultural, Economic, National Integration and International Understanding.

Unit II: METHODS OF TEACHING (9 Lectures)

(Concept, Procedure, Advantages and Limitations of the following methods)

- a) Journey
- b) Regional
- c) Comparative
- d) Project
- e) Lecture cum Demonstration
- f) Cooperative Learning - think-pair-share, three step interview, simple jigsaw and numbered heads together
- g) Problem based Approach

UNIT III: ESSENTIALS OF TEACHING THE SUBJECT

(7 Lectures)

- a) Maxims of Teaching - Known to Unknown, Simple to Complex, Concrete to Abstract, Particular to General, Analysis to Synthesis, Empirical to Rational.

- b) Correlation with other School Subjects — Economics, History, Literature, Science, Mathematics, Craft.
- c) Understanding Maps — Map reading and Map filling.
- d) Importance and Organization of Co-curricular Activities — Club, Events, Museums.

UNIT IV: CURRICULUM ORGANIZATION AND ANALYSIS

(9 Lectures)

- a) Curriculum and textbooks
 - i) Organization of Content — Concentric Approach, Topical Approach (Advantages and Limitations)
 - ii) Essential Characteristics of a Geography Textbook
 - iii) Importance of Handbook for Teachers
 - iv) Critical Analysis of a Textbook (Std V-XII) (only for practical work and not for examination)
- b) Pedagogical analysis in relation to core elements & values, NPE 1986
 - i) Unit Analysis
 - ii) Instructional Objectives and Specifications
 - iii) Activities and Procedures
 - iv) Evaluation Techniques

Note: Only for practical not to be evaluated in examinations.

UNIT V: LEARNING RESOURCES & THE GEOGRAPHY TEACHER

(10 Lectures)

- a) Equipments and resources
 - i) Instructional Materials and Teaching Aids:
 - Visual — Chalkboard, Charts, Pictures, Graphs, Maps, Globes, Models, Specimens and Atlas.
 - Multimedia - Computers (Online and Offline).
 - ii) Geographical Information System.
 - iii) Planetarium, Nature Park
 - iv) Geography Room — Need, Equipments, Maintenance.
- b) The geography teacher
 - i) Qualities and Qualifications
 - ii) Professional Growth
 - iii) Challenges faced by a Geography Teacher
 - iv) Developing Global Perspectives through Geography Teaching (Concept, Need, Importance and Ways)
 - v) Diagnostic Testing and Remedial Teaching

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ECONOMICS METHOD

OBJECTIVES

1. To develop an understanding of the importance of economics in curriculum and life.
2. To develop an understanding of the aims and objectives of teaching Economics at secondary and higher secondary level.
3. To develop the skill of establishing correlation of Economics with other subjects of the curriculum.
4. To develop an understanding of methods and approaches of teaching Economics.
5. To develop the skill of pedagogical and critical analysis of text book of Economics.
6. To develop the skill of preparing and using instructional material in teaching of Economics.
7. To develop skill in organization of co-curricular activities in teaching of Economics.
8. To develop an understanding of multifarious role of an Economics teacher in the present context.
9. To develop the skills of organizing discussions on the current affairs/events in teaching Economics.

UNIT I: PLACE IN THE CURRICULUM AND LIFE (10 Lectures)

- a) Meaning and Scope of Economics
- b) Importance of Economics in School Curriculum and life
- c) Aims and objectives of teaching Economics at Secondary and Higher Secondary level
- d) Correlation of Economics with Commerce, Mathematics. History, Geography, Science, Languages.
- e) Maxims of Teaching
 - i) Known to Unknown
 - ii) Simple to Complex
 - iii) Whole to Part
 - iv) Concrete to Abstract
 - v) Particular to General

Unit II: METHODS AND TECHMQUES OF TEACHING ECONOMICS (10 Lectures)

- a) Methods of Teaching (Importance, Procedure, Advantages and Limitations)
 - i) Lecture cum Discussion
 - ii) Project
 - iii) Workshop
 - iv) Seminar
 - v) Problem Solving

vi) Survey Method

UNIT III: CURRICULUM

(9 Lectures)

- a) Characteristics of a Text Book
- b) Critical Analysis of Prescribed Text Book (IX-XII)
- c) Pedagogical analysis (In relation to core elements as given in NEP)1986)
 - i) Unit analysis
 - ii) Instructional Objectives and Specification
 - iii) Activities and Procedures
 - iv) Evaluation Techniques

Note: Only for practical not to be evaluated in examinations.

