

**BACHELOR OF EDUCATION (B.Ed.) PROGRAM**  
**(TWO YEAR – FOUR SEMESTERS)**

**PROGRAM OBJECTIVES**

- ❑ To help students gain a grasp of major philosophical options available in the field of education.
- ❑ To develop among students an insight into modern theories of learning and development.
- ❑ To help them understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society.
- ❑ To help students to acquire research and data-analysis skills using computers essential to shape them into effective educational researchers.
- ❑ To help students to develop research and presentation skills expected for their role as prospective teacher educators and educational researchers.
- ❑ To help them to develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, educational administrators, guidance counselors, designers of teaching learning resources etc.
- ❑ To motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems.
- ❑ To initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.

**ELIGIBILITY CRITERIA**

As per NCTE/ University norms

**MODE AND DURATION**

B.Ed. Program will be regular. Its duration will be of four semesters covered in two years.

**ATTENDANCE**

As per NCTE/ University norms

**PROGRAM STRUCTURE**

Total credits of the entire B.Ed. courses will be One Hundred Nine (Including the virtual Credits) distributed in four semesters. Each B.Ed. candidate shall offer following courses:

- [A] Core/Compulsory Course,
  - I. Perspective Courses
  - II. Tool Courses
- [B] Elective Generic
- [C] Practicum
- [D] Viva Voce

Evaluation pattern will be as per Ordinance 31 of Devi Ahilya Vishwavidyalaya, Indore

**[A] CORE/COMPULSORY COURSES:**

**I. Perspective Courses**

Perspective Courses shall comprise of:

Course Code	Title of the Course	Credits
511	Philosophical and Sociological Perspectives in Education	3
512	Psychological Perspectives of Learner	3
521	Psychological Perspectives of Learning	3
531	Creating An Inclusive Institution	3
532	Secondary Education: Issues and Problem	3
541	Management of Educational Institutions	3
542	Historical Perspectives of Education	3

**II. Tool Courses**

Tool Courses shall comprise of:

Course Code	Title of the Course	Credits

**[B] Elective Generic**

From the following list of four **ELECTIVE-GENERIC** course combinations, a candidate will offer **any TWO** courses of his/her choice, one in each year of the M.Ed. program.

- One elective course will be offered by the students in the First year of the program in both semesters under Elective-Generic course. Similarly, another elective course will be offered by the students in the Second year of the program in both.
- The course selected in the First year of the study cannot be taken again in the second Year.
- The credit for each Elective-Generic/ specialization course in a semester will be Three. Thus a total of 12 credits will be offered in terms of ELECTIVE-GENERIC in two year M.Ed. Program.
- These courses will be offered to the other department students too.

Course Code	Title of the Course	Credits
615, 626	Educational Administration—I & II	3*2= 6
634, 643	Special Education—I & II	3*2= 6
634, 643	Guidance and Counseling—I & II	3*2= 6
615, 626	Educational Technology—I & II	3*2= 6

**[C] PRACTICUM**

Practicum Courses shall comprise of:

Course Code	Title of the Course	Credits

- Each candidate shall write a dissertation on an educational topic in consultation with the teacher concerned. Four copies of dissertation along with the synopsis shall be submitted to the Departmental office on or before a date fixed by the Head of the Department in consultation with the staff in Staff Meeting. The dissertation will carry a total of twelve credits divided among four semesters.
- Before submitting the dissertation, a candidate shall have to present his/her work through Pre-Dissertation submission presentation for defending his dissertation. The board of the evaluators will be constituted by the head of the institution in consultation with Dean of the faculty. The suggestions emerged from this Pre-Dissertation submission presentation shall be incorporated in the final form of dissertation.
- In the fourth semester candidate shall have to appear in the Dissertational Viva-Voce which will carry four credits

**[D] Viva Voce and Virtual Credits**

Course Code	Title of the Course	Credits
	Virtual Credits—I	4
	Virtual Credits—II	4

Virtual Credits—III	4
Virtual Credits—IV	4

- The candidate shall have to appear before Viva-Voce committee four times during the course at the end of each semester.



## B.ED 2YEAR PROGRAM: COURSE STRUCTURE

<b>SEMESTER FIRST</b>						
Program Area	Course Code	Course Title	Credit	Theory hrs/ Wk	Prac. hrs/Wk	Total hrs/Wk
Perspectives in Education	511	Philosophical and Sociological Perspectives in Education	3	3		3
Perspectives in Education	512	Psychological Perspectives of Learner	3	3		3
Curriculum & Pedagogic Studies	513	Classroom Management	3	3		3
Curriculum & Pedagogic Studies	514	Pedagogy of a School Subject – I	3	3		3
Curriculum & Pedagogic Studies	515	Development of Teaching Skills	3		6	6
Engagement with the Field	516	School Experience	3		6	6
Engagement with the Field	517	EPC 1-Reading and Reflecting	2		4	4
	CVV	CVV	4			
			<b>24</b>	<b>12</b>	<b>16</b>	<b>28</b>
<b>514: Subject: 1(Any One) Biological Science/Maths, Social Science, Economics</b>						

<b>SEMESTER-II</b>						
Program Area	Course Code	Course Title	Credit	Theory hrs/ Wk	Prac. hrs/wk	Total hrs/Wk
Perspectives in Education	521	Psychological Perspectives of Learning	3	3		3
Curriculum and Pedagogic Studies	522	Exploring and Developing Teaching Learning Resources	3	3		3
Curriculum and Pedagogic Studies	523	Pedagogy of a School Subject – II	3	3		3
Curriculum and Pedagogic Studies	524	Models of Teaching	3		6	6
Curriculum and Pedagogic Studies	525	Elective/ Generic Course-I	3	3		3
Field engagement	526	EPC-2:Arts and Aesthetics in Education	3		6	6
Field engagement	527	EPC-3: Environment based project	2		4	4
		CVV	4			
<b>Total</b>			<b>24</b>	<b>9</b>	<b>16</b>	<b>25</b>
<b>523: Subject: 2(Any One) Physical Science, History/Geography/Pol. Sci./ Commerce, Language-Hindi/English</b>						
<b>524: Value Education, Action Research, Non- Formal Education, Career Guidance</b>						
<b>525: Horticultural aesthetics, Creative Art and Craft, Embroideral and Needle Art</b>						

		<b>Semester Third</b>				
Program Area	Course Code	Course Title	Credit	Theory hrs/Wk	Prac. Hrs/Wk	Total Hrs/Wk
Perspectives on Education	531	Creating An Inclusive Institution	3	3		3
Perspectives on Education	532	Secondary Education: Issues and Problem	3	3		3
Curriculum and Pedagogic Studies	533	Curriculum Development	2	2		2
Curriculum and Pedagogic Studies	534	Evaluating Educational Processes and Products	3	3		3
Field engagement	535	School Internship	7		14	14
Field engagement	536	EPC-4 Creative Expression Skills	2		4	
		CVV	4			
<b>Total</b>			<b>24</b>	<b>11</b>	<b>18</b>	<b>25</b>
<b>536:</b> Rangoli, Painting, Mehdi, Singing, Music, Calligraphy, Mandna, Clay work, Paper work, Debate, Nukkad Natak, Speech, Day Celebration, Poster Making, Story Telling, Poem Recitation, Chanting Of Mantra/Shloka, Mimicry, Mono Acting.( Any Two) Four Houses-floor, wall, paper, self						

		<b>SEMESTER IV</b>				
Program Area	Course Code	Course Title	Credit	Th. hrs / Wk	Prac. hrs/ Wk	Total Hr/Wk
Perspectives in Education	541	Management of Educational Institutions	3	3		3
Perspectives in Education	542	Historical Perspectives of Education	3	3		3
Curriculum and Pedagogic Studies	543	ICT in Education	2		4	4
Curriculum and Pedagogic Studies	544	Elective/ Generic Course-II	3	3		3
Field Engagement	545	EPC-5 Physical Education and Yoga	2		4	4
Field engagement	546	School Internship II	7		14	14
		CVV	4			0
<b>Total</b>			<b>24</b>	<b>9</b>	<b>22</b>	<b>31</b>

## SEMESTER – I

### 511: SOCIOLOGICAL AND PHILOSOPHICAL PERSPECTIVES IN EDUCATION

#### OBJECTIVES

**CREDITS: 3**

- To familiarize students with Education, Philosophy and their relationship.

- To familiarize students with some significant philosophical perspectives on education and implications for education.
- To acquaint students with the philosophical thoughts of some prominent educational thinkers
- To sensitize students with some Salient Features of Indian Education.
- To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- To acquaint students with the concept and relationship of society and education.

#### **CONTENT:**

**UNIT I: Concept of Education:** Meaning and Importance of Education, Indian and Western Concept of Education, Aims and objectives of Education, Functions of Education, Agencies of Education– Informal, Formal and Non-formal.

**UNIT-II: Philosophy and Education:** Meaning, nature and functions of philosophy, Relationship between Education and Philosophy, Need and functions of Philosophy of Education, Brief introduction of schools of western philosophy.

**UNIT-III: Salient Features of Indian Education–** Overview of Vedic, Buddhist and Islamic Tradition in Education, Contributions of Educational Philosophers: Rabindranath Tagore, Mahatma Gandhi, Swami Vivekananda.

**UNIT-IV: Sociology and Education:** Meaning, nature and functions of Sociology, relationship between sociology and education, Need and functions of Sociology of Education, Culture, Civilization and Education.

**UNIT-V: Education and Social Change** -Education as an instrument of social adjustment, Socialization, Social Control, Social Change, Social Stability, Preservation of Cultural Heritage and Values. School and the society, School as a Social System.

## SUGGESTED ACTIVITIES

- Book Review: any one book related to Educational philosophy/Educational Sociology.
- Presentation on any one topic.
- Skit on any one situation related to education.

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## SEMESTER – I

### 512: PSYCHOLOGICAL PERSPECTIVES OF LEARNER

CREDITS: 3

#### OBJECTIVES:

- To acquaint students with the concept of Educational Psychology, It's methods, and their importance in educational field.
- To develop understanding among students about nature of learner and the stages of adolescence for their educational implications.
- To familiarize students about individual differences that effect classroom learning.
- To enable students to identify various factors among different learners for selecting suitable teaching learning strategy.

#### CONTENT:

##### UNIT I: Psychology and Education

Psychology: Meaning, Nature, Branches and Methods of Psychology: Observation, Case Study and Experimental. Relationship with Education, Educational Psychology: Meaning, Nature, Need and Importance of Educational Psychology,.

##### UNIT II: Growth and Development

Concept, Relationship, Distinction, Aspects and Principles of growth and development. Factors affecting Growth and Development. Piagetian Cognitive and Kohlberg Moral Development Theory.

##### UNIT III: Psychology of Adolescence

Development during Adolescence: Physical, Cognitive, Social, Moral and Emotional, Changing relationships with Parents, Peer groups, opposite sex. Teachers' role in the development and problems of Adolescence.

##### UNIT IV: Individual Differences

Intelligence- Concept, Definition, Nature and Assessment.

Aptitude- Meaning, Characteristics and importance in Education.

Interest -Meaning and definition, Factors affecting interest, Assessment of interest.

Creativity – Meaning, and definition, characteristics of creative students, Role of School and Society in enhancing Creativity of Children at different Level,

**UNIT V: Learners Personality and Adjustment**

Personality- Concept and Definition, Methods of Personality Assessment– Objective, Subjective and Projective. Adjustment- Concept, Factors affecting adjustment, Role of School and Society in adjustment of Children at different Levels. Mental Health- Meaning, definition and factors affecting. Defence Mechanisms.

**Practical Activities (All are Compulsory)**

- I. Case Study of a Child / Adolescent.
- II. Verbal/ Non Verbal Intelligence Test of Adolescents.
- III. Study of Interest through Standardized Test.
- IV. Assessment of Adjustment through Standardized Test.
- V. Personality Assessment through Standardized Test.

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## SEMESTER – I

### 513—CLASS MANAGEMENT, SELF CONCEPT AND LIFE SKILLS

#### COURSE OBJECTIVES:

CREDITS: 3

- To enable student teachers to understand management practices and processes used for classroom management.
- To enable student teachers to develop skills for effective class room management and foster classroom climate
- To enable student teachers to know the components of classroom climate and to help them to understand their effect on pupil's development.
- To equip them with skills for handling various situations related with learning and behaviour in the classroom
- To familiarize student-teachers with various innovations in the area of classroom management
- To develop an insight in Student teachers about key concepts of group, Group Dynamics and Self concept
- To enable student teachers to know the problems of classroom management.
- To acquaint students with the varied concepts related to managing learning and Behaviour
- To create in the student teachers an awareness regarding core life skills and its integration in learning
- To develop an insight in student teachers how to deal in the multicultural classrooms

#### CONTENTS:

##### Unit I: Basic Classroom Concepts

- Teacher: Underlying theory and some pre-requisites for an effective teacher
- Student: Underlying theory and some pre-requisites for an Ideal Student
- Meaning, Concept, Characteristics and composition of classroom (i) Teachers (Role of teacher) and (ii) Pupils as recipients and their learning needs
- Various views of classroom:
  - Classroom as a Subsystem of School system
  - Classroom as a Group/Milieu
  - Classroom as Complex network of Interaction
  - Classroom as Growth centre
- Understanding various classroom profiles and structures/ Special incidences/cases: Constructivist Classroom, Traditional Classroom, Virtual Classrooms, Classroom without walls, Remedial Classroom, Tutorial Class

##### Unit II: Class Management and Classroom Climate (CRC)

- Meaning and concept of class management and classroom climate
- Objectives and Principles of class management
- Dimensions of class management: Time, Resources and Human

## Objectives

- Techniques of class management: Verbal and Non verbal
- Teacher Pupil interactions (FIACS)
- Strategies for enhancing congenial Classroom Climate
- Psychic factors affecting classroom climate: Pupils' psyche, anxiety, Adjustment, trust, initiative, expectancy and dependency.
- Understanding various classroom indiscipline problems

## Unit III: Managing Learning Behaviour and Self concept

- Behaviour of a teacher/students in a Class
- Managing a Multicultural classroom and enhancing Cross cultural communication
- Info-savvy skills: Note Making and Note taking Skills
- Detecting Propaganda
- Pupils' motivation towards school and classrooms
- Self Concept: Meaning, Concept and scenario
- Identifying self – Johari Window
- Enhancing pupils' self-concept for achievement
- Developing concern among pupils:
  - Geriatric Depression Scale (GDS) Treatment
  - Origin-Pawn treatment
  - Self- fulfilling Prophecy

## Unit IV: Group and Group Dynamics

- Meaning, Characteristics and bases of group formation
- Dynamics of classroom group, Norms-Cohesion, Morale, Ethos
- Factors affecting Group Performance
- Measuring the Group dynamics: Sociometric analysis
- Individual versus Group Performance
- Balancing self-concept and Group Performance

## Unit V: Managing Life Skills and Classroom Learning

- Definition and Importance of Life Skills
  - Livelihood Skills, Survival Skills and Life Skills
- Core Life Skills
- Integrating Life skills in the classroom learning

## Suggested Activities (Any one)

1. Developing classroom profile
2. Observing classroom with FIACS
3. GDS Treatment - Self-experience strategy
4. Using creative approaches in classroom management like Brain- storming, Role play etc.
5. Case studies of Indiscipline problem faced during Practice teaching/School experience
6. Case studies of critical incidents in classrooms
7. Developing Lesson Plans using Life Skills
8. Sociometric Analysis of the Class
9. Any other as per discretion of the teacher

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## SEMESTER – I

### 514: PEDAGOGY OF BIOLOGICAL SCIENCES

**CREDITS: 3**

#### **OBJECTIVES:**

- To acquaint B.Ed. students with the nature of Biology, its place in the school curriculum.
- To develop an understanding about the relationship of biology with other school subjects.
- To familiarize B.Ed. students with the aims and objectives of biology teaching to secondary school students.
- To acquaint B.Ed. students with different aspects of lesson planning.
- To acquaint B.Ed. students with different types of teaching methods in biology teaching.
- To familiarize B.Ed. students with different aspects of biology laboratory and audio – visual aids, excursion, etc.
- To develop critical understanding and development of biology curriculum.
- To acquaint students with different co-curricular activities related to biology for secondary students.

