**Evaluation Scheme**

**(Effective From July 2018 Onwards)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER I** | | | | | | | | | |
| **THEORY (16 Weeks)** | | | | | | | | | |
| **Course**  **Category** | **Course Code** | **Course Title** | **Contact Hours** | | | **Evaluation Scheme** | | | **Credits** |
| L | T | P | CIA | ESE | Course Total |
| **CCT** | **BED 2101** | Childhood and Growing up | 5 | 2 |  | 30 | 70 | 100 | 6 |
| **BED 2102** | Philosophical Foundation of Education | 5 | 2 |  | 30 | 70 | 100 | 6 |
| **BED 2103** | Language Across the Curriculum | 3 | 1 |  | 30 | 70 | 100 | 3 |
| **BED 2104** | Understanding of Disciplines | 3 | 1 |  | 30 | 70 | 100 | 3 |
| **BED 2105** | Critical Understanding of ICT | 3 | 1 |  | 30 | 70 | 100 | 3 |
| **PRACTICAL (2 Weeks)** | | | | | | | | | |
| **CCP** | **BED 2151** | PSE (Preliminary School Engagement )   * School observation * Reflection * Field Activities |  | | | 100 |  | 100 | 2 |
|  |  | **Total** |  | | | **250** | **350** | **600** | **23** |

**BED 2151**

* One Week School Observation: Writing a Report on Observation of regular class room teaching in different school with respect to pedagogical practices & classroom management techniques used by the teachers.
* Reflection: Reflection on roles & responsibilities by visiting different school staff & critical report writing about infrastructural facilities.
* Field Activities: Visit to Old Age home /Special School/ Orphanage and Report Writing.

**Course Category**

* CCT- Core Course Theory
* ECT- Elective Course Theory
* CCP- Core Course Practical

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| **SEMESTER II** | | | | | | | | | | | | | |
| **THEORY (14 Weeks)** | | | | | | | | | | | | | |
| **Course**  **Category** | | **Course Code** | **Course Title** | | **Contact Hours** | | | **Evaluation Scheme** | | | | **Credits** | |
| **L** | **T** | **P** | **CIA** | **ESE** | | **Course Total** |
| **CCT** | | **BED 2201** | Learning & Teaching | | 6 | 2 |  | 30 | 70 | | 100 | 6 | |
| **BED 2202** | Contemporary India and Education | | 6 | 2 |  | 30 | 70 | | 100 | 6 | |
| **BED 2203** | Understanding the self | | 3 | 1 |  | 30 | 70 | | 100 | 3 | |
| **PRACTICAL2 (4 Weeks)** | | | | | | | | | | | | | |
| **CCP** | | **BED 2251** | Practice in Teaching of 2 School Subjects (30 Lesson Plans) | | 4 weeks | | | 30 | 70 | | 100 | 2 | |
| **Select any One Pedagogy of School Subject Elective (1)** | | | | | | | | | | | | | |
| **ECT** | | **BED 2231** | Civics | | 3 | 1 |  | 30 | 70 | | 100 | 3 | |
| **BED 2232** | Home Science | |
| **BED 2233** | Biology | |
| **BED 2234** | Maths | |
| **BED 2235** | Geography | |
| **Select any One Pedagogy of School Subject Elective (2)** | | | | | | | | | | | |
| **BED 2236** | Hindi | | 3 | 1 |  | 30 | 70 | | 100 | 3 | |
| **BED 2237** | English | |
| **BED 2238** | Science | |
| **BED 2239** | Commerce | |
|  | | **Total** |  | | | **180** | | **420** | **600** | **23** | |
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**BED2251** – Practice in Teaching of 30 lessons (15 in each of the two Subjects) for 4 weeks in schools.

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| **SEMESTER III** | | | | | | | | | | | | | |
| **Practical (2+16= 18 weeks)** | | | | | | | | | | | | | |
| **Course**  **Category** | | **Course Code** | **Course Title (2 Weeks)** | | **Contact Hours** | | | **Evaluation Scheme** | | | | **Credits** | |
| **L** | **T** | **P** | **CIA** | **ESE** | | **Course Total** |
| **CCP** | | **BED 3351** | Reading & Reflection on Text & | | 1week | | | 100 |  | | 100 | 1 | |
| **BED 3352** | Action Research | | 1week | | | 100 |  | | 100 | 1 | |
| **(16 Weeks)** | | | | | | | | | | | | | |
| **CCP** | | **BED 3353 Internship** | Notice Register | | 16 weeks | | |  | 200 | | 200 | 16 | |
| Attendance Register | |
| School infrastructure | |
| Continuous and comprehensive evaluation report | |
| Other Duties | |
| Teachers diary | |
|  | |  | | **Total** |  | | | **200** | | **200** | **400** | **18** | |
| **BED3351 & BED3352** Two week activities in school for Reading and reflection on text as per instruction given by the teacher and Action Research.  **BED 3353** Sixteen weeks Internship in School to be completed by pupil teachers. | | | | | | | | | | | |

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| **SEMESTER IV** | | | | | | | | | | | | | | | | | | | | | |
| **THEORY (16 Weeks)** | | | | | | | | | | | | | | | | | | | | | |
| **Course**  **Category** | | | **Course Code** | **Course Title (14 Weeks)** | | | **Contact Hours** | | | | **Evaluation Scheme** | | | | | | | | | | **Credits** |
| **L** | | **T** | **P** | **CIA** | **ESE** | | | | | **Course Total** | | | |
| **CCT** | | | **BED 4401** | Gender , School & Society | | | 5 | | 2 |  | 30 | 70 | | | | | 100 | | | | 6 |
| **BED 4402** | Knowledge & Curriculum Perspective In Education | | | 5 | | 2 |  | 30 | 70 | | | | | 100 | | | | 6 |
| **BED 4403** | Assessment of Learning | | | 5 | | 2 |  | 30 | 70 | | | | | 100 | | | | 6 |
| **BED 4404** | Creating an Inclusive Education | | | 2 | | 1 |  | 30 | 70 | | | | | 100 | | | | 3 |
| **PRACTICAL (2 Weeks)** | | | | | | |  | | | | |  | | | | | | | | | |
| **CCP** | | **BED 4451** | | | | Community Living Camp (1 Week)  &  Drama & Art in Education (School Visit 1 Week ) | 2 weeks | | | | 100 | | |  | | 100 | | | | 2 | |
| **ECT** | **BED 4431** | | | | Value Education | |  | | 1 |  | 30 | | 70 | | 100 | | | | 3 | | |
| **BED 4432** | | | | Guidance & Counseling | |
| **BED 4433** | | | | Environmental Education | |
| **BED 4434** | | | | Health & Physical Education | |
| **BED 4435** | | | | Adult & Population Education | |
| **BED 4436** | | | | Peace Education | |
|  |  | | | | | **Total** | |  | | | **250** | | **350** | | | | **600** | **26** | | | |

**\*** Select any **One** from **BED 4431- BED4436.**

**Syllabus**

**Semester I**

**Childhood and Growing up**

**Course Objectives:**

The general objective of the course is to introduce:

* Concept of Growth and development.
* Understand characteristics of childhood and Adolescent period.
* Understand different dimensions of development in socio-cultural context.
* Develop theoretical perspectives and an understanding of dimention and stages of human development.

**Learning Outcome**

Upon successful completion of this course, students will be able to:

* Comprehend the concept of growth and development.
* Understand the specific features of childhood and Adolescent as distinct stages of development.
* Know the different dimensions of development.
* Aware of the current issues confronting adolescents.

**Course Contents:**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | Concept and difference between growth and development; Principles of development. Study of life span-prenatal, childhood, adolescent and stage specific characteristics. Facilitating holistic development for self and society |
| **II** | Defining childhood and adolescence as a distinct stage, developmental characteristics of child and an adolescent: physical, cognitive , social, emotional, moral and language. Developmental task of childhood and adolescence. |
| **III** | Children with difficult circumstances and understanding of them-Juvenile delinquency ,maladjustment, identity crisis, emotionally disturbed , parent-child conflict, drug addiction, health awareness.  Marginalized children-child labour, overweight/underweight children, children growing up in poverty, orphans.  Approaches to intervention and therapy for well being-preventive and pro-motive, individual counseling and family therapy. |
| **IV** | Impact of media in the life of adolescents with special reference to use of internet.  Need of understanding child development in the classroom. Problem resulting from lack of understanding of human development. Promoting development of all children in the classroom(positive classroom environment, social and emotional wellbeing of all children, addressing diversity and equalities). |

**Practicum:**

* Case profile of a child or adolescent with behavior difficulties
* Visit and survey of delinquent centre(bal sudhar ghar).
* Assessing media(electronic and print) influence on adolescent lives.