- d) Co -Curricular activities
 - i) Objectives and Importance
 - ii) Structure, Organization and Activities of Economics Club
 - iii) Competitions (Quiz, Debate, Games & Essay Writing)
 - iv) Visits: (Stock Exchange, Banks, Consumer Forum, Small Scale Industries.)

UNIT IV: TEACHER AND CONTEMPORARY ISSUES

(8 Lectures)

- a) Qualities and Responsibilities
- b) Role of teacher in inculcation of values of Economics (Consumer awareness, conservation of resources, prioritizing and decision making, investments and risk taking, entrepreneurship)
- c) Professional growth of Teacher (attainment)

UNIT V: LEARNING RESOURCES

(5 Lectures)

- a) Sources of Information: Research report, journals, mass media
- b) Instructional Materials: Charts, pictures, graphs, maps, globes, models and flannel board.

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COMMERCE METHOD

OBJECTIVES:

1. To develop an understanding of the significance of commerce in the curriculum and life.
2. To develop an understanding of the aims and objectives of teaching Commerce at secondary and higher secondary level.
3. To develop the skill of establishing correlation of commerce with other subjects.
4. To develop an understanding of methods and approaches of teaching Commerce.
5. To develop the skill of pedagogical and critical analysis of text book of Commerce.
6. To develop the skill of preparing and using instructional material in teaching of Commerce.
7. To develop skill in organization of co-curricular activities in teaching of Commerce.
8. To develop an understanding of multifarious role of an Commerce teacher in the present context.
9. To develop the skills of organising discussions on the current affairs/events in teaching Commerce.

UNIT I: IMPORTANCE OF TEACHING COMMERCE

(7 Lectures)

- a) Values of Teaching Commerce
 - i) Cultural
 - ii) Disciplinary
 - iii) Practical and
 - iv) Social.
- b) Aims of Commerce Education.
- c) Objectives of teaching Commerce at Higher Secondary Level.

UNIT II: APPROACHES TO TEACHING COMMERCE

(10 Lectures)

- a) Correlation
 - i) Meaning, Importance
 - ii) Correlation of Commerce with Economics, Maths, Geography, EVS and Language
- b) Maxims of Teaching
 - i) Known to Unknown
 - ii) Simple to Complex
 - iii) Concrete to Abstract
- c) Methods of Teaching (Meaning, Procedure, Advantages and Limitations)
 - i) Lecturer-cum-Discussion
 - ii) Project
 - iii) Seminar
 - iv) Problem solving

- v) Assignment.
- vi) Survey

UNIT III: CURRICULUM

(12 Lectures)

- a) Syllabus and Text Book
 - i) Characteristics of a Text Book
 - ii) Critical analysis of prescribed Text Book (XI-XII)
- b) Co-curricular activities - Importance, Organization and Types
(Commerce Club, Market studies, Debates, Discussions, School Co-operative Stores, Visits to places of Commercial importance)
- c) Pedagogical Analysis: (In relation to the core elements as given in NEP 1986.)
 - i) Unit Analysis
 - ii) Instructional objectives and specifications
 - iii) Teacher activities and procedures
 - iv) Evaluation techniques

Note: Only for practical not to be evaluated in examinations.

UNIT IV- TEACHER & CONTEMPORARY ISSUES

(6 Lectures)

- a) Qualities
- b) Professional Growth
- c) Current affairs in the teaching of Commerce. -

UNIT V - INSTRUCTIONAL MATERIAL

(8 Lectures)

- a) Meaning, Importance, Characteristics, Principles, Advantages, and limitations of Instructional Material

REFERENCES:

1. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
2. Teaching of Commerce-A Practical Approach J.C Aggarwal Vikas Publishing House Pvt Ltd- New Delhi
3. Teaching of Commerce in Our School Lulla B.P (BTTC-BIE Publication, Bombay)
4. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co. New Delhi.
5. Teaching of Commerce Seema Rao Anmol Publication, New Delhi.

