

IIS (deemed to be UNIVERSITY), Jaipur

Department- Education

Programme- B.A. B.Ed./B.Sc. B.Ed.

OUTCOMES - Academic Year- 2020-21

PROGRAMME OUTCOMES

PO 1	Students will be able to acquire knowledge in the field of basic sciences, social sciences, literature and humanities.
PO 2	Students will be able to develop a comprehensive understanding of the theories and practices of different disciplines.
PO 3	Students will be able to acquire the ability of effective social interaction.
PO 4	Students will be able to act with an informed awareness of issues through voluntary participation in civic life.
PO 5	Students will be able to acquire the ability of ethical decision making.
PO 6	Students will be able to resolve the issues related to environment and sustainable development.
PO 7	Students will be able to engage in independent and lifelong learning.
PO 8	Students will be able to employ critical thinking, analytical reasoning and the scientific knowledge to design, carry out, record and analyze various aspects of science.
PO 9	Students will be able to appraise the attributes relevant to personal development and social functioning.
PO 10	Students will be able to develop core competencies of written and oral communication, quantitative reasoning, information literacy and critical thinking
PO 11	Students will be able to develop a critical temper, communicate effectively on various activities and make effective presentations.
PO 12	Students will be able to apply the knowledge to the solution of complex problems
PO13	Students will be able to apply the knowledge of basic science, life sciences and fundamental sciences to multidisciplinary level.

PO14	Students will be able to acquire the ability to engage in independent and self learning as well as to successfully pursue their career objectives in advanced education and in professional courses.
PO15	Students will be able to develop respect for nature by participating in various social and cultural activities voluntarily.
PO16	Students will be able to communicate effectively on various scientific issues with the society at large.

PROGRAMME SPECIFIC OUTCOMES

PSO 1	Solve classroom problems of secondary school students in a systematic manner.
PSO 2	Analyze experiences of teaching learning situations in order to develop as a reflective practitioner.
PSO 3	Apply educational policies at secondary school.
PSO 4	Select appropriate strategies for achieving the professional goals.
PSO 5	Practice rational action in the teaching learning process for achieving the end results.
PSO 6	Design assessment tools to measure the learning outcomes
PSO 7	Analyze the data gathered from administered tools in order to enhance the teaching learning process
PSO 8	Initiate steps to develop leadership skills among secondary school students.
PSO 9	Manage the classroom at secondary level for achieving the desired learning outcomes.
PSO 10	Evaluate the role of secondary school students as citizen, consumer and environment actor in a complex and interconnected world.
PSO 11	Organize activities for Sustainable development involving secondary School students.
PSO 12	Apply appropriate teaching techniques, methods, approaches, strategies and devices to achieve desired. learning outcomes

B.A. B.Ed./B.Sc. B.Ed. (2020-2021)

COURSE OUTCOMES - Semester I

PAPER CODE- EDU 101 Contemporary India & Education-I (Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to:

1. develop an understanding about the concepts of education
2. enable the students to understand the relation between education and knowledge
3. enable the students to understand the relation between education and values
4. acquaint the students with the major Indian philosophical thoughts
5. reflect the ideas of Indian educational thinkers
6. understand the Commission and Policies on education constituted from time to time

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 101	Contemporary India & Education-I	CO1: Analyze the educational Philosophy of Indian thinkers. CO2: Compare the recommendations of different educational commissions. CO3: Justify the implementation of value education in modern scenario.	Teaching strategies: Interactive Lectures, Discussion Learning strategies: Self learning assignments, Seminar Presentation.	Formative Assessment (30%): Class test-week 6, Quiz, Presentation, Assignments Summative Assessment (70%): Semester end examinations.

CONTENTS:

Unit-I Introduction to Education

9 Hrs

- Education : Meaning , Definition, Nature and Concept
- Process and Forms of Education
- Aims of Education
- Education in terms of Globalization

Unit-II Value Education**9 Hrs**

- Values : Meaning , Nature, Classification & Sources of values
- Value Crisis
- Value Education- Meaning, Characteristics, Need, Importance & Objectives
- Methods of imparting Value Education
- Role of School & Teacher in Value Education

Unit-III Educational Philosophy and Indian Thinkers**9 Hrs**

- Meaning, Definition and Importance of Educational Philosophy
- Relation between Philosophy and Education
- Educational contribution of Indian Thinkers
 - Mahatma Gandhi
 - Rabindranath Tagore
 - Sri Aurobindo Ghosh
 - Jiddu Krishnamurti
 - Dr. Sarvapalli Radhakrishnan

Unit-IV Commission and National Policies on Education (Independence to 1992): 9 Hrs

- Overview the development of education system in Indian from 1948 to 2010
- University Education Commission (1946-48)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National Policy on Education (1986)
- Revised National Policy on Education (1992)

Unit-V National Policies on Education (21st Century)**9 Hrs**

- National Curriculum Framework (2005)
- National Knowledge Commission (2006)
- National Curriculum Framework for Teacher Education (2009)
- Right To Education (2010)

Sessional work (Any one):

1. Critical appraisal on the report or recommendations of any Commission.
2. Collection of at least three handouts of related topics of the subject.
3. Organize a discussion on the topic related to the subject and submit the report.

BOOKS RECOMMENDED:**Essential Readings:**

- NCERT, 'Basics in Education'
- Aggrawal J.C. , ' Theory and Principles of Education' Vikas Publication, New Delhi
- Surendra Kumar Sahu, ' Development of Educational System in India' R Lall Book Depot, Meerut
- Chauhan C.P.S. , ' Modern Indian Education' Kanishka Publisher, New Delhi

References:

- Purkait, B.R., ' Great Educators and their Philosophies 'New Central Book Agency (P) Ltd., Calcutta
- Ravi, S.S., 'Education in Emerging India' PHI Learning Private Limited, New Delhi

- www.indiaeducation.net>education –policy
- www.azimpremjifoundation.org/education-policy-india

COURSE OUTCOMES - Semester II

PAPER CODE- EDU 201 Contemporary India & Education-II (Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to:-

1. learn about the western philosophical school of thought of education.
2. explain the ideas of western educational thinkers.
3. analysis the issues and challenges related to education in India.
4. discuss the values enshrined in the Constitution of India and the provisions related to education.
5. explain the programmes run by the Government of India to promote equality and equity in the context of education.
6. justify the need and importance of developing sensitivity in teaching as a profession.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 201	Contemporary India & Education-II	<p>CO4: Assess the different programmes of education run by the government and produce report on it.</p> <p>CO5: Analyze the ideas of western educational thinkers.</p> <p>CO6: Identify social issues and challenges at different level of education.</p> <p>CO7: Compare the instructional strategies of different visionary school.</p>	<p>Teaching strategies: Interactive Lectures, Discussion</p> <p>Learning strategies: Self learning assignments, Seminar Presentation.</p>	<p>Formative Assessment (30%): Class test-week 6, Quiz, Presentation, Assignments</p> <p>Summative Assessment (70%): Semester end examinations.</p>

CONTENTS:

Unit-I Western Educational Thinkers and their School of Thought

8 Hrs.

- Bertrand Russell
- John Dewey
- Friedrich August Froebel
- Maria Montessori
- Jean Jacques Rousseau

Unit-II Social Issues and Challenges

9 Hrs.

- Diversity, Inequality, Marginalization: Meaning, Concept and levels with special reference to Individual, Region, Language, Caste, Gender
- Role of education in a multicultural and multilingual society for bringing about social equity and equality

Unit-III Constitution and Education

12 Hrs.

- Study of the Preamble, Fundamental Rights and Duties of citizens, Directive Principles of the State Policy
- Values enshrined in the Indian Constitution
- Constitutional vision related to the aims of education
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality, Justice, Fraternity
- Education and Politics
- Role of education, School and Teacher as agents for imparting culture

Unit-IV Programmes of Education

8 Hrs.

- Sarva Shiksha Abhiyan (SSA)
- Minimum level of learning (MLL)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Unit-V Government Visionary Schools

8 Hrs.

- Navodaya Vidyalaya
- Kasturba Gandhi Balika Vidyalaya
- Model School

Sessional work (Any one):

1. Write an essay on the role of school and teacher as agents for imparting culture.
2. Discuss the thoughts and reflections of the western philosophical schools and their relevance to the present day Indian education.
3. Visit any Government School/Government Visionary School and describe the functioning of the government programmes being run in the school.

BOOKS RECOMMENDED:

Essential Readings:

- NCERT, 'Basics in Education'
- Chauhan C.P.S. , ' Modern Indian Education' Kanishka Publisher, New Delhi
- Saxena N.R.S., 'Philosophical and Sociological Foundation of Education, R.Lall Book Depot, Meerut

References:

- Purkait, B.R., ' Great Educators and their Philosophies 'New Central Book Agency (P) Ltd., Calcutta
- Ravi S.S., ' Philosophical and Sociological Bases of Education' PHI Learning Private Limited, New Delhi

COURSE OUTCOMES - Semester III

PAPER CODE- EDU 301 Environmental Education (Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to:

1. explain the concept of Environment and the problems concerning environment through multi-disciplinary approach.
2. develop environmental consciousness in their students.
3. develop the skills of planning and organizing Ecological activities in the schools so that the children can be equipped to play their role in protection and enrichment of environment.
4. conduct local surveys, arrange field trips and Environmental games and related activities.
5. develop environmental awareness among the students..

Course Outcomes (COs):

Course		Course Outcomes	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 301	Environmental Education	<p>CO8: Organize local surveys related to various environmental issues.</p> <p>CO9: Create environmental awareness through different mode of education.</p> <p>CO10: Analyze the role of different agencies in protection of environment.</p>	<p>Teaching strategies: Interactive Lectures, Project, Field trip</p> <p>Learning strategies: Self learning assignments, Field observation, Report writing.</p>	<p>Formative Assessment (30%): Class test-week 6, Report presentation, Assignments</p> <p>Summative Assessment (70%): Semester end examinations.</p>

CONTENTS :

Unit-I: Environment & Ecology

10 Hrs

- Concept of environment
- Concept of ecology, biosphere, community, population
- Concept of ecosystem, components of ecosystem & their interdependence, major ecosystem of the world (Grassland, Fresh water & Forest ecosystem)
- Relationship of man & environment
- Concept of Bio-diversity & sustainable ecosystem

Unit- II: Environmental Education

10 Hrs

- Meaning, objectives, importance and philosophy of environmental education
- Principles of environmental education
- Scope of environmental education
- Its curriculum at different levels
- Methods of creating environmental awareness through formal, informal and non-formal education

Unit- III: Environmental Pollution

6 Hrs

- Concept of pollution
- Types of pollution: Air, Soil, Water & Noise pollution, their causes, effects, monitoring and control.

Unit- IV: Environmental Health & Safety

9 Hrs

- Sustainable development & eco-friendship
- Concept of safety measures for healthy environment
- Legal protection acts
- Role of different agencies: UNEP, WWF, Friends of Trees, NGO's & Government organization

Unit- V: Natural Resources

10 Hrs

- Definition & classification of natural resources
- Depletion of natural resources: causes and measures for conservation of natural resources
- Disaster management

Sessional work (Any one):

1. Prepare a scrap-book along with suggestions of student-teacher related to environmental problems.
2. Plan out any one group activity related to environment and prepare a detail report.

BOOKS RECOMMENDED:

- Bedydo, M.L: Global Ecology, Progress publishers, McGraw.
- Clapham, W.B.: Natural Ecosystem: Macmillan and Co. London.
- Deshbandhu and G. Berberet : Environmental Education for conservation and Development Indian Environmental society, New Delhi.
- Dubey and S. Singh: "Environmental Management " Geography Deptt., Allahabad University.
- Garg, R.K. & Tatair Prakash, "Paryavaran Shiksha", Community Centre.
- Holliman, J.: "Consumer's guide to the protection of the Environment" , Ballanine London.
- Laptex, J.: "The world of man in the world of nature", Progress publishers. Moscow.
- Pal, B.P.: "National Policy on Environment", Deptt. Of Environment, Govt. of India, New Delhi.
- Sharma, H.S. & Singh H.P.: "Environment Education Teaching" (Hindi), Radha Prakashan Mandir, Agra.

- Sharma, R.A.: Educational Environment, R. Lall Book Depot, Meerut.
- Simmons, I.G.: "The Ecology and Natural Resources", Edward Arnold, London.
- Srivastava, K.K. (2004): "Environmental Education Principles, Concepts & Management" Kanishka Publishers, New Delhi.

PAPER CODE- EDU 302
Learning and Teaching- I
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to:

1. differentiate the concept of teaching and learning, training and instruction
2. write instructional objectives in behavioral terms
3. identify different teaching skills and develop effective instructional strategies

COURSE OUTCOMES (COs):

Course		Course Outcomes	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 302	Learning and Teaching- I	<p>CO11: Identify and use different teaching skills for effective teaching learning process.</p> <p>CO12: Develop effective instructional strategies to enhance learning.</p> <p>CO13: Establish and maintain the positive classroom learning.</p>	<p>Teaching strategies: Interactive Lectures, Concept map, Explanation</p> <p>Learning strategies: Self learning assignments, Handouts, learning by practice.</p>	<p>Formative Assessment (30%): Class test-week 6, ppt Presentation, Assignments</p> <p>Summative Assessment (70%): Semester end examinations.</p>

CONTENTS:

Unit I: Understanding Learning and Teaching

9 Hrs

- Teaching: meaning, nature, levels, phases & maxims of teaching, training versus instruction
- Learning: meaning, nature, types of learning
- Learning as construction of knowledge

Unit II: Instructional Objectives & Process

9 Hrs

- Instructional objectives in terms of Bloom's taxonomy

- Communication: concept, elements and communication skills, teaching learning process as the process of communication

Unit III: Development of Teaching Skills

9 Hrs

- Concept of micro teaching and procedure
- Meaning & components of teaching skills: blackboard, stimulus variation, reinforcement, questioning, probing, demonstration, explanation, introduction

Unit IV: Teaching Learning Process

9 Hrs

- Planning Teaching- Learning.
- Organizing Teaching- Learning.
- Teaching-Learning Resources.
- Managing Classroom Teaching- Learning.

Unit V: Teacher Behaviour & Classroom Climate

9 Hrs

- Concept of feedback, teacher behavior and classroom climate
- Flanders' Interaction Analysis category system (FIACS)

Sessional Work (Any One)

1. Observation of teacher behavior in classroom for a week and preparation of report
2. Power- point presentation on any topic (at least 15-20 slides)

BOOKS RECOMMENDED:

- Choudhary, S.B. J.R. (2004) Mastery of Teaching Skills, Discovery Publishing House, New Delhi.
- Dhand, Harry. (2004) Techniques of Teaching, APH Publishing Corporation, New Delhi.
- Kamat, H. D. (2007) Techniques of Teaching, Crescent Publishing Corporation, New Delhi.
- Pandey, S.K. (2005) Teaching Communication, Commonwealth Publishers, New Delhi.
- Rao, Digumarti Bhaskara (2004) School Teacher Effectiveness. Discovery Publishing House, New Delhi.
- Siddiqui, Mujbul Hassan. (2005) Techniques of Classroom Teaching, APH Publishing Corporation, New Delhi.
- Singh, Amarjeet (2004) Teacher Training: A Reflective Perspective, Kanishka Publishers & Distributors, New Delhi.
- Singh, Raj (2006) Techniques of Measurement and Evaluation. Commonwealth Publishers, New Delhi.

**PAPER CODE- EDU 303
SUPW & Open Air I
(Practical)**

Credits: 2

Maximum marks: 100

Contact Hrs/Week: 2

Total Hrs: 30

Course Objectives:

After completion of this course, the students will be able to:

1. gain knowledge of the existing social, economic, political realities in India in the context of education.
2. develop interest in contributing in the social and economic reconstruction of the country through community interaction and service.
3. value the dignity of labour

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 303	SUPW & Open Air I	CO14: Develop the dignity of labor. CO15: Conduct different field surreys to assess literacy level of the community. CO16: Plan social and environmental awareness programmes to create awareness among learners.	Teaching strategies: Activity, Action Research, Project, Field Trip Learning strategies: Report writing, Experiential learning	Formative Assessment (30%): Report Presentation, Observation Summative Assessment (70%): Report Presentation, Observation

CONTENTS:

Methodology: The students will be involved in any four of the following activities to be conducted by them preferably in a rural area/urban slum or in their neighborhood or local context.

Suggested Activities:

- Shramdaan and beautification.
- Micro-planning exercises for assessing the educational status of the community.
- Study of enrolment, stagnation and dropout problems.
- Organization of Literacy programmes in the community.
- Character building programmes.
- Conducting vocational training programmes for self employment.
- Remedial teaching work for poor and needy in the community.
- Conducting Adult Education programmes.
- Training of community in First Aid

COURSE OUTCOMES - Semester IV

PAPER CODE- EDU 401
Critical Understanding of ICT
(Theory)

Credits: 2

Maximum marks: 100
Contact Hrs/Week: 2
Total Hrs: 30

Course Objectives: -

After completion of this course, the students will be able to:

1. enable the students to recognize, understand and appreciate ICT as an enormous functional support to teachers.
2. know and understand different parts of computer and their functioning.
3. understand the operating system of Computer.
4. develop skill in the use of Internet.
5. appreciate the concept of integration of Information and Communication Technology with Education.
6. make use of modern Information and Communication Technology to improve teaching-learning process.
7. develop positive attitude towards handling of computers.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 401	Critical Understanding of ICT	CO17: Implement the knowledge of computer in teaching learning process	Teaching strategies: Lecture cum demonstration, Tutorial, Illustration. Learning strategies: Self-learning assignments, Learning by Practice	Formative Assessment (30%): Class test-week 6, Assignment, ppt Presentation, Worksheet. Summative Assessment (70%): Semester end examinations

CONTENTS:

Unit I: Introduction of ICT

9 Hrs

- Concept, importance, meaning & nature of Information and Communication Technology.
- Need of Information and Communication Technology in education.

Unit II: ICT in Education

9 Hrs

- Scope of Information and Communication Technology areas: (teaching, learning, process, evaluation, research and administration), trends in Information and Communication Technology.

- Paradigm shift in education due to ICT content with special reference to curriculum. Role of teacher, methods of teaching, classroom environment evaluation, Procedure and educational management.
- Challenges in integrating Information and Communication Technology in school education.

Unit III: Introduction to Computer & Hardware

9 Hrs

- General awareness about functioning of Computer
 - Generation, characteristics, types of computers and uses of computer.
 - Brief introduction of working computer using the block diagram.
- Hardware
 - Input device: key board, mouse, scanner, microphone and digital camera.
 - Output device: monitor, printer, speaker and screen image projector.
 - Storage device: hard disk, CD & DVD and mass storage device (pen drive).

Unit IV: Computer Software Application & their Management

9 Hrs

- Operating system: concept and function.
- Application software (its uses in education).
- Word processors.
- Power point presentation.
- Spread sheet.
- Viruses & their management.

Unit V: ICT Supported Teaching/ Learning Strategies, Internet and Intranet

9 Hrs

- CAL- computer assisted learning.
- PBL- project based learning.
- Technology aided learning.
- E-learning: concept and nature.
- Web based learning.
- Virtual classroom.
- Concept, need & importance.
- Facilities available for communication.
 - Email, chat and online conferencing.
 - E-library, websites, blog, Wikipedia.
- Search Engines: concept and uses.

Sessional Work (Any One):

1. Preparation of slides for teaching any topic at the school level
2. Analysis of any one Multi Media Package

BOOKS RECOMMENDED:

- Bhargava, Rajshri, Bhargava Piyush (2012): Information and Communication Technology, H.P. Bhargava House, Agra.
- Kulsum, Dr. Umme (2014): Information Communication Technology in Teacher Education, H.P. Bhargava, Agra.
- Rajsekar, S. (2010). Computer in Education. ND: Neelkamal Publications Pvt. Ltd.
- Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Perason Education, South Asia, India.
- Shukla, Satish S. (2005), Basics of Information Technology for Teacher Trainees, Ahmedabad; Varishan Prakashan.
- Singh, Kamal.D. & Kaur, D. (2008), Usning Computers in Education. New Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.
- Singh, V.P. and Singh, Meenakshi (1999), Computer: Terms and Definitions, New Delhi.

PAPER CODE- EDU 402
Learning and Teaching - II
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to:

1. explain the concept and approaches of learning
2. learn about different classroom instructional strategies
3. discuss the concept and types of educational technology
4. analysis different teaching models
5. get acquainted with the professional ethics of a teacher

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 402	Learning and Teaching - II	<p>CO18: Organize learning in diverse classroom situation.</p> <p>CO19: Identify and apply different teaching models in the classroom teaching.</p>	<p>Teaching strategies: Interactive lecture, Explanation.</p> <p>Learning strategies: Self-learning assignments, Discussion,</p>	<p>Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (2)</p> <p>Summative Assessment (70%): Semester end examinations.</p>

CONTENTS:

Unit I: Learning: Perspectives & Approaches

9 Hrs

- Understanding learning, difference between learning and maturation.
- Approaches to learning : Behaviouristic, Cognitive & Social Constructivist.
- Learning in various contexts - Physical, Social, Motivational.