#### **CONTENT:**

##### **UNIT I: Discipline of Biological Science**

- Meaning and definition of biological science
- Nature of biological science
- History of biological science
- Linkage of biology with the life and other school subjects

##### **UNIT II: Aims and Objectives of Teaching Biological Science**

- Aims and objectives of teaching biological science : Cognitive, affective and psychomotor domains
- Objectives of teaching biological science at different levels.

### **UNIT III: Methodology for Teaching Biological Science**

- Lesson Planning: Need, Definition, Meaning and Steps of Herbartian lesson plan.
- Methods of Teaching : Lecture, Demonstration, Project, Problem Solving, Scientific and Laboratory method
- Collaborative and Experiential learning in biological science: Role playing, Quiz, Seminar and Panel Discussion, Symposium (preparation of at least one lesson plan based on above methods).
- Concept mapping

### **UNIT IV: Learning Resources in Biological Science**

- Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Nurturing natural curiosity of observation and drawing conclusion
- Organization of biology laboratory, planning and maintenance of biology lab and its role
- Audio-visual aids in teaching science, improvised apparatus
- Science excursion, Science fair
- Organizing various curricular activities : debate, discussion, drama, poster making on issues related to science/biology,
- ICT applications in learning biology
- Organizing events on specific day :Earth Day, Environment Day, etc
- Assessment of experimental work in biological science

### **UNIT V: Biological Science Curriculum & Learner Enrichment**

- Science Curriculum: Functions, characteristics of a progressive curriculum, defects in existing curriculum.
- Awareness about some recent scientific developments.
- Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups,
- Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work)

### **ACTIVITIES:**

- Review of Biology Science Curriculum of any class from VI to X.
- Visit to places of scientific interest and reporting by students.
- Organization of panel discussion or seminar.
- Development of improvised apparatus in biological science.
- Contribution of eminent Biologist.
- Content enrichment in the following areas from the syllabus of class IX:  
Difference between living and non-living, classification, cell and tissues etc.

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## SEMESTER – I

### 514: PEDAGOGY OF MATHEMATICS

**CREDITS: 3**

#### **OBJECTIVES:**

- To help student teachers appreciate the distinctive character of Mathematics and the power and beauty of Mathematical type of reasoning.
- To develop in student teachers the ability to spell out aims and objectives of teaching the subject as secondary level.
- To train student teachers in different methods and approaches of Teaching Mathematics.
- To impart the skill of handling the diverse techniques of developing interest among students of Mathematics.
- To empower student teachers to develop tests for assessing readiness, attainments, and specific weakness of school learners.
- To develop in Student teachers the content mastery over the selected secondary level content
- To practice the skill of developing various types of lesson plans among the student teachers
- To integrate the technology for enhancing mathematical pedagogical power

#### **CONTENT:**

##### **UNIT I: Entering into the Discipline**

- Underlying philosophy of Mathematics and basic understanding of discipline
- Major landmark in the evolution of Mathematics
- Nature of Mathematics and its difference with scientific knowledge
- Aims and objectives of teaching Mathematics at secondary stage
- Mathematical terms and notions: Definition, Theorem, corollary, Lemma, Proof, Rule, claim, Axiom/postulate, identity, Paradox
- Values in Mathematics

## **UNIT II: Methodology for Mathematics Pedagogos**

- Characteristics of Mathematics Pedagogos
- Development of Yearly, Monthly and Daily teaching plans
- Content Analysis, Unit Planning and Lesson Planning
- Steps of Developing lesson plan: Digital Lesson Plans, Cognitive Lesson Plan, Constructivist Lesson Plan
- Methods of Teaching Mathematics to secondary classes: Inductive, Deductive, Analytic, Synthetic, Laboratory, Drill, Heuristic and Project.
- Mathematics Textbook and Mathematical Laboratory

## **UNIT III: Transaction and Evaluation in Mathematics**

- Mathematics Text Book
- Innovations in Mathematics Teaching
- Teaching Aid in Mathematics
- Technology in Mathematics teaching
- Software\ e-resources for the Mathematics teaching: Geo-Gebra, Tux-Math, KBrunch, Khan Academy
- Evaluation of Mathematical Learning

## **UNIT IV: Humanizing and Developing Interest in Discipline**

- The role of history of Mathematical ideas and biographies of Mathematicians
- Some Classical examples and proofs
- Utility of Mathematical Puzzles, Paradoxes, Games and Quiz
- Fallacies in Mathematical reasoning
- Recreational Mathematics: Mathematics Club, Vedic Mathematics

## **UNIT V: Content Enrichment**

- Class IX Syllabus: Congruence, Logarithm, Simultaneous Equations, Heights and Distances

## ACTIVITIES:

Assignments, Presentations, Role plays, Working Models or Teaching Aids on the following Topics:

- Historical Mapping of the Different Concepts in Mathematics
- Historical Development of Mathematics as discipline
- Assignment on the famous Indian and Foreign Mathematicians
- Developing lesson plans & Unit plans
- Developing various teaching aids
- Preparation of programmed learning material for selected Units in Mathematics.
- Critical Evaluation of Mathematics text book
- Construction of various types of test items
- Construction of achievement and diagnostic tests
- Conducting of Action Research for selected problems
- Development and tryout of Teaching- learning strategy for teaching of particular Mathematical concepts
- Use of Computer in Teaching of Mathematics
- Generating Mathematics Recreational activities

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## SEMESTER – I

### 514: PEDAGOGY OF SOCIAL SCIENCE

**CREDITS: 3**

#### **OBJECTIVES:**

- To make student Teachers aware of the perspectives of Social Science.
- To orient student teachers in the traditional and modern Methodologies of teaching social sciences.
- To develop competency among student teachers in the skills of Preparing lesson plan.
- To provide student teachers with the opportunities for understanding Community and social institutions as well as their various problems by field activities.

#### **CONTENT:**

##### **UNIT I: Perspectives in Social Sciences**

- Meaning, scope and interdisciplinary and holistic nature of Social Sciences Vs Social Studies.
- Basic Concepts and Approaches of Social Science.
- Visions of Social Sciences for man and Society: Anthropological, Social, Historical, Economic and Political Institutions-Processes and Development.
- Curriculum of Social Sciences Vs Social Studies at secondary stage.
- Curriculum of Social Studies at secondary stage: Aims and Objectives of Teaching Social Studies at different stages.

##### **UNIT II: Methods of Teaching Social Studies**

- Traditional Methods of Teaching: lecture, storytelling, inductive, deductive, observation methods.
- Modern methods of Teaching: Source, biological, problem solving, Discussion.

##### **UNIT III: Lesson Planning**

- Lesson Planning: Herbartian, questioning and evaluating approaches.
- Meaning and Importance of lesson planning.

- Content Analysis of topic from a secondary level Social science text book.

#### **UNIT IV: Role of Social Scientists and Social Science**

- Teacher as a Social Architect.
- Seminar on the Contribution of any reputed Social Scientists.

#### **UNIT V: Social Science text book**

- Basic Principles of preparing a Social Science text book.
- Steps for the development of Social Science book.
- Criteria and Procedures for the evaluation of a social science Textbook.

#### **ACTIVITIES:**

- Preparation of Teaching Aids
- Preparation of Question Bank
- Conducting Achievement Test
- Visit to a political, economic, social or historical place or institution and presenting a report

#### **REFERENCES:**

- Aggarwal, J.C. (1982). Teaching of Social Studies. New Delhi: Vikas Publishing House Pvt. Ltd.
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## SEMESTER – I

### 514: PEDAGOGY OF ECONOMICS

**CREDITS: 3**

#### **OBJECTIVES:**

- To familiarize Student teachers with nature and scope of Economics.
- To acquaint students teachers with the aims of economics teaching.
- To correlate the subject with other subjects like geography, civics, statistics etc.
- To acquaint student teachers with the different methods of teaching economics.
- To develop awareness regarding the use of different teaching aids for maximizing learning.
- To train student teachers to formulate the lesson plan with intermixing various techniques.
- To develop skill in the presentation of economic data.
- To familiarize student teachers with the contribution of economists.
- To help students in content enrichment in some important topics.
- To help student teachers to identify the role of economics teacher in contemporary society.

#### **CONTENTS:**

##### **UNIT I: Conceptual Framework**

Economics: Meaning, Definitions, nature and scope, relation with other school subjects like, geography, history, civics, statistics etc. Aims and objectives of teaching economics at different level, Revised Bloom's Taxonomy of Instructional Objectives.

##### **UNIT II: Methods, Maxims and Techniques of Teaching Economics:**

Lecture, Project, Problem Solving, Discussion, Inductive-Deductive, Seminar, Workshop, Play-way, Story Telling, Supervised Study Method, Jerk Technology, Simulation, Questioning technique. Maxims of Teaching.

##### **UNIT III: Economics Teacher and Teaching Learning Materials and Aids:**

Economics teacher: Characteristics, Role in contemporary society, Teaching Aids: Meaning, Classification, criteria for selection of appropriate teaching aids in economics.

#### **UNIT IV: Lesson Planning in Economics:**

Meaning, Types and importance of lesson planning, characteristics of good lesson plan, steps in lesson planning, different approaches in lesson planning– Herbertian, evaluative and questioning, content– cum-methodology.

#### **UNIT V: Evaluation:**

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminate Type Item, Standardizing an Achievement Test, Developing different types of questions in Economics

#### **SUGGESTED ACTIVITIES:**

- Assessment of existing school curriculum of economics at +2 level.
- Planning of economics laboratory, preparation of lesson plans on the basis of different methods of teaching economics.
- Preparation of model question paper in economics at +2 level.
- Preparation of two teaching aids related to any topic of economics.
- Graphical presentation of data related to: (i) Population, (ii) Public Income Expenditure, (iii) Five Year Plan, (iv) Unemployment (Any one)
- Review of economic text book.

#### **REFERENCES:**

Bhoogol Evam Arthshastra: Kaksha Dasveen, Bhopal: M.P. Pathya Pustak Nigam, 1988.

Kanwar, B.S.: Teaching of Economics. Ludhiana: Educational Publishers, 1970.

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## SEMESTER – I

### 515: DEVELOPMENT OF TEACHING SKILLS

**CREDITS: 3**

#### **OBJECTIVES:**

- To orient student teacher in Theoretical aspects of Microteaching, Teaching Skills, Integration of Teaching Skills.
- To develop competency among students teacher in Teaching Skills, Integration of Teaching Skills.
- To help student teacher in transferring the learnt skills in real classroom situation.

#### **CONTENT:**

##### **UNIT I: Teaching Skills & Microteaching**

- Teaching as Professional skilled activity
- Teaching Skills- Meaning and Definition, Preparation of Teachers through Micro-teaching
- Concept of Micro- teaching & Steps of Micro- teaching, Scope of Micro- teaching
- Difference between Micro and Macro- teaching
- Advantages and Limitations of Micro- teaching; Feedback, Modeling, Simulation and Role Playing.

##### **UNIT II: Skills of Micro- teaching**

- Introducing Lesson
- Black- board Writing
- Reinforcement
- Probing Questioning
- Stimulus Variation
- Explaining
- Integration: Meaning and Strategy

##### **UNIT III: Practice of prescribed Microteaching Skills (3 Lessons per Skill)**

#### **REFERENCES:**

- Buddhisagar, M. & Dubey, A.: Introduction to Microteaching, Rakhi Prakashan , Agra, 2012
- Passi, B.K.: Becoming Better Teacher – A Microteaching Approach. Sahitya Mudranalaya, Ahmadabad, 1975.
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[Add more references](#)





## SEMESTER – I

### 516: SCHOOL EXPERIENCE

**CREDITS: 3**

#### **OBJECTIVES:**

- To acquaint student teachers with the conditions under which they would normally be required to work.
- To understand the problems faced by teachers in the real school situation.
- To develop skill of getting support of different human beings that exist in school for successfully planning and executing of the assigned school work.
- To develop skill in (a) handling subject matter and (b) in dealing with individual child or group of children.
- To familiarize student teachers with various tasks school personnel are supposed to perform as a part of their routine duties.
- To enable students to critically appraise various aspects of school programmes and practices.
- To develop quality of organizing different programmes at school levels. School experience activities are to be designed in consultation with the respective principals of the schools involved in this venture.