SCIENCE METHOD

OBJECTIVES:

- 1.To develop an understanding of the place of Science in the national curriculum.
- 2.To develop an understanding of pedagogical analysis of various concepts in Science.

3. To develop an understanding of global perspectives in Science teaching.
4. To develop an understanding of the approaches and methods of teaching Science.
5. To develop an understanding of the importance and use of learning resources in Science.
6. To critically analyze the text book of Science.
7. To prepare and use different types of instructional materials in the teaching of Science.
8. To develop an understanding of the qualities, responsibilities and professional growth of the Science teacher.
9. To develop an understanding of the various issues in Science education.
10. To develop an understanding of diagnostic testing and remedial teaching in Science.

UNIT I: PLACE OF SCIENCE IN THE CURRICULUM

(5 Lectures)

- a) Meaning and Nature of Science.
- b) Values of teaching Science
- c) General objectives of teaching Science at Secondary and Higher Secondary level.
- d) Co-relation of Science in the Curriculum: Internal & External.

UNIT II: PEDAGOGICAL ANALYSIS

(6 Lectures)

- a) In relation to Core Elements as given in NEP 1986: -
 - i) Unit Analysis
 - ii) Instructional Objectives and Specifications
 - iii) Activities and Procedures
 - iv) Evaluation Techniques.
 (Only Practical work. no theory questions to be asked in the examination.)
- b) Developing Global Perspectives in Science teaching: -
 - i) Meaning and Concept of Global Perspectives.
 - ii) Need of Global Perspectives.
 - iii) Infusing Global Perspectives in the Curriculum.

UNIT III: METHODS AND APPROACHES TO TEACHING OF SCIENCE

(16 Lectures)

- a) Maxims of Teaching: -
 - i) Simple of Complex
 - ii) Whole to Part
 - iii) Empirical to Rational
 - iv) Concrete to Abstract
 - v) Known to Unknown
 - vi) Particular to General
- b) Approaches -
 - i) Disciplinary Approach
 - ii) Integrated Approach
- c) Methods of Teaching -
 - i) Lecture cum Demonstration
 - ii) Laboratory
 - iii) Project
 - iv) Problem solving

- v) Inductive, Deductive, Inducto-deductive
- vi) Heuristic

(Each Method should also highlight Processes of Science viz. — Heurism, Analysis, Synthesis, and Scientific Inquiry.)

Unit IV: LEARNING RESOURCES

(9 Lectures)

- a) Importance and Organization of Science Clubs.
- b) Visits, Excursions, Science Exhibitions and Science Fairs.
- c) Importance and Setting up of Science Laboratories.
- d) Importance of Mobile Laboratories and Improvised Apparatus.
- e) Importance of Support Material: -
 - i) Criteria of a good Textbook of Science.
 - ii) Reference Material: - Encyclopedias, Newsletters & Magazines.

UNIT V: THE SCIENCE TEACHER

(6 Lectures)

- a) Need & Types of Professional Growth
- b) Issues in Science Education: -
 - i) Incidental Science Education — Concept and Role of the Science Teacher, Opportunities for Incidental Learning.
 - ii) Non Formal Science Education — Concept, Role and Activities to be organized for Non Formal Learning.
- c) Diagnostic Testing & Remedial Teaching.

SUGGESTED ACTIVITIES:

A minimum of two of the following activities to be performed and a file of activities conducted to be maintained and certified.

- a) Critically analyze of any one textbook of Science.
- b) Attend an orientation program on the preparation of instructional material and prepare an instructional material for teaching one Topic in Science.
- c) Conduct at least one experiment from the science syllabus. (This can be combined with simulated lessons.)