Unit II: Classroom Instructional Strategies

9 Hrs

- Teaching Strategies: Team- Teaching, panel discussion, group discussion, brain storming, cooperative learning.
- Organizing learning in diverse classrooms: issues & concerns.

Unit III: Programmed Learning**9 Hrs**

- Meaning, objectives, characteristics, and assumptions of programmed learning.
- Types of programmed learning-linear and branching: concept, principles, advantages and limitations.

Unit IV: Teaching Models**9 Hrs**

- Teaching Models: meaning, assumptions and fundamental elements of teaching model
- Robert Glaser's basic model of teaching
- Suchman's Inquiry Training model

Unit V: Teacher as a Professional**9 Hrs**

- Teacher in Diverse Roles.
- Teacher as an Innovator & Action Researcher.
- Teacher as a Reflective Practitioner.
- Professional development of teachers.

Sessional Work (Any One):

1. Preparation of at least 15 frames of linear programmed learning material on any topic.
2. Preparation of an instructional plan based on any one teaching strategy (group discussion, panel discussion, team teaching)

BOOKS RECOMMENDED:

- Rao, V.K. (2006) Learning and Teaching, Commonwealth Publishers, New Delhi.
- Rao, V.K; Reddy, R.S (2006) Teachers and Testing Techniques, Commonwealth Publishers, New Delhi.
- Roblyer, M.D (2008) Integrating Educational Technology into Teaching, Pearson Education.
- Saxena, Swaroop (2006) Technology of Teaching, R. Lall Book Depot, Meerut.
- Sharma, Anuradha (2005) Modern Educational Technology, Commonwealth Publishers, New Delhi.
- Sharma, R.A (2005) Programmed Instruction: An Instructional Technology, R. Lall Book Depot, Meerut.

PAPER CODE- EDU 403
SUPW & Open Air II
(Practical)

Credits: 2**Maximum marks: 100****Contact Hrs/Week: 2****Total Hrs: 30****Course Objectives:****After completion of this course, the students will be able to:**

1. gain knowledge of the existing social, economic, political realities in India in the context of education.
2. develop interest in contributing in the social and economic reconstruction of the country through community interaction and service.

3. value the dignity of labour

COURSE OUTCOMES (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 403	SUPW & Open Air II	<p>CO20: Conduct the Action Research related to community problems.</p> <p>CO21: Organize various awareness programmes in the society.</p>	<p>Teaching strategies: Activity, Action Research, Project, Field Trip</p> <p>Learning strategies: Report writing, Experiential learning</p>	<p>Formative Assessment (30%): Report Presentation, Observation</p> <p>Summative Assessment (70%): Report Presentation, Observation</p>

CONTENTS:

Methodology: The students will be involved in any five of the following activities to be conducted by them preferably in a rural area/urban slum or in their neighborhood or local context.

Suggested Activities:

- Study of educational scenario of a community. Reporting the profile of each Institution/NGO/social organization, which is directly or indirectly concerned with educational/literacy programmes.
- Organization of "Nukkad Natak" "Cultural Programme", "Rally" etc. for motivating parents to send their wards to schools.
- Conducting awareness programme in the community for- Environment conservation/tree plantation/ watershed management/health programmes like vaccination, polio drop campaign, HIV/AIDS awareness/ electoral awareness/road safety/human rights/women's rights, etc.
- Cleanliness drive/awareness campaign.
- An activity to develop healthy food habits among the community.
- An activity to promote peace oriented values in the community.
- Action research regarding local problems in consultation with the community.
- An activity to help children with special needs.

PAPER CODE- EDU 404
Computer Practical
(Practical)

Credits: 1

Maximum marks: 100

Contact Hrs/Week: 1

Total Hrs: 15

Course Objectives:

After completion of this course, the students will be able to:

1. operate windows.
2. develop skill in using windows and its application.
3. create documents related to school data.
4. analyze the data pertaining to school record.
5. present the data in graphical form.

COURSE OUTCOMES (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 404	Computer Practical	<p>CO22: Develop skill in using windows and its application in teaching learning process.</p> <p>CO23: Analyze the data pertaining to school record.</p>	<p>Teaching strategies: Laboratory, Project, Tutorial.</p> <p>Learning strategies: Lab practical, Self-learning assignment, Learning by practice,</p>	<p>Formative Assessment (30%): Report Presentation, Observation</p> <p>Summative Assessment (70%): Report presentation, Observation Presentation, laboratory assignment</p>

CONTENTS:

Suggested Activities:

- Preparation of Mark-Sheet and Question Bank.
- Preparation of instructional material.
- Preparation of marks registers of a class and its statistical analysis and graphical presentation.
- Practicing word processing using Indian language software.
- Practice in installing various system and application software.

Course Outcomes - Semester V/VII

PAPER CODE- EDU 501A/701A
Pedagogy of School Subject: Physics I
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to:

1. explain the nature of science and physics.
2. appreciate the contribution of Indian and foreign scientist in the development of physics.

3. develop the skill of planning teaching learning activities.
4. develop competencies in
 - a) selection and use of teaching methods, approaches and devices.
 - b) selection, preparation and use of cost-effective teaching aids.
 - c) inculcation of scientific attitude and science related values.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 501A/ 701 A	Pedagogy of School Subject: Physics I	CO24: Select and use an appropriate teaching method, approach and device for promoting effective teaching – learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment (70%): Semester end examination

CONTENT:

Unit I: Nature, Scope and Objectives of Physics

9 Hrs

- Nature of science
- Place & values of teaching physics at senior secondary level
- Contribution of eminent world and Indian physicists: C.V Raman, M.N. Shah, J.C. Bose, H.J. Bhabha, Vikram Sarabhai, APJ Abdul Kalam, Albert Einstein and Sir Issac Newton
- General objectives of teaching physics at the senior secondary school stage
- Correlation of physics with other subjects
- Relation of science & society, impact of physics on modern Indian society with reference to issues related with environment, globalization, industrialization and information technology

Unit II: Teaching Skill

9 Hrs

- Meaning & importance of Teaching Skill
- Teaching Skills relevant in Physics
 - Introduction
 - Questioning
 - Blackboard Writing
 - Demonstration
 - Stimulus Variation
 - Reinforcement
 - Probing
 - Illustration with example

Unit III: Instructional Materials

9 Hrs

- Meaning and importance of the term instructional materials
- Guiding principles for the effective use of audio- visual aids
- Classification of audio- visual aids
- Teaching aids or instructional material employed in Physics: Bulletin Board, Flannel Board, Charts, Models , LCD Projector , computer & Internet, smart board, smart class
- Improvised Apparatus

Unit IV: Methods of Physics Teaching

9 Hrs

- Lecture Method
- Demonstration Method
- Laboratory Method
- Heuristic Method
- Inductive & Deductive Method
- Project Method
- Problem Solving Method

Unit V: Pedagogical Analysis & Planning in Physics

9 Hrs

- Meaning, Phases and Stages of Pedagogical Analysis
- Formulation of Instructional Objectives in Physics
- Planning of lesson in Physics
- Unit Plan in Physics

Sessional Work (Any One):

1. Preparation of any one improvised apparatus.
2. Life sketch and contribution of one physicist.
3. Preparation of a scrap book containing original science (scientific cartoon) / stories/ latest articles / feature / play / interview/ report useful for teaching physics.

BOOKS RECOMMENDED:

- Chauhan, S.S. (2000). Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
- Das, R.C. (1985). Science Teaching in Schools New Delhi: Sterling Publishers Pvt. Ltd.
- Gupta, N.K. (1997). Research in Teaching of Science, New Delhi: APH Publishing Corporation.
- Kochar, S.K. (1997). Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
- Maitre, K. (1991). Teaching of Physics, New Delhi: Discovery Publishing House.
- Prakash, R. and Rath, T.N. (1996). Emerging Trends in Teaching of Physics, New Delhi: Kanisha Publishers.
- Radha Mohan (2003). Innovative Science Teaching for Physical Science Teachers, New Delhi: Prentice Hall Pvt. Ltd.

PAPER CODE- EDU 501B/701B
Pedagogy of School Subject: Chemistry I
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives: -**After completion of this course, the students will be able to: -**

1. acquire the understanding of the various concepts, facts, terms and developments in the field of Chemistry.
2. apply the understanding in a teaching learning process in schools.
3. develop teaching skills for conducting theory and practical lessons.
4. enable the students to use audio-visual aids and information technology for promoting effective teaching – learning.
5. acquaint pupil-teachers with micro-teaching and methods of teaching.
6. develop the skill of preparation of lesson plan and its presentation.

COURSE OUTCOMES (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU-501B/701B	Pedagogy of School Subject: Chemistry I	CO25: Select and use an appropriate teaching method, approach and device for promoting effective teaching – learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping.	Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment (70%): Semester end examination

CONTENTS:**Unit I: Nature, Scope and Objectives of Chemistry****9 Hrs**

- Nature of science with special reference to chemistry
- Place & values of teaching chemistry at secondary level
- Contribution of eminent world and Indian chemists
- General objectives of teaching chemistry at the secondary school stage
- Correlation of chemistry with other subjects
- Scientific literacy & scientific attitude

Unit II: Teaching Skill**9 Hrs**

- Meaning & importance of Teaching Skill
- Teaching skills relevant in chemistry
 - Introduction
 - Questioning
 - Blackboard Writing
 - Demonstration
 - Stimulus Variation

- Reinforcement
- Probing
- Illustration with Examples

Unit III: Instructional Materials

9 Hrs

- Meaning and importance of the term instructional materials
- Guiding principles for the effective use of audio- visual aids
- Classification of audio- visual aids
- Teaching aids or instructional material employed in chemistry: Bulletin Board, Flannel Board, Charts, Models, LCD Projector, Smart Board, Smart Class
- Improvised apparatus

Unit IV: Methods of Chemistry Teaching

9Hrs

- Lecture Method
- Demonstration Method
- Laboratory Method
- Heuristic Method
- Inductive & Deductive Method
- Project Method
- Problem Solving Method
- Brainstorming

Unit V: Pedagogical Analysis & Planning in Chemistry

9 Hrs

- Meaning, phases and stages of pedagogical analysis
- Formulation of instructional objectives in chemistry
- Planning of Lesson in Chemistry
- Unit Plan in Chemistry

Sessional Work (Any One):

1. Preparation of any two improvised apparatus.
2. Prepare a lesson plan on any one innovative method
3. Life sketch & contributions of any two chemists

BOOKS RECOMMENDED:

- Bhat, B.D. (2013). Modern Methods of Teaching, Concepts & Techniques, Kanishka Publishing House, New Delhi.
- Bhat, B.D. and Sharma, S.R. (1993). Methods of Science Teaching, Kanishka Publishing House, New Delhi.
- Das , R.C. (1985). Science in Schools. Sterling Publishers, New Delhi.
- Gupta, S.K. (1985). Teaching Physical Science in Secondary. Sterling Publishers, New Delhi.
- Kulshrestha, S.P. (2005). Teaching of Science, R.Lall Book Depot, Meerut.
- Maheshwari, V.K.& Maheshwari, Sudha (2014). Teaching of Science. R.Lall Book Depot, Meerut.
- Mangal, S.K. (1982). Teaching of Science. Agra Book Depot, New Delhi.
- NCERT (1982).Teaching of Science in Secondary Schools, New Delhi.
- Prasad, Janardhan (2004). Practical Aspects in Teaching of Science. Kanishka Publishing House, New Delhi.
- Ratho, Prakash Ravi (2009). Emerging Trends in Teaching of Chemistry . Kanishka Publishing House, New Delhi.

PAPER CODE- EDU 501C/701C
Pedagogy of School Subject: Mathematics I
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to:

1. explain the nature, characteristics and structure of mathematics and its correlation with other areas
2. identify the processes in mathematics and their importance
3. judge the content categories in mathematics and illustrate with examples
4. develop the understanding of the goals, aims and objectives of teaching mathematics at secondary school level
5. discuss the role of prospective mathematics teachers as facilitators for effective learning of mathematics

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU-501C/701C	Pedagogy of School Subject: Mathematics I	CO26: Select and use an appropriate teaching method, approach and device for promoting effective teaching – learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment (70%): Semester end examination

CONTENTS:

Unit I: Foundations of Teaching Mathematics

9 Hrs

- Nature, meaning & importance of mathematics
- Place & values of teaching mathematics at secondary level
- Contribution of eminent world and Indian mathematicians: Bhaskaracharya, Aryabhata, Shrinivas Ramanujan, Brahmagupta, Pythagoras and Euclid.
- General objectives of teaching mathematics at the secondary school stage

- Correlation of mathematics with other subjects

Unit II: Teaching Skill

9 Hrs

- Meaning & importance of Teaching skill
- Teaching Skills relevant in mathematics
 - Introduction
 - Questioning
 - Blackboard Writing
 - Demonstration
 - Stimulus Variation
 - Reinforcement
 - Probing
 - Illustration with example

Unit III: Instructional Materials

9 Hrs

- Meaning and importance of the term instructional materials
- Guiding principles for the effective use of audio- visual aids
- Classification of audio- visual aids
- Teaching aids or instructional material employed in mathematics: Bulletin Board, Flannel Board, Charts, Models, LCD Projector, Smart board, Smart class

Unit IV: Methods of Mathematics Teaching

9 Hrs

- Lecture Method
- Demonstration Method
- Laboratory Method
- Heuristic Method
- Inductive & Deductive Method
- Project Method
- Problem Solving Method
- Analytic & Synthetic Method

Unit V: Pedagogical Analysis & Planning in Mathematics

9 Hrs

- Meaning, phases and stages of pedagogical analysis
- Formulation of instructional objectives in mathematics
- Planning of lesson in Mathematics
- Unit Plan in Mathematics

Sessional Work (Any One):

1. Preparation of any one teaching aid
2. Collection of news paper cutting related to learning of a unit in mathematics
3. Demonstration of teaching aid
4. Prepare a lesson plan based on any innovative method.

BOOKS RECOMMENDED:

- Aggarwal, J.C. (2001). Principles, Methods & Techniques of Teaching (2nd Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.

- Bhasin, Sonia. (2005). Teaching of Mathematics – A Practical Approach. Mumbai: Himalaya Publishing House.
- Butler H., Charles & Wren F., Lynwood. (1960). The Teaching of Secondary Mathematics. New York: The Maple Press Company.
- Ediger, M. & Rao, D.B. (2000). Teaching Mathematics Successfully. New Delhi: Discovery Publishing House.
- James, Anice. (2006). Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Joyce, B. & Weil. M. & Calhoun, E. (2009). Models of Teaching (8th Ed.). New Delhi: PHI Learning Private Limited.
- Kumar, S. & Ratnalikar, D.N. (2003). Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
- Mangal, S.L. (1981). A Text Book on Teaching of Mathematics. Ludhiana: Prakash Brother Educational Publishers.
- NCERT. (2005). National Curriculum Framework for School Education. New Delhi: NCERT.
- Rai, B.C. (1991). Methods of Teaching Mathematics. Lucknow: Prakashana Kendra.
- Sidhu, Kulbir Singh. (1999). The Teaching of Mathematics. Jullundar: Sterling Publishers Pvt. Ltd

PAPER CODE- EDU 501D/701D
Pedagogy of School Subject: Biology I
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to -

1. acquire the understanding of the various concepts, facts, terms and developments in the field of Biology.
2. apply the understanding in a teaching learning process in schools.
3. develop teaching skills for conducting theory and practical lessons.
4. use audio-visual aids and information technology for promoting effective teaching – learning.
5. acquaint pupil-teachers with micro-teaching and methods of teaching.
6. develop the skill of preparation of lesson plan and its presentation.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU-501D/701D	Pedagogy of School Subject: Biology I	C27: Select and use an appropriate teaching method, approach and device for promoting effective teaching – learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class test-week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment

				(70%): Semester end examination
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CONTENTS:

Unit I: Foundations of Teaching Biology

9 Hrs

- Nature of science with special reference to biology
- Place & values of teaching biology at secondary level
- Contribution of eminent world and Indian biologist
- General objectives of teaching biology at the secondary school stage
- Correlation of biology with other subjects
- Scientific literacy & scientific attitude

Unit II: Teaching Skill

9 Hrs

- Meaning & importance of Teaching Skill
- Teaching Skills relevant in biology
 - Introduction
 - Questioning
 - Blackboard Writing
 - Demonstration
 - Stimulus Variation
 - Reinforcement
 - Probing
 - Illustration with Examples

Unit III: Instructional Materials

9 Hrs

- Meaning and importance of the term instructional materials
- Guiding principles for the effective use of audio- visual aids
- Classification of audio- visual aids
- Teaching aids or instructional material employed in biology: Bulletin Board, Flannel Board, Specimens, Charts, Models, LCD Projector, Smart board, Smart class
- Improvised apparatus

Unit IV: Methods of Biology Teaching

9 Hrs

- Lecture Method
- Demonstration Method
- Laboratory Method
- Heuristic Method
- Inductive & Deductive Method
- Project Method
- Problem Solving Method
- Brainstorming

Unit V: Pedagogical Analysis & Planning in Biology**9 Hrs**

- Meaning, phases and stages of pedagogical analysis
- Formulation of instructional objectives in biology
- Planning of lesson in biology
- Unit Plan in biology

Sessional Work: (Any one)

1. Preparation of any two improvised apparatus
2. Prepare a lesson plan on any one innovative method
3. Life sketch & contributions of any two biologist

BOOKS RECOMMENDED:

- Ahmed, Jasmin (2014). Teaching of Biological Sciences, 2nd Edition PHI Learning Private Limited, New Delhi.
- Kulshrestha, S.P. (2005). Teaching of Biology, R.Lall Book Depot, Meerut.
- Maheshwari, V.K.& Maheshwari, Sudha (2014). Teaching of Biological Sciences. R.Lall Book Depot, Meerut.
- Mangal,S.K. & Mangal, Shubhra (2012). Teaching of Biological Sciences, International Publishing House.
- NCERT, (1982).Teaching of Science in Secondary Schools, New Delhi.
- Pahuja, Sudha. Teaching of Biological Sciences, R.Lall Book Depot, Meerut.
- Pal, H.R. and Pal,R. (2006). Curriculum- Yestersday, Today and Tomorrow. Kshipra, New Delhi.

PAPER CODE- EDU 501E/701E
Pedagogy of School Subject: General Science I
(Theory)

Credits: 3**Maximum marks: 100****Contact Hrs/Week: 3****Total Hrs: 45****Course Objectives: -****After completion of this course, the students will be able to -**

1. acquire the understanding of the various concepts, facts, terms and developments in the field of Science.
2. apply the understanding in a teaching learning process in schools.
3. develop teaching skills for conducting theory and practical lessons.
4. use audio-visual aids and information technology for promoting effective teaching – learning.
5. acquaint pupil-teachers with micro-teaching and methods of teaching.
6. develop the skill of preparation of lesson plan and its presentation.

Course Outcomes (COs):

Course	Course Outcome		

Paper Code	Paper Title		Learning and teaching strategies	Assessment strategies
EDU 501E/ 701E	Pedagogy of School Subject: General Science I	CO28: Select and use an appropriate teaching method, approach and device for promoting effective teaching – learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment (70%): Semester end examination

CONTENTS:

Unit I: Nature, Scope and Objectives of Science

9 Hrs

- Nature of science
- Place & values of teaching general science at secondary level
- Contribution of eminent world and Indian scientist
- General objectives of teaching science at the secondary school stage
- Correlation of science with other subjects
- Scientific literacy & scientific attitude

Unit II: Teaching Skill

9 Hrs

- Meaning & importance of Teaching Skill
- Teaching skills relevant in science
 - Introduction
 - Questioning
 - Blackboard Writing
 - Demonstration
 - Stimulus Variation
 - Reinforcement
 - Probing
 - Illustration with Examples

Unit III: Instructional Materials

9 Hrs

- Meaning and importance of the term instructional materials
- Guiding principles for the effective use of audio- visual aids
- Classification of audio- visual aids
- Teaching aids or instructional material employed in science : Bulletin Board, Flannel Board, Specimens , Charts, Models , LCD Projector , Smart board, Smart class
- Improvised apparatus

Unit IV: Methods of Science Teaching

9 Hrs

- Lecture Method
- Demonstration Method
- Laboratory Method
- Heuristic Method

- Inductive & Deductive Method
- Project Method
- Problem Solving Method
- Brainstorming

Unit V: Pedagogical Analysis & Planning in Science

9 Hrs

- Meaning, phases and stages of pedagogical analysis
- Formulation of instructional objectives in science
- Planning of lesson in general science
- Unit Plan in general science

Sessional Work: (Any one)

1. Preparation of any two improvised apparatus
2. Prepare a lesson plan on any one innovative method
3. Life sketch & contributions of any two scientist

BOOKS RECOMMENDED:

- Bhat, B.D. (2013). Modern Methods of Teaching, Concepts & Techniques, Kanishka Publishing House, New Delhi.
- Bhat, B.D. and Sharma, S.R. (1993). Methods of Science Teaching, Kanishka Publishing House, New Delhi.
- Das , R.C. (1985). Science in Schools. Sterling Publishers, New Delhi.
- Gupta, S.K. (1985). Teaching Physical Science in Secondary. Sterling Publishers, New Delhi.
- Kulshrestha, S.P. (2005). Teaching of Science, R.Lall Book Depot, Meerut.
- Maheshwari, V.K.& Maheshwari, Sudha (2014). Teaching of Science. R.Lall Book Depot, Meerut.
- Mangal, S.K. (1982). Teaching of Science. Agra Book Depot, New Delhi.
- NCERT (1982).Teaching of Science in Secondary Schools, New Delhi.
- Prasad, Janardhan (2004). Practical Aspects in Teaching of Science. Kanishka Publishing House, New Delhi.