#### **Suggested Activities/ Assignments:**

1. Write significance of school experience program in B.Ed. program/Curriculum.
2. Design a map of school and give critical opinion about school plant.
3. Assessment/ Review of the following activities in the school on the basis of observation: Assembly, Sports and games, Other Curricular activities, Cultural functions, Innovations in teaching learning process, Discipline, School environment, Standard of the School, Library facility in the school, Parent Teacher Association.
4. Reporting of organization and celebration of National/Regional, local festivals observed by the school. Independence Day, Teacher Day, Gandhi Jayanti, Ahilya Utsav etc.
5. Observation of teaching of your own subject taught by school teachers (at least 2 lessons).
6. Interview with the teacher you most like.
7. Listing of problems faced by teachers in the & outside the classroom.
8. Introduction of teaching and non-teaching school staff.

9. Listing of different school records and preparation of at least five records on the basis of imaginary data (Health record, Cumulative record, Progress report, Attendance register, Scholarship register etc

## SEMESTER – I

### 517: EPC- READING AND REFLECTING

**CREDITS: 2**

#### OBJECTIVES

- To empower students in effective reading of a text with appropriate voice modulations, stress and speed.
- To help them read a narrative, poetic, prosaic, interactive, satirical, autobiographical text suitably, meaningfully and effectively.
- To develop among students a taste for reading, listening, reflecting and sharing the meaning of the text.
- To develop among students capacity to analyze and summarize the ideas expressed in the text.
- To enable the students to identify the assumptions underlying the text.
- To empower them to grasp the import of the text, evaluate its contents and have their own views on the text.
- To help students in gaining confidence by overcoming the blush and nervousness associated with public speaking.
- To initiate students into joy of reading good poetical, satirical, biopic, reflective and other kinds of text.
- To cultivate among students the habit of reading original works of great exponents of various disciplines.

#### CONTENTS:

The course on Reading and Reflecting is a practical course consisting of following activities:

##### Activity I

Reading and listening of a narrative, poetic, prosaic, interactive, satirical, autobiographical text selected by the faculty in a group or small sub-groups with a view to develop reading skills.

##### Activity II

Reading of text selections from original works of authors representing various academic disciplines with a view to cultivate interest in basic writings. These readings will be followed by discussion on the contents and the perspective of the respective authors.

##### Activity III

Reviewing a selected original work of a leading thinker of discipline of interest, expounding its major ideas and presenting one's own reflections on it before the entire group either through Power Point Presentation or through informal dialogue.

**Note: Students will maintain a diary and record their observations, experiences and reflections on day to day basis.**

### **SUGGESTED READINGS:**

Lists of suggested writings for each activity are as follows. Concerned teachers will have freedom to add to it any work they deem suitable for the students.

#### **Activity I:**

Some of the readings under this activity may include selections from:

Dushyant Kumar- Saye me Dhoop; Hari Shankar Parsai- Jaise unke din fire, Pitaras- Hamne bhi Sayakil Khareedi, Om Prakash Balmiki- Jhoothan; Malala Yousufzai- I am Malala; Yuvraj- The Test of my Life: From Cricket to Cancer and Back; Sadat Hasan Manto- Short Stories; Kahlil Gibran- The Prophet; Selected couplets from writings of Ghalib, Mir, Faiz, Faraz, Firaq and Ibne Insha; Suitable 'Dohas' created by poets like Kabir and Rahim

Scholarly articles from Newspapers, Magazines and Journals

#### **Activity II & III**

Students may select any one of the following scholarly works according to their interest for reading and review:

Karl Marx- Communist Manifesto, Albert Einstein- Ideas and Opinions; Aldous Huxley- Brave New World, George Orwell- Animal Farm, 1984; Habermas- Knowledge and Interest; Thomas Kuhn- The Counter Revolution of Science, Karl Popper- Conjectures and Refutations, Bertrand Russel- Wisdom of the West; Eric Fromm- Sane Society, E.F. Schumacher- Small is Beautiful; M. K. Gandhi- Hind Swaraj; Gijubhai Badheka- Diva Swapna; Paulo Freire- Pedagogy of the Oppressed; Plato- Republic; Aristotle- Ethics; Ivan Illich- Deschooling Society, Paul Riemmer- School is Dead; John Holt- How Children Fail, Tetsuko Kuruyanagi- Totto-Chan, Alvin Toffler- Third Wave, Future Shock, Shreelal Shukla-Rag Darbari; Kamleshwar- Kitne Pakistan; Prem Chand- Godan, Nirmala



<b>Semester Second</b>						
<b>Program Area</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>Theory hrs/Week</b>	<b>Prac. hrs/week</b>	<b>Total hrs/Week</b>
Perspectives in Education	521	Psychological Perspectives of Learning	3	3		3
Curriculum and Pedagogic Studies	522	Exploring and Developing Teaching Learning Resources	3	3		3
Curriculum and Pedagogic Studies	523	Pedagogy of a School Subject – II	3	3		3
Curriculum and Pedagogic Studies	524	Models of Teaching	3		6	6
Curriculum and Pedagogic Studies	525	Elective/ Generic Course-I	3	3		3
Field engagement	526	EPC-2:Arts and Aesthetics in Education	3		6	6
Field engagement	527	EPC-3: Environment based project	2		4	4
		CVV	4			
<b>Total</b>			<b>24</b>	<b>9</b>	<b>16</b>	<b>25</b>
	523	Pedagogy subject: II (Any One) Physical Science, History/ Geography/Pol. Sci./ <b>Commerce,</b> <b>Language-Hindi/English</b>				
	525	Value Education, Action Research, Non- Formal Education, Career Guidance				
	526	Horticultural aesthetics, Creative Art and Craft, Embroideral and Needle Art				
	3	Perspectives in Education				
	12	Curriculum and Pedagogic Studies				
	5	Engagement with the Field				

## **SEMESTER – II**

### **521: PSYCHOLOGICAL PERSPECTIVES OF LEARNING**

**CREDITS: 3**

#### **OBJECTIVES:**

- To develop understanding about nature of learning and the stages of adolescence among students for their educational implications.
- To familiarize students about individual differences that effect classroom learning.
- To enable students to identify various factors among different learners for selecting

suitable teaching learning strategy.

## **CONTENTS:**

### **UNIT I: Learning**

Concept of Learning, Factors affecting learning, Methods of learning- Imitation, Observation, Trial and Error and Insight.

### **UNIT II: Approaches of Learning**

Approaches of Learning: Behaviorist; Classical Conditioning, Trial and Error, Operant Conditioning. Cognitive; Insight Learning ; Constructivist, Social and Humanistic Approaches of Learning.

### **UNIT III: Transfer of learning**

Meaning, Definition, Types, Theories of transfer of Learning and their Educational Implications

### **UNIT IV: Memory and forgetting**

Memory: Meaning, Definition, Types, Process and Methods of improving memory  
Forgetting: Meaning, Definition, Causes of Forgetting, Interdependence of Memory and Forgetting

### **UNIT V: Concept Formation**

Definitions, Types of Concepts, Phases and Factors Affecting Concept Formation, Educational Implications of Concept Formation

## **Practical**

- I. Experiment on Associative Learning Phenomenon.
- II. Experiment on Trial and Error Learning Process.
- III. Bilateral transfer of Learning by using mirror drawing apparatus.
- IV. Assessing memory level of adolescents through standardized test.
- V. Experiment on concept formation

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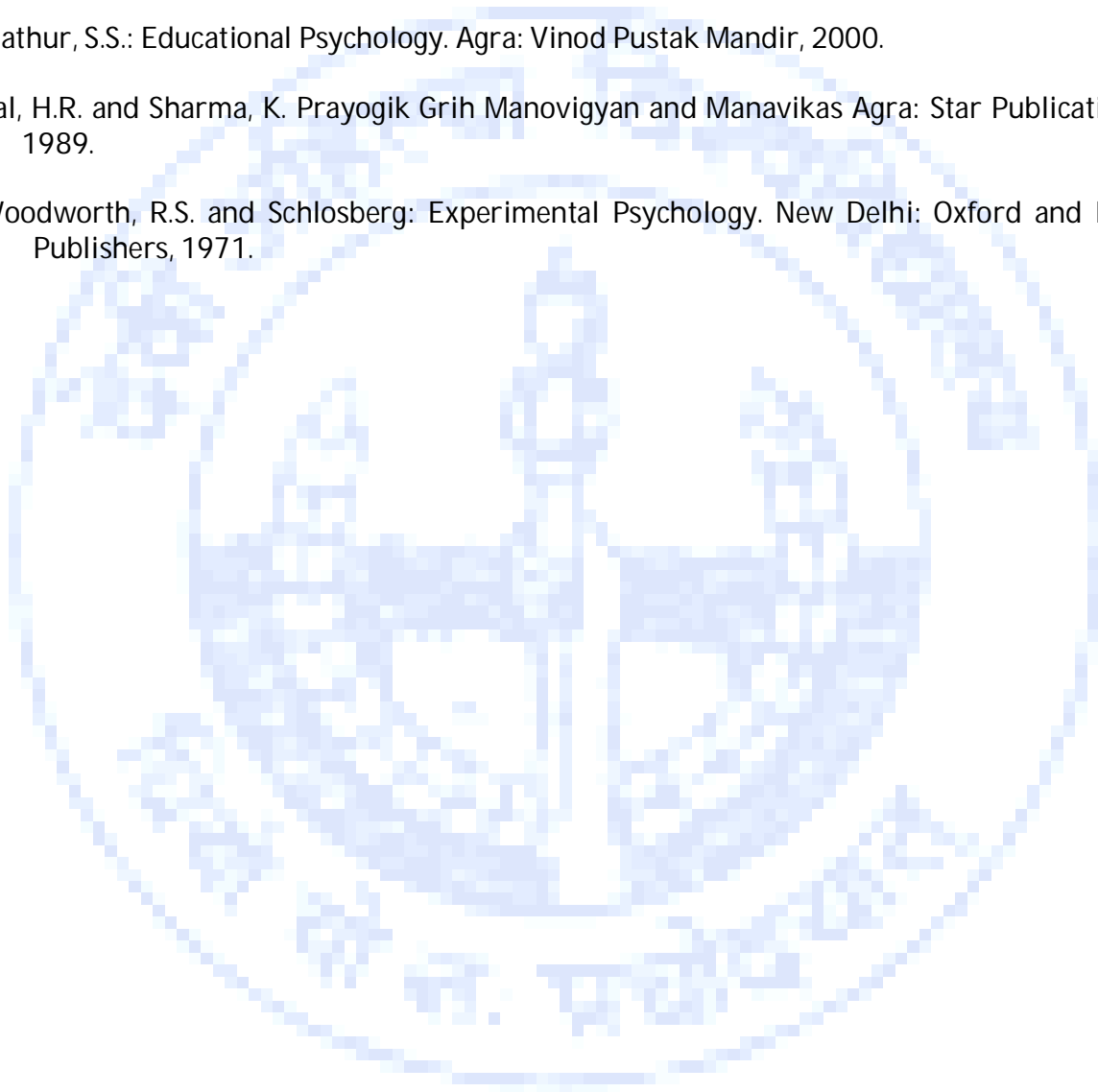
Dash, M.: Educational Psychology. New Delhi, 1991.

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Mathur, S.S.: Educational Psychology. Agra: Vinod Pustak Mandir, 2000.

Pal, H.R. and Sharma, K. Prayogik Grih Manovigyan and Manavikas Agra: Star Publication, 1989.

Woodworth, R.S. and Schlosberg: Experimental Psychology. New Delhi: Oxford and IBH Publishers, 1971.



## SEMESTER – II

### 522: EXPLORING & DEVELOPING TEACHING LEARNING RESOURCES

CREDITS: 3

#### OBJECTIVES:

- To acquaint students with the nature and scope of Teaching Learning Resources
- To develop competency in handling Teaching Learning Resources.
- To familiarize students with the role of mass media in improving teaching - learning process.
- To develop the skill of preparing effective Teaching Learning Resources.
- To make students aware about the concept of management of teaching learning resources (system approach).

#### CONTENTS:

##### UNIT I: Introduction of Teaching Learning Resources

- Concept and Meaning
- Nature and Scope
- Classification and Different approaches of Teaching Learning Resources: Hardware, Software, & System approaches.

##### UNIT II: Strategic Use of Teaching Learning Resources

- Edger Dale's cone of experience
- Application of different gadgets and Preparation of various Teaching Learning Resources
- Audio Teaching Learning Resources: Voice Recorder and Scripting
- Visual Teaching Learning Resources: Boards, Pictures, Graph, OHP & Transparencies, Charts, Models, Slides, Video Scripting and Low Cost Teaching Aids.
- Audio-Visual Teaching Learning Resources: Film projector, Videotape Recorder, CCTV, LCD, Smart Board, Multi Media.

##### UNIT III: Individualized Teaching Learning Resources

- PLM, DIM, Module and PSI, CAI,
- Concept Mapping: Meaning and Steps of development.



#### **UNIT IV: Management of Teaching Learning Resources**

- System Approach: Meaning, Components with special reference to classroom instruction.

#### **UNIT V: Teaching Learning Resources for Mass Education**

- Mass Media: Meaning, Concept and Role of mass media – Radio, TV and Printed Material, Open Access system-Library, Internet, on- line classes etc.

#### **PRACTICALS:**

- Preparation of Charts, Models and Transparencies.
- Development of Audio/ Audio Visuals Scripts.
- Hands-on experience of different gadgets like OHP, LCD Projector.
- Preparation of Multimedia Planner Sheet.

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## SEMESTER – II

### 523: PEDAGOGY OF PHYSICAL SCIENCES

**CREDITS: 3**

#### **OBJECTIVES:**

- To acquaint B.Ed. students with the nature of Physical science & its place in the school curriculum.
- To develop an understanding about the relationship of Physical science with other school subjects.
- To familiarize B.Ed. students with the aims and objectives of Physical science teaching for secondary school students.
- To acquaint B.Ed. students with different aspects of lesson planning.
- To acquaint B.Ed. students with different types of teaching methods in Physical science.
- To familiarize B.Ed. students with different aspects of Physical science laboratory and Learning resources in Physical science.
- To develop critical understanding and development of Physical science curriculum.
- To acquaint students with different co-curricular activities related to Physical science for secondary students.
- To acquaint students with different ways of creating learning situations in learning different concepts of physical science
- To make student examine different pedagogical issues in learning physical science.
- To acquaint student teachers with different methodology of evaluation.
- To acquaint students with use of constructivism in classrooms Science Teaching.
- To familiarize students with current trends in Science Teaching.