**Suggested Readings:**

1. Aggarwal, J. C. (1995), Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.

2. B R Hergenhahn: An Introduction to Theories of Learning

3. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.

4. Beihemer,S. Psychology Applied to the Classroom

5. Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.

6. Bhatia, H. R. (1977), Textbook of Educational Psychology, The McMillan Company of India Ltd., New Delhi.

7. Bruner, J.S. (1967) A Study of Thinking, New York: John Wiley

8. Chattejee Saroj: Advanced Educational psychology

9. Chauhan, S. S. (1988), Advanced Educational Psychology, Vikas Publication, N. Delhi.

10. Dandekar W N: Fundamentals of Experimental Psychology

11. Dandpani S: A text book of Advanced Educational Psychology

12. Dececco, J. P. (1977), The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.

13. Dhondiyal, S. and Pathak, A.: Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur, 1972.

14. Edward E Smith: Cognitive Psychology

15. Garrett, H. E., Statistics in Psychology and Education.

16. Gulati, Sushma: Education for Creativity, NCERT, 1995.

17. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, Sage Publications

18. Hurlock Elizabeth, Developmental Psychology

19. Hurlock, E. B.: Adolescent Development, McGraw H ill, New York, 1990.

20. Janda L H & Kllenke H K E: Psychology its study and Uses

21. Lefrancois Guy R: Theories of Human Learning

22. Mangal S K: Advanced Educational Psychology

23. Mathur S S: Educational Psychology

24. Morgan,C.T., King, R.A., Weisz,J.R. & Schopler,J.(2001) Introduction to Psychology, (15th ed.), TataMcGrawHill Publishing Ltd.

25. Pal, H.R.: Educational Research. Bhopal, M.P.Granth Academy, 2004.

26. Raison Kenneth; Eller Ben F: Educational Psychology for effective teaching

27. Walia J S: Foundations of Educational Psychology

28. Woolfolk, A.E. Education Psychology

**Philosophical Foundation of Education**

**Course Objectives:**

The general objective of the course is to introduce

1. The Concept, meaning and nature of education philosophy.
2. Knowledge about Indian and Western philosophers.
3. Concept of Sociology of Education.
4. Knowledge of Major issue related to contemporary Indian Education System.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

1. Understand the concept of society, education and its interrelationship.
2. Understand the Social realities of Indian society.
3. Understand the significance of studying Philosophy in understanding educational practice and problem.
4. Compare between Indian and western philosophers.
5. Described the major issues of contemporary Indian Education System.

**Course Contents:**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Meaning & Concept of Education:** Meaning, concept and nature, Agencies of Education, Forms of Education, New Trends in Education, Education and its relation with other disciplines, Philosophy: Meaning, nature and scope, philosophy and its interrelation with education, scope of philosophy of education. Comparative study of Eastern and Western schools of philosophy. |
| **II** | **School of Philosophy**: Major Philosophical schools with reference to their basic principles, curriculum, and teaching methodology.   * Idealism * Naturalism * Realism * Pragmatism * Existentialism |
| **III** | **Indian Thinkers :**Indian philosophical systems and its contribution to education, MajorIndianEducationalThinkers:SwamiVivekananda,SriAurobindo,Mahatma Gandhi, Rabindranath Tagore,J Krishna murthi |
| **IV** | **Western Thinker:** Introduction to Western school of Philosophy and its contribution to education, Western Educational thinkers: Plato, Aristotle, Rousseau, John Dewey, Pestalozzi. |

**Practicum:**

* Book review of anyone thinker
* Visit to any educational institute

**Suggest Readings:**

1. Aggarwal,J.C. : Theory and Principles of Education, New Delhi Vikas Publishing

2. Bhatia and Bhatia: Theory and Principles of Education, New Delhi, Doaba House, Book sellers & Publishers.

3. Cook & Cook: Sociological approach to Education, NewYork, Mcmillan and Co.

4. Ottaway : Education and society London Routledge

5. Dewey, John: Democracy and Education New York, Macmillan and Co.

6. Fleming: Social psychology and education, London, Kegan Paul Society: An introductory Analysis New York Macmillan &Co.,

7. Saxena,N.R.S.: Philosophical and sociological foundation of education Meerut: Surya Publishing

8. T. Raymont: The Principles of Education Bombay: Orient-Longman’ slimited.

9. Pandey,R.S.: Principales of Education,Agara-2Vinnod Pustak Mandhir.

10. Nunn, T. P.: Educations Data and First Principes London: Edward Arnold.

11. Lall,Dev Inder & Chaudhary ,K.P.: Principles Practices of Education, Delhi: G.C. Kanpur& Sons.

12. Havighurst & New Garten: Society & Education Boston Elin & Bacon.

13. Clark: Education and International Understanding.

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**Language Across The Curriculum**

**Objectives**

The course will enable the student teacher to:

* To enable student-teachers to understand the nature and scope of language.
* To help them appreciate the relationship between language & culture.
* To enable the students to learn about development of language.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

* To develop interest in students for language.
* Realize the need of language development.
* To make the students aware of the acquire knowledge at early age.

**Course Content**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Language and Curriculum Transaction:**  Meaning of language, Definition of language, characteristics of language, Significance of language, Role & functions of language, Scope of language. Status of Indian Languages and its transaction in classroom. theories of language learning. |
| **II** | **Development of Language**:  Meaning nature & concept of development of Language, Using first and second language in the classroom, tri language system, multilingualism. Relationship of language with culture.  Principles of communication, Role of communication, Classroom of communication (verbal communication & Non-verbal communication). |
| **III** | **Theoretical Understanding:** theoretical understanding of multilingualism in the classroom (Agnihotri, 1995); the home language and school language; the power dynamics of the ‘standard’ language as the school language vs home language or ‘dialects’; Deficit theory (Eller, 1989); Discontinuity theory. |
| **IV** | **Communication:** Communication, Meaning and concept, Elements of communication ,Process of communication , Types of communication ,Verbal and Non- verbal communication, Interpersonal, Intrapersonal, group and mass communication , ways and means to developing communication skills at schools , general barriers to communication. |

**Practicum**

* Participation in two Extempore Presentations, one Debate, one Paragraph writing and One Application Writing. (To be the basis of Evaluation after exhaustive sessions to improve Communication Skills.).
* Students to maintain a record of observation on the communication of children (both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations Formally Informal Communication and the challenges they face in Communicating.
* **Suggested Reading**
* Agnihotri, R.K. &Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi:Sage Publications.
* Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York:Primary English Teaching Association Cornell University.
* Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.
* Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust.
* Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years.
* Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.
* Yule, G. (2006). The study of language. Delhi: Cambridge University Press.

**Understanding of Discipline**

**Course Objectives:**

The general objective of the course is to introduce.

1. Concept of curriculum its nature
2. Knowledge of two subject and a discipline.
3. Theories related his/her discipline / subject.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

1. Understand the concept of a subject and a discipline.
2. Differentiate between the two subject and a discipline.
3. Understand about knowledge and its theories related his/her discipline/subject

**Course Contents :**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Concept of Subject of Discipline:** Concept, History and development of Human Knowledge subjects and disciplines, knowledge generation process, Development of research methodologies in various disciplines, differences between subject and disciplines, Education as a subject & discipline. |
| **II** | **Concept and nature of discipline**: Meaning, Concept and nature curriculum. Importance of curriculum, principles of curriculum, Basis of curriculum, types of curriculum, approaches of curriculum (co- relation, Integration concentric, chronological) differences between syllabus and curriculum. |
| **III** | **Major disciplines:** Physical sciences, Biological sciences, Mathematics, Social sciences, Languages, Humanities, Fine Arts, Performance Arts, place of each subject in disciplinary classification, theoretical/Applied/Productive/ Professional/ Integrated/ Correlated/ Fused/ Core/ Peripheral/ Pure/ Inter/ Multi/ Trans disciplinary. Situating education among classification |
| **IV** | **Recommendation & policies of curriculum frame work:**  1. Need and importance of curriculum development  2. Suggestion of secondary education commission (1952-1993)  3. Suggestion of Kothari commission (1964-66)  4. National policy in education  5. New trends in curriculum development. |

**Practicum:**

Prepare report on how any subject grow sin to a discipline

**Suggested Readings:**

1. Aggarwal ,J.C. : Theoryand Principles of Education, New Delhi Vikas Publishing House
2. Bhatiaand Bhatia: Theoryand Principles of Education, New Delhi, Doaba House, Book sellers & Publishers.
3. Cook & Cook: Sociological approach to Education, New York , Mcmillan and Co.
4. Ottaway: Education and society London Rout ledge
5. Dewey, John : Democracy and Education New York, Macmillan and Co.
6. Fleming : Social psychology and education, London, Kegan Paul Society: Anintroductory Analysis New York Macmillan & Co.,
7. Saxena , N.R.S. : Philosophical and sociological foundation of education Meerut: Surya Publishing
8. T. Raymont : The Principles of Education Bombay: Orient- Longman ’slimited.
9. Pandey, R.S.: Principales of Education, Agara-2VinnodPustakMandhir.
10. Nunn, T.P.: Education its Data and First Principes London: Edward Arnold.
11. Lall, DevInder & Chaudhary ,K.P.: Principles Practices of Education, Delhi: G. C. Kanpur & Sons.
12. Havig hurst & New Garten: Society & Education Boston Elin & Bacon.
13. Clark: Education and International Understanding.

