



NAAC 'A' Grade

# **SHIVAJI UNIVERSITY, KOLHAPUR**

**SYLLABUS FOR  
THREE -YEAR INTEGRATED B.Ed.-M.Ed. PROGRAMME, 2017 onwards**

**As per NCTE Regulations 2014**

**CHOICE BASED CREDIT SYSTEM**

**(WITH EFFECT FROM THE ACADEMIC YEAR 2017-18)**

Subject to the Modifications that will be made from time to time

# Shivaji University, Kolhapur

## Structure and Syllabus for

### THREE- YEAR INTEGRATED B.Ed.- M.Ed. PROGRAMME, June 2017 onwards

*(As per the NCTE Norms and Standard )*

#### **Preamble:**

The Integrated B.Ed.- M.Ed. Programme is a three-year full-time professional programme in education, without any option of intermediate exit before completing the three- years study. It aims at preparing teacher educators and other professionals in education, including curriculum developers, educational policy analysts, educational planners and administrators, school principals, supervisors and researchers in the field of education. The completion of the programme shall lead to integrated B.Ed. – M.Ed. degree with specialization in either elementary education (upto class VIII) or secondary education and senior secondary education (upto class XII).

#### **Course Objectives:**

The 3-year Integrated B.Ed.-M.Ed. Course is a professional programme in the field of Teacher Education which aims at preparing Teacher Educators and other professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school Principals and researchers. The completion of the programme shall lead to B.Ed.- M.Ed. Degree with specialization in selected areas focusing on both elementary and secondary education.

The programme is designed to provide opportunities for the perspective Teacher Educators to extend and deepen their horizontal of knowledge and understanding of education and teacher education, develop research capacities, specialized in select areas etc. The course includes both critical comprehension of theory as well as hands-on and field based reflective practices, skills and competences.

The Syllabus for Three-year B.Ed.-M.Ed. programme is designed to attain the following broad objectives. After the completion of the course the prospective teacher educators shall:

- Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- Understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
- Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors and understand how students come to view, develop and make sense of subject matter contained in the learning experiences.

- Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Develop sensibilities to identify problems for further probing and abilities to conduct pure, applied and/or action research on the identified issues concerning educational theory and practices.
- Develop self-identity as a teacher educator through continuous experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

#### **Modes of Transaction:**

With a view to move away from theoretical discourses and lectures, the student- teacher is required to be engaged in various kinds of learning experience. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the perspective Teacher-Educator will be of the following kinds:

- **Lecture-cum-Discussion Session:** The teacher educator provides the platform to perspective teacher educator review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
- **Focused Reading and Reflection:** Perspective Teacher-Educator would be led to focus readings on various themes with questions inviting reflections either individually or in small groups.
- **Observation-Documentation-Analysis:** Simulated and real school/ community experiences would be arranged for the student teachers to observe, document in the form of record/ journal/ diary and analyze with an intention to revisit their own understandings or develop new insights.
- **Seminar Presentations:** Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.
- **Attachment to Teacher Education Institution:** Learning experiences would be provided through several teacher education institution-based practicum for development of certain professional qualities and competencies. This would include opportunities for planning and implementation of learning experiences and strategies, and reflecting on their appropriateness and effectiveness.
- **Workshop :** A series of learning experiences in a given performance area would be provided to perspective Teacher-Educator in the form of workshop, engaging them in modeling-practice-feedback sequence with a view to developing specified competencies required for a teacher.
- **Panel Discussion:** A series of panel discussions shall be planned on different themes/issues relating to school education and teacher education and shall be organized in the respective TEIs / University Department in which the prospective teacher educators shall participate and each of them shall prepare a brief report on the conclusion of each panel discussion session.

- **Group Work:** On different dimensions of an issue/theme relating to curricular components or concerning any emerging issues of school education and teacher education, groups shall be formed among the prospective teacher educators who would work on the theme and performance of each individual group shall be reported.
- **Library Work:** On specific theme/issue/problems relating to school education and teacher education or on any other curricular issues, the prospective teacher educators would be asked to consult library, collect information and prepare their individual write-ups for seminar presentation and discussion.
- **Projects:** Course related projects having contemporary concern shall be assigned to individual prospective teacher educator to be completed within a specified period of time with a report.
- **Collaborative Presentations:** The prospective teacher educators in groups along with their allotted mentors shall work collaboratively on a theme and prepare the report for seminar presentation.
- **School Visit and Sharing of Experiences:** As per the requirements of the School Internship programme included in the curriculum, school visits, interaction with students, teachers and other stakeholders and sharing the experiences with them and with peers shall be one of the core activities of the prospective teacher educators. Similar visits to other teacher education institutions, both ETEIs and STEIs, and interaction with student teachers, teacher educators and other stakeholders shall be conducted and the experiences shall be shared.

#### **Duration:**

The 3 Year integrated B.Ed and M.Ed. Programme shall have a duration of three academic years including two summers. Students shall be permitted to complete the programme requirements of the 3 years programme within a maximum period of four years from the date of admission to the programme.

The semester system shall be worked out in terms of credit hours based on the credit system suggested in the curriculum framework for the programme developed by NCTE and keeping in view the stipulated period of internship attachment in school, teacher education institutions, organization relevant to the area of specialization, community work and in the field based situation. The summer and inter-semester breaks of two academic years should be utilized for field attachment or internship, other practicum activities and/or for taught courses. The credit allocation for school experience should be of at least 16 credits and attachment to teacher education institution should be of 4 credits.

#### **Working Days:**

There shall be at least 215 working days in each year exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. In addition the summer session shall be utilized for internship/practicum/taught courses. The institution shall work for a minimum of 36 hours in a week (5 or 6 days). The total duration of the programme including summer sessions and inter-semester breaks will be roughly equivalent to 107 weeks of six days each totaling up to 640 days.

#### **Attendance:**

Minimum attendance shall be 80% for Theory Courses and Practicum and 90% for Field Attachment. **Eligibility:** Candidates seeking admission to the 3 years integrated B. Ed. And M.Ed. programme should have the following qualification:

**Essential:** A Postgraduate degree in Science/ Social Science/Humanities/commerce from a recognized university or institution affiliated to a recognized university with a minimum 55% marks and for SC, ST 50% marks and as per State Government rules and regulations .

**Desirable:** It is desirable that the candidates have a demonstrated interest and experience in education.

## **Three-year integrated B.Ed-M.Ed.**

### **Nature of Question Paper for External Examination**

Maximum marks:50

Hours:02

Question 1 Objective type :10 Marks

(Multiple Choice,Match the pairs,Answer in one sentence etc.)

Q.2, Q.3, Q.4 : Long answer questions with 10 marks each and with internal choice for (each question) :30 Marks

Q5 Short Notes (Any Two):10 Marks

### **STANDARD OF PASSING**

The three-year integrated B.Ed-M.Ed. degree in the Faculty of Education will be conferred on a candidate who has pursued a Regular course of study for Six semesters of three academic years as prescribed in the Scheme of examination.

### **SCHEME OF EXAMINATION AND CLASSIFICATION OF SUCCESSFUL STUDENTS**

1. Six semester - end examinations will be held during the three -year integrated B.Ed-M.Ed. Regular course.
2. Each theory paper will be of 100 marks of which 50 marks will be for External examination and 50 marks will be for Internal evaluation throughout the Semester, based on the attendance , performance and activity reports.

3. Minimum for pass in each paper/activity shall be 40% marks obtained in the External examination and Internal evaluation separately and 50% in aggregate of six semesters put together.
4. Internal examination Includes: Test, assignment, seminar and /or any other evaluation technique.
5. The concerned teacher for each practicum component has to issue a certificate declaring the

student has completed the practicum along with the Credit hours and submit it to the Head / Principal. At the end of VI semester , the Head / Principal has to issue a ‘Practicum and other three- year integrated B.Ed-M.Ed. course Activities Completion Certificate’ to the University declaring that all Practicum components and all essential activities of the three-year integrated B.Ed-M.Ed. Course have been completed by the student along with the Credit hours . The student shall be declared to have been Passed only after the student has passed all the Theory papers and Department/College has issued the ‘Practicum and other three-year integrated B.Ed-M.Ed. course Activities Completion Certificate.

**The declaration of class shall be on the aggregate of the total marks of Six Semesters put-together as follows :**

**Table No. 1**

### **CLASSIFICATION OF RESULTS**

<b>Aggregate of Total Marks</b>	<b>Letter Grade</b>	<b>Class</b>
	<b>of Four Semesters</b>	
75-100	O	Distinction
65-74	A+	First Class
60-64	A	First Class
55-59	B+	Higher Second Class
50-54	B	Second Class/Pass Class
49 and less	F	Fail

### **Ed.R.6 Working days and Attendance**

There shall be at least two hundred and twelve working days each year, exclusive of the period of admission and examination and inclusive of classroom transaction, practicum, field study. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory Course and Practicum and 90% for Field Attachment, subject to the general provisions existing in the University for condonation of attendance.

**Note:** Marks obtained in decimal of point five and above should be rounded to one.

**Credits:** As shown in the structure of the course, Maximum Credits: 149 (Six Semesters put-

together) based on Marks Minimum Credits for PASS : 50 (Six semesters put- together) based on Marks

**Note:** Credit may be acquired in decimal points also.

## First Year

<b>Semester –I</b>								
<b>Paper</b>	<b>Three-Year Integrated B.Ed.- M.Ed. Programme</b>	<b>Hours</b>		<b>Credit</b>	<b>Exam Hours</b>	<b>Marks</b>		
						<b>Internal (sessional)</b>	<b>External (Theory)</b>	<b>Total</b>
	<b>Theory</b>	Inst. Hrs	Learning Hrs					
	<b>Compulsory Papers</b>							
<b>CP – I</b>	Philosophy of Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP– II</b>	Sociology , History and Political,Economy of Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP- III</b>	Childhood & Growing up	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP- IV</b>	Understanding disciplines & Subjects	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Practicum</b>							
<b>A- 1</b>	ICT & ET Workshop	<b>128</b>		<b>04</b>	<b>--</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>A- 2</b>	General Communication Skills	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>A-3</b>	English Communication Skills	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>A-4</b>	<b>Internship – I</b> T.E.Internship as per Specilization –I classroom Observation (Record of Observation)	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>A-5</b>	Micro Teaching Skills	<b>64</b>		<b>02</b>	<b>--</b>	<b>50</b>	<b>0</b>	<b>50</b>
<b>A-6</b>	Visit to Innovative Schools and Classroom observation and maintaining reflective diary by school attachment	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>Total</b>		<b>576</b>		<b>26</b>	<b>08</b>	<b>400</b>	<b>250</b>	<b>650</b>



## First Year

<b>Semester –II</b>								
<b>Paper</b>	<b>Three-Year Integrated B.Ed.- M.Ed. Programme</b>	<b>Hours</b>		<b>Credit</b>	<b>Exam Hours</b>	<b>Marks</b>		
						<b>Internal (sessional)</b>	<b>External (Theory)</b>	<b>Total</b>
	<b>Theory</b>	Inst. Hrs	Learning Hrs					
	<b>Compulsory Papers</b>							
<b>CP-V</b>	Psychology of learner, Learning Process and Assessment for Learning	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-VI</b>	Basics of Research , Action Research and Statistics	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-VII</b>	Teacher and Teaching Process	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-VIII</b>	Pedogogy of School Subject-I (part-I)	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Practicum</b>							
<b>B-1</b>	Formulation of Research Proposal	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>B-2</b>	E- Education Workshop	<b>128</b>		<b>04</b>	<b>--</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>B-3</b>	Lesson Planning,Demonstration of Model Lesson, Workshop and Teaching in Simulated Environment	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>B-4</b>	Instructional Aids Workshop (Minimum 5 Teaching Aids)	<b>64</b>		<b>02</b>	<b>--</b>	<b>50</b>	<b>0</b>	<b>50</b>
<b>B-5</b>	Workshop on Constructivist Approach to Teaching (2 Lessons)	<b>32</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>B-6</b>	Working with Community – I (Minimum 2 from among the enlisted and maintaining a reflective dairy )	<b>32</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>Total</b>		<b>576</b>		<b>26</b>	<b>08</b>	<b>400</b>	<b>250</b>	<b>650</b>

## Second Year

<b>Semester –III</b>								
<b>Paper</b>	<b>Three-Year Integrated B.Ed.- M.Ed. Programme</b>	<b>Hours</b>		<b>Credit</b>	<b>Exam Hours</b>	<b>Marks</b>		
						<b>Internal (sessional)</b>	<b>External (Theory)</b>	<b>Total</b>
	<b>Theory</b>	Inst. Hrs	Learning Hrs					
	<b>Compulsory Papers</b>							
<b>CP-IX</b>	Educational Studies	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-X</b>	Advanced Educational Research and Statistics	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XI</b>	Pedagogy of School Subject –II	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-I</b>	<b>Optional paper (any One)</b>							
<b>OP-I-A-EGC</b>	A)Educational Guidance and Counseling	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-II-B-EE</b>	B)Environment Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Practicum</b>							
<b>C-1</b>	Presentation of Research Proposal	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>00</b>	<b>25</b>
<b>C-2</b>	Preparation of Tools for Data Collection	<b>32</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>00</b>	<b>25</b>
<b>C-3</b>	Self Development and Yoga Education	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>C-4</b>	Action Research Project as School Attachment and Report or Focused Assignment (any One from the list) and Report (5 hours per week)	<b>80</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>C-5</b>	<b>Internship- II (4 weeks)</b> Internship as per Specialization Classroom Teaching Pedagogy (Elementary,Secondary and Senior Secondary) 15+15 Lessons	<b>144</b>		<b>06</b>	<b>--</b>	<b>150</b>		<b>150</b>
<b>Total</b>		<b>576</b>		<b>26</b>	<b>08</b>	<b>450</b>	<b>200</b>	<b>650</b>

## Second Year

Semester –IV								
Paper	Three-Year Integrated B.Ed.- M.Ed. Programme	Hours		Credit	Exam Hours	Marks		
						Internal (sessional)	External (Theory)	Total
	<b>Theory</b>	Inst. Hrs	Learning Hrs					
	<b>Compulsory Papers</b>							
<b>CP-XII</b>	Teacher Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XIII-A</b>	<b>Specialization (Any One)</b> A)Teaching and Learning Process in elementary Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XIII – B</b>	B) Teaching and Learning Process in Secondary and Senior Secondary Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XIV</b>	<b>Specialization (any One)</b>							
<b>CP-XIV-A</b>	A)Curriculum and Evaluation in elementary Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP- XIV-B</b>	B)Curriculum and Evaluation in Secondary and Senior Secondary Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-II</b>	<b>Optional papers (any One)</b>							
<b>OP-II-A-EME</b>	A) Educational Measurement & Evaluation	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-II-B-CE</b>	B)Comparative Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Practicum</b>							
<b>D-1</b>	Collection of Data, Analysis and Interpretation of data and writing the first draft	<b>64</b>		<b>02</b>	<b>--</b>	<b>50</b>	<b>00</b>	<b>50</b>
<b>D-2</b>	<b>Internship –III</b> Pre service Teacher preparation as per specialization- 5 Lessons (ABL-1, ICT-2, Models-2)	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>D-3</b>	Expository writing	<b>32</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>D-4</b>	Academic Writing	<b>32</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>D-5</b>	Self development and Gender Sensitisation	<b>32</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>

<b>D-6</b>	Educational Tour : 1.Exposure to curriculum and / or textbook agencies 2. Policy - making body 3. State Education Department etc. beside vitits to other educational institutions	<b>128</b>	<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>Total</b>		<b>576</b>	<b>23</b>	<b>08</b>	<b>375</b>	<b>200</b>	<b>575</b>

### Third Year

<b>Semester –V</b>								
<b>Paper</b>	<b>Three-Year Integrated B.Ed.- M.Ed. Programme</b>	<b>Hours</b>		<b>Credit</b>	<b>Exam Hours</b>	<b>Marks</b>		
						<b>Internal (sessional)</b>	<b>External (Theory)</b>	<b>Total</b>
	<b>Theory</b>	Inst. Hrs	Learning Hrs					
	<b>Compulsory Papers</b>							
<b>CP-XV</b>	Gender, School and Society	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XVI</b>	Educational Administration , Management and Economics of education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XVII</b>	Open and Distance Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-III</b>	<b>Optional Paper (Any One)</b>							
<b>OP-III-A-HRE</b>	A.Human Rights Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-III-B-IE</b>	B.Inclusive Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Practicum</b>							
<b>E-1</b>	Final Research Submission (Dissertation)	<b>104</b>		<b>02</b>	<b>--</b>	<b>50</b>	<b>0</b>	<b>50</b>
<b>E-2</b>	<b>Internship IV</b> Internship (3Weeks) i) As per specializationwork in schools ii) School classroom teaching 8+8 Lessons and other activities	<b>108</b>		<b>04</b>	<b>--</b>	<b>100</b>	<b>00</b>	<b>100</b>
<b>E-3</b>	<b>Internship V</b> Internship of Specilization ( 3 weeks) (DLED/ B.Ed. College)	<b>108</b>		<b>04</b>	<b>--</b>	<b>100</b>	<b>0</b>	<b>100</b>
<b>Total</b>		<b>576</b>		<b>26</b>	<b>08</b>	<b>450</b>	<b>200</b>	<b>650</b>

### Third Year

<b>Semester –VI</b>								
<b>Paper</b>	<b>Three-Year Integrated B.Ed.- M.Ed. Programme</b>	<b>Hours</b>		<b>Credit</b>	<b>Exam Hours</b>	<b>Marks</b>		
						<b>Internal (sessional)</b>	<b>External (Theory)</b>	<b>Total</b>
	<b>Theory</b>	Inst. Hrs	Learning Hrs					
	<b>Compulsory Papers</b>							
<b>CP-XVIII</b>	Curriculum Studies	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XIX</b>	Contemporary Concern and Issues in Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-IV</b>	<b>Optional (any One)</b>							
<b>OP-IV-A-EUHPE</b>	A.Ethics, Universal human Values and Peace Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-IV-B-HPE</b>	B.Health and Physical Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Practicum</b>							
<b>F-1</b>	Yoga Education – II	<b>72</b>		<b>02</b>	<b>--</b>	<b>50</b>	<b>00</b>	<b>50</b>
<b>F-2</b>	Visits to : Centres for Under privileged groups / Special schools / Slum area etc. and report writing	<b>80</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>00</b>	<b>25</b>
<b>F-3</b>	Employability Skills Workshop	<b>72</b>		<b>00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>F-4</b>	Working with Community - II (Minimum 2 from among the enlisted and maintaining a reflective diary )	<b>96</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>F-5</b>	Final Research Report (Dissertation)	<b>-</b>		<b>04</b>	<b>-</b>	<b>-</b>	<b>100</b>	<b>100</b>
<b>F-6</b>	Viva-Voce and Dissertation	<b>64</b>		<b>02</b>	<b>-</b>	<b>25</b>	<b>25</b>	<b>50</b>
<b>Total</b>		<b>576</b>		<b>22</b>	<b>06</b>	<b>275</b>	<b>275</b>	<b>550</b>

## First Year

<b>Semester –I</b>								
<b>Paper</b>	<b>Three-Year Integrated B.Ed.- M.Ed. Programme</b>	<b>Hours</b>		<b>Credit</b>	<b>Exam Hours</b>	<b>Marks</b>		
						<b>Internal (sessional)</b>	<b>External (Theory)</b>	<b>Total</b>
	<b>Theory</b>	Inst. Hrs	Learning Hrs					
	<b>Compulsory Papers</b>							
<b>CP – I</b>	Philisophy of Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP– II</b>	Sociology , History and Political,Economy of Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP- III</b>	Childhood & Growing up	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP- IV</b>	Understanding disciplines & Subjects	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Practicum</b>							
<b>B- 1</b>	ICT & ET Workshop	<b>128</b>		<b>04</b>	<b>--</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>B- 2</b>	General Communication Skills	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>A-3</b>	English Communication Skills	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>A-4</b>	<b>Internship – I</b> T.E.Internship as per Specilization –I classroom Observation (Record of Observation)	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>A-5</b>	Micro Teaching Skills	<b>64</b>		<b>02</b>	<b>--</b>	<b>50</b>	<b>0</b>	<b>50</b>
<b>A-6</b>	Visit to Innovative Schools and Classroom observation and maintaining reflective diary by school attachment	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>Total</b>		<b>576</b>		<b>26</b>	<b>08</b>	<b>400</b>	<b>250</b>	<b>650</b>

**Semester –I**  
**Compulsory Paper- CP-I**  
**Philosophy of Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives :**

On completion of this course students will be able to :

1. Understand the nature of Philosophy and Philosophy of Education
2. Critically analyze Eastern and Western Schools of Philosophy
3. Understand the implications of Eastern and Western Schools of Philosophy to Education
4. Critically analyze and appreciate the Thoughts of Great Thinkers with reference Concept of Man and his Development , Aims of Education, Curriculum, Teaching and Learning and Role of the Teacher

**Unit-I Philosophy and Philosophy of Education (11 hrs.)**

- a ) Philosophy- Meaning, Scope, Need and Importance (2hrs.)
- b) Functions of Philosophy – Speculative, Normative and Analytical (2hrs.)
- c) Major Branches of Philosophy - Metaphysics, Epistemology and Axiology (2hrs.)
- d) Relationship of Philosophy and Education ( 1 hr.)
- e) Philosophy of Education – Meaning, Scope, Need and Importance, Functions ( 2hrs.)
- f) Teaching Philosophy Statement – Meaning , Need and Importance ( 2hrs.)

**Unit-II Philosophy of Indian Constitution and Education (11 hrs.)**

Meaning, Principles and Role of Education with reference to the following

- a) Democracy (2 hrs)
- b) Socialism (2 hrs)
- c) Secularism (2 hrs)
- d) Freedom, Equality and Equity (3 hrs)
- e) National Integration (2 hrs)

**Unit-III Critical Analysis of Western Schools of Philosophy with reference to  
Metaphysics, Epistemology and Axiology and their implications to  
Education (14 hrs.)**

- a ) Upanishadic (3hrs.)
- b) Jain (3hrs.)
- c) Buddhist (3hrs.)
- d) Islam (3hrs.)
- e) Vision derived from synthesis of different schools (2 hrs.)



## **Unit-IV Critical Analysis of Western Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education ( 14 hrs.)**

- a ) Idealism (2 hrs.)
- b) Naturalism(2hrs.)
- c) Realism(2hrs.)
- d) Pragmatism(2hrs.)
- e) Reconstructionism (1hr.)
- f) Existentialism(2 hrs.)
- g) Essentialism (1 hr.)
- h) Vision derived from synthesis of different schools - Open, Flexible or Prescriptive nature (2hrs.)

## **Unit-V Critical Analysis and Appraisal of Thoughts of Great Thinkers (14 hrs.)**

- a) Swami Vivekananda b) Rabindranath Tagore c) Yogi Aurobindo d) Mahatma Gandhi
  - e) Plato f) John Dewey and g) Immanuel Kant
- with reference to
- i) Concept of Man and his Development
  - ii) Aims of Education, Curriculum, Teaching and Learning , Role of the Teacher

### **Transactional Mode :**

Lecture-cum-discussion, Seminars , Assignments and Group Discussions

### **Essential Readings**

- Altekar A.S. (1975). *Education in Ancient India (7 th Ed.)*. Varanasi : Monohar Prakashan.
- Ambedkar , B.R., (1956). *Goutam Buddha and His Dhamma*. Delhi : Government Press.
- Bhuvanbhansoorishwarji, Acharyadeo (1987) *A Handbook of Jainology*. Gujrat: Shri Vishvakalyan Prakashan Trust
- Bruner, J.S.(1996), *The Culture of Education* .Cambridge, M.A.: Harward University Press.
- Das S. K. (Ed.)(1996) *English Writtings of Rabindranath Tagore*.New Delhi: Sahitya Academy
- Dearden R.F. (1984). *Theory and practice in Education*. United Kingdom :Routledge.
- Dewey, John (1930) *Democracy and Education : An introduction to the Philosophy of Education*. New York: Macmillan.
- Dewey, John. (1929) *Human Nature and Conduct*. New York: Modern Library
- Dupuis Adrian and Bordberg Robert (1968) *Philosophy and Education* Milwauikee : The Bruce Publishing Company.
- Gandhi M. K.(1983) *An Autobiography Or The Story of My Experiments With Truth* Ahemadabad: Navjeevan Pub. House
- Narayan Shriman (Ed.) *The Selected Works of Mahatma Gandhi*. Ahemadabad:Navajeevan Publ.
- Palmer, Joy A (2001). *Fifty Modern thinkers on Education: From Piaget to the Present* London: Routledge
- Perters, R.S. (ed), (1975). *The Philosophy of Education*. London: Oxford University Press
- Perters R.S. (1967), *The Concept of Education*, United Kingdom: Routledge.
- Sharif Ja'far (1972) *Islam in India* Delhi: Oriental Books
- Tagore Rabindranath ( 1972) *Sadhana*.Madras: Macmiilan ISSD Press

Weber Christian (1960) *Basic Philosophies of Education*. New York : Holt, Rinehart & Winston Inc.  
 Wilds Elmer & Lottich Kenneth (4 th Ed ) (1970) *The Foundations of Modern Education*. New York: Holt, Rinehart & Winston Inc.

## References

Banrs, J.A.(1996) *Cultural Diversity and Education: Foundations Curriculum and Teaching* (4th Ed.) Boston: Allynand, Becon.  
 Beyer,L.E.(ed.) (1996) *Creating Democratic Classrooms: The Struggle of Integrate Theory and Practice*. New York: Teachers College Press.  
 Bruubacher,John S.; (1969) *Modern Philosophies of Education*. New Delhi: Tata McGraw- Hill, Publishing Company Pvt. Ltd.,  
 Butchvarov, P.(1970) *The Concept of Knowledge*. Evanston, Illinois, North Western University Press.  
 Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling; Making a Difference*.Australia: Allen and Unwin.  
 Dewey, John. (1962) *Reconstruction in Philosophy* . Boaston: Beacon Press  
 Hamilto E. AndCairns (1961)*The Collected Dialogues of Plato*. New York:Bollingen Foundation  
 Kriplani K. (1960) *Men are Brothers: Life and Thoughts of Mahatma Gandhi as Told in His Own Words*. Ahemadabad: Navjeevan Pub. House

Matheson, David (2004) *An Introduction to the study of Education* (2 nd eddition). David Fulton Publish.

Sangave Vilas(1959) *Jain Community; A Social Survey* Bombay: Popular Book  
 Sri Aurobindo (1971) *The Synthesis of Yoga* .Pondichery:Sri Aurobindo Ashram Trust  
 Sri Ramkrishna Math ((2004) *Inspired Talks*. Chennai: Sri Ramkrishna Math  
 Winch, C. (1 st Edition) (1996). *Key Concepts in the philosophy of education* London:. Routledge.  
 Winch, C. (1986). *Philosophy of Human Learning*, London: Routledge.

