



Mangalore University

Syllabus for Second Year B.Ed. Programme (ODL Mode)

CENTRE FOR DISTANCE EDUCATION

Shopping Complex Mangalagangothri - 574 199

Dakshina Kannada Dist., Karnataka State

www.mangaloreuniversity.ac.in

0824-2287824

2020-21

Course Structure and Semester Wise Distribution of Courses

1st Year B.Ed.(ODL)

Course Code	Course Title	Internal Assessment Marks	External/ Theory Marks	Total Marks	Credits
Course - 1	Childhood and Growing Up	20	80	100	4
Course - 2	Contemporary India and Education	20	80	100	4
Course - 3	Learning and Teaching	20	80	100	4
Course - 4	Language Across the Curriculum	10	40	50	2
Course - 5	Understanding Disciplines and School Subjects	10	40	50	2
Course - 6	Gender, School and Society	10	40	50	2
Course - 9	Knowledge and Curriculum	20	80	100	4
Course - 11	Inclusive Education	10	40	50	2
E.P.C. - 1	Reading and Reflecting on Text	50	-	50	2
E.P.C. - 3	Critical Understanding of ICT	50	-	50	2
Total for 1st Year		220	480	700	28

Course Structure and Semester Wise Distribution of Courses

2nd Year B.Ed.(ODL)

Course Code	Course Title	Internal Assessment Marks	External/ Theory Marks	Total Marks	Credits
Course-7	<u>Pedagogy of School Subject - I</u> a. Kannada b. English c. Hindi d. Physical Science	20	80	100	4
Course - 8	<u>Pedagogy of School Subject - II</u> a. Social Science b. Mathematics c. Biological Science d. Commerce	20	80	100	4
Course- 10	Assessment for Learning	20	80	100	4
E.P.C. - 2	Drama and Art in Education	50	-	50	2
E.P.C. - 4	Understanding the Self	50	-	50	2
Course-12 Optional (Student has to choose any one of the Optional)	a) Guidance & Counselling b) Environmental Education	10	40	50	2
Internship	Practicum-I (Pedagogy - I)	200		200	8
	Practicum-II (Pedagogy - II)	200		200	8
Practical Exam - I			50	50	2
Practical Exam - II			50	50	2
Total for 2nd Year		570	380	950	38
Total for 1st Year		220	480	700	28
Grand Total				1650	66

**Bachelor of Education (B.Ed.)
Programme (ODL Mode) : SECOND YEAR**

**Course 7: Pedagogy of School Subject-I(a)
KANNADA
(Curriculum and Pedagogic Studies)**

Total Marks: 100

Credits: 4

Internal Assessment: 20

External Assessment: 80

ಉದ್ದೇಶಗಳು:

ಪ್ರಸ್ತುತ ಪತ್ರಿಕೆಯನ್ನು ಅಭ್ಯಸಿಸಿದ ನಂತರ ಶಿಕ್ಷಕ ವಿದ್ಯಾರ್ಥಿಗಳು

- ಕನ್ನಡವನ್ನು ಪ್ರಥಮ ದ್ವಿತೀಯ ಹಾಗೂ ತೃತೀಯ ಭಾಷೆಗಳಾಗಿ ಬೋಧಿಸುವ ಉದ್ದೇಶ ಮತ್ತು ವಿಧಾನಗಳನ್ನು ಮನಗಾಣುವರು;
- ಕನ್ನಡ ಭಾಷಾ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವ ವಿಧಾನ ಹಾಗೂ ಮಾರ್ಗೋಪಾಯಗಳನ್ನು ಕರಗತ ಮಾಡಿಕೊಳ್ಳುವರು;
- ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನ ಗುಣ ಹಾಗೂ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಮನಗಂಡು ಅವುಗಳನ್ನು ತಮ್ಮಲ್ಲಿ ಬೆಳೆಸಿಕೊಳ್ಳುವ ಮನೋಭಾವ ಬೆಳೆಸಿಕೊಳ್ಳುವರು;
- ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಗೆ ಪಾಠಗಳನ್ನು ಯೋಜಿಸಿಕೊಳ್ಳುವಲ್ಲಿ ಸಮರ್ಥರಾಗುವರು;
- ಗದ್ಯ, ಪದ್ಯ, ಹಾಗೂ ಪ್ರಬಂಧಗಳನ್ನು ಬೋಧಿಸುವ ವಿಧಾನಗಳನ್ನು ಮನಗಾಣುವರು;
- ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸಬಹುದಾದ ಕಲಿಕಾ ಸಾಧನಗಳನ್ನು ಅವುಗಳನ್ನು ಬಳಸುವ ರೀತಿಗಳನ್ನು ಮನದಟ್ಟು ಮಾಡಿಕೊಳ್ಳುವರು; ಮತ್ತು
- ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿನ ಮೌಲ್ಯಮಾಪನದ ಸ್ವರೂಪ ಮತ್ತು ಸಾಧನಗಳನ್ನು ತಯಾರಿಸುವ ಸಾಮರ್ಥ್ಯ ಪಡೆಯುವರು.

ಬ್ಲಾಕ್ - 1 : ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಬೋಧನಾ ವಿಧಾನ

ಘಟಕ-1: ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ, ದ್ವಿತೀಯ ಭಾಷೆಯಾಗಿ ಮತ್ತು ತೃತೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು

ಘಟಕ-2: ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ, ದ್ವಿತೀಯ ಭಾಷೆಯಾಗಿ ಮತ್ತು ತೃತೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ವಿಧಾನಗಳು

ಘಟಕ-3: ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ಪ್ರಬಂಧ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

ಘಟಕ-4: ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ಪ್ರಬಂಧ ಬೋಧನಾ ವಿಧಾನಗಳು

ಘಟಕ-5: ಭಾಷಾ ಬೋಧನೆಯ ಆಧುನಿಕ ಮಾರ್ಗೋಪಾಯಗಳು

ಘಟಕ-6: ಕನ್ನಡ ಅಧ್ಯಾಪಕನ ಸಾಮರ್ಥ್ಯಗಳು ಮತ್ತು ಗುಣಗಳು

ಬ್ಲಾಕ್ - 2 : ಕೌಶಲಗಳ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ಸಾಧನಗಳು

- ಘಟಕ-1: ಆಲಿಸುವಿಕೆಯ ಬೋಧನೆ
 ಘಟಕ-2: ಮಾತನಾಡುವಿಕೆಯ ಬೋಧನೆ
 ಘಟಕ-3: ಓದುಗಾರಿಕೆಯ ಬೋಧನೆ
 ಘಟಕ-4: ಬರೆವಣಿಗೆಯ ಬೋಧನೆ
 ಘಟಕ-5: ದೃಶ್ಯ ಹಾಗೂ ಶ್ರವಣ ಕಲಿಕಾ ಸಾಧನಗಳು
 ಘಟಕ-6: ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಗಣಕಯಂತ್ರದ ಬಳಕೆ

ಬ್ಲಾಕ್ - 3 : ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳು

- ಘಟಕ-1: ಭಾಷಾ ಪಠ್ಯಕ್ರಮ
 ಘಟಕ-2: ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಪಠ್ಯಕ್ರಮದ ವಿಮರ್ಶೆ
 ಘಟಕ-3: ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳು
 ಘಟಕ-4: ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ, ವಿಧಾನ
 ಘಟಕ-5: ಪಠ್ಯ ಆಧಾರಿತ ಚಟುವಟಿಕೆಗಳು
 ಘಟಕ-6: ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳು

ಬ್ಲಾಕ್ - 4 : ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಪಾಠಯೋಜನೆಗಳು ಮತ್ತು ಮೌಲ್ಯಮಾಪನ

- ಘಟಕ-1: ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ
 ಘಟಕ-2: ಭಾಷಾ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳು
 ಘಟಕ-3: ಘಟಕ ಪರೀಕ್ಷೆ, ನೈದಾನಿಕ ಪರೀಕ್ಷೆ, ನಿರಂತರ ಮತ್ತು ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನ
 ಘಟಕ-4: ಪಾಠಯೋಜನೆ
 ಘಟಕ-5: ಘಟಕ ಯೋಜನೆ ಮತ್ತು ಸಂಪನ್ಮೂಲ ಘಟಕ
 ಘಟಕ-6: ಸಾಮರ್ಥ್ಯಧಾರಿತ ಭಾಷಾ ಪಾಠ ಯೋಜನೆ