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**Critical Understanding of ICT**

**Objectives:**

1. To develop an understanding of the concept of ICT in Education.

2. To develop an understanding of the importance and need of communication through ICT.

3. To develop an understanding of the psychological bases of using various support media required for ICT.

4. To provide much hands on experience with computers.

5. To familiarize student-teachers with contemporary teaching- learning techniques.

6. To enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

1. Explain the challenges and opportunities emerging in integrating new technology in Educational process.
2. Apply new trends, techniques in education in classroom situation.
3. Discuss the nature and scope of educational technology and various concept of technology.

Develop Skills and competencies for effective instructions.

**Course Content:**

|  |  |
| --- | --- |
| **Module** | **Course Topic** |
| I | **ICT in Education :**  Concept, meaning, nature and importance of ICT in Education, Need and Scope of ICT in education,  advantages and limitations of ICT in education. Dale‟s cone of experience, Multisensory  instruction. Multisensory instructional approach and constructivist approach. Model and teaching &  magazines. |
| II | **Introduction to Computers & E-learning:**  Meaning, characteristics and functioning of a computer & language, components of a personal  computer, Internet, Computer Vinous- learning: Concept and nature, web based learning, virtual  classroom, EDUSAT. Technology aided learning Programmed instruction, computer assisted  instruction, computer managed instruction, project based learning, collaborative learning, cooperative  learning. |
| III | **Instructional Design System:** Concept, Views, Process and stages of Development of Instructional Design, Programmed Instruction- Origin Principles characteristics and Psychological foundation of PI, Types: Linear, Branching and  etics, Development of a Programme: Preparation, Writing, Try out and Evaluation, Models of Teaching; Meaning, concept, types and Scope. |
| IV | **Modalities of Teaching:** Difference between teaching and Instruction, conditioning & training, Stages of teaching pre – active, interactive and post – active; Teaching at different levels memory, understanding and reflective levels of organizing teaching and learning. Modification of teaching behaviour, Flanders interaction, analysis, learning process: Concept, ideas and outline the steps to use the technology in the teaching, Procedure and organization of Teleconferencing / Interactive video-experiences of institutions. |

**Practicum/Assignment (Any one) :**

1. Assignment and presentation of relevant topics of course content.

2. Prepare and report of effective teaching learning process with ICT.

**References:**

1. Aggarwal J.C., 1995, *Essentials of Educational Technology – Learning Innovations*, Vikas Publications, New Delhi.

2. Grant Wiggins, Jay McTighe (2005) *Understanding by Design, 2* *Edition*, *Association for Supervision and Curriculum Development*

3. Intel ® Teach to the future Pre – Service Curriculum Manual, Edition 2.0 (with Companion CD),

4. Kumar, K.L., 2000, *Educational Technology,* New Age International (P) Ltd. Publishers, New Delhi.

**Semester II**

**Learning and Teaching**

**Course Objectives:**

The general objective of the course is to introduce

• To create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.

• To acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning.

• To enable them to reflect on their own implicit understanding of the nature and kinds of learning.

• To develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning.

• To familiarize them with the concept and nature of Intelligence, Personality and Adjustment.

**Learning Outcome**

Upon successful completion of this course, students will be able to:

1. Comprehend the concept and nature of learning and teaching.
2. Know the different dimensions of learning.

3. Develop awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.

4. Know the nature context different kinds of teaching & learning.

5. Acquaint an understanding of different theoretical perspectives of learning.

6. Comprehend with the concept and nature of Intelligence, Personality and Adjustment.

**Course Contents:**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Development and Learning :** Learning and Teaching – Nature ,Relevance and Relationship. Relationship between teaching and learning.  Key cognitive Processes: Perception, Attention, Memory, Language , Thinking , Problem Solving, Emotions and motivation. |
| **II** | **Approaches to Learning:**  (a) Behaviorist, Cognitive, Information- Processing, humanist, Social Constructivist.  (b) Theories of Learning (Concepts, Principles and applicability in different learning situations): -Thorndike, Pavlov, Skinner, Kohler.  (c) Distinction between learning as ‘Construction of Knowledge’ and Learning as ‘Transmission and Reception of Knowledge’.  Meaning of ‘Cognition’ and its role in learning, Socio-Cultural factors influencing Cognition and Learning.  Role of a teacher in a teaching-learning context: Transfer of learning. |
| **III** | **Intelligence and Motivation:**  Defining Intelligence  • Nature of Intelligence and the role of Heredity and Environment  • Theories of Intelligence  (a) Spearman’s Two Factor theory (b) Guilford’s Factor Analytical Theory (c)Thorndike (d) Thurston  Individual Tests – Verbal Tests**,**  Group Tests : Verbal/Non Verbal  Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Need and Strategies. |
| **IV** | **Personality and Adjustment:**  Meaning and Nature of Personality Theories of Personality  (a) Type Approach – Hippcrates, Kretschmer, Sheldon, Jung (b) Trait Approach – Cattell.  Meaning and nature of Adjustment –(in the context of teaching and learning Methods of Adjustment – Direct methods/Indirect methods. Characteristics of a Well Adjusted Person. |

**Practical Assignments / Field Engagements (Any one):**

• The student-teacher does observation of children at play and maintains diaries to acquaint

Themselves with the different strategies of children employ in Learning and Cognition - 2 hours each across 4 observations; observations can be carried out in the schools. The Students could identify different games that children play; Individual and Group behaviour in play; friendships and social relationships. (The analysis could include the following aspects: Motor Skills, Language used during Play, Group Structure and Interactions, arriving at rules and following them, Gender Behaviour, Patterns of Negotiation and Resolving Conflict, Folk Songs and Games, Popular Culture). The above field engagement is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.

**• Assignments and Presentations.**

**Suggested Readings:**

1. Aggarwal, J. C. (1995), Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.

2. B R Hergenhahn: An Introduction to Theories of Learning

3. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.

4. Beihemer,S. Psychology Applied to the Classroom

5. Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.

6. Bhatia, H. R. (1977), Textbook of Educational Psychology, The McMillan Company of India Ltd., New Delhi.

7. Bruner, J.S. (1967) A Study of Thinking, New York: John Wiley

8. Chattejee Saroj: Advanced Educational psychology

9. Chauhan, S. S. (1988), Advanced Educational Psychology, Vikas Publication, N. Delhi.

10. Dandekar W N: Fundamentals of Experimental Psychology

11. Dandpani S: A text book of Advanced Educational Psychology

12. Dececco, J. P. (1977), The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.

13. Dhondiyal, S. and Pathak, A.: Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur, 1972.

14. Edward E Smith: Cognitive Psychology

15. Garrett, H. E., Statistics in Psychology and Education.

16. Gulati, Sushma: Education for Creativity, NCERT, 1995.

17. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, Sage Publications

18. Hurlock Elizabeth, Developmental Psychology

19. Hurlock, E. B.: Adolescent Development, McGraw H ill, New York, 1990.

**Contemporary India and Education**

**Course Objectives:**

The general objective of the course is to introduce.