PAPER CODE- EDU 501F/701F
Pedagogy of School Subject: English I
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to:

1. explain the basic concepts, nature and principles of English Language Teaching.
2. identify methods and approaches for teaching English in the Indian context.
3. develop the ability to integrate the language skills- listening, speaking, reading & writing for communicative purposes.

Course Outcomes (COs):

Course	Course Outcome		
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Paper Code	Paper Title		Learning and teaching strategies	Assessment strategies
EDU-501F/701F	Pedagogy of School Subject: English I	CO29: Select and use an appropriate teaching method, approach and device for promoting effective teaching – learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class test-week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment (70%): Semester end examination

CONTENTS:

Unit I: Foundation Of English Language Teaching

9 Hrs

- Concept & nature of language
- Language acquisition versus language learning
- Forms of English: Formal, Informal, Spoken & Written
- Principles of second language teaching
- Objectives of teaching English language
 - Skill Based – LSRW (Listening, Speaking, Reading & Writing)
 - Competency Based – linguistic competence & communicative competence

Unit II: Methodology of English Language Teaching

9 Hrs

- Approaches to language learning & teaching: structural- situational approach, communicative approach, whole language approach, thematic approach etc.
- Methods: Grammar Translation method, Direct method, Bilingual method, Audio-lingual method

Unit III: Teaching of Listening & Speaking Skill

9 Hrs

- Listening Skill: concept & sub-skills, listening for gist, listening for specific information, listening in detail
- Speaking Skill: concept & sub-skills, pronunciation, accent, appropriate vocabulary
- Techniques of teaching listening & speaking: phonetic elements of speech- monothongs, diphthongs, consonants, pause, juncture, stress and intonation, use of pronouncing dictionary, games, pictures, role-plays and simulations.

Unit IV: Teaching of Reading & Writing Skill

9 Hrs

- Reading Skill: concept, mechanics of reading- eye-span, pause, fixation, regression and speed, sub-skills: skimming and scanning, previewing and predicting, paraphrasing, types of reading: intensive and extensive, silent & loud, global and local comprehension.
- Writing Skill: product & process approach to writing, phases of writing process: planning, translating, reviewing and monitoring, note taking, note-making and summarizing

Unit V: Instructional Planning

9 Hrs

- Teaching Skills- Meaning & Importance

- Various Teaching Skills - Introduction, Blackboard, Stimulus- Variation, Explanation, Reinforcement
- Macro lesson- Teaching of Prose: content analysis, aims & objectives of teaching prose, components of prose lesson and steps of teaching prose

Sessional Work (Any One):

1. Critical analysis of the different methods of English language teaching
2. Prepare activities for listening, speaking, reading and writing (Five each)

BOOKS RECOMMENDED:

- Bhandari. C.S (1999) Teaching English, Orient Longman, New Delhi.
- Bhanot (2013) English Language Teaching- Approaches & Techniques, Kanishka Publishers, New Delhi.
- Billows. F.L. (1961) The Techniques of Language Teaching, Longmans, London.
- Gupta P.K. Teaching of English, R.Lall Book Depot, Meerut.
- Kohli. A.L. (1999), Techniques of Teaching English. Dhanpat Rai & Company, New Delhi.
- Madan, Poonam. Teaching of English, R. Lall Book Depot, Meerut.
- Rai. Geeta (2015), Teaching of English, R. Lall Book Depot, Meerut.
- Rathore, Kusum Lata. Teaching of English, R. Lall Book Depot, Meerut.
- Sahu. B.K. (2004). Teaching of English, Kalyani Publishers, Ludhiana.
- Sharma. R.A. (2007). Teaching of English, R. Lall Book Depot, Meerut.
- Sharma. R.A. Fundamentals of Teaching English, R. Lall Book Depot, Meerut.
- Vyas, Patel.(2015), Teaching English as a Second Language: A new pedagogy for a new century, PHI Learning Pvt. Ltd. New Delhi.
- Wadhwa. S.S. (2006). Teaching of English in India, National Book Depot, Kapurthala.

PAPER CODE- EDU 501G/701G
Pedagogy of School Subject: Economics I
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to: -

1. refresh the knowledge about the Meaning, Importance, Nature, Scope and Aims of Economics.
2. establish a correlation of economics with other school subjects.
3. acquaint pupil-teachers with micro-teaching and methods of teaching.
4. develop the skill of preparation of lesson plan and its presentation.
5. develop necessary skills to use various teaching aids.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU-501G/701G	Pedagogy of School Subject: Economics I	CO30: Select and use an appropriate teaching method, approach and device for promoting effective teaching – learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class test-week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment (70%): Semester end examination

CONTENTS:

Unit I: Nature, Scope and Objective

9 Hrs

- Meaning, nature, scope and importance of teaching Economics
- Aims and objectives of teaching economics at different level
- A study of instructional objectives with special reference of Bloom’s taxonomy and statement of objectives in behavioral terms
- Correlation of economics with school subjects

Unit II: Teaching Skills

10 Hrs

- Meaning & definition of Teaching Skills
- Practicing Teaching Skills through Micro – teaching: Introduction, Explanation, Questioning, Blackboard Writing, Illustration with Examples, Stimulus Variation, Reinforcement

Unit III: Instructional Materials

8 Hrs

- Meaning and I importance of the term instructional materials or teaching aids
- Guiding principles for the effectiveness use of audio- visual aids
- Classification of audio- visual aids
- Teaching Aids – meaning, importance and types
- Uses of Chalkboard, Diagrams, Charts, Table graphs, O.H.P., T.V., Computer with multimedia, Flash cards, LCD Projector, Interactive Board

Unit IV: Teaching Planning

9 Hrs

- Methods of teaching Economics: Lecture, Discussion, Project, Survey, Inductive & Deductive
- Techniques and devices of teaching Economics: Market Studies, Brain Storming, Surveys, Tours & Excursions

Unit V: Instructional Planning in Economics

9 Hrs

- Meaning, Pedagogy in a Teacher’s Teaching

- Stages & operations involved in the task of Pedagogical Analysis
- Unit Planning
- Lesson Planning

Sessional Work (Any one):

1. Preparation of any two teaching aids
2. Prepare a lesson plan on any one innovative method

BOOKS RECOMMENDED:

Essential Readings:

- Aggarwal, J.C. (2005). Teaching of Economics- A Practical Approach. Agra: Vinod Pustak Mandir
- Saxena, N.R.; Mishra, B.K. and Mohanty, R.K. (2014). Teaching of Economics. Meerut: R.Lall Book Depot.
- Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
- Singh, Ram Pal. Teaching of Economics. Meerut: R.Lall Book Depot.

References:

- Dhillon, S. and Chopra, K. (2002). Teaching of Economics. Ludhiana: Kalyani Publishers
- Kanwar, B.S. (1975). Teaching of Economics. Ludhiana: Prakash Brothers
- Lee, N. (ED.) (1975). Teaching of Economics. London: Heinemann Education Books
- Mangal, S.K. and Uma Mangal (2009); Essentials of Educational Technology. Delhi: PHI Learning Private Limited.
- Mangal, S.K. and Uma Mangal (2015); Teaching of Social Studies. Delhi: PHI Learning Private Limited.

PAPER CODE- EDU 501H/701H
Pedagogy of School Subject: History I
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to -

1. explain the importance of History.
2. develop an understanding about the aims and objectives of teaching of History.
3. acquaint pupil-teachers with micro-teaching skills in teaching of History.
4. provide knowledge of different approaches and method of teaching of History.
5. acquaint the pupil-teacher with different audio-visual aids.
6. develop the skill of preparation of lesson plan and its presentation.

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU-501H/701H	Pedagogy of School Subject: History I	CO31: Select and use an appropriate teaching method, approach and device for promoting effective teaching – learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment (70%): Semester end examination

CONTENT:

Unit I: Nature, Scope and Objective

9 Hrs

- Meaning, nature, scope and importance for teaching of History
- Aims of teaching of History
- Values of teaching History (moral, spiritual, social, cultural and aesthetic)
- A study of instructional objectives with special reference of Bloom's taxonomy and statement of objectives in behavioral terms
- Relationship of History with other subjects

Unit II: Teaching Skills

10 Hrs

- Meaning & definitions of Teaching Skills
- Practicing Teaching Skills through Micro – Teaching: Introduction, Explanation, Questioning, Blackboard, Stimulus Variation, Reinforcement, Map Reading

Unit III: Instructional Materials

8 Hrs

- Meaning and Importance of the term instructional materials or teaching aids
- Guiding principles for the effectiveness use of audio- visual aids
- Classification of audio- visual aids
- Use of library & other instructional materials related with History

Unit IV: Approaches & Methods of History Teaching

9 Hrs

- Approaches of History teaching: Interdisciplinary Approach, Constructivism Approach
- Methods of Teaching : Lecture, Story-Telling, Source, Supervised study, Project and Biographical Method

Unit V: Instructional Planning in History

9 Hrs

- Meaning, Pedagogy in a Teacher's Teaching
- Stages & operations involved in the task of Pedagogical Analysis
- Unit Planning
- Lesson Planning

Sessional Work (Any one):

1. Prepare a History Practical Notebook:
 - (a) Four Historical Map – two each from Indian and World History
 - (b) One Time- Line Chart from Indian History
2. Prepare a lesson plan on any one innovative method

BOOKS RECOMMENDED:**Essential Readings:**

- Arora, R.L. (1990); Teaching of History. Ludhiana: Prakash Brother Ltd.
- N.C.E.R.T. (1970); Effective teaching of History in India. A Handbook for History Teaching.
- Pathak, S.R. (2014); Teaching of History: The Paedo-Centric Approach. New Delhi: Kanishka Publishers.
- Roddannavar, J.G. (2009); Method of Teaching History and Civics.
- Singh, R.P.; Teaching of History. Meerut: R. Lall Book Depot.
- Singh, Ram Pal and Kumar, Dharmendar (2013); Teaching of History. Meerut: R.Lall Book Depot.

References:

- Kochhar, S.K. (1985); Methods and Techniques for teaching. Sterling, Publishers Pvt. Ltd. New Delhi.
- Mangal, S.K. and Uma Mangal (2009); Essentials of Educational Technology. Delhi: PHI Learning Private Limited.
- Mangal, S.K. and Uma Mangal (2015); Teaching of Social Studies. Delhi: PHI Learning Private Limited.

PAPER CODE- EDU 501I/701I
Pedagogy of School Subject: Social Studies I
(Theory)

Credits: 3**Maximum marks: 100****Contact Hrs/Week: 3****Total Hrs: 45****Course Objectives: -****After completion of this course, the students will be able to -**

1. develop an understanding about the concept of Social Studies
2. develop an understanding about the aims of teaching of Social Studies
3. acquaint pupil-teachers with micro-teaching and methods of teaching
4. develop the skill of preparation of lesson plan and its presentation

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 510I/701I	Pedagogy of School Subject: Social Studies I	CO32: Select and use an appropriate teaching method, approach and device for promoting effective teaching – learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment (70%): Semester end examination

CONTENT:

Unit I: Nature, Scope and Objective

9 Hrs

- Meaning, nature, scope and importance of Social Studies
- Aims of teaching of Social Studies
- Values of teaching Social Studies (moral, spiritual, social, cultural and aesthetic)
- Educational objectives of teaching Social Studies at the secondary school stage
- Relationship of Social Studies with other subjects

Unit II: Teaching Skills

10 Hrs

- Meaning & Definitions of Teaching Skills
- Practicing Teaching Skills through Micro teaching: Introduction, Explanation, Questioning, Blackboard , Stimulus Variation, Map Reading, Reinforcement

Unit III: Instructional Materials

8 Hrs

- Meaning and Importance of the term instructional materials or teaching aids
- Guiding principles for the effectiveness use of audio- visual aids
- Classification of audio- visual aids
- Teaching aids : meaning , importance & types
- Teaching aids or instructional material employed in History: Chalk Board, Bulletin Board, Real Objects, Pictures, Graphs, Charts, Maps, Diagrams, Models, Flash Cards, Scrap Books, Over Head Projector, LCD Projector

Unit IV: Methods of teaching of Social Studies

9 Hrs

- Lecture Method
- Discussion Method
- Socialized recitation Method
- Project Method
- Source Method
- Problem Solving Method

Unit V: Pedagogical Analysis & Instructional Planning in Social Studies

9 Hrs

- Meaning, Pedagogy in a Teacher's Teaching
- Stages & operations involved in the task of Pedagogical Analysis
- Unit Planning
- Lesson Planning

Sessional Work (Any one):

1. Preparation of any two teaching aids
2. Preparation of a working model
3. Prepare a lesson plan on any one innovative method

BOOKS RECOMMENDED:

Essential Readings:

- Mangal, S.K. and Uma Mangal (2015); Teaching of Social Studies. Delhi: PHI Learning Private Limited.
- Saxena, N.R.; Mishra B.K. and R.K. Mohanty (2013); Teaching of Social Science. Meerut: R. Lall Book Depot
- Sharma, B.L. and Maheshwari; Teaching of Social Science. Meerut: R. Lall Book Depot
- Sharma, Ram Pratap(2013); Methods of Teaching and Evaluation in Social Studies. New Delhi: Kanishka Publishers.

References:

- Aggarwal, J.C. (1982); Teaching of Social Studies. New Delhi: Vikas Publication.
- Bais, N.S.; Teaching of Social Studies. Jaipur: Jain Prakshan Mandir.
- Chandra, Soti Shivendra (2014); Teaching of Social Science Meerut: R. Lall Book Depot.
- Dash, B.N. (2006). Content-cum- Method of Teaching of Social Studies. New Delhi: Kalyani Publication
- Kumar, Dharmendra and Singh, Gaya Parihar (2012); Teaching of Social Studies. Meerut: R. Lall Book Depot
- Mangal, S.K. and Uma Mangal (2009); Essentials of Educational Technology. Delhi: PHI Learning Private Limited.
- Saxena, Shubham (2014); Teaching of Social Science. Meerut: R. Lall Book Depot
- Sharma, B.L.; Teaching of Social Science: Concepts and Application. New Delhi: Kanishka Publishers.
- Sharma, Madhulika (2013); Teaching of Social Studies: Concepts and Application. New Delhi: Kanishka Publishers.
- Thamarasseri, Ismail (2012); Teaching of Social Science for the 21st Century. New Delhi: Kanishka Publishers.
- Thamarasseri, Ismail (2012); Trends and Developments in Social Science Education. New Delhi: Kanishka Publishers.

PAPER CODE- EDU 501J/701J
Pedagogy of School Subject: Civics I
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to -

1. develop an understanding about the concept of Civics.
2. develop an understanding about the aims and objectives of teaching Civics.
3. acquaint pupil-teachers with micro-teaching and methods of teaching.
4. understand different approaches and method of teaching civics
5. develop the skill of preparation of lesson plan and its presentation.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 501J/701 J	Pedagogy of School Subject: Civics I	CO32: Select and use an appropriate teaching method, approach and device for promoting effective teaching – learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment (70%): Semester end examination

CONTENTS:

Unit I: Nature, Scope and Objective

9 Hrs

- Meaning, nature, scope and importance for teaching of Civics
- Aims of teaching of Civics
- Values of teaching Civics (moral, spiritual, social, cultural and aesthetic)
- A study of instructional objectives with special reference of Bloom’s taxonomy and statement of objectives in behavioral terms
- Relationship of Civics with other subjects

Unit II: Teaching Skills

10 Hrs

- Meaning & definition of Teaching Skills

- Practicing Teaching Skills through Micro – Teaching: Introduction, Explanation, Questioning, Blackboard, Stimulus Variation, Reinforcement

Unit III: Instructional Materials

8 Hrs

- Meaning and Importance of the term instructional materials or teaching aids
- Guiding Principles for the effectiveness use of audio- visual aids
- Classification of audio- visual aids
- Use of Library & other instructional materials related with Civics

Unit IV: Approaches & Methods of Civics Teaching

9 Hrs

- Approaches of Civics teaching: Interdisciplinary Approach, Constructivism Approach
- Methods of Teaching : Socialized Recitation, Lecture, Discussion, Supervised Study, Project and Problem Solving

Unit V: Instructional Planning in Civics

9 Hrs

- Meaning, Pedagogy in a Teacher’s Teaching
- Stages & operations involved in the task of Pedagogical Analysis
- Unit Planning
- Lesson Planning

Sessional Work (Any one):

1. Prepare a teaching aid in civics
2. Prepare a lesson plan on any one Innovative method

BOOKS RECOMMENDED:

Essential Readings:

- Agarwal (1983); Teaching of Political Science and Civics, Delhi: House, New Delhi: Vikas Publishing House
- Agarwal (1983); Teaching of Political Science – A Practical Approach. New Delhi: Vikas Publishing House
- Binning, A.C. & Bining, D.H. (1952), Teaching of Political Science in Secondary Schools; Bombay: Tata Mc Graw Hill Publishing Co. Ltd.
- Singh, Ram Pal and Kumar, Dharmendar (2013); Teaching of Civics. Meerut: R.Lall Book Depot.
- Saxena, N.R.; Mishra, B.K. and Mohanty, R.K. (2014). Teaching of Civics. Meerut: R.Lall Book Depot.

References:

- Kochhar, S.K. (1985); Methods and Techniques for Teaching. Sterling, Publishers Pvt. Ltd. New Delhi.
- Mangal, S.K. and Uma Mangal (2009); Essentials of Educational Technology. Delhi: PHI Learning Private Limited.
- Mangal, S.K. and Uma Mangal (2015); Teaching of Social Studies. Delhi: PHI Learning Private Limited.

PAPER CODE- EDU 501K/701K
Pedagogy of School Subject: Geography I
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to -

1. develop an understanding about the concept of Geography
2. develop an understanding about the aims and objectives of teaching Geography.
3. acquaint pupil-teachers with micro-teaching and methods of teaching.
4. develop the skill of preparation of lesson plan and its presentation.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 501K/701K	Pedagogy of School Subject: Geography I	CO33: Select and use an appropriate teaching method, approach and device for promoting effective teaching – learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class test-week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment (70%): Semester end examination

CONTENTS:

Unit I: Nature, Scope and Objective

9 Hrs

- Meaning, nature, scope and importance for learning Geography
- Aims of teaching of Geography
- A study of instructional objectives with special reference of Bloom's taxonomy and statement of objectives in behavioral terms
- Relationship of Geography with other subjects

Unit II: Teaching Skills

10 Hrs

- Meaning & definition of Teaching Skills

- Practicing Teaching Skills through Micro – Teaching: Introduction, Explanation, Questioning, Blackboard Writing, Illustrating with Examples, Stimulus Variation, Map Reading, Reinforcement

Unit III: Instructional Materials

8 Hrs

- Meaning and importance of the term instructional materials or teaching aids
- Guiding principles for the effectiveness use of audio- visual aids
- Classification of audio- visual aids
- Teaching aids : meaning, importance & types
- Use of library & other instructional materials related with Geography

Unit IV: Approaches & Methods of Geography Teaching

9 Hrs

- Approaches of Geography teaching: Interdisciplinary Approach, Constructivism Approach
- Methods of teaching Geography: Demonstration, Laboratory, Project, Problem Solving, Inductive & Deductive

Unit V: Instructional Planning in Geography

9 Hrs

- Meaning, Pedagogy in a Teacher's Teaching
- Stages & operations involved in the task of Pedagogical Analysis
- Unit Planning
- Lesson Planning

Sessional Work (Any one):

1. Prepare a model in Geography
2. Prepare a Geography Practical Notebook:
 - (c) Four Geographical Map – two each from Indian and World Geography
 - (d) A Diagram from Physical Geography
3. Prepare a lesson plan on any one innovative method

BOOKS RECOMMENDED:

Essential Readings:

1. Singh, R.P.; Teaching of Geography. Meerut: R. Lall Book Depot
2. Gopil, G.H.(1965); The teaching of Geography. London, Macmillan and Co.
3. Graves, N.J. (1971); Geography in Secondary Education. London: Geography Association.
4. Graves, N.J. (1972); New Movement in the Study and Teaching of Geography. Australia: F.W. Cheshire Publishing Printing Ltd.