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯ:

1. ಓದುಗಾರಿಕೆಯಲ್ಲಿ ಮಕ್ಕಳು ಮಾಡುವ ಸಾಮಾನ್ಯ ದೋಷಗಳು ಮತ್ತು ಪರಿಹಾರ ಕ್ರಮ
2. ಮಾತುಗಾರಿಕೆಯಲ್ಲಿ ಮಕ್ಕಳು ಮಾಡುವ ಸಾಮಾನ್ಯ ದೋಷಗಳು ಮತ್ತು ಪರಿಹಾರ ಕ್ರಮ
3. ಬರೆವಣಿಗೆಯಲ್ಲಿ ಮಕ್ಕಳು ಮಾಡುವ ಸಾಮಾನ್ಯ ದೋಷಗಳು ಮತ್ತು ಪರಿಹಾರ ಕ್ರಮ
4. ಭಾಷಾ ಬೆಳವಣಿಗೆಗೆ ಕೈಗೊಂಡ ಕಾರ್ಯಕ್ರಮಗಳ ವರದಿ
5. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯಪುಸ್ತಕವನ್ನು ಆಧರಿಸಿದ ಬೋಧನಾ ಸಾಮಗ್ರಿ
6. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಗೆ ತಯಾರಿಸಿದ ಗಣಕ ಯಂತ್ರಾಧಾರಿತ ಪಾಠಗಳ ವರದಿ
7. ಸಾಹಿತ್ಯ ಸಂಘದ ವತಿಯಿಂದ ಕೈಗೊಂಡ ಕಾರ್ಯಕ್ರಮಗಳ ದೃಶ್ಯಾವಳಿ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

- 1 ಅನಂತರಾಮ: ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು 1991
- 2 ಕೊಂಗವಾಡ ಎಸ್ ಬಿ: ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ, 2007
- 3 ಕೃಷ್ಣ ಪಂಡಿತ ಸಿ: ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ, ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು, 1990
- 4 ಕರಿಗಣ್ಣವರ ಎ ಜಿ: ಕನ್ನಡ ಬೋಧನೆಯ ಪದ್ಧತಿಗಳು, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ, 1998
- 5 ನಂಜುಂಡಸ್ವಾಮಿ ಎ ಎಸ್: ಭಾಷಾ ಬೋಧನೆ, ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ, 1989
- 6 ಓಬಳೇಶ ಘಟ್ಟಿ ಆರ್: ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ, 2005
- 7 ಪರಗಿ ಅನಸೂಯಾ ವಿ: ಮಾತೃಭಾಷೆ: ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ, ಅನಸೂಯಾ ಪ್ರಕಾಶನ, ಪುರವರ, 1995

- 8 ರಾವ್ ಮಹಾಬಲೇಶ್ವರ: ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು 1996
- 9 ರಾವ್ ಮಹಾಬಲೇಶ್ವರ: ಕನ್ನಡ ಬೋಧನೆ: ಕೆಲವು ವಿಚಾರಗಳು, ನವಭಾರತ ಪುಸ್ತಕ ಭಂಡಾರ, ಉಡುಪಿ, 1988

Course 7: Pedagogy of School Subject-I (b)
ENGLISH
(Curriculum and Pedagogic Studies)

Total Marks: 100

Credits : 4

Internal Assessment: 20

External Assessment: 80

Objectives

The course will enable the student teachers to -

- understand the different roles of language;
- understand the importance of home language and school language and the role of mother tongue in education;
- be able to appreciate authentic literary, non literary (media) and translated texts;
- understand the use of language in context such as grammar and vocabulary;
- identify methods, approaches and materials for teaching English at various levels in the Indian context;
- be able to develop activities and tasks for learners including audio-video materials, ICT and Internet;
- develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks; and
- understand the process of language assessment;

Block -1 : Nature , Role and Position of Languages

Unit-1: Language and Society - Language and Power; Language and Class (society); Language and Identity; Language and Gender.

Unit-2: Language in School - Home language and school language - Medium of understanding; Role and Position of Languages - Constitutional Provisions and Policies of Language Education Position of Languages in India; Article 343-351, 350A; Kothari Commission (1964-66); NPE- 1968, NPE-1986; POA 1992; National Curriculum Framework-2005.

Unit-3: Role of English language in the Indian context - English as a colonial language, English in Post-colonial times; English as a language of knowledge;

Unit-4: Position of English as second language in India

Unit-5: English as a link language in global context; challenges of teaching and learning English.

Block - 2 : Language Teaching - An Overview

- Unit-1:** Different approaches/theories to language learning & teaching - Western and Indian overview of language learning (John Dewey, Bruner, J.Piaget, L. Vygotsky, Chomsky, Krashen), (Gandhi Ji, Sri Aurobindo, Rabindranath Tagore, Zakir Hussain, Radhakrishnan, Giju Bhai Bhadeka)
- Unit-2:** A critical analysis of the evaluation of language teaching methodologies-Grammar translation method, Structural method, Direct method, Audio-lingual method, Natural method; Communicative approach, Whole language approaches —Task based approach, Thematic Approach etc.
- Unit-3:** Developing Listening Skills:- Sub skills of listening: Tasks; Materials and resources for developing listening .
- Unit-4:** Developing Speaking skills: story telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.
- Unit-5:** Developing Reading Skills— Sub skills of reading; Importance of understanding the development of reading skills; reading aloud and silent reading; extensive and intensive reading; Study skills including using thesauruses, dictionary, encyclopaedia etc
- Unit-6:** Developing Writing Skills - Stages of writing; Process of writing; Formal and Informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference skills; Study skills; Higher order skills.

Block-3 : Teaching different texts: Poetry, Prose, Drama – Moving towards Constructivist approach

- Unit -1:** Teaching of prose
- Unit -2:** Teaching of poetry
- Unit -3:** Teaching of Drama
- Unit -4:** Understanding the relationship between curriculum, syllabus and textbook;
- Unit-5:** Selection of materials and developing activities and tasks as per the differentiated needs of the learners (Connecting learning to the world outside; Moving away from rote-learning to constructivism)
- Unit -6:** Teacher as a researcher and facilitator - keeping in view the inclusive classroom.

Block - 4 : Teaching-Learning Materials

- Unit-1:** Print media; other Reading materials such as learner chosen texts, Magazines, News Papers, Class libraries etc.
- Unit-2:** ICT - audio-visual materials, internet including CALL programmes
- Unit-3:** Progress and assessment of development of language
- Unit-4:** Continuous and comprehensive evaluation
- Unit-5:** Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
- Unit-6:** Typology of questions; activities and tasks

Practicum

1. Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation.
2. Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself.
3. Take any creative writing related to history eg. *Discovery of India* and prepare a flowchart on the main events.
4. Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states.
5. Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary.
6. Identify and prepare different types of teaching aids for children with special needs (speech impaired).
7. Take a few passages from science, social-science and maths text books of classes VI to VII and analyze:
 - a. How the different registers of language have been introduced?
 - b. Does the language clearly convey the meaning of the topic being discussed?
 - c. Is the language learner friendly?
 - d. Is the language too technical?
 - e. Does it help in language learning?Now write an analysis based on the above issues.
8. Do a survey of five schools in your neighbourhood to find out -
 - a. Level of Introduction of English]
 - b. Materials (textbooks) used in the classroomNow prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
9. Prepare a report on the status of languages given in the constitution of India and language policies given in Kothari Commission, NPE-1986, and POA-1992.
10. Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
11. Discussion on the topic 'Mother Tongue and Other Tongue 'Keeping in view the needs of the children with special needs prepare two activities for English teachers and write a report
12. Identify and list Language (English) related errors common among students.
13. Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

Suggested Readings

1. National Curriculum Framework 2005; NCERT, December 2005.
2. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
3. National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.

4. The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
5. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
6. Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
7. Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.
8. Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.
9. Srijan1, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.
10. Samajh ka Madhyum, National Council of Educational Research and Training, New Delhi 2009
11. Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
12. Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015
13. Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015
14. Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Socio cultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications.
15. Beaumont, M. 1996. The Teaching of Reading Skills in Second/Foreign Language. Patras: The Hellenic Open University.
16. Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
17. Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
18. Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.
19. Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal* 73:4. Pp. 440-64.
20. Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India,.