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**Semester-I**  
**Compulsory Paper- CP-II**  
**Sociology, History and Political Economy of Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

On completion of this course, student will be able to understand-

- 1) The concept of History of education
- 2) Concept and relationships of Politics and education
- 3) Concept and relationships of Economics of education
- 4) Concept of Political economy of education
- 5) Concept of Sociology of education and relationship between sociology and education
- 6) The meaning of socio cultural context, sustainable development and Peace in the context of education

**Unit-I- History of Education (12 Hours)**

- a)Origin of education (2 hrs)
- b)Education in Ancient and Medieval Period-Ancient education, Muslim education, Buddhist education (5hrs)
- c) Education in India- Pre Independence (1984-1947), Post Independence (1947-1994), Post Globalization (1994 onwards) (5hrs)

**Unit-II - Sociology and Education ( 13 hrs)**

- a)Meaning of sociology of education (1hrs)
- b)Education as a subsystem of society, school as a social system (2hrs)
- c)Meaning of social stratification, social mobility, social change, socialization and role in education (4hrs)
- d)Parent education-Concept, Need and Practices (3hrs)
- e)Social purpose of education (1hrs)
- f)Understanding diversities in contemporary Indian society-Multilingual and Multicultural (1hrs)
- g)Equity of educational opportunity and social justice and Role of education in resolving social issues: Terrorism, Addiction, Corruption, Environmental degradation (1hrs)

### **Unite-III –Changing Nature of Society and Education in 21<sup>st</sup> Century (13hrs)**

- a)Impact of Science and Technology on society and education - (2hrs)
- b)Meaning of Globalization, Modernity, Learning society and Global citizenship and role of education - (3hrs)
- c)Education for Sustainable Development - (2hrs)
- d)Education for Gender equity and women empowerment (2hrs)
- e)Human Rights of education and role of education – (2hrs)
- f)Education for peace –Concept, Need and role of education in developing a culture of society - (2hrs)

### **Unite-IV- Politics and Education (13hrs)**

- a)Politics and education- Concept and relationships - (2hrs)
- b)Concept of educational policy and evaluation of educational policy in India - (3hrs)
- c)Role of Centre and State in education - (2hrs)
- d)Educational Planning in India - (3hrs)
- f)Political Economy of education and Development, Educational process, five years plans, investment in education, public spending on education, Inequality and Growth - (3hrs)

### **Unite-V-Economics of education (13hrs)**

- a)Economics and economics of education - (2hrs)
- b)Cost of education-Concept, components and classification - (3hrs)
- c)Economics of education and employment - (2hrs)
- d)Financing higher education - (2hrs)
- e)Demand and supply of Human Capital - (2hrs)
- f)Basics of the economic Model - (2hrs)

### **Transactional Modes:**

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students, field visits, library work,

### **Essential Readings :**

Biswas A., Agrawal S.P (1985) Development of Education in India, New Delhi, Concept Publishing Company.

Vaizey John (1973) *The Economics of Education*, London, The Macmillan Press Ltd.

M. Blaug (1985) Where Are We Now in the Economics of Education? . *Economics of Education Review*, 4(1):17–28.

Mukherji S.N (1966) *History of Education in India*, Baroda, Achari Book Depot.

### **References:**

Kishan R.N (2011) *Economics of Education*, New Delhi, APH Publishing Corporation.

Narula Manju (2006) *Quality in School Education*, Delhi, Shipra Publications.

Mehrotra Santosh (2006) *The Economics of Elementary Education in India*, New Delhi, Sage Publications Pvt. Ltd.

Pawar K.B (2005) *Quality in Higher Education*, New Delhi, Anamaya Publishers.

Mishra Bhawana (2008) *Handbook of Higher Education* New Delhi, Mohit Publications.

Mathew E.T (1991) *Financing Higher Education*, New Delhi, Concept Publishing Company.

### **Web resources:**

<http://elibrary.worldbank.org/doi/pdf/10.1596/1813-9450-3162>

[www.planningcommission.gov.in/](http://www.planningcommission.gov.in/)

[www.nuepa.org/](http://www.nuepa.org/)

**Semester –I**  
**Compulsory Paper- CP-III**  
**Childhood & Growing Up**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives**

**On completion of this paper, student will be able to:-**

- 1) Understand the theories of child development.
- 2) Understand importance, nature & scope of child Psychology.
- 3) Understand fundamental needs of children.
- 4) Acquaint the methods of studying child behavior.
- 5) Factors influencing on them.
- 6) Understand process of concept formation / development.
- 7) Understand developmental characteristics with respective to childhood & adolescence.
- 8) Understand concept & methods of guidance & counseling.
- 9) Create sensitivity towards issues related to child development.
- 10) Understand the importance of concept child in the family.
- 11) Understand criteria of development of personality of child & Adolescent.

**UNIT – I. Introduction to Child Development. (20 marks, 12 hrs.)**

- a) Child development-concept (2 hrs)
- b) Purpose & importance of studying children. (2 hrs)
- c) Fundamental needs of children. (2 hrs)
- d) Child psychology – Nature, Definitions, Scope. (3 hrs)
- e) Methods of studying child behavior – Observation, Introspection, Sociometry , Case Study, Experimental. (3 hrs)

**UNIT – II. Growth & Development of Childhood & Adolescence (20 marks, 14 hrs.)**

- a) Concept of growth & development. (1 hrs)
- b) General principles of development. (1 hrs)
- c) Factors influencing on development – Environment, Heredity, Nutrition, Diseases, Drugs, Language, Intelligence. (4 hrs)

- d) Concept of childhood & adolescence. (3 hrs)  
 e) Characteristics of development (5 hrs)

i) Physical.

ii) Cognitive (Piaget, Burner, Vyogotsky)

iii) Language

iv) Social & Emotional (Erickson)

### **UNIT –III. Guidance & Counseling. (20 marks, 13 hrs.)**

- a) Meaning, scope principles of Guidance & Counseling. (2 hrs)  
 b) Difference between Guidance & Counseling. (2 hrs)  
 c) Guidance & Counseling with special reference to adolescence. (2 hrs)  
 d) Importance of psychological tests in guidance & counseling – Attitude, Aptitude, Interest, Creativity, Problem solving etc. (4 hrs)  
 e) Guidance & counseling for Issues related to child development (3 hrs)

### **UNIT – IV. The Child in the Family. (20 marks, 12 hrs.)**

- a) Types of families. (3 hrs)  
 b) Parents child relationships. (3 hrs)  
 c) Role of parents in grooming the child. (3 hrs)  
 d) Impact of families on nurturing the child. (3 hrs)

### **UNIT – V. Personality Development of Child. (20 marks, 13 hrs.)**

- a) Individual difference. (2 hrs)  
 b) Important determinants of personality – Genetic, Social, Personal, Cultural. (3 hrs)  
 c) Assessment of personality – Projective, Self Report, Holistic. (3 hrs)  
 d) School Influence on personality. (3 hrs)  
 e) Leadership. (2 hrs)

### **Transaction Modes**

- Interactive discussions, group-work, sharing of experiences, organizing various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
- Projects and assignments for individual learners as well as for group work and their record of activities

### **Essential Reading :-**

- 1) Aggarawal J C ,(2010) Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi
- 2) Chauhan S S ,( 2009) Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi
- 3) Dandapani S. (2000) a Textbook of Advanced Educational Psychology, Anmol Publications Pvt Ltd, New Delhi.

- 4) Dinkmeyer (1968) Child Development (The emerging self) Prentice – Hall of India Private Limited, New Delhi 1967.
- 5) Hurlock Elizabeth (1972) Child Development, McGraw Hill Kogakusha, Ltd. Tokya.

### References:-

- 1) Johnson R.C, medinn (US G.R.C. 1965), Child Psychology, Behaviour & Development, John Wiley & Sons, Inc. New York.
- 2) Kale S.V. (1978) Child Psychology & Child Guidance Himalaya Publishing House, Bombay.
- 3) K Mangal,(2008) Advanced Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-
- 4) Skinner Charles E. (2008) Educational Psychology Prentice - Hall of India Private Limited, New Delhi.  
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**Semester –I**  
**Compulsory Paper- CP-IV**  
**Understanding Disciplines and Subjects**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives**

**On completion of this paper, student will be able to:-**

- 1.To enable student teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.
- 2.To enable student teachers to know different disciplinary areas.
- 3.To enable student teachers to know the changing scenario in the disciplinary areas.
- 4.To enable student teachers to know the changing role of a teacher.

**Unit-I Disciplinary knowledge (20 marks, 13 hrs.)**

- a) Concept and meaning of Disciplinary knowledge. (3 hrs)
- b) Nature and role of disciplinary knowledge in the school curricula. (3 hrs)
- c) Paradigm shifts in the nature of disciplinary areas as social science, natural science, maths and linguistics. (3 hrs)
- d) Concept and role of a discipline according to John Dewey, plato, swami vivekanand and M. K. Gandhi. (4 hrs)

**Unit-II Need of Teaching discipline (20 marks, 13 hrs.)**

- a) Need of teaching western science ,maths and philosophy in school and college. (4 hrs)
- b) Science and maths –Vehicles of national development. (3 hrs)
- c) Co-relation between discipline and school subject. (2 hrs)
- d) Procedure to design of school subjects. (2 hrs)
- e) Changing role of a teacher (2 hrs)

**Unit -III Interdisciplinary nature of school subject- (20 marks, 13 hrs.)**

- a) Concept and meaning of interdisciplinary nature of school subject. (3 hrs)
- b) Approaches of disciplines- multidisciplinary, interdisciplinary, and trans disciplinary (4 hrs)
- c) Difference between interdisciplinary knowledge and multidisciplinary knowledge

( 3 hrs)

- d) Need of learner oriented school curricula. ( 3 hrs)

**Unit -IV Understanding hos (20 marks, 13 hrs.)**

- a) Concept and meaning of hospitality. (4 hrs)  
 b) Multiculturalism in hospitality and legal aspects of hospitality management. (5 hrs)  
 c) Multicultural and international issues in hospitality. (4 hrs)

**Unit -V Understanding horticulture (20 marks, 12 hrs.)**

- a) Concept, scope and importance of horticulture. (3 hrs)  
 b) Branches of horticulture and its classification. (3 hrs)  
 c) Importance of horticulture in poverty reduction. (3 hrs)  
 d) National and state level agencies involved in horticultural development. (3 hrs)

**Transaction Modes:**

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
- Projects and assignments for individual learners as well as for group work and their record of activities

**Essential Reading:**

Deng, z. (2013) School subjects and academic disciplines. In. A. Luke , A. Woods, and K. Weir (Eds) curriculum, Syllabus design and equity. A Primer and model- Routledge .  
 Goodson, I. F, and Marsh , C. J. (2005) Studying school subjects. A guide .Routledge.

**References:**

Adams C. R and M.P. Early. (2004)Principles of horticulture . Butterworth –Heinemam, oxford university press.  
 Jitendrasingh (2006)Basic horticulture , Kalyani Publishers, New Delhi.  
 Parekh , B. C. (2000) Rethinking multiculturalism ,cultural diversity and political theory ( pp . 213-230) palgrave.

## Semester-I

### Practicum

#### A-1 : ICT & ET Workshop

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 128</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	

#### Objectives:

On completion of this course the students will be able to :

- 1) understand fundamentals of ICT
- 2) use different application software's in education
- 3) use internet and social media's in education
- 4) use open knowledge sources
- 5) use ubiquitous technology for instruction and evaluation

#### Unit –I : Fundamentals of ICT and ET ( 20 hrs)

- a) Prepare a note in own handwriting on Concept of ICT and ET (Meaning, need and importance) (4 hrs)
- b) Download the information regarding computer generations and prepare it's note in own handwriting (4 hrs)
- c) Download the information regarding Input and Output devices, Computer Software's and prepare it's note in own handwriting ( 4 hrs)
- d) Prepare a note in own handwriting on Virus scanning as a Utility software ( 4 hrs)
- e) Prepare a note in own handwriting on Cyber Crime and Cyber Law ( 4 hrs)

#### Unit – II : Application of ICT in Education (30 hrs)

- a) Use paint application and draw two figures related to educational content and take it's printout. ( 6 hrs)
- b) By Using Word Processor write a letter for permission of leave and take it's printout (6 hrs)
- c) By using Spread Sheet calculate mean, median, mode, 't', correlation and prepare Graphs-Bar Graph, Pie Chart etc. and take it's printouts (6 hrs)
- d) Prepare a power point presentation (10 to 15 slides) on school content ( 10 hrs)
- e) Downloading the software of Portable Document Format (PDF) and creating PDF file. (2 hrs)

#### Unit – III : Application of Internet and Social Media in Education ( 28 hrs)

- a) Prepare a note in own handwriting on Concept of Internet, it's terminology and Social Media (5 hrs)
- b) E-mail your ICT group teacher regarding ICT learning experience ( 1 hrs)
- c) Chat online with your peers and group teacher regarding ICT workshop (2 hrs)
- d) Create a group blog on educational content ( 12 hrs)
- e) Under the guidance of the group teacher follow any five educational organisations/institutions/personnel on face book ( 6 hrs)

#### Unit – IV: Open Knowledge Sources ( 25 hrs)

- a) Visit the websites of Online Libraries/Knowledge sources and write your observations regarding online facilities provided by the libraries ( 5 hrs)
- b) Download any two Audio Books and two e-books regarding your teaching/learning content ( 5 hrs)
- c) Visit the websites of different Consortiums and write your observations ( 5 hrs)
- d) Visit the websites of different Repositories and write your observations ( 5 hrs)

- e) Visit the websites of different Evaluation Tools and write your observations (5 hrs)

### **Unit - V : Use of Ubiquitous Technology for Instruction and Evaluation (25 hrs)**

- a) Undertake a market survey for collecting the information regarding ubiquitous technology (5 hrs)
- b) Use interactive white board for teaching (probably for small scale) and write the note on interactive white boards - tools, features and characteristics useful for teaching (5 hrs)
- c) Use handheld technology, Laptop, Personal Computer, LCD for teaching and your own experience about it (5 hrs)
- d) Visit to a language laboratory and write it's report (5 hrs)
- e) Visit to a Online Admission and Online Examination Centre and write it's report (5 hrs)

### **Transaction Modes**

The course would be transacted through a workshop. For this course all student teachers are divided in 5 groups. Each faculty member takes up the responsibility of one group. In each group the student teacher completes the suggested course workshop, practical under the guidance of faculty member. Initially tell the student teachers about the course and give information of workshop themes and activities. Give the theme/activity wise time table to the student teachers so they can prepare for it.

Students have to keep a i) Work-book for practical work done in Class/workshop, and ii) Prepare record of Practical's (Comprising hand written report, printout, Soft Copy of practical's and any other record as per instructions given) and File. Group Teacher's signature has to be taken by the students on Work-book as well as on Practical File.

### **Note:**

1. The External Examiner shall be a recognized B.Ed./ M.Ed. teacher and shall not be a Trainer/Staff member/Teacher of the Department/College of Shivaji University.
2. The External examination to be conducted in the Department/College in which the student is studying.

### **Essential Readings:**

Adam, D. M. (1985). Computers and Teacher Training : A Practical Guide, The Haworth Pren. Inc., N. Y.

Alexey, Semenov, UNESCO (2005). Information and Communication Technologies in Schools : A Handbook for Teachers.

Personal Computer. Conrad, Kerri (2001). Instructional Design for Web based Training HRD Press. Intl. Teach to the Future – Beginner's Curriculum 2000.

Deitel, H. M., Deitel, P. J. et. Al. (2003). Internet & Word Wide Web How to Program, 3rd Ed., Prentice Hall.

Gupta, Vikas (2001). Computer Course Kit, Dream Tech Publications, New Delhi. Hillman, David, Multimedia Technology of Applications.

Mallik, Utpal et. Al. (2001). Learning with Computers Level – III. NCERT. New Delhi. Sinha, P. K. (1990).

Mayer, Richard E. (2001). Multimedia Learning, Cambridge University Press. UK.

Norton Peter (2000). Introduction to Computers, Tata McGraw Hill Publications. New Delhi.

Schwartz & Schultz (2000). Office 2000, BPB Publications. New Delhi.

Sinha, P. K. (1992). Computer Fundamentals. PBP Publication. New Delhi.

Sportack, M. A. (1998). Networking Essentials, TechMedica. New Delhi

Lowery Joseph W. (2006). Dreamweaver & Bible, Wiley Publication.

Stephen, M. A. and Stanley, R. (1985). Computer Based Instruction : Methods and Development, NS : Prentice Hall.

**Web Addresses :**

<http://www.librareis.psu.edu/>

<http://www.searchenginewatch.com>. (ALTA ViSTA, EXCITE, HOTBOT, INFOSEEK) <http://www.teacher.net>.

## Semester-I

### Practicum

#### A-2 : General Communication Skills

<b>Total Credit : 01</b>	<b>Internal :25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks : 00</b>
<b>Total Marks:25</b>	

### Objectives:

On completion of this course students will be able to:

- 1) write official letters. report official events.
- 2) follow Mannerisms, etiquette and netiquettes. face and conduct interviews.
- 3) conduct official programme.

### Course Content

- 1. Writing Official Letters- English and Marathi** (2 hrs)
  - i. Leave application to H.O.D. / Principal
  - ii. Request for Bonafide Certificate to the Registrar, SUK.
- 2. Interview Skills - Conduct & Face Interview ,Download Interview Video and write a reflective note** (4hrs)
- 3.Welcome Speech of an Event** (2hrs)
 

e.g - Education Day
- 4. Comparing the Programme /Master of Ceremony** (2hrs)
- 5.Proposing Vote of Thanks (After Programme)** (2hrs)
- 6.Basics of reporting an activity** ( 3hrs)
 

e.g - Educational Tour Report
- 7. News Paper Reporting of Programme** (4hrs)
 

e.g - Conference ,Seminar etc
- 8.Preparing a programme of an Event** (2hrs)
 

e.g - Teachers Day,Talent Day etc.
- 9.Writing 'Thank You 'letters after a visit to an institution.** (2hrs)

**10. Writing 'Acknowledgement 'in Research Report (4hrs)**

**11. Mannerisms ,Etiquettes and Netiquettes (2hrs)**

**12. On-line Communication :e-mail(official),e-mail (personal) (3hrs)**  
e.g-Placement ,Classmates

## Semester-I

### Practicum

#### A-3 : English Communication Skills

<b>Total Credit : 02</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks : 00</b>
<b>Total Marks:25</b>	

### Objectives:

On completion of this practicum, students will be able to,

- 1) listen the English Language audio/video for the central idea of it.
- 2) orally communicate in groups, seminars, on telephone and during interview in English Language
- 3) do written official communication
- 4) do reading for comprehension
- 5) follow English Etiquettes and Manners at public places

### Listening Skills (6 hrs)

- a) Listen to the same English podcast every day for a week (2 hrs)
- b) Listen audio/video for intonation ( 1hr)
- c) Listen audio/video for stress (1 hr)
- d) Listen the audio/video for pronunciation (1 hr)
- e) Listen the audio/video for central idea (1 hr)

### Speaking Skills ( 8 hrs)

- a) Greeting and introducing ( 1 hr)
- b) Practising Short Dialogues ( 1hr)
- c) Group Discussions, Seminars/Paper-Presentations (2 hrs)
- d) Telephonic conversation skills (2 hrs)
- e) Interview skills (2 hrs)

### Writing Skills - Practical Assignments ( 8 hrs)

- a) Writing CV (1 hr)
- b) Memo Writing, Letter Writing (Employment related correspondence, Correspondence with Govt./Authorities, Office Orders, Enquiries and Replies) ( 4 hrs)
- c) Preparing Agenda for Meetings ( 1 hr)
- d) Essay Writing, Report Writing (2 hrs)
- e) Press Release (1 hr)

### Reading Skills (6 hrs)

- a) Loud Reading ( 1 hr)
- b) Silent Reading ( 1hr)
- c) Skimming of Content (1 hr)
- d) Scanning of Content ( 1 hr)
- e) Reading for Comprehension (2 hrs)

### English Etiquettes and Manners (4 hrs)

- a) Visiting other people, Form of greeting ( 1 hr)
- b) Gift giving etiquettes ( 1 hr)
- c) Dining Etiquette ( 1 hr)
- d) Behavior at public place- Queuing, netiquettes etc. ( 30 min.)
- e) Punctuality ( 30 min.)



### Transaction Mode:

The course would be transacted through practicing in groups, role playing, listening and observing audio video clips etc. For this course all student teachers are divided in 5 groups. Each faculty member takes up the responsibility of one group. In each group the student teacher completes the suggested course practical under the guidance of faculty member. Initially tell the student teachers about the course and give information of workshop themes and activities. Give the theme/activity wise time table to the student teachers so they can prepare for it. Not only during the classroom students have to interact in English language but always they have to try it in daily situations.

Students have to keep a i) Work-book for practical work done in Class/workshop, and ii) Prepare record of Practical's (Comprising hand written report, printout, Soft Copy of practical's and any other record as per instructions given) and File. Group Teacher's signature has to be taken by the students on Work-book as well as on Practical File.

### Essential Readings:

Suresh Kumar Sreehari (2011). *Communication Skills & Soft Skills: An Integrated Approach*. India :Person

Mandal S. K. (2006) *Effective Communication and Public Speaking*. Delhi : Jaico Publications

### References:

Adair, John. (2003). *Effective Communication*. London: Pan Macmillan Ltd.,.

Ajmani, J. C. (2012). *Good English: Getting it Right*. New Delhi: Rupa Publications,

Amos, Julie-Ann. (2004). *Handling Tough Job Interviews*. Mumbai: Jaico Publishing,

Bonet, Diana (2004). *The Business of Listening: Third Edition*. New Delhi: Viva Books,

Bovee, Courtland L, John V. Thill & Barbara E. Schatzman. (2010). *Business Communication Today: Tenth Edition*. New Jersey: Prentice Hall,

Brown, Michele & Gyles Brandreth. (1994). *How to Interview and be Interviewed*. London: Sheldon Press,

Carnegie, Dale. (1977). *The Quick and Easy Way to Effective Speaking*. New York: Pocket Books,

Collins, Patrick. (2009). *Speak with Power and Confidence*. New York: Sterling.

Fensterheim, Herbert and Jean Baer. (1975). *Don't Say Yes When You Want To Say No*. New York: Dell.

Fitikides, T. J. (1984). *Common Mistakes in English*. London: Orient Longman.

Guffey, Mary Ellen.(2000). *Essentials of Business Writing*. Ohio: South-Western College Pubg.,

Hall, Edward, T.( 1976). *Beyond Culture*. Garden City, N.Y.: Doubleday.,

Hall, Edward, T. (1959). *The Silent Language*. Greenwich, Conn.: Fawcett.

**Semester-I**  
**Practicum**  
**Internship Specialization**

**Internship-I (As per Specialization)**

**A-4 : Teacher Education as per Specilization- I**  
**Classroom Observation ( Record of Observation)**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks : 00</b>
<b>Total Marks:25</b>	

**Classroom Observation and Maintaining a Record**

Each student should visit one school and observe 20 classroom periods/activities of different teachers , different subjects ,different methods/techniques and maintain a record, as per the prescribed Observation Schedule.

**Semester-I**  
**Practicum**  
**A-5 : Micro Teaching Skills**

**saUxma AQyaapna kaOSalya**

Total Credit : 02	Internal Theory Marks: 50
Total Hours: 64	External Theory Marks : 00
Total Marks:50	

**saUxma AQyaapna kaOSalya ^SÜÄ™ÊÜ**

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25	<p>-Ö×, ÜÜÃÖÖŸÖŸÖ ^-ÖμÖÖÊ Ö Ú²pÖ</p> <p>«ÜÖ Ö×¾Ö»ÖÖ ÚÖ?</p> <p>-ÖİÖ-ŸÖ -ÖÖÖÖ“ÖÖ ÃÖ ´ÖÖ-</p> <p>Ö-Ö×, ÜÜÃÖÖŸÖŸÖ ÜÃÖÖ ^-ÖμÖÖÊ Ö</p> <p>Ü, ÜÖ¾ÖÖ ŸÖÊ ÃÖÖÖ×ÖŸÖ»ÖÊ ÜÖ?</p> <p>-ÖİÖ-ŸÖ -ÖÖÖÖ“ÖÖ -ÖÃÖÜßÖ †-μÖμÖ-</p> <p>ÖÖÖß ÃÖÖ²ÖÖ-Ö •ÖÖÊ,Ü»ÖÖ ÜÖ?</p>				

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## ŸÖÆŸÖÖ Ö.2

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1	<p>Ã-ÖÃ™ÜßÜ, Ü Ö ÚÖÎÖÖ»μÖ</p> <p>×ÖÖÜ¾ÖÖŸÖÖÖÖÖ †ÖÖÖμÖÖŸÖ</p> <p>†Ö»ÖÊ»ÖÊ ÜSÜßÖ ÖÖ²«Ü ×¾Ö×¾Ö-Ö</p> <p>^«ÜÖÆÜ, Ü ÖÊ, -Öİ×ŸÖÖ²«ÜÖÖ“ÖÜ, ÊÜ</p> <p>Ã-ÖÃ™Ü ÜÊ»Öß†ÖÆÊÜŸÖ. ŸÖÃÖÊ“Ö</p> <p>²ÖÖÊ»ÖŸÖÖÖÖÖ ”ÜÖÊ™ÜμÖÖ</p> <p>”ÜÖÊ™ÜμÖÖ ¾ÖÖÆμÖÖÖ“ÖÖ</p> <p>¾ÖÖ-Ö, Ü ÜÊ»ÖÊ»ÖÖ †ÖÆÜÖÜŸÖÖÊ.</p> <p>†Ö¾ÖÖμÖÜŸÖÊÖÃÖÖ, Ü ´ÖÃ²ÖÖ“Öß</p> <p>-ÖÃÖ, ÜÖ¾ÖÖŸÖŸÖßÆÜß†ÖÆÜÖÜŸÖÊ.</p>			
2	<p>^«ÜÖÆÜ, Ü ÖÊ ¾ÖÖ «ÜÖ Ö»ÖÊ</p> <p>×ÖÖÜ¾ÖÖŸÖÖÖÖÖ ×¾Ö×¾Ö-Ö</p> <p>ŸÖŸÖ¾Ö, ×ÖμÖ ´Ö, ÃÖÖ Ú»ÖÖÖ</p> <p>×¾Ö×¾Ö-Ö ^«ÜÖÆÜ, ÜÖÖÖ“μÖÖ</p> <p>†Ö-ÖÖ, ÊÜ ÃÖ ´Ö •ÖÖ¾ÖÆÖ ×«ÜμÖÖ</p>			





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iquizZR;kHkj.kgh Ogkos- dks.kR;kgh rhu dkS"KY;kaps v/;kiu o iqujk/;kiu  
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**Integrated Lesson**

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d:u IsrqikBkps uequk lknjhjdj.k djkos o R;kuarj izR;sd Nk=k/;kidkauk  
IsrqikB fu;kstukr ekxZn"kJu d:u IsrqikBkps v/;kiu o izR;kHkj.k iw.kZ  
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IsrqikBkr f"Kdoysyh dkS"KY;s o u f"Kdoysyh dkS"KY;s ;kaph ,df=r  
xqaQ.k dj.ks vko";d vkgs- dkj.k IsrqikB gk lw{e v/;kiu o ljko ikB ;kauk  
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**vgoky ys[ku &**

vgoky ys[kukr iq<hy Øe gok-

$\frac{1}{2}$  lw{e v/;kiu & vFkZ] bfrgkl] Lo:i o egUo

2½ lw{e v/;kiu dkS”kY;s ¼FkksMD;kr mi?kVd egÙo½

3½ izR;{k ?ksrysY;k dkS”kY;kapk IS)kafrd Hkkx ¼FkksMD;kr½

4½ v/;kiu o iquj/;kiukph Vkp.ks ¼fu;kstu½

5½ v/;kiu iquj/;kiukojhy izR;kHkj.k rDrs

6½ lw{e v/;kiu Ñfrl=kckcrps izR;kHkj.k

**Vhi** dkS”kY; funku izfdz;sph ekghrh Nkrzk/;kidkuh vgokykr ns.;kph  
vko”;drk ukgh-

**maUlyamaapna pd\Qatl : saUxma AQ;kiu dkS”kY; le`/nh**  
**izkR;f{kdklkBh ekUNa 50 gauNa Aahot.**

rhu dkS”kY;kaps v/;kiu iqujk/;kiu 30 gauNa

nksu dkS”kY;kaps v/;kiu 10 gauNa

**IsrqikB** v/;kiu 05 gauNa

Ahvaala laoKna 05 gauN

## Semester-I Practicum

**A-6 : Visit to Innovative Schools and Classroom observation and maintaining reflective diary by school attachment (I week)**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks : 00</b>
<b>Total Marks:25</b>	<b>Duration : 1 week</b>

### lwpuk

- 1- izos”k izfØ;k iw.kZ >kY;kuarj nql&;k vkBoM;kr iw.kZ ,d vkBoMk “kkGk ;k iz.kkyhph laiw.kZ dYiuk ;s.kslkBh fuf’pr dsysY;k “kkGsr Nk=k/kidkauk ikBokos-
- 2- ojhy dkyko/khr Nk=k/kid o lacaf/kr ekxZn”kZd izk/kid iw.kZ osG mifLFkr jkg.ks vko’;d vkg

