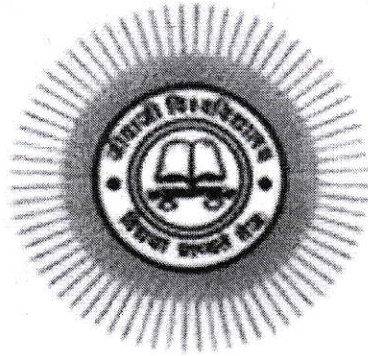


जीवाजी विश्वविद्यालय, ग्वालियर

JIWAJI UNIVERSITY, GWALIOR



SYLLABUS

FOR

TWO YEARS (FOUR SEMESTER)

B.ED. COURSE

2020- 21

ACADEMIC YEAR AND ONWARDS



Dr. Vivek Bapat
Dean: Jiwaji University, Gwalior.



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Syllabus For Bachelor of Education (B.Ed.)

Course Structure

B.Ed. Course Scheme of Examination – Semester Scheme

Semester – I

Code	Course / Paper	Type	External		Internal		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
	Group A: Core Course							
101	CC 1: Childhood & Growing Up	TH	75	30	25	10	100	40
102	CC 2: Education in India – Status, Problems and Issues	TH	75	30	25	10	100	40
103	CC 3: Language Across the Curriculum – Part 1	TH	35	14	15	6	50	20
104	CC 4: Curriculum Development & School	TH	75	30	25	10	100	40
105	EPC 01: Reading and Reflecting on Texts	PR	30	15	20	10	50	25
	Total		290		110		400	

Note: Assignments & Tasks for Courses 1, 2, 3, 4.

Semester – II

Code	Course / Paper	Type	External		Internal		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
	Group B: Core Course							
201	CC 1: Learning & Teaching	TH	75	30	25	10	100	40
202	CC 2: PC(I) Pedagogy of a School Subject – I: Biology / Mathematics / Hindi / Sanskrit / English / Urdu	TH	75	30	25	10	100	40
203	CC 3:PC(II) Pedagogy of a School Subject – II: Chemistry / Physics / History / Civics / Geography / Economics / Commerce / Social Science)	TH	75	30	25	10	100	40
204	CC 4: Language Across the Curriculum – Part - II	TH	35	14	15	6	50	20
205	EPC 02: Drama & Art in Education	PR	30	15	20	10	50	25
	Total		290		110		400	

Note: Assignments & Tasks for Courses 1, 2, 3, 4.

Semester – III

Code	Course / Paper	Type	External		Internal		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
	Group A: Core Course							
301	CC 1: Pedagogy of a School Subject (Part II)	TH	35	14	15	6	50	20
302	SI : School Internship	PR					350	175
	SI 1: Method of Teaching - I	PR	60	30	40	20	100	50
	SI 2: Method of Teaching - II	PR	60	330	40	20	100	50
	SI 3: Unit Plan (I & II)	PR	40	20			40	20
	SI 4: Unit Test (I & II)	PR	40	20			40	20
	SI 5: Work Book / Working Model	PR			12	6	12	6
	SI 6: Micro Teaching	PR			48	24	48	24
	SI 7: Observation Lesson	PR			10	5	10	5
303	EPC 03 – Educational Psychology Practical	PR	40	20	10	5	50	5
	Total		275		175		450	

Note: 1. Twenty Weeks (Four Weeks) Practice Teaching & (Sixteen Weeks) Internship School.

INTERNSHIP IN TEACHING

S. No.	Particulars	Sem. III Marks
1	Micro Teaching Under Simulated Conditions (Eight Skills)	(16*3) = 48
2	Lesson Planning (Practice Teaching)	100
3	Exclusion of Lesson in the Actual Classroom Situation & School Work	100
4	Unit Plan	40
5	Unit Test Administration Evaluation and Interpretation	40
6	Resource Unit / Instructional Kit / Workbook / Working Models	12
7	Observation Records	10
	Total	350

Semester – IV

Code	Course / Paper	Type	External		Internal		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
	Group B: Core Course							
401	CC 1: Gender, School & Society	TH	75	30	25	10	100	40
402	CC 2: Educational Technology & ICT	TH	75	30	25	10	100	40
403	CC 3: Creating an Inclusive School	TH	75	30	25	10	100	40
404	CC 4: Optional Course: (Any One of the Subject Mentioned Below)	TH	75	30	25	10	100	40
	a. Value Education							
	b. Futurology in Education							
	c. Health and Physical Education							
	d. Guidance and Counseling in School							
	e. Environmental Education							
f. Action Research								
405	EPC 04: Understanding the Self	PR	30	15	20	10	50	25
406	EPC 05: Understanding of ICT	PR	30	15	20	10	50	25
	Total		360		140		500	

Note:

1. ATKT in Two subjects.
2. Grace-One marks in a semester only for theory.
3. The External and internal assessment for each theory and MOT Paper shall be 75 and 25 respectively.
4. The minimum pass marks in each semester shall be 40% for each theory paper. Practicum and internship shall be 50% in each practical candidate will have to pass each theory paper and practicum separately.
5. A candidate who fails only in two subjects in first semester and in second semester respectively. The course will be eligible to take the examination in the subject (theory paper/practicum) as the case may be in which he/she fails along with the third and fourth semester examination.
6. A Candidate who fails only in one subject in the third semester and fourth semester of the course will be allowed to appear as an Ex-student in that part of the subject in which he or she fails at subsequent semester examination.
7. In case a candidate fails in practice teaching, internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
8. A Candidate will be given a maximum of three chances to pass the examination in any semester of the courses it he/she does not pass the examination even after three chances he/she will not be eligible for B.Ed. Degree.
9. Division will be awarded to the successful; candidate at the end of last semester examination on the basis of cumulative total of marks obtained in the four semesters (two year) B.Ed.,
10. **Award of Division:** Successful candidate will be awarded division on the basis of the aggregate marks as per the following.
 - a. First Division: 60% and above
 - b. Second Division: 50% and above but less than 60%
 - c. Third Division: 40% and above but less than 50% in B.Ed.

Eligibility to take the Examination:

- a. A candidate shall appear at the final examination if he/she satisfactorily completes, besides fulfilling all other conditions under regulation of this syllabus.

Guidelines for Internal Assessment:

1. The college shall submit to the University all the internal assessment marks pertaining to theory and practicum as detailed in above to the University a week before the commencement of the theory examination along with CD in the format supplied by the University.
2. The Registrar (Evaluation) shall arrange for scrutiny of internal marks by constituting a committee of 2-3 members. The committee shall ascertain IA marks in the light of guidelines. The Registrar (Evaluation) shall call for all the IA related records of any Affiliated College without any prior intimation or the screening committee may visit any B.Ed. college at any times during the office hours without any intimation; and during such surprise visit, the screening committee shall verify the IA records.
3. The individual colleges shall also submit the required descriptive statistics i.e. Frequency distribution, Mean, for (i) Total Internal Assessment (ii) Individual papers and (iii) Internship in Teaching as directed by the Registrar (Evaluation).
4. The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Registrar (Evaluation).
5. In the instance of any malpractice coming to the knowledge of the Registrar (Evaluation) the matter will be seriously viewed by the University for Appropriate Action.
6. The decision of the University shall be final.

Scheme of Examination:

1. There shall be a University Examination at the end of each semester.
2. Scheme of studies and examination of the B.Ed. Course (vide Annexure 1)
3. The External and internal assessment for each Theory and MOT paper shall be 75 and 25 marks respectively.

Theory Examination – Question Paper Pattern:

Pattern of all Question Papers for B.Ed. Papers (during of examination – 3 hrs.)

Section	No. of Questions to be Answered	Marks per Question	Total Marks	Nature of Objectives to be Covered
A	11 Questions out of 14 Questions to be Answered	5	55	Knowledge / Understanding Comprehension types Questions. Each should Answered in not more than one Page (100 – 150 Words).
B	2 Questions out of 4 Questions to be Answered	10	20	Application, Analysis, Synthesis. Evaluation type Questions. Each should be answered in about 2 to 3 pages (400 – 500 Words)
	Total		75	

- Note:
1. All units in a given subject / paper should be adequately represented in the question paper.
 2. Due weightage in terms of marks should be given to each unit.



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Internal Assessment:

A. The Internal Assessment marks of the theory papers are as follows:

Particulars		Marks
1.	Attendance	5 Marks
2.	1 st Test	5 Marks
3.	2 nd Test	5 Marks
4.	Assessment	10 Marks
Total		25 Marks

Attendance Marks Split-up:

Attendance (in Percentage)	90 and above	Above 80 to 90	Above 75 to 80	70 and below
Marks	5	4	3	No Marks

Particulars		Grades
a.	SUPW	
b.	PE / Games	
c.	Citizenship Training Camp (CTC)	

Grades (A = Excellent, B = Good, C = Average)



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Semester – I

CC 101 : Childhood & Growing Up

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives:

- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.
- To develop a sensitive and critical understanding of the different social / educational / cultural / political realities at the core of the exploration into childhood.
- To build an interdisciplinary frame work to interpret, analyze observations and interactions from cross culture psychology.
- To develop critical deconstruction of significant events that media highlights and creates during childhood.
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.
- To develop the power to interpret how gender caste and social class may impact the lived experience of children.

CONTENT:

Unit I: Perspectives in Development:

- Concept, Meaning, Scope and Function of Educational Psychology.
- Introduction to development: Concept and introduction to perspectives in development, humanistic psychology and developmental theory.
- Enduring themes in the study of development: Development as multidimensional and plural; Development as continuous / discontinuous? Socio-cultural contexts influencing development.
- Gathering data about children from different contexts: Naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.
- Method: Longitudinal, Cross Sectional, Sequential, Cohort Methods, Biographical, Case Study and Observational Method.

Unit II: Stages of Human Development:

- Child as a developing individual; a psycho-social entity; stage of development.
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships.
- Developmental tasks of childhood and adolescence and their implications.
- Factors influencing development such as heredity & environment, media nutrition, child-rearing practices, siblings and peers.
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an urban Slum, Growing up in dalit household.



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Unit III: Social and Emotional Development:

- Basic understanding of emotions, how differential gender socialization occurs. Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.
- Social theories and gender development: Meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions: functions of emotions, attachment-Bowlby.

Unit IV: Contexts of Socialization:

- Concept of socialization: Family and child relationships; parenting, child rearing practices.
- Schooling: Peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner.
- Relationships with peer: Friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: Implications for inclusion.

Essential Readings:

- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Newman, B. M. and Newman, P. H. (2007). Theories of Human Development London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The study of Human Development. Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- Saraswathi, T. S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publication. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. (2), 5-29, 6. Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Readings for Discussion 1. Aries, P. (1965), Centuries of Childhood-A social history of the family life, Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion – The two concepts of childhood. 2. Harris, M. and Butterworth, G. (2002). Developmental Psychology: A student's handbook. New York: Taylor & Francis. Chapter 1: Brief History of Developmental Psychology.

Advanced Readings:

- Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford.
- Nambissan, G. (2010), Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.
- Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.
- Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: Raising gender a schematic children in a gender schematic society, in M. R. Walsh (ed.). The Psychology of Women. Harvard University Press Cambridge, 206-226.
- Weiner, M. (1991). The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.



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Semester – I

CC 102: Education in India – Status, Problems and Issues

Max. Marks - 100

External Marks - 75

Internal Marks - 25

Objectives:

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.
- To develop an understanding of the brief historical background of Indian Education with special reference to with special reference to Secondary Education.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

Content:

Unit I: Concept of Education –

- Indian and Western, Aims of Education; Functions of Education
- Education as an instrument of Social Control, Social Change
- Preservation of Cultural Heritage and Values
- School and the society, Culture and Education, School as a Social System, Agencies of Education – Information, Formal and Non-formal.

Unit II: Salient Features of Ancient Indian Education –

- Vedic, Buddhist, Jainism, Islamic
- Tradition in Education. (Specially Gurukul System)
- Major Landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims, Structure, Curricula and Methods of Educations.
- Efforts towards evolving a national system of Education.

Unit III: Ancient Education System of India –

- Ancient education system of India: A Way of Life
- Vihars and Universities: Nalanda University, Takshashila or Taxila University, Vikramshila University, Morena Golden Triangle University and Nagarjuna Vidyapeeth.
- Role of Teacher
- Role of Community
- Continuation of Indian Education System

Unit IV: Secondary Education –

- General Aims and Objectives of Secondary Education and Structure, Education during Post Independence Period. Constitutional provisions for education, Secondary Education Commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992 and National Education Policy 2020.
- Different streams of Secondary Education (1) C.B.S.E. (2) I.C.S.C. and (3) KSEEB with respect to curriculum (4) Examination System etc.,
- Secondary School Teacher – Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.
- Role of Secondary school teacher in Emerging India.

Unit V: Teacher Education and Secondary School Curriculum –

- Status, Aims and Objectives of Teacher Education in India.
- Role and Responsibilities of NCTE, NCERT, DSERT, CTE IASE.
- Professional organization in the field of Teacher Education.
- Rastriya Madhyamika Shikshana Abiyana (RMSA), NCF-2005.
- Programmes for enhancing efficiency and productivity of school teachers – In-service training – orientation and content enrichment programmes.

Assignments: (Any two of the following)

- Prepare and execute a plan for making at least two children and one adult literate from the community.
- Plan and organize a field trip/excursion to a nearby area of educational importance and submit a report.
- Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
- Prepare one project for institutional planning.
- Critically Study the working of the one of the parent teacher association in any two secondary schools.
- A critical survey of co-curricular activities in secondary school.