#### **CONTENT:**

##### **UNIT-I: Nature & Scope of Science**

- Basic understanding of discipline, evolution of science as a discipline

- Science as a body of knowledge : Facts, concepts, principles, laws and theories
- Science as a process of constructing knowledge : Processing skills, Scientific method
- Scientific Literacy and Scientific Attitude
- Characteristics of different disciplines of science, their interrelationship and integration
- Relationship of Physical Science with other subjects
- Relationship of Science, Technology, and Society

### **UNIT II: Aims and Objectives of Teaching Physical Science**

- Aims and objectives of teaching physical science : Different domains and Stages
- Writing Instructional Objectives and their role in evaluation of educational outcomes in Physical Science

### **UNIT III: Methodology for Physical Science**

- Development of Unit & Lesson plans : Need, Meaning, Definition and Steps, Herbertian & evaluative approaches to lesson planning
- Methods of Teaching Physical Science : Demonstration, Problem Solving, Laboratory, Panel Discussion, Role Play, Project, Collaborative & experiential method
- Designing Lesson plans in accordance with each of the above method of teaching
- Constructivism in Physical Science: Concept, Types, Characteristics and Role of teacher in constructivist classroom. A sample lesson plan using Constructivism.
- Evaluation in Physical science

### **UNIT IV: Resources of learning in Physical Science**

- Laboratories in Physics and Chemistry: Planning, organization, maintenance & safety measures
- Science clubs, Science Fair & Field Trips: Planning & organization
- Exploring alternative resources: Improvisation of apparatus. developing science kit, Multimedia–selection and designing; Use of ICT experiences in learning
- Pooling of learning resources in school complex/ block/district level; handling hurdles in utilization of resources

### **UNIT V: Physical Science Curriculum**

- Meaning, Definition and characteristics of a progressive curriculum, Different principles involved in development of Physical science curriculum
- Recommendation of NCF-2005 on science curriculum
- Issues in physical science curriculum : Role of learners in negotiating and mediating learning in physical science, Equity and access to Science Education, Language and science

#### **ACTIVITIES:**

- Review of physical science curriculum of class at secondary level
- Visit to a place of scientific interest
- Science exhibition: Planning /organization/Evaluation
- Organization of panel discussion or seminar on current issues of science
- Development of improvised material
- Biography of some eminent scientists
- Historical Evolution of some key concepts in Physical Science
- Organisation of different activities on Science Days

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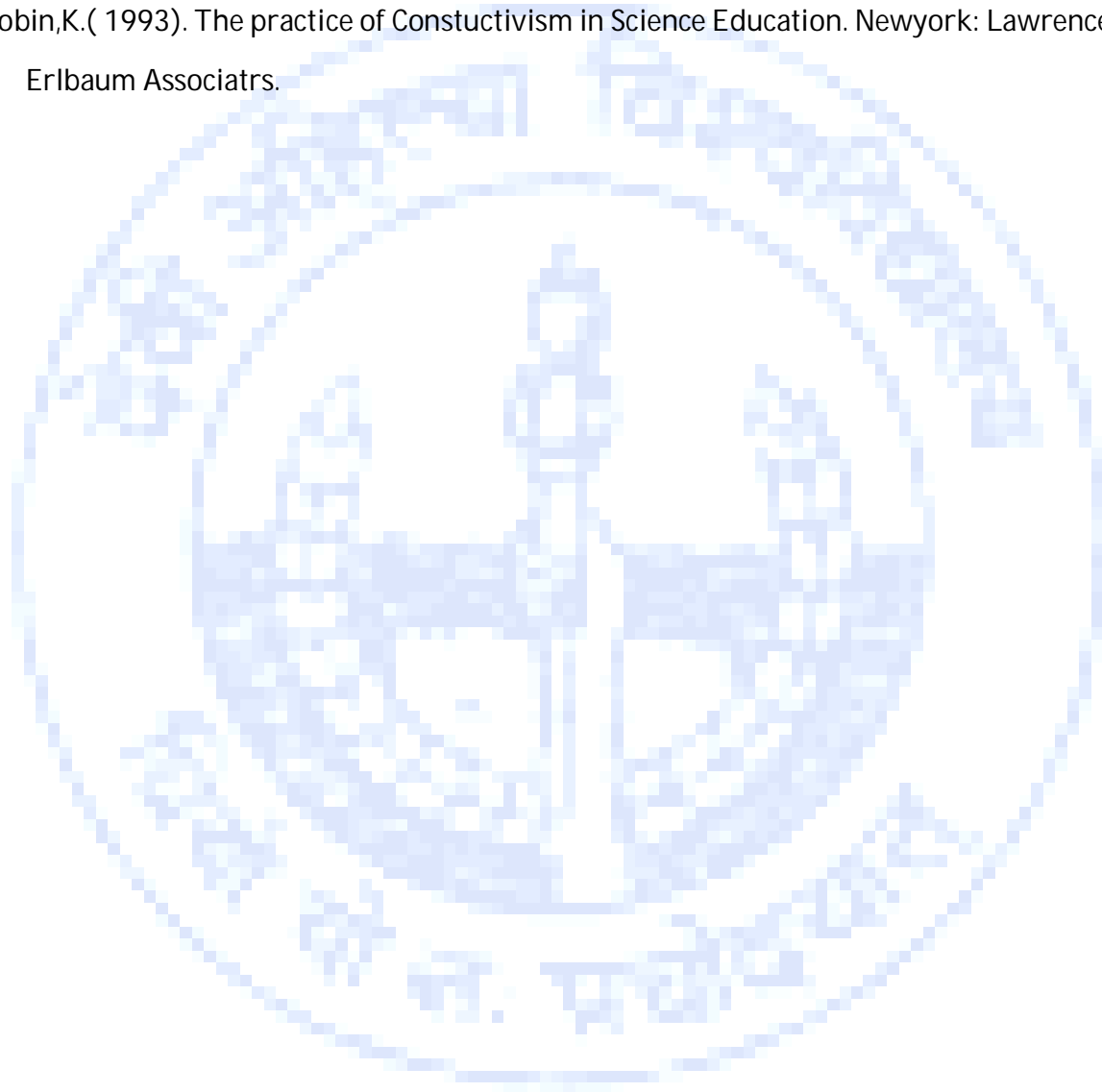
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## SEMESTER – II

### 523: PEDAGOGY OF HISTORY

**CREDITS: 3**

#### **OBJECTIVES:**

Student teachers will be able to:

- Analyze the concepts, theories and the contents relating to history at secondary level.
- Achieve mastery over the methods, techniques and skill for presenting contents.
- Develop teaching aids and other learning materials.
- Develop the idea, structure and importance of lesson plan.
- Develop innovative lesson plans for Concept Attainment and acquisition of subject specific skills.
- Acquire a fair understanding over development and use of tools for evaluation.
- Conduct pedagogical analysis of the content of history and identify concepts. Facts, trends and principles.
- Understand the problem solving and prejudices in history and controversial issues in their right perspective.
- Develop awareness about the significance of history for modern society.
- Evaluate instructional materials and the support materials.
- Utilize current affairs, news papers etc. in teaching of history.
- Develop and use various evaluation procedures and tools for assessing the achievement of students.

#### **CONTENTS:**

##### **UNIT I: Concept, Nature and scope of History:**

Evolution of the concept of History; theories and philosophies of history; classification of history. Relationship of history with various branches of social sciences and humanities. Concept of historiography; historical methods. Nature and Scope of Teaching History: Aims and objectives of teaching history at secondary level. Role of History Teacher.

##### **UNIT II: Curriculum Organization in History:**

Selection and Organization of contents in history curriculum at secondary stage, critical analysis of history curriculum at secondary stage. Review of history text book at secondary level, use of history text book, nature and characteristic of a good text book, principles to be followed for developing good textbook in history.

### **UNIT III: Methods of Teaching History**

Story-telling, narration-cum discussion, dramatization, supervised study, source, historical excursion, community resource, group learning, self learning; teaching of controversial issues and Indian culture, scientific enquiry and problem solving in history. Activity based teaching in history. Time sense in teaching history. Skills for preparing time line charts, maps, questioning, explaining and illustrating with examples.

### **UNIT IV: Pedagogical analysis of history contents:**

Ancient India, Medieval India, British India, World History, European history, Modern World (Human Rights and Democracies).

### **UNIT V: Lesson Planning and Evaluation:**

Lesson Plan– Scope and importance, lesson planning for concept centred teaching and for subject-specific skill development. Evaluation in history: Types of evaluation, objectives, construction of various tests including achievement test

### **SUGGESTED ACTIVITIES:**

- Seminars on relevant issues
- Construction of achievement test in history
- Preparation of scrap book on historical events
- Field trip to study local history
- Organizing History Quiz
- Critical Evaluation of history text books of a particular class
- Critical Appraisal of History syllabus at Secondary Level
- Preparation of low/no cost teaching aids

### **REFERENCES:**

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## SEMESTER – II

### 523: PEDAGOGY OF GEOGRAPHY

CREDITS: 3

#### OBJECTIVES:

- To make the student teachers aware of the perspectives of Geography.
- To orient student teachers in the traditional and modern methodology of teaching of geography.
- To develop competency among student teachers in the skills of preparing lesson plan.
- To provide student teachers with the opportunities for understanding Community and institutions as well as their various problems by field Activities.

#### CONTENT:

##### UNIT I: Perspectives in Geography

- Basic concepts, components, Nature and Development of Geography.
- Meaning, Scope and sub divisions of Geography.
- Local Geography: Concept and Importance
- Importance and place of Geography in School curriculum.
- Curriculum of Geography at secondary stage
- Aims and Objectives of teaching Geography

##### UNIT II: Methods of Teaching Geography

- Lecture, Story Telling, Inductive, Deductive, Observation, Descriptive, field Trips (excursion), Comparative, Project, , Problem Solving, Discussion,
- Experimental, Scientific, Laboratory, Activity Method, field Study

##### UNIT III: Lesson Planning

- Meaning and importance of Lesson Planning
- Herbertian, Questioning and Evaluative Approaches.
- Preparation of Lesson Plan.

##### UNIT IV: Role of Geography Teacher

- Teacher as a Social Architect
- Characteristics of Geography Teacher

- Sensitization about endangered flora and fauna
- Awareness and Management of Natural Disasters

### **UNIT V: Audio Visual Aids in Teaching Geography**

- Teaching Aids –Black Board, Atlas, Maps, Charts, diagrams, Picture, Models, Globe, Film, Radio, T.V., Specimens etc

#### **ACTIVITIES:**

- Preparation of Teaching Aids.
- Preparation of Question Bank
- Seminar on the contribution of any reputed Geography teacher
- Visit to Natural, Historical and Educational Institution

#### **REFERENCES:**

- Barnard, H.C. (1963). Principles and Practices of Teaching Geography. Patna: Bihar Hindi Granth Academy.
- Chaudawat, R.S. (1972). World Geography. Gwalior: Kitab Ghar.
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## SEMESTER – II

### 523: PEDAGOGY OF POLITICAL SCIENCE

**CREDITS: 3**

#### **OBJECTIVES:**

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

- To review, upgrade and update his knowledge of Political Science.
- To develop practical skills in analyzing political phenomena.
- To develop the ability of critical thinking and apply the acquired knowledge and skills in complex situations.
- Acquaint themselves with principles of formulating curriculum and preparation of text books in political science.
- Acquire different methods, approaches, theories of political science and political science teaching methods and techniques as well.
- Formulate lesson planning, particularly for development of concepts and subject specific skills.
- Comprehend various decisions of the political problems at local, national and world levels.
- Understand the problem solving approach and be able to teach controversial political issues in their proper perspective.
- Understand the effective uses and preparation of instructional materials.
- Develop capability for abstract and conceptual thinking for solution of complex political problems.
- Develop the ability to device appropriate evaluation procedures & construct objective based achievement test.

#### **CONTENTS**

##### **UNIT I: Concept and Aim of Political Science**

Meaning, Nature, Scope, Approaches of Political Science and Political science Teaching; Status of political science teaching at senior secondary stage; Political Science Teaching – Aims and Objectives, Identification & Attainment of competencies to be developed through Political Science Teaching

##### **UNIT II: Political Science Curriculum and Text Books**

- Principles of Curriculum Construction, Organization of Political Science Curriculum, Curriculum Evaluation, Place of Political Science in Senior Secondary School Curriculum, Critical Appraisal of Existing Political Science Curriculum of CBSE/ MP Board

- Preparation and Evaluation of Political Science textbooks.
- Content Enrichment in political science: Indian constitution, comparative politics, public administration, political theories, human rights, UNO, current political affairs, Indian foreign policy.

### **UNIT III: Methods of Teaching in Political Science:**

Traditional and innovative methods of teaching political science e.g. group learning, problem solving, supervised study, seminar, discussion, Debate, Symposium etc., Role of multimedia in Political Science teaching. Lesson Planning: Concept, types and importance

### **UNIT IV: Teaching aids in Political Science**

Concept, Classification, Development and use of AV materials, Use of library resources and mass media in Pedagogy of Political Science.

### **UNIT V: Evaluation**

Importance, tools and techniques of evaluation, achievement test/unit tests in Political Science, steps involved in diagnosis of learning difficulties and Strategies of remediation

### **SUGGESTED ACTIVITIES:**

- Critical evaluation of Political Science Text Books of Higher Secondary Level.
- Critical Appraisal of political science syllabi of CBSE/MP Board.
- Preparation of low/no cost teaching aids.
- Organization of seminar, debate on any controversial political issue.
- Organization of model parliament.
- Preparation of achievement test in political science.

### **REFERENCES:**

Bhartiya Shasan Aur Rajneeti. Delhi: Delhi University, 1986.  
 Kochhar, S.K.: Teaching of Political Science. New Delhi: Sterling Publishers, 1970.  
 Madwick, P.J.: Introduction to Politics. New York: Hutchinson Educational, 1970.  
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 Sandhu, G.S.: Rajniti Siddhant. Delhi: Delhi University, 1988.  
 Saraf, F.J.: Political Science. Ohio: Charles Merrill, Columbus, 1965.  
 Victor, H.: Wiseman Politics in Everyday Life. London: Blackwell, 1966.