### mfí"Vs & Nk=k/kidkl

- 1- “kkys; bekjr]iflj] HkkSfrd lqfo/kk bR;kfnapk ifjp; gks.;kl enr dj.ks-
- 2- “kkys; okrkoy.kkr v/;;u&v/;kiu ;k ladYiuk let.;kl enr dj.ks-
- 3- “kkGsrhy vuqHkoh f”k{kdkap;k v/;kiukps lgti.ks fujh{k.k dj.;kl lgk,; dj.ks-
- 4- vuqHkoh f”k{kdkaps “kkys; iz.kkyhP;k lanHkkZr vuqHko ,sd.;kph la/kh miyC/k d#u ns.ks-
- 5- eq[;k/kid o i;Zos{k d ;kaph “kkys; iz”kklukrhy Hkwfedk o dk;sZ let.;kl lgk,; dj.ks-
- 6- f”k{kdkaph Hkwfedk o tckcnk&;k vksG[k.;kl enr dj.ks-

- 7- “kkGsrhy “kS{kf.kd]lkekftd o lkaLd`frd okrkoj.k o fo|kF;kZa”kh lqlaokn lk/k.;kl enr dj.ks-
- 8- v/;;u &v/;kiukl iks”kd o vVdko dj.kkjs ?kVd “kks/k.;kl enr dj.ks- (Identify learning resources required and available in the school )
- 9- “kkGk ;k iz.kkyhlaca/kh ladYi fp= r;kj dj.;kl lgk,; dj.ks-
- 10- “kkGsr ?ksrysY;k vuqHkokps ygku vFkok eksB;k eksB;k xVke/;s lknjhdj.k dj.;kph {kerk fuekZ.k dj.ks-

## egRokP;k ckch

- “kkGk o vU; ukfo.;iw.kZ v/;;u&v/;kiu dsanzkauk HksVh gs izkR;f{k d lq# dj.;kiwohZ ,d vkBoMk vk/kh vkiY;k usgehP;k ljkoiB “kkGsrhy eq[;k/kid o i;Zos{k d ;kaph egkfo|ky;kr izkpk;kZP;k v/;{krs[kkyh cSBd cksyokoh o ;k izkR;f{kdkP;k lanHkkZr ekfgrh lkaxkoh o ldkjRed ppkZ ?kMowu vk.kkoh-
- “kkGk ]Nk=k/kid o lacaf/kr f”k{k d ]izf”k{k d ;kaps xV fuf’pr djkos o lacaf/kr “kkGkauk ;kph ,d izr |koh-
- T;k “kkGsr 5 oh rs 10 oh i;Zarps oxZ vkgsr v”kk fBdk.kh 07 fdaok 08¼,d csfld ;qfuV lkBh½ Nk=k/kid o ,d f”k{k d izf”k{k d ;kizek.ks xVkps fu;kstu djkos-
- lacaf/kr f”k{k d @ izf”k{k dkauh vkiY;k xVkrhy Nk=k/kidkaP;k lgk,;kus [kkyh fnysY;k miØekaps fu;kstu d#u dk;Zokgh djkoh-

## miØe & dk;Zuhrh

“kkys; izkFkZuk] ewY; ikB] “kkys; bekjr]”kkys; ifjlj]Qyd ys[ku]eq[;k/kid]i;Zos{k d]f”k{k d o f”k{k dsrj lsod ;kapk ifjp; d#u ?ks.ks- “kkGsr fnolHkj ?kM.kk&;k miØekaps fujh{k.k dj.ks-

## “kkys; fu;kstu & “kkys; dk;kZps okf”kZd fu;kstu

vH;klfo”k;d fu;kstu] vH;klkuqorhZ miØekaps fu;kstu] vH;klsrj dk;ZØekaps fu;kstu] vkfFkZd fu;kstu ;k lanHkkZr “kkGsrhy eq[;k/kid @mieq[;k/kid @i;Zos{k d@ts”B f”k{k dkadMwu vkdyu d#u ?ks.ks-

## • “kkys; osGki=d

osGki=dkps mís”k]osGki=dkph xjt o egRo] osGki=dkps izdkj] fo”k; fugk; rkl] “kklukps /kksj.k]osGki=d r;kj dj.;kph rRos] osGki=dkrhy vMp.kh]osGki=dk O;frfjDr miØe bR;knhps Lo#i letwu ?ks.ks-

## • fo|kFkhZ ifjp;

lacaf/kr “kkGsrhy fo|kF;kZaph ik’oZaHkweh] “kkGscíy R;kap n`f”Vdku] “kkGsrhy lkekftd okrkoj.k]loaxMh]v/;;uklBh iks”kd okrkoj.k] f”k{k.kkdMs ikg.;kpk n`f”Vdku

bR;knh ekfgrh lgti.ks fo|kF;kZa”kh fgrxqt d#u miyC/k d#u ?;koh- ek= oxkZr tk.;kiwohZ lacaf/kr oxZF”k{k d vFkok fo”k; f”k{kdkaph ijokuxh ?;koh-

### **vH;kliwjd o vH;klsrj miØe**

“kkGsr jkcfoY;k tk.kk&;k vH;kliwjd o vH;klsrj miØekaps Lo#i] fu;kstu o dk;Zokgh letwu ?ks.ks

### **• foHkkx] lfeR;k o la?k**

“kkGk lapyuklBh o “kS{kf.kd xq.koRRkk ok<hlkBh “kkGsr LFkkiu dsysys fofok foHkkx] lfeR;k o la?k ;kaps Lo#i ]fu;kstu o dk;Zokgh letwu ?ks.ks-

### **ekfgrhlkBh foHkkx o lfeR;k [kkyhyizek.ks**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1- ijh{kk foHkkx                  | 2- LVs”kujh foHkkx             |
| 3- lkaLd`frd foHkkx               | 4- “kkys; ckSf/nd o ØhMkLi/kkZ |
| 5- “kkGkckg; ckSf/nd o ØhMkLi/kkZ | 6- “kkjhfd f”k{k.k foHkkx      |
| 7- xzaFkky; foHkkx                | 8- n`dJkO; foHkkx              |
| 9- f”k{k d IHkk o`Rrkar           | 10- iz;ksx”kkGk foHkkx         |
| 11- foKku eaMG o foKku eap        | 12- „MksesaV ikfjrksf”kd       |
| 13- gLrfyf[kr foHkkx              | 14- gjoys&lkiMys foHkkx        |
| 15- O;olk; ekxZn”kZu              | 16- dkpisVh foHkkx             |
| 17- Qyd ys[ku                     | 18- f”k{k d [kksyh O;oLFkk     |
| 19- ySafxd f”k{k.k                | 20- loZ f”k{k vkfHk;ku         |

21- “kkys; izHkkr Qsjh o fejaw.kd 22-lgy foHkkx

23- vkj-,l-ih-@,u-lh-lh- 24-QfuZpj o MsM LVkWd

25- vizxr fo|kFkhZ 26- izxr fo|kFkhZ

27- f”k{k d ikyd la?k 28- ekrk ikyd la?k

29- Nk;kfp= foHkkx 30- “kkys; iks”k.k vkgkj

31- vYicpr foHkkx (RD) 32- lax.kd foHkkx (ICT)

33- izfl/nh foHkkx 34- vkjksX; o izFkeksipkj

35- v”ViSyw fo|kFkhZ 36- jk”V<sup>ah</sup>; gfjr lsuk

37- “kkys; i;kZoj.k foHkkx 38- feuk jktw lferh

39- fo|k lferh bR;knh



## **v/;;u&v/;kiu dkS"ky;s**

v/;;u&v/;kiu dkS"ky;s vkRelkr dj.kslkBh "kkGsrhy vuqHkoh f"K{kdkAP;k ikBkps fujh{k.k dj.ks- izR;sd Nk=k/;kidkus vkiY;k nksUkgh v/;kiui/nrhps izR;sdh fdeku ,dk ikBkps fujh{k.k dj.ks visf{kr vkgs- lacaf/kr fo"K; f"K{kdkAP;k oxZ ikBkps fujh{k.k dj.;kiwohZ fdeku ,d fnol R;kauk dYiuk ns.ks vko';d vkgs- ikBfujh{k.k dsY;kuarj dkS"ky;o`/nhlkBh lacaf/kr f"K{kdkA"kh ppkZ djkoh-

## **loZad"K ewY;ekiu izfØ;k**

loZad"K ewY;ekiu izfØ;k letwu ?ks.;klkBh "kkGsrhy ijh{kkaps fu;kstu igkos- ijh{ksP;k dkGkr fdeku ,dk oxkZoj i;Zos{k.kkps dke djkos- f"K{kdkA"kh ppkZ d#u ewY;ekiu izfØ;k letwu ?ks.ks o R;kph uksan Bso.ks- ;klkBh izFke "kkGsrhy eq[k/;kidkaph ijokuxh ?ks.ks o vkiys fu;kstu dGfo.ks vko';d vkgs-

## **lferh vgoky ys[ku**

"kkGsrhy fofo/k lfeR;kiSadh ,[kk|k lferhph lwpuk d"kh dk<koh\ lferh xB.k & Lo#i ]cSBdhrhy fo"K; ppkZ o vgoky dlk fygkok gs letwu ?ks.ks- vkiY;k xVkr vfHk#i okrkoy.kkr ,dk cSBdhps vk;kstu d#u vgoky r;kj djkok-

## **"kkys; uksanh o ns[kHkky**

"kkGk ;k ladYiusrhy egRokpk ?kVd Eg.kts ys[kfud-,[kk|k "kkGsr fdeku nksu fnol iw.kZ osG Fkkacwu lacaf/kr ?kVdkdMwu [kkyhy ekfgrh vkRelkr dj.ks visf{kr vkgs-

- 1- fo|kF;kZalaca/kh vkod tkod uksanog;k
- 2- deZpk&;klaca/kh uksan og;k] ,dw.k dkekps fnol]dk;ZHkkj] osru Lo#i
- 3- "kkGslaca/kh uksanog;k & jksdM ogh] "kS{kf.kd "kqYd b-
- 4- fo|kFkhZfugk; izeq[k uksanog;k & tuju jftLVj] ekfld mifLFkrhi=d]xq.ki=ds] izxrh iqLrds b-
- 5- f"K{k d mifLFkrh i=d ]lsok iqLrd]xksiuh; vgoky
- 6- uksanog;k o jftLVIZ ;kaph O;oLFkk o ns[kHkky d"kh dsyh tkrs b-

;k lanHkkZrhy ekfgrh vkRelkr dj.skllkBh "kkGsrhy eq[; fyihdkyk vkiY;k xVkr fueaf=r d#u ekfgrh lkax.;kl lkaxkos o uarj dk;kZy;kr tkÅu izR;{k uksanog;k o jftLVIZ ikgkos- ekxZn"KZd izk/;kidkus ;k nksu fnolkps fu;kstu djkos-

## **laLFkk HksV**

vkiY;k toGP;k ,[kk|k "kS{kf.kd laLFksl HksV nsÅu [kkyhy xks"Vhaps Kku vkRelkr djkos-

- 1- laLFksph /;s; /kksj.ks
- 2- lapkyd eaMG lajpuk
- 3- laLFksps v/;{k]mik/;{k]lapkyd eaMG ]dk;Zokg ;kaP;k Hkwfedk

4- “kS{kf.kd xq.koRrk ok<hlkBh laLFksps ;ksxnku

5- Isod Hkjrh & Lo#i b-

### LFkkfud izkf/kdj.k&HksV

f”k{k.kO;oLFksr LFkkfud izkf/kdj.kkph Hkwfedk letwu ?ks.;klkBh ftYgk Lrjkojhy f”k{k.kkf/kdkjh @ rkyqdk ikrGhojhy “kS{kf.kd@ uxjikfydk@egkuxjikfydk iz”kklu vf/kdkjh@ xzkeLrjkojhy f”k{k.k lferh @ okWMZ lferh ;kiSdh dks.kR;krjh ,dk fBdk.kh HksV nsAu lajpuk] dk;Z ]Lo#i letwu ?ks.ks-

f”k{k.k rK @miØe”khy f”k{k.kd @ iqjLdkjizklr f”k{k.kd f”k{k.kkps cnyrs Lo#i o f”k{k.kkph cnyrh Hkwfedk ;k lanHkkZr vkiY;k ifjljkrhy ,dk f”k{k.k rKkph vFkok miØe”khy@iqjLdkjizklr f”k{k.kkph eqyk[kr ?ksAu “kS{kf.kd xq.koRrk o`nhlanHkkZr ppkZ djkoh-

;klkBh T;kph eqyk[kr ?ks.kkj vkgs R;akph fjrj ys[kh ijokuxh ?;koh- eqyk[krhkBh ekxZn”kZd izk;/kidkaP;k lkg,;kus eqís@iz’u r;kj djkosr-

### vgoky r;kj dj.ks

ojhy 6 fnolkr th ekfgrh izklr >kyh] dks.kdks.krs vuqHko feGkys ;klanHkkZr izR;sd Nk=k;/kidkus izR;sd fnolfugk; lkg rs lkr ikukapkg vgoky r;kj djkok-

- egkfo|ky;kr loZ Nk=k;/kidkauk ,d= d#u izR;sd xVkrhy xVizeq[kkus 10 rs 15 fefuVkpki vkiY;k xVkpki laf{klr vgoky lknj djkok-

### xq.knku ;kstuk

v-Ø	miØe	xq.k
1	“kkys; uksanh o ns[kHkky	2
2	laLFkk HksV	2
3	LFkkfud izkf/kdj.k & HksV	2
4	f”k{k.k rKkph eqyk[kr	2
5	“kkys; izkFkZuk]ewY;ikB]miØekaps fujh{k.k b-	2
6	“kkys; fu;kstu	2
7	“kkys; osGki=d] fo kFkhZ ifjp;	2
8	vH;kliwjd o vH;klsrj miØe ]fofo/k foHkkx] lfeR;k o la?k	2
9	v/;;u&v/;kiu dksS”kY;s ¼ikBfujh{k.k½	2

10	loZad"k ewY;ekiu izfØ;k	2
11	lferh @ foHkkx vgoky ys[ku	2
12	vgoky r;kj dj.ks	03
	<b>,dw.k</b>	<b>25</b>

## First Year

<b>Semester –II</b>								
<b>Paper</b>	<b>Three-Year Integrated B.Ed.- M.Ed. Programme</b>	<b>Hours</b>		<b>Credit</b>	<b>Exam Hours</b>	<b>Marks</b>		
						<b>Internal (sessional)</b>	<b>External (Theory)</b>	<b>Total</b>
	<b>Theory</b>	Inst. Hrs	Learning Hrs					
	<b>Compulsory Papers</b>							
<b>CP-V</b>	Psychology of learner, Learning Process and Assessment for Learning	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-VI</b>	Basics of Research , Action Research and Statistics	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-VII</b>	Teacher and Teaching Process	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-VIII</b>	Pedogogy of School Subject-I (part-I)	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Practicum</b>							
<b>B-1</b>	Formulation of Research Proposal	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>B-2</b>	E- Education Workshop	<b>128</b>		<b>04</b>	<b>--</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>B-3</b>	Lesson Planning,Demonstration of Model Lesson, Workshop and Teaching in Simulated Environment	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>B-4</b>	Instructional Aids Workshop (Minimum 5 Teaching Aids)	<b>64</b>		<b>02</b>	<b>--</b>	<b>50</b>	<b>0</b>	<b>50</b>
<b>B-5</b>	Workshop on Constructivist Approach to Teaching (2 Lessons)	<b>32</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>B-6</b>	Working with Community – I (Minimum 2 from among the enlisted and maintaining a reflective dairy )	<b>32</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>Total</b>		<b>576</b>		<b>26</b>	<b>08</b>	<b>400</b>	<b>250</b>	<b>650</b>

## Semester-II

### Compulsory Paper-V

#### Psychology of learner, Learning Process and Assessment for Learning

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

#### Objectives:

On completion of this paper, students will be able to,

1. On completion of this course the students will be able to:
2. Understand the framework for how children learn
3. Visualize multiple dimensions and stages of learner's development and their implications on learning
4. Understand the learner in terms of various characteristics
5. Learn the factors affecting learner's environment and assessment
6. Conceptualize a framework for understanding and evaluating teaching learning situation as well as the method of analyzing and reflecting upon learning episodes
7. Understand the concept of mental health and adjustment

#### Unit - I : Framework for how children learn (12 hrs)

- a) Approaches for learning: Knowledge centeredness, Learner centeredness, Environmental centeredness and Assessment centeredness. **(2 hrs)**
- b) Holistic approach in treatment of learner's development and learning. **(2 hrs)**
- c) Learning difficulties at primary stage **(2 hrs)**
- d) Problems of adolescence and self identity- Educational support required for adolescence development. (1 hr)
- e) Inclusive environment in the classroom for all types learners **(2 hrs)**
- f) Partnership between school and parents and community for learning- identification of barriers and strengthening partnership **(2 hrs)**
- g) Learning Styles **(1 hr)**

## **Unit - II - Understanding the process of knowledge Construction (13 hrs)**

- a) Developing school readiness ( 1 hr)
- b) Cognition and Learning: cognitive process - perception, attention, memory development of concept, logical reasoning, critical thinking, problems solving (4 hrs)
- c) Different forms of learner's engagement in the process of knowledge construction - observation demonstration, exploration discovery, analysis, contextualization collaboration, multiple interpretation and critical reflection based on observation, selected reading and discussion. (3 hrs)
- d) Use of local knowledge and children's out of the school experience in learning (3 hrs)
- e) Use of learning resources (2 hrs)

## **Unit - III : Neuropsychology of learning (12 hrs)**

- a) Concept and principles of brain-based learning (3 hrs)
- b) Strategies for brain- compatible classrooms (3 hrs)
- c) Role of motivation and approaches to motivation: humanistic and cognitive, Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner). (3 hrs)
- d) Learning disabilities (3 hrs)

## **Unit – IV : Mental Health and Social Development (13 hrs.)**

- a) Concept of adjustment and mental health, school and classroom practices for enhancing adjustment and mental health among the students (2 hrs)
- b) Concept of stress, sources of stress, categories of stressors, strategies of coping with stress. its positive and negative effects. (2 hrs)
- c) Frustration, conflict, and anxiety – meaning and management. (2 hrs)
- d) Interrelation and interdependence between individual and group in classroom and social context & Social skills required for maintaining human relations in the classroom (2 hrs)
- e) Nature of socio-cultural environment- physical, economic conditions, cultural practices, shape of technology, social security and health facilities, educational facilities, influence of media, influence of democratic polity- their impact on school and classroom. (2 hrs)
- f) Concept and meaning of social conformity, social identity and its impact on school and classroom. (1 hr)
- g) School violence: Violence and conflict among groups, conflict resolution techniques. (2 hrs)

## **Unit- 5: Learning Environment and Assessment for learning (13 hrs)**

- a) Physical environment, instructional time, discipline and participatory management. (3 hrs)
- b) Diversity in learning context- Oversized classrooms; language, ethnic and social diversities and different types of disadvantage. (4 hrs)

c) Assessment – continuous and comprehensive evaluation, assessment during teaching, designing good test items, open book examination, self-assessment and feedback, shorter examination, shift from, content based testing to problem solving, logical thinking, critical thinking etc. teacher observation and their reflection discussion in a group; Library study and project work. **(6 hrs)**

### **Transaction Mode:**

Lecture cum discussion, Assignment, Seminar, Library study, Project work, Group discussion, Field visits, Visit to institutions, Case study etc.

### **Essential readings:**

Atkinson, Richard C., et. Al. (1983). Introduction to Psychology. Harcourt Brace Jovanovich Inc., New York.

Bandura, A. (1977). Social Learning Theory. Cliff, N. J. : Prentice Hall.

Barry and Johnson (1964). Classroom Group Behaviour. New York : Macmillan. Bhargava, Mahesh (1964). Introduction to Exceptional Children. Sterling Publishers Pvt. Ltd., New Delhi.

Bickhard, M. H. (1992). How Does the Environment Affect the Person? In L. T. Winegar, J. Valsiner (ed.). Children's Development Within Social Contexts : Metatheory and Theory. Erlbaum.

Bickhard, M. H., Christopher, J. C. (1994). The Influence of Early Experience on Human Personality Development. New Ideas in Psychology.

Bourne, L. E. (1985). Psychology : Its Principles and Meaning. Holt, Rinehart and Winston, New York.

Brown, R. (2000). Group Processes : Dynamics Within and Between Groups (2nd Edition). Blackwell Publishers.

Bruner, J. S. (1990) Acts of meaning. Cambridge, M. A. : Harvard University Press. Bruner, R. F. (1978). Psychology applied to teaching. Boston: Houghton Mifflin. Christian, Jyoti (1984). Classroom Group

Dynamics. Meerut : Ann Books Cole, R. (1997). The Moral Intelligence of the Children. London : Bloomsbury.

Cruickshank, W. M. (1980). Psychology of Exceptional Children and Youth. N. J. Prentice Hall. Dandapani, S. (2001) Advanced Educational Psychology, (2nd edition)., New Delhi, Anmol Publications Pvt. Ltd.

Dutt, Suresh (1997). Society and Education. Anmol Publications.

Delamater, John (2003). Handbook of Social Psychology. Springer.

Erickson, E. H. (1968). Identity, Youth and Crisis. New York : W. W. Norton. Klausmeier Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York.

Herbert J. (1985). Educational Psychology. Harper and Row, Pub. New York. Higgins, E. T. and Kruglanski, A. W. (1996). Social Psychology : Handbook of Basic Principles. Oxford Press, New York.

Kohlberg, L., & Gilligan, C. (1974). The Adolescent as a Philosopher : The Discovery of the Self in a Post-Conventional World. In H. V. Kraemer (Ed). Youth and Culture :A Human Development Approach. Monterey, CA : Brooks/Cole.

Kohlberg, L., Levine, C., & Hower, A. (1983). Moral Stages : A Current Formulation and a Response to Critics. New York : S. Karger.

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Smith, Ronald E., Sarason, I. G. and Sarason, Barbara, R. (1982). Psychology : The Frontiers of Behaviour. Harper and Row Pub., New York.

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Vygotsky. L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M. A. : MIT Press.

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## Semester-II

### Compulsory Paper-CP-VI

#### Basic of Research, Action Research and Statistics

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

#### Objectives:

On completion of this paper, students will be able to,

- 1) describe the nature, purpose, scope, areas, and types of research in education.
- 2) explain the characteristics of quantitative, qualitative and mixed research.
- 3) select and explain the method appropriate for a research study.
- 4) conduct a literature search and develop a research proposal.
- 5) convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation.
- 6) examine relationship between and among different types of variables of a research study

#### Unit – I : Research in Education : Conceptual Issues (13 hrs)

- a) Meaning, purpose and areas of educational research. (1hr)
- b) Kinds of educational research : basic & applied research, evaluation research and action research, and their characteristics. (1 hr)
- c) Sources of knowledge generation : historical perspective, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, theory, nature and functions, the principle of evidence, scientific methods applied to researches in social science and education. (3 hrs)
- d) Research paradigms in education : quantitative, qualitative, mixed and their characteristics. (1 hr)
- e) Planning the research study : sources of research problems, review of the literature purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources. (2 hrs)
- f) Identification and conceptualization of research problem : statement of problem, purposes, and research questions in qualitative and quantitative research. (2 hrs)
- g) Formulation of Hypotheses. (1 hr)
- h) Preparation of a research proposal; framework of the research proposal and strategies for writing the research proposals. (2 hrs)

#### Unit – II : Action Research (12 hrs.)

- a) Action Research –Concept and Need (1hr)
- b) Different types of problems cases in schools or educational setting (1hrs)
- c) Sources of problems for Action Research from different areas- School, classroom, administration, teaching-learning and public behavior (2hrs)
- d) Identifying the problem cases for action research (1hr)
- e) Methods used for Action Research: Diagnostic and Case- Study methods (2hrs)
- f) Tools of data collection used for Action Research: Observation, Interview and Documents/ Records (2hrs)
- g) Steps in action research- (2hrs)
  - i. Statement of the problem
  - ii. Collection of a data for identifying cause of the problem

- iii. Analysis the data
- iv. Provide appropriate remedial measures (implementation)
- v. Take feedback
- vi. If problem is not solved repeat the cycle with different remedial problem.

h) Maintaining Research dairy (1hr)

i) Writing the Action Research Report (1hr)

### **Unit – III : Quantitative, Qualitative and Mixed Methods of Research (13 hrs.)**

- a) Types of Research : descriptive studies, co-relational studies, developmental studies, comparative studies, cross-sectional, longitudinal and retrospective. (3 hrs)
- b) Experimental Research (4 hrs)
  - Nature of experimental research, variables in experimental research independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding and extraneous variables.
  - Experimental research designs : single group pre-test posttest design, pre-test post-test control group design, post-test only control group design, and factorial design.
  - Quasi experimental designs : nonequivalent comparison group design, and time series design.
  - Internal and external validity of results in experimental research.
- c) Historical research : meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source. (2 hrs)
- d) Qualitative research : meaning, steps and characteristics. (1 hrs)
- e) Qualitative research : approaches-phenomenology, ethno- graphic, naturalistic enquiry, case studies and grounded theory. (2 hrs)
- f) Mixed research : meaning, fundamentals. principles, strengths and weaknesses, types and limitations. (1 hrs)

### **Unit – IV : Methods of Data Collection (13 hrs.)**

- a) Tests, inventories and scales : types, construction and uses Identifying a tool using reliability and validity information. (2 hrs)
- b) Questionnaire : forms, principles of construction and their scope in educational research, administration of questionnaires. (3 hrs)
- c) Interview : types, characteristics and applicability, guidelines for conducting interviews. (3 hrs)
- d) Observation Qualitative process and quantitative process of observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion. (4 hrs)
- e) Secondary (existing) data : sources. (1 hr)

### **Unit – V : Descriptive Analysis of Quantitative Data (13 hrs.)**

- a) Data types : Nominal, Ordinal, Interval and Ratio Scale, data levels :individual and group Graphical representation of data. (2 hrs)
- b) Description and comparison of groups : measures of central tendencies and dispersion, assumptions, uses and interpretation. (3 hrs)
- c) Normal distribution : theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of normal probability curve and its applications. (3 hrs)
- d) Relative positions : percentile rank z-scores. (2 hrs)
- e) Examining relationships : Scatter plots and their interpretation Product moment & rank, Only concepts of biserial, point-biserial, tetra-choric, partial and multiple correlations, concept of regression, regression equation, regression line and their uses. (3 hrs)

### **Transaction Mode**

Lecture-cum-Discussion, brain storming, group discussion, presentations :  
Panel discussion; Seminar presentations.

### **Essential Readings :**

## References:

- Best, J. W. (1999). *Research in Education*, New Delhi : Prentice Hall of India Pt. Ltd. Borg,
- W. R. and Gall, M. D. (1983). *Educational Research – An Introduction*. New York : Longman, Inc.
- Christensen, L. (2007). *Experimental Methodology*. Boston : Allyn & Bacon.
- Clive, Opie (2004). *Doing Educational Research – A Guide for First Time Researchers*. New Delhi : Vistar Publications.
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- Frankel, J. R., Wallen, N. E. (1996). *How to Design and Evaluate Research in Education*. New York : McGraw Hill.
- Flick, Uwe (1996). *An Introduction to Qualitative Research*. London : Sage Publication. Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi : Vikas Publications. Keeves, John. P. (ed)(1990). *Educational Research Methodology and Measurement :An International Handbook*. New York : Pergamon Press.
- Kerlinger, F. N. (1986). *Foundations of Behavioural Research*. Fort Worth. TX : Harcourt Bmce Jovanovich.
- Kirkpatrick, D. L. (2005). *Evaluating Training Programmes : The Four Levels*. San Francisco :Brett-Kochler.
- Jill, Porter & Penny, Lacey (2005). *Researching Learning Difficulties – A Guide For Practitioners*. Paul Chapman Publishing.
- Pamela, Maykut & Richard Morehouse (1994). *Beginning Qualitative Research – A Philosophic and Practical Guide*. The Flamer Press London.
- Washington, D. C. Patton. M. Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks : C. A. : Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of Action Research : Concise Paperback Edition* : Thousand Oaks, CA : Sage.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York : Routledge. Shank, G. D. (2002). *Qualitative Research*. Columbus, Otto : Merrill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi : Vohra Publishers and Distributors.
- Sharma, S. R. (2003). *Problems of Educational Research*. New Delhi : Anmol Publications Pvt. Ltd.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks : C. A. : Sage.
- Travers, Robert M. W. (1978). *An Introduction to Educational Research (4th edition)*. London :Macmillan.
- Van Dalen, Debonald, B. and Meyer, William J . (1979). *Understanding Educational Research :An Introduction*. New York : McGraw Hill.