References:

1. Aggarwal, J.C.(1982) ;Teaching of Social Studies. New Delhi: Vikas Pub.
2. Mangal, S.K. and Uma Mangal (2009); Essentials of Educational Technology. Delhi: PHI Learning Private Limited.
3. Mangal, S.K. and Uma Mangal (2015); Teaching of Social Studies. Delhi: PHI Learning Private Limited.

PAPER CODE- EDU 502
School Internship I
(Practical)

Credits: 4
Maximum marks: 100
Contact Hrs/Week: 4
Total Hrs: 60

Course Objectives: -

After completion of this course, the students will be able to-

1. get acquainted with essential teaching skills and practice them in peer groups.
2. get oriented on the activities to be carried out by them during the school internship programme.
3. observe classroom teaching and processes, understand the different school activities and the multiple roles performed by a teacher.
4. develop skill in content analysis, preparation of Teaching Learning Material (TLM).
5. plan and implement teaching learning activities in the actual classroom.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 502	School Internship I	CO34: Organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.	Teaching strategies: Presentation, Simulation Learning strategies: Presentation in simulated conditions, Experiential learning, Peer practice	Formative Assessment (30%): Report Presentation, Observation Summative Assessment (70%): Report Presentation, Observation

CONTENTS:

Section-A:

Each student teacher will deliver five microteaching lessons before her peer group.

Section-B:

During the two weeks of internship programme, the student teachers will be placed in schools as interns.

Suggested internship activities

- Content analysis in a teaching subject
- Preparation & use of TLM during peer group teaching
- Five lessons to be delivered in a teaching subject in an actual classroom

Course Outcomes - Semester VI/VIII

PAPER CODE - EDU 601A/801A
Pedagogy of School Subject: Physics II
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to-

1. develop skill of critical appraisal of Physics text book
2. organize co-curricular activities related to physics
3. plan and critically appraise physics curriculum at senior secondary level
4. prepare, use and analyze achievement tests for evaluation of learning outcomes of physics
5. develop competencies in plan, manage physics laboratory and organize physics practical work

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 601A/801 A	Pedagogy of School Subject: Physics II	CO35: Make use of instructional support system in teaching learning process. CO36: Construct, apply and administer achievement tests for evaluation of learning outcomes. CO37: Organize co-curricular activities to develop scientific attitude among the learners.	Teaching strategies: Interactive Lecture, Explanation, Tutorial Learning strategies: Self-learning Assignments, Learning by practice, Hand outs	Formative Assessment (30%): Class test-week 6, Assignment (1), Quiz (2), Power point presentation Summative Assessment (70%): Semester end examination

CONTENTS:

Unit I: Curriculum of Physics

9 Hrs

- Meaning & Concept of Curriculum, Need & Importance of Curriculum, Principles of Curriculum Construction.
- Critical Appraisal of existing Physics Curriculum at the Senior Secondary level prescribed by Board of Secondary Education, Rajasthan and Central Board of Secondary Education, New Delhi.
- State & National level institutions & Laboratories: DST, NPL, ISRO, CEERI.

Unit II: Instructional Support System

9 Hrs

- Text-book: Meaning and Importance of Physics Text-book, Criteria for Evaluation of Physics Text-book
- Physics Lab: Meaning and Importance of Physics Laboratory, Equipments and other items for Physics laboratory, Maintenance of laboratory equipments and records.
- Qualities, responsibilities & professional ethics of a Physics teacher.
- Teacher's role in training students in scientific method, developing scientific attitude, critical thinking & creativity.

Unit III: Innovations in Teaching of Physics

9 Hrs

- Models of Physics Teaching: Concept Attainment & Inquiry Training Model
- Techniques of teaching Physics - Team teaching, Programmed Instruction, Cooperative learning, Computer Assisted Instruction, Concept Mapping & Content analysis

Unit IV: Resources & Activities in Physics

9 Hrs

- Co-curricular Activities – Meaning, Importance , Guiding Principles for the organization of co-curricular Activities
- Organization of Co- Curricular activities related to Physics, Excursions or Field Trip, Science club, Exhibition, Science fair
- Selecting & guiding projects in Physics
- Requirement & Availability of local Resources
- Community Resources like Science Centre, Museums, Planetarium & Solar Observatory

Unit V: Evaluation in Physics

9 Hrs

- Evaluation: Meaning, Objectives, Importance, Purposes & Steps of Evaluation process.
- Difference between Evaluation & Measurement
- Types & Techniques of Evaluation.
- Preparation of Blue Print.
- Development of Achievement Test.
- Critical analysis of present examination system.

Sessional Work (Any One):

1. Planning an activity for teaching a unit of Physics using local resources.
2. Conducting and reporting a practical class in Physics laboratory.
3. Prepare a blue print and an achievement test.
4. Case study of any one senior secondary school laboratory of Physics.

BOOKS RECOMMENDED:

- Chauhan, S.S. (2000). Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
- Das, R.C. (1985). Science Teaching in Schools New Delhi: Sterling Publishers Pvt. Ltd.
- Gupta, N.K. (1997). Research in Teaching of Science, New Delhi: APH Publishing Corporation.
- Kochar, S.K. (1997). Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
- Maitre, K. (1991). Teaching of Physics, New Delhi: Discovery Publishing House.
- Prakash, R. and Rath, T.N. (1996). Emerging Trends in Teaching of Physics, New Delhi: Kanisha Publishers.
- Radha Mohan (2003). Innovative Science Teaching for Physical Science Teachers, New Delhi: Prentice Hall Pvt. Ltd.

PAPER CODE - EDU 601B/801B
Pedagogy of School Subject: Chemistry II
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to-

1. critically analyze the curriculum/evaluation process/methodology of teaching in school to bring about changes in future
2. develop the abilities for planning and organizing chemistry laboratory
3. understand the curriculum construction and critically evaluate the existing syllabus of Chemistry
4. organize co-curricular activities & utilize community resources promoting chemistry teaching
5. understand the qualities of chemistry teacher
6. develop the skill of preparation of Blue print & achievement test

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 601B/ 801B	Pedagogy of School Subject: Chemistry II	<p>CO38: Make use of instructional support system in teaching learning process.</p> <p>CO39: Construct, apply and administer achievement tests for evaluation of learning outcomes.</p> <p>CO40: Organize co-curricular activities to develop scientific attitude among the learners.</p>	<p>Teaching strategies: Interactive Lecture, Explanation, Tutorial</p> <p>Learning strategies: Self-learning Assignments, Learning by practice, Hand outs</p>	<p>Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (2), Power point presentation</p> <p>Summative Assessment (70%): Semester end examination</p>

CONTENTS:**Unit I: Curriculum of Chemistry****9 Hrs**

- Curriculum: Meaning & concept of curriculum, need & importance of curriculum, principles of curriculum construction
- Critical appraisal of existing chemistry curriculum at the secondary level prescribed by Board of Secondary Education, Rajasthan & Central Board of Secondary Education, New Delhi
- Modern trends in chemistry curriculum: B.S.C.S, Nuffield- O & A, CHEM Study

Unit II: Instructional Support System**10 Hrs**

- Text-book: Meaning and importance of chemistry text-book, criteria for evaluation of chemistry text-book
- Chemistry Lab. : Meaning and importance of chemistry laboratory, equipments, chemicals and other items for chemistry laboratory, laboratory accidents and their remedies, maintenance of laboratory equipments and records
- Qualities of a good chemistry teacher
- Role of state & national level institutions & laboratories like DST, NCL, Fertilizers, Pesticide & Chemical Companies like Hindustan Zinc Ltd

Unit III: Innovations in Teaching of Chemistry**8 Hrs**

- Models of chemistry teaching: 5 E Model, Concept Attainment & Inquiry Training Model
- Methods & techniques of teaching chemistry - Team Teaching, Programmed Instruction, Cooperative Learning, Computer Assisted Instruction, Concept Mapping

Unit IV: Resources & Activities in Chemistry**9 Hrs**

- Co-curricular Activities – meaning, importance , guiding principles for the organization of co-curricular activities

- organization of co- curricular activities related to chemistry: science excursions or field trip, science club, exhibitions, science fair
- requirement & availability of local resources

Unit V: Evaluation in Chemistry

9 Hrs

- Evaluation: meaning & objectives, importance, purposes & steps of evaluation process
- Difference between evaluation & measurement
- Types & techniques of evaluation
- Preparation of blue print
- Development of achievement test
- Evaluation of practical work in chemistry
- Critical analysis of present examination system

Sessional Work (Any one):

1. Evaluation of chemistry text book at secondary level prescribed by Rajasthan Board/central board
2. Conduct any co-curricular activity & prepare a report of it
3. Visit a chemistry lab in a senior secondary school and prepare a report of it

BOOKS RECOMMENDED:

- Bhat, B.D. (2013). Modern Methods of Teaching; Concepts & Techniques, Kanishka Publishing House, New Delhi.
- Bhat, B.D. and Sharma, S.R. (1993). Methods of Science Teaching, Kanishka Publishing House, New Delhi.
- Das , R.C. (1985). Science in Schools. Sterling Publishers, New Delhi.
- Gupta, S.K. (1985). Teaching Physical Science in Secondary. Sterling Publishers, New Delhi.
- Kulshrestha, S.P. (2005). Teaching of Science, R.Lall Book Depot, Meerut.
- Maheshwari, V.K.& Maheshwari, Sudha (2014). Teaching of Science. R.Lall Book Depot, Meerut.
- Mangal, S.K. (1982). Teaching of Science. Agra Book Depot, New Delhi.
- NCERT (1982).Teaching of Science in Secondary Schools, New Delhi.
- Prasad, Janardhan (2004). Practical Aspects in Teaching of Science. Kanishka Publishing House, New Delhi.
- Ratho, Prakash Ravi (2009). Emerging Trends in Teaching of Chemistry. Kanishka Publishing House, New Delhi.

PAPER CODE - EDU 601C/801C
Pedagogy of School Subject: Mathematics II
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

On completion of the course the future teacher educators will be able to-

1. analysis collaborative learning and cooperative learning strategies.
2. develop ICT enabled skills for facilitating learning of mathematics.

3. develop skill in assessing mathematics learning.
4. identify prospective mathematics teachers as reflective practitioners.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 601C/ 801C	Pedagogy of School Subject: Mathematics II	<p>CO41: Make use of instructional support system in teaching learning process.</p> <p>CO42: Construct, apply and administer achievement tests for evaluation of learning outcomes.</p> <p>CO43: Organize co-curricular activities to develop scientific attitude among the learners.</p>	<p>Teaching strategies: Interactive Lecture, Explanation, Tutorial</p> <p>Learning strategies: Self-learning Assignments, Learning by practice, Hand outs</p>	<p>Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (2), Power point presentation</p> <p>Summative Assessment (70%): Semester end examination</p>

CONTENTS:

Unit I: Curriculum of Mathematics

9 Hrs

- Curriculum: meaning & concept of curriculum, need & importance of curriculum, principles of curriculum construction.
- Critical appraisal of existing mathematics curriculum at the secondary/senior secondary level prescribed by Board Of Secondary Education, Rajasthan & Central Board Of Secondary Education, New Delhi.
- Practical work in mathematics.

Unit II: Instructional Support System

9 Hrs

- Text-book: meaning and importance of mathematics text-book, criteria for evaluation of mathematics text-book.
- Journal, magazine & reference books on mathematics.
- Mathematics lab: meaning and importance of mathematics laboratory, equipments, apparatus and other items for mathematics laboratory, maintenance of laboratory equipments and records.
- Academic & professional qualities of a good mathematics teacher.

Unit III: Innovations in Teaching of Mathematics

10 Hrs

- Models of mathematics teaching: Concept Attainment and Inquiry Training Model.
- Techniques of teaching mathematics - Team Teaching, Programmed Instruction, Computer Assisted Instruction, Concept Mapping, Brain Storming, Role play & Simulation.

Unit IV: Resources & Activities in Mathematics

9 Hrs

- Co-curricular Activities – meaning, importance, guiding principles for the organization of co-curricular activities.
- Organization of co- curricular activities related to mathematics: Excursions or field trip, Exhibition, Mathematics Association & Work Book.
- Requirement & availability of local resources.

Unit V: Evaluation in Mathematics

9 Hrs

- Meaning & objectives of evaluation.
- Importance, purposes & steps of evaluation process.
- Difference between evaluation & measurement.
- Types of evaluation.
- Techniques of evaluation.
- Preparation of blue print.
- Development of achievement test.
- Critical analysis of present examination system.

Sessional Work (Any One):

1. Preparation and construction of an achievement test based on any unit
2. Preparation of 10 frames of linear or branching type programmes on any topic of mathematics
3. Visiting a mathematics lab in a school and present a report
4. Group puzzles activity

BOOKS RECOMMENDED:

- Aggarwal, J.C. (2001). Principles, Methods & Techniques of Teaching (2nd Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhasin, Sonia. (2005). Teaching of Mathematics – A Practical Approach. Mumbai: Himalaya Publishing House.
- Butler H., Charles & Wren F., Lynwood. (1960). The Teaching of Secondary Mathematics. New York: The Maple Press Company.
- Ediger, M. & Rao, D.B. (2000). Teaching Mathematics Successfully. New Delhi: Discovery Publishing House.
- James, Anice. (2006). Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Joyce, B. & Weil. M. & Calhoun, E. (2009). Models of Teaching (8th Ed.). New Delhi: PHI Learning Private Limited.
- Kumar, S. & Ratnalikar, D.N. (2003). Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
- Mangal, S.L. (1981). A Text Book on Teaching of Mathematics. Ludhiana: Prakash Brother Educational Publishers.
- NCERT. (2005). National Curriculum Framewrok for School Education. New Delhi: NCERT.
- Rai, B.C. (1991). Methods of Teaching Mathematics. Lucknow: Prakashana Kendra.
- Sidhu, Kulbir Singh. (1999). The Teaching of Mathematics. Jullundar: Sterling Publishers Pvt. Ltd.

PAPER CODE - EDU 601D/801D
Pedagogy of School Subject: Biology II
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to -

1. critically analyze the curriculum/evaluation process/methodology of teaching in school to bring about changes in future
2. develop the abilities for planning and organizing biology laboratory
3. explain the curriculum construction and critically evaluate the existing syllabus of Biology
4. organize co-curricular activities & utilize community resources promoting Biology teaching
5. discuss the qualities of Biology Teacher
6. develop the skill of Preparation of Blue print & achievement test

Course Objectives (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 601 D /801D	Pedagogy of School Subject: Biology II	<p>CO44: Make use of instructional support system in teaching learning process.</p> <p>CO45: Construct, apply and administer achievement tests for evaluation of learning outcomes.</p> <p>CO46: Organize co-curricular activities to develop scientific attitude among the learners.</p>	<p>Teaching strategies:</p> <p>Interactive Lecture, Explanation, Tutorial</p> <p>Learning strategies:</p> <p>Self-learning Assignments, Learning by practice, Hand outs</p>	<p>Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (2), Power point presentation</p> <p>Summative Assessment (70%):</p> <p>Semester end examination</p>

CONTENTS:

Unit I: Curriculum of Biology

9 Hrs

- Curriculum: meaning & concept of curriculum, need & importance of curriculum, principles of curriculum construction
- Critical appraisal of existing biology curriculum at the secondary/senior secondary level prescribed by Board of Secondary Education, Rajasthan & Central Board of Secondary Education, New Delhi

- Modern trends in biology curriculum: B.S.C.S, Nuffield- O & A

Unit II: Instructional Support System

10 Hrs

- Text-book: meaning and importance of biology text-book, criteria for evaluation of biology text-book
- Biology Lab. : meaning and importance of biology laboratory, equipments, chemicals and other items for biology laboratory, laboratory accidents and their remedies, maintenance of laboratory equipments and records
- Qualities of a good biology teacher

Unit III: Innovations in Teaching of Biology

8 Hrs

- Models of Biology Teaching: 5 E Model, Concept Attainment & Inquiry Training Model
- Methods & Techniques of teaching biology- Team teaching, Programmed Instruction, Cooperative learning, Computer Assisted Instruction, Concept Mapping

Unit IV: Resources & Activities in Biology

9 Hrs

- Co-curricular activities – meaning, importance, guiding principles for the organization of co-curricular activities
- Organization of co- curricular activities related to biology: science excursions or field trip, science club, exhibitions, science fair.
- Requirement & availability of local resources.

Unit V: Evaluation in Biology

9 Hrs

- Evaluation: meaning , objectives , importance, purposes & steps of evaluation process
- Difference between evaluation & measurement
- Types & techniques of evaluation
- Development of achievement test
- Preparation of blue print
- Evaluation of practical work in biology
- Critical analysis of present examination system

Sessional Work (Any one):

1. Evaluation of biology text book at senior secondary level prescribed by Rajasthan Board/ Central Board
2. Visit a biology lab in a senior secondary school and prepare a report of it

BOOKS RECOMMENDED:

- Ahmed, Jasmin (2014). Teaching of Biological Sciences, 2nd Edition PHI Learning Private Limited, New Delhi.
- Kulshrestha, S.P. (2005). Teaching of Biology, R.Lall Book Depot, Meerut.
- Maheshwari, V.K.& Maheshwari, Sudha (2014). Teaching of Biological Sciences. R.Lall Book Depot, Meerut.
- Mangal,S.K. & Mangal, Shubhra (2012). Teaching of Biological Sciences, International Publishing House.
- NCERT (1982).Teaching of Science in Secondary Schools, New Delhi.
- Pahuja, Sudha. Teaching of Biological Sciences, R.Lall Book Depot, Meerut.

- Pal, H.R. and Pal,R. (2006). Curriculum- Yestersday, Today and Tomorrow. Kshipra, New Delhi.

PAPER CODE - EDU 601E/801E
Pedagogy of School Subject: General Science II
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to-

- critically analyze the curriculum/evaluation process/methodology of teaching in school to bring about changes in future
- develop the abilities for planning and organizing science laboratory
- understand the curriculum construction and critically evaluate the existing syllabus of Science
- organize co-curricular activities & utilize community resources promoting science teaching
- understand the qualities of science teacher
- develop the skill of preparation of Blue print & achievement test

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 601 E/ 801 E	Pedagogy of School Subject: General Science II	<p>CO47: Make use of instructional support system in teaching learning process.</p> <p>CO48: Construct, apply and administer achievement tests for evaluation of learning outcomes.</p> <p>CO49: Organize co-curricular activities to develop scientific attitude among the learners.</p>	<p>Teaching strategies: Interactive Lecture, Explanation, Tutorial</p> <p>Learning strategies: Self-learning Assignments, Learning by practice, Hand outs</p>	<p>Formative Assessment (30%): Class test-week 6, Assignment (1), Quiz (2), Power point presentation</p> <p>Summative Assessment (70%): Semester end examination</p>

CONTENTS:

Unit I: Curriculum of General Science **9 Hrs**

- Curriculum: meaning & concept of curriculum, need & importance of curriculum, principles of curriculum construction
- Critical appraisal of existing science curriculum at the secondary level prescribed by Board of Secondary Education, Rajasthan & Central Board of Education, New Delhi
- Modern trends in science curriculum: B.S.C.S, Nuffield- O & A

Unit II: Instructional Support System **10 Hrs**

- Text-book: meaning and importance of science text-book, criteria for evaluation of science text-book
- Science lab. : meaning and importance of science laboratory, equipments, chemicals and other items for science laboratory, laboratory accidents and their remedies, maintenance of laboratory equipments and records
- Qualities of a good science teacher

Unit III: Innovations in Teaching of Science **8 Hrs**

- Models of science teaching: 5 E Model, Concept Attainment & Inquiry Training Model
- Methods & techniques of teaching science - Team teaching, Programmed Instruction, Cooperative learning, Computer Assisted Instruction, Concept Mapping

Unit IV: Resources & Activities in Science **9 Hrs**

- Co-curricular activities – meaning, importance , guiding principles for the organization of co-curricular activities
 - organization of co- curricular activities related to science :science excursions or field trip, science club, exhibitions, science fair
 - requirement & availability of local resources

Unit V: Evaluation in Science **9 Hrs**

- Evaluation: meaning , objectives, importance, purposes & steps of evaluation process
- Difference between evaluation & measurement
- Types & techniques of evaluation
- Preparation of blue print
- Development of achievement test
- Evaluation of practical work in science
- Critical analysis of present examination system

Sessional Work (Any one):

1. Evaluation of science text book at secondary level prescribed by Rajasthan Board/ Central Board
2. Conduct any co-curricular activity & prepare a report of it
3. Visit a science lab in a secondary school and prepare a report of it

BOOKS RECOMMENDED:

- Bhat, B.D. (2013). Modern Methods of Teaching; Concepts & Techniques, Kanishka Publishing House, New Delhi.
- Bhat, B.D. and Sharma, S.R. (1993). Methods of Science Teaching, Kanishka Publishing House, New Delhi.