Course 7: Pedagogy of School Subject-I (c)
HINDI
(Curriculum and Pedagogic Studies)

Total Marks: 100

Internal Assessment: 20

Credits: 4

External Assessment: 80

उद्देश:

इस पदवि को ग्रहण करने के बाद विद्यार्थी शिक्षक इस उद्देश को पाने के लिए योग्य बन जायेंगे।

- भाषा के अलग-अलग भूमिकाओं के जानकारी कि दक्षता।
- भाषा के स्वरूप और व्यवस्था को समझने कि दक्षता।
- भाषा और साहित्य के संबंध को जानने कि दक्षता।
- भाषा के मूल्यांकन की प्रक्रिया को जानने कि दक्षता।
- विद्यार्थी और अध्यापक हिन्दी भाषा के विकास प्रक्रिया प्रति जागरूक करना।
- विद्यार्थी और अध्यापक हिन्दी भाषा के उद्देश्य और शिद्धान्तों के बारे में जागरूक बनने कि दक्षता।
- विद्यार्थी और अध्यापक हिन्दी भाषा के अध्यापन कि विधियों के बारे में जागरूक बनने कि दक्षता।

इकाई 1: भाषा का अर्थ, प्रकृति एवं महत्व: (Language meaning, Nature, Importance) (12 Hours)

१. भाषा : अर्थ एवं परिभाषा, उत्पत्ति, भाषा की प्रकृति और भाषा का महत्व।
२. त्रिभाषासूत्र और हिन्दी। मातृभाषा, क्षेत्रीयभाषा, विदेशी भाषा के रूप में हिन्दी
३. मातृभाषा के रूप में हिन्दी शिक्षण के उद्देश्य: द्वितीय भाषा के रूप में हिन्दी शिक्षण के उद्देश्य, व्यावहारिक उद्देश्य, सांस्कृतिक उद्देश्य, साहित्यिक उद्देश्य और भाषिक उद्देश्य।
४. भाषा का स्थिति: संविधान की धारा(३४३-३५१-३५०) कोठारी शिक्षण कमीशन (१९६४-६६), राष्ट्रीय शिक्षण नीति (१९८६,) राष्ट्रीय पाठ्य -चर्चा-२००५।
५. हिन्दी भाषा का इतिहास: प्राचीन, माध्यमिक और आधुनिक।
६. हिन्दी भाषा की स्थिति और भूमिका: स्वतंत्र के पहले और स्वतंत्र के बाद हिंदी; हिंदी के विविध रूप; अंतराष्ट्रीय स्तर पर हिंदी; हिंदी पढ़ने-पढ़ाने की चुनौतियां।

इकाई -2 : भाषा कौशलों का शिक्षण : (Teaching of Language Skills)

१. **श्रवण कौशल** : श्रवण कौशल का महत्व , उद्देश्य, विधियाँ , श्रवणकौशल में ध्यान देने , योग्य बातें, मूल्यांकन ।
२. **श्रवण कौशल** : श्रवण कौशल का महत्व , उद्देश्य, विधियाँ श्रवणकौशल में ध्यान देने योग्य बातें । मूल्यांकन।
३. **वाचनकौशल** : वाचनकौशल का महत्व , उद्देश्य, वाचनके प्रकार, विधियाँ , वाचनसंबंधी त्रुटियाँ और सुधाएँ। मूल्यांकन ।
४. **लेखनकौशल** : लेखन कौशल का महत्व और उपयोग, उद्देश्य, विधियाँ, लेखन के प्रकार , प्रतिलेख और श्रुत लेख में अंतर, लिखना सिखाने में ध्यान देने योग्य बातें और मूल्यांकन ।
५. **हिन्दी अध्यापक और उन का सामर्थ्य**: हिन्दी अध्यापक की आवश्यकता एवं महत्व ; सामान्य और विशिष्ट गुण, कर्तव्य, हिन्दी शिक्षकों की वर्तमानस्थिति । हिन्दी भाषा साहित्य का इतिहास का समर्पक ज्ञान, प्राचीन और आधुनिक साहित्य मार्ग का परिचय, हिन्दी पदों का समर्पक ज्ञान, प्रयोगशीलता, सृजनशीलता, अपने काम पर आसक्ति,
६. **हिन्दी अध्यापक के आनुपातिक विकास कि तंत्र**: शैक्षणिक योग्यता , हिन्दी शिक्षक सामर्थ्य, मधुर ध्वनि , सेवापूर्व और सेवांतरागत परीक्षण । आनुपातिक विकास । हिन्दी साहित्य में रुचि, हिन्दी साहित्यिक कार्यागार में अभिरुचियाँ, आधुनिक उपकरणों का सदुपयोग करने का रुचि ।

इकाई- 3. पाठयोजना और शिक्षण विधियों :

१. पाठयोजना का अर्थ, महत्व और रूप , हिन्दी पाठ योजना के लक्षण । गद्य, कविता और व्याकरण पाठ संबंधित पाठयोजना ।
२. घटक योजना: अर्थ , महत्व और रूप ।
३. संपन्मूल पाठ योजना: अर्थ , महत्व और रूप ।
४. शिक्षण विधियाँ: गद्य शिक्षण – महत्व, उद्देश्य; सामान्य और निर्दिष्ट आधुनिक और संप्रदायिक विधान।
५. कविता का रसस्वादन– महत्व, उद्देश्य; सामान्य और निर्दिष्ट आधुनिक और संप्रदायिक विधान।
६. व्याकरण शिक्षण: महत्व, उद्देश्य; सामान्य और निर्दिष्ट आधुनिक और संप्रदायिक विधान।

इकाई-4 . बोधना सामग्री और मौल्यमापन:

१. हिन्दी बोधना सामग्री: उपकरणों का महत्व; विविध रूप; उनकी उपयोग; यांत्रिक एवं अयांत्रिक उपकरण।
२. दृश्य और श्रवण सामग्री
३. गणकयंत्राधारित बोधना सामग्री ।

४. हिन्दि भाषा मूल्यांकन : मूल्यांकन: अर्थ एवं परिभाषाएँ। उद्देश्य, महत्व,सोपान, मूल्यांकन का विधाएँ।हिन्दि भाषा मूल्यांकन के लिए उपकरण ।
५. अध्याय परीक्षा और नैदानिक परीक्षा ।
६. हिन्दि भाषाभ्यास के सूचनात्मक सामग्री: पत्रिकाएँ, अध्यापक द्वारा रचित हिन्दि भाषाभ्यास के सूचनात्मक सामग्री, हिन्दि भाषा सीखने और सीखाने के लिए पत्रिका।

अभ्यास प्रक्रीय:

- १) ८, ९ कक्षा के पाठ पुस्तकों का समीक्षण ।
- २) संपन्मूल सामग्रियों का उपयोग ।
- ३) घटक योजना का प्रसंस्करण ।
- ४) क्रीया संशोधन ।
- ५) गणकयंत्राधारित बहुमाध्यम बोधना सामग्री ।
- ६) लेखक/ कवी पर आधारित एक अध्ययन।
- ७) भाषाई कौशल का विकासी सामग्री कि तय्यारी।
- ८) हिन्दि वाचन भाषाई कौशल का सामान्य दोष और सुधार कार्यक्रम ।
- ९) हिन्दि पठन भाषाई कौशल का सामान्य दोष और सुधार कार्यक्रम ।
- १०) हिन्दि लेखन भाषाई कौशल का सामान्य दोष और सुधार कार्यक्रम ।

आधारग्रंथ :-

१. दिनेशचन्द्र भारद्वाज – हिन्दी भाषाशिक्षण विनोद पुस्तक मंदिर, आगरा
२. हिन्दीशिक्षण-रजहंसप्रकाशन, जयपुर
३. नूतनहिन्दीशिक्षण-प्रो.सत्तगिर, कर्नाटक
४. हिन्दीशिक्षण-संजीवपब्लिकेशन, जयपुर-३, १९९८
५. डा. की.गोपालन-मानकहिन्दीव्याकरणऔररचना, राष्ट्रीयशैक्षिकअनुसंधानऔर प्रशिक्षणपरिषद
६. विजयसूद-हिन्दीशिक्षणविधियाँ-टडनपब्लिकेशन्स, लूधियाना
७. प्रतिभा-नीमाहिन्दीव्याकरणतथारचना, नीताप्रकाशना, १९९५
८. भाईयोगेन्द्रजितएवंअन्थभाईयोगेन्द्रजीत, शिक्षाशिध्दांतकीरूपरेखा-विनोदपुस्तक मंदिर, आगरा.
९. सफलशिक्षणकला-पी.डी.पाठक, विनोदप्रकाशन, आगरा