**Semester-II**  
**Compulsory Paper-CP-VII**  
**Teacher and Teaching Process**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

On completion of this paper, students will be able to,

- 1) Acquaint with the process of becoming a good teacher.
- 2) Understand the process of teaching Understand the thought processes of teacher and student,
- 3) Train the trainees to apply innovating teaching techniques in classroom
- 4) Develop commitment and accountability within self and among the trainees.
- 5) Develop professionalism within self and among the trainees.

**Unit : I- Becoming a Teacher** **( 12 hours)**

- a) Contexts of becoming a teacher (2 hrs)
- b ) Changing roles and responsibilities of teacher (3hrs)
- c) Profile of a teacher-changing perspective (3hrs).
- d) Characteristics of a good teacher (2 hrs).
- e) Teacher and Teacher Educator (2 hrs).

**Unit: II - Teaching and learning Process** **(13hrs)**

- a) Concept of teaching and Reflective Teaching (1hrs)
- b) Theories of teaching - Behavioristic, Cognitive, Constructivist (3 hrs)
- c) Participatory methods of teaching-Group discussion, Brain storming,  
problem solving,Activity based teaching (3hrs)
- d) Approaches to learning -ICT based, brain based ,blended learning,  
Co-operative (4hrs)
- e) Inter relation between learning and Teaching (2 hrs)

**Unit: III – Thought Process in Teaching learning ( 13hrs)**

- a) Perception, Planning and performance cycle in teaching (2hrs)
- b) Modeling in teaching - Bandura's learning theory (2 hrs)
- c) Teacher thought Process (3 hrs )
- d) Student thought Process (3 hrs)
- e) Decision making (3 hrs)

**Unit : IV- Teaching as a Profession (13 hrs)**

- a) Concept of Profession (2 hrs)
- b) Teaching as a Profession (2 hrs)
- c) Professional ethics of a teacher (2 hrs)
- d) Professional development of a teacher (3 hrs)
- e) Teacher commitment and accountability (4 hrs)

**Unit : V- Innovations in Teaching ( 13 hrs)**

- a) Tutorials ,self-study ,peer tutoring ,focus group discussion (FGD), (7hrs)  
 Induction programme ,reflective practice, study circle, In-class writing assignments  
 self and peer assessment ,Problem -based learning ,Personal development planning  
 &portfolios, e-teacher education, e-tutor ,value based teacher Education
- b) Education and training Mindfulness training (e.g Mindfulness Based Relapse  
 Prevention (MBRP) ( 3hrs)
- c) Internship programme :Concept ,aims and objectives planning and  
 organisation and activities, pre-Internship, Internship and post-internship (3hrs)

**Transactional Modes:**

The paper would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

**Essential Readings:**

- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.

- NCTE (1998): Perspectives in Teacher Education.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute

## References:

- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7 Ed.). Boston: Allyn & Bacon.
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- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.

## Web resources:

- <http://mbpti.org/mbrp-mindfulness-based-relapse-prevention/>
- [https://assessment.trinity.duke.edu/documents/How\\_to\\_Conduct\\_a\\_Focus\\_Group.pdf](https://assessment.trinity.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf)
- <http://www.businessballs.com/reflective-practice.htm>
- <https://www.learning-theories.com/social-learning-theory-bandura.html>
- <https://books.google.co.in/books?id=xltmDAAQBAJ&pg=PA3&lpg=PA3&dq=Profile+of+a+teacher-changing+perspective&source=bl&ots=JlKhcdZvjK&sig=CRX4jtTSgnE-zqoqWhszYchIJis&hl=mr&sa=X&ved=0ahUKEwiA-Zje98HUAhVCr48KHcE3ASEQ6AEIMDAC#v=onepage&q=Profile%20of%20a%20teacher-changing%20perspective&f=false>

**Semester –II**  
**Compulsory Paper- CP-VIII**  
**Pedogogy of School Subject-I**  
**marazi**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

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### Modes of Transaction

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
- Projects and assignments for individual learners as well as for group work and their record of activities

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## Semester –II

### Compulsory Theory Paper- CP-VIII

#### Pedogogy of School Subject-I

#### ihMdl

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

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- 3- fganH Hkk"kk f'k{kk ds lw=] rFkk iz.kkfy;kWa] iz;qfDr;ksa dk ifjp; djukA
- 4- fganH Hkk"kk f'k{kk esa Kkujpukoknh v/;;u&v/;kiu dk vkdyu djus esa l{ke cukukA
- 5- fganH Hkk"kk f'k{kk dh fofo/k fo/kkvksa ds v/;kiu ds mîs'k ,oa v/;kiu iz.kkfy;ksa dh tkudkjh nsukA
- 6 'kSf{kd vuqHkwfr;kWa dk ifjp; djuk rFkk eqfnzr lkexzh] n`';&JkO; lkexzh dk fodlu ,oa d{kk/;kiu ds nkSjku iz;ksx djus esa l{ke cukukA
- 7 fganH Hkk"kk dk v/;;u 'kkL=h; fo'ys"k.k djus esa l{ke cukukA
- 8 ikBîp;kZ] ikBîØe ,oa ikBîiqLrd dk ijLij laca/k crkuk ,oa ikBîp;kZ ,oa ikBîØe fuekZ.k ds rRoksa dh tkudkjh nsukA
- 9- vPNs ikBîiqLrd ds fud"k ds vk/kkj ij ek;/fed Lrj dh fdLh ,d d{kk ds ikBîiqLrd dk vkyspukRed fo'ys"k.k djus esa enn djukA
- 10 'kkys; fu;kstu ¼okf"kZd] bdkbZ ,oa ikB fu;kstu½ le>d] fofo/k fu;kstu djus dh {kerk fodflr djuk rFkk bdkbZ tkWap ijh{kk dh jpuk ,oa dk;Zokgh djus esa l{ke cukukA
- 11 Hkk"kk ewY;kadu dh izfØ;k ls ifjpr djukA
- 12 fganH v/;kid dh 'kSf{kd ;ksX;rk] fo'ks"krk,Wa ,oa xfr'khy Hkwfedk dks le>ukA
- 13 f'k{kky;ksa esa fganH v/;kiu dh pquSfr;ksals voxr djuk ,oa mu pquSfr;ksa dk lek/kku <qaWa<us ds fy, izo`Rr djukA

#### **bdkbZ & 1& fganH Hkk"kk dk Lo:i] LFkku, egRo ,oa f'k{kk ds mîs'k ,oa Hkkf"kd dkS'ky A vad &20 dkyka'k &16**

- d- Hkk"kk dk vFkZ ,oa Lo:iA  
Hkk"kk & vFkZ ,oa fo'ks"krk,Wa] fganH Hkk"kk ds :i % ekr`Hkk"kk] jktHkk"kk] laidZ Hkk"kk] jk"Va Hkk"kk ,oa vkarijk"Va; Hkk"kkA dkyka'k &02
- [k- egkj"Va ds 'kkys; ikBîØe esa f=Hkk"kk lw= ds vuqlkj fganH Hkk"kk dk LFkku ,oa f=Hkk"kk lw= dk egRoA dkyka'k &03

x izkFkfed ,oa ek/;fed Lrj ij n~forh; Hkk"kk ds :i esa fganh v/;;u & v/;kiu ds mís'kA  
dkyka'k &03

?k - d{kk v/;kiu ds míîs'k ,oa muds Li"Vhdj.kA dkyka'k &02

ca fganh Hkk"kk f'k{kk ds O;kid míîs'k&jk"V<sup>a</sup>h;] lkaLd`frd] Hkkf"kd] lkfgfR;d rFkk  
O;ogkfjd míîs'kA  
dkyka'k &03

C Hkkf"kd dkS'ky dk v/;;u&v/;kiu % Jo.k] Hkk"k.k] okpu] ys[ku] dkS'ky dk vFkZ] Lo:i  
,oa dkS'ky fodkl ds fy, vko';d mik;A dkyka'k &03

**bdkbZ & 2& fganh Hkk"kk f'k{kk ds v/;kiu iz.kkfy;kWa ,iz;qfDr;kWa fofo/k  
fo/kkvkas dk v/;kiuA**

**vad&20 dkyka'k &16**

d- v/;kiu iz.kkfy;kWa % laHkk"k.k iz.kkyh] ukVîhdj.k iz.kkyh] ppkZ iz.kkyh] laizs"ku  
iz.kkyh] MkW- ek;dsy osV iz.kkyh ¼okpu fof/k½ dkyka'k  
&02

[k - KkujpukRed n`f"V ls v/;;u v/;kiu ¼Kkujpukoknh v/;;u v/;kiu dk Lo:i&ladYiuk½  
dkyka'k &02

x v/;kiu iz;qfDr;kWa & iz'u] fooj.k] dFkkdFku] Lok/;k;] vuqokn] x`gdk;ZA dkyka'k  
&03

?k - x| ,oa i| v/;kiu % mís'k] x| v/;kiu dh lhf<;kWaA dkyka'k &03

ca O;kdj.k ,o jpuk v/;kiu % mís'k] v/;kiu iz.kkfy;kWa ¼vkxeu&fuxeu½A dkyka'k &03

C . 'kSf{kd vuqHkwfr;kWa % vFkZ izdkj ¼izR;{k} vizR;{k} 'kSf{kd vuqHkwfr;kWa½]  
'kSf{kd vuqHkwfr;ksa ds fud"kA

dkyka'k &03

**bdkbZ & 3& 'kSf{kd vuqHkwfr;kWa ,oa faganh Hkk"kk dk v/;kiu 'kkL=h;  
fo'ys"k.k A**

**vad &20 dkyka'k & 12**

d- fganh Hkk"kk dh lajpuk % ladYiuk] fo'ks"krk,Wa] izdkj ,oa ykHkA dkyka'k  
&03

[k- vk'k;;qDr v/;kiu i/nrh % ladYiuk] mís'k ,oa egRoA dkyka'k &03

vk'k; & fo'ys"k.k& vFkZ] Lo:i] izdkjA vk'k; fo'ys"k.k ds vaxA ikBîka'k dk vk'k;  
fo'ys"k.k ,oa v/;kiu dk;Zuhfr dk ,dkfRedj.kA dkyka'k &03

x- ikBîp;kZ] ikBîØe ,oa ikBîiqLrd dk lglaca/k & ikBîp;kZ ,oa ikBîØe fuekZ.k ds rRoA

M- ikBîiqLrd % ikBîiqLrd ds fud"k ¼fo'ks"krk,Wa½] ek/;fed Lrj ds fdlh ,d d{kk dh  
ikBîiqLrd dk vkykspukRed fo'ys"k.kA dkyka'k &03

**bdkbZ & 4& fganh Hkk"kk dk fu;kstu ,oa ewY;kaduA vad&20 dkyka'k  
&10**

d- fganh Hkk"kk dk fu;kstu % okf"kZd fu;kstu] bdkbZ fu;kstu] ikB fu;kstu] bdkbZ  
tkWap ijh{kk ¼?kVd dlkSVh½ jpuk ,oa dk;ZokghA dkyka'k  
&03

[k- ewY;kadu ds izdkj % vkdkfjd ,oa ladfyr] Irr vkSj lexz ewY;kadu ¼CCE½

dkyka'k &02

x- ewY;kadu dh rdfudh  $\frac{1}{4}ra=\frac{1}{2}\&ekSf[kd ,oa fyf[kr ijh\{kk\}$  iksVZQksfyvks] [kqyh fdrkc  
ijh\{kk  $\frac{1}{4}Open$  Book Examination $\frac{1}{2}A$  Irr ewY;kadu ds lk/ku] Lo;a ewY;kadu ,oa  
lewg ewY;kaduA dkyka'k &03

?k- funkukRed ijh\{kk ,oa mipkjkRed v;/kiuA dkyka'k &02

**bdkbZ & 5& fganh v;/kidA**

**vad&20 dkyka'k &10**

d- fganh v;/kid dh 'kSf[kd ;ksX;rk,Wa ,oa fo'ks"krk,WaA dkyka'k &02

[k- O;kolkf;d fodkl % O;kolkf;d fodkl esa v;/kid la?kVu dh Hkwfedk ,oa dk;Z] O;kolkf;d  
fodkl gsrw vko';d miØeA dkyka'k &03

x- fganh v/;;u & v;/kiu esa fuekZ.k gksusokyh leL;k,Wa ,oa muds fujkdj.k ds fy,  
lq>koA

dkyka'k &03

?k- cnysr ifjizs;esa fganh v;/kid dh Hkwfedk&vfHkHkkoda] lekt] ,oa] lg;ksfx;ksa ds  
lanHkZ esaA

dkyka'k &02

### Modes of Transaction

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
- Projects and assignments for individual learners as well as for group work and their record of activities

### AavaSyak pZa[

- 1- HkkfV;k ,e-,l-vkSj ukjax lh-,l- vk/kqfud fganh f'k{k.k fof/k;kWa izdk'k cznlZ  
yqf/k;kukA
- 2- HkkbZ ;ksxsUnzthr  $\frac{1}{4}1991\frac{1}{2}$  fganh Hkk"kk f'k{k.k] fouksn iqLrd eafnj jkaxs;  
jk?koekxZ] vkxjA
- 3- xksjs cyHkhe jkt  $\frac{1}{4}1985\frac{1}{2}$  fganh v/;;u % Lo:i ,oa leL;k,a lap;u izdk'ku] dkuiwj
- 4- ds'ko izlkn  $\frac{1}{4}1989\frac{1}{2}$  fganh f'k{k.k] /kuirjk; ,.M IUI fnYyh
- 5- ds.kh ITtu jk; vkSj dqyd.khZ gfjd".k  $\frac{1}{4}1964\frac{1}{2}$  fganh v;/kiu i/nfr fOgul izdk'ku  
iq.ksA
- 6- ygjh jktsanzizlkn  $\frac{1}{4}1966\frac{1}{2}$  fganh f'k{k.k jke izlkn vW.M IUI] vkxjA

### lanHkZ xzaFk

- 1 eq[kthZ Jh/kjukFk  $\frac{1}{4}1965\frac{1}{2}$  jk"Va Hkk"kk dh f'k{kk vkpk;Z cqđ Msiks cMkSnkA
- 2- ik.Msjk; 'kdy  $\frac{1}{4}1991\frac{1}{2}$  fganh f'k{k.k] eqnz.kky; vkxjA
- 3- iafMroa- fc-  $\frac{1}{4}1991\frac{1}{2}$  fganh v;/kiu] uwru izdk'ku] lnkf'koisB iq.ksA
- 4- lkBs x-ua-  $\frac{1}{4}1962\frac{1}{2}$  jk"Va Hkk"kk dk v;/kiu] egkjk"Va jk"Va Hkk"kk lHkk izdk'ku]  
iq.ksA

- 5- flaglkfo=h ¼1986½ fganf f'k{k.k esjB baVjus'kuy ifCyf'kax gkÅl esjBA  
 12- okLdj vkuan vkSj okLdj iq"ik ¼1993½ fganf vk'k;;qDr v/;kiu i/nrh] esgrk ifCyf'kax gkÅl iq.ks-  
 13- okLdj iq"ik vkuan ¼2002½ f'k{k.k izf'k{k.k vkSj fganf v/;kiu] fuR; uqru izdk'ku] iq.ks  
 14- okLdj vkuan okLdj iq"ik ¼2009½ Hkk"kk f'k{k.k L1L2 fuR; uqru izdk'ku iq.ksA  
 15- frokjh HkksykukFk ¼1988½ fganf Hkk"kk f'k{k.k lkfgR; lgdkj- ubZ fnYyhA

**Semester –II**  
**Compulsory Paper- CP-VIII**  
**Pedogogy of School Subject-I**  
**English**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

After completion of the course the student teachers will be able to –

1. develop and use of learning resources in the classroom both print and audio visual recourses and computer and web resources .
2. understand the pedagogical analysis of English language and content.
3. develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks.

4. understand the steps of year plan, unit plan, lesson plans, and unit plan.
5. understand the process of language assessment.
6. understand the qualities and qualifications and changing role of an English teacher.
7. understands the problems faced by the teachers in teaching English in Indian schools.
8. develop an understanding of the nature of English language
9. understand the place and importance of English in the present set up.
10. understand the aims and objectives of teaching English at upper primary and secondary schools in India.
11. develop activities and tasks for the acquisition of language skills.
12. identify devices, methods, approaches and support services for teaching English at upper primary and secondary levels.
13. understand constructivist approach to language teaching and learning.
14. understand about the teaching of prose, poetry, grammar and composition.

**UNIT I - NATURE, PLACE ,IMPORTANCE ,AIMS AND OBJECTIVES OF ENGLISH LANGUAGE -  
( 20 marks, 14hrs)**

- a. **Nature of English Language:** Nature of language, , linguistic diversity and its impact on English  
4 hours.
- b. **Place and Importance:** Place of English in the present school curriculum and its importance in the  
multilingual society 2 hrs.
- c. **Aims and Objectives:** Aims and general objectives of teaching English 2 hrs.
- d. **Classroom Objectives:** Classroom Objectives and its specifications 2 hrs.
- e. **Development of language Skills:** Listening, Speaking, Reading, writing, Communication and Study  
skills – Their meaning and resources for developing these skills  
2 hrs

**UNIT II - PEDAGOGICAL ASPECTS AND ASPECTS OF TEACHING ENGLISH  
(20 marks, 14 hrs)**

- a. **Methods and Approaches:** Direct method , Bilingual method and Suggestopedia method. **Approaches:**  
Structural Approach, Communicative Approach, Constructivist Approach and Total Physical Response  
Approach (TPR) 3hrs
- b. **Devices and Support Services :** Pair work, group work, discussion, story telling **Support Services:**  
Language laboratory, audio visual aids, computer and web resources for ELT and ELL  
3 hrs
- c. **Prose and Poetry:** Objectives, ways of introducing vocabulary, and phases for teaching prose  
3hrs.

- d. Grammar and Composition :** Objectives , Types (Functional, Formal), Methods (Inductive, Deductive) of teaching grammar and phases of teaching grammar. **Composition:** Objectives, Types of Composition (Guided, Free and Creative), and phases for teaching composition  
3 hrs

### UNIT III - LEARNING RESOURCES AND PEDAGOGICAL ANALYSIS

**(20 Marks, 16 hrs)**

- a) Learning experiences: types, nature, criteria of good learning experiences 2 hrs.
- b) Audio Visual Aids: *Audio Resources:* meaning, purpose, Educational radio broadcast, Tape recorder  
*Visual Resources:* meaning, purpose, *Non- projected visual resources:* - graph, map, poster, models and materials, *Projected visual resources;* - still visuals – slides, transparencies, film strips. Moving visuals – film, video, animation 3 hrs.
- c) Innovative Resources: Language laboratory, computer and web resources for ELT and ELL  
3 hrs
- d) Structure: Structure of English language 2 hrs
- e) Content Analysis: Meaning ,components of content analysis, and selection of teaching strategies  
3 hrs
- f) Curriculum, Syllabus and Textbook: Understanding the relationship between curriculum, syllabus and textbook. Criteria of Good textbook and critical analysis of any standard textbook at secondary level  
3 hrs

### UNIT IV - PLANNING AND EVALUATION

**(20 Marks, 10 hrs)**

- a) Planning: Year plan, unit plan, lesson plan (Difference between conventional and constructivist lesson plan),and unit test 3 hrs.
- b) Types of Evaluation: Formative, summative and continuous comprehensive evaluation (CCE)  
3 hrs.
- c) Techniques of Evaluation: oral, written, portfolio, cloze test, self evaluation and peer evaluation  
2 hrs.
- d) Testing: Diagnostic test and remedial teaching 2 hrs

### UNIT V - ENGLISH TEACHER

**(20 Marks, 10 hrs)**

- a) Qualification and Qualities: Essential qualifications and qualities of an English teacher 02 hrs.
- b) Professional growth and Development: Professional organizations, professional growth and development of English teacher 2 hrs.
- c) Problems: Problems faced by the teacher in teaching English in Indian schools and suggestions for improvement 3 hrs.



- d) Role of the Teacher: Changing role of English teacher in terms of students, parents, society and with colleagues 3 hrs.

### **Modes of Transaction**

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and Models
- Projects and assignments for individual learners as well as for group work and their record of activities

### **Essential Reading:**

- Bhatia K. K. (1996) New Techniques of Teaching English as a Foreign Language, Jalandhar, New academic Publishers.
- Bose Kshanika ( 1979) Teaching of English a Modern approach, New Delhi, Dhoba House
- Baruah T. C. (1984) The English Teachers Handbook, New Delhi, Sterling Publishers Ltd

### **References :**

- Bansibhari Pandit, Kute Meena & Suryavansi D. ((1999) Communicative language Teaching in English , Pune , Nutan Prakashan
- Diane Larsen Freeman and Marti Anderson (2012) Techniques and Principles in Language teaching, Oxford University press
- Gurav H. K. (2007) Teaching Aspects of English Language,
- Jessa M. (2005) Efficient English Teaching New Delhi, APH Publishing Co.
- Kohli B. L. Sharma R.K. Sastri T. R. Sengupta P. V. (1987) Teaching of English made Easy, New Delhi Dhoba House
- Kaushik D. P. (2010) Teaching of English, Agra, Agrawal Publishers
- Maraje B.P. (2017) Teaching of English- Classroom Practices. Peasant Publication : Jalgaon
- Mahajan Sangita ( 2014) Content Cum Methodology- English – II Jalgaon, Prashant Publications.
- Jessa M. (2005) Efficient English Teaching New Delhi, APH Publishing Co.
- Pawar N. G. Theory and Practice of Teaching English language, Pune Nutan Prakashan

**Semester –II**  
**Compulsory Paper- CP-VIII**  
**Pedogogy of School Subject-I (part-I)**  
**Sanskrit Part- I**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**objectives :-**

• **After completion of the course the student teachers will be able to –**

- 1) understand the nature of sanskrit language and its place and importance in the present set up.
- 2) understand the aims and objectives of teaching sanskrit at upper primary and secondary schools in india.
- 3) select methods, maxims and techniques of sanskrit teaching.
- 4) select proper methods of introducing new words.
- 5) understand about the teaching of prose, poetry, grammar and composition.
- 6) develop and use of learning resources in the classroom both audio visual resources and computer resources.
- 7) understand the pedagogical analysis of sanskrit language and content.
- 8) prepare the various types of planning for sanskrit language.
- 9) identify difficulties in language learning and provide suitable remedial instruction.
- 10) acquainted with qualities and professional growth of sanskrit teacher and to help them in acquiring the same.

**Unit I - Nature, Place and Importance and Aims , Objectives of Teaching of Sanskrit**

**Language**

**(20 Marks, 13 hours)**

- a) Nature, Place and Importance of Sanskrit Language 3 hrs
- b) Basic aims and objectives of teaching Sanskrit language. 2 hrs
- c) Aims and objectives of teaching sanskrit. 2 hrs
- d) Instructional objectives and their specifications. 3 hrs
- e) Objectives of sanskrit as given in the present curriculum at the upper primary and secondary level. 3 hrs

**Unit II – Pedagogical Aspects of Teaching Sanskrit**

**(20 Marks, 13 hrs)**

- a) Methods of teaching sanskrit – direct method, eclectic method. 3 hrs
- b) Methods of introducing new words. 2 hrs
- c) Maxims of language teaching – known to unknowns, concrete to abstract, simple to complex, inductive to deductive. 3 hrs

- d) Techniques – disussion, interview, team teaching. 2 hrs
- a) Aspects of Teaching Sanskrit :Prose, poetry, grammar and composition – aims and objectives, methods, Maxims and Techniques. 3 hrs

### **UNIT III – Pedagogical Analysis and Learning resources , learning experiences in**

#### **sanskrit**

**(20 Marks, 13 hrs)**

- a) Structure and content analysis – structure of sanskrit language. 2 hrs
- b) Curriculum, syllabus and textbook – understanding the relationship between curriculum, syllabus and textbook. 2 hrs
- c) Learning experiences – types, criteria of good learning experiences. 2 hrs
- d) Audio – visual aids 3 hrs.
- e) Computer assisted language learning. 2 hrs
- f) Language laboratory. 2 hours

### **UNIT IV – Planing and Evaluation**

**(20 marks, 13 hrs)**

- a) Year plan, unit plan, lesson plan. 3 hours
- b) Construction and administration of unit test. 3 hours
- c) Formative and summative evalution. 3 hours
- d) Diagnostic test and remedial teaching. 4 hours

### **UNIT V – Sanskrit Teacher**

**(20 marks, 12 hrs)**

- a) Qualities of a sanskrit teacher. 3 hours
- b) Professional growth and development of teacher. 3 hours
- c) Research mindedness. 3 hours
- d) Commitment of sanskrit teacher. 3 hours

### **Modes of Transaction**

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
- Projects and assignments for individual learners as well as for group work and their record of activities

### **Essential Reading –**

- |                       |   |                                       |
|-----------------------|---|---------------------------------------|
| • Lakld`r f'k{k.k     | & | MkW- jÄqiukFk IQk;k                   |
| • laLd`r f'k{k.k      | & | jkËks'kke xkMs                        |
| • laLd`r f'k{k.k      | & | MkW- jke'kdy ika.Ms;                  |
| • laLd`r f'k{k.k      | & | MkW- izHkk 'kekZ                      |
| • laLd`r f'k{k.k      | & | MkW- iq"iklks<h ] lat; nRrk           |
| • laLd`r f'k{k.k      | & | izks-jes'kpanz 'kkL=h] jkepanz 'kkL=h |
| • laLd`r vË;kiu iËnrh | & | MkW- izfrHkk lqËkhj isaMds            |
| • laLd`r f'k{k.k      | & | MkW- jÄqukFk IQk;k                    |

• laLd`r f'k{k.k

& jkEks';ke 'kEkkZ xkSM

• laLd`r f'k{k.k

& MkW- izHkk'kadj feJ

References –

• The Teaching of Sanskrit

& R.N. Safaya

• A New Approach to Sanskrit

& Dr. Bokil Parasnis

• Modern Methods of Teaching Sanskrit

& Bela Rani Sharma

**Semester –II**  
**Compulsory Paper- CP-VIII**  
**Pedogogy of School Subject-I (part-I)**  
**Science Part- I**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:** To enable the student teacher to;

1. develop insight on the meaning, nature & scope of science for determining aims & strategy of teaching-learning.
2. appreciate that science is a dynamic & expanding body of knowledge.
3. understand the aims & objective of teaching science at secondary school.
4. understand the various instructional strategies & their use in teaching science.
5. develop the ability to formulate instructional objectives in term of behavioral outcomes for teaching secondary school science.
6. develop the ability to plan & design various type of lesson in science.