- Das , R.C. (1985). Science in Schools. Sterling Publishers, New Delhi.
- Gupta, S.K. (1985). Teaching Physical Science in Secondary. Sterling Publishers, New Delhi.
- Kulshrestha, S.P. (2005). Teaching of Science, R.Lall Book Depot, Meerut.
- Maheshwari, V.K. & Maheshwari, Sudha (2014). Teaching of Science. R.Lall Book Depot, Meerut.
- Mangal, S.K. (1982). Teaching of Science. Agra Book Depot, New Delhi.
- NCERT (1982).Teaching of Science in Secondary Schools, New Delhi.
- Prasad, Janardhan (2004). Practical Aspects in Teaching of Science. Kanishka Publishing House, New Delhi.

PAPER CODE - EDU 601F/801F
Pedagogy of School Subject: English II
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to-

1. understand the position and role of English language in the Indian context
2. be able to develop activities and tasks for learners including audio-video materials
3. prepare and plan unit plans and lesson plans in English language
4. understand the process of language assessment

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 601F/801 F	Pedagogy of School Subject: English II	<p>CO50: Make use of instructional support system in teaching learning process.</p> <p>CO51: Construct, apply and administer achievement tests for evaluation of learning outcomes.</p> <p>CO52: Construct unit plan and lesson plan</p>	<p>Teaching strategies:</p> <p>Interactive Lecture, Explanation, Tutorial</p> <p>Learning strategies:</p> <p>Self-learning Assignments, Learning by practice, Hand outs</p>	<p>Formative Assessment (30%): Class test-week 6, Assignment (1), Quiz (2), Power point presentation</p> <p>Summative Assessment (70%):</p> <p>Semester end examination</p>

CONTENTS:

Unit I: Constitutional Provisions & Policies of Language Education

9 Hrs

- Language Education in India- Article 343-351, 350A, Kothari Commission (1964-66), NPE-1968, NPE-1986, POA- 1992, NCF-2005, NCF- 2009 with special reference to position and role of English language in the Indian context.
- Challenges of teaching and learning English as a second language.

Unit II: Instructional Planning

10 Hrs

- Teaching of Poetry – Concept, aims and objectives of teaching poetry, Steps of teaching poetry at the secondary stage
- Teaching of Grammar – Objectives of teaching grammar and composition- sentence, verb patterns, question tags, determiners, voice, narration, punctuation, phrasal verbs & idioms, letter writing, notice, paragraph

Unit III: Instructional Materials

8 Hrs

- Concept and use of audio-visual aids- blackboard, whiteboard, OHP, charts, posters, flash cards, pictures, realia, textbooks, magazines, periodicals, newspapers, television films, songs, tape recorder, LCD projector, computers, internet
- Role and significance of language games and language laboratory

Unit IV: Assessment & Evaluation- I

9 Hrs

- Concept of assessment & evaluation in English language teaching
- Continuous & Comprehensive Evaluation (CCE)
- Taxonomy of tests: oral and written tests, achievement test, proficiency test, diagnostic test, prognostic test

Unit V: Assessment & Evaluation – II

9 Hrs

- Characteristics of a good test
- Preparation of an achievement test
- Development of test items for testing language skills- listening, speaking, reading and writing
- Concept and need of remedial teaching

Sessional Work (Any One):

1. Collection of newspaper and magazine advertisements for teaching lexical and structural items and preparing language exercises based on them
2. Preparation of a report on the challenges faced by teachers and learners of English language

BOOKS RECOMMENDED :

- Bhandari. C.S (1999) Teaching English, Orient Longman, New Delhi.
- Bhanot (2013) English Language Teaching- Approaches & Techniques, Kanishka Publishers, New Delhi.
- Billows. F.L. (1961) The Techniques of Language Teaching, Longmans, London.
- Gupta P.K. Teaching of English, R.Lall Book Depot, Meerut.
- Kohli. A.L. (1999), Techniques of Teaching English. Dhanpat Rai & Company, New Delhi.
- Madan, Poonam. Teaching of English, R. Lall Book Depot, Meerut.
- Rai. Geeta (2015), Teaching of English, R. Lall Book Depot, Meerut.
- Rathore, Kusum Lata. Teaching of English, R. Lall Book Depot, Meerut.
- Sahu. B.K. (2004). Teaching of English, Kalyani Publishers, Ludhiana.

- Sharma. R.A. (2007). Teaching of English, R. Lall Book Depot, Meerut.
- Sharma. R.A. Fundamentals of Teaching English, R. Lall Book Depot, Meerut.
- Vyas, Patel.(2015), Teaching English as a Second Language: A new pedagogy for a new century, PHI Learning Pvt. Ltd. New Delhi.
- Wadhwa. S.S. (2006). Teaching of English in India, National Book Depot, Kapurthala.

PAPER CODE - EDU 601G/801G
Pedagogy of School Subject: Economics II
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to -

1. explain the curriculum construction and critically evaluate the existing syllabus of economics.
2. explain the qualities of economics teacher
3. use various innovative practices and models of economics teaching.
4. use various resources in economics teaching
5. develop the skill of preparation & evaluation of question papers

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 601 G/ 801 G	Pedagogy of School Subject: Economics II	<p>CO53: Make use of instructional support system in teaching learning process.</p> <p>CO54: Construct, apply and administer achievement tests for evaluation of learning outcomes.</p> <p>CO55: Organize co-curricular activities to create interest among students.</p>	<p>Teaching strategies: Interactive Lecture, Explanation, Tutorial</p> <p>Learning strategies: Self-learning Assignments, Learning by practice, Hand outs</p>	<p>Formative Assessment (30%): Class test-week 6, Assignment (1), Quiz (2), Power point presentation</p> <p>Summative Assessment (70%): Semester end examination</p>

CONTENT:

Unit I: Curriculum & Planning

9 Hrs

- Meaning & concept of Curriculum
- Need & importance of Curriculum

- Principles of Curriculum
- Objectives of Curriculum
- Rationale of the inclusion of Economics at secondary/ higher secondary stage
- Evaluation of the existing Curriculum

Unit II: Teacher & Textbook

9 Hrs

- Main functions and responsibilities of the Economics teacher
- Essential and specific qualities needed in Economics teacher
- Text Book: meaning, importance and qualities of a good textbook of Economics
- Content analysis of textbooks of Economics at senior secondary level
- Economics room-Importance and equipments

Unit III: Co Curricular activities & Use of Community Resources in Economics teaching

9 Hrs

- Significance of co-curricular activities relating to the teaching of Economics
- Important co-curricular activities relating to the teaching of Economics
- Economics club or Association
- Community resources and their use in the teaching of Economics
- Methods of utilizing community resources

Unit IV: Current Affairs in Economics and Guidance Programme

9 Hrs

- Current Affairs: meaning, importance, objectives, scope, nature, criteria for the selection, methods of teaching and role of the teacher
- Guidance programme for Economic students

Unit V: Evaluation in Social Studies

9 Hrs

- Difference between evaluation & measurement
- Meaning & objectives of evaluation
- Types of evaluation
- Techniques and devices of evaluation
- Development of achievement test
- Blue print

Sessional Work (Any one):

1. Construction of objective type test items
2. Critical appraisal of Social studies syllabus at secondary level

BOOKS RECOMMENDED:

Essential Readings:

- Aggarwal, J.C. (2005). Teaching of Economics- A Practical Approach. Agra: Vinod Pustak Mandir
- Saxena, N.R.; Mishra, B.K. and Mohanty, R.K. (2014). Teaching of Economics. Meerut: R.Lall Book Depot.
- Sharma, Seema (2004).Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
- Singh, Ram Pal. Teaching of Economics. Meerut: R.Lall Book Depot

References :

- Dhillon, S.and Chopra, K.(2002). Teaching of Economics. Ludhiana: Kalyani Publishers
- Kanwar, B.S. (1975). Teaching of Economics. Ludhiana: Prakash Brothers
- Lee, N. (ED.) (1975) Teaching of Economics. London: Heinemann Education Books
- Mangal, S.K. and Uma Mangal (2009); Essentials of Educational Technology. Delhi: PHI Learning Private Limited.
- Mangal, S.K. and Uma Mangal (2015); Teaching of Social Studies. Delhi: PHI Learning Private Limited

PAPER CODE - EDU 601H/801H
Pedagogy of School Subject: History II
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to-

1. explain the curriculum construction and critically evaluate the existing syllabus of History.
2. explain the qualities of History teacher.
3. learn how to form History club.
4. use various innovative practices and models of History teaching.
5. use various resources in History teaching.
6. develop the skill of preparation & evaluation of question papers.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 601H/ 801 H	Pedagogy of School Subject: History II	CO56: Make use of instructional support system in teaching learning process. CO57: Construct, apply and administer achievement tests for evaluation of learning outcomes. CO58: Organize co-curricular activities to create interest among students.	Teaching strategies: Interactive Lecture, Explanation, Tutorial Learning strategies: Self-learning Assignments, Learning by practice, Hand outs	Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (2), Power point presentation Summative Assessment (70%): Semester end examination

CONTENTS:

Unit I: Curriculum & Planning

9 Hrs

- Meaning & concept of curriculum
- Need & importance of curriculum
- Principles of curriculum
- Approaches to the organization of History curriculum
- Evaluation of existing History curriculum at the secondary and senior secondary stage

Unit II: Teacher and Textbook

9 Hrs

- Teacher as a transformer of cultural and historical heritage
- Teacher as a facilitator
- Qualities and professional growth of a History teacher to face challenges of present era
- Teacher as a reflective practitioner and researcher
- Content analysis of textbooks of History at secondary level

Unit III: Innovative Practices and Models of Teaching

9 Hrs

- Innovative Practices: Brain- Storming, Dramatization, Cooperative Learning, Experiential Learning
- Models of Teaching: Value Attainment, Inquiry and Discovery Model

Unit IV: Resources & Activities in History

9 Hrs

- Use of community resources
- History resources center
- Learning Resources: Print media, Electronic media, Multi media
- History club
- Co-scholastic activities based on school curriculum

Unit V: Evaluation in History

9 Hrs

- Difference between evaluation & measurement
- Meaning & objectives of evaluation
- Types of evaluation
- Techniques of devices of evaluation
- Development of achievement test
- Blue print

Sessional Work (Any one):

1. Construction of objective type test items
2. Critical appraisal of History syllabus at senior secondary level

BOOKS RECOMMENDED:

Essential Readings:

- Arora, R.L. (1990); Teaching of History. Ludhiana: Prakash Brother LTd.
- N.C.E.R.T. (1970); Effective teaching of History in India. A Handbook for History Teaching.
- Pathak, S.R. (2014); Teaching of History: The Paedo-Centric Approach. New Delhi: Kanishka Publishers.

- Roddannavar, J.G. (2009); Method of Teaching History and Civics.
- Singh, R.P.; Teaching of History. Meerut: R. Lall Book Depot.
- Singh, Ram Pal and Kumar, Dharmendar (2013); Teaching of History. Meerut: R.Lall Book Depot.

References:

- Kochhar, S.K. (1985); Methods and Techniques for teaching. Sterling, Publishers Pvt. Ltd. New Delhi.
- Mangal, S.K. and Uma Mangal (2009); Essentials of Educational Technology. Delhi: PHI Learning Private Limited.
- Mangal, S.K. and Uma Mangal (2015); Teaching of Social Studies. Delhi: PHI Learning Private Limited.

PAPER CODE - EDU 601I/801I
Pedagogy of School Subject: Social Studies II
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to -

1. explain the curriculum construction and critically evaluate the existing syllabus of Social studies.
2. use various approaches of teaching social studies.
3. organize co-curricular activities & utilize community resources promoting Social Studies teaching.
4. explain the qualities of Social Studies Teacher.
5. analyze the present-day problem in social context through social studies textbook.
6. develop the skill of Preparation & evaluation of question papers.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 601 I/ 801 I	Pedagogy of School Subject: Social Studies II	<p>C059: Make use of instructional support system in teaching learning process.</p> <p>C060: Construct, apply and administer achievement tests for evaluation of learning outcomes.</p> <p>C061: Organize co-curricular activities to groom overall personality of the students.</p>	<p>Teaching strategies:</p> <p>Interactive Lecture, Explanation, Tutorial</p> <p>Learning strategies:</p> <p>Self-learning Assignments, Learning by practice, Hand outs</p>	<p>Formative Assessment (30%): Class test-week 6, Assignment (1), Quiz (2), Power point presentation</p> <p>Summative Assessment (70%):</p> <p>Semester end examination</p>

CONTENTS:

Unit I: Curriculum & Planning

9 Hrs

- Meaning & concept of curriculum
- Need & importance of curriculum
- Principles of curriculum
- Approaches to the organization of social studies curriculum
- Evaluation of existing social studies curriculum at the secondary stage

Unit II: Teacher & Instructional Support System

8 Hrs

- Qualities of social studies teacher
- Meaning and importance of social studies textbook
- Development of social studies textbook
- Evaluation of social studies textbook
- Meaning and importance of social studies laboratory
- Types of material & equipment to be kept in social studies laboratory
- Procurement, safety or proper use of laboratory material and equipment

Unit III: Innovative Practices and Models of Teaching

9 Hrs

- Innovative Practices: Brain- Storming, Dramatization, Cooperative Learning, Experiential Learning
- Models of Teaching: Value Attainment, Inquiry and Discovery Model

Unit IV: Utilization of Community Resources, Resources & Activities in Social Studies

Teaching

10 Hrs

- Meaning & Types of community resources
- Importance of community resources in social studies teaching
- Strategies for linking to community resources
- Utilization of community resources in social studies teaching
- Co-curricular Activities – meaning, importance, guiding principles for the organization of co-curricular activities
- Organization of co-curricular activities related to Social Studies
- Morning Assembly, Excursions or Field trip, Social Studies club, Exhibitions, Dramatic activities

Unit V: Evaluation in Social Studies

9 Hrs

- Difference between evaluation & measurement
- Meaning & Objectives of evaluation
- Types of evaluation
- Techniques of devices of evaluation
- Development of achievement test
- Blue print

Sessional Work (Any one):

1. Construction of objective type test items
2. Critical appraisal of social studies syllabus at senior secondary level

BOOKS RECOMMENDED:

Essential Readings:

- Mangal, S.K. and Uma Mangal (2015); Teaching of Social Studies. Delhi: PHI Learning Private Limited.
- Saxena, N.R.; Mishra B.K. and R.K. Mohanty (2013); Teaching of Social Science. Meerut: R. Lall Book Depot
- Sharma , B.L. and Maheshwari; Teaching of Social Science. Meerut: R. Lall Book Depot
- Sharma, Ram Pratap(2013); Methods of Teaching and Evaluation in Social Studies.New Delhi:Kanishka Publishers.

References:

- Aggarwal, J.C.(1982) ;Teaching of Social Studies. New Delhi: Vikas Pub.
- Bais, N.S.; Teaching of Social Studies. Jaipur: Jain Prakshan Mandir.
- Chandra, Soti Shivendra (2014); Teaching of Social Science Meerut: R. Lall Book Depot.
- Dash, B.N. (2006). Content-cum- Method of Teaching of Social Studies. New Delhi: Kalyani Publication
- Kumar, Dharmandra and Singh, Gaya Parihar (2012); Teaching of Social Studies. Meerut: R. Lall Book Depot
- Mangal, S.K. and Uma Mangal (2009); Essentials of Educational Technology. Delhi: PHI Learning Private Limited.
- Saxena, Shubham (2014); Teaching of Social Science. Meerut: R. Lall Book Depot
- Sharma, B.L.; Teaching of Social Science: Concepts and Application. New Delhi: Kanishka Publishers.
- Sharma , Madhulika (2013); Teaching of Social Studies: Concepts and Application. New Delhi: Kanishka Publishers.
- Thamarasseri, Ismail (2012); Teaching of Social Science for the 21st Century. New Delhi: Kanishka Publishers.
- Thamarasseri, Ismail (2012); Trends and Developments in Social Science Education. New Delhi: Kanishka Publishers.

PAPER CODE - EDU 601J/801J
Pedagogy of School Subject: Civics II
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to-

1. explain the curriculum construction and critically evaluate the existing syllabus of Civics.
2. explain the qualities of Civics teacher
3. learn how to form civics club
4. use various innovative practices and models of civics teaching.
5. use various resources in civics teaching.
6. develop the skill of preparation & evaluation of question paper

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 601 J/ 801 J	Pedagogy of School Subject: Civics II	<p>CO62: Make use of instructional support system in teaching learning process.</p> <p>CO63: Construct, apply and administer achievement tests for evaluation of learning outcomes.</p> <p>CO64: Organize co-curricular activities to groom overall personality of the students.</p>	<p>Teaching strategies: Interactive Lecture, Explanation, Tutorial</p> <p>Learning strategies: Self-learning Assignments, Learning by practice, Hand outs</p>	<p>Formative Assessment (30%): Class test-week 6, Assignment (1), Quiz (2), Power point presentation</p> <p>Summative Assessment (70%): Semester end examination</p>

CONTENTS:

Unit I: Curriculum & Planning

9 Hrs

- Meaning & concept of curriculum
- Need & importance of curriculum
- Principles of curriculum
- Approaches to the organization of civics curriculum
- Evaluation of existing civics curriculum at the secondary and senior secondary stage

Unit II: Teacher and Textbook

9 Hrs

- Role of a teacher as an agent of social change in multicultural-multilingual society
- Teacher as a facilitator
- Qualities and professional growth of a Civics teacher to face challenges of present era
- Teacher as a reflective practitioner and researcher
- Content analysis of textbooks of Geography at secondary level

Unit III: Innovative Practices and Models of Teaching

9 Hrs

- Innovative Practices: Brain- Storming, Cooperative Learning, Experiential Learning
- Models of Teaching: Concept Attainment, Value Attainment, Inquiry and Discovery Model

Unit IV: Resources & Activities in Civics

9 Hrs

- Use of community resources
- Civic resources center
- Learning Resources: Print media, Electronic media, Multi media
- Civics club
- Co-scholastic activities based on school curriculum

Unit V: Evaluation in Civics

9 Hrs

- Difference between evaluation & measurement
- Meaning & objectives of evaluation
- Types of evaluation
- Techniques of devices of evaluation
- Development of achievement test
- Blue print

Sessional Work (Any one):

1. Construction of objective type test items
2. Critical appraisal of civics syllabus at senior secondary level

BOOKS RECOMMENDED:

Essential Readings:

- Agarwal (1983); Teaching of Political Science and Civics, Delhi: House, New Delhi: Vikas Publishing House
- Agarwal (1983); Teaching of Political Science – A Practical Approach. New Delhi: Vikas Publishing House
- Binning, A.C. & Bining, D.H. (1952), Teaching of Political Science in Secondary Schools; Bombay: Tata Mc Graw Hill Publishing Co. Ltd.
- Singh, Ram Pal and Kumar, Dharmendar (2013); Teaching of Civics. Meerut: R.Lall Book Depot.
- Saxena, N.R.; Mishra, B.K. and Mohanty, R.K. (2014). Teaching of Civics. Meerut: R.Lall Book Depot.

References:

- Kochhar, S.K. (1985); Methods and Techniques for teaching. Sterling, Publishers Pvt. Ltd. New Delhi.
- Mangal, S.K. and Uma Mangal (2009); Essentials of Educational Technology. Delhi: PHI Learning Private Limited.
- Mangal, S.K. and Uma Mangal (2015); Teaching of Social Studies. Delhi: PHI Learning Private Limited.