1. Knowledge of the diversity of Indian society.
2. Knowledge of Indian Education systems in pre independence and post independence India .
3. Knowledge of different policies and programmes in Independent India.
4. Knowledge of signification trends, issues and challenges in contemporary education.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

1. Understand and appreciate the diversity of Indian society manifested in various forms such as region ,caste ,culture and language.
2. Understand the development of education system in India during various historical periods with specific context to access and quality.
3. Analyze and appreciate the role of education in socio-political transformation and economic reconstruction.
4. Understand and analyze the education policy during various regimes in contemporary India and its implications for the access, social justice and quality of life.
5. Understand the impact of the constitution on education in Indian society.
6. Develop understanding of signification trends, issues and challenges in contemporary education.

|  |  |
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| **Module** | **Course Topics** |
| **I** | **Contemporary India**   * Social Stratification-forms and function; caste and class; region and religion * Educational scenario of India: diversity in terms of educational opportunities-   religion, caste, class, gender, language   * Challenges in achieving universal elementary education * Role of education in creating positive attitude towards diversity * Impact of Urbanization; Industrialization; Globalization, modernization, etc. |
| **II** | **Constitutional Provisions and Education**   * Constitutional provisions on education that reflect National ideals:   Democracy and the values of equality, justice, freedom, concern for others‘ well-  being, secularism, respect for human dignity and rights.   * India as an evolving Nation: Vision, Nature and Salient   Features – Democratic and Secular polity, Federal structure: Implications for  educational system   * Aims and purposes of education drawn from constitutional provision; * Fundamental Rights & Duties of Citizens * Role of Central and State governments in the development of education |
| **III** | **Policy Framework for Development of Education in India**   * Overview of educational reform in the Pre-independence period Macaulay‘minutes, Wood & Despatch, Hunter Commissions; Sargent Report, Basic education; * Education in Post Independence Period: Mudaliar Commission(1952) Education Commission (1964-66);NPE 1968;NPE 1986. * Language Policy * Learning Without Burden-1993 |
| **IV** | **Contemporary Indian Education: Initiatives of Government of India**  • Sarva Shiksha Abhiyan (SSA)  • Rashtriya Madhyamik Shiksha Abhiyan (RMSA)  **•** Mid-day Meal   * Challenges in Implementation of RTE Act 2009 * Right to Education and Universal Access:   (a) Universal enrolment ( b) Universal retention ( c)Universal success   * Issues of quality and equity.   (The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently- able children)   * Equality of Educational Opportunity:   + - Meaning of equality and constitutional provisions |

**Practicum: Do any One**

* Case study of different kind of schools
* Conflicts and Social Movements in India: Women, Dalit and tribal movements
* Impact of electronic media on children
* Organization of Literacy Programmes (Night School/Classes) for adults and
* continuing education among Youths (A Pilot Project).
* Causes and Poverty and Eradication of Slum Areas/ Rural Areas
* Survey of nearby locality to find out the causes of low literacy

**Suggested Readings:**

1. Aikara, Jacob (2004)Education: Sociological Perspectives, Jaipur : Rawat Publications.

2. Basant ,Rakeshand Gitanjali Sen(2014), “Access to Higher Education in India :An Exploration of its Antecedents”, Economic and Political Weekly,Vol.XLIX,No.51, December20.

3. Ghosh, Suresh Chandra (2007), History of Education in India, Jaipur : Rawat Publications.

4. Gore,M.S.(1982), Education and Modernization in India, Jaipur: Rawat Publications.

5. Govinda, R.(ed) (2011), Who Goes to School: Exploring Exclusion in Indian Education, Delhi: Oxford University press.

6. Kumar, Krishna (2005),Political Agenda of Education: A Study of Colonialist and Nationalist ideas, New Delhi: Sage Publications.

7. Lal, Raman Bihari and Sunita Palod (2012), Shekshik Chintan evam Prayog: Udiyaman Bhartiya Samaj me Shikshak, Meerut: R. Lal

**Understanding the Self**

**Objectives**

The course will enable the student teacher to-

* Meaning, concept and nature of understanding of self and its various aspects.
* Gain an understanding of the central concepts in defining ’self’’ and ‘identify’
* Reflect critically on factors that shape the understanding of ‘self’.
* Appreciate the critical role of teachers in promoting ‘self and students’ well-being.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

* Understand about the concept and nature and its various aspect.
* To understand of the central concepts in defining self and identify.
* To make the students aware about the role of teachers in promoting self.

**Course Contents**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
|  | **Understanding of self-**Meaning, definition, concept and nature, Reflections and critical analysis of one‘s own self and identity, Identifying factors in the development of ‘self’ and in shaping identity, Developing an understanding of one‘s own philosophical and cultural perspectives as a teacher. |
|  | **Role of Teacher in Developing Understanding of Self among Learners**- Reflecting on one‘s own childhood and adolescent years of growing-up, Facilitating development of awareness about identity among learners, Developing skills of effective listening, accepting, positive regard etc. as a facilitator. |
| III | **Self Esteem & Effectiveness: Meaning** , Importance , Components of self esteem , High and Low esteem , Meaning your self esteem. |
| **IV** | **Building Positive Attitude:** Meaning and nature of attitude, Components and types of attitude , Importance and relevance of attitude. |

**Practicum**

Attempt any two from this:

* Group activities involving community participation.
* Writing an Educational autobiography with respect to their experience as a learner till now.
* Purposive film viewing
* Reflecting , recording and sharing of critical moments in one‘s life (individual activity and presentations)
* Exploring one‘s strengths, weaknesses, opportunities and threats (SWOT analysis).

**Suggested Readings**

* Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, NCERT, New Delhi.
* Bhatt, H. The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf
* Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram
* Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT, New Delhi.
* Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT, New Delhi.
* Venkatesha murthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E., Mysore

**Pedagogy of School Subjects- Commerce**

**Course Objectives:**

The general objective of the course is to introduce

1. Knowledge of Evaluation and Development of commerce discipline in higher secondary School.
2. Knowledge of different pedagogy and critical issues related to teaching of commerce .
3. Concepts of co-curricular activities in teaching commerce.
4. Knowledge of recent trends and commerce training.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

1. To develop an understanding of pedagogy and critical issues related to the teaching- learning of Commerce.
2. To enable pupil teachers to appreciate the relevance of studying Commerce at senior secondary level.
3. To help form an analytical perspective through comparative analysis of curricula of different boards viz, CBSE, ISC, UP.
4. To enable pupil teachers to become effective teachers of Commerce, and perform effective leadership roles in schools and other institutions.
5. To orient pupil teachers to new developments, research and innovations in the field of teaching of Commerce.

**Course Contents :**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | Importance of commerce discipline. Nature of Commerce as a Discipline and Rationale of its inclusion in higher secondary school Curriculum, Aims and Objectives of teaching commerce at higher secondary stage, objectives, Techniques of writing objectives in Behavioural terms, Integration of Commerce with other Disciplines viz., Economics, Science, and Social science. |
| **II** | A critical appraisal of the syllabus and textbooks of commerce of higher secondary class, Skills required by professional Commerce teacher. Avenues available for Professional growth, Evaluation in Commerce teaching – Preparation of model question paper along with its blueprint from textbook of commerce ; Types of test in Commerce. |
| **III** | Methods and Approaches of Teaching Commerce. Methods; Lecture Method, Question- Answer technique, Discussion method, Problem-Solving method, teaching through games, Case Study method, Recent trends in commerce teaching: Team teaching, Co-operative learning. |
| **IV** | Instructional Media; Meaning and types of instructional media, using instructional media in teaching of Commerce. Audio-Visual aids, Use of Software and hardware in teaching of Commerce. Practice set, Co-curricular activities in teaching Commerce and their utility in strengthening learning Commerce discipline. |

**Practicum: Do any One**

• Use of community resources (visit to factory and offices)

• Use of spreadsheets in commerce (Accounting),Working knowledge of the prevalent Accounting software (Tally, Busy, etc)

**Suggested Readings:**

1. Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi:

2. Arya Book Depot. Bhatia. S.K. (1996). Methods of Teaching Accounting. Publication No. 16. CIE.Delhi.

3. Binnion. John E. (1956). When you use a Book-Keeping Practice Set. Journal of

Business Education. Vol. 32 Oct. pp. 30-33

4. Boynton. Laewis.D. (1955). Methods of Teaching Book-Keeping. Cincinnati; SouthWestern Publishing Co.

5. Business and Management Education in Transitioning and Developing Countries: A Handbook; McIntyre, John R. and Alon, Ilan (Editors); M. E. Sharp. Inc.; New York;2005.

6. Commerce Education in India: Views of Employers of Private Firms- A Case Study of Delhi; Sherwani, N.U.K. and Siddiqui, Saif in Journal of Indian Education, NCERT; New Delhi; Vol. XXX; No. 4; Feb.2005

7. Forkher Handen L., R.M. Swanson and R. J. Thompson (1960) The Teaching of

Book-Keeping South Western Publishing.

8. Maheswari, S.B. (1969) Teachers’ Guide in Book-Keeping & Accountancy, Monograph. NCERT Regional College of Education, Ajmer.

9. Ments, M. (1960). Simulations, Games and Role Play. Handbook of Education Ideas and Practices, London: Routledge.

10. Musselman, Vernon A and J.M. Hanna (1960). .Teaching Book-Keeping and Accounting. New York. McGraw Hill Book Co.

11. Sapre, P.M. (1968), Trends in Teaching Book-Keeping and Accountancy, Regional College of Education, Mysore.

12. Singh, Kamal. D. (2010). Development of Computer Assisted Instruction in Accountancy and Evaluation of its Effectiveness at Senior Secondary School Level. (Unpublished Doctoral thesis). Delhi: Jamia Millia Islamia.

13. Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training.

14. Text books of Accountancy and Business Studies for class XI and XII, NCERT, New Delhi.

15. Verma, D.P.S.; Commerce Education in Rajput, J.S. (Ed.) Encyclopedia of

Indian Education, Vol. I; NCERT; 2000.