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5. Frost Jenny & Turner Tony, Learning to teach science in the Secondary School (201 Edition). Routledge Palmer, N. York. (2005).
6. J.C. Aggarwal: Principles, Methods and Techniques of Teaching, Vikas Publishing House Pvt. Ltd., 2000
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 11. New Trends in Integrated Science Teaching, Vol. 1, UNESCO. 1969-70.
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1. <http://www.pbs.org/teachers/earlychildhood/articles/integratedunits.htm>
2. <http://www.nwre1.org/scpd/sirs/8/co16.html>
3. <http://education.masfield.ohio-state.edu/>
4. <http://www.stanfordedu/~marcelo/Teaching/Papers/teachint.pdf>
5. <http://www.ee.cityu.edu.hk/~rtbrad/mmee1996-2.pdf>
6. http://www.angelfire.com/stars5/integrated_teaching/integration.html
7. <http://www.staford.edu/deptJCTL1romprof7postings/230.html>
8. http://Itsnpsey.york.ac.uk/LTSNPpsych/Webdocs_not_nof/r2p.pdf
9. <http://www.carnegiefoundation.org/publications/sub.asp?key=452&subkey=6> 10

MATHEMATICS METHOD

OBJECTIVES:

- 1.To develop an understanding of the nature and values of mathematics.
2. To appreciate the contribution of various mathematicians.
3. To acquire knowledge of pedagogical analysis of various concepts in mathematics.
4. To practice the various methods and techniques of teaching mathematics.
5. To develop an understanding of various approaches of organizing the curriculum.
6. To develop required competencies in teaching of mathematics.
7. To develop an understanding of preparation and use of diagnostic test and organize

remedial teaching catering to the individual differences.

8. To develop the skill of conducting recreational activities of mathematics.

UNIT I: NATURE OF MATHEMATICS

(7 Lectures)

- a) Meaning and Nature of Mathematics.
- b) Branches of Mathematics (Pure and Applied), Nature of Mathematical Statements — Axioms and Postulates,
Language of Maths, Logic, Intuition, Induction, and Deduction.
- c) Values of teaching Mathematics in Curriculum and in Life.
- d) Correlation of Mathematics - Internal and External. [External Subjects- Language, Science, History, Geography,
Economics, Commerce, Drawing Music]
- e) Concept of Vedic Mathematics.
- f) Contributions of Mathematicians-Aryabhata, Eculid and Ramanujan.

UNIT II PEDAGOGICAL ANALYSIS

(3 Lectures)

(In relation to core elements as given in nep 1986)

- a) Unit Analysis.
- b) Instructional Objectives and Specifications.
- c) Activities and Procedures.
- d) Evaluation Techniques.
(Compulsory practical work. No theory questions to be asked in the examination.)

Unit III: METHODS AND APPROACHES TO TEACHING OF MATHEMATICS (20 Lectures)

- a) Maxims of teaching Mathematics
 - i) From Known to Unknown.
 - ii) From Simple to Complex.
 - iii) From Particular to General.
 - iv) From Concrete to Abstract
 - v) From Whole to Part.
- b) Methods of teaching Mathematics
 - i) Inductive — Deductive.
 - ii) Analytic — Synthetic.
 - iii) Lecture cum Demonstration.
 - iv) Problem Solving.
 - v) Laboratory.
- c) Techniques of teaching Mathematics
 - i) Assignments.
 - ii) Drill work - Oral and Written.
 - iii) Cooperative Learning.
- d) Support Technology
 - i) 2 D: Charts, Boards (all types), Cutouts, Pictures, Graphs.
 - ii) 3D: Models, Objects, and Abacus.
 - iii) Electronic mode:
Calculators — When and How to Use Calculators in Mathematics.
Internet — Teaching and Learning of Mathematics.

UNIT 4: CURRICULUM AND TEXTBOOK OF MATHEMATICS

(4 Lectures)

- a) Approaches to Curriculum Construction- Topical and Concentric.
- b) Qualities of a good Mathematics Text Book.

UNIT 5: STRATEGIES FOR INDIVIDUAL DIFFERENCES AND CO-CURRICULAR ACTIVITIES IN MATHEMATICS

(8 Lectures)

- a) Diagnostic Testing and Remedial Teaching for Learners with Dyscalculia
- b) Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measures to overcome them.
- c) Importance and Organization of Mathematics Club. (Objectives and Structure)
- d) Recreational Activities of Mathematics Club:
 - i) Mathematics Fairs;
 - ii) Games
 - iii) Visits
 - iv) Talks

SUGGESTED ACTIVITY:

Critical Evaluation of Mathematics Textbook (V to XII) [For any syllabus i.e. Maharashtra State Board, ICSE, CBSE,IB, IGCSE]

Note: Only for practical not to be evaluated in examinations.

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