PAPER CODE - EDU 601K/801K
Pedagogy of School Subject: Geography II
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to-

1. explain the curriculum construction and critically evaluate the existing syllabus of Geography.
2. explain the qualities of Geography teacher

3. learn how to use Geography laboratory
4. use various innovative practices and models of Geography teaching.
5. use various resources in Geography teaching.
6. develop the skill of preparation & evaluation of question papers

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 601 K/ 801 K	Pedagogy of School Subject: Geography II	<p>CO65: Make use of instructional support system in teaching learning process.</p> <p>CO66: Construct, apply and administer achievement tests for evaluation of learning outcomes.</p> <p>CO67: Organize co-curricular activities to develop scientific attitude among the learners.</p>	<p>Teaching strategies: Interactive Lecture, Explanation, Tutorial</p> <p>Learning strategies: Self-learning Assignments, Learning by practice, Hand outs</p>	<p>Formative Assessment (30%): Class test-week 6, Assignment (1), Quiz (2), Power point presentation</p> <p>Summative Assessment (70%): Semester end examination</p>

CONTENTS:

Unit I: Curriculum & Planning

9 Hrs

- Meaning & concept of curriculum
- Need & importance of curriculum
- Principles of curriculum
- Approaches to the organization of Geography curriculum
- Evaluation of existing Geography curriculum at the secondary and senior secondary stage

Unit II: Teacher & Geography Laboratory

9 Hrs

- Role of a teacher for conservation of natural resources & environment
- Teacher as a facilitator
- Qualities and professional growth of a geography teacher to face an ecological challenge of present era
- Teacher as a reflective practitioner and researcher
- Meaning and importance of Geography laboratory
- Types of material & equipment to be kept in Geography laboratory
- Procurement , safety or proper use of laboratory material and equipment

Unit III: Innovative Practices and Models of Teaching

9 Hrs

- Innovative Practices: Brain- Storming, Cooperative Learning, Experimental Learning
- Models of Teaching: Concept Attainment, Value Attainment, Inquiry and Discovery Model

Unit IV: Resources & Activities in Social Studies**9 Hrs**

- Use of community resources
- Geography resource center
- Learning Resources: Print media, Electronic media, Multi media
- Geography club
- Field trips
- Content analysis of textbooks of geography at secondary level

Unit V: Evaluation in Geography**9 Hrs**

- Difference between evaluation & measurement
- Meaning & objectives of evaluation
- Types of evaluation
- Techniques of devices of evaluation
- Development of achievement test
- Blue print

Sessional Work (Any one):

1. Construction of objective type test items
2. Critical appraisal of geography syllabus at senior secondary level

BOOKS RECOMMENDED:**Essential Readings:**

- Singh, R.P.; Teaching of Geography. Meerut: R. Lall Book Depot
- Gospil, G.H.(1965); The teaching of Geography. London, Macmillan and Co.
- Graves, N.J. (1971); Geography in Secondary Education. London: Geography Association.
- Graves, N.J. (1972); New Movement in the Study and Teaching of Geography. Australia: F.W. Cheshire Publishing Printing Ltd.

References:

- Aggarwal, J.C.(1982) ;Teaching of Social Studies. New Delhi: Vikas Pub.
- Mangal, S.K. and Uma Mangal (2009); Essentials of Educational Technology. Delhi: PHI Learning Private Limited.
- Mangal, S.K. and Uma Mangal (2015); Teaching of Social Studies. Delhi: PHI Learning Private Limited.

Course Outcomes - Semester VI

PAPER CODE - EDU 602A
School Internship II
(Practical)

Credits: 4**Maximum marks: 100****Contact Hrs/Week: 4****Total Hrs: 60****Course Objectives:**

After completion of this course, the students will be able to-

1. prepare and deliver daily lesson plans, conduct tests
2. observe their peers during teaching and discuss their strengths and weaknesses
3. get acquainted with various types of school records
4. participate and assist in conducting various curricular and extra-curricular activities in the internship schools.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 602 A	School Internship II	CO68: Organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher	Teaching strategies: Presentation, Simulation Learning strategies: Presentation in simulated conditions, Experiential learning, Peer practice	Formative Assessment (30%): Presentation in Simulated conditions, Observation Summative Assessment (70%): Report Presentation, Observation

CONTENTS:

Section-A:

Each student teacher will prepare and deliver five lessons (four regular and one for innovative teaching). She will observe five lessons delivered by her peer/s in a teaching subject.

Section-B:

During the two week internship programme, the student teachers will be placed as interns in schools where they will perform the role of a regular teacher. They will perform the following tasks.

- Deliver five lessons in a regular class
- Prepare a blue print
- Prepare and conduct an achievement test
- Deliver one criticism lesson
- Observe five lessons

PAPER CODE - EDU 602B
Final Lesson I
(Practical)

Credits: 2
Maximum marks: 100
Contact Hrs/Week: 2
Total Hrs: 30

Course Objectives:

After completion of this course, the students will be able to-

1. Plan, prepare and deliver a lesson in a real classroom setting.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 602 B	Final Lesson I	CO69: Construct and deliver the lesson plan effectively in the real class room situation.	Teaching strategies: Tutorial Learning strategies: Self-learning Assignments, Learning by practice	Summative Assessment: Observation

CONTENTS:

- The student teachers will plan, prepare and deliver one lesson in a class of 35-40 minutes duration in a secondary school in their opted teaching subject.

Course Outcomes - Semester VII

PAPER CODE - EDU 700A
Nai Talim through Rural Engagement
(Theory)

Credits: 1
Maximum marks: 100
Contact Hrs/Week: 1
Total Hrs: 15

Course Objectives:

After completion of this course, the students will be able to-

1. get oriented on the of basic concepts of the Gandhian Philosophy of Education.
2. explain the need and importance of local community engagement in teacher education.
3. participate effectively in community service at the local level.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 700 A	Nai Talim Through Rural Engagement	CO70: Develop an intellectual understanding of the local civic engagement sphere.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Peer group discussion, Hand outs	Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (1), Power point presentation Summative Assessment (70%): Semester end examination

CONTENTS:**Unit-I Nai Talim as Engaged Learning: Community Engagement Methodology 3 Hrs**

- Basic Tenets of Nai Talim and its relevance
- Theory of community engagement: Purpose, Methods and Preparation
- School, Family and Community relationship and partnership
- Government programmes for education development: Literacy, Gender, Society and Generations in learning

Unit-II Nai Talim: Learning Groups & Empowerment 3 Hrs

- Various groups in the village & their potential
- Village Education Committees (VECs)
- Self Help Groups (SHGs)

Unit-III Nai Talim: Traditional and Constructivist approaches 3 Hrs

- Different Approaches : Relevance, Character Building and Citizenship
- Humanistic education
- Experiential learning
- Value- ethics, Creative aspects: Art and Culture, Practice of Non Violence in pedagogy and curriculum and gender

Unit-IV Nai Talim: Models- Indian Thinkers 3 Hrs

- Model Village
- Gandhian Model
- Tagore Model
- Prof. Shyama Prasad Mukherji

Unit-V Nai Talim: Models- Western Thinkers 3 Hrs

- Paulo Freire- Praxis and Dialogic Method
- Gramsci's Organic Intellectual- Community Engagement & Social Change

BOOKS RECOMMENDED:

- NCRI , ' Rural Engagement in Teacher Education'

**PAPER CODE - EDU 700B
Practicum - Rural Engagement
(Practical)**

Credits: 1
Maximum marks: 100
Contact Hrs/Week: 1
Total Hrs: 15

Course Objectives: -

After completion of this course, the students will be able to-

1. compassionate towards and empathize with the learning context of students in the community.
2. develop their capacity to work with diverse constituents for civic engagement.
3. analyze community and organizational problems and needs, and to develop creative solutions.
4. participate effectively in community service and global citizenship.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 700B	Practicum - Rural Engagement	<p>CO71: Organize various activities concerning social and environmental issues.</p> <p>CO72: Train to move closer to rural life.</p>	<p>Teaching strategies: Activity, Action Research, Project, Field Trip</p> <p>Learning strategies: Report writing, Experiential learning</p>	<p>Formative Assessment (30%): Report Presentation, Observation</p> <p>Summative Assessment (70%): Report Presentation, Observation</p>

CONTENTS:

The student teachers will participate and report on any four of the following activities:

- Organizing awareness programs relating to sanitation, water, soil fertility management, biomass energy and means of producing wind and solar energy
- Promoting adult literacy, awareness on government programmes related to education

- Rapport building and connecting with community leaders for school facilities and programs
- Creating awareness on road safety
- Kitchen gardening
- Waste audit/composting
- Water audit/water harvesting
- Learning about local agricultural produce/local crafts through visits/talks/discussions
- Studying and participating in the capacity building programmes organized by self help groups and/or government
- Participating in orientation programmes of school education committee members
- Conducting and facilitating school – community workshops and health camps.
- Studying and reporting the health concerns of a village school/villagers to the concerned authorities
- Participating in and promoting tree plantation drives
- Conducting focused group discussions on climate change/pollution in a rural area
- Visiting public places and farms for studying and participating in awareness programs related to sanitation, water, soil fertility management, biomass energy and means of producing solar energy
- Promoting adult literacy, awareness on various government programs
- Rapport building and connecting with community leaders for creation and maintenance of school facilities and programs

PAPER CODE - EDU 702
Childhood and Growing Up I
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to-

1. develop an understanding of the basic concepts, methods and principles of psychology
2. get acquainted with the nature, process and principles of development
3. get acquainted with the different periods of life with psycho-social perspective
4. sensitize with the problems of childhood and adolescence periods of life

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			

EDU 702	Childhood and Growing Up I	<p>C073: Develop an understanding of basic concepts, methods and principles of psychology.</p> <p>C074: Analyze the interdependence of cognitive, social, physical, emotional, & moral domains of human development.</p>	<p>Teaching strategies:</p> <p>Interactive lectures, Discussion</p> <p>Learning strategies:</p> <p>Self-learning assignments, seminar</p>	<p>Formative Assessment (30%):</p> <p>Class test- week 6, Assignment (1), Report presentation</p> <p>Summative Assessment (70%):</p> <p>Semester end examination</p>
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CONTENTS:

Unit-I Concept of Psychology

9 Hrs

- Psychology: Meaning, nature & branches of psychology
- Schools of Psychology: Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalysis and their contributions in education

Unit-II Concept of Educational Psychology

9 Hrs

- Educational Psychology: meaning, nature, scope and factions
- Methods of Educational Psychology: Observation, Case Study, Experimental, Survey

Unit-III Growth & Development

10 Hrs

- Growth and Development: Concept, principles and stages
- Childhood: Meaning, characteristics, physical, cognitive, social, emotional, moral and language development
- Adolescence: Meaning, characteristics, physical, cognitive, social, emotional, moral and language development

Unit-IV Theories of Development

9 Hrs

- Piaget's cognitive development
- Freud's psycho-sexual development
- Erikson's psycho social development
- Kohlberg's moral development
- Bandura's social development
- Goldman's emotional development

Unit-V Management of Diversity in learning

8 Hrs

- Meaning and definition of individual differences
- Types of individual differences
- Determinants of individual differences
- Educational implications
- Provisions for individual in schools

Sessional work (Any one):

1. Observe the behavior of an adolescent boy/girl and listen his/her characteristics and problem & prepare a report
2. Comparative study of developing pattern of children with reference to difference in SES
3. Identify the learning need of the learner in diverse class room with regard to their abilities, learning styles, socio-cultural difference, learning difficulties and their implication for class room teaching

BOOKS RECOMMENDED:**Essential readings**

- Aggarwal, J.C.(1981). Essential of Educational Psychology. Delhi. Doaba Book
- Chauhan, S.S. (2001). Advanced Educational Psychology. New Delhi. Vikas Publishing House.
- Mangal, S.K., (2013). Advanced Educational Psychology. New Delhi. PHI Learning Private Limited.
- Sharma, R.A. (1996). Fundamentals of Educational Psychology. Meerut. Lal Book Depot.

References:

- Berk, Laura (2007). Child Development. New Delhi. Prentice Hall of India
- Blair, Jones and Simpson (1954). Educational Psychology. New York. Mac millan.
- Goleman, Daniel (1995). Emotional Intelligence. New York. Bantom Books.
- Hurlock, E.B. (2001), Developmental Psychology. New Delhi. Tata Mc.Graw Hill
- Multimedia Edition (<http://www.prenhall.com/ormrod>).
- Sharma, Tara Chand (2005). Reading Problems of Learners. New Delhi. Sarup and Sons.
- Skinner, B.F (1984).Advanced Educational Psychology. New Delhi. Oxonian Press Pvt. Ltd.

PAPER CODE - EDU 703
School Leadership and Management
(Theory)

Credits: 3**Maximum marks: 100****Contact Hrs/Week: 3****Total Hrs: 45****Course Objectives: -****On completion of the course, the student teachers will be able to -**

1. To acquire the knowledge of the concept of Educational Administration and Management
2. To enable the students to prepare an institutional plan
3. To acquaint the students with the skills of effective supervision
4. To develop the skills to manage school resources
5. To acquaint the students with the skills of conflict and crisis management

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 703	School Leadership And Management	<p>C075: Develop skills to provide & manage various school resources and school record</p> <p>C076: Generate strategies of conflict management.</p> <p>C077: Demonstrate ability to lead the group activities and motivate the actions of others.</p>	<p>Teaching strategies:</p> <p>Interactive Lectures, Discussion, Tutorials, Activity</p> <p>Learning strategies:</p> <p>Self-learning assignments, report writing</p>	<p>Formative Assessment (30%):Class test-week 6, Assignment(1), Report presentation</p> <p>Summative Assessment (70%):</p> <p>Semester end examination</p>

CONTENTS:

Unit I : Educational and Institutional Planning

10 Hrs

- Educational Planning- The Importance, Nature, Goals and Principles of Educational Planning
- Types of Educational Plans, Approaches of Educational Planning
- Procedure of Educational Planning
- Institutional Planning- Benefits, Scope and Characteristics of Institutional Planning
- Procedure of Preparing an Institutional Plan

Unit II : Supervision and Inspection

9 Hrs

- Supervision- Principles and Purpose of Supervision
- Role of a Supervisor, Process of Supervision
- Skills for Effective Supervision
- Inspection- Types and Principles of Inspection, Characteristics of an Effective Inspector
- Weaknesses of the System of Inspection

Unit III : Educational Administration

10 Hrs

- Principles of Educational Administration; Objectives and Importance of Educational Administration
- Principal as an Administrator- Duties and Responsibilities
- Leadership in Educational Institution- Qualities of Good Leader, Leadership Style; Leadership at Different Levels of School Hierarchy

Unit IV : Educational Management

10 Hrs

- Meaning, Concept and Definitions of Management; Functions of Management
- Time Management: Concept, Importance and Types of Time Schedule
- School Time Table: Preparation of General Time Table; Principles for the construction of Time Table

- Management of Infrastructure: School Building, Equipments, Library, Laboratory, Multi Media Centre
- Management of Records and Registers

Unit V : Conflict Management and Crisis Management

6 Hrs

- Conflict Management: Sources and Levels of Conflicts, Models of Conflicts, Effects of Conflicts, Strategies of Conflict Management
- Crisis Management: Concept, Types and Crisis Plan

Sessional Work (Any one):

1. Preparation of school Time Table
2. A case study of the secondary school with reference to the leadership role of Principal
3. Visit any senior secondary school and prepare a report on management of infrastructural resources

BOOKS RECOMMENDED:

Essential readings:

- Aggarwal, J.C.(2006). School Management and Pedagogies of Education, Agra : Vinod Pustak Mandir
- Chandra, S.S. (2006). School Administration, Organization and Management, Meerut : R. Lall Book Depot.

References:

- Pandya, S. R. (2001). Administration and Management of Education, Mumbai : Himalaya Publishing House
- Arulsamy, S. & Jeyodevi J. (2018). Educational Management, Hyderabad ; Neelkamal Publication Pvt. Ltd.

PAPER CODE - EDU 704
Assessment for Learning I
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to-

1. explain the process of evaluation
2. develop the skill in preparing, administering and interpreting the achievement test
3. comprehend the process of assessment for learning

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 704	Assessment for Learning I	<p>CO78: Comprehend the concept and process of assessment for learning.</p> <p>CO79: Critically analyze the applicability of different assessment practices in present education system.</p>	<p>Teaching strategies: Interactive Lectures, Discussion</p> <p>Learning strategies: Self-learning assignments, Debate</p>	<p>Formative Assessment (30%): Class test- week 6, Assignment (1), Quiz (2)</p> <p>Summative Assessment (70%): Semester end examination</p>

CONTENTS:

Unit I: Basic Concepts and Overview

9 Hrs

- Concept of assessment, evaluation, measurement, test, examination, grading
- Formative and summative evaluation
- Continuous and comprehensive evaluation (CCE)

Unit II: Assessment for Learning

10 Hrs

- Teacher's role in assessment
- Dimensions of Learning
- Planning for assessment for learning
- Methods of assessment
- Norm referenced and criterion referenced tests

Unit III: Assessment Practices and Examination Reforms

9 Hrs

- Ethical principles of assessment and examination reforms
- CCE (continuous and comprehensive evaluation)
- CBCS (choice based credit system)
- Open book examination

Unit IV: Achievement Test Construction

9 Hrs

- Meaning, nature, purpose
- Standardized tests v/s teacher made tests
- Characteristics of a good test
- Achievement test- design, construction and standardization

Unit V: Feedback

8 Hrs

- Feedback: meaning, principles & utility
- Types of teacher feedback: oral, written
- Feedback to parents

- Maintaining a comprehensive learner profile

Sessional Work (Any One):

1. Construction of an achievement test with its blue print & answer key
2. Preparing any four evaluation tools for formative assessment

BOOKS RECOMMENDED:

- Burke, K. (2005) How to Assess Authentic Learning (4th Ed) Thousand Oaks, CA.
- Mrunalini, T. (2013) Educational Evaluation, Neelkamal Publications Pvt. Ltd.
- NCERT (2007) National Focus Group Paper on Examination Reforms.
- Norris N (1990) Understanding Educational Evaluation, Kogan Page Ltd.

PAPER CODE - EDU 705
Language across the Curriculum
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to-

1. explain the language background of students as the direct or seen language users
2. create sensitivity to the language diversity that exists in the class room
3. discuss the nature of classroom discourse and develop strategies for using oral language in classroom
4. explain the nature of reading comprehension and writing in specific content areas
5. discuss interplay of language and society
6. analysis functions of language
7. explain language and speech disorders and suggest remedial measures

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 705	Language across the Curriculum	<p>CO80: Develop sensitivity to language diversity in multilingual society.</p> <p>CO81: Adapt an appropriate language skill in the classroom situation.</p>	<p>Teaching strategies:</p> <p>Explanation, Discussion, Illustration</p> <p>Learning strategies:</p> <p>Self-learning Assignments, Co-operative learning</p>	<p>Formative Assessment (30%):</p> <p>Class test- week 6, Assignment (1), Worksheet (2)</p> <p>Summative Assessment (70%):</p> <p>Semester end examination</p>

CONTENTS:

Unit I: Concept of Language **9 Hrs**

- Meaning and nature of language
- Scope and importance of language
- Functions of language
- Language background

Unit II: Basic Concepts **9 Hrs**

- Home language
- School language/second language
- Formal and informal language
- Oral and written language: meaning, principles, objectives, relation and differences

Unit III: Oral Components of Language **9 Hrs**

- Theoretical perspectives on Language Deficits
- Development of oral proficiency
- Classroom discourse
- Discussion as a tool of learning

Unit IV: Language Skills I (Listening & Speaking) **9 Hrs**

- Language skills (LSWR): meaning, concepts, importance, co-relation, methods and techniques
- Listening skills: pronunciation, intonation, stress, pitch, rhythm and oral aptitude
- Speaking skill: pronunciation, intonation, stress, pitch, rhythm and oral aptitude

Unit V: Language Skills (Reading & Writing) **9 Hrs**

- Writing skill: aspects of writing – shapes, sounds, meaning, punctuation marks, word, and sentence
- Reading skill: consonants, vowels, words, sentences, silent reading, imitation reading and loud reading

Sessional work (Any One):

1. Discuss with students and find out the different languages they speak, prepare a plan to use multilingualism as a teaching strategy
2. Identify speech defects of primary level students and plan remedial strategy
3. Organize an activity based game to motivate students for creative questioning
4. Close and critical reading/ discussion in small groups
5. Conduct a survey in a secondary school to study academic achievement in overall or in specific subject of diverse linguistic students

BOOKS RECOMMENDED:

- Agnihotri, R.K. (1995) Multilingualism as a class room resource. In K.Heugh, A Siegruhn, P. Pluddemann (Eds) Multilingual Education for South Africa Heinemann Educational books.
- Anderson, R.C. (1984) Role of the Readers Scheme in Comprehension, Learning and memory. In R.C. Anderson, J.Asrlom & R.J. Tierney (Edu) Learning to Read in American Schools.
- Bansal R.K. and Harrisson J.B. - (1990) Spoken English for Indian Orient Longman LTD Madras.
- Ladson, Billings G (1995) Towards a Theory of Culturally Relevant Pedagogy, American Educational Research Journal.
- NCERT (2006) Position Paper National Focus Group on Teaching of Indian Language (NCF 2005) New Delhi.
- Paliwal, A.K. (2002) Communicative Language Teaching, Sumtri Publication, Jaipur.