**Unit – I : Aims, objectives & curriculum reforms of science**

**(20 marks, 13 hours)**

- a) Meaning, nature, scope & important of science as subjects 2 hours
- b) Contribution of scientists Indian: C.V.Raman, Sir Jagdhis Chandra Bose, HomiBhabha 3 hours
- c) Correlations: concept, importance & types 2 hours
- a) Aims & general objectives of science teaching . 2 hours
- b) Instructional objectives and their specifications. 2 hours
- c) Objectives of teaching Science as prescribed in secondary Education of Maharashtra state. 4 hours

**Unit – II Facilitating learning science.**

**(20 marks,12 hours)**

- a) Professional development of Science teacher- Qualities, Teacher Competencies and roles, Professional growth of teacher and Reference material in teaching Science. 3 hours
- b) Maxims of teaching science . 2 hours
- c) Method of teaching science: Demonstration, experimental, project, heuristic. 2 hours
- d) Preparation of lesson episodes based on Five E model – engage, explore, express, expand, evaluate and applications of models of teaching in classroom. 3 hours
- e) Model, Advance organizer model. 2 hours

**Unit – III Instructional approaches of Science (20 marks, 10 hours)**

Questioning- Open Ended Questions (HOT Questions)	2 hours
Assignment and Programmed Instruction	2 hours
Demonstration	2 hours
Modular Instruction and Computer Assisted Instruction (CAI)	2 hours
Collaborative/Co-operative learning Strategies- Learning together, Jigsaw technique	2 hours

**Unit IV: Resource materials for teaching and learning Science (20 marks, 17 hours)**

Principles of Curriculum organisation – Topical and Spiral, Logical and Psychological, Concentric and Spiral, Correlation	3 hours
b) Curriculum Reforms in school Science - National and state level reforms- NCERT & SCERT	3 hours
Text book – need and importance, qualities of good Science text book, critical analysis of the existing Science text book in secondary schools of Maharashtra	4 hours
Teachers hand books – need and importance	3 hours
Science Club and Laboratory – Objectives, Suggested activities, organization – Science exhibition, science tour.	4 hours

**Unit – V: Pedagogical Analysis, Planning and Evaluation of Science Teaching-Learning (20 marks, 10 hours)**

Pedagogical Knowledge analysis of Secondary School Science	2 hours
Year planning, Unit Plan	2 hours
Construction of Unit test .	2 hours
Construction of Science question	2 hours
Construction and use of diagnostic test in science –	2 hours

**Modes of Transaction**

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
- Projects and assignments for individual learners as well as for group work and their record of activities

**Essential Reading:**

- Bhatnagar, A.B. Bhatnagar, S.S. (2005), Teaching of Science, Meerut: R. Lall Book Depot.
- Brucecejoyce/Marsha Weil (1985), Models of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi.
- Das, R.C. (1985), Science Teaching in schools, New Delhi: Sterling Publishers Pvt. Ltd.
- Kohli, V.K. (1982), How to Teach Science, Ambala: Vivek Publisher.

- Kuhlizyn, Com Berich, Gard D. (1987), Educational Testing and Measurement, London: Scott Foronuman and Company.
- Kumar, Amit (1995), Teaching of Physical Science, New Delhi: Anmol Publications Pvt. Ltd.

**References :**

- Kulshreshtha. S.P. (2005), Teaching of Physical Science, Meerut: R. Lall Book Depot.
- Kulshreshtha. S.P., PasrichaHarpal (2005, Teaching of Biology, Meerut: R. Lall Book Depot.
- Mittal, Arun (2004), Teaching of Chemistry, New Delhi: APH Publishing Corporation.
- Mohan, Radha (1995), Innovative Science Teaching for Physical Science, Teachers, New Delhi: Prentice Hall of India Pvt. Ltd.
- Nanda, V.K. (1998), Teaching of General Science in Elementary School, New Delhi, Anmol Publication.

**Semester –II**  
**Compulsory Paper- CP-VIII**  
**Pedogogy of School Subject-I (part-I)**  
**Commerce Part- I**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives-**

To enable the student teacher to -

1. understand the characteristics and development of commerce, appreciate the role of commerce in the development of modern society.
2. understand the aims and objectives of teaching commerce is Higher secondary level.
3. understand the current issues and continuous development in commerce .
4. understands the techniques and devices of teaching of commerce .
5. develop the skill of using various methods of teaching of commerce.
6. prepare and use appropriate teaching instructions materials.
7. develop and use of learning resources in the classrooms both print and audiovisual resources and computer, web resources.
8. understand the pedagogical analysis of commerce.
9. develop and insight into the symbolic relationship between curriculum , syllabus and text book.
10. understand the steps of year plan ,unit plan, lesson plan.
11. understand the qualities and qualification and changing role of commerce teacher.

**UNIT – I : Nature , Place, importance , Aims and Objectives teaching of commerce**  
**(20 Marks,16 hours)**

- a) Nature of commerce – Meaning and dimensions of commerce, concept nature and scope.  
3 hours
- b) Place and importance of commerce Education in Higher secondary school curriculum.  
3 hours
- c) Co-relation – Concept and type, correlation of Commerce subjects and within the subject  
3 hours
- d) Aims and general objectives of teaching commerce in Higher secondary schools.  
3 hours
- d) Curriculum reforms in Higher secondary school Commerce – National and state level reforms  
4 hours



**UNIT – II : Pedagogical aspects of teaching commerce****(20 Marks, 14 hours)**

- a) Methods of teaching commerce-lecture method, Textbook method, project Method, problem solving method, Discussion method, Inductive –deductive method, survey method.  
3 hours
- b) Techniques and devices of teaching commerce- question/answer, narration, assignment, illustration, explanation, supervised study etc. 3 hours
- c) Instructional material and devices- Models , pictures , maps, graphs, diagrams, charts, tables, boards, news papers, journals, periodicals, radio, T.V. computer, internet, L.C.D. etc.  
3 hours
- d) Support system – Co-operative stores, school bank, exhibition, forum, visits and excursion, seminar, cottage industry, school magazine etc. 3 hours
- e) Commerce Resource Room - Need and enrichment. 2 hours

**UNIT – III : Aspects of teaching commerce .****(20 Marks, 12 hours)**

- a) Liberalization, Privatization, Globalization Modernization, Universilization 2 hours
- b) Impact on Commerce to Environment Education 2 hours
- c) Sustainable development and Commerce. 2 hours
- d) Concept of Electronic Commerce. 2 hours
- e) Use of computer in Commerce Teaching. 2 hours
- f) Audio visual aids . 2 hours

**Unit IV - Pedagogical analysis of commerce.****(20 Marks, 12 hours )**

- a) Concept, objectives, steps and importance of pedagogical analysis. 2 hours
- b) Distinction between pedagogic analysis and methodology of teaching. 2 hours
- c) content analysis – Concept and process. 2 hours
- d) Curriculum – concept, nature, principles of curriculum construction. 2 hours
- e) Criteria of good textbooks and critical analysis. 2 hours
- f) Content - cum – methodology approach. 2 hours

**Unit V : Planning, evaluation and Commerce teacher****(20 marks, 10 hours)**

- a) Planning, Evaluation –Year plan, unit plan, lesson plan. (Objective based IT based, constructivism)  
2 hours
- b) Qualification and qualities of commerce teacher – General, personal, specific. 2 hours
- c) Professional training and growth of commerce teacher. 2 hours
- d) Commerce teacher organization and its contribution in professional development of the teacher.  
2 hours
- e) Competencies – Contextual, conceptual, curricular, content learning material, Evaluation management, parental context, society contact and co-operation. 2 hours

**Modes of Transaction**

- Interactive discussions, group-work, sharing of experiences, organising

various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.

- Demonstrations, observations, visit to places, preparing work-book and models.
- Projects and assignments for individual learners as well as for group work and their record of activities

### Essential Rearding :

- Agarawal, J.C.,(1996), **Teaching of Commerce a practical Approach**, Vikas Publishing House (P) Ltd., New Delhi
- Dr.Y.K.Singh(2005) **Teaching of Commerce**, A.P.H. Publishing corporation New Delhi.
- Dr.T.Shankar **Methods of Teaching Commerce** (2007) CRESCENT Publishing corporation.
- Dr. SATNAMSINGH (2007) **Modern methods of teaching commerce** Srishit Book distributors New Delhi.
- K.Venkateswarlu, SK. Johmi Basha, Digumarti, Bhaskara Rao, (2004) **Methods of Teaching Commerce**, Discovery Publishing House, New Delhi.

### References :

- Khan, M.S.,(1982), **Commerce Education**, Sterling Publishing (P) Ltd. New Delhi.
- Rao, Digmurti Bhaskara, Ramesh, A.R.,(2006). **Techniques of Teaching Commerce**, Sonali Publications, New Delhi.
- Rao, Seema (1995), **Teaching of Commerce**, Anmol Publications (P) Ltd.,
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**Semester-II**  
**Practicum**  
**B-1 Formulation of Research Proposal**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration :</b>

**Format of Research Proposal in Education  
(B. Ed. - M.Ed.) Students**

1	izLrkouk	1	Introduction
2	<p>lacf/kr lkfgR; o la'kks/kukpk vk&lt;kok</p> <p>v . iqLrds o la'kks/ku tujye/khy ys[k c . 'kks/k izca/k] 'kks/k fuca/k] 'kks/k izdYi vgoky o la'kks/ku tujye/khy la'kks/ku if=kdk d . izLrqr fo"k;kP;k lanHkkZe/s dks.kdks.kR;k ckchaoj la'kks/ku dsys xsysys ukgh ;kpk 'kks/k o R;kph fof'k"B ekaM.kh M . 2 ¼d½ P;k vk/kkjs izLrqr la'kks/kukph xjt</p>	<p>2</p> <p>a</p> <p>b</p> <p>c</p> <p>d</p>	<p>Review of Related Literature and Researches</p> <p>Books , Articles in Research Journals</p> <p>Researches in Research Journals, Dissertations, Thesis, and Research Project reports.</p> <p>Identify gaps in Research in this area for further study.</p> <p>Justify the need to undertake this research problem</p>
3	LkeL;k fo/kku	3	Statement of the problem.
4	<p>la'kks/ku fo/kkuke/khy ikfjHkkf"kd 'kCnkaP;k o 'kCnleqqgaP;k O;k;k</p> <p>v. 'kCndks'k o fo'odks'k ;ke/khy O;k;k</p> <p>c. ladYiukRed O;k;k &amp; fl/ankrke/kwu vkysY;k O;k;k</p> <p>d. dk;kZRed O;k;k &amp; la'kks/ku lk/kukP;k O;k;klrh lanHkkZr</p>	<p>4</p> <p>a</p> <p>b</p> <p>c</p>	<p>The definitions of the Terms and Phrases used in the Title of the Research.</p> <p>Nominal Definition- Meaning given in Dictionary / Encyclopedia.</p> <p>Conceptual Definition- From the theories.</p> <p>Operational Definition- With the reference to the tool used to collect data. (eg. Personality is what the 16 P.F by Cattell Measures. )</p>
5	<p>la'kks/kuke/khy pys</p> <p>v LokÜk;h jvkÜk;h] fu;af=kr] ckg; o brj pys</p>	<p>5</p> <p>a</p>	<p>Variables in Research</p> <p>Independent Variables, Dependent Variables, Control Variables , Extraneous Variables etc.</p>
6	la'kks/ku vgokyke/s okij.;kr ;srhy v'kk egRoiw.kZ laKkps Li"Vhdj.k	6	Meanings of Key words/ terms that will be used in the Research report but is not in the title.
7	la'kks/kukpk vkjk[kMk vgoky ;ke/s okij.;kr ;s.kkè;k 'kCnkaph laf{klr :is o R;kaph iw.kZ :is ;kaph ;knh	7	Abbreviations that will be used later in the Research Report. (eg. Ht=Height , M= Male )
8	la'kks/kukph mfn"Vs	8	Objectives of the study

9	la'kks/kukph x`ghrds	9	Assumptions of the study
10	la'kks/kukph ifjdYiuk	10	Hypotheses in the study
11	la'kks/kukph ifje;kZnk	11	Delimitations of the Research (eg. Data will be collected only from Kolhapur city)
12	la'kks/kukph e;kZnk	12	Limitations of the Research (eg. The social economic factors will not be )

13	la'kks/kukph O;klrh	13	Scope of the Research (How far – where all the results / Conclusions applicable)
14	la'kks/kukps egRo	14	Significance of the Research (In spite of delimitations ,the useful to the concerned )
15	la'kks/kukph ;kstuk o dk;Zi/nrh  v- la'kks/kukpk izdkj ¼ mi;ksthr la'kks/ku@ xq.kkRed la'kks/ku @la[kRed la'kks/ku@ feÜk la'kks/ku ½ c- la'kks/kukph i/nrh  d- la'kks/kukpk vfHkdYi  M- U;kn'kZu vfHkdYi  b- U;kn'kZkps vkdkjeku  bZ - U;kn'kZkps Lo:i o oSf'k"V;s	15	Plan and Procedure of the Research  a Type of the Research (Applied Research/ Qualitative Research/ Quantitative Research/ Mixed Research) b Research Methodology c Research Design d Sampling Design e Sample size f Sample nature and special feature
16	ekfgrh ladyukph ra=s o lk/kus	16	Techniques and Tools for data collection
17	ekfgrh ladyukph dk;Zi/nrh	17	Procedure of data collection
18	Lkadfy dsysY;k ekfgrhpk izdkj	18	Type of data obtained

19	Lakdfyr ekfgrhP;k fo'ys"k.kkpk izdkj o dk;Zi/nrh	19	Type and Procedure/Methodology of data collection and Analysis
20	osGki=d	20	Time Schedule
21	lanHkZ lwph $\frac{1}{4}$ APA i/nrhuqlkj $\frac{1}{2}$	21	Reference in APA style

## Semester-II

### Practicum

### B-2 : E-Education Workshop

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 128</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration :</b>

#### Objectives :

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

- 1) understand the fundamentals of e-education
- 2) learn how to design e-content for e-teaching
- 3) use web sources for effective e-teaching and e-learning
- 4) learn about creation and use of lms & lor
- 5) use of ICT in the conduct of research and research communication

#### Unit I : Fundamentals of e-education (25 hrs)

- a) Download information regarding concept of e-education and write a note ( 5 hrs)
- b) Review the quality standards of e-learning/e-education and write a note ( 5 hrs)
- c) Visit to a virtual classroom and write it's report ( 5 hrs)
- d) Create a Rubric for evaluation of students on any topic ( 5 hrs)
- e) Create one's own e-portfolio ( 5 hrs)

#### Unit II : Designing Instructions for e-teaching (28 hrs)

- a) Write a note on different Instructional Designs and ADDIE model ( 8 hrs)
- b) Visit to Multimedia Preparation centre and understand the Role of Team in creation of Multimedia and write it's report in own handwriting ( 5 hrs)
- c) Critical evaluate any Multimedia ( 5 hrs)
- d) Prepare a Multimedia Story -board for a topic on school content (10 to 20 slides) (5 hrs)
- e) Prepare a Video (Min.5Minutes) on educational Content ( 5 hrs)

#### Unit III : Use of Web –sources for teaching and learning (25 hrs)

- a) Use synchronous e-resource 'Skype' or 'Chat' for e-teaching /e-learning or discussion (With peers) and give a written report of the procedure ( 5 hrs)
- b) Use asynchronous e-resource 'e-mail' for e-teaching /e-learning and give a written report of the procedure ( 5 hrs)
- c) Use wiki or Wikipedia for teaching, learning or research ( 5 hrs)
- d) Write a note on Blended and Flipped approach to teaching (5 hrs)
- e) Critically evaluate the Web Content ( 5 hrs)

#### Unit - IV : E-education Management Systems ( 25 hrs)

- a) Prepare a LOR on a school topic ( 12 hrs)
- b) Write a note on Learning Management system (LMS) and Learning Content

- Management System (LCMS) ( 3 hrs)
- c) Prepare a note on Course Management Systems e.g. CourseWorks, BlackBoard, Sakai ( 3 hrs)
- d) Write a note on Moodle and prepare a note on a topic of e-education to be uploaded and shared on Moodle. ( 2 hrs)
- e) Critically Evaluate any LMS ( 5 hrs)

#### **Unit – V: Use of ICT in the conduct of Research and Research Communication (25 hrs)**

- a) Download and use of Diggo toolbar for research purpose ( 5 hrs)
- b) Visit the website www. APA Style.org and understand the format of writing references for Dissertation/Research Report ( 5 hrs)
- c) Download five articles/research papers for review of literature regarding your research work (5 hrs)
- d) Use of free and open software's/applications for creating your research tool (5 hrs)
- e) Use of graphics for communication and presentation of research work (5 hrs)

#### **Transaction Mode**

The course would be transacted through a workshop. For this course all student teachers are divided in 5 groups. Each faculty member takes up the responsibility of one group. In each group the student teacher completes the suggested course workshop, practical under the guidance of faculty member. Initially tell the student teachers about the course and give information of workshop themes and activities. Give the theme/activity wise time table to the student teachers so they can prepare for it.

Students have to keep a i) Work-book for practical work done in Class/workshop, and ii) Prepare record of Practical's (Comprising hand written report, printout, Soft Copy of practical's and any other record as per instructions given) and File. Group Teacher's signature has to be taken by the students on Work-book as well as on Practical File.

#### **Note:**

3. The External Examiner shall be a recognized B.Ed./ M.Ed. teacher and shall not be a Trainer/Staff member/Teacher of the Department/College of Shivaji University.
4. The External examination to be conducted in the Department/College in which the student is studying.

#### **Essential Readings:**

Conrad, Kerri (2001). Instructional Design for Web – Based Training HRD Press.

Deitel, H.M. Deitel, P.J et al. (2003). Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.

Graham (1998). HTML 4.0 Sourcebook, Wiley Publications.

Gaurav Chadha, S.M. Nafay Kumail (2002). E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.

Gagne, R. M., Leslie, J. B. & Walter, W. W. (1987). Principles of Instructional Design Word worth Publishing Co. Harasim, L. (1990). Online Education : Perspectives on a New Environment. New York : Presser.

Harasim, L. (1993). Global Network Computers and International Communication. Cambridge; NIT Press 5.

Joseph W. Lowrey (2006). Dreamweaver 8 Bible, Wiley Publication.



Khan, BoH (1977). Web based Instruction. Englewood Cliffs : Educational Technolog Publications .  
 Lee, William W, Diana, L. Owens (2001). Multimedia – Based Instructional Design :Computer Based Training. Jossey –Bass.

Michael W. Allen, Michael Allen (2002). Guide to E-Learning, Wiley Publication, 2002. Ian S.

Phillips. R. (1997). Interactive Multimedia London : Kogan Page.

Rejeseakaran S. (2007): Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.

Ray West, Tom Muck (2002). Dreamweaver MX: The Complete Reference, Mc Graw Hill Publications.

Rosenberg, M. J. (2001). E-learning. New York : McGrawHill. Schank, R. C. (2001). Virtual Learning. McGraw Hill.

Sallis, E. & Jones, G. (2002). Knowledge Management in Education. London : Kogan Page Ltd.

Srinivasan, T. M. (2002). Use of Computers and Multimedia in Education. Horton, W.(2001).

Singh, P.P. Sandhir Sharma (2005). E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.

Vaughan, T. (1999). Multimedia Making it Work. New Delhi : Tata McGraw

## **References**

Stephen, M. A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.

Khan, Boh (1977): web0-based Instruction. Englewood Cliffs: Educational technology Publications.

Harisim, L.(1990): Online Education: perspectives on a new environment. New York: Prasser.

Harasim, L.(1993): Global Networks Computers and International Communication. Combridge; NIT Press.

Rejeseakaran S. (2007): Computer Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.

## Semester-II

### Practicum

#### B-3 : Lesson Planning, Demonstration of Model Lesson, Workshop and Teaching in Simulated Environment

Total Credit : 01	Internal Theory Marks: 25
Total Hours: 32	External Theory Marks : 00
Total Marks:25	Duration : 1 week

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- 3- ikBîka"kkP;k ewY;ekiu ik;Ú;kaph ekfgrh ns.ks-
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		Class Hours.	Preparation Hours	Total Hours.	Internal	Total
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2½	mfl'Vs o Li'Vhdj.ks ;koj O;k[;ku nsrkuk izf" k{k.kkFkhZaps nksu xV djkosr- xV 1 & Hkk'kk o lkekftd "kkL=s xV 2 & lk;Ul o xf.kr-					
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### Teaching in simulated Environment

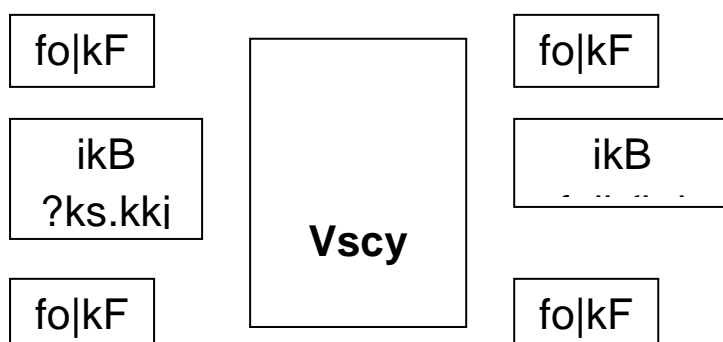
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- v/;kiukph dk;Zokgh] dkS"ky; vkf.k {kerkapk fodkl dj.ks-
- v/;kiu in~/krhpk inca/k vkf.k v/;kiu dkS"ky; vkRelkr dj.;kl enr dj.ks-
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- ❖ v/;kiu in~/krhps fujh{k.k dj.;klkBh vuq:i ewY;ekiu lk/ku vlkos-
- ❖ “kS{kf.kd lk/kukap okij djkok-
- ❖ lk/kkj.k i.ks [kkyhy fo’k;klkBh v/;kiu in~/krh iq<hyizek.ks
  - 1- ejkBh & ukVîhdj.k] ppkZ] mn~xkeh@voxkeh
  - 2- ppkZ & ppkZ] ukVîhdj.k] mn~xkeh@voxkeh
  - 3- baxzth & dE;qfudssfVOg vWizksp] mn~xkeh@voxkeh
  - 4- bfrgkl & vk/kkj in~/krh] dFku
  - 5- Hkwxksy & izokl] fnXn”kZu] ppkZ
  - 6- xf.kr & mn~xkeh@voxkeh] la;kstu in~/krh
  - 7- lk;Ul & fdeku v/;;u {kerk] iz;ksx fnXn”kZu

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- 2- vfHk:i v/;kiuklBh dks.kR;k ?kVdvoj Vkp.ks dk<yh- R;klkBh dks.krh  
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fuoMyh ;kph ekfgrh nsÂu izR;{k Vkp.ks ifj”k’Vkr tksMkoht-
- 3- vfHk:i v/;kiuklBh izR;{k okijysyh “kS- lk/kus |koht-
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### gauNadana yaaojanaa<sup>1</sup>

1 ‘AiBa\$P AQyaapna tai%vak maaihtl saMklpnaa,kaya-vaahl **2**  
**gauNa**

2 ‘AiBa\$P AQyaapna GaTk inaiScatl AQyaapna pQdtl paya<sup>1</sup>yaa  
,SaOxaiNak saaQanaacaa vaapr

A p`qama AQyaapna pQdtl

**2 gauNa**

ba ivdtlya AQyaapna pQdtl

**2 gauNa**

**gauNa** 3' paz inarIxaNa naaoMdl va p`%yaaBarNa **2**

mat 4' AiBa\$p AQyaapnaat ivaVaqaI- mhNaUna BaUimaka svat:cao  
**2 gauNa**

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ekUNa **10 gauNa**

## Semester-II

### Practicum

#### B-4 : Instructional Aids Workshop (Minimum Five Teaching Aids)

Total Credit : 02	Internal Theory Marks: 50
Total Hours: 64	External Theory Marks : 00
Total Marks:50	Duration : 2 weeks

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3½ v/;kiuke/;s “kS{kf.kd lk/kukapk mi;ksx dj.;kl izo`Ùk dj.ks-

;ksX; dky[kaM & paz inayaaojana va idgdSa-na kRitsa~ JaalyaanaMtr va AiBa\$P AQyaapna kRitsa~apUval- Gyaavao.

#### izkR;f{kdklBh iwokZo”;d rkfÙod Hkkx &

“kS{kf.kd lk/kukaps oxhZdj.k] v/;kiuke/;s “kS{kf.kd lk/kukaP;k okijkps egÙo ;koj ,d O;k[;ku vk;ksftr djkos- “kD; >kY;kl lk/kus cufo.kkÚ;k rTK O;Drhauk cksykowu izkR;f{kdkaps vk;kstu djkos-

#### izkR;f{kdklBh vko”;d vk/kkjiz.kkyh %&

rDrs] izfrÑrh bR;knh cufo.;klkBh dkxn] QsfOgdkWy] jax] dk=h] FkekZdkSy bR;knh lkfgR; vko”;drsuqlkj-

#### vk;kstukph in~/krh%&

p`qama AQyaapna pQdtlcao tlna va ivdtlya AQyaapna pQdtlcao daona Asao ekUNa paca SaOxaiNak saaQanoa ivaVaagyaa-kDUna tyaar k\$na GaoNao.

#### ewY;ekiu in~/krh &

p`qama AQyaapna pQdtlcya tlna “kS{kf.kd lk/kukalkBh 30 xq.k AaiNa ivdtlya AQyaapna pQdtlcya daona “kS{kf.kd lk/kukalkBh 20 xq.k dyaavao.

## Semester-II

### Practicum

#### B-5 : Workshop on Constructivist Approach to Teaching ( Two Lessons)

Total Credit : 01	Internal Theory Marks: 25
Total Hours: 32	External Theory Marks : 00
Total Marks:25	Duration : 1 weeks

#### mfl'Vs %&

- 1- Kkujpukoknkph ladYiuk let.;kl enr dj.ks-
- 2- Kkujpukoknkph ewyrÜos o x`fgrdkps vkdyu gks.;kl enr dj.ks-
- 3- Kkujpukoknh f'k{k d@f'k{kdkaph Hkwfedk let.;kl enr dj.ks-
- 4- ijaijxv v/;;u v/;kiu o Kkujpukoknh v/;;u v/;kiu ;krhy Qjd  
let.;kl enr dj.ks-
- 5- Kkujpukoknh v/;;u izfØ;sph oSf'k'Vîs let.;kl enr dj.ks-
- 6- Kkujpukoknh v/;;u izfØ;sph oSf'k'Vîs lkaxwu Ñfr;qDr v/;;u] xV ikM.ks]  
“kks/kd iz”ukP;k vk/kkjs fo|kFkhZ dk; f'kdys rs ikg.;kl enr dj.ks
- 7- vizxr fo|kF;kZlkBh xVppkZ d:u R;kaP;k fodklklkBh iz;Ru dj.ks-
- 8- fo|kF;kZaph laiknu {kerk fodklklkBh v/;;u in~/krh “kks/k.ks-

#### Kkulajpukokn dk;Z”kkGk dk;Zokgh %&

- 1- Kkujpukokn ladYiuk o vksG[k O;k[;ku ?;kos- ;k O;k[;kuke/;s czquj fi; kts  
o v;ksxkVLdhP;k miiÜkhpks IS)kafrd Hkkx lkaxkok O;k[;ku ,d rklkps  
vlkos-
- 2- Kkujpukoknkph ewyrÜos o x`fgrds & ;k fo'k;koj nqljs O;k[;ku vlkos] gîk  
O;k[;kukyk ,d rklkpk osG |kok-



- 3- Kkulajpukoknkp izHkko vH;klØe] v/;kiu] ekiu ;k ladYiukoj dlk vkgs rs Li'V djkos ;klkBh vH;klØekph ladYiuk] R;koj vk/kkfjr ikBîiqLrds R;kaph jpuk Kkujpukoknkoj d"kh >kyh vkgs rs Li'V djkos- ;klkBh ,d O;k[;ku Bsokos o ;k O;k[;kukoj vk/kkfjr izFke v/;kiu in~/krhuqlkj xV ikMwu vH;klØe o ikBîiqLrdkoj vk/kkfjr izkR;f{kd ?;kos-
- 4- Kkujpukokn o f" k{kdkph Hkwfedk o Kkujpukoknh fo|kF;kZph oSf" k'Vîs & ;k fo'k;koj O;k[;ku |kos-
- 5- Kkujpukoknh v/;;u izfØ;sph oSf" k'Vîs] ikjaifjd v/;;u o Kkujpukoknh v/;;u ;krhy Qjd ;koj ,d O;k[;ku |kos-
- 6- Kkujpukoknh ikBkpk vkjk[kMk r;kj d:u ?;kok- ;klkBh laiw.kZ oxkZoj O;k[;ku |kos  
 ikBkpk vkjk[kMk r;kj djrkuk & fo|kF;kZauk |k;ps v/;;u vuqHko  
 fo|kF;kZaps iwoZKku dls rikl.kkj R;kpk xVdk;kZ"kh laca/k dlk tksM.kkj\  
 psrd iz"u@"kks/kd iz"u & Ñfr;qDr v/;;u] fo|kF;kZauh v/;;u lkfgR; r;kj  
 dj.ks- fo|kF;kZauk Lor% fopkj dj.;kl izo`Ùk d:u xVkr >kysys laokn]  
 fo|kF;kZauh fopkj djrkuk okijysY;k izfrek] rlsp R;k ?kVdkrwu fo|kFkhZ  
 dk; f"kdys\ ;k loZ ckchapk fopkj djkok-
- 7- vizxr fo|kFkhZ & ppkZ  $\frac{1}{4}xVppkZ\frac{1}{2}$  vizxr fo|kF;kZaP;k fodklklkBh iz;Ru]  
 ;koj O;k[;ku ?;kos-
- 8- laiknu {kerk fodklklkBh v/;;u in~/krh ;koj O;k[;ku  
 1- dk;Zi=ds  
 2- xVv/;;u  
 3- pkp.kh lap  
 4- xV rikl.kh  
 5- iz"uis<îk  
 O;k[;ku ?ksÅu ojhy ckch fo|kF;kZadMwu d:u ?;kO;kr- nksu v/;kiu  
 in~/krhph nksu Kkujpukoknh ikBkph Vkp.ks dk<wu R;kiSdh ifgY;k v/;kiu  
 in~/krhps ikB fivjxVke/s ljkokklkBh ?;kosr-

nqlŮ;k v/;kiu in~/krhps ikB “kkys; vuqHko dk;ZØeke/;s ?;kosr.