१०. शिक्षाकेसिद्धांत-पी.डी. पाठक, टाटात्यागी, विनोदपुस्तकमन्दिर, आगरा
११. शिक्षणकीविधियाँ १, २, औरपाठ-योजना- डॉ. लक्ष्मीनारायणशर्मा, विनोदपुस्तक मन्दिर, आगरा
१२. भाषाशिक्षकप्रविधि-किशोरीलालशर्मा, मेहराउमाण्डकम्पनी, आगरा
१३. हिन्दीशिक्षण-केशवप्रसादधनपनरायण्डसान्स, दिल्ली
१४. भारतमेंमातृ भाषाशिक्षणकेलिएसुझाव-रखर्न, आँकसफीर्डल्वुड, उल्लुड, अल्यप्रेस
१५. अद्यापनकला-सीतारामपतुर्वेदी, नन्दाकिशोरण्डसंस, वाराणासी
१६. हिन्दीभाषाशिक्षण-भाईयोगेन्द्रजीत, विनोदपुस्तकमन्दिरआगरा
१७. हिन्दीव्याकरण-कमिथा, प्रसादगुरू, विनोदपुस्तकमन्दिर, आगरा

1. Bhai.Y (1978) Hindi Bhasashikshan. Vinod Pustak Mandir Agra.
2. Bhasa Vishesshank Patrick (1980) Department of Education, Rajasthan , Bikaner Chaturvedi, V.S. (1999) Adhapan Kala. Varanasi: Gopinath Bhargav Nand Kishor and Sons. □ □ Jha, L. (1940) Bhasha Shikshan Paddhbat. Allahabad: N.G. Saigal. U.P Press. □
3. John, D. (1953) The Study of Language. Harward University Press.
4. Keshav Prasad (1984) Hindi Shikshan. Delhi; Dhanapatrai and Sons
5. Kothari Commission Report (1968) Govt. of India, New Delhi
6. Narang and Bhatia (1987) – Hindi – Shikshan Vidhi.. Ludhiana : Prakash Brothers.
7. Nirajkumar Sinha (1990) Madhyamik – Vidyalayome Hindi Shiksha. Jaipur: Hindi Grantha Academy.
8. Robert. L. (1964) Language Teaching: A Teacher's Book. New York: Megrewtill.
9. Ryburu, W.M. (1950) The Teaching of the Mother Tongue. Madras: Oxford University Press.
10. Sattigeri, K.I (1997) Nutan Hindi Shikshan. Belgaum: Vijaya Sattigeri.
11. Srivastava, B.D. (1968) The Structural Approach to the Teaching of English.
12. Agsa: Ram Prasad and Sons.
13. Sugandhi, Deepak (2004) Hindi Shikha Pranali . Ilkal : Neha Prakshan. Karnataka
14. Sugandhi, V. (2003) Hindi Adhayapan. Kolhapur, Creative Publishers.
15. Syandhya Mukarji (1989) Hindi Bhasha Shikshan. Lucknow: Prakshan Kendra. Uttar Pradesh.

Course 7: Pedagogy of School Subject-I (d)
PHYSICAL SCIENCE
(Curriculum and Pedagogic Studies)

Total Marks: 100

Internal Assessment: 20

Credits : 4

External Assessment: 80

Objectives

The course will enable the student teachers to -

- gain insight on the meaning and nature of physical science for determining aims and strategies of teaching- learning;
- appreciate the fact that every child possess natural curiosity about his/her natural surroundings;
- appreciate that science is a dynamic and expanding body of knowledge;
- understand the process of science and role of laboratory in teaching- learning situation;
- appreciate various approaches of teaching-learning of physical science;
- use effectively different activities/ experiments / laboratory experiences for teaching-learning of physical science;
- identify the concepts of physical science that are alternatively conceptualized by teachers and students in general;
- explore different ways of creating learning situations considering learning needs and context of the learner and the relevant concept;
- integrate knowledge in physical science with the other school subject;
- facilitate development of scientific attitudes in learners;
- construct appropriate assessment tools for evaluating leaning of physical science; and
- examine the different pedagogical issues in the content of learning physical science.

Block - 1 : Nature and Objectives of Teaching Physical Science**Unit-1:** Nature of Physical Science**Unit-2:** Scope of Physical Science**Unit-3:** Significance of inquiry, observation and experiments in Physical science, its inter disciplinary linkages and societal concerns.**Unit-4:** History of Physical sciences**Unit-5:** Aims and objectives of Teaching Physical Science**Unit-6:** Instructional Objectives in Physical Science**Block - 2 : Approaches and Strategies of learning Physical Science****Unit-1:** Process of learning through observation, inquiry, hypothesis, experimentation, data collection, interpretation and generalization**Unit-2:** General overview of Approaches and strategies of learning Physical Science**Unit-3:** Expository approach**Unit-4:** Investigatory approach**Unit-5:** Projects and Experiential Learning**Unit-6:** Collaborative approach

Block - 3 : Curriculum and Learning Resources in Physical Science**Unit-1:** Selection and organization of contents in physical Science**Unit-2:** Approaches for Curriculum Construction in Physical Science**Unit-3:** Recommendations of NCFs on science curriculum**Unit-4:** Learning Resources in Physical Science.**Unit-5:** Print and electronic materials in the area of Physical Science.**Unit-6:** Use of ICT tools and online resources at various stages of Physical Science teaching.**Block - 4 : Planning of Teaching-Learning and Assessment of Physical Science****Unit-1:** Planning of Teaching in Physical Science : Importance**Unit-2:** Planning for exposure to various learning resources through projects (both in schools and outside),**Unit-3:** Facilitating formation of groups; Planning and organizing activities in Physical Science, planning laboratory work and ICT application in learning Science/ Physics/ Chemistry.**Unit-4:** Reflective planning; Unit plan; Developing lesson designs on different topics and through various approaches**Unit-5:** Development of test-items (open-ended and structured) in Physical sciences, its administration, assessment and evaluation**Unit-6:** Professional Development of Physical Science Teachers**Practicum**

1. Planning and conducting experiments for Science/Physics/Chemistry and a report of the same
2. Managing records
3. Design of laboratory – structure and physical facilities
4. Report of one Action Research carried out in the practicing school
5. Report on measures being taken for inclusive teaching-learning and gender issues in practicing school and involvement of the student-teacher
6. Critical review of a recently published research paper in Science/Physics/Chemistry Education Journal
7. Critical review of a Textbook of Science/Physics/Chemistry.

Suggested Readings

1. Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013.
2. Ahmed, Shaikti R. (1983) Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration, New Delhi; NIEPA Mimeo.
3. Bhandula & Chand (1986) Teaching of Science, Prakash Brothers, Ludhina.
4. Bose, A. H. Sood, J.K. and Vaidya, N. (1970), Strategies in Science Education, Regional Institute of Education, Ajmer.
5. Carin/Sund Teaching Science Through Discovery; C.E. Merrill Publishing Co. London.
6. Cleaveland J. M. (1964) Physical Science C.E. Merrill Publishing Co., Ohio.
7. Craig (1958) Science for the Elementary School Teacher; Ginn & Co., New York

8. Das R. C. (1985) Science Teaching in Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
9. Fensham P. J. et al., (1994) The Content of Science : A Constructive Approach to its Teaching & Learning. The Falmer Press, Washington D.C.
10. Gupta S. K. (1983) Technology of Science Education, Vikas Publishing House, Pvt. Ltd., New Delhi. 10. Gupta S. K. (1985) Physical Science Teaching in Secondary Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
11. Jacobson, David et al., (1985) Methods for Teaching: A Skills Approach Charles, EMerrill Publishing Co., Columbus.
12. Jennings Terry (1987) The Young Scientist Investigator: The Teacher Manual of Oxford University Press.
13. Joseph-Bradwin, et al. (1998), Sourcebook for Physical Science. Brandwain-Watson Blackwood. 14. Mangal, S.K. (1995); Teaching of Physical and Life Science, Avg. Book Depot. : Delhi.
14. Nagel E. (1961) The Structure of Science, Harcourt Brace and World Inc., New York 130
15. Nair C. P.S., (1971) Teaching Science in Our Schools. S. Chand & Co., New Delhi.
16. Schwab J. J. and Bradwein P.F. (1962) The Teaching of Science, Marks, Harvard University Press, Cambridge.
17. Sharma, R.C. (1995); Modern Science Teaching, Dhanpat Rai & Sons, Delhi

Course 8: Pedagogy of School Subject-II (a)
SOCIAL SCIENCE
(Curriculum and Pedagogic Studies)

Total Marks: 100

Internal Assessment: 20

Credits: 4

External Assessment: 80

Objectives

The course will enable the student teachers to -

- develop an understanding of the nature of social sciences, both of individual disciplines comprising Social Sciences, and also of social sciences as an integrated/interdisciplinary area of study;
- acquire a conceptual understanding of the processes of teaching and learning social sciences;
- enable student-teachers to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- acquire basic knowledge and skills to analyse and transact the social sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life;
- sensitise and equip to handle social issues and concerns in a responsible manner, e.g., preservation of environment, dealing with disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast; and
- depleting natural resources (water, minerals, fossil fuels etc.).