References:

- Anand C.L. et al., (1993) Teacher and Education in the emerging Indian society NCERT New Delhi.
- Government of India (1952) Report of the Secondary Education Commission, New Delhi: - Ministry of Education.
- Government of India MHRD (1986) (Revised 1992) National Policy of Education, New Delhi.
- Government of India (1992) Report of Core Group on Value Orientation of Education Planning Commission.
- Mani R.S. (1964) Educational Ideas and Ideas of Gandhi and Tagore, New Book Society, New Delhi.
- Mathur S.S. (1988) A Sociological Approach to Indian Education, Agra. Vinod Prakashan.
- NCTE (1988) Gandhi on Education, New Delhi.



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Semester – I

CC 103: Language Across the Curriculum – Part I

Max. Marks - 50
External Marks - 35
Internal Marks - 15

Objectives:

- Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.
- Enhancing one's facility in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach.
- This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Course Outline:

Unit I: Nature and function of Language –

Language: Meaning and Concepts, Function of Language, Role of Language Across Curriculum, Theories of Language Learning, Teaching language as skill rather than knowledge Subject, Barriers in using language and strategies in overcome them.

Unit II: Language and Education –

Relation between language and education, significance of the general notion that teaching cannot take place in a language – free environment, Proficiency in a language, language as an imperative for all teachers, language as an medium of teaching.

Unit III: Language diversity in classroom –

Learning mother tongue- first language, significance of first language, Role home importing mother tongue, Second language – Significance Teaching second language, Using first and second language in the classroom teaching, Tri language system, Implementation tri language system as a New Education policy 2020.

Unit IV: Multilingualism –

Multilingualism: concept, Meaning, definition and importance. Multilingualism: relation with language and culture. Multilingualism as a resource. Language Ecology, language background of the students.

Unit-5: Dynamics of Language -


Power Dynamics of the standard language as the school language vs home language (mother tongue) or Dialects; deficit theory; Discontinuity theory.

Mode of Transaction:

Lecture, Discussion, debate, conversion, Exercise, Dramatization, Assignment and language game.

References:

- Akkinaso, f. N. (1992). Schooling, language and Knowledge in literate and non-literate societies. Comparative Studies in Society and History, 34, 1, 68-109.
- Borodotsky, L. (2001). Does Language Shape Thought? Mandarin and English Speakers' Conceptions of Time. Cognitive Psychology 43, 1-22
- Brown, R. (1973). A first language. Cambridge, MA: Harvard University Press.
- Buhler, J. G. (1898). On the origin of the Indian brahma alphabet. Strassburg: K. J. Trübner.


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- Daniels, P. T. (2003) Writing system. In M. Aronoff & J. Rees-Miller (Eds.) The handbook of Linguistics (pp. 43-80). Oxford: Blackwell.
- DayTrnaslation (n. d.). World languages. <https://www.daytranslations.com/world-languages>
- Dua, H. R. (2008). Ecology of multilingualism: language, culture and society. Mysore: yashoda publication.
- Dwivedi, K. D. (2010) Bhasha-Vigyan evam Bhasha-Shastra (12th ed. Hindi). Varanasi: Vishwavidyalay Prakashan.
- Ethnologue (2017). Language of the world. Available on <https://www.ethnologue.com/browse/names> 10. Fillmore, L. W. and Snow, C. E. (2000). What teacher need to know about language. Washington DC: Centre for Applied Linguistics.
- Garcia, O. (2009). Bilingual education in 21st century: global perspective. West Sussex (UK): Wiley-Blackwell.
- Richards, J. C., & Renandya, W. A. (2002). Methodology in language teaching: anthropology of current practice. New Delhi: Cambridge University Press.
- Rymer, R.(2012). Vanishing Voices, National Geographic (July). Available on <http://ngm.nationalgeographic.com/2012/07/vanishinglanguages/rymer-text>
- Sharma, R. (2010). Bhasha aur samaaj (7th ed. Hindi). New Delhi: Rajkamal Publication.
- Sixtyvocab.com (n.d.). How Many Alphabets are there in the World? <http://www.sixtyvocab.com/blog/many-alphabets-world/>



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Semester – I

CC 104: Curriculum Development & School

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives:

- To acquaint students with the nature and types of curriculum.
- To acquaint students with the context of curriculum development and some Innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

Content:

Unit I: Curriculum: Meaning, Definition and scope

Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books – Their interrelationship. Issues and problems of existing curriculum.

Unit II: Curriculum: Construction and Design

Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open school, etc.

Unit III: Implementation of Curriculum

Steps of Designing different Curriculum. Selection, Gradation and Organization of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

Unit IV: Principles of Curriculum construction

Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests)

Unit V: Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies

Practicals

- Evaluation of B.Ed. Curriculum
- Designing a Curriculum in a given condition
- Reviewing of Syllabus/Books

References:

- Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.
- Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.
- Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kanishka Publishers, 1997.
- Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., London 1973.
- Saylor, J.G. and Alexander, W.H.: Curriculum, Planning for Modern Schools, London: Holt, Rinehart and Winston, Inc., 1966.
- Wiles, Jon & Bondi, Josph C.: Curriculum Development – A Guide to Practice, London: E. Merrill Publishing Co., 1984.

Semester - I

EPC 105: READING AND REFLECTING ON TEXTS

Max. Marks - 50
External Marks - 30
Internal Marks - 20

Objectives:

- To enable the students to read and response to a Varity of text in different ways
- To develop Meta cognitive awareness
- To enhance the capacities as readers and writers by becoming participants in the process of reading
- To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize

Unit I: Reading Skills

- Creating environment for reading – Reading clubs, Class libraries
- Reading aloud and silent reading
- Scaffolding: Concept and activities
- Reading different texts types stories, poems, riddles, jokes and instructions for games.

Unit II: Reading with Comprehension

- Reading for global and local comprehension
- Reading strategies including word-attack strategies
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
- Using ideas of critical literacy to analyze chapters from textbooks
- Acquisition of Reading Skills
- Inferences, analysis and extrapolation
- Discourse analysis

Unit III: Types of Text

- Narrative text
- Autobiographical Narratives
- Ethnographies
- Expository
- Field Notes
- Addressing different types of skills and strategies

Mode of Transaction

- Participating in tasks and activities to improve proficiency in the receptive and productive of English.
- Text analysis of school textbooks to improve skills in critical literacy.
- “Reflecting on one” shown learning to make connections with pedagogy.

Essential Readings:

1. Lightbown, P.M. & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press.
2. Morgan, J. & Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom: Cambridge, Cambridge University Press.

Advanced Readings:

1. Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press.
2. Slatterly, M. Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press.



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Semester - II

CC 201: Learning & Teaching

Max. Marks - 100

External Marks - 75

Internal Marks - 25

Aims of the Course:

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

Unit I: Theoretical Perspectives on Learning

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning; Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

Unit II: Role of Learner in Learning

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: (a) Transmitter of knowledge, (b) Model, (c) Facilitator, (d) Negotiator, (e) Co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

Unit III: Learning in 'Constructivist' Perspective

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge': (i) Experiential learning and reflection (ii) Social mediation (iii) Cognitive negotiability (iv) Situated learning and cognitive apprenticeship (v) Metacognition.
- Creating facilitative learning environments, teachers' attitudes, expectations – Enhancing, Motivation, Positive emotions, Self-efficacy, Collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process The learner-centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

Unit IV: Individual Differences Among Learners

- Dimensions of differences in psychological attributes – cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'Learning styles'.

- Differences in learners based on socio-cultural contexts: Impact of home 'languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities – learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual, giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective. (The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching).

Unit V: Guidance and Counselling

- Meaning, Aim, Objectives and Need of Guidance & Counselling
- Types of Guidance
- Principles of Guidance

References:

- Agrawal J.C. Essential of Educational Psychology, Vikas Publishers, Delhi, 1998.
- Bhargava, Mahesh, Introduction of Exceptional Children, Sterling Publishers, New Delhi, 1994.
- Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing New Delhi, 1996.
- Eshwar, H.S. and Nataraj P., Shaikshanika Manovijnana, Parichaya Bhaga I and II, Institute of Kannada Studies, Union of Mysore, 1995.
- Mangal, S.K. Advanced Educational Psychology, Prentice Hall of India. Pvt. Ltd., 1999.
- Mathur, S.S., Educational Psychology, 9th Ed., Vinod Pustak Mandir, Agra, 1981.
- Sharma, R.N. Educational Psychology and Guidance, Vikas Publishers, Delhi, 1998.



Semester - II
CC 202: Pedagogy of School Subject –I
Hindi

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of the course, the student-teachers will be able to:

1. Appreciate the importance of teaching Hindi as a second/third Language.
2. Help the students to understand the aims and objectives of teaching Hindi.
3. Help pupils to acquire basis skills of language teaching, Aims/Objectives.
4. Know the different methods of teaching.
5. Prepare a lesson notes and teach accordingly.
6. Appreciate and use of modern educational media.

Unit I: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi

- Meaning and concept of language
- Nature and importance of language
- Three language formula and Hindi
- Place of Hindi in the Secondary School Curriculum of M.P.
- Present position of Hindi in India: (a) In the constitution (b) In the life of India people.
- Aims of teaching Hindi as a second / third language
- Functional aims of Hindi Teaching
- Cultural aims of Hindi Teaching. National and International Aims of Hindi Teaching.
- Instructional objectives with practical – Theoretical back ground Writing of instructional of Objectives of Hindi Teaching.
- Modification of Objectives in terms of behavioural changes.

Unit II: Planning Lessons, Resource Units, Unit Plan, Drill Lessons

- Planning of Prose, Poetry and Grammar lessons.
- Processing of lesson notes and micro lesson plans.
- Meaning and importance of a Unit plan and administration.
- Resource Units – Use and implications.
- Plan and process of lessons in Practice teaching.

Unit III:

- Development of language skills – Listening objectives and importance – Activities for its development.
- Speaking – Objectives – Activities for its development – Role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures.
- Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading.
- Writing – Objectives – Characteristics of handwriting – Dictation
- Composition – Objectives – Types – Oral, written and picture composition – Free and guided composition, Translation – Objectives – Importance's – Characteristics of good translation.

Unit IV: Curriculum Design

- Principles of Curriculum construction of Hindi
- Curriculum construction of Hindi – Subject centered – Learner Centered – Problem centered
- Transaction of Curriculum / Co-curricular, Extra-curricular activities pertaining to teaching and learning.
- Curriculum of prose – Poetry and Composition. Prose – Ancient / Medieval / Modern Prose version. Poetry – Bhakti period – Ritti period – Modern period.
Composition Exercises, Assignments and remedial teaching activities and Grammar – Translations.
- Curriculum development and evaluation.

Seminar Topics (any one):

- (a) Preparing scheme of assessment
- (b) A study of an author / poet
- (c) Developing Linguistics Skills
- (d) System our examinations
- (e) Importance of teaching materials for effective teaching

Practicum:

- (a) Review of Books – 8, 9 standard school text books.
- (b) Resource unit uses.
- (c) Unit plan processing.
- (d) A study of an Author / Poet.
- (e) Development Linguistics Skills.

Assignments (any one):

- (1) Solving grammar exercise of 8th and 9th Standard Text books of Second Language Hindi / Third Language. Hindi
- (2) Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
- (3) Construction of substitution – Table on the concerned texts.
- (4) Report on constitutional provisions – Provided to Hindi and the implication.
(Note: Records should be maintained).

References:

- Bhai. Y (1978) Hindi Bhasashikhan, Vinod Pustak Mandir Agra.
- Keshav Prasad (1984) Hindi Shikshan, Delhi; Dhanapatrai and Sons.
- Kothari Commission Report (1968) Govt. of India, New Delhi
- Sugandhi, Deepak (2004) Hindi Shikha Pranali, Ilkal : Neha Prakshan. Karnataka
- Syandhya Mukarji (1989) Hindi Bhasha Shikshan, Lucknow; Prakshan Kendra. Uttar Pradesh.

Semester - II
CC 202: Pedagogy of School Subject –I
Sanskrit

Max. Marks - 100
External Marks - 75
Internal Marks - 25

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

1. Understand the importance of Sanskrit language & its contribution to India culture and emotional integration.
2. Understand the aims & objectives of teaching Sanskrit & state them in the form of specific behavioural changes.
3. Prepare objective based lesson plans and implement them.
4. Understand the basic skills of language learning.
5. Understand the principles of curriculum construction in Sanskrit.
6. Understand the different methods of teaching Sanskrit and use them in his practice teaching lessons.
7. Understand the importance of appropriate instructional material and use them in his practice teaching lessons.
8. Understand the importance of Language Laboratory.
9. Understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.
10. Understand the importance of co-curricular activities in language learning.
11. Imbibe the special qualities of Sanskrit teacher.

Unit I: Sanskrit Language – Nature and Importance

- Importance of Sanskrit language.
- Contributions of Sanskrit to other Indian Languages to Indian Culture, Traditional and to Emotional Integration.

Unit II: Place of Sanskrit in the Secondary School Curriculum

- Aims & Objectives of teaching Sanskrit with reference to three language formula.
- Instructional Objectives – Specifications of each objective in the form of specific behavioural changes.