## SEMESTER – II

### 523: PEDAGOGY OF COMMERCE

CREDITS: 3

#### OBJECTIVES:

- To acquaint students with concept of teaching of Commerce.
- To familiarize students with aims & objectives of teaching commerce at secondary level.
- To develop ability among students of writing instructional objectives for teaching of commerce.
- To acquaint students with different methods of teaching commerce.
- To develop competency among students for preparing lesson plan according to different methods of teaching Commerce.
- To familiarize students with different types of audio-visual aids and their uses in teaching of Commerce.
- To accustom students with the progressive commerce curriculum.
- To familiarize students with different innovations in teaching of Commerce.

#### CONTENT:

##### UNIT-I: Commerce and its Teaching

- Concept, Nature, Scope and Importance of Commerce and its teaching
- Relationship of Commerce with other School subjects.
- Aims and Objectives of Teaching of Commerce
- Taxonomy of Instructional Objectives
- Writing Instructional Objectives for teaching Commerce

##### UNIT-II: Methods of Teaching Commerce

- Lecture, Project, Inductive, Deductive, Analysis, Synthesis and Action Learning Method
- Lesson Planning- Need, Meaning & Characteristics of a good lesson plan

- Steps of lesson planning. Designing Lesson Plans in accordance with each of the above Methods of Teaching

### **UNIT-III: Audio Visual Aids in Teaching of Commerce**

- Concept, Need & Importance of Teaching Aids
- Bases of selection of audio-visual aids
- Different audio-visual aids: Black Board, Charts, Diagrams, Picture, Models, Globe, Projector, Film, Radio, T.V., etc and their use in effective commerce teaching.

### **UNIT IV: Commerce Curriculum**

- Meaning, Definition and Characteristics of a progressive Commerce Curriculum.
- Different Principles involved in transaction of Commerce curriculum.
- Ideal Commerce Textbook.
- Different methods of evaluation in Commerce such as Multiple Discriminant Type Item, Open Book Exam etc.

### **UNIT V: Innovations in teaching of Commerce**

- Use of Computers in teaching Commerce .
- Jerk Technology in teaching of Commerce
- Open Learning Resources
- Constructivism.

### **ACTIVITIES:**

- Review of Commerce curriculum of a class at Senior Secondary Level
- Evaluation of Textbook of Commerce
- Development of self-instructional material on any topic of Commerce.
- Development of digital lesson plan for Senior Secondary Level
- Preparation of Models and Charts for teaching Commerce

### **REFERENCES:**

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## SEMESTER – II

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## SEMESTER – II

### 523: PEDAGOGY OF ENGLISH

CREDITS: 3

#### OBJECTIVES:

- To acquaint the students with objectives and importance of English teaching.
- To enable the students to understand the different roles of language
- To acquaint the students with methods of teaching English.
- To develop in students the competency of preparing lessons and transmitting it effectively in the classroom.
- To enrich the understanding of contents of English language among students.
- To enable the students to understand the importance of home language and school language and the role of mother tongue in education;
- To use multilingualism as a strategy in the classroom situation;
- To develop an understanding of the nature of language system;
- To make students understand about the teaching of poetry, prose and drama;
- To identify methods, approaches and materials for teaching English at various levels in the Indian context;
- To understand constructive approach to language teaching and learning;
- To develop and use teaching aids in the classroom both print and audiovisual material and ICT (internet and computer technology);
- To understand need and functions of language lab
- To understand the process of language assessment

#### UNIT I: ROLE AND STATUS OF ENGLISH LANGUAGE IN INDIA

Definition, Characteristics and role of Language. Various language forms and their importance.

English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

#### UNIT II: NATURE OF LANGUAGE

Linguistic System: The organization of sounds; structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept of phonology, morphology, syntax and semantics

#### UNIT III: ACQUISITION OF LANGUAGE SKILLS:

Teaching of four basic skills:

- Listening: (i) Meaning and Components of listening, (ii) listening and other skills, (iii) Intensive and Extensive listening, (iv) Teaching of listening

- Speaking; (i) Elements of speech (ii) Importance of speaking skill, (iii) Improving speaking skill
- Reading; (i) Significance (ii) Good Reading Habits, , (iii) Different types of Readings: aims, characteristics and importance of each type (iv) Methods of Teaching reading
- Writing: (i) Function of writing (ii) Stages and methods of writing, (iii) Mechanics of writing (iv) Characteristics of Good writing (v) Teaching of Writing

#### **UNIT V: METHODS OF ENGLISH LANGUAGE TEACHING**

- Methods and approaches to English Teaching: (i) conventional Methods. (ii) New Techniques – quiz, Seminar, debate, role playing, (iii) gaming in language (iv) Constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.).
- Lesson planning: (i) Definition, importance, types and characteristics of a good lesson plan; (ii) Planning of prose, poetry, grammar and composition lesson with reference to their teaching methods & (iii) Different exposition techniques.

#### **UNIT V: TEACHING AIDS AND EVALUATION**

- Teaching aids: Type and role in language teaching, (ii) TextBook: Definition, Importance and Criteria of a good text book, (iii) Diagnostic and remedial technique-meaning and importance.(iv) Language Laboratory: Concept and importance
- Evaluation: Conventional and New approaches

ACTIVITIES: (Individual or group)

- Preparation of four teaching aids.
- Evaluation of any secondary level English Textbook.
- Evaluating the English syllabus of Secondary stage.
- Evaluating the English question papers of different competitive exams.
- Preparation of diagnostic test and remedial material
- Project for enriching English-language in rural areas

#### **REFERENCES:**

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Bisht, A.R.: Teaching of English Sixth Edition. Agra: Vinod Pustak Mandir, 1965. Billows, F.L.: The Techniques of Language Teaching London: Long Man Group, 1961.

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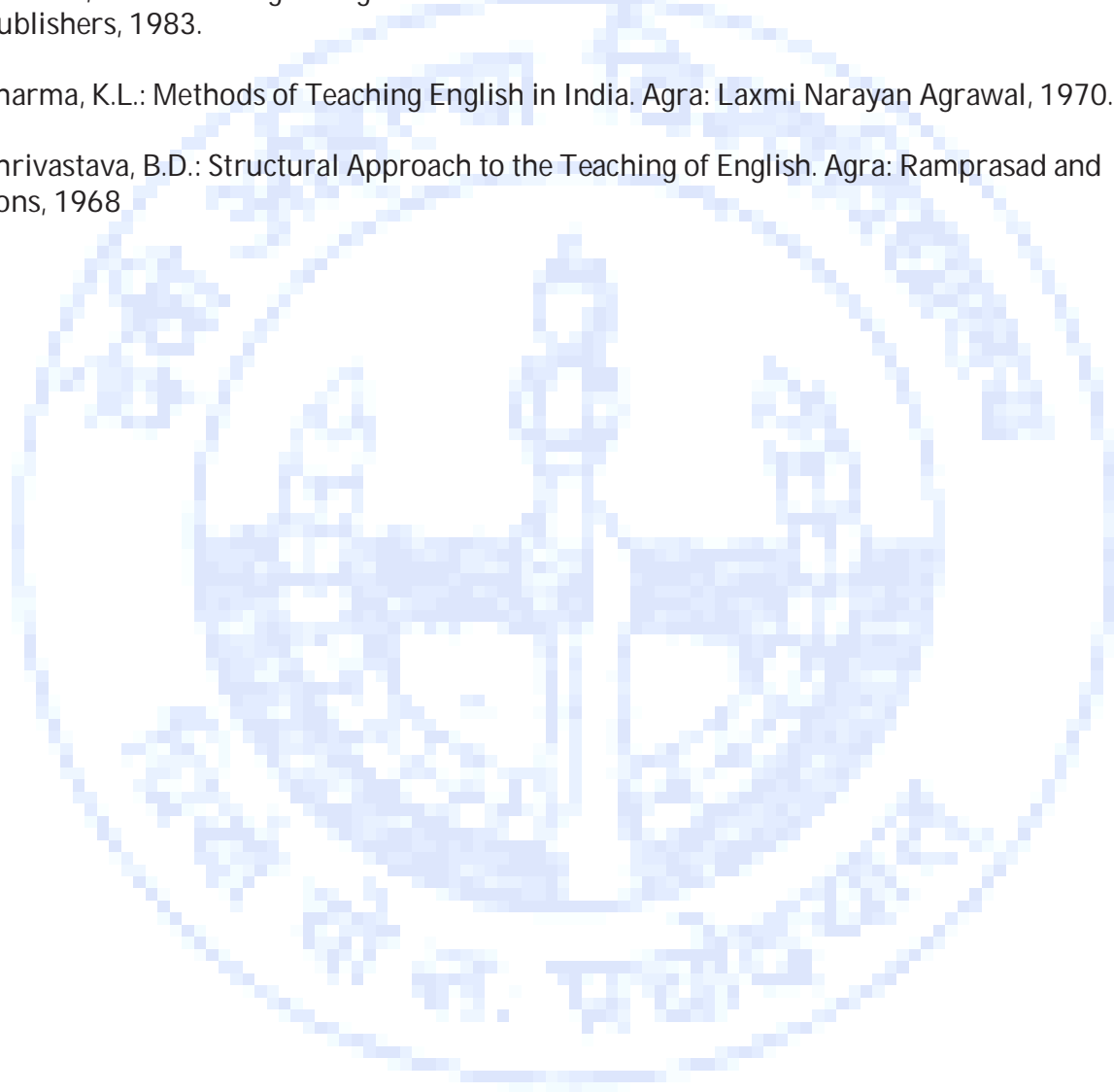
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Sachdev, M.S.: Teaching of English in India. Ludhiana: Prakash Brothers Educational Publishers, 1983.

Sharma, K.L.: Methods of Teaching English in India. Agra: Laxmi Narayan Agrawal, 1970.

Shrivastava, B.D.: Structural Approach to the Teaching of English. Agra: Ramprasad and Sons, 1968



## SEMESTER – II

### 524: MODELS OF TEACHING

#### OBJECTIVES

CREDITS: 3

#### CONTENT:

##### UNIT I: Models of Teaching: Introduction

Meaning and Definition, Difference between Model and Method of Teaching, Technical terms

associated with Models of Teaching, Families of models of teaching

##### UNIT II: Concept Attainment Model

Meaning, Definition, Instructional and Nurturant effect, Support system, Reaction principle, Syntax, Phases, Steps, Teacher Analysis Guide (TAG), Types, Lesson plan format

##### UNIT III: Inquiry Training Model

Meaning, Definition, Instructional and Nurturant effect, Support system, Reaction principle, Syntax, Phases, Steps, Teacher Analysis Guide, Lesson plan format

##### UNIT IV: Value Analysis Model

Meaning, Definition, Instructional and Nurturant effect, Support system, Reaction principle Syntax, Phases, Steps, Teacher Analysis Guide, Lesson plan format

##### UNIT V: Memory Model

Meaning, Definition, Instructional and Nurturant effect, Support system, Reaction principle Syntax, Phases, Steps, Teacher Analysis Guide, Lesson plan format

#### ACTIVITIES

Practice of each of the prescribed Models of Teaching (3 Lessons respectively)

#### REFERENCE

Broudy, L.: Models of Teaching. Prentice Hall of Australia, Australia, 1985.

D' Lima, C.G.: Inquiry Training Model – Skill Based Approach. Disney Enterprises, Bombay, 1986.

Eggen, Paul et al.: Strategies for Teachers Information Processing Models in the Classroom. Prentice Hall Inc., New Jersey, 1972.

Joyce, B. and Weil, M.: Models of Teaching, Prentice Hall Inc., New Jersey, 1972.

Sansanwal

Joshi, A.



## SEMESTER – II

### 525: VALUE EDUCATION

**CREDITS: 3**

#### **OBJECTIVES:**

- To enable students to know and understand the need and importance of Value-Education.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such from religious education, moral training or moral indoctrination.
- To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
- To enable them to understand the process of moral development vis-s-vis their cognitive and social development.
- To orient the students with various intervention strategies for moral education.

#### **UNIT I: Value: Concept and Concern**

- Meaning, definition and classification of values
- Why education for values
- Values and contemporary realities: Tradition vs Modernity, Globalization, Diversity, Inclusivity, Environment and Mass media
- Values and constitution: Justice, Liberty, Equality, Fraternity

#### **UNIT II: Value Education: The Socio-cultural context**

- Aims, Need and Importance of Value Education in the existing social scenario
- Core value concerns: Health and Hygiene, Responsibility (Towards self development and one's work/duty), social responsibility, love, care & compassion, Creative & critical thinking, Appreciation of Beauty and aesthetics
- Indian Culture and Human Values

#### **UNIT III: Moral Development Perspectives**

- Concept of Development and moral development
- Psycho-analytic approach
- Kohlberg's Stages of moral development and their characteristic features.

#### **UNIT IV: Values Intervention Strategies**

- Silent sitting, Visual experience, Role plays, Stories, Anecdotes, Group singing, Group activity, Questioning, Discussion, Value clarification
- Value context in teaching subject: Social Science, Environmental Science, Science, Language and Mathematics

#### **UNIT V: Models and Assessment of Moral Maturity**

- Models of Moral Education : The Consideration Model, Social Action Model, Just Community Intervention Model
- Assessment of Moral maturity via moral dilemma resolution.