**Pedagogy of School Subjects- Science**

**Course Objectives:**

The general objective of the course is to introduce

* Gain insight on the meaning and nature of physical science for determining aims and

Strategies of teaching- learning.

* Appreciate the fact that every child possess natural curiosity about her natural

Surroundings.

* Appreciate various approaches of teaching-learning of physical science.
* use effectively different activities/ experiments / laboratory experiences for

teaching- learning of physical science.

* Identify the concepts of physical science that are alternatively conceptualized by

Teachers and students in general.

* Facilitate development of scientific attitudes in learners.
* Construct appropriate assessment tools for evaluating leaning of physical science.
* Examine the different pedagogical issues in the content of learning physical science.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

1. Understand general and instructional objectives of teaching.

2. Understand the importance and place of teaching science in schools .

3. Know various methods of teaching.

4. Prepare lesson plans properly.

5. Select and organize learning experiences according to content and level of students.

6. Develop the use of various teaching aids.

7. Evaluate the content of textbooks.

8. Develop the skills of diagnostic and remedial teaching.

9. Develop the skill of making working models related to physics and chemistry.

10. Awareness of content of class VI to X

**Course Contents:**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Nature and Scope of Science**  • Nature and scope of Science in daily Life.  • Significance of teaching Science in secondary & senior secondary schools.  • Aims & Objective of Teaching of Science: General and Specific.  • Difficulties in developing of the content of the Science Curriculum. |
| **II** | **Aims and Learning objectives of Science**  • Identifying and writing learning objectivities for different content areas in Science/ Science/ Chemistry consistent with the cognitive development of learners (e.g Mechanics, Heat, Electricity, magnetism, Light, Acids, Bases and Salts, Thermodynamics, Metallurgy, Physical and Chemical changes, Nature and state of Matter, etc.  • Micro Teaching, Unit Planning and Lesson Planning  • Planning for Laboratory Demonstration/Experimentation  • Approaches and Methods of Teaching Physics  Process approach - teaching science as a process, scientific, method, Problem solving method,  Activity based approach - investigatory approach, project method, Laboratory method. |
| **III** | **Science Curriculum: Effective Transaction and Evaluation**  • Textbook in Science - its need and use, evaluation of a textbook.  • Instructional Aids in Science  • Use of audio-visual aids in teaching of Science with special reference to new technologies like interactive TV, Computer Aided Instruction.  • Laboratory Demonstrations and Experiments: Organization and Conduct in the Science Laboratory  • Evaluation of Learners' Progress  • Evaluation: Need ,Concept and Scope.  • Comprehensive & Continuous evaluation, need & importance of class tests.  • Achievement test-its construction, administration and item analysis. |
| **IV** | **Professional Development of a Science Teacher**  • Need and Relevance of Participation in Seminars ,Workshops ,Conferences,  Symposia etc well as membership of Professional Organizations in Professional  development of teachers.  • Field Visits to Institutions /Organizations such as Other Schools ,Museums, Parks,  Research Organizations etc: Need and Relevance for Professional development  • Action research: Concept and Identification of problems faced by the teachers in  the classroom. |

**Practical Assignments / Field Engagement (Records to be maintained)**

• Science Quiz/ Scientific games.

• Visit to Regional Science Centre/ Planetarium and Writing Report.

• Making of One working model.

**Suggested Reading:**

• Narendra Vaidya- Science Teaching.

• S.M. Agarwal- Science Teaching. NCERT Text Books- Classes 6-10th.

• Anderson R.D. (1970), Developing Children's Thinking Through Science, NewDelhi: Prentice Hall.

• Barbe, R.H.(1995), Science in the Multicultural Class room, Boston: Allyn & Bacon.

• Chauhan, S.S.(2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House

• Edigar M. and Rao D.B.(1996), Science Curriculum, New Delhi: Discovery Publishing House.

**Pedagogy of School Subjects- Home Science**

**Objectives of the course:**

* To familiarize student-teachers with the meaning and scope of Home Science and Objectives of Teaching Home Science at Higher Secondary Level.
* To sensitise them to understand the importance of Teaching Home Science in Schools.
* To enable them to know and apply various techniques and approaches of Teaching of Home Science at Higher Secondary level.
* To plan instructions effectively for Teaching of Home Science in Schools.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

1. To know about the concept meaning and scope of Home Science and objectives of teaching Home Science Higher secondary level.

2. Know and apply various techniques and approaches of Teaching of Home Science at Higher Secondary level.

To understand about its various functional aspects.

3. To provide practical knowledge of its content to be skilled.

4. To apply acquired Knowledge in our daily life activities.

**Course Contents:**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Meaning and Scope of Home Science**  • The modern meaning of Home Science and its place in Secondary School . Objectives of Teaching Home Science at Senior Secondary Level. Status of Home Science, Scope of Home Science in School Curriculum  • Principles of curriculum planning and development of Home Science Syllabus  • Characteristics of a good Home Science text book.  • Correlation of Home Science with other subjects and School activities  • SUPW related to Home Science |
| **II** | **Planning and Designing for Effective Instruction in Home Science**  • Planning for instructional process – need, advantages and strategies  • Micro Teaching, Unit Planning and Lesson planning.  • Illustrations of Teaching Learning Process in Home Science  • Teaching of Human Development  • Teaching of Foods and Nutrition  • Teaching of Textiles and Clothing  • Teaching Community Resource Management and Extension  • Audio visual aids in teaching of Home Science  • Use and Management of Home Science Laboratory |
| **III** | **Approaches and Methods of Teaching Home Science**  • Discussion method  • Demonstration method ,  • Laboratory work  • Project method  • Problem solving method ,  • Field trips  • ICT as a resource for Teaching-Learning  • Market survey  • Use of community resources  • Exhibition and displays . |
| **IV** | **Evaluation in Home Science**  • Evaluation and assessment  • Techniques for assessment in theory and practical  • Monitoring learner’s Progress . Preparation of Achievement Test.  • Diagnostic and remedial measures in Home Science  • Action research: Concept and Identification of problems faced by the teachers in the classroom |

**Practical Assignments /Field Engagement (Any one):**

• Identifying and Evaluating ICT resources suitable for teaching Home Science.

• Planning and Organization of Home Science Laboratory

• Organization of any two Co-curricular activities in Home Science

• Develop a Multi-Media lesson using appropriate ICT resources and transact the same before peers in a simulated teaching exercise.

**Suggested Readings:**

• Bloom, Benjamin, (Ed.) and others (1965) *Taxonomy of Educational Objectives: the Classification of Educational Goals,* Handbook 1: Cognitive Domain, New York,David McKay Company Inc.

• Broudy, Harry S. and Palmer, John R. (1966) *Examples of Teaching Method,* Chicago, Second Printing, Chicago, Rand McNally & Co.

• Chandra A. (1995) *Fundamentals of Teaching Home Science,* ND: Sterling publishers.

• Dale Edgar (1962), *Audio Visual Methods in Teaching,* revised edition, Hold, Rivehart and Winston, New York.

• Das,R.R. & Ray B. (1989) *Teaching of Home Science,* ND: Sterling Publishers.

• Devdas R.P.(1976). *Teaching Home Science,* AI Council for Teaching Science.

• Hall & Paolucci (1968), *Teaching Home Economics,* NY: Wiley Eastern P. Ltd. 1. Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.

• Broudy,Harry S.and Palmer,John R.(1966) Examples of Teaching Method,Chicago, Second Printing,Chicago, Rand McNally & Co.

• Chandra A. (1995) Fundamentals of Teaching Home Science, ND: Sterling publishers.

• Dale Edgar(1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, NewYork.

• Das,R.R. & Ray B. (1989) Teaching of Home Science, ND: Sterling Publishers.

• Devdas R.P.(1976). Teaching Home Science, AI Council for Teaching Science.