Unit III: Lesson Plan in Sanskrit Language

- Planning lesson plans in Prose, Poetry, Grammar and Composition.
- Unit Plan: Importance, Characteristics, Format
- Resource unit: Importance, Characteristics, Format
- Micro lesson plan: Importance, Format, Practice

Unit IV: Development of Language Skills, Curriculum Design

- Listening: Importance, Activities for its Development.
- Speaking: Importance, Characteristics of good Speaking, Activities for its Development.
- Reading: Mechanics of reading, objectives, different kinds of reading – Silent reading and Loud reading.
- Writing: Importance of good Handwriting – Specialties of the Devanagari script, causes of spelling mistakes, remedial measures.
- Principles of curriculum construction of Sanskrit.
- Curriculum design in Sanskrit: Subject centered, learner centered, problem centered.
- Transaction of curricular/co-curricular activities.
- Curriculum development and evaluation.

References:

- Apte. D.G. (2000) Teaching of Sanskrit, Bombay : Publications.
- Shanbhag D.N. (2002) Subhoda Sanskrit Vyakarana. Dharwad: Bharat Book Depot & Publications.
- Ramashakal Pandeya. (1997) Language Curriculum. Mysore: CIIL Publications.
- Ramashakal Pandeya. (2000) Sanskrit Shikshan, Agra: Pustaka Mandir.



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Semester - II

CC 202: Pedagogy of School Subject –I

English

Max. Marks - 100
External Marks - 75
Internal Marks - 25

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

1. To master the different techniques, devices of the Second Language structure, sound and vocabulary.
2. To understand the status of English language.
3. To distinguish between different approaches and methods of teaching English and their use in the classroom.
4. Acquire the basic skills of language learning.
5. Plan and execute of different types of lessons in prose, poetry according to classroom situations.
6. To appreciate the importance and use of suitable audio-visual aids in classroom situations.
7. To know the principles of curriculum construction.
8. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of he pupils.
9. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
10. To guide the students to use the language correctly.

Unit I: Nature of English Language

- Language its nature and structure – Meaning of language, Functions of Language – Informative, Expressive and Directive Linguistic Principles.
- Structure of English Language – Phonological, Morphological, Syntactic, Semantic and graphic (a brief explanation of the ceoncepts)

Unit II: Aims and Objectives of Teaching English

- Aims and objectives of teaching English at the Secondary School level as first and second language.
- English as a library language, link language and international language.
- Position of English in India before and after Independence – The three language formula its meaning and scope.

Unit III: Instructional Design of Teaching English Language

- Teaching of Prose – Detailed and non-detailed Objectives – Methods and Approaches steps in lesson planning.
- Teaching of Poetry – Objectives – Methods and Approaches – Steps in lesson planning.
- Teaching of Grammar – Objectives – Formal and Functional – Methods of teaching grammar.
- Use of mother tongue in teaching of English, different occasions for its effective use.
- Preparations of Unit plan, Resource Unit.

Unit IV: Methods, Approaches to Develop English Language Skills

- Psychological principles of learning English as a foreign language. Methods and approaches of Teaching English:
(a) Grammar Translation Method (b) Direct Method (c) Bilingual Method
(d) Structural Approach – Dr. WEST Method (e) Communicative Approach



- Development of language skills – Listening objectives an importance – Activities for its development.
- Speaking – Objectives – Activities for its development, Role of learning by heart, Role-play, Extempore and prepared speeches, Debates, Language games, Substitution table need for correct pronunciation, Defects in pronunciation – Remedial Measures.
- Reading – Objectives – Types of reading – Silent and a loud, Intensive – Methods of Teaching Reading.
- Writing – Objectives – Characteristics of handwriting – dictation.
Composition – Objectives – Types (oral, written and picture composition) Free and guided composition
Translation – Objectives – Importance – Characteristics of good translation.

References:

- Ahuja R.L. (2000) Teaching of English as a Foreign Language – Indian Press Publications Allahabad.
- Allan C, R (1971) Teaching English as a Second Language, New-Delhi. McGrawhill.
- Allen H.B. and Compell P.N. (1979) Readings in Teaching English as a Second Language.
- Baruah T.C. (1984) The English Teachers Handbook. Sterling Publishers.
- Sachdeva M.S. (1976): A New Approach to Teaching English in Free India. Ludiana Publications.

Semester - II

CC 202: Pedagogy of School Subject –I

Urdu

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives:

- Understand the importance and role of Urdu language in our country.
- Understand the aims of teaching of Urdu at elementary and secondary level.
- Be familiar with various methods of teaching Urdu.
- Understand the concept of curriculum in teaching Urdu, qualities of good textbook and cocurricular activities in teaching Urdu.
- Acquaint them with different teaching skills associated with teaching of Urdu.

Course Contents

Unit-1: Curriculum Aims and Objectives

Meaning, importance and principals of preparing good Urdu

Curriculum at secondary level

Principles and rationale of curriculum development

Text book: Meaning and importance of Urdu text book, qualities of a good textbook in the subject of Urdu .Qualities of language teacher

Co-curricular activities: Meaning, importance of co-curricular activities for teaching Urdu through:

- Literary Club.
- School Magazine.
- Debates.
- Quiz Programme.
- Dramatics.
- Mushiarah

Unit-2: Skills of Urdu Teaching

1. Development of the following linguistic skills:

- Listening.
- Speaking.
- Reading.
- Writing.

Unit-3: Reading and Writing

Concept, meaning and importance of reading.

Types of reading: silent/low, extensive and intensive.

Unit-IV: Methods of Teaching Urdu

- Aims of teaching prose, poetry, drama and composition at various levels.
- Methods of teaching prose, poetry, composition and grammar.



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Unit-V: Audio Visual Aids

Importance, types, production and usage

- Traditional Aids: Black Board, Text Books.
- Verbal Aids: Story Telling, Example
- Audio Aids: Radio, Tape recorder.
- Audio-Visual Aids: Film and Film Strips, T.V.

Activity:

1. Origin and development of Urdu lmla, Arrab and punctuation.
2. Defects in writing skills and their improvement, elaboration and summarization, essay and letter writing.
3. Critical study of any one Urdu text book prescribed for classes (1 to 8).
4. Preparation of a lesson plan for teaching Urdu.

References:

- James Abidi-Ibtidayee School main Taleen Ki Tariqey.
- Rafiqua Kareen-Urdu Zaban Ke Tarequ-e-Tadrees.
- Salamat Ulla-Buniyadi Ustad Ke Liye
- Salamat Ulla-Hum Kaise Parhayen.
- Saleem Abdullah-Urdu Kaise Parahayeen.



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Semester - II

CC 202: Pedagogy of School Subject –I

Mathematics

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of this course student teachers will be able to

- Recall the meaning, nature and scope of Mathematics.
- Acquaint aims and objectives of teaching Mathematics in Secondary school level.
- Plan teaching in Mathematics at micro and macro level.
- Prepare unit plans, resource unit and organize lesson to meet at different classroom situations.
- Analyze and evaluate the curriculum of Mathematics at Secondary level.
- Apply different approaches and methods of teaching Mathematics in classroom situation.
- Prepare and use instructional materials in teaching Mathematics.
- Prepare different kinds of test and understand the comprehensive evaluation.
- Participate and organize the different co-curricular activities in Mathematics.
- Understand the professional competencies, commitments and expectations of Mathematics teacher.

Content:

Unit I: Meaning, Nature and Scope Mathematics

- Meaning of Mathematics
 1. As a Science of Number
 2. As a Science of Quantity
 3. As a Science of Measurement
 4. As a Science of Logical Reasoning
- Nature of Mathematics
- Scope of Mathematics
 1. Place of Mathematics in day today life activities
 2. Mathematics use in day to day life activities
 3. Relation with school subjects
 4. Relation with other Disciplines – Engineering, Agriculture, Medicine

Unit II: Aims and Objectives of Teaching Mathematics

- Aims / Values of Teaching Mathematics
 1. Meaning of Aim / Values
 2. Utilitarian Aim / Values
 3. Disciplinary Aim / Values
 4. Cultural Aim / Values
 5. Intellectual Aim / Values
 6. Aesthetic and Recreational Aim / Values
- Instructional objectives of Teaching Mathematics
 1. Meaning of Instructional Objectives
 2. Instructional Objectives and there specifications of teaching Mathematics
 3. Knowledge
 4. Understanding

- | | |
|----------------|--|
| 5. Application | 6. Skill |
| 7. Attitude | 8. Appreciation |
| 9. Interest | 10. Formulation and Statement of objectives in behavioural terms |

Unit III: Instructional Design in Mathematics and Co-curricular Activities in Mathematics

- Lesson Planning: Meaning, Steps, Importance and Format of Lesson Plan
- Unit Plan: Meaning, Steps, Importance and Format of Lesson Plan
- Resource Unit: Meaning, Steps, Importance and Format of Lesson Plan
- Yearly Planning: Meaning, Principles and Format
- Mathematics Club: Objectives of Maths club, organization and activities
- Mathematics Olympiads: Objectives and importance
- Mathematics Quiz: Organization and importance
- Mathematics Museum: Organization and importance
- Mathematics Fair: Organization and importance
- Mathematics Laboratory: Objective, importance and uses
- Recreational Activities in Mathematics: Games, Puzzles, Riddles, etc.
- Ethno Mathematics

Unit IV: Approaches, Methods and Techniques of Mathematics

- Learner Centered Approach
 1. Inductive method and Deductive method
 2. Analytical method and Synthetic method
- Activity Centered Approach
 1. Guided discovery method and problem solving method
 2. Project method and Discovery learning method
 3. Active learning strategies
 4. CAI in teaching Mathematics
- Concept Mapping – Meaning, Advantages and Disadvantages
- Techniques of teaching Mathematics
 1. Supervised study
 2. Oral work and written work
 3. Drill and review
 4. Assignment in Maths
 5. Home work

References:

- Butler and Wren (1960), The Teaching of Secondary Mathematics, Tokyo; McGraw Hill Book Company.
- Mangal, S.K. (1989), Teaching of Mathematics, Ludhiana; Prakash Brother Publishers.
- Sidhu, K.S. Teaching of Mathematics, B'lore Sterling Publishers.
- Wren (1973), Basic Mathematical concepts, New York, McGraw Hill.
- Yadawad S.B. and Rabanal R.T. (2000) Vishayadharit Ganit Badhane, Vidyanidhi Prakashan, Gadag.

Semester - II

CC 202: Pedagogy of School Subject –I

Biological Science (Biology)

Max. Marks - 100
External Marks - 75
Internal Marks - 25

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

- Understand the nature, scope & importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio-Sciences.
- Understand the aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioural terms.
- Acquaint with the Resources for teaching Biology & their effective Utilization.
- Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans.
- Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision.
- Be introduced to various methods, approaches & models of teaching Biological Sciences and implement them in them in their teaching practice.
- Understand and prepare the different types of test items for the Evaluation of students performance in Biology.
- Appreciate and inculcate the Competencies and commitments needed for a biological Science Teacher.
- Plan & execute various curricular & co-curricular activities related to teaching of Bio-Science.

Content:

Unit I:

- **Introducing to Biological Science:**
 1. Biological Science: Meaning, Nature and Scope
 2. Relationship between Biology & human welfare
 3. Latest developments in the field of Biology
- **Co-curricular Activities and Resources in Teaching Biological Science:**
 1. Bio-Science Laboratory: Need and importance, equipping, Bio-lab, Organizing the practical work
 2. Project Activities: Aquarium, Viverium, Terrariums, Museum, School garden
 3. Preservation of Specimen through Plastination: Meaning, Importance and Steps.
 4. Meaning, Importance and Organization of Co-Curricular Activities
 5. Bio-Science Club: Organization & its activities.
 6. Bio-Science Exhibition
 7. Field Trips
 8. Bio-Science Quiz
 9. Nature Study
 10. Bird Watching
 11. Collection & Preservation of Specimens: Plant and Animals.

Unit II:

- **Aims and Objectives:**
 1. Utilitarian, Cultural and Disciplinary Aims
 2. Scientific Attitude and Training in Scientific Method


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• **Instructional Objectives: Bio-Science in Secondary Schools:**

1. As per NCERT Curriculum Framework-2000
2. As per NCERT Curriculum Framework-2009/2014
3. As per National Curriculum Framework-2005

• **Behavior Specifications of Instructional Objectives:**

1. Knowledge
2. Understanding
3. Application
4. Skill

Unit III: Approaches, Methods and Models of Teaching Biology

• **Approaches:**

1. Structure and function Approach
2. Types specimen Approach
3. Inductive and Deductive Approach

• **Methods of Teaching:**

1. Guided Discovery Method

• **Models of Teaching:**

1. Biological Science Enquiry Model (Joseph Schwab)
2. Memory Model (J. Lucas)

Unit IV:

• **Instruction Design in Teaching Biological Science:**

1. Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text Book of Karnataka State.
2. Lesson Planning: Meaning, Importance and format according to active learning strategies.
3. Unit Plan: Meaning, Importance and Steps.
4. Resource Unit: Meaning, Importance and Components.

Assignments (any one):

- Preparing power point slides for any selected unit in VIII or VIII class Biology.
- Preparing a set of (OHP) transparencies
- Slides for a selected Unit in 10th Student Biology.