PAPER CODE - EDU 706
Understanding Disciplines & Subjects
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to-

1. develop an understanding of the nature of disciplinary knowledge in the understanding of the impact of school subjects on disciplines
2. develop interest, attitudes and knowledge about the content in respect of framing the syllabus
3. build up a professional, disciplinary and curriculum programme
4. acquire a conceptual understanding of the impact of school subjects on disciplines

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 706	Understanding Disciplines & Subjects	<p>CO82: Develop an understanding of the nature of disciplinary knowledge.</p> <p>CO83: Acquire a conceptual understanding of the impact of school subjects on discipline.</p>	<p>Teaching strategies: Team teaching, Discussion, Illustration with example</p> <p>Learning strategies: Peer instruction, Group discussion</p>	<p>Formative Assessment (30%): Class test- week 6, Assignment (1), Worksheet (2)</p> <p>Summative Assessment (70%): Semester end examination</p>

CONTENTS:

Unit I: Meaning and concept of disciplinary knowledge 9 Hrs

- Disciplinary knowledge :meaning, importance, classification, characteristics & scope
- Interrelation and interdependence of disciplines.
- Education as a subject & discipline

Unit II: Major Disciplines 8 Hrs

- Framing of disciplines/ curriculum
- Recommendations for disciplines
- School subjects as tool of national development and social construction

Unit III: School Subjects on Disciplines 10 Hrs

- Impact of arts subject on disciplines:-

- Social Science: Methods: Lecture Method, Project Method, Supervised study, Story-Telling, Biographical, Source Method, Brain- Storming, Dramatization, Co-operative Learning, Experiential Learning
- Literature: Story, Novel, Poetry, Personal Essay, Pen Portrait, Travelogue, Self Narration, Memories

Unit IV: School Subjects on Disciplines

10 Hrs

- Impact of Science subject on disciplines:-
 - Science: Methods & techniques of teaching science; Brain Storming, Laboratory, Demonstration, Project & Field visit, Constructive learning, Concept Mapping, Heuristic Learning & Problem Solving, Co-operative Learning, Group Discussion & Panel Discussion, Micro- Macro Teaching
 - Maths: Methods of teaching mathematics: Lecture, Inductive- Deductive, Analytic, Synthetic, Heuristic, Project, Problem Solving, and Laboratory method
- Techniques of teaching mathematics: Questioning, Brain-storming, Role Play, Simulation, Non-formal techniques of learning mathematics.

Unit V: Process and framing of disciplines and subjects

8 Hrs

- Theory of content for selection of school subject in curriculum, principles and process of preparing the syllabus
- Practical knowledge, community & co-curricular activity knowledge with reference to disciplinary knowledge and relation with school curriculum

Sessional work (Any one):

1. Explain the importance of developing the attitude of social justice in schools and describe how you can achieve them. Illustrate how you can develop social justice while teaching different school subjects.
2. Explain the concept and meaning of School Subjects, Discipline and Academic Disciplines.

References:

- Chash, S.C. (2007); *History of Education in India*, NCERT (2005) National Curriculum Framework, NCERT
- Maisnam, P.; Lenka S.K. & A.K. Gandhi (2016); *Understanding Disciplines and Subjects*. Meerut:R. Lall Book Depot
- Mangal, S.K. and Uma Mangal (2015); *Teaching of Social Studies*. Delhi: PHI Learning Private Limited.
- Rai, Geeta (2015); *Teaching of English*. Meerut: R. Lall Book Depot
- Sharma, L.M. (1977); *Teaching of Science and Life Sciences*. Delhi: Dhanpat Rai & Sons.

PAPER CODE - EDU 707
Creating an Inclusive School
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to-

1. demonstrate knowledge of different perspectives in the area of education of children with disabilities
2. reformulate attitudes towards children with special needs
3. use specific strategies involving skills in teaching special needs children in inclusive classrooms
4. modify appropriate learner- friendly evaluation procedures
5. incorporate innovative practices to respond to education of children with special needs
6. contribute to the formulation of policy
7. get acquainted with laws pertaining to education of children with special needs

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 707	Creating an Inclusive School	<p>CO84: Select an appropriate pedagogical strategy for inclusive classroom.</p> <p>CO85: Demonstrate knowledge of different perspectives in the area of education for children with special needs.</p>	<p>Teaching strategies:</p> <p>Interactive Lectures, Discussion, Activity</p> <p>Learning strategies:</p> <p>Self-learning assignments, Debate, Report writing</p>	<p>Formative Assessment (30%): Class test-week 6, Report presentation (1), Assignment (1)</p> <p>Summative Assessment (70%):</p> <p>Semester end examination</p>

CONTENTS:

Unit I: Inclusive School

9 Hrs

- Meaning, concept and need of inclusive school.
- Aims and objectives of inclusive school.
- Role of inclusive school in modern times.
- Inclusive classroom management.
- Guidelines for adaptation for teaching and practicing.

Unit II: Pedagogical Strategies for Special Students **9 Hrs**

- Teaching strategies for inclusive classroom.
- Strategies for teaching in an inclusive setting.
- Cooperative teaching assignment.
- E-learning and inclusive education.
- Web based effective inclusive education.

Unit III: Paradigms in Education of Children with Special Needs **9 Hrs**

- Historical perspectives and contemporary trends approaches of viewing disabilities.
- The charity model, the bio centric model, the functional model and the human rights model.
- Concept of special education, integrated education and inclusive education; philosophy of inclusive education.

Unit IV: Inclusive Practices in Classrooms for All **9 Hrs**

- School's readiness for addressing learning difficulties.
- Technological advancement and its application- ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.

Unit V: Pedagogical Strategies for Classroom **9 Hrs**

- Pedagogical strategies to respond to individual needs of students: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Documentation, record keeping and maintenance.

Sessional Work (Any One):

1. Case study of a learner with special needs.
2. Making a report of visit to a resource room of SSA.
3. Interviewing a teacher working in an inclusive school.

BOOKS RECOMMENDED:

- Dunn., L & Bay, D.M (ed.): Exceptional Children in the School, New York: Holt, Rinehart, Winston.
- Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991.
- Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.
- Kirk, S.A & Gallagher J.J., Education of Exceptional Children; Houghton Mifflin Co., Boston, 1989.
- Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
- Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
- Singh, N.N and Beale, I.L. (eds.) Learning Disabilities- Nature, Theory and Treatment Spring-Verlag, New York, Inc: 1992.

PAPER CODE - EDU 708
Reading & Reflecting on the Text
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to-

1. explain the nuances of reading
2. develop study and reference skills
3. learn strategies of reading and reflecting on the ideas expressed in texts
4. analyze text critically and make connections with the text

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 708	Reading & Reflecting on the Text	CO86: Demonstrate strategies of reading and reflecting on the ideas expressed in texts.	Teaching strategies: Explanation, Discussion, Illustration Learning strategies: Self-learning Assignments, co-operative learning,	Formative Assessment (30%): Class test- week 6, Assignment (1), Hand outs Summative Assessment (70%): Semester end examination

CONTENTS:

Unit-I: Reading

9 Hrs

- Meaning, purpose & process
- Reading across the curriculum
- Building the reading habit

Unit-II: Reading for Text Comprehension

9 Hrs

- Reading comprehension- Meaning & aspects
- Strategies of Reading comprehension
- Making connections, predicting, questioning, monitoring, visualizing and summarizing

Unit-III: Engaging with Different Texts **9 Hrs**

- Literary and non literary texts
- Narrative, descriptive and expository texts
- Technical and persuasive texts

Unit-IV: Engaging with Subject Related Reference Books **9 Hrs**

- Research documents
- Policy documents
- Reference books

Unit-V: Reading and Reflecting **9 Hrs**

- Making connections with text- text to self, text to text, text to world
- Reflective practice & reading tasks
- Critical appreciation of text

Sessional Work (Any One):

1. Writing: Based on the text (e.g. Summary of a scene, extrapolation of story or converting a situation into a dialogue.
2. Making notes in systematic form (e.g. flow diagram, tree diagram or mind map).
3. Review of a text book of any school subject.
4. Prepare a children's literature handbook.

BOOKS RECOMMENDED:

- Oxford, R.L (1990) Language Learning Strategies: What Every Teacher should Know, Heinle ELT.
- Moon, J. (1999). Reflection in Learning & Professional Development, Kogan Page.
- IGNOU (2016). BESL-121 Reading and Reflecting on the Texts. School of Education, IGNOU, New Delhi.
- Siddiqui, Hena (2016) Reading and Reflecting on Text, Agarwal Publications, Agra.

PAPER CODE - EDU 709
School Internship III
(Practical)

Credits: 6

Maximum marks: 100

Contact Hrs/Week: 6

Total Hrs: 90

Course Objectives:

After completion of this course, the students will be able to-

1. develop skills in planning for and teaching in actual classroom environment
2. observe the classes of regular teachers and peers and learn about teaching learning process and classroom management
3. acquire skill in conducting action research/case study
4. develop organizational skills in various school activities
5. develop an understanding on preparation of school timetable

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 709	School Internship III	CO87: Develop skills in planning & teaching in actual classroom environment. CO88: Design and conduct action research and case study. CO89: Inculcate organizational skills in various school activities.	Teaching strategies: Presentation, Simulation Learning strategies: Presentation in simulated conditions, Experiential learning, Peer practice	Formative Assessment (30%): Report Presentation, Observation Summative Assessment (70%): Report Presentation, Observation

CONTENTS:

Internship Tasks:

The student teachers will perform the following activities in the school-

- Prepare and deliver 10 regular lessons in actual classroom in their opted teaching subject
- Conduct Action Research/Case Study on any one educational issue/concern
- Prepare the school time table
- Prepare a report on their school internship work

Course Outcomes - Semester VIII

PAPER CODE - EDU 802 Childhood & Growing Up II (Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

After completing the course, the students will be able to -

1. develop an understanding of the nature and process of learning in the context of various learning theories and factors
2. understand the critical role of learning environment
3. get them acquainted with various psychological attribute of an individual
4. study and analyze the factors influencing cognition and learning

5. study and understand learning in constructivist perspective

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 802	Childhood & Growing Up II	<p>CO90: Critically examine the theories of learning in school environment.</p> <p>CO91: Interpret various psychological attribute of an individual.</p>	<p>Teaching strategies: Interactive Lecture, Explanation</p> <p>Learning strategies: Self-learning Assignments, Hand outs</p>	<p>Formative Assessment (30%): Class test-week 6, Assignment (1), Power point presentation (1)</p> <p>Summative Assessment (70%) Semester end examination</p>

CONTENTS:

Unit-I: Concept of Learning & Its Theories

9 Hrs

- Learning: Concept and nature, types of learning by Gagne
- Stimulus Response theories of learning:
 - Pavlov's Classical Conditioning theory
 - Skinner's Operant Conditioning
 - Thorndike's Connectionism

Unit-II: Cognitive Theories of Learning

9 Hrs

- Cognitive theories of Learning:
 - Gestalt theory of learning
 - Piaget & Bruner's theory of learning
- Motivation: Concept, Maslow's Hierarchy need theory

Unit-III: Personality & Adjustment

9 Hrs

- Personality: concept and nature, approaches and theories of personality, assessment of personality
- Adjustment: concept, mechanisms, identification of maladjusted children, ego defense mechanisms
- Stress: meaning, types and coping strategies

Unit-IV: Psychological Attributes of an Individual

9 Hrs

- Intelligence: meaning, types, theories and assessment
- Higher order thinking skills: critical thinking, reasoning, problem solving, decision making

Unit-V: Socialization & Mental Health

9 Hrs

- Socialization: meaning and definitions, process of socialization, Bandura's social development
- Group dynamics: concept, classroom as group, theory of Kurt Lewin
- Leadership: concept, styles (Kimble Young) and educational implications

Sessional work (Any one):

1. Case study of a special child
2. Study of community factors that affect pupil learning
3. Administration and interpretation of a psychological test

BOOKS RECOMMENDED:

Essential readings:

- Aggarwal, J.C., (1981) Essential of Educational Psychology, Delhi, Doaba Book
- Chauhan, S.S. (2001), Advanced Educational Psychology, New Delhi: Vikas Publishing House
- Mangal, S.K., (2013) Advanced Educational Psychology, New Delhi: PHI Learning Private Limited
- Sharma, R.A. (1996) Fundamentals of Educational Psychology, Meerut, Lal Book Depot

References:

- B.P. (2000). Personality theories, Boston: Allyn and Bacon House.
- Berk Laura (2007), Child Development; New Delhi. Prentice Hall of India
- Biggi, M.L. (1982). Learning Theories for Teachers. New York: Harper and Row.
- Blair (1954), Jones and Simpson: Educational Psychology, New York, Macmillan.
- Goleman Daniel (1995). Emotional Intelligence; New York, Bantom Books.
- Hilgard, E.R. (1956): Theories of Learning, N.Y. Appleton Century Craft.
- Ormrod Ellis Janne, Third Edition, Educational Psychology Developing Learners
- Multimedia Edition (<http://www.prenhall.com/ormrod>).
- Sharma Tara Chand (2005), Reading Problems of Learners, New Delhi. Sarup and Sons.
- Skinner (1984), B.F.: Advanced Educational Psychology, New Delhi, Oxonian Press Pvt. Ltd.

PAPER CODE - EDU 803 Knowledge and Curriculum (Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives:

After completion of this course, the students will be able to-

1. prepare for the challenges of the 21st century and strive for excellence in the field of education
2. encourage the application of knowledge and skills in the Indian educational institutions
3. examine the different sources of knowledge and their kinds
4. get familiarized with the models and process of curriculum development

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 803	Knowledge and Curriculum	<p>CO92: Examine the different facts of knowledge.</p> <p>CO93: Justify the role of teacher in knowledge construction.</p>	<p>Teaching strategies: Interactive Lectures, Discussion, Activity</p> <p>Learning strategies: Self-learning assignments, Report writing</p>	<p>Formative Assessment (30%): Class test- week 6, Assignment (1), Power point presentation (1)</p> <p>Summative Assessment (70%) Semester end examination</p>

CONTENTS:**Unit I: Concept of Knowledge****9 Hrs**

- Meaning and nature of knowledge
- Sources of attainment of knowledge in schools with special reference to society, culture and modernity.
- Distinction between-
 - Knowledge and skill
 - Teaching and training
 - Reason and belief

Unit II: Facets of Knowledge**9 Hrs**

- Local and universal
- Concrete and abstract
- Theoretical and practical
- School and out of school

Unit III: Concept of Curriculum**10 Hrs**

- Meaning, nature and objectives of curriculum
- Need of curriculum in schools
- Philosophical, psychological, sociological and scientific basis of curriculum
- Various types of curriculum: Subject centered, Child centered, Community centered and Activity centered
- Factors influencing curriculum

Unit IV: Construction of Curriculum**6 Hrs**

- Aims and approaches of curriculum development
- Process of Curriculum Development
- Evaluation of curriculum

Unit V: Models of Curriculum Development**11 Hrs**

- Ralph Tyler Model
- Hilda Taba Model
- Curriculum Transaction: Role of a teacher in knowledge construction through dialogue, challenge and feedback as a critical pedagogue

Sessional Work (Any One):

1. Term Paper on any model of curriculum development
2. Analysis of curriculum at senior secondary level (of your subject)

BOOKS RECOMMENDED:

Essential readings:

- Aggrawal, J.C. (2008). Knowledge Commission- 2006: Major Observation and Recommendations, Educational Reforms in India for the 21st Century. New Delhi, Shipra Publication.
- Balsara, M (1999). Principles of Curriculum Reconstruction. New Delhi, Kanishka Publication.
- Lal, R.B. and Palod S. (2015). Policy Framework and Issues in Education. New Delhi, R. Lal Book Depot.

References:

- Malareddy, M. and Ravishankar, S.(.). Curriculum Development and Educational Technology. New Delhi, Sterling Publisher P. Ltd.
- Mohanty, J. (2003). Modern Trends in Education Technology. (Reprint Addition 2013)
- Prasad, Janardan and Kumar, Vijay (1997). Advanced Curriculum Construction. New Delhi, , Kanishka Publication.
- Ramesh Shukla (2005). Dictionary of Education (2005). New Delhi, A.P.H. Publishing Corporation.
- Soti and Sharma, A. (2014). Eminent Educational Thinkers of India. Agra, R.S.A. International Publisher. Agra.

PAPER CODE - EDU 804
Assessment for Learning II
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to-

1. explain and use different techniques and tools of evaluation for learning
2. develop skills necessary to compute basic statistical measures to assess the learning

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 804	Assessment for Learning II	<p>CO94: Develop skills necessary to use different tools and techniques of evaluation.</p> <p>CO95: Select appropriate statistical measures to assess the learning.</p>	<p>Teaching strategies: Interactive Lectures, Discussion, Illustration</p> <p>Learning strategies: Self-learning assignments, learning by practice</p>	<p>Formative Assessment (30%): Class test-week 6, Assignment (1), Worksheet</p> <p>Summative Assessment (70%) Semester end examination</p>

CONTENTS:

Unit I: Assessment In Different Paradigms

9 Hrs

- Behaviouristic
- Constructivist
- Cognitivist
- Significance of assessment for learning, assessment of learning and assessment as learning

Unit II: Existing Assessment Practices

9 Hrs

- Self assessment and peer assessment
- Records used in assessment
 - a) Profiles.
 - b) Evaluation Rubric.
 - c) Cumulative Records.

Unit III: Item Writing and Item Analysis

9 Hrs

- Types of test items: objective, true false, multiple choice, fill in the blanks, simple recall, matching
- Administration of test: conditions of testing, schedule & directions

Unit IV: Assessment Tasks and Indicators

9 Hrs

- Projects and assignments
- Observation of learning processes by self, by peers, by teachers
- Organizing and planning for student portfolios
- Developing rubrics for portfolio assessment, teachers' diaries, and group activities

Unit V: Statistical Tools for Assessment of Learning

9 Hrs

- Measures of central tendency: mean, median and mode
- Measures of variability: quartile deviation, standard deviation
- Measures of relative position: percentile rank

- Coefficient of correlation by Spearman's rank difference method
- Graphical representation of data: histogram, frequency polygon

Sessional Work (Any One):

1. Maintaining a portfolio related to the course work of students during practice teaching
2. Observing, interviewing and writing comprehensive profile of a student

BOOKS RECOMMENDED:

- Garnett, H.E (2008) Statistics in Psychology and Education. Surjeet Publication, New Delhi.
- NCERT (1985) Curriculum & Evaluation, New Delhi.
- Norris N (1990) Understanding Educational Evaluation, Kogan Page Ltd.
- Singh, H.S. (1974) Modern Educational Testing, Sterling Publication, New Delhi.

PAPER CODE - EDU 805
Gender, School & Society
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives: -

After completing the course, the students will be able to:

1. develop basic understanding and familiarity with key concepts – gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism
2. explain some important landmarks in connection with growth of women's education in historical and contemporary periods
3. learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region
4. explain the need to address gender-based violence in all social spaces and evolves strategies for addressing it

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 805	Gender, School & Society	<p>CO96: Analyze the equity & equality in relation with caste, class, religion, ethnicity, disability & regional disparity.</p> <p>CO97: Identify different ways to solve the problem of discrimination.</p>	<p>Teaching strategies: Interactive Lectures, Discussion, Case study</p> <p>Learning strategies: Self-learning assignments, Survey</p>	<p>Formative Assessment (30%): Class test- week 6, Assignment (1), presentation (1)</p> <p>Summative Assessment (70%) Semester end examination</p>

CONTENTS:

Unit I: Gender issues: Key Concepts

9 Hrs

- Gender, Sexuality, Patriarchy, Masculinity and Femininity
- Gender bias, Stereotyping and Gender Identity
- Equity and Equality in relation with caste, class, religion, ethnicity, disability and regional disparity

Unit II: Education and Gender Challenges

9 Hrs

- Heterogeneous gendered realities and domains and challenges in education
- Key programmatic initiatives for bridging gender gap in elementary education
- Progress towards Gender parity and equality in education
- Gender Parity Index
- Important factors effecting gender equity

Unit III: Socialization Processes in India: Family, School and Society

9 Hrs

- Gender identity and role of society in socialization
- Concept, relation and importance of gender, culture and institution
- Sites of conflicts: Understanding the Importance of addressing sexual abuse in family, neighborhood and school and in other formal and informal institutions

Unit IV: Gender and Schooling

9 Hrs

- Function of socialization- By school
- Role that students take in socialization
- Gender issues in curriculum
- Gender issues and role of teacher
- Gender sensitivity: meaning, need, process and strategies

Unit V: Gender Issues: Historical perspective on Education

9 Hrs

- Historical backdrop: Some landmarks in socio-economic and educational upliftment of status of girls and women
- Supervision of policies of educational commissions on expansion and implementation of girls education
- Schemes and Programmes on girls education and overall development of women for addressing gender discrimination in society

Sessional Work (Any one):

1. Project on analyzing the growing up of boys and girls in different types of family in India.
2. Organize debate on Equity and Equality in relation with caste, class, religion, ethnicity, disability and regional disparity
3. Prepare a project on gender issues and concern in education

References:

- Bhatnagar, S. & Anamika Saxena (2007); Modern Indian Education and its Problems. Meerut: R.Lall Book Depot.