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- Allport, G.W., Vernon, P.E., and Lindzey, G. (1970) *study of values*, Buston: Houghton Mifflin.
- Central Board of Secondary Education (1997), *Value Education: A Handbook for Teachers*, Delhi: Central Board of Secondary Education.
- Charles, E.A. (2000) (ed), *Value Education: A Manual for Teachers*, Mumbai: St. Xavier's Institute of Education Society.
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- *Eighty-first Report on Value Based Education* (1999), Department Related Parliamentary Standing Committee on Human Resources Development, New Delhi: Rajya Sabha Secretariat.
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- Kluckhohn, C., "Value and Value Orientations in the theory of action: An exploration in definition and classification" in T. Darsons and E.A. Skill (1951) (eds), *Towards a General Theory of Social Action*, Cambridge: Harvard University Press.
- Kollberg, L. (1964), *Development of moral character and ideology*, in M.K. Hoffman and L.W. Hoffman (eds) *Review of Child Development Research*, Vol.1, New York: Russell Sage.
- Kohlberg, L. (1969), *Stage and sequence*, in D.A. Goslin (ed) *Handbook of Socialization Theory and Research*, Chicago: Rand Mc Nally.
- Konopka, G. (1973), *Formation of Values in the Developing person*, *American journal of Orthopsychiatry*, 43(1), 86-96
- Krathwohl, D.R., Bloom, B.S., and Masia, B.B. (1964), *Taxonomy of Educational Objectives: The Classification of Education Goals*, Handbook ii: Affective Domain, New York: David Mckay Co. Inc.
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- Piaget, J. (1960). *The Moral Judgment of the Child*. New York: Free Press
- Shukla, R.P.(2005). *Value Education and Human Rights*. Sarup & Sons, New Delhi
- *Value Education*. Manish Prakashan , Plat No. 26, Rohit Nagar Colony, Baranasi Hindu University , Varanasi.
- Shivapuri, Vijai, *Value Education*, Varanasi: Manish Prakashan.

- [http://cbseacademic.in/web\\_material/ValueEdu/Value%20Education%20Kits.pdf](http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf)

## **SEMESTER – II**

### **525: ACTION RESEARCH**

**CREDITS: 3**

#### **OBJECTIVES:**

- To familiarize student teachers with the concept of Action Research in education and the potential it holds for the improvement in the performance of school practitioners.
- To help students to identify and formulate suitable problems for Action Research.
- To acquaint student teachers with the various steps of conducting Action Research.
- To develop sensitivity among student teacher about problems faced by school practitioners and an attitude of confronting them scientifically.
- To develop among student teachers the skill of planning, executing, evaluating and reporting an action research project.

#### **CONTENT:**

**UNIT I:** Research in Education and its classification. The need, nature and importance of Action Research. Areas of Action Research, Selection of a problem for Action Research and its formulation.

**UNIT II:** Definition and delimitations of the problem. Techniques of Sampling.

**UNIT III:** Formulation of a hypothesis and developing an action plan for research.

**UNIT IV:** Selection or Preparation of tools for data collection. Testing of a hypotheses using percentages, Chi-Square and t-test.

**UNIT V:** Preparation of a report of action research project.

#### **ACTIVITY**

- Reviewing an Action Research
- Conducting an Action Research
- Reporting an Action Research.

#### **REFERENCES:**

Arya, D. et al.: Introduction to Research in Education. Holt Rinehart and Winston, New York, 1972.

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

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

Entaistte, N.J. and Neshat, P.D.: Educational Research. Hodder Strongton, London, 1972.

Garrotte, H.E.: Statistics in Psychology and Education. Vakil Faffer and Simon, Bombay, 1975.

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Good, C.V.: Essentials of Educational Research: Methodology and Designs. Appleton Century Crofts, New York, 1941.

Hakim, M.A.: Manovigyan Shodh Vidhian. Vinod Pustak Mandir, Agra, 1977. NCERT; Research in Education, New Delhi, NCERT, 1962

Pandey, K.P.: Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1965.

Rai, P.N. Anusandhan Parichay. Laxmi Naryan Aggrawal, Agra, 1988.

Rawat, D.S.: Research in Classroom. NCERT, New Delhi, 1969.

Sinha, H.C.: Shaikshik Anusandhan. Vikas Publishing House, New Delhi, 1979.

Sukhia, S.P. and Malhotra, R.N.: Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1979.

Sukhia, S.P.: Shikshik anusandhan Ke Mool Tatva. Vinod Pustak Mandir, Agra, 1979.



**SEMESTER –II**  
**525: NON-FORMAL EDUCATION**

**OBJECTIVES:**

**CREDITS: 3**

- To acquaint student's teachers with the Concept, Need and Importance of Non-Formal Education.
- To make student teachers aware about various models of Non- Formal Education.
- To make student teachers familiar with the characteristics of Non-Formal Education Learners, Methods of Teaching, and material used in Non-Formal Education Programme.
- To develop certain Skills necessary for Organizing Non-Formal Education Centers.

**CONTENTS:**

**UNIT I: Non-Formal Education:**

Concept, Meaning, Definitions and Characteristics, Systems of Non- Formal Education in India, Need and Importance of Non- Formal Education. Models of Non-Formal Education.

**UNIT II: Non-Formal Education Functionaries**

**In Complete** Their Selection, Training, Duties and Problems. Type and activities of Non-Formal Education.

**UNIT III: Agencies of Non-Formal Education:**

Government, State Resource Center, Distance Education Centers, Open Schooling, – their role, responsibilities, monitoring and evaluation.

**UNIT IV: Non-formal Education: Learner and Materials**

Characteristics of Non-formal Education Learner, Methods of Teaching, Materials for teaching Non-Formal Education learners - primer and reader. supplementary books, Teaching Aids.

### **UNIT V: Evaluation in Non- Formal Education**

Evaluation of a Non- Formal Curriculum at a particular level, Evaluation of Instructional material for Non- Formal Education, Evaluation of a Non- Formal Education Program, Evaluation of Students' learning.

#### **Practical Activities**

1. Case Study of a Non-Formal Education Centre
2. Visit to State Resource Centre
3. Evaluating Reading and Writing Material

#### **REFERENCES:**

- Ahemad, M.: Proudhon ko Padhane Likhane ki Shiksha, Saksharta Adhyapak Margdarshika, Shiksha Mantralaya. New Delhi: Bharat Sarkar, 1965.
- Bhatnagar, S.: Adhunik Bhartiya Shikshan aur Uski Samasyaen, Adhyay 12 Samaj Shiksha, Meerut: Lion book Depot, 1980.
- Johari and Pathak: Bhartiya Shiksha ki Samasyayen, Adhyay 4 Samaj Shiksha, Agra, Vinod Pustak Mandir, 1963.
- Proudh Shiksha Sansadhan (Bhag 1 Aur 2) Adhayan Adhyapan Samagri: Rajya Sansadhan Kendra Proudh Shiksha, M.P., Bhopal.
- Rastogi, K.P.: Bhartiya Shiksha ka Vikas Avam Samasyayae, Adhyay 17 Proudh Shiksha Evam Samaj Shiksha, Meerut: Sarita Prakashan, 1968.

## SEMESTER – II

### 525: CAREER GUIDANCE

**CREDITS: 3**

#### **OBJECTIVES:**

- To acquaint the students with Aims and scope of career guidance.
- To familiarize them with theories of career development.
- To develop competencies of career planning among students.
- To make students aware about career prospects in present competitive age.
- To develop ability of analyzing career/job among students.
- To develop skills and techniques of Career Guidance among students.

#### **CONTENTS**

**Unit-I: Introduction-** Meaning, definitions, aims and scope of Career Guidance, history of career guidance, importance of career guidance at different level of education. Difference between career, job, profession, vocation and occupation.

**Unit-II: Theories of Career development:** Meaning and nature of Career development, Holland's career theory of personality types and work environment, Super's life span/life space approach to career development, Lent, Brown and Hackett's Social Cognitive Career Theory, Factors affecting career development.

**Unit-III: Career planning:** Demands and realities related to career planning in competitive age, Steps of career planning, Factors affecting Career planning. Career choice, maturity and satisfaction.

**Unit-IV: Career information-** Sources, method of collection, classification, identification and evaluation of the Career information, Role of career information in career planning.

**Unit-V: Skills and Techniques of Career guidance-** Rapport building, Intake Procedures, Goal-Setting, Decision – Making, Interpretation. Class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board and role play.

**ACTIVITIES: (Any Two)**

1. Interview of any one graduate regarding his preparation for career.
2. Aptitude Testing: Numerical & Verbal.
3. Preparation of World of Work Chart (any one profession).
4. Job Analysis: Any one occupation.
5. Organization of Career Fair/ Corner.

**REFERENCES: Bhatnagar**

Arulmani, G. & Arulman, S.N.: Career Counselling A Handbook. Tata McGraw Hill, 2004.

Gibson, R. L.: Introduction to Counselling & Guidance. NJ, Prentice Hall, 1998.

Cormeir, L.S. & Hackney, W.: The Professional Counselor-A Process Guide to Helping. USA: Allyn & Bacon. 1987.

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Gupta, N.: Career maturity of Indian school students. New Delhi: Anupam Publications, 1991.

Isaacson, L. E. & Broen, D.: Career information, career counseling and career development (5th ed.). Boston: Allyn & Bacon.

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Joneja, G. K.: Occupational Information in Guidance. New Delhi: NCERT, 1997.

Mohan, S. (Ed.) : Building personal and career consciousness in girls. New Delhi: Vikas publishing house, 1998.

Mohan, S.: Career development in India: Theory, research and development, New Delhi: Vikas Publishing House, 1998.

Osipow, S. H. & Fitzgerald, L. F.: Theories of Career Development. (4th ed.). Boston: Allyn and Bacon, 1996.

Pareekh, U. & Rao, T.V.: Hand-book of Psychological and Social instrument. Baroda: Samasthi, 1974.

Saraswat, R. K. & Gaur, J. S.: Manual for Guidance Counselors. New Delhi: NCERT, 1994.

Sharf, R. S.: Applying career development theory to counseling. Wads worth publishing co., 2005.

Swanson, J.L. & Fouad, N. A.: Career theory and practiced; Learning through case studies. New Delhi: Sage Publications, 1999.

Vernon, P.E.: The Structure of Human Abilities. London: Methuen and co. Ltd., 1950.

## **SEMESTER – II**

### **526: HORTICULTURAL AESTHETICS**

**CREDITS: 3**

#### **OBJECTIVES:**

- To Orient Student Teachers in Aesthetics and Horticultural Aesthetic.
- To help Student Teachers understand the relationship between Education and Horticultural Aesthetics.
- To train Student Teachers in Common Gardening Skills.
- To develop Aesthetic Values among Student Teachers.

#### **CONTENT:**

**UNIT I:** Meaning and Nature of Aesthetics, Aesthetics Experience, Natural Aesthetics and Beauty of Plants.

**UNIT II:** Concept and Difference between Agriculture, Horticulture and Gardening, History and Meaning of Garden and Gardening, Purpose, Steps and Importance of Establishing Garden. Tools and Techniques of Gardening.

**UNIT III:** Different types of gardens, World and India's best Gardens: their special features.



**UNIT IV:** Preparation of a land belt of 6 x 8 sq feet for sowing plants.

**UNIT V:** Maintenance of the sown plants and the departmental garden

### **ACTIVITIES**

- Preparation of Scrap Book/ Herbarium File.
- Organization of an awareness program/ skits/ play.
- Visiting Nursery/parks and preparing a report.



## **SEMESTER – II**

### **526: CREATIVE ARTS AND CRAFT**

**CREDITS: 3**

### **OBJECTIVES:**

- To acquaint students with the basic concepts, scope, importance and limitations of creative art and craft.
- To develop the competency among students for making different artistic and creative materials.
- To enhance artistic and aesthetic sensibility among learners.
- To develop awareness among students about educational importance and implications of art and craft.
- To train students to make handouts/Magazines.

### **CONTENTS**

**Unit-I:** Creative art and craft: Meaning, Scope, Types, Importance and Limitations.

**Unit-II:** Development of creative educational materials

Album, Scrap Book, Educational Games, Handouts, Magazines, Script writing.

**Unit-III:** Paper work: Preparation of articles based on paper/card - Greeting card and waste materials.

**Unit IV:** Expression Art: Poster making, Cartoon making, Slogan writing, Painting, sketching and Calligraphy.

**Unit-V:** Creative Arts: Educational Toy making with the help of different material, Clay work, Flower making.

### **ACTIVITIES**

- Any four from the above Units.
- Visit to art and craft fair.

### **REFERENCES**

- Chauhan, S.S. (1979). Innovations in teaching learning process, Kanpur: Vikas Publication house.
- Dale, Edger (1987). Audio-Visual methods on teaching, Haryana sahitya academy.
- Martis, Anandi (1989). Developing Making the Strange Familiar (MSF) competencies through Synetics model of teaching in graduate student teachers and the study of their reaction, Unpublished Ph.D. thesis, Education, DAVV, Indore.
- Rather, A.R. (1998). Creativity, its recognition and development. Swaroop & sons, New Delhi.

## **SEMESTER – II**

### **526: EMBROIDRAL AND NEEDLE ART**

**CREDITS: 3**

### **OBJECTIVES:**

- Students will be able to learn the art of embroidery.
- Students will learn the techniques of stitching.
- Students will be able to develop aesthetic sense among them.
- Students will be able to get exposed to different art of embroidery.
- Students will be use different kinds of stitches in making articles.
- Students will be able to learn dress designing art.
- Students will be able to use different fabric materials appropriately.

## CONTENTS

**UNIT I:** Importance of Embroidery, Famous Embroidery Arts of India, Essentials for making Embroidery.

**UNIT II:** Different Steps for Making Embroidery Art, Decorative Stitches for making Embroidery Art like-Kashmiri, Chicken work, Cross-Stitch, Applique work, Kantha work, Button-hole and Other Necessary Stitches.

**UNIT III:** Dress Designing Art- Basics for Designing Garments (Requirements, Steps and Precautions).

**UNIT IV:** Preparation of an Article by Embroidery Art

Preparation of Different Articles:-

For Embroidery Art-

(a) Making samples for embroidery art (any 5) according to stitches.

(b) House-hold decorative designs on cloths/table clothes/dining table mats/T.V. cover/Wall hangings (prepare any one)

**UNIT V:** Identification, Designing and stitching of Fabrics of different kinds - Baby Frock, Kurta (ladies/Gents), Salwar, Blouse

## ACTIVITIES

- Collections of samples of fabric.
- Tailoring of different samples of garments (any two).
- Visit to cloth manufacturing Units.

## REFERENCES **incomplete**

- Sukhia and Sheri: Grah Vigyan
- Repidex Stitching Course

## SEMESTER – II

### 527: ENVIRONMENTAL BASED PROJECT

**CREDITS: 3**

## OBJECTIVES:

- To sensitize students about the gravity of environmental degradation by human beings.
- To motivate them to improve their own immediate environment by implementing active intervention strategies.
- To mobilize the students in organizing environmental awareness campaigns through tree plantation drive, cleanliness drive, poster march, street play etc.