Block - 1 : Nature and Sources of Social sciences**Unit-1:** Understanding Social science as a discipline and school subject:**Unit-2:** Concept, meaning, nature, and scope of social sciences.**Unit-3:** Relevance of Social Science: Relevance of social science in school curriculum**Unit-4:** People as resource: The significance of oral data.**Unit-5:** Types of primary and secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.**Unit-6:** Using the library for secondary sources and reference material, such as dictionaries and Encyclopaedias (introducing secondary sources to the study of social science)**Block - 2 : Objectives of and Resources for Social Science Teaching****Unit-1:** Objectives of Teaching History**Unit-2:** Objectives of Teaching Geography**Unit-3:** Objectives of Teaching Economics**Unit-4:** Objectives of Teaching Political Science**Unit-5:** Instructional Materials for Teaching Social Science**Unit-6:** CD-Rom, multimedia, internets.

Block - 3 : Curriculum and Teaching of Social sciences**Unit-1:** Curriculum development process : Principles and Approaches**Unit-2:** Studying the Social sciences syllabus - aims and objectives, content organisation and presentation of any State Board and CBSE curriculum for different stages of school education**Unit-3:** Teaching of History: Strategies, Methods and Techniques.**Unit-4:** Teaching of Geography: Strategies, Methods and Techniques**Unit-5:** Teaching of Economics: Strategies, Methods and Techniques**Unit-6:** Teaching of Political Science: Strategies, Methods and Techniques**Block - 4 : Text book and Assessment for Learning in Social Sciences****Unit-1:** Characteristics of a good text book in Social science**Unit-2:** Review of Text books in Social Science: Criteria and Procedure.**Unit-3:** Tools for assessment in Social Sciences**Unit-4:** Continuous and Comprehensive Evaluation (CCE) in social sciences.**Unit-5:** Analysing textbooks in social sciences**Unit-6:** Preparation of Balanced Question Papers in Social Science.**Practicum**

Projects in social sciences should be selected keeping in view the interconnections between the various disciplines that constitute social sciences. The interrelationship among various aspect of social sciences may be visualised as follows:

1. Geography and Economics: transport and communication in a region – assessing current position with reference to development needs
2. History and Political Science: socio-political systems; women's rights in society
3. Economics and History: agrarian change in India; industrialisation in India
4. History and Geography: migration of people in a particular region - nature of migration, past and present trends
5. Political Science and Geography: sharing resources between regions/states and nations(e.g. water)
6. Economics and Political Science: family budget and impact of change in prices of essential commodities.
7. These projects are just a few examples. similar projects may be designed by student-teachers for better understanding of various issues.

Suggested Readings

1. Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
2. Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
3. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
4. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.

5. Bining, A.C. & Bining, D.H. (1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
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15. Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.
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20. UNESCO-World Social Science Report (2013)
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23. Webb, Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.
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Course 8: Pedagogy of School Subject-II (b)
MATHEMATICS
(Curriculum and Pedagogic Studies)

Total Marks: 100

Internal Assessment: 20

Credits: 4

External Assessment: 80

Objectives

The course will enable the student teachers to -

- develop insight into the meaning, nature, scope and objective of Mathematics education;
- appreciate mathematics as a tool to engage the mind of every student;
- appreciate mathematics to strengthen the student's resource;
- appreciate the process of developing a concept;
- appreciate the role of mathematics in day-to-day life;
- understand that mathematics is more than formulas and mechanical procedures;
- channelize, evaluate, explain and reconstruct students' thinking;
- see mathematics as something to talk about, to communicate through, discuss among themselves, to work together on
- pose and solve meaningful problems;
- appreciate the importance of mathematics laboratory in learning mathematics;
- construct appropriate assessment tools for evaluating mathematics learning;
- develop ability to use the concepts for life skills;
- stimulate curiosity, creativity and inventiveness in mathematics;
- develop competencies for teaching-learning of mathematics through various measures;
- focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes;
- examine the language of mathematics, engaging with research on children's learning in specific areas; and
- visualise a mathematics classroom where mathematics will emerge as a subject of exploration and creation rather than an exercise of finding answers to old and complicated problems.

Block - 1 : Nature, Aims and Objectives of Mathematics**Unit-1:** Nature and Scope of Mathematics**Unit-2:** Meaning and building blocks of mathematics-undefined terms, definitions, axioms, theorems;**Unit-3:** The nature of mathematical propositions**Unit-4:** Need for establishing general objectives for teaching mathematics**Unit-5:** Aims and general objectives of teaching mathematics vis-a-vis the objectives of school education**Unit-6:** Writing learning objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.

Block - 2 : School Mathematics Curriculum and Instruction**Unit-1:** Objectives of curriculum,**Unit-2:** principles for designing curriculum,**Unit-3:** Approaches to Curriculum Construction in Mathematics**Unit-4:** Approaches in Teaching and Learning Mathematics**Unit-5:** Strategies of Teaching and Learning Mathematics.**Unit-6:** Difference between teaching of mathematics and teaching of science.**Block - 3 : Planning in teaching and Learning Mathematics****Unit-1:** Planning for teaching and learning for mathematics – General issues.**Unit-2:** Lesson Plans, Unit plans and structure and importance.**Unit-3:** ICT applications in teaching and learning mathematics.**Unit-4:** Preparation of learning materials in Mathematics instruction.**Unit-5:** Learning resources in Mathematics.**Unit-6:** Journal on Mathematics instruction.**Block - 4 : Assessment and Evaluation and Mathematics Teacher****Unit-1:** Formal ways of Evaluation.**Unit-2:** Informal creative Evaluation.**Unit-3:** Assessment Framework in mathematics instruction**Unit-4:** Diagnostic Tests.**Unit-5:** Remedial Teaching in Mathematics Instruction.**Unit-6:** Competencies and characteristics of Mathematics Teacher.**Practicum**

1. Collect the names of Indian Mathematicians .Prepare a report about their contribution to Mathematics.
2. Take up a problem in mathematics (from any area like number system, geometry etc.). Make a group of 3 or 4 students to discuss about the probable ways of solving it. Note the different ideas that were generated about the related concepts while solving the problem. Prepare a report about it.
3. Read the Focus Group paper on Teaching of Mathematics. Interact with a group of students of upper primary or secondary stage. Check how far the observations made in the Focus Group Paper are relevant regarding--Problems in teaching and learning of mathematics - Prepare a report about your observations.
4. Develop a topic that meets the expectations of *Vision Statement* in the Mathematics Focus Group Paper (of NCF 2005). Based on it interact with a group of students. Prepare a report.
5. Identify one concept each from Number System, Algebra, Coordinate Geometry, Trigonometry, Statistics, Mensuration and Geometry and show in detail how it can be used in day- to- day life.
6. Frame at least one open ended question in areas like arithmetic, algebra and geometry. Allow students to respond to these questions in their own way. Note the responses .Prepare a report on

- The nature of students' responses.
- Do the students understand the concepts in a better way? How do you know?