- Desai, Neera and Thakkar, Usha. (2001); Women in Indian Society. New Delhi: National Book Trust.
- Dunne, M. et.al. (2003); Gender and Violence in Schools. UNESCO.
- Tripathi, P. (2016); Gender, School and Society. Agra: Agrawal Publications.
- Trivedi, V.O. (2016); Gender, School and Society. Agra: Agrawal Publications.

PAPER CODE - EDU 806
Understanding the Self
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to-

1. develop understanding about themselves the development of the self as a person and a teacher
2. develop social relational sensitivity and effective communication skills, including the ability to listen
3. develop a holistic and integrated understanding of the human self and personality
4. build resilience within to deal with conflicts at different level and learn to create terms to draw upon collective strength
5. help explore one's dreams, aspiration, concerns through varied forms of self expression, including poetry and humor
6. introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 806	Understanding the Self	<p>CO98: Judge as a reflective practitioner.</p> <p>CO99: Build resilience within to deal with conflicts.</p>	<p>Teaching strategies:</p> <p>Interactive Lectures, Discussion</p> <p>Learning strategies:</p> <p>Self-learning assignments, Report writing</p>	<p>Formative Assessment (30%):</p> <p>Class test- week 6, Assignment (1), Power point presentation (1)</p> <p>Summative Assessment (70%)</p> <p>Semester end examination</p>

CONTENTS:

Unit I: Exploring the Self

9 Hrs

- Exploring the self (potential of self, fears, aspirations).

- Self identity.

Unit II: The Evolving Self

9 Hrs

- Developing the self (building self esteem, self image).
- Harmony and peace with self (Resilience, mindfulness).

Unit III: Self Management

9 Hrs

- Positivity and management of emotions.
- Tactics and techniques of self understanding.

Unit IV: The Emerging Self

9 Hrs

- Stereotypes and Prejudices; Gender, Class, Caste, Race, Region, Language and Religion.
- Challenging stereotypes.

Unit V: Role of Teacher & Agencies

9 Hrs

- Teacher as a reflective practitioner.
- Agencies that shape the self: Family, School and Media.

Sessional Work (Any One):

1. Participate or lead in real life intervention (within families/college or community) through guidance and counseling.
2. Review of personal narratives, life stories and group interaction.
3. Write a reflection about your journey as a student-teacher. Identify areas where you think you need to improve and elucidate how you intend bringing improvement in yourself in these areas.

BOOKS RECOMMENDED:

- Duval, T.S. & Silvia, P.J.(2002). Self-Awareness, Probability of Improvement and the Self-Serving Bias. *Journal of Personality and Social Psychology*, 82, 49-61.
- Phillips, A.G. and Silvia, P.J. (2004).Self- awareness, self-evaluation and creativity. *Personality and Social Psychology Bulletin*, 30, 1009-1017.
- Povinelli, D.J. and Prince, C.G. (1998). When Self Met Other in M.Ferrari & R.J. Sternberg (Eds.), *Self-awareness: Its nature and development* (pp. 37-107). New York.
- Guilford Mullen, B. & Suls, J. (1982). Know Thyself: Stressful Life Changes and the Ameliorative Effect of Private Self-Consciousness. *Journal of Experimental Social Psychology*, 18, 43-55.
- Lewis, M. &Brooks-Gunn, J. (1978). Self Knowledge and Emotional Development in M. Lewis & L. Rosenblum (Eds.), *The Development of Affect: The Genesis of Behavior*, 1 (pp. 205-226). New York: Plenum Press.
- Luft J and Ingham Branden, N., & Archibald, S. (1982). *The Psychology of Self-Esteem*. Bantam Books.
- Rogers, C. (2012). *On Becoming a Person: A therapist's view of psychotherapy*.Houghton Mifflin Harcourt.
- Rogers, C. R. (1974). *Toward Becoming a Fully Functioning Person*. Reading in Human Development: A Humanistic Approach, 33.

PAPER CODE - EDU 807
Drama & Arts in Education
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to-

1. develop the aesthetic sense and creative thinking in the students
2. explain forms of art, performing and visual and its significant role in human life
3. discuss relationship between art, literature and education
4. acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society
5. discuss about teaching of different subjects through drama and art education at school level
6. explain cultural heritage of India with special reference to Rajasthan
7. discuss about technical invasion in the field of art and future perspectives of drama and art education
8. develop sensitivity, empathy and sense of responsibility for self-development and betterment of society

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 807	Drama & Arts in Education	<p>CO100: Develop consciousness & awareness about drama towards society.</p> <p>CO101: Plan to prepare activities based on drama and art to teach learners.</p>	<p>Teaching strategies:</p> <p>Interactive Lectures, Discussion, Project</p> <p>Learning strategies:</p> <p>Self-learning assignments, Report writing.</p>	<p>Formative Assessment (30%):</p> <p>Class test- week 6, Assignment (1), Report presentation (1)</p> <p>Summative Assessment (70%)</p> <p>Semester end examination</p>

CONTENTS:

Unit I: Aesthetic Sense and Creativity

9 Hrs

- Aesthetic sense and value: meaning, nature, concept and importance in human life. Arts in education & education in arts, transform art and aesthetic sense through education
- Concept of creativity, creative writing, modes in speech and importance of education for it. Relationship between art, literature and education. Historical perspectives of various types of Art in India

Unit II: Drama & Its Educational Significance **9 Hrs**

- Introduction & type of drama, social and educational relevance of performing art and its place in contemporary Indian society
- Forms of the major cultural, art festivals, exhibitions, craft-fairs of India with special reference to Rajasthan and their significant role for enhancement of aesthetic & artistic sensibility

Unit III: Rajasthan Folk Drama & Play **9 Hrs**

- Introduction of folk drama of Rajasthan: Gavri, Tamasha, Khayal, Rammat, Phed, Leela, Swang, Nautanki, Bhavai. Dance and drama training, its relevance to learning at different levels of school
- Play: meaning, concept, need, types, importance, relationship between learning and drama education. Dramatic pressure for understanding problems in a new way

Unit IV: Indian Music & Dance **9 Hrs**

- Introduction to music: dhawani swar, sapttak, alankar, lay-taal, vadhaya-tantu, avnadh, shushir, dhanlok, lok-geet, lok vadhya & introduction to dance: history of dance- kala, lok-nritya
- General introduction of seven classical dance style, knowledge of Indian dance-drama tradition both in classical and folk, general introduction of folk and tribal dances, contemporary dance in modern India

Unit V: Visual Art: Teaching & Learning **9 Hrs**

- Exploration and experimentation with different types of visual arts: painting, printing, collage, cartoon making, photography, clay modeling, model making, pottery, puppetry, rangoli, paper art
- Use of visual art in teaching-learning process. Art and self-expression. Need and importance of community participation

Sessional Work (Any One):

1. Prepare a street play (Nukkad Natak) related to any social, political issue and perform it on three different places of your city
2. Prepare direct or participate in character play related with any historical topic of school syllabus and perform it in any school
3. Prepare, direct or participate in one dance- drama related with any contemporary issue based on any form of folk drama of Rajasthan, perform it publicly and submit a report
4. Make a documentary film related with any subject of school and present it
5. Make any two type of visual art given in this syllabus and use it in school or stimulated teaching
6. Write three drama-scripts on your own on the basis of creative writing for school children
7. Visit or participate in any cultural, art festival or exhibition and submit a report with your experiences
8. Organize an exhibition related to any form of visual art in your respective institution

BOOKS RECOMMENDED:

- Bharucha Rustom: Theatre and the World, Manohar Publication, New Delhi.
- Bhattacharya Dilip: Musical Instrument of Tribal India, Manas Publications, New Delhi 1999.
- Bhavnani Enakshi: The Dance of India, Treasure House of Books, Bombay.
- Chaturvedi Ravi: Theatre and Democracy, Rawat Publication, New Delhi.
- Datta Ajit Kumar: Indian Artifacts, Cosmo Publication, London.
- Hariharan M., Kuppuswami Gowri: An Anthology of Indian Music, Sandeep Prakashan, Delhi.

- Khandalavala Karl J.: Indian Painting, Lalit Kala Academy, New Delhi.
- Kothari Sunil: New Directions in Indian dance, Marg Publication, Mumbai.
- Krishna Rao U.S., Devi Chandrabhaga U.K.: A panorama of Indian dances, Shree Satguru Publication, New Delhi.
- Lal Ananda: Theatre of India, Oxford University Press.
- Raja Deepak S.: Hindustani Music, D.K. Print World Ltd. New Delhi.
- Sudhakar Kanaka: Indian Classical dancing, Sterling Publishers Pvt. Ltd. New Delhi.
- Thames and Hudson: Arts & Crafts of India, London.
- Tribhwn Robin D., Tribhwan Preeti R.: Tribal Dances of India, Discovery Publication House, New Delhi, 1999.

PAPER CODE - EDU 808A
Peace Education
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to-

1. explain the concept of peace education
2. acquire the knowledge about peaceful mind makes peaceful world
3. discuss the theory and practice of peace education
4. analysis the philosophical thoughts for peace
5. promote awareness about the existence of conflicting relationships between people, within and between nations and between nature and humanity
6. create frameworks for achieving peaceful and nonviolent societies

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 808 A	Peace Education	<p>CO102: Discuss the role of great personalities and social agencies in propagation of peace.</p> <p>CO103: Create frameworks for achieving peaceful and nonviolent societies.</p>	<p>Teaching strategies: Interactive Lectures, Discussion, Activity</p> <p>Learning strategies: Self-learning assignments, Report writing students</p>	<p>Formative Assessment (30%): Class test-week 6, Assignment (1), Report Presentation</p> <p>Summative Assessment (70%) Semester end examination</p>

CONTENTS:

Unit I: Concept of Peace

9 Hrs

- Negative peace and positive peace
- Negative Peace: peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, peace with justice, peace and nonviolent liberation technique (Satyagraha) and disarmament
- Positive Peace: peace as love, mutual aid, positive interpersonal relations, peace and development, living with nature and preserving life and eco system

Unit II: Introduction of Peace Education

9 Hrs

- Meaning, concept and need of peace education
- As a universal value
- Aims and objectives of peace education
- Role of social agencies: family, religion, mass media, community, school, NGO's, government agencies in promoting peace education
- Current status of peace education at global scenario

Unit III: Bases of Peace Education

9 Hrs

- Becoming peace teacher-acquisition of knowledge, values and attitudes
- Life skills required for peace education (WHO)
- Areas of peace education: conflict management, conservation of environment
- Challenges to peace: stress, conflict, crimes, terrorism, violence and modernization
- Strategies and methods of teaching peace education: meditation, yoga, dramatization, debate and etc.

Unit IV: Effective Teaching of Peace

9 Hrs

- Peace education for life and lifelong education, peace education and removing the bias towards violence- correcting distortions
- Model of integrated learning – transactional modalities- cooperative learning, group discussion, project work, role play, storytelling, rational analytic method- case analysis and situation analysis
- Peace research, international classroom, international parliament, peace awards, creating models for peace technology- development of new tools, techniques, mechanisms and institutions for building up peace and engaging students in peace process

Unit V: Transacting Peace Education & Role of Social Agencies

9 Hrs

- Integration of peace education through curricular and co-curricular activities
- Role of mass media in peace education
- Programmes for promoting peace education- UNESCO
- Addressing challenges to peace in multicultural society
- Role of religion in propagation of peace. Nelson Mandela, Mother Teresa, Vivekananda, Gandhian philosophy in promoting peace education. Role of great personalities in promoting peace

Sessionalwork (Any One):

1. Prepare a role play of great personalities who worked/ contributed towards peace
2. Organize an activity in schools to promote peace
3. Write a report on Gandhi and peace
4. Write about the contribution of any two Noble prize winners for peace

5. Prepare an album of Indian Philosophers and write their thoughts on peace

BOOKS RECOMMENDED:

- Adams. D (Ed) (1997) UNESCO and a Culture of Peace: Promoting a Global Movement. Paris UNESCO.
- Dr. Haseen Taj (2005) National Concerns and Education, New Delhi, Neelkamal Publications Pvt. Ltd.
- Dr. Haseen Taj (2005) Current challenges in Education, New Delhi, Neelkamal Publications Pvt. Ltd.
- Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education, Rakhi Prakashan, Agra-27.

PAPER CODE - EDU 808B
Physical Education & Yoga
(Theory)

Credits: 3

Maximum marks: 100

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to-

1. enable them to understand the need & importance of physical education
2. acquaint them to allied areas in physical education
3. sensitize the student teacher towards physical fitness & its importance
4. make them aware of the benefits of physical fitness & activities for its development
5. help them acquire the skills for assessment of physical fitness
6. introduce them to the philosophical bases of yoga
7. introduce them to types of yoga & its importance
8. motivate them to resort to physical activity for the fitness development
9. help them understand the procedure of health-related fitness evaluation

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 808B	Physical Education & Yoga	CO104: Discuss the benefits of physical fitness and yoga in daily life with learners.	Teaching strategies: Interactive Lectures, Discussion, Activity Learning strategies: Self-learning assignments, Report writing.	Formative Assessment (30%): Class test-week 6, Assignment (1), Report Presentation Summative Assessment (70%) Semester end examination

CONTENTS:

Unit I: Physical Education 9 Hrs

- Introduction, definition and meaning of physical education.
- Objectives of physical education.
- Scope of physical education & allied areas in physical education.

Unit II: Physical Education and Methods 9 Hrs

- Need & importance of physical education in different levels of school (sec. and sr. sec. level).
- Training methods: development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek/speed play and weight training).
- Development of techniques and tactics.

Unit III: Physical Fitness 9 Hrs

- Definition, meaning, types and factors of physical fitness.
- Factors affecting physical fitness.
- Benefits of physical fitness.

Unit IV: Physical Fitness and Yoga Activities 9 Hrs

- Need of physical activities at school level.
- Importance of physical activities at school level.
- Assessment of physical fitness.
- Introduction, meaning and mis-concepts of yoga.
- Ashtang yoga (8 stages of yoga).
- Types of yoga.
- Importance of yogasanas, pranayama and shudhikriya.
- Importance of meditation in school.

Unit V: Human Abilities and Yoga In Indian Context 9 Hrs

- Education and yoga: promotion of intelligence, awareness and creativity through yoga, yoga in class- rooms (primary, secondary and higher education levels.)
- Stress and yoga: stress- Definition, causes, symptoms, complications in life; yogic management of stress related disorders: anxiety, depression and suicidal tendencies.

Sessional Work (Any One):

1. Learning and performing of basic yogic activities.
2. Health and physical education relationship with other subject areas like science, social science and languages.
3. Fundamental skill of games/sports and yoga.

BOOKS RECOMMENDED:

- Kvalayananda, Swami, Pranayama, (1983), Popular Prakashan Bombay.
- Kvalayananda, Swami, Asanas, (1983) Popular Prakashan Bombay, English/ Hindi.
- Lal, Raman Bihari. (2008). Siksha ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
- Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
- Niranjana, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.

- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W. Selvamurthy (1998). Meditation Techniques, their scientific evaluation. Gurgaon, Anubhav Rai Publication.
- Raju, P.T. (1982). The Philosophical Traditions of India. Delhi, Moti Lal Banarsi Dass.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
- Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw- Hill Publishing Co. Ltd.

PAPER CODE - EDU 808C
Guidance & Counselling
(Theory)

Credits: 3
Maximum marks: 100
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives: -

After completion of this course, the students will be able to-

1. explain the concept, need and meaning of guidance
2. get acquainted with the principles, issues, problems and procedure of guidance
3. develop understanding about the role of school in guidance
4. analysis the various areas, tools and techniques in guidance
5. explain the concept, need and meaning of counseling
6. get acquainted with the principles and process of counseling
7. discuss the tools and techniques in counseling

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 808 C	Guidance & Counselling	<p>CO105: Discuss the issues and problems of learners and suggest solutions.</p> <p>CO106: Identify the techniques used in guidance as per learner requirement.</p>	<p>Teaching strategies: Interactive Lectures, Discussion, Activity</p> <p>Learning strategies: Self-learning assignments, Report writing students:</p>	<p>Formative Assessment (30%): Class test- week 6, Assignment (1), Report Presentation</p> <p>Summative Assessment (70%) Semester end examination</p>

CONTENTS:

Unit I: Guidance in School

9 Hrs

- Concept, need and meaning of guidance.
- Principles of guidance.
- Procedure of guidance (steps).
- Issues and problems of guidance.
- Role of school in guidance.

Unit II: Area, Tools and Techniques in Guidance

9 Hrs

- Personal, educational and vocational guidance.
- Tools: records of students for guidance.
- Cumulative record.
- Rating scale.
- Questionnaire and inventories.
- Techniques in guidance (a) Observation, (b) Interview, (c) Sociometry.

Unit III: Counseling in School

9 Hrs

- Concept and meaning of counseling.
- Need & importance of counseling in school.
- Principles of counseling.
- Counseling process: Individual & group counseling

Unit IV: Types of Counseling

9 Hrs

- Types of counseling.
- Directive, non-directive and eclectic counseling.

Unit V: Techniques in Counseling

9 Hrs

- Lectures, discussions and dramatics as techniques in counseling.
- Qualities and role of a school counselor.

Sessional Work (Any One):

1. Conduct an interview of a school counselor and prepare a report.
2. Visit a guidance or counseling centre and write a report.
3. Administer an individual test and prepare a report.

BOOKS RECOMMENDED:

- Anastasi A, Differential Psychology, New York: Macmillan Co, 1996.
- Crow & Crow, An introduction to Guidance, New Delhi: Eurasia Publishing House, 1992.
- Freeman E.S. Theory and Practice of Psychological Testing, New Delhi: Henry Holt 1992.
- Jones.A.J., Principles of Guidance, New Delhi: McGraw Hills Publishers, 1970.
- Kochhar S.K. Educational and Vocational Guidance in Secondary Schools, New Delhi, Sterling Publishers Pvt. Ltd, 1990.
- Kolher. S.K., Educational and Vocational Guidance, New Delhi: Prentice Hall India Ltd., 1995.
- NCERT, Guidance and Counseling in Indian Education, New Delhi: NCERT, 1978.

PAPER CODE - EDU 809A
School Internship IV
(Practical)

Credits: 6
Maximum marks: 100
Contact Hrs/Week: 6
Total Hrs: 90

Course Objectives: -

After completion of this course, the students will be able to-

1. develop skills in planning & teaching in actual classroom environment
2. observe the classes of regular teachers & peers and learn about teaching learning processes and classroom management
3. maintain a reflective journal
4. inculcate organizational and managerial skills in various school activities

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 809 A	School Internship IV	CO107: Organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.	Teaching strategies: Presentation, Simulation Learning strategies: Presentation in simulated conditions, Experiential learning, Peer practice	Formative Assessment (30%): Presentation in Simulated conditions, Observation Summative Assessment (70%): Report Presentation, Observation

CONTENTS:

Section-A:

- Preparing and delivering five daily lessons.
- Observing five lessons of peers.

Section-B:

- The students will be placed as interns in schools and will perform all the tasks of a regular teacher. They will also complete the following tasks.

Internship Tasks

- Preparing and delivering 10 daily lessons.
- Preparing a blue print and conducting an achievement test in the classroom.
- Preparing and delivering one criticism lesson.

- Preparing a report on the internship work.

Suggested School Activities:

- Providing guidance and counseling services.
- Organizing parent-teacher meetings.
- Conducting a socio-metric test.
- Organizing and conducting extension activities.
- Organizing literacy, sports and cultural activities.
- Planning and preparation of school magazine.
- Maintaining a Reflective Journal.
- Preparation of school budget.
- Preparation of school academic calendar.

PAPER CODE - EDU 809B
Final Lesson II
(Practical)

Credits: 2

Maximum marks: 100

Course Objectives:

After completion of this course, the students will be able to-

1. Plan, prepare and deliver a lesson in a real classroom setting.

Course Outcomes (COs):

Course		Course Outcome	Learning and teaching strategies	Assessment strategies
Paper Code	Paper Title			
EDU 809 B	Final Lesson II	CO108: Construct and deliver the lesson plan effectively in the real class room situation.	Teaching strategies: Tutorial Learning strategies: Self-learning Assignments, Learning by practice	Summative Assessment (100%): Presentation & Observation

CONTENTS:

The student-teachers will plan, prepare and present one lesson in their opted teaching subject, in a class of 35 minutes duration, in a secondary school. They will also prepare and use appropriate Teaching Learning Material in this lesson.