- To help students understand and appreciate the limited availability of non renewable natural resources.
- To cultivate among students habit of wisely using non-renewable sources of energy by pooling travel with co travelers, observing vehicle free day per week and using bicycle for short distances.
- To encourage use of renewable energy resources at home and workplace.
- To help them connect with their environment by conducting surveys of flora and fauna available in their vicinity.
- To develop social responsibility among students by undertaking village/community up- liftment projects.

## CONTENT

Students will take individual or group project based on environment. A list of **suggested projects** is as follows. Students can choose any one or two activities keeping in view the total required time for engagement.

A record in the form of a Report shall be maintained by the students.

- Poster March on environmental issues such as 'Save Tree, Save environment'
- Organizing invited lectures/talk/ symposium by noted environmentalists
- Conducting tree plantation drive
- Organizing campus/ village cleanliness drive
- Cycle rallies for awareness
- Street plays on environmental abuse
- Shram daan for developing water reservoirs in village/locality
- Organizing films/slide shows on important environmental concerns
- Organizing environmental awareness Quiz for school children
- Conducting survey of designated geographical area for identifying its natural treasures
- Assessment of environmental awareness among school children
- Visit to identified places like Barligrām which uses non-conventional energy sources



Semester Third						
Program Area	Course Code	Course Title	Credit	Theory hrs/Week	Prac. Hrs/Week	Total Hrs/Week
Perspectives on Education	531	Creating An Inclusive Institution	3	3		3
Perspectives on Education	532	Secondary Education: Issues and Problems	3	3		3
Curriculum and Pedagogic Studies	533	Curriculum Development	2	2		2
Curriculum and Pedagogic Studies	534	Evaluating Educational Processes and Products	3	3		3
Field engagement	535	School Internship	7		14	14
Field engagement	536	EPC-4 Creative Expression Skills	2		4	
		CVV	4			

Total			<b>24</b>	<b>11</b>	<b>18</b>	<b>25</b>
	536	Rangoli, Painting, Mehdi, Singing, Music, Calligraphy, Mandna, Clay work, Paper work, Debate, Nukkad Natak, Speech, Day Celebration, Poster Making, Story Telling. Poem Recitation, Chanting Of Mantra/Shloka, Mimicry, Mono Acting.( Any Two)	Four House s-floor, wall, paper, self			



## **SEMESTER- III**

### **531: CREATING AN INCLUSIVE INSTITUTION**

**CREDITS: 3**

#### **OBJECTIVES**

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- To reformulate attitudes towards children with special needs.
- To identify needs of children with diversities.
- To plan need-based programs for all children with varied abilities in the classroom.
- To use human and material resources in the classroom.
- To use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- To modify appropriate learner-friendly evaluation procedures.
- To incorporate innovative practices to respond to education of children with special needs

#### **UNIT I: Paradigms in Education of Children with Special Needs**

Concept of special children and their classification. Special education- its meaning, definition and Historical perspective. Bases of Special Education, Approaches of viewing disabilities, Concept of Rehabilitation, Inclusion, Normalisation and Mainstreaming, Philosophy of inclusive education.

#### **UNIT II: Defining Special Needs**

Concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties)

#### **UNIT III: Legal and Policy Perspectives**

- a. Important International Declarations/Conventions/Proclamations with regard to the Rights of Persons with Disabilities.
- b. Constitutional Provisions for the Persons with Disabilities, their Rehabilitation and welfare

- c. Program and Schemes of Education for Children with Disabilities: Centrally Sponsored Scheme, Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education.

#### **UNIT IV: Inclusive Practices in Classrooms**

- a. Curriculum consideration for inclusion: Augmentation, Alteration and Adaptation.
- b. Identification of Special children-various assessment techniques.
- c. Pedagogical strategies to respond to individual needs of students
- d. Supportive services required for meeting special needs in the classroom
- e. Technological advancement and its application– ICT, adaptive and assistive devices, equipments and other technologies for different disabilities

#### **UNIT V: Developing Support Networks**

Role of Parents, Family, Community and Society in the rehabilitation and inclusion of children with special needs.

#### **SUGGESTED ACTIVITIES**

- Visit to special school – Visual impairment , Hearing Impairment and Mental Retardation and Visit to Integrated school
- Preparation of Learning Material for Different disabilities

#### **REFERENCES:**

- Yesseldyke, E. James, Bob Algozzine. Special Education- A Practical Approach for Teachers, Kanishka Publishers & Distributers ,New Delhi,
- Shankar, U: Exceptional Children, Enkay Publisher, New Delhi,1991.
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- Stow & Selfe : Understanding Children with Special Nedds, Unwin Hyman Ltd. London,1989.
- Cruschank, W. M: Psychology of Exceptional Children and Youth, Engelwood Cilffs. N.J.: Prentice Hall, 1975.



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- Kirk, S.A & companions Educating Exceptional Children. Houghton Mifflin Company, Eleventh ed, Boston, New York, 2006.
- Pal, H.R: Vishishta Balak, Madhya Pradesh Hindi Granth , Academy, Bhopal, 2010
- Ariel, A: Education of Children and Adolescents with Learning Disabilities, Mc millan Publishing Co. New York, 1992



## SEMESTER- III

### 532: SECONDARY EDUCATION- ISSUES AND PROBLEMS

3 CREDITS

#### OBJECTIVES

- To help students understand the dual nature of the stage of secondary education.
- To make students aware of disparities in access to secondary education across different sections of the student population.
- To develop among students a concern for ensuring an inclusive classroom environment.
- To develop awareness among students about the challenges to quality of secondary education.
- To empower students to think of strategies to confront the issues of bringing about equity in quality of secondary education across schools, regions and sections of the society.
- To help students appreciate the centrality of teacher and her empowerment for raising standard of secondary education.
- To help students gain an exposure of recent policy discourse, particularly the interventions towards uplifting the quantity and quality of secondary education in India.

#### CONTENT

##### Unit I: Secondary Education

Meaning, Concept and Nature of Secondary Education, Dual nature of secondary stage of education: Link between elementary and higher education, Transitional versus terminal stage leading to world of work, Diversification of secondary education, Issues related to vocationalization and technical education.

##### Unit II: Secondary Education - Equity concerns

Challenges of equal access to secondary education, Problem of dropouts and retention, Types of imbalances and disparities in indicators of equity in education, Inclusion of girls, disadvantaged, marginalized, religious and linguistic minorities and differently able. Open and distance education system, virtual classroom, Role of National Institute of Open Schooling (NIOS), recent initiatives under Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

##### Unit III: Quality of Secondary Education

Quality indicators, quality profile across States, Types of Schools and school subjects, ASER reports, Important policy interventions for improving quality of secondary education, Role of RMSA and National Curriculum Framework, NCF (2005)

#### Unit IV: Quality of Teaching Learning

Paradigm shift in pedagogy as envisaged by NCF (2005), Teaching as construction of knowledge, ICT blended learning, use of Open Learning resources (OLR), Subject laboratories, examination reforms, Continuous and Comprehensive Evaluation, CCE- Challenges and issues

#### Unit V: Reorganization of Teacher Education

Reforms in teacher education, Changing role of teacher as managing student learning, NCFTE (2010) and quality of teacher education, recent changes in teacher education spelt out in NCTE regulation 2014, implication for quality of secondary education

#### **ACTIVITIES**

1. Analysis of NCFTE 2009
2. Survey of Educational status and problems of a community in the context of secondary education
3. Survey of educational problems of disadvantaged and marginalized group
4. Impact study of any one scheme of RMSA

#### **REFERENCES**

**SEMESTER- III**  
**533: CURRICULUM DEVELOPMENT**

**CREDITS: 2**

**OBJECTIVES**

- To enable the student teachers to develop understanding of important principles of curriculum construction.
- To help student teachers understand the bases and determinant of curriculum.
- To orient the student teachers with process of curriculum designing and development.
- To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.
- To help student teachers understand issues, trends and researches in the area of curriculum in India.

**CONTENTS**

**UNIT I: Introduction**

Curriculum: Concept, meaning, Definition and Elements; Relationship between curriculum, syllabus and text book; Different types of curriculum

**UNIT II: Bases or determinants of Curriculum**

Historical, Philosophical, Psychological, Socio- Cultural, Politico-economic and Discipline-oriented considerations

**UNIT III: Curriculum organization & Designing**

- Principles of curriculum organisation
- Approaches to curriculum organisation: Subject, Learner and Problem Centered, Process approach

**UNIT IV: Curriculum Development**

Curriculum Development: Process & Models of Curriculum Development as Tylers, Hilda Taba and Wheeler

**UNIT-V: Curriculum Implementation**

Role of Curriculum support Materials, Preparation for implementation, Models of implementation

**ACTIVITIES:**

- Analyzing the existing school level curriculum in relation to principles of curriculum
- Designing of Learning Activities based on different approaches of curriculum
- Evaluation of any Text Book

- Curricular Need survey of Adolescents

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## SEMESTER– III

### 534: EVALUATING EDUCATIONAL PROCESSES AND PRODUCTS

**CREDITS: 3**

#### OBJECTIVES

- To acquaint students with the basic terms and concepts related with Measurement, Assessment and Evaluation
- To create in the student teachers an awareness regarding the need for improving the present day examination.
- To make student-teachers understand with the need, scope and importance of students' evaluation.
- To acquaint student-teachers with the characteristics of a good test and good Evaluator
- To make them understand steps of construction and standardization of an Achievement test.
- To develop among student-teachers the skills for writing good items for a test.
- To familiarize student-teachers with various innovations in the area of evaluation.
- To train student-teachers in various statistical techniques, namely, measures of central tendencies, variability, correlation and percentiles.
- To equip them with skills in statistical analysis and interpretation of students' examination results

#### CONTENTS:

##### UNIT I: Evaluation- Conceptual Framework

- Tripartite Model of Educational Objectives, Learning Experiences and Evaluation
- Measurement, Assessment and Evaluation: Meaning, Need and importance,
- Characteristics, Process and Steps of Evaluation, Continuous Comprehensive Evaluation
- Taxonomy by Bloom, Krathwohl and Dave for cognitive Affective and Psychomotor domains
- Characteristics of a Good Evaluative Tool/Technique – Validity, Reliability, Objectivity, Discrimination, Sensitivity and Usability.
- Characteristics of a Good Evaluator
- Types of errors in Evaluation: Measurement and Evaluator related errors

##### UNIT II: Tools and Techniques of Evaluation

- Evaluative tools in scholastic and non-scholastic areas: Testing, Observation and Self Reporting
- Types of Evaluation: Competency Based Evaluation, Concept of Mastery Learning Formative and Summative Evaluation, Norm and Criterion Reference tests

- Teacher made and Standardized Test, Steps of construction and Standardization, Item Analysis, Establishing Norms
- Diagnostic test– uses and limitations. Evaluation of Practical work.

### **UNIT III: Constructing Items**

- Types of Evaluative Items: Supply/Selection ; Objective/Subjective, Long/Short answer - Advantages and limitations
- Improving the quality of Items: Points to be kept in mind while writing items

### **UNIT IV: Evaluative Practices**

- Evaluation practices: Traditional and Contemporary
- Innovative Evaluative Practices: Question Bank, Open Book Examination, Open Environment, Grading, CCE, Peer and Self, Rubrics, Computer Assisted Evaluation, 360 degree Evaluation, Six Sigma Evaluation, Multiple Discriminant type Items

### **UNIT V: Interpreting Educational Outcomes**

- Variables, Levels of Measurement
- Statistical Techniques: Meaning of Statistics, tabulation of data, Measures of Central Tendency, Variability and relationship– Calculations, interpretation and uses
- Normal Probability curve,
- Grading calculations: SGPA, CGPA and GGPA, Profiling learner: Preparing Progress Report, Grade sheets
- Use of computer in Statistics

### **ACTIVITIES**

1. Review of an achievement test in the light of characteristics of a good test.
2. Construction of a diagnostic test in a specific area.
3. Development of a tool to evaluate any non– scholastic area.
4. Development of blue print for an achievement test.
5. Creating Grading sheets on given specification

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**SEMESTER– III**  
**535: SCHOOL INTERNSHIP-I**

**CREDITS: 7**

**OBJECTIVES**

- To develop among students competencies required for effective teaching-learning practice.
- To help them cultivate desire for creating an inclusive classroom and acquire appropriate strategies for the same.
- To initiate them into dynamics of constructivist pedagogy in school classroom.
- To provide students an exposure of sum total of institutional activities of the school.
- To offer opportunities to the students to act as regular school teacher during their tenure as interns.
- To help them develop repertory of inter-personal and communication skills required of a teacher.
- To develop among students right attitude towards children and the teaching profession.

**CONTENT**

The total period of internship will be 8 weeks in this semester. This will be conducted either en-block or in two blocks of 4 weeks or 4 blocks of 2 weeks depending upon the consent of the practicing schools.

They will engage **20 lessons (10 for each pedagogy subject)** in this semester during school internship under the close supervision of teacher educators.

During Internship period students are expected to act as regular intern teacher performing all the tasks normally executed by the regular teacher. Besides this students are supposed to undertake tasks listed below:

<b>TASKS</b>	<b>TASK DETAILS</b>
Observation of Lessons delivered by regular School subject Teacher	3 Lessons for each pedagogy subject
Observation of Peers	5 Lessons for each pedagogy subject
Participation in School Activities other than teaching	As per school curriculum
Lesson Planning	10 for each pedagogy subject
Practice Teaching	Delivery of 10 lessons for each pedagogy subject
Development of Teaching- Learning Materials	During entire period of Internship

The Assessment of internship will be as per the provision of ordinance 31. There will be end semester external exam for the assessment of the practice teaching in each pedagogy subject and the assessment of other tasks performed by the students will be internal, based on the records maintained by the students.

## SEMESTER- III

### 536: CREATIVE EXPRESSIONS SKILLS

**CREDITS: 2**

#### OBJECTIVES

- To develop among students an appreciation of the potency of creative expression for effective communication.
- To help them develop different skills for creatively and suitably expressing themselves in different teaching learning situations.
- To enable them to learn the use of various media and materials for creative expression.
- To bring out the pool of multifarious talent hidden within students.
- To help them learn how educational dialogue can be enriched through the power of creative expression.
- To help them develop their personality and self actualization by allowing them participate in variety of creative activities.
- To provide students platform for working individually and in groups for enhancement of their skills.