**Pedagogy of School Subjects- Hindi**

**Course Objectives:**

The general objective of the course is to introduce

* भाषा की अलग अलग भूमिकाओं को जानना
* स्कूल की भाषा , बच्चो की भाषा और समझ के बीच के सम्बन्ध को जानना
* भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
* हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
* भाषा के मूल्यांकन की प्रक्रिया को जानना

**Learning Outcome:**

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4. Nk=kas ds okLrfod thou ls lEcfU/kr djds Kku izkIr djkukA
5. f’k{k.k ds fofHkUu mikxeksa ,oa fof/k;ksa dks tkuukA

**Course Contents :**

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| --- | --- |
| **Module** | **Course Topics** |
| **I** | हिंदी भाषा के स्वरूप का बोध:  (1) भाषा का अर्थ एवं परिभाषाएँ ,भाषा की प्रकृति, भाषा के विविध रूप ,भाषा का सामाजिक में जीवन में महत्व ,भारतीय दृष्टिकोण, पाश्चात्य दृष्टिकोण,  (2) मातृभाषा का स्थान , मातृभाषा का अर्थ , महत्व , मातृभाषा का पाठ्यक्रम में स्थान , विभिन्न स्तरो के पाठ्यक्रम में मातृभाषा का स्थान |
| **II** | हिंदी भाषा की स्थिति और भूमिका, स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी। अन्य भाषाओ के साथ हिंदी का सम्बन्ध, हिंदी के विविध रूप , अंतराष्ट्रीय स्तर पर हिंदी ज्ञान की भाषा के रूप में हिंदी , हिंदी पढ़ने पढ़ाने की चुनौतियां |
| **III** | हिंदी साहित्य के इतिहास का अध्ययन  (1) विद्वानों द्वारा किया गया कल विभाजन , आचार्य रामचंद्र शुक्लका काल विभाजन, आदिकाल , रीतिकाल , आधुनिक काल  (2) रस , रस के अंग , रस के प्रकार , छंद , छंद के अंग , काव्य में छंद का महत्व , छंद के प्रकार, अलंकार , अलंकार के भेद , शब्दालंकार , अर्थालंकार |
| **IV** | हिंदी शिक्षण में मूल्यांकन  मूल्यांकन का अर्थ एवं परिभाषायें, मूल्यांकन की विशषताएँ, मूल्यांकन का प्रयोजन , मूल्यांकन का क्षेत्र , मूल्यांकन प्रक्रिया के सोपान , मूल्यांकन व परिक्षण , मूल्यांकन का भाषा शिक्षण में महत्व |

**Practicum**

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**Suggested References**

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**Pedagogy of School Subjects- English**

**Course Objectives:**

The general objective of the course is to introduce

1. Concept of English as a discipline, its importance nature and Scope.
2. Concept of different aims and objective of teaching of English.
3. Knowledge of basis structure of the content, function and acquisition of English language.
4. Basic concepts of different methods and approaches of teaching English.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

1. To develop an understanding of Importance of English as a discipline and its basic perspectives.
2. To focus on the nature, scope, role & status of English Language from future perspectives.
3. To understand the place of English Language in school curriculum.
4. To understand the aims & objectives of Teaching of English with futuristic vision
5. To know the Structure of the Content (English Literature & Language), Functions & Acquisition of English Language .
6. To know & understand the teaching methods & pedagogical approaches of English
7. Teaching.
8. To develop & integrate the use of the Linguistic skills & linkage with other subjects.

**Course Contents :**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **English as a Discipline:** its importance, Nature, Scope, Role & Status of English Language, Place of English Language in Indian school Curriculum, Views & Policies of Education. Role of English Teacher. Aims & Objectives of Teaching of English |
| **II** | **Language , Meaning, Importance**:Functions of Four major Language Skills, Listening, speaking, reading writing. Aspects, Forms & Systems of English Language, Spoken & Written Language, Phonology, Morphology, Semantics & Syntax, Teaching of Pronunciation, Vocabulary, Spelling, Reading & Writing. |
| **III** | **Structure of Content:** basic Conceptual Scheme, Understanding of English Literature (classified as prose, poetry, stories, novels, dramas, essays, articles, biographies & autobiographies. Types of Sentences, Idioms, Phrases, Proverbs, Letter & story writing, essay & dialogue Writing, Picture Composition, Comprehension, Figures of Speech, Précis & Paraphrasing, text-book analysis. |
| **IV** | **Methods & Approaches of teaching English:** Direct Method, Grammar cum Translation Method, Deduction –Induction Method, Dr. Michael West’s New Method, Structural & Communicative Approach., Lesson Planning for Teaching of Prose, Poetry, Grammar, Composition, Importance, Preparation & use of different Audio Visual Teaching Aids. |

**Practicum**

• Composition and creative writing: picture composition, story writing, dialogue writing, précis and paraphrasing

• Preparation of teaching learning material with ICT support: phonetic - deals with sounds, spellings and pronunciation (speaking); semantic - related to understanding (listening); phonetic-cum-graphic related to reading skill, graphic related to writing skill

**Suggested References**

1. F.G. French, Teaching English as an International Language, London: Oxford University Press

2. Geetha Nagaraj, Englis Language Teaching: Approaches, Methods, Techniques, Orient Longman.

3. George Yule, The Study of Language (second edition), Cambridge University Press

4. M.K. Singh, Teaching of English, Meerut: Eagle Books International

5. P.C. Wren and H. Martin, High School English Grammar and Composition, Delhi: S.Chand

6. R.A. Sharma, Fundamentals of Teaching English, Meerut: Surya Publication

7. S.M. Yunus and Karan Singh, Teaching of English, Lakhimpur-Kheri: Govind Prakashan

8. Satish C. Chaddha, Arts and Science of Teaching of English, Meerut: R. Lall

9. T.C. Baruah, The English Teacher’s Handbook, New Delhi: Sterling Publishers Pvt.Ltd.

**Pedagogy of School Subjects- Biology**

**Course Objectives:**

The general objective of the course is to introduce

• To develop in student-teachers an understanding of the nature of Biology and its interface with Society

• Acquire a conceptual understanding of the Pedagogy of Biology.

• To Acquire and learn specific laboratory skills to conduct practical work in Biology.

• Understand and use the techniques of CCE for assessment of student's performance.

• To evolve as a reflective practitioner through use of innovative practices in the teaching of Biology.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

1. Comprehend the basic understanding of the nature of Biology and it interface with Society.

2. Understand the concept of aims and objectives of teaching biology.

3. Acquaint with the conceptual understanding of the Pedagogy of Biology.

4 . Know the teaching skills based on Innovative techniques.

5. Understand the evaluation of biology teaching.

6. Use of innovative practices in the teaching of Biology.

**Course Contents:**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Biology in the School Curriculum**  • Nature of Biological Science. Meaning, nature and scope of Biology as a discipline in Science.Significance of Biology in daily life and its relevance to Social and Environmental Issue.  • Aims and Objectives of Teaching of Biology **:**  • Relevance, meaning and need of Objective Based Teaching.  • General and specific aims of teaching Biology at senior secondary level.  • General and Specific Objectives of teaching Biology at Senior Secondary Level. |
| **II** | **Planning, Designing and Transaction of Biology Curriculum**  • Micro Teaching., Development of Unit plan, Lesson Plan, Concept Maps using variety of approaches  Teaching Learning process with a focus on: • Inquiry Approach• Problem Solving Approach • Project Method • Constructivist Approach • Peer Learning/Group Learning, Team Teaching• Biology Laboratory: Design, Organization & Management.  • Teaching Learning Materials: Real Objects and Specimens.  Visits to Botanical and Zoological Museums.  • Planning and execution of Extended Experiences:-• Field Trips and Excursions •Science Exhibition • Science Fair. • Science Quizzes. |
| **III** | **Assessment in Biology**  • Evaluation: Concept and Importance  • Nature of Learning and Assessment :Analysis and Critique of present pattern of Examinations  • Continuous Comprehensive Evaluation: Scope and Effective use in Biology Teaching- Learning  • Diagnostic tests, remedial/enrichment measures & monitoring learner's progress.  • Achievement test-its construction & administration. |
| **IV** | **Professional Development of a Biology Teacher**  • Need for professional development at Individual level, Organizational level and Government level.  • Need and Relevance of Participation in Seminars, Workshops, Conferences ,Symposia etc.  • Field Visits to Institutions /Organizations such as Other Schools ,Museums, Parks, Research Organizations etc. Action research: Concept and Identification of problems faced by the teachers in the classroom. |

**Practicum: Do any One**

* Preparation of an Achievement test Report and Blueprint
* Students to be engaged in the practice of proper handling of Laboratory apparatus and Equipments.
* Develop a Multi- Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
* Assignments/ Presentations**.**

**Suggested Readings:**

• Teaching of Biological sciences- S.P.Kulshreshtha.

• Teaching of Biology and science- S.K Mangal.

• Aao Sikhen Vigyan 6,7,8- U.P. Basic Shiksha Parishad.

• N.C.E.R.T. Science 6,7,8.

• Bremmer, Jean (1967), Teaching Biology, London: MacMillan.

• Heller, R. (1967), New Trends in Biology Teaching, Paris : UNESCO

• Miller, David, F. (1963), Methods and Materials for Teaching the Biological Sciences,

• NCERT (1969), Improving Instructions in Biology, New Delhi.

• Novak, J.D. (1970), The Improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.

• Nunn, Gordon (1951), Handbook for Science Teachers in Secondary Modern Schools, London

• Thurber, Walter (1964), Teaching of Science in Toda's Secondary Schools, New Delhi: Prentice Hall.