<b>v- Ø-</b>	<b>rif”ky</b>	<b>Rkfldk</b>
1	Kkujpukokn ladYiuk o vksG[k	1
2	Kkujpukoknkph ewyrŮos o x`fgrds	1
3	Kkujpukoknh v/;;u izfØ;sph oSf”k’Vîs] ikjaifjd v/;;u o Kkujpukoknh v/;;u ;krhy Qjd	2
4	Kkujpukoknkph dk;Zuhrh	2
5	Kkulajpukoknkpk vH;klØe] v/;kiu] ekiu ;k ladYiukoj izHkko	1
6	Kkujpukokn o f”k{kdkph Hkwfedk o Kkujpukoknh fo kF;kZph oSf”k’Vîs	1
7	vH;klØe o ikBîiqLrdkoj vk/kkfjr &xVkr izkR;f{k d	2
8	Kkujpukoknh ikBkpk vkjk[kMk & O;k[;ku	2
9	Kkujpukoknh ikBkpk vkjk[kMk & xVkr izkR;f{k d	3
10	vizxr fo kFkhZ & ppkZ ¼xVppkZ½ vizxr fo kF;kZaP;k fodklklkBh iz;Ru	1
11	laiknu {kerk fodklklkBh v/;;u in~/krh& O;k[;ku	1
12	laiknu {kerk fodklklkBh v/;;u in~/krh& xVkr izkR;f{k d	1
13	nksu v/;kiu in~/krhph nksu Kkujpukoknh ikBkph Vkp.ks dk<.ks	4
14	,dk v/;kiu in~/krhaP;k ikBkpk fivjxVke/;s ljko	10
	<b>,dw.k</b>	<b>32</b>

## **vgoky ys[ku &**

ojhy loZ O;k[;kukapk lkja”k ?ksÅu vgoky ys[ku djkos- vgokyklkBh  
vuqØef.kdk djkoh- Inj dk;Z”kkGsph mfl’Vs] O;k[;ku 1 rs 5 lkja”k fygwu  
ifjf”k’Vke/;s Kkujpukoknkoj vk/kkfjr ikBkph Vkp.ks tksMkohr

## **ewY;ekiu &**

vgoky ys[ku & 5 xq.k

izFke v/;kiu in~/krh Kkujpukoknh ikB &7.5 xq.k

f}rh; v/;kiu in~/krh Kkujpukoknh ikB &7.5 xq.k

xVdk;kZrhy lØh; lgHkkx & 6 xq.k

**,dw.k &**

**Semester-II**  
**Practicum**  
**B-6 : Working with Community-I**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration :</b>

(Minimum 2 from among the enlisted and maintaining a reflective dairy )

1. Awareness Programme on Water Management
2. Awareness Programme on Rain Water harvesting
3. Awareness Programme on Water Pollution
4. Awareness Programme on Air Pollution
5. Awareness Programme on Sound Pollution

6. Awareness Programme on Environment issues
7. Awareness Programme on Cyber Law
8. Awareness Programme on Financial Rights
9. Awareness Programme on Constitution
10. Awareness Programme on Microfinance
11. Awareness Programme on Scientific Literacy
12. Awareness Programme on Gender sensitization
13. Awareness Programme on women empowerment
14. Awareness Programme on Health and Hygiene
15. Awareness Programme on Child Abuse and Rights
16. Awareness Programme on RTE Acts
17. Awareness Programme on RTI Acts
18. Awareness Programme on Digital literacy
19. Awareness Programme on Human Rights
20. Awareness Programme on Civil rights
21. Awareness Programme on Visual Literacy
22. Awareness Programme on citizenship literacy
23. Awareness Programme on Disease \*Diabetics, Thyroid
24. Awareness Programme on Disaster Management
25. Awareness Programme on Nutrition and Diet
26. Awareness Programme on Learning Disabilities
27. Awareness Programme on Domestic Violence
28. Awareness Programme on Domestic Violence
29. Awareness Programme on School Violence
30. Awareness Programme on Skills development and Employability
31. Awareness Programme on Different educational Institutions (Professional and for Marginalised)
32. Awareness Programme on Right to Vote
33. Awareness Programme on formation of NGO
34. Awareness Programme on Formation of Entrepreneur Group
35. Awareness Programme on Mental Health
36. Awareness Programme on Agricultural Issues
37. Awareness Programme on Marketing
38. Awareness Programme on Govt. Schemes of Social Security
39. Awareness Programme on ICT Skills
40. Awareness Programme on Useful Apps

**Three-Year integrated B.Ed.- M.Ed. Programme  
(From June 2017 onwards)  
DISSERTATION (RESEARCH REPORT)**

**Total Credits:15**

**Total Marks:275**

- 1) Each student shall work under the guidance of a recognized Post-graduate teacher for his/her dissertation.
- 2) The dissertation shall be on an educational topic approved by the Scrutiny committee consisting of Head/ Principal of the Department/ Colleges, and two experts (1 P.G. teacher from other university) and 1 from among Department/ College teachers. If the topic is not approved he/she will be at liberty to prepare another provided that in all such cases the topic is got approved by the committee.
- 3) The Dissertation shall be of 15 credits and shall carry 275 marks. Three copies of the Dissertation to be printed one each for the Department / College, Guide and Student. When submitted, shall be accompanied by a certificate signed by the guiding teacher.
- 4) Dissertation submission should be on or **before one month of the end of Semester V.**

- 5) The assessment of the dissertation will be spread over various Semesters of the three year programme.
- 6) The External Examiners will evaluate the dissertation in the Department/ College one day before the conduct of Viva-Voce in the Department/ College
- 7) Viva-voce examination will be conducted in the Department of Education/ College jointly by the external and internal examiners and the marks for the viva-voce of the dissertation will be awarded jointly by the external and internal examiners on the basis of the viva-voce performance.

#### **Distribution of Dissertation work and marks allotment**

Sr. No.	Stage of Dissertation	Semester	Hours	Marks allotted	Credits	Internal/ External Examiner
I (B-1)	Formulation of Research Proposal	II	32	25	01	Internal
II (C-1)	Presentation of Research Proposal	III	32	25	01	Internal
III (C-2)	Preparation and finalization of Tools for Data collection	III	32	25	01	Internal
IV (D-1)	Collection of Data, Analysis and Interpretation and submission of the first draft of Dissertation to the Guide	IV	64	50	02	Internal
V (E-1)	Submission of Final Research Report (Dissertation ) to the Department/ College	V	104	50	02	Internal
VI (F-5)	Final Research Report	VI	-	100	04	External
VII (F-6)	Viva-Voce for Dissertation	VI	64	50 (25+25)	02	Internal and External
	Internal:200 Marks			External:125 Marks		

## Second Year

Semester –III				
Paper	Three-Year Integrated B.Ed.- M.Ed.	Hours	Marks	

	Programme					Internal (sessional)	External (Theory)	Total
	Theory	Inst. Hrs	Learn ing Hrs					
	Compulsory Papers							
CP-IX	Educational Studies	64		04	02	50	50	100
CP-X	Advanced Educational Research and Statistics	64		04	02	50	50	100
CP-XI	Pedagogy of School Subject –II	64		04	02	50	50	100
OP-I	Optional paper (any One)							
OP-I-A-EGC	A)Educational Guidance and Counseling	64		04	02	50	50	100
OP-II-B-EE	B)Environment Education	64		04	02	50	50	100
	Practicum							
C-1	Presentation of Research Proposal	32		01	--	25	00	25
C-2	Preparation of Tools for Data Collection	32		01	-	25	00	25
C-3	Self Development and Yoga Education	32		01	--	25	0	25
C-4	Action Research Project as School Attachment and Report or Focused Assignment (any One from the list) and Report (5 hours per week)	80		01	--	25	0	25
C-5	Internship- II (4 weeks) Internship as per Specialization Classroom Teaching Pedagogy (Elementory,Secondary and Senior Secondary) 15+15 Lessons	144		06	--	150		150
Total		576		26	08	450	200	650

**Second Year**

**Semester – III**



## Compulsory Paper- CP-IX

### Educational Studies

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

#### Objectives

**On completion of this paper, student will be able to:-**

1. understand the Humanistic Pedagogics
2. comprehend Empirical Educational Science
3. acquaint concepts of critical theory.
4. analyze critical rationalism in educational science
5. evaluate critical theories of educational sciences

#### Unit:1-Humanistic Pedagogics

1. The Historicity of Education and Educational Science (3hrs)
2. The Significance of Hermeneutics for Educational Science (2hrs)
3. The Autonomy of Education and Education (2hrs)
4. The pedagogical Relationship (2hrs)
5. Theory and Practice in Education ( 3hrs)

#### Unit:2.Empirical Educational Science (13hrs)

- a). The Empirical Approach to Education Science: (8 hrs)

History Perspectives: 1. Lay and Meumann's Experimental Pedagogics

2. Else and Peter Peterson's Study of Pedagogical Facts
3. Aloys Fischer and Rudolf Lochner's Descriptive Pedagogics
4. The Realistic Turn in Educational Science (Heinrich Roth)

- b) Critical Rationalism in Educational Science: (5hrs)

- i) Educational science: Educational theory, The Historiography of Education.
- ii) Philosophy of Education: Epistemology of Pedagogical Statements, Moral Philosophy of Education
- .iii) Practical Pedagogics
- iv) Critiques

#### Unit: 3-The Scientific Programme of Critical Rationalism (13hrs)

- a) Definition and Explication of Concepts (1hr)
- b) The operationalisation of Concepts (2hrs)
- c) Scientific Affirmations (2hrs)
- d) The Falsification of Theories and Hypotheses (2hrs)
- e) Technology as a Field for the Application of Theories (2hrs)
- f) Value Judgements, Base Values and Evaluations (2hrs)
- g) Further Developments in Critical Rationalism (2hrs)

**Unit: 4—critical Educational Science (13 hrs)**

- a) Critical Theory: History Perspectives ( 5 hrs)
  - i) Traditional and Critical Theory (Horkheimer)
  - ii) Horkheimer's and Adorno's Dialectics of Enlightenment
  - iii) Negative Dialectics (Adorno)
  - iv) One-Dimensional Man (Marcuse)
  - v) Knowledge and Human Interests (Habermas)
- b) Main Concepts of Critical Theory: (8 hrs)
  - i) Enlightenment, ii) Emancipation, iii) Reification, iv) Criticism, iv) Society, vi) Communication Discourse, vii) Theory / Practice

**Unit: 5- Critical Theory in Education (13hrs)**

- a) Attempts towards a Critical Theory of Education (4hrs)
- b) Proposals for Critical Theory of Education and Development (5hrs)
- c) Theories of the Educational Process (4hrs)

**Transaction Modes:**

Group discussion, lecture-cum-discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar-

1. Seminar presentation on empirical approach to educational sciences
2. Assignments on the Falsification of theories and hypotheses
3. Observation of the classroom discourse of any one subject
4. Open book assignment : on any one topic
5. Critical analysis of any one theory (i) Horkheimer's and Adorno's Dialectics of Enlightenment

ii)Negative Dialectics(Adorno) iii)One-Dimensional Man (Marcuse) iv)Knowledge and Human Interests (Habermas)

6.Group discussion/ panel discussion on main concepts of critical theory

7. School visit to study educational processes with reference to classroom and preparation of reports

## Compulsory Paper-CP-X

### Advanced Educational Research and Statistics

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

#### Objectives:

On completion of this course, student will be able to understand-

1.explain a sampling design appropriate for a research study. 2.explain the importance of documentation and dissemination of researches in education.

3.explain or predict values of a dependent variable based on the values of one or more independent variable.

4.estimate the characteristics of populations based on their sample data. 5.test specific hypotheses about populations based on their sample data.

6. use appropriate procedures to analyze qualitative data.

7.demonstrate competence in the use of statistical packages for analysis of data.

#### Unit – I : Descriptive Analysis of Quantitative Data (13hrs.)

a)Data types: Nominal, Ordinal, Interval and Ratio scale, data levels: individual and group

(2 hrs)

b)Graphical representation of data

( 1hrs)

c)Description and comparison of groups: measures of central tendencies and dispersion, assumptions uses and interpretation

(2hrs)

d)Normal distribution: theoretical and empirical distribution, deviation from normality and underlying causes, characteristics of normal probability curve and its applications.(2hrs)

e)Relative positions: percentile rank z-score

(1hr)

f)Examining relationships: Scatter plots and their interpretation product moment, rank, biserial, point-biserial, tetra-choric, partial and multiple correlations

(2hrs)

g)Linear regression analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction.

(1hrs)

#### Unit – II : Inferential Analysis of Quantitative Data-I (13 hrs.)

a) Estimation of a parameter – Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean.

(6 hrs)

b) Testing of hypotheses – testing of null hypotheses, types of error, levels of significance, testing the significance of difference between the following statistics for independent and correlated samples : Proportions, means (including small samples) and variances.

(7 hrs)

#### Unit :III: Inferential Analysis of Quantitative Data-2 (13hrs)

a)Analysis of variance and co-variance (ANOVA and ANCOVA)-Concept, assumptions and uses

(4hrs)

b) Non-parametric statistics : assumptions and uses of sign test, rank test and median test

(5 hrs)

c)Analysis of frequencies using Chi-square- Chi-square as test of goodness of fit and test of interdependence, contingency co-efficient and its uses.

(4 hrs)

#### Unit – IV : Data Analysis in Qualitative and Mixed Research (13 hrs.)

a)DataReduction

(1hr)

b)Data Display	(1 hr)
c)Conclusion Drawing and Verification	(1hr)
d)Removing	(1 hrs)
e)Categorization and Clarification	(2 hrs)
f)Analysis of Visual Data, Enumeration	(2 hrs)
g)Identifying Relationship Among Categories	(1hr)
h)Context Analysis	(1 hr)
i)Corroborating	(1 hr)
j)Establishing Credibility	(2 hrs)

### **Unit : V: Computer for Data Analysis and Preparation of Research Report (12hrs.)**

- a)Use of Computer for data analysis– Knowledge of different types of software for statistics analysis (5hrs)
- b) Use of preparing research report (4hrs)
- c) EXCEL (3hrs)

### **Transaction Mode**

Lecture ; presentation, demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation, a critical assessment of statistical techniques used in a research report, Preparation of graphic designs of data obtained in a research study, Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis, analysis of data using statistical package.

### **References**

- Conover, W. J. (1971). Practical Non-Parametric Statistics. New York : John Wiley & Sons Inc.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education. New York : McGraw Hill.
- Gibbons, J. D. (1971). Non-Parametric Statistical Inference. New York : McGraw Hill.
- Glan, G. V., & Hopkins, K. D. (1996). Statistical Methods in Education and Psychology, (3rd Edition). Boston : Allyn & Bacon.
- Guilford, J. P. and B. Fruchter (1987). Fundamental Statistics in Education and Psychology. Tokyo : McGraw Hill (Student Sixth Edition)
- Henry, G. T. (1995). Graphing Data : Techniques for Display and Analysis. Thousand Oaks. CA : Sage.
- Howell, D. C. (1997). Statistical Methods for Psychology. Belmont, CA : Duxbury
- Press. Huck, S. W. (2007). Reading Statistic and Research. Boston : Allyn & Bacon.
- Popham and Sirohic (1993). Educational Statistics – Use and Interpretation. New York : Harper and Row.
- Siegal, S. (1956). Non-Parametric Statistics for Behavioural Science. New York : McGraw Hill.
- Miles, M. B. & Huberman, A. M. (1994). Qualitative Data Analysis : An Expanded Sourcebook. Thousand Oaks. CA : Sage.
- Van Leeuwen, T. & Jewitt, C. (Eds) (2001). Handbook of Visual Analysis. London :Sage.



## Compulsory Paper- CP-XI

### Pedagogy of School Subject-II

### Mathematics

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

#### objectives :-

**After completion of the course the student teachers will be able to –**

1. understand the meaning, nature & importance , characteristics and development of Mathematics.
2. understand and appreciate the role of mathematics in the development of modern society.
3. identify different types of correlation of Mathematics
4. familiarize with the revised version of Bloom's taxonomy of educational objectives
5. understand the aims & objectives of teaching Mathematics at secondary school.
6. understand the various instructional strategies and their use in teaching Mathematics.
7. understand various mathematical skills
8. develop the ability to write proper instructional objectives and their specifications for teaching secondary school Mathematics.
9. develop the ability to plan & design various types of lesson in Mathematics.
10. familiarize with various techniques useful for individualizing Mathematics instruction
- 11.

#### **Unit - I Foundations of Mathematics**

**(20 Marks, 13 hours)**

- a) Meaning, Nature, importance and Characteristics of Mathematics 2 hours
- b) Historical development of Notation & Number system, Fundamental branches of Mathematics. 3 hours
- c) Contribution of Mathematicians- Ramanujan, Aryabhatta, Bhaskaracharya, Pythagoras, Euclid, Rene Descartes 3 hours
- d) Correlation – Concept, Types and importance. 2 hours
- e) Aims and general objectives of Mathematics learning/teaching. 3 hours

#### **Unit – II Facilitating learning mathematics**

**(20 Marks, 12 hours)**

- a) Maxims of teaching Mathematics 3 hours
- b) Teaching Methods, Procedure, Merits and demerits of following Methods of teaching Mathematics 3 hours
- c) Preparation of lesson episodes based on Five E model – engage, explore, express, expand, evaluate 3 hours
- d) Application of Models of teaching in classroom: Concept attainment model , Advance organizer model and Inductive Thinking Model 3 hours

#### **Unit III : Resource materials for teaching and learning mathematics (20 Marks, 10 hours)**

- a) Modern trends in curriculum construction . 2 hours
- b) Principles of Curriculum organization, Curriculum Reforms in school Mathematics. 4 hours
- c) Text book , Teachers hand books, Work books, Mathematics Club and Mathematics Laboratory 4 hours

#### **Unit – IV: Pedagogical Knowledge analysis of Secondary School Mathematics**

**(20 Marks, 15 hours)**

- a) Structure of Mathematics as a subject 3 hours
- b). **Arithmetic:** Profit, Loss. Percentage, Ratio and Proportion. 3 hours
- c). **Algebra:** Sets, Real numbers, algebraic Expressions, Graphs, linear equations, Quadratic equations, Arithmetic Progression (A. P.), Probability. 3 hours
- d) **Geometry:** Lines, Angles, Triangles, Congruency, similarity, Geometric Constructions, Circle, Quadrilateral, Co-ordinate Geometry, Mensuration, Straight lines of two-dimensional Geometry. 3 hours
- e) **Trigonometry:** Trigonometric ratios, Simple Identities, and solution of simple trigonometric equations, statistics. 3 hours

### Unit – V Assessment of & for Mathematics learning

(20 Marks, 24 hours)

- a) Year plan, Unit plan 2 hours
- b) Construction of Unit test – design, blue print; Item construction; marking scheme, question wise analysis. 4 hours
- c) Construction of Mathematics question paper - including general instruction, multiple choice questions, very short answer, short answer and long answer questions. with nature of options and overall coverage, and marking scheme 5 hours
- d) Construction and use of diagnostic test in mathematics – steps; preparation of diagnostic chart (error analysis table), identification of difficulties and remedial teaching 5 hours
- e) Comprehensive & Continuous Evaluation. 3 hours
- f) Professional development of Mathematics teacher : Qualities, Teacher Competencies and roles, Professional growth of teacher, Reference material in teaching Mathematics. 5 hours

### Modes of Transaction

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
  - Projects and assignments for individual learners as well as for group work and their record of activities

### Essential Reading –

- Aggarwal S.M.(1990), A Course teaching of modern Mathematics, Dhanpat Raj & Sons New Delhi.
- Brucece joyce/Marsha Weil (1985), Models of Teaching, Prentice Hall of India Pvt.Ltd. New Delhi.
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- $\grave{E}\grave{;}\acute{E}I\acute{E}\acute{E}B\grave{A}\div\grave{O}, V\acute{E}M\acute{E}I\acute{E}\acute{E}\{\acute{E}\ , \alpha\acute{E}\acute{E}\grave{A}\grave{N}\grave{U}\acute{E}B\grave{A}\grave{E}\div (1993), +\acute{E}\P\acute{E}\acute{E}\acute{E}\acute{E}\grave{O}\acute{C}I\acute{E} +V\acute{E}\acute{E}\{\acute{E}X\acute{E}\ \{\acute{E}V\grave{N}\grave{U}I\acute{E}\grave{O}, +\acute{E}\P\acute{E}\acute{E}\ | \acute{E}E\grave{O}\acute{E}\P\acute{E}X\acute{E}, \acute{E}\acute{E}\grave{A}\pm\acute{E}\{\acute{E}\acute{U}\textcircled{U}.$
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**Semester – III**  
**Compulsory Paper- CP-XI**  
**Pedagogy of School Subject-II**  
**History**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives :-**

**After completion of the course the student teachers will be able to –**

1. know the meaning & nature of history.
2. correlate history with other subject.
3. understand the aims and objectives of teaching history at secondary school level.
4. understand the objectives of teaching history.
5. develop the ability to write the proper instructional objective and their specifications for teaching history at secondary school level.
6. be acquainted with methods for teaching history.
7. acquainted with professional development of teacher of the history.

**UNIT - I FOUNDATION OF HISTORY**

**(20 Marks, 13 hours)**

- |  |         |
|--|---------|
| a) Concept, meaning and kinds of History.  | 2 hours |
| b) Types of historical resources – Primary and Secondary Resources.  | 2 hours |
| c) Correlation of history with other subjects.   | 2 hours |
| d) The Place and importance of History in school curriculum and in human life.   | 2 hours |
| e) Aims and General objectives of Teaching History & Objectives of teaching history as prescribed at Secondary level of Education. | 3 hours |
| f) Instructional objectives and their specifications.  | 2 hours |

**UNIT- II PEDAGOGY OF TEACHING HISTORY**

**(20 Marks, 13 hours)**

- |   |         |
|---|---------|
| a) Maxims of Teaching.  | 2 hours |
| b) Methods – Narration, Story-telling, Source, Lecture, Discussion, Project, Dramatization. |         |

- 2 hours
- c) Strategies – Team-teaching, Supervised study, Computed aided teaching, cooperative learning strategies. 2 hours
- d) Models of Teaching – Role playing model, Concept attainment model, Enquiry training model. 3 hours
- e) Print Media – News Papers, Books, Magazines. 2 hours
- f) Visual and Audio Media – Maps, Models, Time-lines, Charts, Pictures, O.H.P., Radio and Tape-recorder, Multimedia – T.V., Computer, Mobile, Video-recorder, Internet etc. 3 hours

### **UNIT – III PLANNING AND ASSESSMENT OF HISTORY (20 Marks, 12 hours)**

- a) Year plan, Unit plan and Unit test. 3 hours
- b) Lesson Plan – General (objective based), I.T. based, Constructivist. 3 hours
- c) Diagnostic test and Remedial Teaching. 3 hours
- d) Comprehensive and Continuous Evaluation. 3 hours

### **UNIT – IV CONTEXTUAL ISSUES OF LEARNING HISTORY (20 Marks, 13 hours)**

- a) 5th to 8th std. textbook content. 2 hours
- b) 9th to 10th std textbook content. 2 hours
- c) Concept, Objectives and importance of Pedagogical analysis. 3 hours
- d) Content-cum methodology approach. 2 hours
- e) Content analysis. 2 hours
- f) Critical analysis of textbook. 2 hours

### **UNIT – V PROFESSIONAL DEVELOPMENT OF HISTORY TEACHER (20 Marks, 13 hours)**

- a) Qualities of History Teachers. 4 hours
- b) Professional growth of history teachers. 3 hours
- c) History Teachers Organization- its contribution in professional development. 3 hours
- d) Challenges faced by the history teacher in present day context. 3 hours

#### **Modes of Transaction**

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
  - Projects and assignments for individual learners as well as for group work and their record of activities

#### **Essential Reading –**

- Ballard. M. (1979), New Movement in Study Teaching of History, temple smith, London
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**Second Year**  
**Semester – III**  
**Compulsory Paper- CP-XI**  
**Pedagogy of School Subject-II**  
**Geography**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives :-**

**After completion of the course the student teachers will be able to –**

- 1) to know the meaning, nature of Geography.
- 2) to understand the place & importance of Geography in secondary school curriculum.
- 3) to correlate Geography within the subject & with other subjects.
- 4) to understand the psychological perspectives of constructivism in teaching – learning of Geography.
- 5) to understand the general objectives of teaching Geography according to National curriculum framework 2005, state curriculum framework - 2010
- 6) to understand the syllabus of Geography at school level according to the curriculum framework NCF 2005 & SCF 2010.
- 7) be acquainted with Teaching strategies & learning resources in Geography.
- 8) to understand the assessment of learning in Geography.