#### CONTENT

Students will choose any two activities by taking one each from two different sets of Activities.

Students may be divided among a number of Houses and competitions may be organized.

#### Activity I

Rangoli, Mehndi, Mandana, Calligraphy, Clay work, Paper work , sketching and Painting, Poster making

#### Activity II

Story telling, Debate, Recitation of Poems and Chanting of Shloka, Elocution, Speech, Ex-tempore

#### Activity III

Dancing, Vocal and Instrumental Music

#### Activity IV

Mono Acting, Drama, Street play/ Nukkad Natak, Mime, Mimicry

## SEMESTER- IV

### 541: MANAGEMENT OF EDUCATIONAL INSTITUTIONS

CREDITS: 3

#### OBJECTIVES

- To acquaint student teachers with the underlying concepts related with Educational Management, its components and relevance with special reference to educational Institutions and Organizations
- To make the student teachers understand the meaning, purpose and characteristics of school as an organization.
- To make them aware of dimensions of educational management in terms of different Managerial skills and Management Processes
- To familiarize student teachers with different theories of management befitting educational institutions
- To enable present scenario of Educational Institutions at National, state, district, village and Local levels to the student teachers
- To make student teachers aware of different approaches of Educational Planning and Organisation of School activities in specific
- To provide student teachers with the knowledge of Institutional Planning and managing Educational Institutional Affairs
- To make student teachers aware of different Roles, leadership styles and strategies for managing educational Institutions
- To enable student teachers to understand the importance of Monitoring Supervision and Evaluation of School activities and enabling them to learn techniques of Monitoring, Supervision and Evaluation.

#### CONTENTS:

##### **UNIT I: Understanding about Organization, Management and Educational Management**

- Meaning and Concept of Organisation, Administration and Management Characteristics of an Organisation
- Modern trends in Management theories with special reference to Scientific Management, Bureaucratic theory, Management Principles, and Human Relations approach.
- Educational Management: Concept and Meaning
- Difference between Educational Management and management, like industrial management, Business Management and Public Administration.
- Importance of study of Educational Management
- Management process: Planning, Organizing, Staffing, Directing, Controlling, Budgeting

- Major Managerial skills: Technical skills, Conceptual skills, human skills

### **Unit II: Educational Structure in India at Micro, Meso and Macro levels**

- Structure and function at different levels–center, state, district, Village, Institutional and university level,
- Decentralization of education with reference to the role and functions of Panchayati raj institutions
- Functions of apex bodies at center and state level like CAGE, NCERT, NUEPA, UGC, NCTE, KVS, NVS, IGNOU, SCERT, SRC, DIET
- Overview of Different Boards in Indian education system (CBSE) Central Board of Secondary Education, (ICSE) Indian Certificate of Secondary Education, (MPSEB) Madhya Pradesh State Education Board, (IGCSE) International General Certificate of Secondary Education, (IB) International baccalaureate

### **Unit III: Institutional Planning and Management**

- Meaning, Concept, Characteristics and steps of Educational Planning and Institutional Planning
- Role of Head Master, Teacher, Staff Council, Students and Parents in Planning, Organization and Administration of institution,
- Managing School Premises: Classroom, Library, Laboratory, Timetable and other Co-Curricular Activities

### **UNIT V: Leadership in Educational Institutions**

- Leadership: Meaning, Concept, Scope, Characteristics and Styles
- Selected theories of leadership
- Characteristics of a Principal for an Educational Institution
- Teacher as Leader
- Students as Leader: Fostering Initiation and leading qualities among students, Lyngdoh Committee report

### **UNIT IV: Monitoring Institutional Growth**

- Meaning, Concepts, Characteristics and Evaluation of Supervision
- Differentiating Inspection and Supervision
- Modern Trends in Supervision
- Existing System of Supervision in Madhya Pradesh
- Monitoring and Evaluation of School Activities: Institutional Self Evaluation– PERT and CPM.

### **ACTIVITIES (Any two)**

1. Comparative Analysis of the different Management theories
2. Developing a Performa for Internal and External evaluation.
3. Preparation of cumulative record
4. Interview with Principal/Head of Institution.
5. Evaluation of Educational Program
6. Analyzing different types of Educational Institutions

7. Implementation of Leadership Behaviour Description Questionnaire (LBDQ)
8. Locating Learning centered Leadership behaviour (LCLB)
9. Any other, as per teachers' prudence

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- Taylor, G. (Ed.) (1970). *The Teacher as Manager*. New Delhi: NCERT.

## SEMESTER- IV

### 542: HISTORICAL PERSPECTIVES OF EDUCATION

**CREDITS: 3**

#### **OBJECTIVES**

**UNIT II:** Salient Features of Ancient Indian Education – Vedic, Buddhist.  
The Islamic, Tradition in Education.

Major landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims, Structure, Curricula and Methods of Education. Efforts towards evolving a national system of Education.

Educational developments and policies in India after independence, particularly in relation to Mud liar and Kothari Commissions. National Policy of Education 1986 and its reviews.

## SEMESTER- IV

### 543: INFORMATION AND COMMUNICATION TECHNOLOGY

**CREDITS: 2**

#### **OBJECTIVES:**

- To make student aware for use of Computer in - Teaching-Learning Process, Examination system, Guidance and counseling ,Administration , Library.
- To make students aware with three broad strands of ICTs; teaching learning, administrative and academic support systems .
- To develop Word Processing, Computation and Presentation skill of students .
- To make enable students for communication and information sharing/ storing in different types of topologies.
- To make students enable to use internet for professional development.

#### **CONTENT:**

**Unit-1 : Introduction and use of Computer:** Parts of computer system, Block Diagram , characteristics, Operating system , Memory, Number system . Use of Computer in - Teaching-Learning Process, Examination system, Guidance and counseling, Administration and Library.

**Practical:** (i) Students will be able to use command for Cut, Copy, Paste, Save, Font Change, Font Size Change, creation of Paragraph, style .

(ii) To use CAI, Tests for Guidance, TLSS,

**Unit-2: Word Processing Skill:** Preparation of text document with the use of inserting pages, table, pictures, maps, citation, links, Header &Footer , Water Marks etc. Editing , Coping, Setting and Printing Pages, Mail Merge, Protection of Text document.

**Practical:**(i) Preparation of Self Bio-data.

(ii) Preparation of ten Mark sheets with the help of mail merge with protection.

**Unit-3: Computation skill:** Uses of numeric data management packages . Result processing by using computer (Calculating percentages, average , Maximum, Minimum, Grade conversion, Computing SGPA,GGPA , Pass /Fail etc with logical formula )

**Practical:** (i)Preparation of Result Goshwara .



(ii) Preparation of different records & registers as health, attendance, cumulative records etc.

(ii) Analysis of above result / records (Charts)

**Unit -4: Presentation skill:** Use of computer as a tool during teaching Learning Process. Development of Presentation on Computer with the help of picture frame or slides. Developing Presentation / Prezi frames for classroom.

**Practical:** (i) Preparation and Presentation of any teaching content with the help of LCD.

#### **Unit -5: ICT: ELEMENTS OF DIGITAL LITERACY.**

- Survey of educational sites based in India as SAKSHAT PORTAL.
- Upload and down load information from internet..
- Critical issues in 'internet usage' – authenticity of information, addiction, plagiarism, Viruses etc.
- Interactive & downsides of social networking group: Participation in Yahoo groups/blogs/ Face Book etc.
- Use of different software as pitslearning .com/..... in teaching learning Material.

**Practical:** (i) Create their own e-mail ID and FB/blog account.

(ii) Surfing course content

(iii) Creation and use of Digital lockers.

(iv) Use of On- line Facilities as Registration, Billing, reservation, Fund Transfer etc.

(v) Development of Teaching strategy by using different online soft ware.

#### **References**

Shrivastava ,S.S.(2009), Computer Application, Shree Sai Prakashan , Meerut

## SEMESTER- IV

### 544: GUIDANCE AND COUNSELING

**CREDITS: 2**

#### OBJECTIVES

- To make students aware of the meaning and definition of Guidance and Counselling.
- To make students aware of the importance of Guidance and Counselling for promoting better adjustment in life.
- To familiarize students with different methods of counselling, Qualities and Role of Effective Counsellor and Counselling Interview.
- To develop competency among students to identify the need of Counselling, Psychotherapy, Psychoanalysis and Social work agency.
- To develop competency among students in evaluating individual differences.
- To equip students for establishing a Guidance Unit.
- To acquaint the students with the need of Educational and Vocational Guidance at secondary level.

#### CONTENTS

**UNIT I:** Meaning, Definition and difference between Guidance and Counselling, Need of Guidance and counseling with special reference to modern Indian scenario- Social, Educational and Moral. Nature and Principles of Guidance: Group dynamics and group guidance.

**UNIT II:** Different Types, Techniques and methods of Counselling, Qualities of effective Counsellor, counselling Interview, Role of Counsellor in adjustment of an individual, development of study habits.

**UNIT: III** Meaning and definition of Educational and Vocational Guidance and their relationship, Need of Educational and Vocational Guidance at higher secondary stage, collecting, Filing and disseminating occupational information.

**UNIT IV:** Concept of Inclusive Education, Study of Exceptional Children: Meaning of Exceptional Children, classification of Exceptional Children, Characteristics and education of Exceptional Children- Gifted, Backward & Delinquent Children.

**UNIT V:** Requirement and Procedure of establishing Guidance unit at secondary level, Testing and Non-testing Techniques. Testing Techniques– Intelligence, Personality, Aptitude, interest, Creativity and Adjustment- Types, Scoring and Interpretation. Non-testing techniques- Questionnaire, Anecdotal Record, Autobiography, Rating Scale, Case Study, Sociometry, Observation, & Cumulative Record, Test Selection in Guidance.

#### SUGGESTED ACTIVITIES: (Any Two)

- Job Analysis

- Visit to different Guidance Centres (Child Guidance Centre, Choithram School, Blind School etc.)
- Visit to Mentally Retarded Children"s Home
- Film Review/Script writing for counselling

#### REFERENCES:

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**SEMESTER- IV**  
**544: POPULATION EDUCATION**

**CREDITS: 2**

**OBJECTIVES**

- To understand the concept of population education.
- To realize the importance and need of population education.
- To comprehend the problems that arises out of uncontrolled population growth.
- To comprehend the concept of adult education.
- To recognize the importance of adult education in national development.
- To know the role of various institutes in adult education.
- To enable the students to understand the effect of population growth on poverty, health and hygiene.
- To enable the students to understand the importance of population education in school levels.

**UNIT – I POPULATION EDUCATION**

- Concept of Population Education
- Need, Importance and Scope of Population Education
- Objectives of Population Education

**UNIT – II WORLD AND INDIAN POPULATION**

- Scope of world population and Indian Population
- Characteristics of World Population and Indian Population
- Structure of Indian Population: Distribution of population- Age, Sex, Rural-Urban
- Population Mobility in India

**UNIT – III PROBLEMS OF POPULATION AND CONTROL MEASURES**

- Problems of Population: Social Problems, Economic Problems, Educational Problems, Urbanization Problems
- Environmental Problems: Effects on Natural Resources, Health and Standard of Living
- Population Control: Planning and Remedies, HRD and Qualities of Population in India

**UNIT -IV POPULATION EDUCATION AND SCHOOL**

- Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Use of Mass media – (Newspapers, Radio, T.V) and Audio-Visual Aids

**ACTIVITIES:**

1. Conduct the Survey of Population growth and prepare report.

2. Role play/Street Play/Awareness Programme to emphasize the need of population
3. Education/Controlling Population Growth and writing its report

**Reference Books :**

Sharma, R.A.: Environmental Education, Meerut, Surya Publication

Mahapatra, D.: Environmental Education, Kalyani Publishers

Rao, D.G.:Population Education, Sterling Publishers

Kuppuswami, B.: Population Education, Asia Publishing House.



## SEMESTER- IV

### 544: ENVIRONMENTAL EDUCATION

**CREDITS: 2**

#### OBJECTIVES

- To familiarize the students with the concept, scope and dimensions of Environment.
- To make students aware about different Environmental problems, issues and concerns.
- To acquaint the students with the concept of Environmental Education, and its importance in present days.
- To familiarize the students with progress and development of Environmental Education in terms of Movements, Policies and Strategies.
- To develop familiarity among students about different issues regarding Bio diversity and sustainable development.
- To develop awareness among students about human health and safety concerns.
- To help students to understand the general concept of Disaster Management.
- To provide students with an opportunity to be actively involved working towards mitigation of Environmental problems.
- To make students aware about appropriate strategies for Environmental Education.

#### CONTENTS:

##### **UNIT- I: Basic Concepts of Environment**

Concept, Definition, Scope; Dimensions of Environment – Physical, Economic, Cultural, Educational, Psychological etc; Concept of Environment in Indian context, Concept of Environment in Modern World (as reflected in international agencies like W.H.O etc).

##### **UNIT- II: Man and Environment**

Man as creator and destroyer, Effect of human activities on Environment, Ethics and Values related to Environment; Biodiversity, Environmental Pollution, Environmental changes; Disaster: types, causes and management.

##### **UNIT- III: Environmental Education**

Concept, Definition, Scope and importance of Environmental Education, Objectives of Environmental Education at Higher Education level, Methods, Media and Procedures for Mass Awareness, Environmental Education and its relationship with health and safety.

##### **UNIT-IV: Sustainable Development**

concept, relationship with Environmental Education, Development and Conservation of Soil , Water, Forests, Wild Life; Movement to save Environment, Eco friendly Technologies,

Conservation of energy, Alternate sources of energy ,Waste management, Constitutional provisions related to environment and its protection.

### **UNIT- V: Methods and Evaluation**

Lectures, films and videos, Eco Club, Exhibition, Field Trip, Observation, Survey etc; Evaluation of awareness, knowledge and skills.

### **ACTIVITIES: Any One**

- Organizing an Exhibitions/ Field Trips/ Poster March.
- Identification of Flora and Fauna of a designated area: Problems and its Management.
- A Project to survey a ecologically degraded area, suggest remedial measures(with proper data) and to submit a report after its presentation in class

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