• Vaidya, N. (1971), The Impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.

• Voss, Burton F.A. and Bren, S.B., Biology as Inquiry: A Book of Teaching Methods.

• Waston, N.S. (1967), Teaching Science Creativity in Secondary School, London U.B. Saunders Company.

**Pedagogy of School Subjects- Mathematics**

**Course Objectives:**

The general objective of the course is to introduce

• To understand the nature of Mathematics.

• To understand the historical developments leading to concepts in modern Mathematics.

• To understand the learning theories and their applications in Mathematics Education.

• To improve the competencies in secondary level Mathematics.

• To understand the various instructional strategies and their appropriate use in teaching Mathematics at secondary level.

• To understand the preparation and use of diagnostics test and organize remedial teaching.

• To apply appropriate evaluation techniques in Mathematics.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

1. Provide content enrichment for better learning of Mathematics.
2. Understand the nature, aims, objectives and scope and Mathematics
3. Appreciate the historical perspective and contribution of Indian Mathematicians. Understand the principles, process relationships to design appropriate strategies for teaching them.
4. Appreciate relationship to generalize, to analyze and to reason out.

**Course Contents:**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Introduction to Mathematics**  • Introduction to mathematics education  • Nature of mathematics (axioms, postulates, patterns and language of Mathematics),  Need and importance of Mathematics at secondary stage.  • Developing objectives of teaching mathematics in behavioral terms.  • Correlation of Mathematics with other subjects.  • **Historical developments in Mathematics**  Contributions of Indian mathematician-Aryabhatta, Bhaskaracharya. And Ramanujan, Scope of mathematics. |
| **II** | **Place of Mathematics in secondary school curriculum**  • Critical evaluation of the curriculum in use in Mathematics at the secondary stage  according to NCF.  • Qualities of a good Mathematics textbook and its evaluation (Content analysis).  • Professional competencies of a Mathematics teacher. |
| **III** | **Instructional strategies and methods of teaching mathematics**  • Inductive, deductive approach.  • Analytic and synthetic approach , Heuristic and project approach.  • Various techniques of teaching mathematics: ‐oral, written, drill, assignment, supervised study.  • Activity method and cooperative learning.  • Organization of teaching strategies in Mathematics  • Different models of lesson planning.  • Micro Teaching, Unit Planning and Lesson planning  Teaching of Arithmetic (Commercial Maths)  Teaching of Algebra (Polynomials, algebraic identities, Linear equations, Quadratic equations)  Teaching of Geometry (Lines, Angles, Congruent Triangles and Similar triangles)  Teaching of Mensuration (Surface areas and volumes of solid figures)Teaching of Statistics (Measures of central tendency - graphical representation)  • Mathematics clubs Development and use of Mathematics club in school.  • Organising various activities - Mathematics fairs, quiz, Olympiad, talent search examination. |
| **IV** | **Technology Integration and Evaluation**  • **Technology Integration**: Planning with the integrating Technology for inquiry  (NTeQ)model for Mathematics at secondary school level.  • Diagnostics test and remedial teaching in Mathematics  • Continuous and Comprehensive evaluation  • Achievement Test. Need and importance of class tests.  • Action research: Concept and Identification of problems faced by the teachers in the  classroom |

**Practicum: Do any One**

• Designing of mathematics kits for target group.

• Preparation and analysis of teacher made achievement test on a unit.

• Construction and administration of achievement test in Mathematics.

• Organizing a co-curricular activity in School.

**Suggested Readings:**

1. Servas,Wand T.Varga. Teachings School Mathematics- UNESCO Service Book.

2. Aiyankar, Kuppuswami. The teachings Of Mathematics.

3. Bellard, P.B. Teaching the Essentials of Arithmetic.

4. Bhatnagar,A.B.: New Dimensions in the Teaching of Mathematics, Modern Publishers, Meerut.

5. Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.

6. Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.

7. Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.

8. Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.

**Pedagogy of School Subjects- History**

**Course Objectives:**

The general objective of the course is to introduce

* Knowledge of history as a school subject- importance need and scope.
* Concept of ancient, medieval and modern history.
* Evaluation techniques in history as a subject.
* Knowledge of different methods and approaches of teaching history.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

* To develop interest in student for history.
* To develop historical imagination among students.
* To make the student aware of the influence of their present life.
* To develop spirit of Patriotism and Brotherhood among student.

**Course Contents:**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Introduction of history:** Different Approaches of History, Important, need and scope of History, Is History a science or an art?, Relation of History with other subjects, Place of History in school curriculum. |
| **II** | **Ancient History:** Indus civilization(its features ), Vedic civilization, Jain and Buddhist ,Maurya and Gupt Period, Medieval Period- Introduction of Muslim Culture in India with the Sultanate Period and Mughal Period, Modern History- Report of 1857, National Movements from 1885 to 1947 |
| **III** | **History Teaching :** it aims and objectives, writing objectives in behavioral terms, Textbook of History(Criteria of good textbook),History Teacher- Qualities and their role in society,History Classroom- Organisation and maintenance, Evaluation in History- Paper Pencil Test, Quiz, Debate, Discussion. |
| **IV** | **Method &Techniques :** Approaches of Teaching History, Teaching aids and Media in teaching of History,Lesson Planning- it Importance and types (Herbart and Bloom), Remedial and Diagnostic Teaching. |

**Practicum:**

* Visit to a local place of historical importance and report writing
* Assignment and its presentation.

**Suggested Readings:**

1. Burton, W.H. (1972), Principles of History Teaching, London: Methuen.

2. Chaudhary, K. P. (1975), The Effective Teaching of History in India, New Delhi: NCERT.

3. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi, Harman Publishing House.

4. Dixit , U. and Bughela (1972), Itihas shikshan, Jaipur: Hindi Ganth Academy.

5. Ghate, V. D. (1956), Teaching of History (English & Hindi), Bombay: Oxford University Press.

6. Gunning, Dennis (1978), The Teaching of History, London: Goom Helm Ltd.

7. Jarvis, C. H., Teaching of History.

8. Khan S.U. (1998), History Teaching-Problems, Prospective and Prospect, New

Delhi: Heera.

9. Kochar, S. K. (1972), The Teaching of History, Delhi: Sterling Publishers.

10. Lewis, E.M. (1960), Teaching History in Secondary Schools, Delhi: Sterling Publishers.

11. Mujeeb, M. (1960), World History: Our Heritage, Bombay: Asia Publishers

12. Shaida, B. D. and Singh, S. (1973), Teaching of History, Jullendur: Dhanpat Rai & Sons.

13. Tara Chand, A History of Indian People, Aligarh: P.C. Dwadesh & Co.

14. Weech, S.K.I. (1951), History of the World London: Odhas Press Ltd.

**Pedagogy of School Subjects- Civics**

**Course Objectives:**

The general objective of the course is to introduce

* Concept nature of civics in school curriculum.
* Concept of national emblem and constitution.
* Knowledge of various maxims of teaching civics
* Knowledge of different strategies and methods of teaching civics.
* Knowledge of innovative practice in civics teaching.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

* Understand the Importance of teaching Civics – propagation of social ideals.
* Acquire content knowledge of methods of civics.
* Formulation of aims and objectives of teaching civics at junior & high school level.
* Understand the Principles involved in the construction of syllabus for civics.
* Cultivate the Qualities of good Civics teacher.
* Evaluate Text Book of Civics: Criteria of good textbooks and critical evaluation.
* Learn Evaluation techniques in civics teaching.

**Course Contents :**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Concept, Nature &Scope of civics:** Need and Importance of civics in school, Correlation of civics with other subjects, Aims and objectives of teaching civics at secondary and senior secondary level . |
| **II** | **Rastriya Pratik aur chinha:** Panchayti Raj, local bodies and gram panchayat, Samvidhan: Vishestaye, Maulik Adhikar, Kartavya, Niti Nirdeshak tatva. Sansad; Loksabha, Rajya sabha, Rastrapati, Pradhanmantri-Adhikar aur saktiya. Vidhansabha,Vidhan parishad, Rastriya ekta, Anterrastriya sadbhavna. |
| **III** | **Meaning and concept of curriculum**: general principles of curriculum framing in civics, Lesson Planning- it Importance and types (Herbart and Bloom), General Principles and Maxims of Teaching Civics, Qualities of good civics teacher. |
| **IV** | **Various Methods and strategies of teaching civics:** project, problem solving, observation method, role play methods, lecture, Discussion, Brain Storming. Innovative Practice in civics teaching: field trip, seminar, Group Discussion Teaching Aids for civics: Audio Visual aids- Blackboard, Real Objects, Model, Chart, Pictures, Radio, T.V., Tape Recorder, Films, Power Point Presentation, Evaluation of civics Teaching – Diagnostic testing and Remedial teaching. |

**Practicum:**

* Study a local Election awareness program.
* Survey n report writing of any local bodies or gram panchayat.
* Assignment and its presentation.