**Unit – I : Nature, place & importance of the Geography. ( 20 Marks , 13 hours)**

- a) Concept, meaning, nature & scope of Geography. 2 hours
- b) Modern concepts of Geography. 1 hours
- c) The place & importance of Geography in school curriculum & in human life. 2 hours
- d) Correlation of Geography within the subject & with other subjects. 2 hours
- e) General objectives of teaching Geography according to NCF 2005 & SCF 2010. 2 hours
- f) Instructional objectives of Geography. 2 hours
- g) Psychological perspective of constructivism in teaching learning of Geography. 2 hours

**Unit – II : Learning Resources & Assessment of Learning in Geography.**

**( 20 Marks , 13 hours)**

- a) Physical Resources – boards, charts, graphs, pictures, maps, atlases, globes, models, specimens, photographs, different projectors slides, T. V. channels, meteorological instruments, computer, internet & use of social media from internet. 4 hours
- b) Human-resources community as a learning centre, Experts in different fields. 3 hours
- c) Assessment of Learning in Geography – concept of Evaluation, Tools of Evaluation . 3 hours

- d) Concept of continuous comprehensive Evaluation, CCE tools for assessment of Geography.  
3 hours

**Unit – III: Teaching strategies in Geography. ( 20 Marks , 13 hours)**

- a) Methods : lecture, story observation, journey, regional methods. 2 hours  
 b) strategies : discussion, group discussion seminar, learning habits. 2 hours  
 c) Maxims of teaching 2 hours  
 d) Content – cum Methodology 2 hours  
 e) Concept, structure of the subject, curriculum & syllabus of the subject according to NCF 2005 & SCF 2010, textbook analysis, content analysis of the subject. 2 hours  
 f) contextual issues of learning in geography –latitudes & Longitudes, physical & human characteristic of places, human – Environment interaction, movements, regions (school syllabi of 6<sup>th</sup> to 10 & 11<sup>th</sup> & 12<sup>th</sup> std.) 3 hours

**Unit – IV : Teaching strategies in Geography. ( 20 Marks , 13 hours)**

- a) Methods : Project, laboratory, comparative. 4 hours  
 b) Strategies - projects, field work supervised study co-operative & collaborative study teaching strategies. 4 hours  
 c) Models of Teaching-Concept, meaning, classification of the models, use of concept attainment, advance organizer & Inquiry training model. 5 hours

**Unit – V : Learning Resource & Assessment of learning in Geography.**

**( 20 Marks , 12 hours)**

- a) Learning resources – support system Geography club, Geography fair, exhibition, museum, excursive, local geographical area, observation of the sky. 3 hours  
 b) Geography Lab – Importance & utilization/ 2 hours  
 c) Assessment of Learning in Geography-Year plan, unit plan, unit test , blue print, marking scheme, diagnostice approach & remedial teaching in Geography 3 hours  
 d) Open book test-Nature & implementation 2 hours  
 e) Professional Development of Geography teacher 2 hours

**Modes of Transaction**

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
- Projects and assignments for individual learners as well as for group work and their record of activitie

### Essential Reading –

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### Websites :

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- 2) [www.teachingideas.co.uk/geography.contents.com](http://www.teachingideas.co.uk/geography.contents.com)
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**Second Year**  
**Semester – III**  
**Compulsory Paper- CP-XI**  
**Pedagogy of School Subject-II**  
**Economics**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives :-**

**After completion of the course the student teachers will be able to –**

1. Develop an understanding of the nature of Economics.
2. Understand the place and importance of Economic in the present set up.
3. Understands the aims and objectives of teaching Economics in secondary and higher secondary school.
4. Develop activities and tasks for the acquisition of Economics.
5. Identify devices, methods, approaches and support services for teaching Economics at Secondary and Higher Secondary school levels.
6. Understand constructivist approach to teaching and learning.
7. To develop interest in Field work Economics survey outdoor.

**Unit I - NATURE, PLACE , IMPORTANCE and METHODS OF ECONOMICS**

**( 20 Marks , 12 hours)**

- a) Concept and meaning of Economics 2 hours
- b) Nature and scope of Economics. 2 hours
- c) Place of Economics in secondary and higher school curriculum. 2 hours
- d) Aims and objectives of Economics subject on secondary and higher secondary school level. 3 hours
- e) Methods ,Techniques and devices. 3 hours

**Unit II - ASPECTS OF TEACHING ECONOMICS**

**( 20 Marks , 13 hours)**

- a) History of Economics (with Special Emphasis on Indian Economy) 3 hours
- b) Difference between Economic growth and economic development- Sustainable Development. 4 hours
- c) Economic planning poverty, food security, present price-rise. 3 hours
- d) Economic reference and Globalization (discuss these developmental Issues with reference to India.) 3 hours

**UNIT III - LEARNING RESOURCES**

**( 20 Marks , 13 hours)**

- a) Print resources: Resources for communicating verbal experiences : textbook, workbook, and instructional material. 4 hours
- b) Learning experiences: types nature, criteria of good learning experiences. 3 hours
- c) Audio visual Aids: Audio Resources: meaning, purpose, Educational radio broadcast, Tape recorder visual Resources: meaning, purpose. Non- Projected visual resources: graph, map , poster, models and materials, Projected visual resources: - still visuals – slides, transparencies, film strips moving visuals – film, video animation 4 hours
- d) Innovative Resources: Computer and web resources for economics. 2 hours

#### **UNIT IV - PEDAGOGICAL ANALYSIS**

**( 20 Marks , 13 hours)**

- a) Structure: Structure of Economics. 2 hours
- b) Content Analysis: Meaning, components of content analysis, and selection of teaching strategies. 3 hours
- c) Curriculum, Syllabus and Textbook: Understanding the relationship between curriculum, syllabus and textbook. 4 hours
- d) Textbook: Criteria of Good textbook and critical analysis of any standard textbook at secondary level. 4 hours

#### **UNIT V - PLANNING AND EVALUATION**

**( 20 Marks , 13 hours)**

- a) Planning: Year plan, unit plan, lesson plan ( Difference between conventional and constructivist lesson plan) and unit test. 3hours
- b) Types of Evaluation : Formative, summative and continuous comprehensive evaluation (CCE) 2 hours
- c) Techniques of evaluation: oral, written, portfolio, close test self evaluation and peer evaluation. 2 hours
- d) Testing : Diagnostic test and remedial teaching. 2 hours
- e) Professional development of Economics teacher 4 hours

#### **Modes of Transaction**

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
- Projects and assignments for individual learners as well as for group work and their record of activities

#### **Essential Reading –**

- Binning. A.C.Binning. DH.(1952) Teaching of social studies in secondary school, Me Graw Hill Book Company, New York.
- Faculty of Education, M.S.University, Baroda, Teaching of Economics
- Kunwar, B.S. (1970) Teaching of Economics, Ludhiana Prakash Brothers Ludhiana.
- Rai. B.C (1972) Teaching of Economics, Ahmedabad Prakashan Kendra, Ahmedabad.

#### **Refernces-**

- Dhako ,baa<sup>0</sup> gaa<sup>0</sup>Aqa-Saas~ AQyaapna AajaMza p`kaSana<sup>0</sup>
- Gaajaro ,puraiNak <sup>3</sup>1975` Aqa-Saas~ AQyaapna pQdtl, nautna p`kaSana ,puNao<sup>0</sup>
- paTilla galtadoval, Aqa-Saas~ AQyaapna pQdtl<sup>0</sup>
- paMDoya ,kaMta p`saad <sup>3</sup>ihMdl` Aqa-Saas~ iSaxaNa<sup>0</sup>
- maahaoro ,baa<sup>0</sup> naa<sup>0</sup> Aqa-Saas~ AQyaapna p`Baa p`kaSana<sup>0</sup>
- Baamaa-, mahoMd`pala, <sup>3</sup>ihMdl` Aqa-Saas~ iSaxaNa<sup>0</sup>

**Semester-III**  
**Optional Paper-I-A-EGC**  
**Educational Guidance and Counseling**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

On completion of this course, student will be able to understand-

- 1.Understand the meaning, nature and scope of guidance.
- 2.Understand the meaning of and the need for group guidance.
- 3.Recognize the role of guidance in attaining the goals of education.
- 4.Appreciate the need for guidance.
- 5.Develop acquaintance with various techniques of group guidance.
- 6.Appreciate the need for goals of counseling.
- 7.Understand the concept and process of counseling in group situations.
- 8.Recognize the different areas of counseling.
- 9.Understand the various stages involved in the process of counseling.
- 10.Become acquainted with the skills and qualities of an effective counselor.
- 11.Understand the essential services involved in school guidance programme.
- 12.Be aware of about the constitution, role and function of the school guidance committee.
- 13.Develop insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunity
- 14.Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling.
- 15.Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment for providing guidance and counseling.
- 16.Develop skills for administering, scoring, interpreting and analyzing test results.

**Unit – I : Understanding Educational and Career Guidance (13 hrs.)**

- a) Meaning, definitions, need and scope of guidance. (2 hrs)

- b) Objectives of Guidance : Self-understanding, self-discovery, self-reliance, self-direction, self-actualization. (2 hrs)
- c) Organization of guidance programmes in schools. (2 hrs)
- d) Career development needs of the students and factors affecting career development. (2 hrs)
- e) Types of Guidance : Educational, vocational career and personal individual guidance and group guidance; advantages of group guidance. (3hrs)
- f) Group Guidance Techniques : class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play. (2 hrs)

## **Unit – II : Essential Services in Educational Guidance Programme (13 hrs.)**

- a) Types of Guidance Services : Orientation, information, counseling, placement, follow up, and research and evaluation. (4 hrs)
- b) Resources required for organizing guidance services. (3 hrs)
- c) School Guidance Committee : Constitution, roles, functions and role of principal and teachers in school guidance programmes. (3 hrs)
- d) Nature and importance of assessment and appraisal in guidance and counseling; tools for quantitative and qualitative assessment. (3 hrs)

## **Unit – III : Understanding Counseling (13 hrs.)**

- a) Meaning, nature and scope of counseling. (2 hrs)
- b) Objectives of Counseling : resolution of problems, modification of behavior, promotion of mental health. (2 hrs)
- c) Relationship between guidance and counseling (1 hrs)
- d) Place of counseling in the total guidance programme (1 hrs)
- e) Stages of the counseling process. (2 hrs)
- f) Counseling Techniques (3 hrs)
- g) Skills and qualities of an effective counselor and counseling professional ethics. (2 hrs)

## **Unit – IV : Guidance of Students with Behavioral Problems and Specialties (13 hrs.)**

- a) Nature and causes and types of behavioral problems and guidance for them. (3 hrs)
- b) School discipline problems – problems of violence, bullying, drug abuse, truancy, drop outs and developing coping skills. (4 hrs)
- c) Concept and types of students with special abilities. (2 hrs)
- d) Guidance for gifted & creative, socio and economically disadvantaged, physically and mentally challenged and juvenile delinquents. (4 hrs)

## **Unit- V-Types and Areas of Counseling (12 hrs)**

- a) Uses of group processing counseling (3 hrs)
- b) Process of group counseling (3hrs)
- c) Area of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling belonging to special groups (3 hrs)
- d) Peer counseling: Its concept and the relevance to the Indian situation (3 hrs)

## **Transactional Modes:**

Group discussion, lecture-cum-discussion, panel discussion, reading of research journals, school visits, presentation of case studies, Seminar, Assignment, organization of counseling session and observation of the activities, projects, field visits, Conduct of survey etc.

**Essential Readings:**

Anastasia, A. & Urbina, S. (1997). *Psychological Testing*, 7th Ed., Upper Saddle River. NJ : Prentice Hall.

Bhatnagar, Asha and Gupta Nirmala (Eds.)(1999). *Guidance and Counseling*. Vol. 1 : A Theoretical Perspective, New Delhi : Vikas.

Denzin, N. K. & Lincoln, Y. (2000). *Handbook of Qualitative Research*. New Delhi :Sage Publications.

Drummond, R. J. (1988). *Appraisal Procedures for Counselors and Helping Professional*. Columbus, OH : Merrill.

Gardner, H. (1999). *Multiple Intelligence : Intelligence, understanding and the mind*. National Professional Resources : NY.

Kline, J. B. Theresa (2005). *Psychological Testing : A Practical Approach to Design and Evaluation*. London : Sage Publication.

Le Compete, M. D. ; Millory, W. L. & Preisste, J. (1992). *The Handbook of Qualitative Research in Education*. New York : Academic Press.

Mc Leod, J. & Cropley, A. J. (1989). *Fostering Academic Excellence*. Pergmon Press. Mohan, S. & Sibia, A. (1988). *Handbook of Personality Measurement in India*. NewDelhi : NCERT.

Oliver, W. & Randall, W. E. (2005). *Handbook of Understanding and Measuring Intelligence*. London : Sage Publication.

Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods*. California : Sage Publications.

**Semester-III**  
**Optional Paper-II-B-EE**  
**Environment Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

On completion of this course, student will be able to understand-

- 1.to develop knowledge and to understand related basic concepts of environment
- 2.to acquaint with the environmental issues and their remedies
- 3.to develop knowledge and understanding about environmental education through the conferences on it
- 4.to acquaint with the objectives, different approaches and strategies of environmental education
- 5.to develop awareness about management of water, land, plants, animals
- 6.to understand different movements projects and biodiversity of environment

**Unit I : Basic Concepts of Environment**

**( 12 hrs)**

- a)Environment : concept, meaning and importance (3 hrs)

- b) Natural environment and its correlation with economical, technological and cultural environment (3 hrs)
- c) Ecosystem : meaning, concept and types. Food chains, food webs (3 hrs)
- d) Sustainable Development : meaning, concept related to Brundtland Commission (1987) and UNESCO (3 hrs)

UNESCO (3 hrs)

## **Unit II : Environmental Issues**

**(13 hrs)**

- a) Pollution : Air, Water, Soil, Noise – meaning, causes, effects on flora, fauna, human beings and remedies (3 hrs)
- b) Global Warming, Ozone Depletion : meaning, causes, effects on flora, fauna, human beings and remedies (4 hrs)
- c) Types of energy resources (3 hrs)
- d) Individual contribution to reduce environmental issues (3 hrs)

## **Unit III : Environmental Education**

**(13 hrs)**

- a) Environmental Education : meaning, concept, scope and importance (3 hrs)
- b) Conferences of environmental education : Stockholm, Tbilisi, Thessaloniki (Greece), Moscow, India. (3 hrs)
- c) Objectives of environmental education suggested by Tbilisi conference (3 hrs)
- d) Approaches and strategies of environmental education : Approaches – Interdisciplinary, Disciplinary, Integrated and Separate. Strategies – Project, Experiment, Observation, Games. (4 hrs)

## **Unit IV : Management, Movements, Projects and Biodiversity**

**(13 hrs)**

- a) Management of water, land, plants and animals (3 hrs)
- b) Movements : Chipko Movement, Silent Valley (4 hrs)
- c) Projects : Tiger Project, Elephant and Bison Project (3 hrs)
- d) Biodiversity : concept and importance (3 hrs)

## **Unit V- Environmental Ethics and sustainable development (13 hrs)**

- a) Concept, need, scope and values related to the environmental conservation (3 hrs)
- b) Strategies for inculcating environmental values among students at all levels of education (3 hrs)
- c) Sustainable development – concept, dimensions and principles (2 hrs)
- d) Environmental education and sustainable development (2 hrs)
- e) Use of ICT in environmental education (3 hrs)

### **Transactional Modes:**

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students, field visits, library work,

Project work : environmental issues (any one as given in unit II a) into consideration of following points - causes, effects and remedies

Organize discussion session on individual contribution to reduce environmental issues

Prepare and conduct one integrated lesson plan on environmental education into the consideration of following points : content, methodology, evaluation, activity, message

Conduct awareness programme on environmental issues in terms of street play, exhibition, poster presentation, autobiography of Plants, animals etc.

## Essential Readings:

### References -

● Catherine Joseph (2011), Environmental Education, Neelkamal Publications Pvt. Ltd. New Delhi

● Chatwal G. R. (1998), Encyclopedia of Environmental Education

● Joshi A. L. (2012), Environmental Education, Saurabh Publishing House, New delhDesh

● Bandu (1999), Environmental Education, Indian Environmental Society, New Delhi

Misra S.P., Pandey S. N. (2010), Essential Environmental Studies, Ane Books Pvt. Ltd. New Delhi,

● Reddi Purushotham K. Reddi Narasimha D. (2007), Neelkamal Publications Pvt. Ltd. New Delhi

## Semester-III

### Practicum

#### C-1 : Presentation of Research Proposal

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration :</b>



**Semester-III**  
**Practicum**  
**C-2 : Preparation of Tools for Data Collection**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration :</b>

**Semester-III**  
**Practicum**  
**C-3 : Self Development and Yoga Education**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration :</b>

**Objectives:**

On completion of this course students will be able to:

1. fix Goals and plan one's life.
2. identify ones strengths and weakness and take appropriate measures to develop oneself.
3. manage time for all essential activities.
4. manage the workload and balance personal and professional life by reducing stress by performing appropriate Yoga for self development.
5. develop positive thinking by choosing and reading good books and also develop reading habit.

- |  |         |
|--|---------|
| 1. Goal Fixing and SWOC Analysis                               | (4 hrs) |
| 2. Time Management   | (2 hrs) |
| 3. Yoga and Personality Development                            | (6 hrs) |
| 4. Yoga and Stress Management                                  | (6 hrs) |
| 5. Yoga and self development                                   | (6 hrs) |
| 6. Reading selected books for development of Positive thinking | (2 hrs) |

7. Practicum - as per NCTE manual 2014 guidelines on Yoga Education for (6 hrs)

M. Ed course .

**\*Record of activities of this course to be prepared and submitted.**

### **Semester-III**

#### **Practicum**

**C-4 : Action Research Project as School Attachment and Report or Focused Assignment**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 80</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration :</b>

**Semester-III**  
**Practicum**  
**Internship –II (As per Specialization)**

**C-5 : Internship as per Specialization Classroom Teaching Pedagogy  
 (Elementary,Secondary and Senior Secondary) 15+15 Lessons**

<b>Total Credit : 06</b>	<b>Internal Theory Marks: 150</b>
<b>Total Hours: 144 (04 weeks)</b>	<b>External Theory Marks : 00</b>
<b>Total Marks:150</b>	<b>Duration :</b>

**Classroom Teaching (Elementary/Secondary and Senior Secondary Education)**

- 15 Lessons of First Method
- 15 Lessons of Second Method

**(05 marks for each lesson)**

## Second Year

Semester –IV								
Paper	Three-Year Integrated B.Ed.- M.Ed. Programme	Hours		Credit	Exam Hours	Marks		
						Internal (sessional)	External (Theory)	Total
	<b>Theory</b>	Inst. Hrs	Learn ing Hrs					
	<b>Compulsory Papers</b>							
<b>CP-XII</b>	Teacher Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XIII-A</b>	<b>Specialization (Any One)</b> A)Teaching and Learnig Process in elementary Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XIII – B</b>	B) Teaching and Learnig Process in Secondary and Senior Secondary Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XIV</b>	<b>Specialization (any One)</b>							
<b>CP-XIV-A</b>	A)Curriculum and Evaluation in elementary Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP- XIV- B</b>	B)Curriculum and Evaluation in Secondary and Senior Secondary Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-II</b>	<b>Optional papers (any One)</b>							
<b>OP-II-A- EME</b>	A) Educational Measurement & Evaluation	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-II-B- CE</b>	B)Comparative Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Practicum</b>							
<b>D-1</b>	Collection of Data, Analysis and Interpretation of data and writing the first draft	<b>64</b>		<b>02</b>	<b>--</b>	<b>50</b>	<b>00</b>	<b>50</b>
<b>D-2</b>	<b>Internship –III</b> Pre service Teacher preparation as per specialization- 5 Lessons (ABL-1, ICT-2, Models-2)	<b>32</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>D-3</b>	Expository writing	<b>32</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>D-4</b>	Academic Writing	<b>32</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>

<b>D-5</b>	Self development and Gender Sensitisation	<b>32</b>	<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>D-6</b>	Educational Tour : 1.Exposure to curriculum and / or textbook agencies 2. Policy - making body 3. State Education Department etc. beside visits to other educational institutions	<b>128</b>	<b>01</b>	<b>--</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>Total</b>		<b>576</b>	<b>23</b>	<b>08</b>	<b>375</b>	<b>200</b>	<b>575</b>

**Second Year**  
**Semester – IV**  
**Compulsory Paper- CP-XII**  
**Teacher Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

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

1. Understand the nature, concept, objectives and structure of teacher education.
2. Critically examine the development of teacher education in India.
3. Critically analyze the curriculum of pre service teacher education.
4. Critically analyze the present in-service teacher education programmes.
5. Understand the issue and researches in the area of teacher education

**Unit : I- Teacher Education: Concept, Meaning, Modes and Development (12 hrs)**

- a) Concept, Meaning and Nature of teacher education (2 hrs)
- b) Aims and objectives of teacher education. (1 hrs)
- c) Various modes of teacher education-Full time, Part time, ODL, & Integrated mode, and online (3 hrs)
- d) Development of teacher education in India. (3 hrs)
- e) Recommendations of various National & International commissions related to teacher education. (3 hrs)

**Unit: II - Pre service Teacher Education (13 hrs)**

- a) Components of Pre service teacher education. (2 hrs)
- b) National Curriculum Framework- 1978,1988,1998,2000 & 2015 (2 hrs)
- c) Teacher education curriculum at different levels (2 hrs)
- d) Curriculum transactional strategies - Interactive lectures, Demonstration, Workshops, assignments, Projects. (3 hrs)

- e) Management of school experiences and Internship. (2 hrs)
- f) Assessment and evaluation of each component of Curriculum. (2 hrs)

**Unit: III – In-service Teacher Education (13 hrs.)**

- a) Concept & Importance of continual professional development of teachers (2hrs)
- b) Modes and of in-service teacher education, Face-to Face ,distance ,cascade model and online (2hrs)
- c) Planning and Organization of in-service teacher education Programme -Need Analysis Curriculum formulation ,Preparation of Training material &Transactional modes (6hrs)
- d) Evaluation of in-service teacher Education programme -tools and techniques follow up studies (3hrs)

**Unit : IV- Institutes and Agencies for Managing Teacher Education ( 13 hrs)**

- a) Role and functions of National and State level agencies for managing teacher Education i)University Grant Commission (UGC),National Council of Educational Research and Training (NCERT) ,National Council for teacher Education (NCTE) ,Centre of Advanced studies in Education (CASE),NIE(National Institute of Education ,RIE(Regional Institute of Education),NIEPA(National Institute of Educational ,Planning and Administration. (6hrs)
- ii) State council of Educational Research and Training (SCERT),Academic Staff College ,State Board of Teacher Education ,Centre for Teacher Education (IASE) - Institute of Advanced studies in Education),College of Teacher Education (CTE) Institute for Research Training and Development studies of Scheduled Caste And Scheduled Tribes ) (5hrs)
- b) Management of Staff pattern in Teacher Education -UGC Regulations-qualification and mode of recruitment. (2hrs)

**Unit V : Researches in Teacher Education (13 hrs)**

- a ) Areas of researches in teacher education. (3 hrs)
- b) Issues in teacher education and related researches. (3 hrs)



- c) Research Trends in teacher education. (3 hrs)
- d) Future of Teacher Education. (3 hrs)

### Transactional Modes:

The paper would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

### Essential Readings:

- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.

### References:

- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7<sup>th</sup> Ed.). Boston: Allyn & Bacon. & Lampert, M. (2001).
- *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.

### Web resources:

<http://www.ugc.ac.in/page/UGC-Regulations.aspx>

[http://ncte-india.org/ncte\\_new/](http://ncte-india.org/ncte_new/)

<http://www.ncert.nic.in/departments/rie.html>

<http://riebhopal.nic.in/>

[http://results.mu.ac.in/myweb\\_test/MA%20Teacher%20Education/Chapter-3.pdf](http://results.mu.ac.in/myweb_test/MA%20Teacher%20Education/Chapter-3.pdf)

**Semester – IV**  
**Compulsory Paper- CP-XIII-A**

**Specialization (Any One)**

**Teaching and Learning Process in elementary Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

On completion of this course students will be able to:

1. Understand the concept, nature and aspects of learning at Elementary level
2. Acquire pedagogical skills required for teaching at Elementary level
3. Identify, Select, Prepare And Use Learning Resource
4. Design Constructivist Teaching and Learning activities / programmes

**Unit : I- Development of Elementary Education (13 hrs)**

- a) Nature and of Elementary Education (2 hrs)
- b) Mahatma Gandhi and Rabindranath Tagores on Elementary Education (3hrs)
- c) Constitutional provision for Education and Principle related to Elementary Education ( 3hrs)
- d) Right to Education (2hrs)
- e) Elementary Education as to NPE-1996,POA-1992,NCF-2005 (3hrs)

**Unit : II - Learner and Learning Process at Elementary Level ( 13hrs.)**

- a) Characteristics of ( Early and Late) and Early adolescence: Physical, Social, Emotional, Psychological and cognitive development (3hrs.)
- b) Concept of Learning: Processes and Product, Learning of skills, Assessing Learning ( 2hrs.)
- c) Nature of learning, Learning styles, Learning Pace/ Speed and different ways of learning (3hrs)
- d) Learners in context: Situating learner in the socio-political and cultural contexts. ( 2hrs)
- e) Language and motor development of children, Development of communication skills ( 3hrs.)

**Unit: III - Pedagogical Practices and Process of Learning (13 hrs)**

- a. Child Centered School Environment ( 2hrs.)
- b. Child Centered Pedagogies: Inquiry based learning, Project based learning, Activity based pedagogy, Art pedagogy and Techno pedagogy (2hrs.)
- c. Culture specific pedagogies (1hrs.)
- d. Play and its educational implication: Meaning, Types and functions of Play. ( 3hrs.) Linkages of Play with physical, Social, Psychological and Cognitive development ( 3hrs.)

**Unit: IV – Resources of Teaching Learning ( 12hrs)**

- a. Meaning and planning for different resources: Money, Time, Material. Human, School Structure and Nature as resources ( 3hrs.)
- b. Physical Resources: Planning, Preparation and Use ( 2hrs.)
- c. ICT mediation as a relevant resources ( Including Film) ( 3hrs.)
- d. Art and Aesthetic sense as resources ( 2hrs.)
- e. Stories, Songs and Comics as resources ( 2hrs.)

**Unit V - Constructivist Approach to Teaching Learning ( 12hrs.)**

- a) Concept of Constructivism- Cognitive, Social and Radical ( 2hrs.)
- b) Constructivist Learning Strategies- Learning Designs and Tasks, Cooperative and Collaborative learning, 5-E Model (4hrs )
- c) Teacher as a Facilitator ( 1hr)
- d) Assessment of Knowledge Construction (3hrs)
- e) Reflective Practices in teaching and learning (2 hrs)

**Transactional**

**Modes:**

The paper would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

**Essential Readings:**

NCERT. (2008). *Social and Political life-III*. Class VIII Textbook, Unit 1, 2 and 4.  
 NCERT. (2006). *National Focus Group Position Paper on Aims of Education*. NCERT.  
 (2006). *National Focus Group Position Paper on Gender Issues in Education*.

**References:**

Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India*. New Delhi: NIEPA.

Bhat, V.D. (2004). Teacher accountability to self, system and community. In Murthy, C.G.V. *et al.* (2004).

*Quality education in schools: A handbook for teachers*. Mysore:

Regional Institute of Education.

Csikszentmihalyi, M. (2005). *Thoughts about Education*. [www.newhorizons.org](http://www.newhorizons.org)

Dewey, J. (1952). *The School and the Child*, New York: The Macmillan Company.

Erikson, E. H. (1972). *Play and Development*. New York: W.W. Norton.

Friere, P. (1992). *Pedagogy of hope*. London, UK: Continuum pub. Co.

Gagnon, George & Collay, Michelle.( 2006). *Constructivist Learning Design*. California: Corwin Press

Holt, J. (1995). *How Children Fail*. Addison-Wesley Pub. Co.

Illich, I. (1970). *Deschooling Society*, London, UK: Marion Boyars.

Kumar, K. (1988). *What is worth teaching*. New Delhi: Orient Longman.

Kuranyangi, T. (1993). *Totochan*. New Delhi, India: National Book Trust.

Miller, R. (2006). *What is Education For?* [www.pathsoflearning.net](http://www.pathsoflearning.net)

Mukunda, K. V. (2009). What did you ask in school today? *A Handbook on child learning*. Noida: Harper Collins. pp. 79-96.

Mythili, R. (2008). A Study based on Karnataka School Quality Assessment Organisation's 2006 Performance Reports. Bangalore: KSQAO.

Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*.

Mysore: Regional Institute of Education.

Murthy, C.G.V. *et al.* (2004). Quality assurance of professional practice of classroom practitioners through action research. In In Murthy, C.G.V. *et al.* (2004). *Quality*

*education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.

Murthy, C.G.V. (2004). Professional development of teachers: What, why and how. In Murthy,

C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional

Institute of Education.

Nagaraja, C.G. (2004). Effective school administration and management: A prerequisite for quality education. In Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.

Neill, A S. (1992). *Summerhill School – A new view of childhood*. New York: St.

Martin's Griffin.

Novak, Joseph & Gorwin, B.( 2010). *Learning how to Learn*. New York: Cambridge University Press

Rao, A.V.G. (2004). School community linkage and quality of education. In Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional

Institute of Education.

Sibia, A. (2006). *Life at Mirambika: A free progress school*. New Delhi: NCERT. Sridhar, Y.N. (2004). Networking of teachers for quality maintenance.