Practicum:

- Writing of Instructional objectives & behavioral specifications on a selected unit
- Preparing improved apparatus in Biology
- Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching
- Developing an Achievement test / Diagnostic test

References:

- Buffaloe, N.D. Throneberry (1969) – Principles of Biology, Prentice Hall of India, New Delhi.
- Chikkara & Sharma (1989) Teaching of Biology, Prakash Bros. Ludhiyana.
- Mangal S.K., (1997) Teaching of Physcial & Life Sciences Avg. Book Depot, New Delhi.
- NCERT (1982) Teaching of Science in Secondary Schools, New Delhi.
- UNESCO (1978) – New Source book of Science Teaching, Oxford & BH Pub. Co. Ltd., New Delhi.

Semester - II

CC 203: Pedagogy of School Subject –II

Physics

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of the courses, the student teacher will be able to:

- Understand the nature, scope and importance of Physical science with special reference to secondary school content.
- Understand the aims and objectives of teaching Physics.
- State the specific behavioural changes under each objective.
- Understand and make use of different approaches & methods of teaching Physics.
- Prepare objective based lesson plans and use them in their internship.
- Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- Plan, use and maintain the physical science laboratory systematically.
- Understand the principles of text-book constructions.
- Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
- Understand the importance of principles of curriculum construction in the organization of Physics. contact.
- Get mastery in Physics content and imbibe the special qualities of Physics teacher.
- Prepare and use different tools of evaluation to assess the achievements of students in Physics.
- Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organization.
- Organize co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.
- Apply the knowledge of physical science to develop scientific thinking and scientific outlook.
- Develop skills in analyzing the content in terms of concepts and in learning experiences.
- Construct and administer unit test, conduct experiments improves teaching aids.

Content:

Unit I: Meaning, Nature and Impact of Physics

- Concept of science – Science as process and science as a project
- Nature and Scope of Physics
- Impact of Science and Technology on modern living
- Scientific Attitude – Meaning definition and importance
- Qualities of a person who possesses scientific attitude
- Scientific Method-Meaning, importance and steps involved (with an illustration).


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Unit II: Aims and Objectives of Teaching Physics

1. Aims of teaching Physics in Secondary school

- Personal development aim,
- Learner's academic and process skills development aim,
- Disciplinary aim and
- Cultural aim.

2. Objectives of teaching physics:

- Bases for formulation of objectives
- Objectives of teaching Physics at Secondary level; (To be Discussed keeping in view of the objectives of teaching Physics enunciated in physics syllabi of secondary school of M.P.); Instructional objectives of teaching physics and stating them in observable behavioral changes:

(i) Knowledge (ii) Understanding (iii) Application (iv) Skill (v) Attitude (vi) Interest (vii) Appreciation.

Unit III: Approaches and Methods of Teaching Physics

- Enquiry Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Inductive Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Deductive Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Problem Solving Approach – Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
- Demonstration Method – Meaning, Uses, Advantages and disadvantages.
- Lectures-Cum-Demonstration Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Laboratory Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Guided Discovery Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Biographical Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Individual Instruction Techniques and Active Learning Strategies.
- Concept Mapping: Its use for summarizing a unit and evaluating students understanding.

Unit IV: Instructional Design, Resources and Teaching Aid for Teaching Physics

- Lesson Planning – Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies
- Unit Plan – Meaning, Steps, Importance and Format of Lesson Plan
- Resource Unit – Meaning, Steps, Importance and Format of Lesson Plan
- Audio-Visual Aids (Preparation and Use):
 - (a) Charts
 - (b) Models
 - (c) OHP transparencies
 - (d) Filmstrips
 - (e) Slides
 - (f) Video tapes
 - (g) Films
 - (h) Educational C.D.'s
- Mass Media:
 - (a) Television (T.V.)
 - (b) Radio-Meaning and importance
- Community Resources and Self Learning Materials: Meaning and importance
- Physics Library
 - Importance & organizing of physics library
- Sections of science library
 - Choice of book for science library

References:

- Bhandula & Chand (1986) Teaching of Science, Prakash Brothers, Ludhina.
- Bose, A.H. Sood, J.K. and Vaidya, N. (1970), Strategies in Science Education. Regional Institute of Education, Ajmer.
- Craig (1958) Science for the Elementary School Teacher, Ginn & Co., New York.
- Das R.C. (1985) Science Teaching in Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
- Gupta S.K. (1983) Technology of Science Education, Vikas Publishing House, Pvt. Ltd., New Delhi.
- Gupta S.K. (1985) Physical Science Teaching in Secondary Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
- UNESCO (1985) Teaching School Chemistry, Sterling Publishers, Pvt. Ltd., New Delhi.
- UNESCO (1978) New UNESCO Source Books for Science Teaching, New Delhi; Oxford and IBH Publishing Co.
- Waiter a Thurkar and Alferd T. Collette (1964) Teaching Science in Todays Secondary Schools, New Delhi, Prentice Hall.

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Semester - II

CC 203: Pedagogy of a School Subject –II

Chemistry

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of the courses, the student teacher will be able to:

- Understand the nature, scope and importance of Chemistry with special reference to secondary school content.
- Understand the aims and objectives of teaching Chemistry.
- State the specific behavioural changes under each objective.
- Understand and make use of different approaches & methods of teaching Chemistry.
- Prepare objective based lesson plans and use them in their internship.
- Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- Plan, use and maintain the Chemistry laboratory systematically.
- Understand the principles of text-book constructions.
- Understand the importance of principles of curriculum construction in the organization of Physical science contact.
- Get mastery in Physical science content and imbibe the special qualities of Chemistry teacher.
- Prepare and use different tools of evaluation to assess the achievements of students in Chemistry.
- Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organization.
- Organize co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.
- Apply the knowledge of physical science to develop scientific thinking and scientific outlook.
- Develop skills in analyzing the content in terms of concepts and in learning experiences.
- Construct and administer unit test, conduct experiments improves teaching aids.

Content:

Unit I: Meaning, Nature and Impact of Chemistry

- Concept of science – Science as process and science as a project
- Nature and Scope of Chemistry
- Impact of Science and Technology on modern living
- Scientific Attitude – Meaning definition and importance
- Qualities of a person who possesses scientific attitude
- Scientific Method-Meaning, importance and steps involved (with an illustration).

Unit II: Aims and Objectives of Teaching Chemistry

1. Aims of teaching Chemistry in Secondary school
 - Personal development aim,
 - Learner's academic and process skills development aim,
 - Disciplinary aim and Cultural aim.
2. Objectives of teaching physical science:
 - Bases for formulation of objectives
 - Objectives of teaching Physical science at Secondary level; (To be Discussed keeping in view of the objectives of teaching Physical science enunciated in physical science syllabi of secondary school of M.P.); Instructional objectives of teaching physical science and stating them in observable behavioral changes:
 - (i) Knowledge (ii) Understanding (iii) Application (iv) Skill (v) Attitude (vi) Interest (vii) Appreciation.

Unit III: Approaches and Methods of Teaching Chemistry

- Enquiry Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Inductive Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Deductive Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Problem Solving Approach – Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
- Demonstration Method – Meaning, Uses, Advantages and disadvantages.
- Lectures-Cum-Demonstration Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Laboratory Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Guided Discovery Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Biographical Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Individual Instruction Techniques and Active Learning Strategies.
- Concept Mapping: Its use for summarizing a unit and evaluating students understanding.

Unit IV: Instructional Design, Resources and Teaching Aid for Teaching Chemistry

- Lesson Planning – Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies
- Unit Plan – Meaning, Steps, Importance and Format of Lesson Plan
- Resource Unit – Meaning, Steps, Importance and Format of Lesson Plan
- Audio-Visual Aids (Preparation and Use):
 - (a) Charts
 - (b) Models
 - (c) OHP transparencies
 - (d) Filmstrips
 - (e) Slides
 - (f) Video tapes
 - (g) Films
 - (h) Educational C.D.'s
- Mass Media:
 - (a) Television (T.V.)
 - (b) Radio-Meaning and importance
- Community Resources and Self Learning Materials: Meaning and importance
- Chemistry Library
 - Importance & organizing of Chemistry library
- Sections of science library
 - Choice of book for science library

References:

- Bhandula & Chand (1986) Teaching of Science, Prakash Brothers, Ludhina.
- Bose, A.H. Sood, J.K. and Vaidya, N. (1970), Strategies in Science Education. Regional Institute of Education, Ajmer.
- Craig (1958) Science for the Elementary School Teacher, Ginn & Co., New York.
- Das R.C. (1985) Science Teaching in Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
- Gupta S.K. (1983) Technology of Science Education, Vikas Publishing House, Pvt. Ltd., New Delhi.
- Gupta S.K. (1985) Physical Science Teaching in Secondary Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
- UNESCO (1985) Teaching School Chemistry, Sterling Publishers, Pvt. Ltd., New Delhi.
- UNESCO (1978) New UNESCO Source Books for Science Teaching, New Delhi; Oxford and IBH Publishing Co.
- Waiter a Thurkar and Alferd T. Collette (1964) Teaching Science in Todays Secondary Schools, New Delhi, Prentice Hall.



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Semester - II

CC 203: Pedagogy of School Subject –II

General Science

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives:

- Understand science its nature its process and epistemic criteria.
- Understand the aims and objectives of teaching science at various school levels.
- Develop the ability to design, manage and assess appropriate teaching learning experiences in the context of school science.
- To create an understanding of difficulties faced in teaching and learning of science and suggest remedial measure.
- Prepare a sketch to present the contribution of Indian scientists in the development of science.
- To design different types of tests to evaluate understanding of students in science.

Unit-I: Nature of Science and its Knowledge

- Concept of science. Need and place of general science in school curriculum.
- Nature of Science.
- Paradigmatic changes in scientific knowledge. Path breaking discoveries and land mark development in science. Eminent world scientists and Eminent Indian Scientists.
- Ethics and Science - values associated with science current debates on the ethics of scientific endeavours globalisation and science.


Unit-II: Aims and Objectives of Science

- General aims of teaching of science at upper primary and secondary stages.
- Taxonomy of educational objectives organizing learning experiences of achieving specified learning outcomes.
- Development of scientific temper.

Unit-III: The Curriculum

- Curriculum meaning, importance and principles of designing a good curriculum for general science. Adapting the curriculum to local needs and requirements and the availability of local resources.
- Exploring different ways of creating different learning situations for different content areas (e.g. lecture cum demonstration method, project method, problem solving method, investigation, discovery method, team teaching method and inquiry training model).

Unit- IV: Classroom Planning and Management

- Concept-importance and process of planning.
- Planning for teaching (yearly plan, unit plan) planning a single lesson, documenting objectives, developing rapport, assessing previous knowledge, transaction of content, assessment of reflecting on transaction.
- Developing resource materials for teaching science - Learner knowledge, objects, models, charts, local materials, case studies, journals, hand outs,  real

science, magazine, hand books etc. science laboratory, science fair, science exhibition excursion science museums, science clubs aquarium.

Unit-V: Evaluation in Science

- Meaning and importance of evaluation in science.
- Continuous and comprehensive evaluation.
- Evaluation according to areas cognitive, affective, psychomotor.
- Use of tools and techniques of evaluation
 - Achievement test
 - Diagnostic test
 - Check list
 - A remedial teaching
 - On line evaluation
- Blue Print

Activities:

1. Student teachers develop an interview schedule to interact with family and friends to get an understanding of how they view science and its relevance to their lives; they analyse the data and present it in the form of a report along with their own views.-
2. Preparation of two lesson plans for different standard to teach the same unit.
3. Preparation of a detailed assessment report of learners continuous and periodic assessment.
4. Critical analysis of existing science syllabus and text books.
5. Student teachers develop resource material related to local context.
6. Action research / research project for solving problems in science teaching.

References:

1. Bhat, B.D. and Sharma S.R. Methods of Science Teaching - New Delhi - Kanishka Publishing House 1993.
2. Bhatnagar A B. Bhatnagar S.S. (2005) Teaching of Science, Meerut R. Lali Book Depot.
3. Gupta S.K. Teaching of Science Education New Delhi, Vikas Publishers 1983.
4. Rawat D.S. Teaching of Science Vinod Pustak Mandir 1981.
5. K C. (1985) Science Teaching in Schools New Delhi Sterling Publishers Pvt. Ltd.
6. Sharma H.L. (1989) School Science Education in India, Common Wealth Publisher New Delhi.
7. Vidya Narendra (1999) Science Teaching in School for the 21st Century Deep and Deep Publishers New Delhi.
8. Science and Human Life (1933) Harper and Brothers Ayer Co. Reprint (J.B.S. Haldon)
9. Teaching of Science, Malhotra Bros. Jammu
10. How to teach Science, Vivek Publishers Ambalacity.
11. Teaching of Science, Wilson Publication New Delhi.

Semester - II

CC 203: Pedagogy of a School Subject –II

History

Max. Marks - 100
External Marks - 75
Internal Marks - 25

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


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- Understand meaning, scope and importance of History and Civics in the school curriculum.
- Acquire content knowledge of methods of history and civics.
- Acquire knowledge of aims and instructional objectives of teaching History and Civics.
- Acquire skills in planning lessons in History and Civics.
- Understand and apply the principles of organizing content in the teaching History and Civics.
- Acquire knowledge about Local, Regional National, and World History.
- Acquire the knowledge of Instructional Material and resources in teaching History and Civics.
- Preparing suitable teaching devices & using them & organizing field trips.
- Proficiency in correlating History with other school subjects.
- Cultivate the qualities of a good History teacher.
- Acquire the knowledge of content of History for 8th to 10th standard in M P.
- Evaluate History text books and prescribed courses.
- Develop necessary skills in the application of methods and techniques in the classroom.