**Suggested Readings:**

1. Aggarwal, N. N., et. al. (1978), Principles of Political Science, 6th Edition. New Delhi: Ram Chand & Co.

2. Ambrose, A. and Mial, A. (1968), Children’s Social Learning, New York: Association for supervision and Curriculum Development.

3. Apter, David, E. (1978), Introduction to Political Analysis, New Delhi: Prentice

Hall of India.

4. Bining, A.C. (1952), Teaching of Social Studies in Sec. School, New York: McGraw Hill.

5. Burner, Jerome, S. (1971), Towards a Theory of Instruction, Cambridge: Harvard University Press.

6. Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.

7. Kochhar, S. K. (1963), The Teaching of Social Studies, Delhi: University

Publishers.

8. Wesley, F. B. (1950), Teaching social Studies in High School, Boston: D.C., Health & Co.

9. Buch, M. B. (1969), Improving Instruction in Civics, New Delhi: NCERT.

10. Fenton, Edwin (1967), The New Social Studies, New York: Hlot Rinehart & Winston, Inc.

11. Finer, (1953), Teaching Techniques in Social Studies, New York: Bank Street

Publication.

12. Gleeson Denis & Whitty Geoff (1976), Developments in Social Studies Teaching, London: Open Book.

13. Nicholson & Write, Social Studies for Future Citizen, Geoirge Harrap.

14. Verma, S. P. (1975), Modern Political Theory, New Delhi: Vikas Publishing House.

15. White, F.M., Teaching of Modern Civics, Delhi: Vikas Publishing House.

**Pedagogy of School Subjects- Economics**

**Course Objectives:**

The general objective of the course is to introduce

1. Concept and importance of Economics and characteristics of Indian economy.
2. Knowledge of basic concepts of economics as a subject at secondary level.
3. Knowledge of various devices and methods of teaching economics.
4. Knowledge of Evaluation techniques and construction of model question paper.

**Learning Outcome:**

Upon successful completion of this course, students will be able to:

1. Acquire knowledge about basic facts , concept, law, Principles and trends in Economics.
2. Acquire knowledge and Understanding of aims and objectives in behavioral terms.
3. Understand the various devices and methods of teaching economics and develop skills and abilities to select appropriate methods and apply them effectively.
4. Acquire the knowledge of economics curriculum.
5. Develop skills in organizing planning –learning of experiments in writing and organizing the lesson plan.

**Course Contents :**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Concept, nature, scope and types of economy**,:some problems of related to different type of Economy, Characteristics of Indian Economy, Main Sectors of Indian Economy- Agriculture, Industry and Service. |
| **II** | **Meaning, need and theories** : Demand and Supply, Income and Employment, National Income, Budget, Role of banks in Economy, Its effect on market. Economic Infrastructure: Physical and human, Consumer Awareness, Effect of Globalization on Economy. |
| **III** | **Importance of Economics**: as a discipline at secondary level and its correlation with other subjects Aims and objectives of teaching Economics. Writing objectives in behavioural terms, Lesson Planning: need, importance and various forms of lesson plans (Herbart and Bloom), Importance of Teaching Aids, Qualities of Economics teacher, role of the teacher in the content society, Textbook of Economics- Criteria of a good textbook, Evaluation techniques in economics. |
| **IV** | **Methods, techniques and approaches of teaching economics**: Team teaching, Discussion, Problem solving, Inductive-deductive approach etc, Teaching aids and media in teaching of economics: charts, diagrams, models, T.V., radio, excursion, newspaper and magazine etc and its uses, Diagnostic and Remedial teaching, Organisation of Economics room |

**Practicum:**

• Case study of functioning of a particular branch of any nationalized bank.

• Visit a factory and prepare a report on its financial functioning.

• Assignment and Presentation of topics

**Suggested Readings**

• Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.

• Arora, P.N. And Shorie, J.P. (1986), Open Book Examination Question in Economics, New Delhi, NCERT.

• Assistant Masters Association (1974), The Teaching of Secondary School Examinations, London Cambridge University Press.

• Bawa M. S. (ed.) (1998), Source Book on Strategies of Teaching Social Sciences,IASE, Deptt. of Education, Delhi University.

• Bawa, M. S. (ed.) (1995), Tendering of Economics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels, IASE, Deptt. of Education,Delhi University.

• Bawa, M. S. (ed.) (1996), Evaluation in Economics, IASE, Deptt. of Education, Delhi University.

• Chakravorty, S. (1987), Teaching of Economics in India, Bombay, Himalaya Publishing.

• Hicks, J.R. (1960), The Social Framework- An introduction to Economics, London: Oxford University Press.

• Hodkinson, Steve, Whitehead and David J. (ed) (1986), Economics Education: Research and Development Issues, London, New York: Longman.

• Kanwar, B.S. (1973), Teaching of Economics, Ludhiana; Prakash Brothers.

• Khan, R.S., Teaching Economics (In Hindi), Kota Open University, BE-13.

• Lee, N. (ed) (1975), Teaching Economics, London: Heinemann Educational Books, Prentice Hall.

• NCERT (1974), Teaching Units in Economics for High and Higher secondary Stage, New Delhi.

• Oliver, J. M. (1977), The principles of Teaching Economics within the curriculum, London Routledge & Kegan Paul.

• Sachs, I, (ed.) (1971), Main trends in Economics Project and Role Playing Economics,London, Macmillan.

• Siddiqi, M.H. (1998) Teaching of Economics: New Delhi; Ashish Publishing House.

• Srivastava, H.S. (1976), Unit Tests in Economics, New Delhi, NCERT.

• Tyagi, S.D. (1973), Teaching of Economics (In Hindi), Agra: Vinod Pustak Bhandar.

• Whitehead, D. J. (ed.) (1974), Curriculum Development in Economics, London, Heinemann Education Books.

**Assessment of Learning**

**Course Objectives:**

1. Concept and purpose of measurement and evaluation.
2. Various techniques and tools of evaluation
3. Knowledge of examination systems of India at different levels
4. Statistical techniques in measurement and evaluation.

**Learning Outcome:**

1. Comprehend the concept and purpose of measurement and evaluation.
2. Understand the various techniques and tools of evaluation.
3. Know the various examination systems of India at different levels.
4. Compute and apply the statistical techniques in measurement and evaluation.

**Course Contents:**

|  |  |
| --- | --- |
| **Module** | **Course Topics** |
| **I** | **Unit I** – **Concept of Evaluation**  • Concept of Measurement, Assessment and Evaluation  • Need and Scope of Evaluation  • Distinction between the following :Measurement, Examination, Assessment and  Evaluation  • Evaluation Approaches:  Formative -Summative  • Continuous Comprehensive Evaluation :Need ,Relevance, Implementation Procedure,  Problems  • Errors in measurement and evaluation. |
| **II** | **Unit - II Tools and Techniques of Evaluation**  • Characteristics of good measuring instruments and factors affecting them.  • Reliability and Validity of Tools  • Tools of evaluation:-  Quantitative – Written, Oral and Practical( Types of Questions: Short, Long, MCQs covering all three domains of Learning-Cognitive, Affective and Psychomotor)  • Qualitative – Observation, Introspection, Projection and Socio merry  • Use of these tools for internal assessment & maintaining cumulative records of learners in School  • Planning and Preparation of test (including blue print) |
| **III** | **Unit- III Statistical Methods and Interpretation of scores**  Need & Importance of Statistics in Evaluation  • Graphical Representation Histogram, Frequency Polygon, Pi Charts,  • Measures of Central Tendency:- Mean, Median, Mode. (Meaning, Characteristics, use only)  • Measures of Variability:(Meaning, Characteristics, Use only) Range, Quartile deviation, Standard deviation  • Normal Probability Curve:-Properties and Uses. (Skewness and Kurtosis ( Meaning & Reasons) |
| **IV** | **Unit IV New Trends in Evaluation(Need and Use )**  • Question bank  • Grading system  • Online Examination  • Open Book Examination  • Credit System  • Exam on Demand (meaning & uses only) |

**Practical Assignments:**

• Develop a Power Point Presentation on the current practices of Assessment and Evaluation at the Upper Primary Stage

• Analyses the question papers of the subject of your choice (Previous-3 Years)

**Suggested Readings:**

1. Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
2. Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India.

Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.

1. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York
2. Nuanally, J.C. Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.
3. Srivastava, H.S., P. Sing and V.S. Anand. Reforming Examinations – Some Emerging concepts, New Delhi NCERT
4. University Grants Commission : Report on Examination Reform – A plan of Action, New Delhi : UGC.
5. Furst, E.W. Construction of Evaluation Instruments New York : Longmans.