Suggested Readings

1. NCERT (2006) , *Position Paper-National Focus Group On Teaching of Mathematics*, New Delhi
2. Novak, J.D. & Gowin ,D.B.,(1984) , *Learning How To Learn* ,New York, NY, Cambridge University Press
3. Balkrishna Shetty (2013), *What Is Mathematics?* , National Book Trust, India
4. Kilpatrick J, Hoyles C and Skovsmose, O (EDS.);(2005),*Meaning in Mathematics Education*, Springer, New York, NY
5. Polya ,George (1965),*Mathematical Discovery*, John Wiley and sons, INC., Vol.II
6. Skemp,R.R., (1971), *The Psychology of Learning mathematics*, Penguin Books
7. Anice James,(2005),*Teaching of Mathematics*, Neelkamal Publications Pvt. Ltd. , Hyderabad, India
8. Davis D.R.,(1951),*The Teaching of Mathematics*, Addison Wesley Press, London
9. Roy Hollands (1990), *Development of mathematical skills*, Blackwell Publishers, Oxford, London
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11. Pamela Cowan (2006), *Teaching Mathematics, A Handbook for Primary and Secondary School Teachers*, Routledge , London and New York
12. Beckmann C.E ,Thompson D.R and Rubenstein, R.N(2010), *Teaching and Learning High School Mathematics* , John Wiley and Sons Inc., New Jersey
13. Britton E, Huntley M.A., Jacobs G and Weinberg A.S.(1999),*Connecting Mathematics and Science to Workplace Contexts : A Guide to Curriculum materials*, Corwin Press Inc., California
14. Chambers P,(2010),*Teaching Mathematics: Developing as a Reflective Secondary Teacher*, SAGE, New Delhi
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17. William D.(1998) *‘A Framework for Thinking About Research in Mathematics and Science Education’* .In Malone J.A., Atweh B. and Northfield J.R. (EDS.) Research and
18. Supervision in Mathematics and Science Education, Lawrence Erlbaum Associates Inc. Publishers, New Jersey
19. Noss R.(19988), *The Computer as a Cultural Influence in Mathematical Learning.*‘
20. Bishop A.J. (EDS.) *Mathematics Education and Culture*, London : Kluwer Academic Publishers
21. NCERT (2009),*Source book on Assessment of Mathematics - Primary Classes*, New Delhi

22. NCERT (2013), *Source book on Assessment of Mathematics –Classes VI-VIII*, New Delhi
23. NCERT (2011), *Laboratory Manual in Mathematics-Elementary Stage*, New Delhi
24. NCERT, *Laboratory Manual in Mathematics-Secondary Stage*, New Delhi
25. Eugene P. Northrop (1944), *Riddles in Mathematics*, D. Van Nostrand Co. Inc., Princeton, New Jersey
26. Sidhu K.S. (1967), *The Teaching of Mathematics*, Sterling Publishers, Delhi
27. Clements M.A. and Ellerton N.F. (1996), *Mathematics Education Research :Past, Present and Future*, UNESCO Principal Regional Office for Asia and the Pacific, Bangkok
28. Tanner H. And Jones S. (2000), *Becoming a successful teacher of mathematics*, Routledge Falmer, London

Course 8: Pedagogy of School Subject-II (c)
BIOLOGICAL SCIENCE
(Curriculum and Pedagogic Studies)

Total Marks: 100

Internal Assessment: 20

Credits: 4

External Assessment: 80

Objectives

The course will enable the student teachers to -

- facilitate inculcation of scientific attitude and temper among learners;
- appreciate that biological science is a dynamic and expanding body of knowledge;
- nurture curiosity of learners about her/his natural surroundings and relationships of everyday's experience with concepts of biological sciences;
- develop insight about nature of biological sciences and for determining strategies of teaching-learning;
- explore different ways to create learning situations for different concepts of biological sciences and for learners of different abilities;
- effectively use different activities/experiments and laboratory experiments for teaching-learning of biological sciences;
- formulate appropriate and meaningful inquiry episodes, problem-solving situations and investigatory projects based on upper primary, secondary and higher secondary curriculum;
- examine and prioritise different pedagogical issues in biological science;
- develop appropriate assessment tools for the evaluation of learning of different concepts of biological sciences; and
- develop linkage of different concepts of biological sciences with life skills and its development.

Block - 1 : Nature and Objectives of Teaching Biological Science**Unit-1:** Nature of Biological Science**Unit-2:** Scope of Biological Science for understanding the diversity of the living world, origin of life and its evolution, environment, health, sustenance of the eco system vis-à-vis values and ethics.**Unit-3:** Significance of inquiry, observation and experiments in biological science, its interdisciplinary linkages and societal concerns.**Unit-4:** History of biological sciences**Unit-5:** Aims and objectives of teaching Biological Science**Unit-6:** Instructional Objectives in Biological Science

Block - 2 : Approaches and Strategies of learning Biology

Unit-1: Process of learning through observation, inquiry, hypothesis, experimentation, data collection, interpretation and generalization (taking suitable example from living world and related areas in an age as well as stage appropriate manner).

Unit-2: Approaches and strategies of learning Biology: Experiential learning,

Unit-3: Expository approach

Unit-4: Investigation

Unit-5: Projects

Unit-6: Collaborative approach

Block - 3 : Curriculum and Learning Resources in Biology

Unit-1: Selection and organization of contents in Biology

Unit-2: Approaches for Curriculum Construction in Biology

Unit-3: Analysis of print and electronic materials in the area of Biology.

Unit-4: Learning Resources in Biology

Unit-5: Field visits and excursion as learning resource in Biology: Planning, its organization and observation

Unit-6: Use of ICT tools and online resources at various stages of school education; ICT based virtual experiments and simulations as learning resource in Biology

Block - 4 : Planning of Teaching-Learning and Assessment of Biological Science

Unit-1: Planning of Teaching in Biology

Unit-2: Planning for exposure to various learning resources through projects (both in schools and outside),

Unit-3: Learners' record in biological sciences: laboratory investigations, reports of field visits and excursion; Project work and its report; Oral presentation of learners' work in Biology; Portfolio

Unit-4: Development of test-items (open-ended and structured) in biological sciences, its administration, assessment and evaluation

Unit-5: Recording and reporting of learning evidences/outcome: Measurement of students' achievement – marks and grading; Assessment as reflected process and as a reflecting process.

Unit-6: Professional Development of Biology Teachers

Practicum

1. Design of laboratory – structure and physical facilities
2. Report of one Action Research carried out in the practicing school
3. Report on measures being taken for inclusive teaching-learning and gender issues in practicing school and involvement of the student-teacher
4. Critical review of a Textbook of Science/Biology.

Course 8: Pedagogy of School Subject-II (d)
COMMERCE
(Curriculum and Pedagogic Studies)

Total Marks: 100

Internal Assessment: 20

Credits: 4

External Assessment: 80

Objectives

The course will enable the student teachers to -

- analyse the nature and scope of commerce education in the modern era;
- understand the aims and objectives of teaching commerce;
- acquaint with the modern trends in teaching commerce;
- conscientize with current trends in developing commerce curriculum at higher secondary level;
- equip with various models, strategies, methods and techniques in the teaching of commerce;
- evaluate essential skills and accountability of a competent commerce teacher;
- understand the significance of following principles and approaches in giving instruction;
- develop insight into modern practices of student evaluation and assessment;
- analyse the role of IT in commerce education; and
- create a research perspectives among prospective teachers in the field of commerce.

Block - 1 : Current Trends in Commerce Education**Unit-1:** Meaning definition and scope of commerce and commerce education**Unit-2:** History of Commerce education and current trends in commerce education**Unit-3:** Challenges and opportunities in commerce with other subjects**Unit-4:** Significance of commerce education in modern world**Unit-5:** Major areas of commerce and recent developments- E-Commerce, M-commerce, Computerised accounting.**Unit-6:** Goals of commerce education – values: cultural, practical, social, vocational and disciplinary.**Block - 2 : Curriculum and Teacher Accountability****Unit-1:** Concept of curriculum – principles and approaches of curriculum construction**Unit-2:** Types of curriculum**Unit-3:** Curriculum evaluation – Evaluation of present higher secondary commerce curriculum**Unit-4:** Essential qualities required for a good commerce teacher – Duties and responsibilities**Unit-5:** Teacher competencies and skills**Unit-6:** Accountability of a commerce teacher – Techniques adopted for developing teacher competencies and skills: Teacher as scaffolder and facilitator pre service and in service training.

Block - 3 : THEORETICAL BASES OF COMMERCE EDUCATION

Unit-1: General principles related to instruction – individual difference, motivation, classroom management tactics, Questioning techniques

Unit-2: Principles and maxims of teaching commerce

Unit-3: Approaches : - Learner centred, Child centred, Activity centred,

Unit-4: Theoretical foundation: Theories of Gagne, Bruner, Daniel Golman, Vygotsky- multiple intelligence – EQ,

Unit-5: Constructivism, critical pedagogy multimedia approach

Unit-6: Multi methodology approach.