Content:

Unit I: Nature and Scope of History

- Meaning, Nature and Scope of history
 - (a) History – an art or Science
 - (b) Modern Concept of History, exploration, criticism synthesis and exposition.
 - (c) Different levels of History – World History, National, Regional and Local History.

Unit II: Aims and Objectives of Teaching History

- Meaning and Importance of teaching History in Secondary Schools
- Aims of teaching History
- Instructional objectives and values of Teaching History
 - (a) Knowledge, understanding, critical thinking, skills, attitude, interests, Application – Analysis of these objectives in terms of specific behaviours of learners.
 - (b) Spelling out instructional objectives and learning outcomes.
 - (c) History based hobby clubs, societies
- Co-relation of History with other School Subject
 - (a) Meaning and importance of correlation
 - (b) Types of correlation
 - (c) Correlation of History with Geography, Economics, Literature
 - (d) Co-curricular / Activities in History
 - (e) Importance of organization of field trips, visits

Unit III: Instructional design in Testing History

- Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments and plan according to active learning strategies.
- Resource Unit.

- Unit Plan and Unit Test

Unit IV: Methods, Techniques and Instructional Materials of Teaching History

- Meaning and need of methods
- Methods and techniques of teaching History – Discussion, project, problem solving, source, dramatization and biographical, Active Learning Strategies

Unit V: Instructional Materials History

- (a) Collateral Reading – Importance, Reading materials, Historical Novels
- (b) Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps-Importance.
- (c) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.
- (d) Audio-Visual-Aids-Films, TV

Practical:

- Critical evaluate History content of 8th 9th 10th standard,
- Conducting quiz Competition in History
- Survey of the locality and collection of information about interests
- Organizing short field trip to a place of historical / political interests
- Preparing resources unit on a topic of your choice in History
- Preparation of materials for a History room of museum
- Students is also allowed to do his own interested practical work pertaining to the syllabus

References:

- Agrawal J.C. (2002) Essential of Educational Technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
- Bhattacharya S. (1996) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
- N.C.E.R.T. (1970) Effective Teaching of History in India. A Handbook for History Teachers.



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Semester - II

CC 203: Pedagogy of a School Subject –II

Civics

Max. Marks - 100
External Marks - 75
Internal Marks - 25

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

- Understand meaning, scope and importance of Civics in the school curriculum.
- Acquire content knowledge of methods of civics.
- Acquire knowledge of aims and instructional objectives of teaching Civics.
- Acquire skills in planning lessons in Civics.
- Understand and apply the principles of organizing content in the teaching Civics.
- Acquire knowledge about Local, Regional National, and World Politics.
- Acquire the knowledge of Instructional Material and resources in teaching Civics.
- Preparing suitable teaching devices & using them & organizing field trips.
- Proficiency in correlating Civics with other school subjects.
- Cultivate the qualities of a good Civics teacher.
- Acquire the knowledge of content of Civics for 8th to 10th standard in M P
- Evaluate History and Civics text books and prescribed courses.
- Develop necessary skills in the application of methods and techniques in the classroom.

Content:

Unit I: Nature and Scope of Civics

- Meaning, Nature and Scope of Civics
 - (a) Civics – an art or Science
 - (b) Modern Concept of Civics, exploration, criticism synthesis and exposition.

Unit II: Aims and Objectives of Teaching Civics

- Meaning and Importance of teaching Civics in Secondary Schools
- Aims of teaching Civics
 - (a) Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Government.
 - (b) Functional awareness of Rights and Duties of citizens.
- Instructional objectives and values of Teaching Civics
 - (a) Knowledge, understanding, critical thinking, skills, attitude, interests, Application – Analysis of these objectives in terms of specific behaviours of learners.
 - (b) Civics based hobby clubs, societies



- Correlation of Civics with other School Subject
 - (a) Meaning and importance of correlation
 - (b) Types of correlation
 - (c) Correlation of Civics with Geography, Economics, Literature
 - (d) Co-curricular / Activities in Civics
 - (e) Importance of organization of field trips, visits

Unit III: Instructional design in Testing Civics

- Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments and plan according to active learning strategies.
- Resource Unit.
- Unit Plan and unit test.

Unit IV: Methods, Techniques and Instructional Materials of Teaching Civics

- Meaning and need of methods
- Methods and techniques of teaching Civics – Discussion, project, problem solving, Survey observation, comparative and demonstration, Active Learning Strategies

Unit V: Instructional Materials Civics

- (a) Collateral Reading – Importance, Reading materials,
- (b) Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps-Importance.
- (c) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.
- (d) Audio-Visual-Aids-Films, TV

Practical:

- Critical evaluate civics content of 8th 9th 10th standard,
- Conducting quiz Competition in Civics
- Survey of the locality and collection of information about interests
- Organizing short field trip to a place of historical / political interests
- Preparing resources unit on a topic of your choice in Civics
- Preparation of materials for a Civics room of museum
- Students is also allowed to do his own interested practical work pertaining to the syllabus

References:

- Agrawal J.C. (2002) Essential of Educational Technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
- Bhattacharya S. (1996) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
- N.C.E.R.T. (1970) Effective Teaching of History in India. A Handbook for History Teachers.



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Semester - II

CC 203: Pedagogy of a School Subject –II

Geography

Max. Marks - 100
External Marks - 75
Internal Marks - 25

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

- Acquire knowledge about basic facts, concepts, laws principles and trends in Geography.
- Acquire knowledge and understanding of the aims and objectives of Geography.
- Realize the values of learning Geography.
- Make use of Audio-Visual aids about Geography.
- Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
- Develop skills in organizing planning – Learning experiments and in writing and organizing the lesson plan.
- Acquire the knowledge of Geography curriculum.

Content:

Unit I: Meaning, Nature and Scope of Geography

- Meaning, Nature, Scope and importance Geography
- Branches of Geography and their importance – Physical, Economic, Human and Political

Unit II: Aims and Objectives Teaching Geography

- Aims / Values of Teaching Geography
 - (a) Intellectual aims (b) Cultural aims (c) Environmental aims (d) Utilitarian aims
 - (e) Aesthetic aims
- Taxonomy and Objectives of Teaching Geography
 - (a) Knowledge (b) Understanding (c) Application (d) Attitude & interest
 - (e) National Integration, International Understanding
- Co-relation of Geography with History, Science, Mathematics, Languages and Economics
- Trends in Geography Education
- Importance and Organization of Field trips, Visits
- Geography based hobby clubs / societies (National Geography Specials)

Unit III: Instructional Design in Geography

- Meaning, importance and format of lesson plan
- Principles of lesson planning
- Characteristics of a lesson plan
- Prepare Lesson Plan according to Active Learning Strategies
- Unit Plan
- Resource Unit
- Unit Test

Unit IV: Methods of Teaching Geography

- Meaning and importance of method of teaching Geography
- Different Methods of teaching Geography
 - (a) Lecture Method (b) Laboratory Method (c) Observation Method (d) Excursion Method
 - (e) Project Method (f) Discussion Method (g) Active Learning Strategies

Unit V: Instructional Materials Geography

- (a) Collateral Reading – Importance, Reading materials,
- (b) Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps-Importance.
- (c) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.
- (d) Audio-Visual-Aids-Films, TV

Practicum:

- Preparation of charts, globe and models of Geography,
- Preparation of transparencies about – section of volcanoes, seabed, plains etc
- Interpretation of weather maps
- Drawing of geographical maps
- Preparation of resource unit in Geography

Assignments:

- Visit to an observatory, planetarium or Geography museum
- Collection of specimens
- Preparation of a project report – Based on local Geographical Survey.

Note:

- Submission of report after doing any one of the above practical work

References:

- Bliar, Thomas A., (1951), Climatology: General and Regional, New York, Prentice-Hall Inc.
- Indian National Committee for Geography (1968), Developing Countries of the World Calcutta, 21st IGU Publication
- Indian National Committee for Geography (1968), Mountains and Rivers of India, Calcutta, 21st IGU Publication
- UNESCO (1965) Source Book for Geography Teaching, London, Longman, Longman Co
- Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), Regional Geography of the World, New York: Holt, Rinehart and Winston, Inc.
- Woolridge, S.W. and W.G. East, (1951), The Sprit and Purpose of Geography, New York, Hutchinson

Semester - II

CC 203: Pedagogy of a School Subject –II

Economics

Max. Marks - 100
External Marks - 75
Internal Marks - 25

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

- Acquire knowledge about basic facts, concepts, laws principles and trends in Geography and Economics.
- Acquire knowledge and understanding of the aims and objectives of Geography.
- Realize the values of learning Geography.
- Make use of Audio-Visual aids about Geography and Economics.
- Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
- Develop skills in organizing planning – Learning experiments and in writing and organizing the lesson plan.
- Acquire the knowledge of Geography curriculum.

Content:

Unit I: Meaning, Nature and Scope of Economics

- Meaning, Nature, Scope and importance Economics
- Branches of Economics and their importance – Micro, Macro, Financial and Indian Economy
- International relations and study of Economics

Unit II: Aims and Objectives Teaching Geography and Economics

- Aims / Values of Teaching Geography and Economics
 - (a) Intellectual aims
 - (b) Cultural aims
 - (c) Environmental aims
 - (d) Utilitarian aims
 - (e) Aesthetic aims
- Taxonomy and Objectives of Teaching Economics
 - (a) Knowledge
 - (b) Understanding
 - (c) Application
 - (d) Attitude & interest
 - (e) National Integration, International Understanding
- Co-relation of Economics with History, Science, Mathematics and Languages etc.
- Trends in Economics Education
- Importance and Organization of Field trips, Visits
- Economic based hobby clubs / societies (National Geography Specials)

Unit III: Instructional Design in Economics

- Meaning, importance and format of lesson plan
- Principles of lesson planning
- Characteristics of a lesson plan
- Prepare Lesson Plan according to Active Learning Strategies
- Unit Plan
- Resource Unit
- Unit Test

Unit IV: Methods of Teaching Economics

- Meaning and importance of method of teaching Economics
- Different Methods of teaching Economics
 - (a) Lecture Method (b) Laboratory Method (c) Observation Method (d) Excursion Method
 - (e) Project Method (f) Discussion Method (g) Active Learning Strategies

Unit V: Instructional Materials Economics

- (a) Collateral Reading – Importance, Reading materials,
- (b) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.
- (c) Audio-Visual-Aids-Films, TV

Practicum:

- Preparation of charts, globe and models of Economics
- Preparation of transparencies about – section of volcanoes, seabed, plains etc
- Preparation of resource unit in Economics

Assignments:

- Visit to an observatory, planetarium
- Collection of specimens
- Preparation of a project report – Based on local Economic Survey.

Note:

- Submission of report after doing any one of the above practical work

References:

- Bliar, Thomas A., (1951), Climatology: General and Regional, New York, Prentice-Hall Inc.
- Indian National Committee for Geography (1968), Developing Countries of the World Calcutta, 21st IGU Publication
- Indian National Committee for Geography (1968), Mountains and Rivers of India, Calcutta, 21st IGU Publication
- UNESCO (1965) Source Book for Geography Teaching, London, Longman, Longman Co
- Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), Regional Geography of the World, New York: Holt, Rinehart and Winston, Inc.
- Woolridge, S.W. and W.G. East, (1951), The Spirit and Purpose of Geography, New York, Hutchinson

Semester - II

CC 203: Pedagogy of a School Subject –II

Commerce

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives:

1. To introduce student teachers with the methodology of teaching used in teaching of Commerce in schools.
2. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.
3. To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of Commerce.
4. To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.
5. To equip student teachers with the curriculum.

Course Content:

Unit-I:

1. Meaning nature, scope and concept of Commerce.
2. Place of Commerce in secondary school curriculum and its critical appraisal.
3. Commerce and its relationship with other Social Sciences.

Unit-II:

1. Different methods of teaching Commerce, uses and critical analysis.
 - (a) Lecture Method
 - (b) Discussion Method
 - (c) Problem-Solving Method
 - (d) Project Method
 - (e) Survey Method
 - (f) Demonstration Method
2. Commerce Text-books and Supplementary Materials.
Techniques of teaching Commerce subject: Questioning – Answering, Assignment, Observation, Explanation and Illustration.

Unit-III:

1. Analysis and Discussion on Skills of teaching Commerce (practice for developing at least 5 micro skills).
 - (a) Skill of introducing the lesson
 - (b) Skill of questioning
 - (c) Skill of explanation
 - (d) Skill of stimulus variation
 - (e) Skill of black board writing
2. Lesson planning in Commerce, Meaning, Need and Importance construction of composite Lesson Plan. Lesson Plan according to Active Learning Strategies.
3. Development and Utilization of teaching aids (Projects, Non-projected and Performing arts) required for Commerce programme.

Unit-IV:

1. Qualification, Qualities and Professional growth of Commerce Teacher.
2. Role of Co-curricular activities in Commerce.
3. Types and Techniques of Evaluation.

Practicals:

1. Evaluation of Commerce text-book at Secondary level.
2. Writing objectives and specifications on any one topic from Commerce and Discussions amongst the group regarding decision making while selecting objectives and difficulties faced.

References:

- Agarwal J.C (2004) Teaching of Commerce; A Practical approach New Delhi, Vikas Public House.
- Natraj S. (2006) Learning of teach, V.V. Nagar CVM
- Tewari S.A. (2005) Commerce Education in the Global era Delhi, Delhi Adhyan Publication.
- Tomar S. (2005) Teaching of Commerce Agra, Vinod Pustak Mandir.
- Venkat E.T. (2004) Method of Teaching of Commerce, New-Delhi, Discovery Public House.