Block - 4 : ICT AND EVALUATION IN COMMERCE EDUCATION

Unit-1: Role of IT in commerce education CAI, CMI, CML, IT enabled instruction, e-learning, virtual learning, video conferencing, teleconferencing.

Unit-2: Innovative approaches and strategies of instruction in commerce education: problem based learning, contract learning, collaborative learning, co-operative learning.

Unit-3: Evaluation in Commerce Education: General approaches to evaluation formative and summative evaluation

Unit-4: Criterion referenced and norm referenced, objective based and competency based, continuous and comprehensive

Unit-5: Tools and techniques of evaluation.

Unit-6: Recent trends in evaluation and assessment.

Practicum

1. Critical analysis of commerce text books at higher secondary level.
2. Select an area in commerce and prepare a project for conducting action research.
3. Develop an observation schedule for assessing a commerce class at under graduate level and prepare a report on the observed class.

Suggested Readings

1. Aggarwal, J.C. (1996). Teaching of Commerce: A practical approach. New Delhi: Vikas publishing House pvt Ltd.
2. Borich, Gary D. (1996) Effective Teaching Method. New Jersey: Prentice Hall Inc
3. Brown James w and Lewins (1985) A.V. Instruction Technology, Media and Methods: New York: MC Graw Mill Book Co.
4. Joyce, Bruce and weil marsh (1997) models of teaching. New Delhi: Prentice Hall of India pvt Ltd.
5. Moor, Kenath D (1994) Secondary Instructional Methods. Madison: WCB Brown and Bench mark publishers.
6. Rao, Seema (1995). Teaching of Commerce New Delhi: Anmol publications pvt. Ltd.
7. Khan. M.S. (1982). Commerce education sterling publishers, New Delhi.

Course 10 : Assessment for Learning (Curriculum and Pedagogic Studies)

Total Marks: 100
Credits: 4

Internal Assessment: 20
External Assessment: 80

Objectives

The course will enable the student teachers to –

- gain a critical understanding of issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm);
- become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination;
- be exposed to different kinds and forms of assessment that aid student learning;
- become the user of a wide range of assessment tools, and learn to select and construct these appropriately as per the need; and
- evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.

Block - 1 : Assessment and Evaluation-An Overview

Unit-1: Concept of Assessment and Evaluation

Unit-2: Purposes and approaches of assessment in behaviouristic, cognitivistic, and constructivist paradigms

Unit-3: Perspective on assessment and evaluation for learning in a constructivist paradigm

Unit-4: Distinction between Assessment of Learning', Assessment for Learning', and Assessment as Learning'.

Unit-5: Critical review of current evaluation practices and their assumptions about learning and development

Unit-6: Clarification of Assessment Concepts: Test, measurement, examination, assessment and evaluation, formative and summative evaluation, continuous and comprehensive assessment and grading.

Block - 2 : Assessment Procedure

Unit-1: Assessment tools and different kinds of tasks: projects, assignments, performances different kinds of tests and their construction

Unit-2: Observation of learning processes by self, by peers, by teacher,

Unit-3: Self-assessment and peer-assessment

Unit-4: Rubrics Based Assessment

Unit-5: Quantitative and qualitative aspects of assessment: appropriate tools for each

Unit-6: Visualizing appropriate assessment tools for specific contexts, content, and learner

Block - 3 : Data Analysis, Feedback and Reporting

Unit-1: Statistical tools- frequency distribution, graphical representation, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation

Unit-2: Feedback as an essential component of formative assessment

Unit-3: Types of Feedback: Types of teacher feedback (oral, written, comments); peer feedback

Unit-4: Place of marks, grades (absolute and relative) and qualitative descriptions

Unit-5: Feedback for strengthening self-esteem, motivation and identity of all the learners including Children with Special Needs.

Unit-6: Developing and maintaining a comprehensive learner profile - Purposes of reporting learner profile: - to communicate to students and parents - placement

Block - 4 : Examination Reform

Unit-1: Issues and directions on Examination reform efforts recommended by: - Secondary Education Commission (1952-53) - Kothari Commission (1964-66) - National Policy on Education (1986) and Programme of Action (1992) - National Curriculum Frameworks - 1975, 1988, 2000 and 2005 developed for school education (Discussion should cover analysis of recommendations, implementations and the emerging concerns) School-based assessment and evaluation: policies, practices and possibilities

Unit-2: Impact of examination-driven schooling on the social identity and socialization of children

Unit-3: CCE in Right of Children to Free and Compulsory Education Act, 2009 Introducing flexibility in examination-in view of the needs of the students and other stakeholders

Unit-4: Improving quality and range of questions in exam papers

Unit-5: Assessment and Examinations for vocational courses

Unit-6: Role of ICT in Examination

Practicum

1. Analyse any two assessment tools collected from different schools
2. Develop five assessment sheets with different objectives to teach different topics.
3. Construct a test or an examination paper in one's subject area and collect feedback from fellow teachers on the same.
4. Observe, interview and write a comprehensive profile of a student

Suggested Readings:

1. Kay Burke (2006) From Standards to Rubrics in 6 Steps, Tools for Assessing Student Learning, K-8, Corwin Press, A Sage Publications Company, California.
2. NCERT (1985). Curriculum and Evaluation, New Delhi: NCERT
3. Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.
4. Singh H.S. (1974) Modern Educational Testing. New Delhi: Sterling Publication
5. Thorndike RL and Hagen (1977). Measurement and Evaluation in Psychology and Education.

6. Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86 (1), 8-21.
7. Black, P., & Wiliam, D. (2006). Assessment for learning in the classroom. In J. Gardner (Ed.), *Assessment and Learning* (pp. 9-14). Thousand Oaks, CA: Sage
8. Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
9. Brooks, J.G. (2002). *Schooling for life: Reclaiming the essence of learning* Alexandria, VA: Association for Supervision and Curriculum Development.
10. Burke, K. (2005). *How to assess authentic learning* (4th ed.), Thousand Oaks, CA
11. Corwin, Burke, K, Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards* (2nd ed.) Thousand Oaks, CA: Corwin.
12. Conzemius, A., & O'Neill, J. (2001). *Building shared responsibility for student learning*, Alexandria, VA: Association for Supervision and Curriculum Development.
13. Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
14. Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
15. Guskey, T.R. (2003). How classroom assessments improve learning. *Educational Leadership*, 60(5), 7-11. 110
16. Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA. Corwin.
17. Kirby, N.F & Downs, C.T. (2007). Self-assessment and the disadvantaged student; Potential for encouraging self-regulated learning? *Assessment and Evaluation in Higher Education*, 32(4), 475-494. • MHRD (2009), *The Right of Children to Free and Compulsory Education Act, 2009*. Ministry of Human Resource Development, New Delhi
18. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
19. Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: PrenticeHall.
20. NCERT (2005). *National Curriculum Framework, 2005*, NCERT, New Delhi
NCERT(2006), *Position Paper : National Focus Group on Examination Reforms*, NCERT

EPC 2 : Drama and Art in Education

(Course on Enhancing Professional Capacities)

Total Marks: 50
Credits: 2

Internal Assessment: 50

Workshop Mode

Objectives

The course will enable the student teachers to -

- understand basics of different art forms;
- develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression;
- acquire skills for integrating different art forms across school curriculum for better learning and development; and
- develop awareness of the rich cultural heritage of the country. Practicum Visual Arts and Crafts.

I Visual Arts: (Any two Activity)

20 Marks

1. Activity involving hands on experience of working in different media and materials (drawing, painting, clay modelling, collage making etc. with pencil, pen, crayons, dry and water colours, clay, paper, etc.), resulting in a product.
2. Activity involving block printing, collage making, clay modeling, relief work, heritage crafts etc.) related to subject areas resulting in a product.
3. Preparing any art based product that is significant to develop aesthetic environment in the school

II Performing Arts: Dance, Music, Theatre and Puppetry (Any one Activity) 10 Marks

1. Writing observations after viewing a piece of regional art (yakshagana, play, dance, puppetry etc) that will help in contextualizing different art forms and relating them with various concepts across the curriculum.

III Appreciation of Arts: (Any one Activity)

10 Marks

1. Study of performing styles and its artists (in dance, music, theatre or puppetry etc) – its historical development-themes-costumes-styles-social context and its significance.
2. Writing the summary and observations after watching a set of slides on specific art form (regional/local visual art)
3. Preparing a write up on the Craft Traditions of India and its relevance in education (based on a set of slides, selected for the purpose).
4. Preparing a write up on Indian Art forms – from earliest to the contemporary; Visual Arts (based on a set of slides, selected for the purpose), looking at paintings, sculptures, architecture/ monuments as sources and indicators to know the historical, political, social, scientific and technological development perspectives during different periods.