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Semester - II

CC 203: Pedagogy of a School Subject –II

Social Science

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: To enable the student teachers to:

- Understand the need for learning History, Geography, Civics and Economics either as separate disciplines or as an integrated discipline.
- Develop understanding of the nature, structure and scope of Social Sciences.
- Develop knowledge about the basic principles governing Social Science.
- Develop the teaching skill needed for teaching of Social Science.
- Acquire competency to prepare lesson plan for teaching Social Science.
- Equip the student trainees with the skills for teaching gifted and under average students.
- Know the methods and approaches for organizing Social Sciences curriculum.
- Critically examine the Social Sciences syllabus and develop skills to periodically modify and update the text-books.

Course: Contents

Unit-I: Social as an Area of Study

- Meaning, scope and importance of social science in secondary schools.
- Concept of social science and social studies.
- Philosophical, Theoretical and Psychological Basis of Social Science.
- Integration of Different Subjects of Social Sciences - History Civics, Economics, Geography and Sociology.
- Objectives and values of teaching social science in secondary schools.
- Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social science.

Unit-II: Content organization in Social Science

- Content analysis of class VI to X So. Science Books.
- Content Structure - Different views.

Unit-III: Co-curricular Activities and Text books

- Curriculum: Meaning importance and principles of designing a good curriculum for social science.
- Co-curricular activities: Meaning, importance of co-curricular activities, role and organization of the following in teaching of social science.
- Text-Books: Meaning and importance of Text-Books in teaching of Social Science. Role of library and reference books in teaching of social science.



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Unit-IV: Methods and Techniques

- Methods: Lecture method Lecture cum discussion method discussion method, problem solving method, project method, source method, field method, value inculcation method.
- Techniques: Skills of questioning, Dramatisation role playing story telling.
- Aids-Audio-Visual aids and Electronic media in teaching social science. Preparation of Low Cost Teaching Aids.

Unit-V: Microteaching, Lesson planning and Evaluation

- Microteaching: Concept, components and preparation of any microteaching lesson plans for developing the skills.
- Lesson Planning: Meaning and importance of lesson plan, steps for preparing lesson plans for teaching social science using.
- Evaluation: Meaning need and objectives of evaluation in social science formative and summative evaluation, evaluation techniques.

Internal Assessment:

- a) Attendance - 05 marks
- b) Two Tests - 10 marks
- c) One Assignment - 05 marks

Every student will be required to write one assignment on any one of the following topic or any other related topic not included in the concerned paper to be prepared within ten pages:

- Factors affecting Indian Society
- History of freedom movement.
- Major issues facing Indian today.

References:

1. Agrawal, J.C. Teaching of Social Studies, New Delhi : Vikas Publishing House
2. Bhattacharya, S., and Darji, D.R. (1966) Teaching of Social Studies in Indian Schools, Baroda: Acharya Book Depot.
3. George, A.M. and Madan, A., Teaching Social Science in School NCERT's new text book initiative, New Delhi : Sage Publications India Pvt. Ltd.
4. Greene, H.A., Joygessen, A.N., and Garberi, J.R: (1959). Measurement and Evaluation in the secondary school. New York: Mongmams, Green and Co.
5. Bining A.C. and Bining, D.H. (1952): Teaching the social studies in secondary school, McGraw Hill Book Company New York.
6. Dhamija, Neelam (1993): Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi.
7. NCERT (1988) : Guidelines and syllabi for secondary stage (class IX, X), NCERT, New Delhi.
8. Rubela, S.P. & Khan, R.S. Samajik Vigyan Shikshan, Lata Open University, BE-5.
9. Clark, L.H, Stare, I.S. (1982): Secondary School Teaching Methods, University Tutorial Press, London.



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Semester - II

CC 204: Learning Across the Curriculum – Part - II

Marks : 50
External : 35
Internal : 15

Objectives:

- Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.
- Enhancing one's facility in the language of instruction is thus a vital need of student – teachers, irrespective of the subject areas that they are going to teach.
- This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Course Outline:

Unit-I: Communication

Communication: Meaning and Concept, Element of communication, Process of communication, Types of Communication- Verbal and nonverbal communication, Interpersonal, intrapersonal, group and mass communication, Ways and means to developing communication skills at schools, general barriers to communication.

Unit-II: Development of LSRW Skills and its Barriers

Listening Skills: Sub Skills of Listening, Listening for perception, listening for comprehension, Three phase of Listening, Listening Materials, Importance of Listening. Barriers to Listening skills.

Speaking Skills: Importance of Speaking Skills, barriers to Speaking Skills.

Reading Skills: Importance, process involved in reading, Types of reading Skills, barriers to reading Skills.

Writing Skills: Importance and Characteristics of good writing, barriers to writing Skills.

Unit- 3: Activities for LSRW Skills

Activities for Developing Listening Skills: Listening material, Listening to specific information and for general understanding, dictation, Listening telephone call, commentaries, Listening instruction.

Activities for Developing Speaking Skills: Conversation, group discussion, debate, interview, extempore speech.

Activities for Reading Skills: Method of teaching reading to beginners, Alphabet, Phonetic, Word, Phrase and Sentence Method.

Activities for Writing Skills: Developing Mechanical Skills, Grammatical Skills, Judgment Skills and discourse Skills.

Unit- 4: Reading and Writing in the specific content areas: Social Science, Science, Science, Mathematics and Literature of relevant languages, nature of Expository texts vs. Narrative texts, Transactional texts vs. Reflexive texts, schema theory, Text structures; examining content area text books; reading strategies for children- note making, summarizing.

Making Reading-Writing Connections, Process of Writing, Process of Analyzing Children's Writing to Understand their Conceptions: Ways and Means of Writing with a Sense of Purpose Writing to Learn and Understand.

Unit- 5: Language Laboratory

Language Laboratory- role language laboratory, developing language skills, planning and installing of language laboratory, basic materials for language laboratory, effective uses language laboratory.

Mode of Transaction:

Lecture, Discussion, debate, conversion, Exercise, Dramatization, Assignment and Language game.

References:

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Semester - II

EPC 205 : Drama And Education

Marks : 50
External : 30
Internal : 20

Introduction:

- The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts of holistic development of the learner, as a teacher as well as an individual.

Objectives:

- Understanding basics of different Art forms – Impact of Art forms of the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

Course Content:


Unit I: Visual Arts And Crafts (Practical)

- Experimentation with different materials of Visual Art, Such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modeling, paper cutting and folding, etc.
- Paper framing and display of Art works.

Unit II: Performing Arts: Dance, Music, Theatre & Puppetry (Practical)

- Listening / viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing / listening to live and recorded performances of Classical and Regional Art forms.
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach.
- Planning a stage-setting for a performance / presentation by the student-teacher.

Unit III: Appreciation of Arts

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education.
- What is the difference between Education in Arts and Arts in Education.
- Identification of different performing Art forms and artists; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and relevance in education (based on a set of slides, selected for purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts  (based

on a set of slides, selected for the purpose)

- Indian festivals and its artistic significance.

Project Work (Unit I & II)

- Theme-based projects from any of the circular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft from with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subject (Science/Maths/Social Sciences/Languages etc.) while integrating different art forms.


Workshop:

- Two workshops of half a day each, of one week duration for working with artists/artisans to learn basis of Art and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing and painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centered. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Science.

Practical Part:

- **Body Movement:** Different theatre games, Exercises, Material Arts, Folk Dances.
- **Meditation:** Focus, Concentration.
- **Script Writing:** Characterization, dialogue, time and space, beginning, middle, end.
- **Poetry Recitation:** Rigved Mantras, Vaachik Abhinay.
- Selection of Play for Children.
- Casting.
- Building of a Character.
- **Parts of Speech:** Volume, Pitch, Speed, Clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.
- Design of a Production.
- **Production:** Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.

Suggested Approach for Teaching-learning Process:


- Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of art/see performances/exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility.
- A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for  the

purpose of reference and continuous motivation.

- Applications of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical participate in the celebrations of festivals, functions, special days, etc.

Mode of Assessment:

- The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Unit I and II of 30 marks) in nature are more on the process than the project, hence need continuous and comprehensive evaluation (CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit-III and project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) Submission of work/project; (b) Participation in the activities; (c) Creative potential displayed; (d) Application of aesthetic sensibility in campus events and in other course activities.



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Semester – III

CC 301: Pedagogy of a School Subject Part-II

Marks : 50
External : 35
Internal : 15

Objectives:

- To enable students to respond to a variety of Maxims of Teaching.
- To develop the teaching skills of Students.

Content:

Unit I: Maxims of Teaching and Micro Teaching

- Meaning, Nature of Types of Maxims of Teaching
- Meaning, Definition, Principles of Micro Teaching
- Micro Teaching Cycle, Process of Micro Teaching
- Advantages, Limitations and Uses of Micro Teaching

Unit II: Teaching Skills

- Introduction Skill
- Fluency of Questioning
- Probing Question
- Explaining
- Illustrating and use of Examples
- Teacher's silences and Non-Verbal Cues
- Lecturing
- Reinforcement
- Stimulus variation
- Black board
- Effective Communication
- Recognizing and Attending Behaviours
- Self Induction
- Classroom Management
- Planned Repetition
- Achieving Closure



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Semester – III

SI 302: School Internship

Marks : 350
External : 200
Internal : 150

SI 1: Method of Teaching - I

Art and Humanities

Hindi

Sanskrit

English

Urdu

Science

Biology

Mathematics

SI 2: Method of Teaching - II

Art and Humanities

Economics

Civics

History

Geography

Commerce

Science

Physics

Chemistry

General Science

SI 3: Unit Plan (I & II)

SI 4: Unit Test (I & II)

SI 5: Work Book / Working Model

SI 6: Micro Teaching (Seven Skills)

SI 7: Observation Lesson (5 lesson each teaching subject)

Semester – III

EPC 303 : Educational Psychology Practical

Marks : 50
External : 40
Internal : 10

(Group A- any three test and Group B – any three Experiments)

SUGGESTED PSYCHOLOGY PRACTICUM AREAS

Group A -Tests	Group B-Experiments
Interest	Intelligence
Intelligence	Aspiration
Adjustment	Creativity
Anxiety	Transfer of Learning
Achievement Motivation	Trial and Error
Personality	Personality


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Semester – IV

CC401: Gender, School and Society

Marks : 100
External : 75
Internal : 25

Objectives: To enable the Student Teacher to:

- To acquaint the student teachers with the concept of gendered roles in society and their challenges.
- To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
- To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
- To help student teachers to develop abilities to handle notion of gender and sexuality.

Content:

Unit I: Gender Issues: Key Concepts

- The meaning and concept of gender and experience of gender in across different social groups, regions an time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
- Unequal access of education to girls; access to schools; gender identity construction at home and in society.
- Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences and opportunities for education.

Unit II: Gender Challenges and Education

- Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.
- Representation of gendered roles, relationships and ideas in textbooks and curricula.
- Schools nurture or challenge creation of young people as masculine and feminine selves.

Unit III: Gender Issues and Role of Teacher

- Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same).
- Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).
- Identification of sexual abuse / violence and its verbalization, (combating the dominant societal outlook of objectification of the female body and so on).

Unit IV: Role of the Media and Life Skills Education

- Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.
- Life Skills course in school: Provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self.
- Gender equality Education of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state).



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Assignment:

- **Group Discussion:** B.Ed. student will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.
- **Group Work & Activities, Brainstorming, Audio-Visual Presentations:** Prospective teachers to attend and themselves undertake sessions of open verbalization with school students, voluntary cum friendly involvement in discussions, together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).
- **Assignments and Projects:** Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.

References:

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- Feminism, Buckingham: Open University Press
- Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.
- Kumar, K. (1991) Political Agenda of Education, New Delhi: Sage.
- Lips, Hilary M. (1989) Sex and Gender an Introduction, California
- Child in South Asia', Indian, Journal of Social Sciences. Vol 3 No. 1.



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Semester IV

CC 402: Educational Technology & ICT

Marks : 100
External : 75
Internal : 25

Objectives: Upon the completion of the course the student-teachers will able to:

- Explain meaning, components, functions of computer and its historical backgrounds.
- Understand the computer peripherals and its organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread Sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Under the applications of Information Technology in the field of teacher education programme and training.

Content:

Unit I: Fundamental of Computer

- History and Generations of Computer
- Meaning, Definition and Characteristics of Computer
- Basic Functions of Computer – Input-Process-Output Concepts
- Anatomy of Computer
- Classification of Computer:
 1. Based on size and capacity (Micro, Mini, Mainframe and Super Computers)
 2. Based on working principle (Analog, Digital and Hybrid Computers)

Unit II: Computer Organization: Hardware and Software

- **Input Devices:** Keyboard, Mouse, Scanner, Digital Camera, Mike, Digital Board
- **Central Processing Unit:** Arithmetic and Logic Unit, Control Unit and Memory Units.
- **Memory Devices (Storage Devices):**
 1. Primary Memory Devices: RAM, ROM, PROM, EPROM & EEPROM.
 2. Secondary Memory Devices: Hard Disk, CD-ROM, DVD, Optical Disk, Pen Drive
- **Output Devices:** Monitor, Printer, Plotter, Speaker
- **Operating System:**
 1. Needs and Functions of Operating System
 2. Types of Operating System – Single user and Multi user
- **Programming Languages:** Types of Languages – LLL and HLL
- **Computer Software:** System Software, Application Software and Operating System
- Computer Virus and its prevention.

Unit III: Microsoft Windows (System Software)

- **Introduction to MS-Windows:** Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control Panel, Windows Explorer.

- **Application Programme:** MS-Office (Application Software), MS-Word, MS-Excel & MS-Power Point.
- **Microsoft Word:**
 1. Parts of MS-Word Windows, MS-Word Standard, Formatting, Drawing Toolbars.
 2. Starting MS-Word, Opening a New Document, Opening Old Document, Naming the New Document, Saving the Document using save and save as commands.
 3. **Formatting the Documents:**

Fonts: Font Style, Size, Bold, Italics, Underline, Normal, Spacing.

Paragraph: Line spacing, Paragraph spacing, Paragraph borders, Bullets, Numbered list, Shadings.

Page Setup: Paper orientation, Margins and Paper.

Size: Alignment: Centre, Left, Right, Justified.
 4. **Editing the Document:**

Cut, Copy, Paste, Special, Undo, Redo, Select All, Find, Replace, Go to, Page Number, Clear
 5. **Inserting:** Frame, Objects, Pictures, Headers, Footers, Page Number, Date and Time.
 6. **Tab, Tables, Columns:** Insert Table, Delete Cells, Merge Cells, Split Cells, Select Row, Select Column, Select Table, Table Auto Format, Cell Height and Width Headings, Soft Text and Formula.
 7. **Working with the Drawing Tools:** Line, Rectangle, Ellipse, Arc, Style, Freeform, Text Box, Callout, Format Callout, Fill Colour, Line Colour, Line Bring to Front, Send to Back, Bring to Front to Text Send Behind Text, Flip Vertical, Flip Horizontal, Rotate Right, Reshape.
 8. Page setting and printing the document and Mail merge.
 9. **Educational Based Applications:** Preparation of lesson plans using MS-Word
- **Microsoft Excel:**
 1. Parts of Excel Windows, Excel Standard, Formatting, Drawing, Toolbars.
 2. Creating a New Worksheet, Opening as Existing Worksheet, Saving the Worksheet.
 3. Working with Worksheet, Inserting and Deleting Rows & Columns Merge Cells, Formulae, Sorting, Inserting Charts.
 4. Preparation of School Time Table, Marks List, Salary Bills etc.
- **Microsoft Power Point:**
 1. Parts of Power Point Windows, Power Point Standard, Formatting, Drawing Toolbars.
 2. Working with Text: Changing Fonts, Changing Font Size and Bold, Alignments, Moving Text etc.
 3. Working with Graphics: Moving the Frames and Inserting Clip Arts, Inserting Pictures, Inserting New Slide, Organization of Charts, Tables, Designing Templates, Master Slide, Colour Box etc.
 4. Presentation of Slides: Saving Slides, Auto Content Wizard Slide Show, Animation, etc.

Unit IV: Applications Information and Communication Technology in Education

- **Introduction to ICT:** Meaning, Need and importance of ICT
- **Introduction to Multi Media:**
 1. Meaning of Multi Media
 2. Scope of Multi Media
 3. Components of Multi Media
 4. Pre-requisites of Multi Media PC
 5. Graphic Effects and Techniques
 6. Sound and Music
 7. Uses of Multi Media for Teaching
 8. Developing a Lesson Plan Using a Multi Media Package

- **Introduction to Internet:**
 1. Meaning of Internet
 2. Characteristics of Internet
 3. Uses of Internet
 4. Educational based applications of Internet
- **Computer Application in Education:**
 1. Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and Demerits.
 2. Computer Assisted Testing: Concept, Characteristics, Modes, Merits and Demerits.
 3. Computer Managed Instruction: Concept, Characteristics, Modes, Merits and Demerits.
- **Introduction to / website:** Meaning and Importance.
- Social Websites (Blog / Twitter / Face book)

Requirements:

- **Infrastructure Requirements:** In order to implement ICT literacy in in-service teacher education and ICT laboratory / Multimedia centre may have to be setup No. of PCs / Systems will be required.
- It is recommended that for each student teacher get hands on experience at least one hour per week. College is free to design the practical time table.
- It is recommended that out of 4 hours a week (2 hours theory and 2 hours practical's).
- Institution should have to appoint ICT Teacher with minimum qualification of PGDCA / BCA / MCA

Assignments: (Any One Uniform Pattern)

- Write the History and Generations of Computer.
- Write the Input, Output and Storage devices of Computer System.
- Preparation of a Lesson Plan, Student List, Letters, Invitation: Hard Copy and Soft Copy.
- MS-Excel: Preparation of a School Time Table, Marks List – Analysis of Data and Graphical Representation – Hard copy and Soft copy.
- MS-Power Point: Preparation of Animated Slides (Insert Picture, Clip Arts, Word Art, Sound, Effects, Animation, etc.) for teaching any concept on your subjects.
- Internet: Surfing Educative Websites, Downloading, Taking a Printout, Creating E-mail Id.

References:

- Balaguruswamy E. (2001), Programming in Basic, New Delhi; Tata McGraw Hill Publishing Company Limited.
- Gupta Vikas (1997), Micro Soft Windows, New Delhi; Pustak Mahal.
- Gupta Vikas (1997), Rapidex Computer Course, New Delhi; Pustak Mahal.
- Jain, V.K. (1997), Computer for Beginners, , New Delhi; Pustak Mahal.
- Leon, Alexis and Mathews (1998), E mail in a Nutshell, Chennai; Leon Tech World.

Semester IV
CC 403: Creating And Inclusive School

Marks : 100
External : 75
Internal : 25

Objectives: On completion of the Course the Student Teacher will be able to:

- Identify the children of special needs.
- Understand the nature of special needs their psycho-educational characteristics and functional limitation.
- Familiarize with assessment and placement procedure for children with special needs.
- Develop understanding about accommodating special needs in regular classroom.
- Appreciate the education of children with special needs.

Content:

Unit I: Special Needs and Education

- Concept and types of special needs.
- Education of children with special needs and its implication for universalization of elementary education.
- Understanding and respecting diversity.
- Trends of education for children with special need in India.
- Policies schemes and legislations about the education of children with special educational needs.

Unit II: Nature, Types and Characteristics of Children with Special Needs

- Psycho-social and educational characteristics functional limitations with reference to:
- Locomotor impairment
- Hearing impairment
- Visual impairment
- Learning disability
- Gifted and disadvantaged children
- Mental retardation and slow learners

Unit III: Inclusive Education

- Concept and philosophy of inclusive education
- Teaching competencies required for inclusive education
- Roll of class teachers and resource teachers in inclusive education
- School and classroom management for implementing inclusive education
- Guidance and counseling in inclusive education
- Specific roll of family and community participation
- Support services needed for inclusive schools

Unit IV: Identification and Assessment of Children with Special Educational Needs

- Concept and techniques of assessment
- Identification and functional assessment of children with special needs

- Implication of assessment for instructional planning and curriculum.
- Curriculum, adaptation, teaching strategies and evaluation in inclusive school.
- Principles and methods of curriculum adaptations and adjustment to address diversity.
- Teaching learning strategies for children with special educational needs.
- Comparative learning, peer tutoring, behaviour modification, multisensory approach, perceptual strategy and system approach.
- Individual educational program (IEP) and use of emerging technology.
- Adaptation in evaluation procedures.

Practicum: Any one of the following: Suggested practicum but more activities can be taken up by the teacher based on any topic from above unit.

- Preparation of a report on importance of education for children with special needs.
- Case study of children with special needs school in school situation.
- Observation of classroom situation and identification of special needs.
- Identification of gifted / creative / slow learner / children with learning disability using standardized test.
- Preparation of teaching plan for accommodation special need (any one type) in regular classroom.
- List out the resources for effective implementation of integration programme with reference to any one category of special needs.

Apart from the above similar activities from the five units will be identified and given.

References:

- Montgomery, D. (1990), Special need in ordinary schools; children with learning difficulties, Cassel Educational limited, London.
- Ainscow, M. (1990) Special needs in the classroom; A teacher education resource pack UNESCO.
- Hallahan and Kuffman J.M. (1984) Exceptional children, Prentice hall
- Haring N.G. (1986) Exceptional Children and youth Ohio; Columbus Charles E Meml Publishing Co. A Bell and Howell Co.



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Assignments (any one):

- Visit to religious institutions which are involved in Educational endeavor
- Documentation of the contributions of the great personalities and institutions for the promotion and protection of values
- Selection of incidences / episodes from the biographies depicting particular / selected value
- Preparation of Value Judgment Scale

References:

- Broudy S. Hary (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.
- Dewey, J. (1916) Democracy and Education. New York: Macmillan.
- Doyle, T.F. (1973) Educational Judgments. London: Roufledge and Kegam Paul.
- Feather T., Norman (1975) Values in Education and Society, New York : A Division of Macmillan Publishing Co.

Semester IV

CC 404(2): Futurology in Education

Marks : 100
External : 75
Internal : 25

Objectives:

- To acquaint students with the significance of the study of Futures in general and Futurology in particular.
- To develop the knowledge and skills of students for Forecasting Futures of Education through methods and techniques.
- To develop critical thinking of students about the problem and prospects of school education in future.

Content:

Unit I: Concept of Future and Future Studies

- Needs, Scope and Significance of Futures Studies in General

Unit II: Concept of Futurology in Education and Futuristic Education

- Needs and relevance of study of Futurology in Education at Teacher Education stage and School stage

Unit III: Parameters of Forecasting Educational Futures

- Different methods of Futures Studies: Simple Trend Extrapolation, Brain Storming, Delphi, Future Wheel, Role Playing and Scenario Writing

Unit IV: Futures of Educational System

- Library, Classroom, Methods, Media and Teaching Aids, Textbooks, Examination System, Futures School Teachers and Students. Futures of Primary and Secondary Education in the Context of Social and Technological Change

Activity:

- **Group Activity (One):** Development of Scenario on any one area of Education as specified in Units IV & V using the activity in Unit III.
- **Individual Activity (One):**
(a) Designing futuristic course content of own subject at school level on the basis of study of Literature.
(b) Writing Scenario of Future of Student / Teachers / School / Environment / Library / Teaching Aids / Textbook; etc. using Future Wheel Exercise.

References:

- Ekisirh Sade ke Liya Shiksha, Palash, Madhya Pradesh Shishak Prashikshan Mandal, Bhopal, Jan., 1990.
- NIEPA Report: Education in the 2001, New Delhi, 1986.
- Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.
- Reddy, N.: Problems of Futurology. Sterling Publishing Co., New Delhi, 1985.
- Toffler, A.: The Third Wave. Pan Book. London, 1980

Semester IV

CC 404(3): Health and Physical Education

Marks : 100
External : 75
Internal : 25

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

- Understand the significance of Health Education for the all-round development.
- Maintain and promote good health.
- Develop the understanding of physical education and its related fields.
- Acquire the knowledge about the teaching methods of physical education and its activities.
- Know about the effective organization of physical education activities.

Content:

Unit I: Health and Physical Education

- Health: Meaning, Aims and Objectives, Importance and Scope
- Physical Education: Meaning, Aims and Objectives, Importance and Scope
- Related fields: Recreation, Health Education and Education
- National and Emotional Integration through Sport and Physical Education
- Yoga – Meaning – Astanga Yoga – Significance in Modern Society

Unit II: Health Service and Supervision

- Medical Inspection: Meaning, Procedure and Importance
- Personal Care: Skin, Eyes, Ears and Teeth
- Safety Education: Meaning and Significance, Safety in Classroom, Play field, Gymnasium, Roads and Homes.
- First Aid: Meaning, Significance, Principles of giving first aid
- Fatigue: Meaning, Causes and Remedies.
- Balanced DIET: Meaning and Benefits.

Unit III: Leadership, Discipline, Incentives and Awards

- Leadership
 1. Qualities of good leader in physical education
 2. Teacher leadership
 3. Student leadership
- Discipline
 1. Meaning
 2. Common form of indiscipline in schools
 3. Causes for indiscipline
 4. Steps to check indiscipline
 5. Rewards and discipline
 6. Punishment and discipline

- Incentives and Awards
 1. Letter – Crest
 2. Cup
 3. Trophy
 4. Medal
 5. Honour Board
 6. Scholarship
 7. Certificate
 8. Cash Prize – Based on the Player’s Performance

Unit IV: Organization of Physical Education Activities

- Intramural and Extramural Competitions: Meaning, Organization, Benefits
- Tournaments: Meaning, Types-Knock-Out and league, Benefits
- Sports Meet: Meaning, Organization, Benefits
- Campus and Hikes: Meaning, Organization, Benefits

Practicum:

- Participation in any one major game and one sports item
- Ground marking for selected games and sports
- Commands, line formation and marching, ceremonial parade
- Participation in two National festival programmes for flag hoisting

References:

- Kamalesh and Sangral, (2000), Principles and History of Physical Education, Ludhiana: Tandon Publication.
- Nadgir, K.G. (1998), Sharir Shikshanad Vidhanagalu, Dharwad: Mallesajjan Vyayama Shale.
- Prakash Brothers (2000) Organization, Administration and Recreation in Physical Education, Ludhiana: Prakash Brother Publicaiton.
- Rao, V.K. (2003), Physical Education, New Delhi: A.P.H. Publishing Corporation.