Project Work (any two activities)**10 Marks**

1. Interaction with artists, social scientists, community members etc and a report of the same.
2. Textbook analysis to find scope to integrate art forms either in the text or activities or exercises
3. Documentation of the processes of any one art or craft with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community. etc. - how the artists design their products, manage their resources, including raw materials, its marketing, problems they face, including historical, social, economic, scientific and environmental concerns. by interacting with concerned people)
4. Identify plug points to integrate arts with school subjects-Present a write up.

EPC 4 : Understanding the Self

(Course on Enhancing Professional Capacities)

Total Marks: 50
Credits: 2

Internal Assessment: 50

Workshop Mode

Objectives

The course will enable the student teachers to -

- gain an understanding of the central concepts in defining 'self' and 'identity' reflect critically on factors that shape the understanding of 'self';
- -build an understanding about themselves, i.e. the development of self as a person as well as a teacher;
- reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher;
- develop effective communication skills including the ability to listen, observe etc.
- build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings; and
- appreciate the critical role of teachers in promoting 'self and students' well-being.

Unit-1 : Understanding of Self

1. Reflections and critical analysis of one's own 'self' and identity
2. Identifying factors in the development of 'self' and in shaping identity
3. Building an understanding about philosophical and cultural perspectives of 'Self' and 'Developing an understanding of one's own philosophical and cultural perspectives as a teacher

Unit-2 : Development of Professional Self and Ethics and Role of Teacher

1. Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
2. Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher
3. Reflections on experiences, efforts, aspirations, dreams etc. of peers
4. Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings
5. Understanding the role of teacher as facilitator and partner in well-being among learners
6. Facilitating development of awareness about identity among learners
7. Developing skills of effective listening, accepting, positive regard etc. as a facilitator.

Practicum

1. Developing self-awareness as a teacher (individual/group activity) –A Report of the input experience
2. Exploring the ‘known‘ and ‘unknown‘ self in relation to what one and others know about one self and what others do not know (individual activity)
3. Reflecting , recording and sharing of critical moments in one’s life (individual activity and presentations)
4. Reflections on critical moments in the lives of peers (small group activity)
5. Exploring one’s strengths, weaknesses, opportunities and threats (SWOT analysis)
6. Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)

Suggested Readings

1. Bhatt, H. The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf
2. Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, NCERT, New Delhi
3. Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram
4. Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
5. Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced study in Education-M. S. University of Baroda
6. Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT, New Delhi
7. Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
8. Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
9. Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, Harper Collins
10. Olson, D.R, and Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development (pp. 9 -27), Blackwell
11. Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT, New Delhi
12. Venkateshamurthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E., Mysore

Course 12(a): Guidance and Counselling (Optional Course)

Total Marks: 50
Credits: 2

Internal Assessment: 10
External Assessment: 40

Objectives

At the end of the course, the student- teachers will be able to -

- recall the principles underlying guidance;
- recognize the need of guidance and counselling in schools;
- describe the different services in the school guidance programme;
- acquire the skills necessary to administer and interpret standardized tools; and
- know the qualities required for a good counsellor.

Block - 1 : Introduction to Guidance and Counselling

Unit-1: Guidance- Meaning, Definitions, Aims, Nature, Principles and Needs.

Unit-2: Types: Educational, Vocational, Personal, Social

Unit-3: Counselling– Meaning, Definitions, Elements

Unit-4: Characteristics – Objectives

Unit-5: Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations

Unit-6: Relationship and Difference between Counselling and Guidance.

Block - 2 : Guidance and Counselling Procedures and Devices

Unit-1: Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses.

Unit-2: Group counselling – Meaning, Requirements - Uses.

Unit-3: Testing Devices in Guidance -Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories Attitude scales – Achievement tests – Creativity tests

Unit-4: Non –Testing Devices in Guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc.

Unit-5: Qualities of a Counsellor Counsellor – Qualities – Functions- Professional Ethics- Difference between Counsellor and Teacher.

Unit-6: Guidance Services in Schools

Practicum:

1. Administer an Intelligence test to any five students and write how you would use the data as a guidance worker
2. Administer any one aptitude test to five students and discuss how you would use the data in guidance programme.

Suggested Readings

1. Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd. Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications. Jones, A. J. (2008).
2. Principles of guidance.(5 ed). Delhi: Surjeet Publications.
3. Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
4. Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lal Books Depot. Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers. Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
5. Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt.Ltd.
6. Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling in education and psychology. Meerut: R.Lal Book Depot.
7. Vashist S. R.(Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications Pvt.Ltd. Sharma, R. N. (1999).
8. Guidance and counseling. Delhi: Surjeet Publishers. Sodhi, T. S., & Suri, S. P. (1997).
9. Guidance and counseling. Patiala: Bawa Publication. Aggarwal, J. C. (1991).
10. Educational, vocational guidance and counseling. New Delhi: Doabai House. Sharma, N. R. (1989). Educational and vocational guidance. Agra: Vinod Pustak Mandir. Kochhar, S. K. (1984).
11. Guidance and counseling in colleges and universities. New Delhi: Sterling Publishing Pvt.Ltd.
12. Indu, D. (1983). The basic essentials of counseling. New Delhi: Sterling Publishers Private Ltd. Madhusudan, M. (1983). Educational and vocational guidance. Sambalpur: Saha Publishers & Distributors.
13. Anne, A. (1982). Psychological testing. New York: McMillan Company.
14. Chauhan, S. S. (1982). Principles and techniques of guidance. New Delhi: Vikas Publishing House Pvt.Ltd.
15. Rao, N. S. (1981). Counseling psychology. New Delhi: Tata Mc Graw Hill Publishing Co.
16. Kochhar, S. K. (1979). Guidance in indian education. New Delhi: Sterling Publishers Private Ltd.

Course 12(b): Environmental Education (Optional Course)

Total Marks: 50
Credits: 2

Internal Assessment: 10
External Assessment: 40

Objectives

At the end of the course, the student- teachers will be able to -

- understand the concept of environment and ecology;
- understand environmental education and its importance;
- understand the causes for environmental hazards and pollution;
- understand the causes for environmental degradation;
- understand the need for remedial ways to protect the environment in daily life and its application;
- acquire knowledge of environmental issues and policies in India;
- acquire knowledge about the international efforts for environmental protection;
- understand the status of environmental education in school curriculum;
- understand the curriculum and methods in environmental education;
- acquire knowledge about the different methods of teaching in environmental education; and
- acquire knowledge of the tools and techniques for the evaluation of environmental education.

Block - 1 : Environmental Education and Environment hazards

Unit-1: Meaning, definition and characteristics of environmental education

Unit-2: Importance, objectives, scope and guiding principles of environmental education.

Unit-3: Factors of degradation of environment – adverse socio – economic impacts of degradation of environment.

Unit-4: Environmental hazards

Unit-5: Environmental pollution

Unit-6: Environmental Management and Protection

Block - 2 : India and Environmental Issues and Policies

Unit-1: Major environmental problems in India

Unit-2: Environmental protection and policies in India

Unit-3: Need and objectives of conservation

Unit-4: Environmental conservation measures taken in India

Unit-5: Constitutional amendments made Environmental laws

Unit-6: Environmental Movements and Developments in India

Suggested Readings

1. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
2. Sharma, B. L., & Maheswari, B. K. (2008).
3. Education for Environmental and Human value. Meerut: R.Lall Books Depot.
4. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
5. Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation. Sharma, V. S. (2005).
6. Environmental education. New Delhi: Anmol publication.
7. Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyderabad: Neelkamal publications. Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.
8. Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
9. Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday. Ingelstam, M. (1996). Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building.
10. Stockholm: Christian Council of Sweden. Board of Education Fountain. (1999)
11. Environmental Education. New Delhi : Metropolitan Book Co., Pvt. Ltd.,

Practicum

1. Analysis of relevant documents depicting voices of concern for environment
2. Analysis of case-studies from different contexts and settings symbolising traditions and attitudes to environment.
3. Prepare a project as to how you would deal with any one topic related to issues of environment in the school curriculum
4. Study the vegetation cover of your locality and suggest measures to improve it
5. Visit any one industry or factory in your district and see if they are following the norms of pollution control.