Semester IV

CC 404(4): Guidance and Counselling in Schools

Marks : 100
External : 75
Internal : 25

Objectives: Upon completion of this course the student-teacher will be able to:

- Understand the principles, scope and need of guidance and counselling in schools
- Acquaint himself with nature of different problems faced by children in context of learning and development.
- Understand the acquisition and process of learning in children with special needs.
- Acquaint himself with learning disabilities of children and its remedies.
- Take up minimum guidance programme at school level.

Content:

Unit I: Guidance and Counselling

- Introduction of Guidance and Counselling
- Nature, Purpose and Scope of Guidance and Counselling
- Difference between Guidance and Counselling
- Counselling
 1. Principles
 2. Approaches
- Areas of Guidance
 1. Educational Guidance
 2. Vocational Guidance
 3. Personal Guidance

Unit II: Problems of Developments in Children

- Problems related to Physical Development
 1. Common problems faced by children
 2. Nutrition
- Problems related with Emotional Development
 1. Adjustment to Home
 2. Adjustment to School
 3. Adjustment to Peer Group
 4. Problems related to academic achievement
 5. Problems related to Gender bias and Gender related issues
- Applications of the whole child concept for parents, teachers and counselors
- Acquisition and Process of Learning
 1. Concept of learning
 2. Factors affecting learning
 3. Physiological factors
 4. Psychological factors
 5. Socio-emotional factors
 6. Educational factors

Unit III: Learning Disabilities of Children

- Factors Contributing to Learning Problems
 1. External factors: Psychological and Educational
 2. Internal factors: Low general ability, attention, specific reading, writing etc.
- Assessment of the child
 1. Case history
 2. Assessment of general abilities
- Remediation
 1. Principles of Guidance Services
 2. Designing remedial strategies

Unit IV: Guidance for Children with Special Needs

- Meaning, definitions and types of exceptional children
- Gifted and creative children
- Slow learners and backward children
- Strategies for helping exceptional children to overcome their problems

Assignments (Any One):

- Case study of a child with special problem.
- Publication of a career bulletin based on authentic sources of Jobs, Employment
- Organization of career conference, campus interviews, etc.
- Organization of Counselling session for (Individual / Groups) students who are genuinely in need of Counseling.
- Organization of Guidance sessions about services and facilities available in a school or college.

References:

- Adams, J.F. (1965) Counselling and Guidance: A Summary, New York: The Mc Millan Company Ltd.
- Aggarwal, J.C. Educational & Vocational Guidance & Counselling. Delhi: Doaba House.
- Asha Bhatnagar (1999) Guidance and Counselling: Theoretical Perceptive. Vol-1. New Delhi: Vikas Publishing House.
- Berki B.G. & Mukhopadhy B. Guidance & Counselling: A Manual: Sterling Publishers.
- Weomberg, C (1966) Social Foundations of Guidance. New York: Free Press.

Semester IV

CC 404(5): Environmental Education

Marks : 100
External : 75
Internal : 25

Objectives: Upon completion of the course, the student-teacher will be able to:

- Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.
- Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
- Interpret the environmental legislation in conservation and protection of the environment.
- Understand the role of governmental and non-governmental agencies in environmental education.
- Apply the methods of teaching and evaluation in environmental education.

Content:

Unit I: Introduction to Environmental Education

- Environmental Education: Concept, Importance and Scope
- Objectives and Principles of Environmental Education
- Basic Concepts in Environmental Education
 1. Ecology
 2. Eco-System
 3. Ecological Balance
 4. Food Chain
 5. Pollution and Pollutants
 6. Natural Resources
 7. Green House Effect
 8. Bio-degradable & Non-degradable Material
 9. Bio-sphere-Bio-Diversity
- National Environment Awareness Campaign (NEAC)
- Environmental Orientation for School Education (EOSE)
- Environmental Information System (ENVIS)

Unit II: Environment and Pollution

- Meaning of Environment
- Type of Environment
- Type of Environmental Pollution
 1. Air Pollution: Meaning, Cause The Air (Prevention and Control of Pollution) Act-1981.
 2. Water Pollution: Meaning, Cause The Water (Prevention and Control of Pollution) Act-1977.
 3. Soil Pollution: Meaning, Cause, Remedies
 4. Sound Pollution: Meaning, Cause, Remedies
- Ecological Imbalances
 1. Deforestation
 2. Soil Erosion
 3. Extinction of Wild life
 4. Depletion of Ozone layer

- Life and Contributions of Environmental Activists
 1. Mahesh Chandra Mehta
 2. Sunderlal Bahuguna
 3. Vandana Shiva
 4. Maneka Gandhi
 5. Shivaram Karanth

Unit III: Agencies in Environmental Education

- United Nations Environmental Programme (UNEP)
- International Union for Conservation of Nature and Natural Resources (IUCN)
- Union Ministry of Environment & Forests.
- Central Pollution Control Board (CPCB).
- Centre for Environment Education (CEE).
- National Afforestation and Eco-development Board (NAEB).
- Environment Protection Movements in India.
 1. Chipko Movement
 2. Appiko Movement
 3. Narmada Bachao Andolan (NBA)
 4. Western Ghats Protection Movement

Unit IV: Methods of Teaching Environmental Education

- Direct (Specialized) Approach
- Integrated (Multi-Disciplinary) Approach
- Incidental Approach
- Co-curricular and Extra-Curricular Activities
 1. Project Work
 2. Intellectual Meets: Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming.
 3. Field Outreach and Extension Activities.
 4. Eco-Clubs / Nature Clubs.
 5. Problem Solving Activities related to Burning Ecological Problems.
 6. Quiz, Poster Making, Models Making and Exhibitions.
- Evaluation in Environmental Education
 1. Formative Evaluation
 2. Summative Evaluation

Practicum / Assignments (Any One):

- Visit any one of the following organization and prepare a report on the history, structure, functions and activities:
 1. Direct Environment office
 2. Paryavaran Vahini
 3. Eco-clubs / Nature clubs
- Collect articles published in News Papers / Periodicals concerning environment and write a critical comment on them.



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- Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your direct / state and document the activities of any three individuals and three intuitions.
- Collect Twenty Five complaints published in Newspapers / Periodicals concerning Environment, Ecology, Forests, Nature, Environmental Education.
- Prepare a list of academic courses / programmes run by 50 universities / educational institutions about environmental Science, Environment Education and Ecology, Environment Engineering etc.
- Create a Garden in your college and document your experiences.
- Organizing environment education activities for school students (any two): Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawing competitions.
- Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20 families.

References:

- Government of India (2001) India – 2001 – A reference Annual, New Delhi: Ministry of Information and Broadcasting.
- Carson, Sean Mc. B. (1978) Environmental Education – Principal and Practices, London: Edward, Arnold Publishers.
- Dash, M.C. (1993) Fundamentals of Ecology, Tata McGraw Hill.
- Khopkar, S.M. (1995) Environmental Pollution Analysis, New Delhi: New Age International Pvt. Ltd.



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Semester IV

CC 404(6): Action Research

Marks : 100
External : 75
Internal : 25

Objectives: Upon completion of this course the student-teacher will be able to:

Content:

Unit I: Research and Educational Research

- Research: Meaning, Definition & Importance.
- Educational Research: Meaning, Definition & Importance.
- Steps in Educational Research.
- Type of Research: Fundamental / Basic, Applied and Action Research: Meaning, Definition & Importance.
- Methods of Research: Historical, Experimental and Survey.
- Differences between applied and action research with reference to: (i) Purpose (ii) Definition (iii) Hypothesis (iv) Sample (v) Data collection instruments (vi) Data analyses (vii) Generalization (viii) Limitations

Unit II: Action Research

- Meaning, Definition and Scope of research.
- Importance of action research to classroom teachers, administrators and guidance personnel.
- Limitations of action research.
- Action problems in different areas in schools – Examples.

Unit III: Research Steps and Tools

- Steps in Action Research
 1. Identifying the problem area (examples – experimental design and qualitative design).
 2. Pinpointing the problem.
 3. Problem analysis in terms of causes
 4. Identifying the objectives
 5. Formulating action hypotheses
 6. Designing action plan
 7. Execution of the plan
 8. Analyzing the data
 9. Findings
 10. Reporting
- Tools of Data Collection
 1. Achievement Test, Questionnaire, Interview Schedule, Checklist, Rating Scale – Meaning, Need, Advantages and Limitation.
 2. Tests / Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity (Knowledge of at least 2 tests in each category).
 3. Measure in classroom: Sociometric technique and classroom social distance scale (uses of these tools in action research)

- Quantitative and Qualitative Data: Meaning and Examples
 1. Analysis of the data: Frequency distribution, measures of central tendency, variability.
 2. Co-efficient of correlation (Person's rank difference method)
 3. Interpretation of data with an example: Descriptive and graphical.(Note: To be discussed without computation)

Unit IV: Action Research Report

- Format of report in terms of steps of action research
- Summary, bibliography and appendix.

Assignments (Any One):

Preparation of an action plan on a classroom problem such as:

- Identifying causes of poor reading ability and suggesting remedial measures.
- Identifying the causes and types of spelling errors and suggesting remedial measures.
- Identifying the causes of poor map-reading skills and suggesting remedial measures.
- Identifying the causes for poor drawing of diagrams and suggesting remedial measures.
- Identifying the causes of truancy and suggesting remedial measures.
- Identifying the causes of problem behaviour of students in the classroom and suggesting remedial measures. (Any other problems similar to above mentioned)

References:

- Aggarwal, J.C. (1975), Educational Research: An introduction, New Delhi: Arya Book Depot.
- Best, J.W. and Kahn, J.V. (2002), Research in Education, (7th Ed.) New Delhi: Prentice Hall Pvt. Ltd.
- Sidhu, K.S. (1984), Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd.
- Van Dalen, D. (1973) Understanding Educational Research: An Introduction. New Delhi: McGraw Hill Book Co.

EPC405: Understanding the Self

Marks : 50
External : 30
Internal : 20

Objectives:

- The main aim to this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives.
Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality.
- Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.
- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students.

Content:

Unit I: Exploring the Aim of Life Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.
- Workshop themes
- Vision as person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

Unit II: Discovering one's True Potential

- To facilitate the personal growth of the students by helping them to identify their own potential.
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self observation exercises.
- Workshop themes
- Understanding one's strengths and weaknesses through self observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self esteem and emotional integration.
- Exploring fear and trust: Competition and cooperation.
- Developing skills of inner self organization and self reflection.
- Writing a self-reflective journal.

Unit III: Developing Sensitivity

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences
Workshop Themes.
- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

Unit IV: Peace, Progress and Harmony

- To develop the capacity to establish peace within oneself.
- To develop the capacity to establish harmony within a group and methods of conflict resolution.
- To understand the meaning of leadership and develop attitudes and skills of a catalyst.
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.
- **Workshop themes**
- Establishing peace within oneself: Exercises of concentration and meditation.
- Understanding group dynamics and communication.
- Creating group harmony: Exploring methods of creating a collective aspiration for progress and conflict resolution.
- Exploring the bases of social disharmony: Becoming the agents and catalysts of change and exploring methods of facilitating change.

Unit V: Facilitating Personal Growth: Applications in Teaching

- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum.
- **Workshop themes**
- Becoming a self-reflective practitioner: Becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: Appreciating social, economic, cultural and individual differences in children and relating with them.
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching.



Mode of Transaction:

- There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper / web articles on contemporary concerns and movies / documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualized and updated periodically. Expertise / Specialization required to teach this course Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology.

Essential Readings:

- Antoine de Saint-Exupery, (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
- Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
- Joshi, K. (ed) (2005). The Aim of Life, Auroville, India: Saiier.

Suggested Audio-Visual Resources:

- Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com
- Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds.
- Personality Development (Interactive CD, Computer Only) with Yoga and Guided Meditation Modules, Indus Quality Foundation.
- The House on Gulmohar Avenue by Samina Mishra (www.cultureunplugged.com)



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EPC406: Understanding of ICT

Marks : 50
External : 30
Internal : 20

Objectives: Upon the completion of the course the student-teachers will able to:

- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread Sheets.
- Understand the Educational implications Technology in the field of teacher education programme and training.

Practicum:

Computer Fundamental:

- Instructions on operating the Computer.
- Connecting of all peripherals to CPU for a system.
- Switching on/off/restart
- Inserting / removing a floppy from the floppy drive
- Running a file from a floppy using floppy drive
- Copying a file from hard disk to floppy disk
- Inserting / removing a CD from the CD-ROM drive
- Running a file from a CD-ROM using CD-ROM drive
- Copying files from one drive to another
- Creating a new folder
- Running a file from hard disk
- Connecting the printer and print out hard copies

Exercise in Ms-Word:

- Creating a new document
- Formatting and editing of a document
- Inserting pictures, objects, frames and tables
- Practicing Mail-merge facility
- Working with the drawing tools

Exercise in Ms-Excel:

- Creating a new worksheet
- Inserting and deleting rows/columns in worksheet
- Formatting and editing of a document – sorting
- Preparation of statement of marks and using of some statistical concepts – Descriptive Statistics
- Preparation of School Time Table

- Preparation of Tables

Exercise in Ms-Power Point:

- Preparation of MS-Power Point presentation using text, picture, sound, word art, clipart and the other available tools with animation.

Exercise in Information and Communication Technology

- Browsing the Internet and down loading – Search word using search engine
- Working with Multimedia
- Receiving / Sending of E-mail and attachment



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