Sykes, M. (1988). *The story of Nai Taleem*. Vardha: Nai Taleem Samiti, Sevagram.

Tagore, R. (1918). *The parrot story*. [www.parabaas.com](http://www.parabaas.com)

### **Web resources:**

<http://www.preservearticles.com/201105066344/contribution-of-rabindranath-tagore-in-education.html>

<http://www.kkhsou.in/main/education/wardha.html>

<http://www.teindia.nic.in/Files/Reports/CCR/POA%201992.pdf>

[http://www.ncert.nic.in/rightside/links/pdf/framework/ncf\\_hindi\\_2005/ncf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf)

[http://shodhganga.inflibnet.ac.in/bitstream/10603/27964/8/08\\_chapter%203.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/27964/8/08_chapter%203.pdf)

<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>



## Semester – IV

### Compulsory Paper- CP-XIII-B

Specialization (Any One)

#### Teaching and Learning Process in Secondary and Senior Secondary Education

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

#### Objectives:

On completion of this course students will be able to:

1. understand the concept, nature and aspects of learning at Secondary & Senior Secondary level
2. understand pedagogical skills required for teaching at Secondary & Senior secondary level
3. Identify, Select, Prepare and Use Learning Resources.
4. Design Constructivist Teaching and Learning activities / programmes
5. understand the process of development of skills and abilities

#### **Unit I : Learner and Learning Process at Secondary & Senior Secondary Level ( 13hrs.)**

- a. Characteristics of adolescence: Physical, Social, Emotional, Psychological and cognitive development ( 3hrs.)
- b. Concept and Nature of Learning: Processes and Product, Learning of Knowledge & skills (3hrs)
- c. Assessing Learning & Levels of Learning (2hrs.)
- d. Learning styles, Learning Pace/ Speed and different ways of learning ( 3hrs.)
- e. Learners in different contexts: Situating learner in the socio-political and cultural contexts. ( 2hrs)

#### **Unit II: Pedagogical Practices and Process of Learning (13hrs)**

- a. Student Centered School Environment ( 2hrs.)
- b. Student Centered Pedagogies: Inquiry based learning, Problem based learning, Activity based pedagogy, Art pedagogy and Techno pedagogy, ( 4hrs)
- c. Culture specific pedagogy ( 1hrs)
- d. Project & Visits and their educational implication (2hrs)
- e. Functions of Projects (1hr)
- f. Linkages of Projects with physical, Social, Psychological and cognitive development ( 3hrs.)

#### **Unit III : Resources of Teaching and Learning ( 13hrs)**

- a. Meaning and planning for different resources: Money, Time, Material. Human, School Structure and Nature as resource ( 3hrs)
- b. Physical Resources: Planning, Preparation and Use ( 2hrs)
- c. ICT mediation as a relevant resources ( Including Film) ( 3hrs)
- d. Resources for development of values, attitudes, and skills & higher level thinking ( 3hrs.)
- e. Curricular Material: Preparation & use as resources ( 2hrs.)



<b>Unit IV: Constructivist Approach to Teaching and Learning</b>	<b>( 13hrs)</b>
a. Concept of Constructivism- Cognitive, Social and Radical	( 3hrs.)
b. Constructivist Learning Strategies- Learning Designs and Tasks, Cooperative and Collaborative learning, 5-E Model	( 4hrs.)
c. Teacher as a Facilitator	( 1hr)
d. Assessment of Knowledge Construction	(3 hrs)
e. Reflective Practices in teaching and learning	( 2hrs)

#### **Unit V: Development of Skills and Abilities (12hrs)**

- Development of Communication Skills (3 hrs)
- Development of thinking abilities – logical, critical, creative and reflective thinking (4hrs)
- Development of social skills and abilities (2hrs)
- Development of Intrapersonal and Interpersonal skills (3hrs)

#### **Transactional Modes:**

Group discussion, lecture-cum-discussion, panel discussion, reading of research journals, school visits, presentation of case studies , Seminar, Assignment, organization of counseling sessions and observation of the activities, projects .

#### **Essential Readings**

- Neill, A S. (1992). Summerhill School – A New View of Childhood. New York: St. Martin's Griffin.
- Novak, Joseph & Gorwin, B.( 2010). Learning how to Learn. New York: Cambridge University Press
- Rao, A.V.G. (2004). School Community Linkage and Quality of Education. In Murthy, C.G.V. etal.(2004). Quality education in schools: A handbook for teachers. Mysore: Regional Institute of Education.
- Sibia, A. (2006). Life at Mirambika: A Free Progress School. New Delhi: NCERT.
- Sridhar, Y.N. (2004). Networking of Teachers for Quality Maintenance.
- Sykes, M. (1988). The Story of Nai Taleem. Vardha: Nai Taleem Samiti, Sevagram.
- Tagore, R. (1918). The Parrot Story. [www.parabaas.com](http://www.parabaas.com)

#### **References:**

- Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) Management of School Education in India. New Delhi: NIEPA.
- Bhat, V.D. (2004). Teacher accountability to Self, System and Community. In Murthy, C.G.V. et al. (2004). Quality education in schools: A handbook for teachers. Mysore: Regional Institute of Education.
- Csikszentmihalyi, M. (2005). Thoughts about Education. [www.newhorizons.org](http://www.newhorizons.org)
- Dewey, J. (1952). The School and the Child, New York: The Macmillan Company.
- Erikson, E. H. (1972). Play and Development. New York: W.W. Norton.
- Friere, P. (1992). Pedagogy of Hope. London, UK: Continuum pub. Co.
- Gagnon, George & Collay, Michelle.( 2006). Constructivist Learning Design. California: Corwin Press
- Holt, J. (1995). How Children Fail. Addison-Wesley Pub. Co.
- Illich, I. (1970). Deschooling Society, London, UK: Marion Boyars.
- Kumar, K. (1988). What is Worth Teaching. New Delhi: Orient Longman.
- Kuranyangi, T. (1993). Totochan. New Delhi, India: National Book Trust.
- Miller, R. (2006). What is Education For? [www.pathsoflearning.net](http://www.pathsoflearning.net)

- Mukunda, K. V. (2009). What Did you Ask in School Today? A Handbook on child learning. Noida: Harper Collins. pp. 79-96.
- Murthy, C.G.V. et al. (2004). Quality Education in Schools: A Handbook for Teachers. Mysore: Regional Institute of Education.
- Mythili, R. (2008). A Study based on Karnataka School Quality Assessment Organisation's 2006 Performance Reports. Bangalore: KSQAO.

**Semester – IV**  
**Specialization (Any One)**  
**Compulsory Paper- CP-XIV-A**

**Curriculum and Evaluation in Elementary Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

On completion of this course the students will be able to

1. develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
2. reflect on the need and importance of work experience, art education and health and physical education
3. understand the importance of teaching of language and mathematics at elementary level
4. develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS elementary level
5. develop research insight for curriculum development in elementary education.

**Unit : I- Principles of Elementary level Curriculum (12 hrs)**

- a) Concept, components and determinants of curriculum (2hrs)
- b) Principles of curriculum construction, criteria for selection and organisation of content and learning activities ( 2hrs)
- c) Different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist (3hrs)
- d) Evaluation of curriculum – formative and summative (2hrs)
- e) Techniques and tools of assessing cognitive abilities, affective learning, skills and processes and motor abilities. The relevance to NCF, 2005 and autonomy in developing

curriculum with regard to local specific issues and challenges. (3hrs)

**Unit: II - Curriculum of Languages in Elementary Education (13 hrs)**

- a. Place of language in elementary school curriculum (1hr)
- b. objectives of teaching mother-tongue/language(s) - listening, reading, speaking and writing (2hrs)
- c. listening skills: nature, types, guidelines for teaching listening – listening sessions and activities; speaking skills: attention to speaking skills, instructional setting and situations; reading skills: speed at different levels of comprehension; writing skills: writing and experience, developing writing skills, spelling in the writing programme, developing handwriting skills (4hrs)
- d. Evaluation and remedial teaching with reference to the above language skills (2hrs)
- e. psycho-linguistic and socio-linguistic aspects of language learning and factors influencing language development (3hrs)

**Unit: III – Curriculum of Environmental Studies/ Social Sciences and Natural**

**Sciences and Mathematics (13 hrs)**

- a) Need for developing environmental awareness, population awareness, family welfare awareness (2hrs)
- b) place of environmental studies/social sciences and natural sciences and mathematics in elementary school curriculum (2hrs)
- c) objectives, content and process in learning, organization of learning experiences (2hrs)
- d) Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching (3hrs)
- e) Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit (2hrs)

- f) Evaluation of learning in Science, Social Science & mathematics; diagnosis and remediation of difficulties in learning mathematics ( 2hrs)

**Unit IV : Work Experience, Art Education and Health & Physical Education (12 hrs)**

- a) Place of Work Experience in curriculum, objectives, planning and organization of learning experiences, methods, media and activities, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas (4hrs)
- b) Place of Health and Physical Education in the elementary school curriculum; objectives – knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning; evaluation in health and physical education – issues (4hrs)
- c) Evaluation of different programmes in elementary schools – work experience, art education, health & physical education ( 4hrs)

**Unit : V- Evaluation in Elementary Education ( 13hrs)**

- a) Evaluation of performance (Formative Interim and Summative) (2hrs)
- b) Evaluation tools (Academic Performance Indicators ;Scholastic Areas, Co-scholastic Areas-Life skills :Thinking skills, social skills ,Emotional skills, Attitudes and values, curriculum planning ,implementation and evaluation ( 3hrs)
- c) Evaluation of imbalances in theory and practice integration in curriculum (2hrs)
- d) Role specification in curriculum planning ,implantation and evaluation (3hrs)
- e) Model of Evaluation: (3hrs)
- Kilpatrick's Evaluation Model
  - Outcome based Evaluation (OBE)
  - CIPP Evaluation Model

**Transactional Modes:**

The paper would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

### Essential Readings:

- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.

### References:

- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally & Co., Chicago.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, N.York.
- The Study of Primary Education – A Source Book, Volume I & II, 1984
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

### Web resources:

<https://www.oregon.gov/osl/LD/Pages/resources/OBE/obe.aspx>

<https://www.oregon.gov/osl/LD/Pages/resources/OBE/obe.aspx>

[https://en.wikipedia.org/wiki/CIPP\\_evaluation\\_model](https://en.wikipedia.org/wiki/CIPP_evaluation_model)

<https://www.google.co.in/search?q=->

Kilpatrick%27s+Evaluation+Model&tbn=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiOmN7D8cHUAhVKvo8KHSMYCosQsAQINw&biw=1904&bih=947&dpr=1

<https://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm>

<https://www.into.ie/ROI/Publications/LanguageInThePrimarySchool.pdf>

## Semester – IV

### Compulsory Paper- CP-XIV-B

#### Curriculum and Evaluation in Secondary and Senior Secondary Education

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

#### Objectives :

On completion of this course the students will be able to:

1. develop an understanding of underlying principles and determinants of curriculum development at Secondary and Senior Secondary stage
2. understand the nature of teaching of languages, Social Science and Science at secondary and Senior Secondary stage
3. develop research insight for curriculum development in secondary level education.
4. understand the nature and uses of different types of evaluation and the tools and techniques of evaluation in education
5. acquire the skill to construct the achievement diagnostic tests

#### Course Content

##### Unit I– Principles of School Curriculum Development at Secondary and Senior Secondary Level (13 hrs.)

- a. Concept, components and determinants of curriculum (2 hrs)
- b. Principles of curriculum construction and development at Secondary and Senior Secondary level (1 hr)
- c. Criteria for selection and organisation of content and learning activities(2 hrs)
- d. Designing integrated and interdisciplinary learning experiences(2 hrs)  
Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist (2 hrs)
- e. Evaluation of curriculum – formative and summative (2 hrs)
- f. The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges. (2 hrs)

##### Unit II Language, Science & Social Science Curriculum (13 hrs)

- a. **Language Curriculum(4 hrs.)**  
Focus on three (3) language formula emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction

English needs to find its place along with other Indian Languages –  
Multilingual character of the classroom.

- b. **Science Curriculum (5 hrs.)**  
Science as a composite discipline at secondary stage  
Systematic experimentation as a tool to discover/verify theoretical principles and working on locally significant projects involving science and technology.

Introduction of science as separate discipline such as Physics, Chemistry, Mathematics, Biology etc with emphasis on experiments/technology and problem solving.

Rationalization of curriculum load to avoid steep gradient between secondary and higher secondary syllabi.

Need to identify core topics of a discipline at +2 level taking into account recent advances in the field.

**c. Social Science Curriculum (4 hrs.)**

Focus on conceptual understanding of the content Development of up facts, ability to think independently and reflect critically on social issues.

Curricula of at secondary stage history, geography, civics economics

Curricula + 2 stage disciplines like political science, geography, history economics, sociology and psychology will be introduced.

**Unit III Educational Measurement and Evaluation (13 hrs.)**

- a. Concept and nature of measurement , evaluation, assessment, testing, appraisal and examination **(3hrs)**
- b. Difference between measurement and evaluation **(1 hr)**
- c. Scales of Measurement-Nominal, Ordinal, Interval and Ratio **(1hr)**  
Meaning, nature and functions of educational evaluation **(1 hr)**
- d. Types of evaluation – meaning, nature, merits and demerits of formative, summative, diagnostic and Continuous and comprehensive evaluation. **( 6hrs)**
- e. Norm-referenced and criterion-referenced testing **(1hr)**

**Unit IV- Educational Evaluation - Tools and Techniques (13 hrs.)**

- a. Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records,. **( 6 hrs)**
- b. Characteristics of good test-reliability, validity, objectivity, adequacy, usability **(3 hrs.)**
- c. Interpretation of Test Scores- Raw , Derived and Standard Scores **( 2hrs)**
- d. Grading: meaning, types , merits and limitations **(2hrs)**

**Unit V – Construction of Tests and Question Bank (12hrs)**

- a. Construction of Achievement test: content-analysis, Writing objectives in behavioral terms; construction of blue-print of test, writing of test items; assembling the test items and writing directions; planning key/scheme of evaluation; tryout and item analysis, difficulty value and discrimination power **(4 hrs)**
- b. Construction of a diagnostic test- guidelines and steps **(4hrs)**
- c. Preparing Remedial Teaching Programme **(2hrs)**
- d. Meaning , Nature , preparation and merits of Question Bank **( 2hrs)**



**Transaction mode** Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CABE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations.. Hands- on-experiences at work situation and observation of training sessions and presentation etc.

### Essential Reading

- Aggarwal, J.C (1990). Curriculum Reforms in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984) Reflections on Curriculum. New Delhi: NCERT.
- Dewey, John (1966). The Child and the Curriculum. USA:The University of Chicago Press
- Madaus, George F. & Stufflebeam D.L.(2012) Educational Evaluation: Classic Works of Ralph W. Tyler. London: Kluwer Academic Pub.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K.: Routledge.
- NCERT (2005). National Curriculum Framework-2005, New Delhi: NCERT
- W. James Popham (1993) Educational Evaluation. California: Allyn and Bacon, 1993
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

### References

- Agarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave
- Chastain, K. (1970): The Development of Modern Language Skills –Theory to Practice. Chicago :Rand Menally & Co.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. California: Crown Press
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York: Teacher College Press.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Patel Rambhai N. (2010)Educational Evaluation: Theory & Practice New Delhi: Himalaya Publishing House
- Reddy, B. (2007): Principles of curriculum planning and development.
- NCERT (1988) In-service Teacher Education Package for Primary and Secondary Teachers Volume I & II, New Delhi: NCERT

## Semester – IV

### Optional Paper- OP-II-A-EME

#### Educational Measurement and Evaluation

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

#### Objectives:

On completion of this paper, students will be able to,

- 1) Determine what measurement and evaluation steps are necessary in a classroom situation.
- 2) Develop necessary measurement and evaluation instruments and to apply these instruments fairly .
- 3) Use the information provided by evaluation and measurement activities to improve their teaching and students' learning.
- 4) Develop theoretical understanding of the evaluation context with the new reform.

#### Unit : I- Educational Measurement and Evaluation ( 12hours)

- a) Educational Measurement and Evaluation: Concept, Scope Need ( 3hrs)
- b) Educational Measurement and Evaluation: Process, Principles, Type ( 3hrs)
- c) Relationship between Measurement and Evaluation. (3 hrs)
- d) Taxonomies of Educational Objectives. ( 3 hrs)

#### Unit : II- Tools of Measurement and Evaluation ( 13hours)

- a) Subjective and Objective tools ( 2hrs)
- b) Tests: Essay tests, Objective tests ( 2hrs)
- c) Scales, Questionnaires, schedules, inventories ( 3hrs)
- d) observation, interviews, performance tests ( 3hrs)
- e) Oral tests. – Diagnostic tests and remedial measures ( 3hrs)

#### Unit : III- Characteristics of a good measuring instrument ( 13hours)

- a) Characteristics of a good measuring instrument: Planning, Reliability, Validity, Practicability, Scorability, Usability, applicability etc. ( 3hrs)
- b) Types of Reliability and Validity and Methods of finding out the reliability and validity of a measuring instrument ( 3hrs)
- c) Test Standardization: Item Analysis, Norms
  - a. ( Age Norms, Grade Norms and percentile Norms) ( 3hrs)
- d) Norm referenced and criterion referenced tests( 2hrs)
- e) Standard scores, T-scores and C-scores( 2hrs)
- f) Steps in the standardization of a test – Standardized Tests ( 3hrs)

**Unit : IV- Different types of Measurements ( 13hours)**

- a) Achievement ( 3hrs)
- b) Aptitudes ( 2hrs)
- c) Intelligence ( 2hrs)
- d) Personality ( 2hrs)
- e) Attitudes ( 2hrs)
- f) Interests ( 2hrs)

**Unit : V- New Trends in Evaluation ( 13hours)**

- a) Grading System ( 2hrs)
- b) Semester System ( 2hrs)
- c) Continuous Internal Assessment( 2hrs)
- d) Question Bank ( 2hrs)
- e) Uses Of Computer In Evaluation ( 2hrs)
- f) Qualitative Analysis ( 3hrs)

**Transactional Mode :**

The paper would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

**Essential Reading:**

**References:**

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1999). Standards for educational and psychological testing.

Darling-Hammond, L., Barron, B., Pearson, P.D., Schoenfeld, A. H., Stage, E. K., Zimmerman, T. D., Cervetti, G. N., and Tilson, J. L. (2008). Powerful learning: What we know about teaching for understanding. San Francisco, CA: Jossey-Bass.

Gardner, H. (1993). Multiple intelligences: The theory in practice. New York: Basic Books.

Gardner, H. (1999). Intelligence reframed: Multiple intelligences for the 21st century. New York: Basic Books.

Gronlund, N.E. and Cameron, I.J. (2004). Assessment of Student Achievement (Canadian Edition). Toronto: Pearson Education Canada Inc.

Haladyna, T. M. (2004). Developing and validating multiple-choice test items. Mahwah, NJ: Erlbaum.

Hess, F. M. (Ed.). (2008). When research matters: How scholarship influences education policy. Cambridge, MA: Harvard University Press.

Hoboken, NJ: John Wiley & Sons, Inc. Joint Committee on Standards for Educational Evaluation. (2003). The student evaluation standards: How to improve evaluations of students. Thousand Oaks, CA: Corwin.

Hogan, T. P. (2007). Educational assessment: A practical introduction.

Joint Committee on Testing Practices. (2004). Code of Fair Testing Practices in Education. Washington, DC: Author.

Kubiszyn, T. and Borich, G. (2003). Educational Testing and Measurement (7th edition). New York: John Wiley & Sons Inc.

Likert, R. A. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140, 1-55.

Linn, R. L. and Miller M. D. (2005). *Measurement and Assessment in Teaching* (Ninth edition). Upper Saddle River: Pearson Education Inc.

Marzano, R. J. (2000). *Transforming classroom grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

McMillan, J. H. and Wergin, J. F. (2006). *Understanding and evaluating educational research*. Upper Saddle River, NJ: Pearson Education, Inc.

Payne, D. A. (2003). *Applied Educational Assessment* (second edition). Belmont: Wadsworth/Thomson Learning.

Payne, D. A. (2003). *Applied educational assessment*. Belmont, CA: Wadsworth/Thomson Learning.

Popham, W. J. (2005). *Classroom assessment: What teachers need to know*. Boston, MA: Pearson Education, Inc.

Stiggins, R., Arter, J., Chappuis, J., and Chappuis, S. (2007). *Classroom assessment for student learning: Doing it right – Using it well*. Upper Saddle River, NJ: Pearson Education, Inc.

Taylor, C. S. and Nolen, S. B. (2005). *Classroom Assessment: Supporting Teaching and Learning in Real Classrooms*. Upper Saddle River: Pearson Education Inc.

Washington, DC: American Educational Research Association. Bloom, B. S. (Ed.). (1956) *Taxonomy of educational objectives, handbook I: Cognitive domain*. New York: Longman.

#### **Web Resources:**

**Semester – IV**  
**Optional Paper- OP-II-B-CE**  
**Comparative Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives :**

On completion of this course, students will be able to :

1. acquaint with concept, scope, Need, History and development of Comparative Education.
2. acquaint with the methods of Comparative Education .
3. study the Problems of Education in World perspective.
4. understand the factors and forces and forces influencing practice of Education.
5. create awareness and develop understanding of system of Education in developing and developed countries.
6. develop the sense of international understanding.
7. acquaint students with the current trends and problems in world in world Education.

**Unit- 1 Concept , Types and Approaches to Comparative Education**

**(12 Hrs)**

- a) Concept, scope, Purpose, and Need of Comparative Education.(4hrs)
- b) History and Development of comparative Education. (2hrs)
- c) Types of Comparative Studies in Education.(2hrs)

- (d) Approaches to comparative education: Historical, Philosophical, Sociological and Problem Approach.(4hrs)

## **Unit-2 Methods of Comparative Education (13 Hrs)**

- a) Area Studies (Descriptive and Interpretation) (2hrs)
- b) Comparative Study (Description of Educational System Juxtra position Comparison) (2hrs)
- c) Distinction between Comparative education and International Education. (3hrs)
- d) Interpretative and Explanatory Methods (6hrs)
  - (i) Historical Approach
  - (ii) Sociological Approach
  - (iii) Philosophical Approach
  - (iv) Scientific Approach (Quantities).

## **Unit -3 Problems to be studied in world Perspective(13Hrs)**

- a) Women Education (2hrs)
- b) Teacher Education and Teachers' Status (2hrs)
- c) Education of Exceptional Children (2hrs)
- d) Technical & Vocational Education (2hrs)

## **Unit -4 Factors and Forces Influencing theory and Practice of Education in different Countries with reference to ( 5hrs)**

- (i) Racial
- (ii) Linguistic
- (iii) Technological
- (iv) Scientific
- (v) Historical
- (vi) Sociological
- (vii) Political
- (viii) Economical (ix) Religious

## **Unit- 5 Study of education in Developed Countries- U.K., U.S.A. and Australia with reference to the following problems: (12 Hrs)**

- (a) Historical Background and Geography of the country.(2hrs)
- (b) Aims and objectives of Education. (2hrs)
- (c) Administration of Education. (2hrs)
- (d) Present system of primary, Secondary and Higher Education. (4hrs)
- (e) Influence of Culture on Education .(3hrs)
- (f) Teacher Education in Finland (1hr)

## Transactional Mode

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

## Essential reading

T. Neville Postlethwaite (1988) *The Encyclopedia of Comparative Education and National Systems of Education* (Advances in Education) , Publisher: Pergamon Pr; 1st edition.

## References

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Priestlay K.E. (1963) *Education in China*, Eurasia Publishing House.

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Louis Cohen; Lawrence Manion; Keith Morrison ( 2000) Research Methods in Education, London Routledge Falmer.

Keith Watson (2003) *Comparative and International Research in Education: Globalisation, Context and Difference.*, London ,Publisher: Routledge Falmer. *Improving Learning Environments*: Richard Arum , Melissa Velez (Editors) (2012) *School Discipline and Student Achievement in Comparative Perspective*, Publisher: Stanford University Press.

Dieter Meyer - Editor, William L. Boyd - Editor(2001) *Education between States, Markets, and Civil Society: Comparative Perspectives*. Mahwah, Lawrence Erlbaum Associates. Ciaran Sugrue , Christopher Day ( Editors) (2001) *Developing Teachers and Teaching Practice: International Research Perspectives.*, London Publisher: Routledge

Carlos Alberto Torres , Adriana Puiggros (Editors) (1997) *.Latin American Education:Comparative Perspectives*. Boulder, Westview Press.

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**Second Year**

**Semester – IV**

**Practicum**

**D-1 Collection of Data, Analysis and Interpretation of data and writing the first draft**

<b>Total Credit : 02</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 00</b>
<b>Total Marks:50</b>	<b>Duration of External Examination:</b>



**Second Year**

**Semester – IV**

**Practicum**

**Internship –III (As per Specialization)**

**D-2 Pre service Teacher preparation as per specialization-5 Lessons (ABL-1.ICT-2, Models-2))**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration of External Examination:</b>

**1) Classroom Teaching (Elementary/Secondary and Senior Secondary Education)**

- Activity Based Learning - 01 Lesson (of any method)
- ICT based Lessons -02 ( one lesson per Method )
- Lessons based on models of teaching- 02 (one lesson per Method)

**(05 marks for each lesson)**

**Second Year**  
**Semester – IV**  
**Practicum**  
**D-3 Expository writing**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration of External Examination:</b>

### **Objective:**

After completion of Expository writing course students will be able to :

1. to do writing that is used to explain, describe, give information, or inform.
2. organize around one topic and develop according to a pattern or combination of patterns.
3. write an essay based on information or facts in logical manner.

**I. Expository writing** gives facts and information about a topic.

Expository Writing is about writing of Interesting facts about a person, place, or thing your factual account was an example of expository writing.

Good expository writing: introduces the main idea and develops it with facts and supporting details. gives important information about a specific topic.summarizes research from a variety of sources. uses transition words to connect ideas. draws a conclusion based on the facts and information presented.

### **Use of a Variety of Sources**

To present the most accurate and complete information about your topic, it is important to summarize facts and details from a variety of sources.

### **Use of Transition Words**

To help your readers clearly understand important information, you need to use transition words that connect the events and ideas in your writing. Words such as at times, after, and however help you connect ideas. (Use your writing toolbox for its whole page of transitional words)

## **Drawing Conclusion**

To help your readers know the paper has reached its end, or conclusion, see your Writing Toolbox for a page of terms that signify you are about to end your paper. You may:

1) summarize your paper, 2) write about one additional fact you found interesting, 3) ask some questions you would like to have answered in a future paper about your subject, and/or 4) give a personal response to what you have learned, if you thought it was interesting you must explain ‘why’, and if you did not like learning about your subject, you must likewise explain ‘why’.

## **II. Pre write**

The purpose of expository writing is to give your readers information

### **Choose a Topic**

Start by brainstorming a list of topics.

### **Organize**

### **Outlining**

The fact and detail in expository writing are organized around an introduction, a body, and a conclusion.

### **Writer’s Resources**

To get more information four your report, you will have to do research. First, write questions to guide you. Then decide which resources you will need to answer them.

### **Use a Time Line**

You can discover when an event took place by looking at a timeline. A timeline is diagram that shows when a series of events took place. Time line helps you keep track of the order of events.

### **Draft**

Before you begin your report, review the outline you have made. Plan to make a paragraph for each idea.

Remember your purpose and audience.

Give important information about a specific topic.

Be sure that your facts and details in each paragraph support the main idea.

Write a strong introduction, body, and conclusion.

Draw a conclusion based on the facts and details you presented.

## **Revise**

## **Elaborate**

One way to improve your writing is to elaborate. When you elaborate, you add important ideas facts and details that might be missing from your writing. When you revise your expository writing, you may need to tell more information about key events. The information that this writer added lets the reader know when an event happened.

## **Proofread/Edit**

After you have revised your expository writing, you will need to proofread and edit it to find and correct any mistakes in mechanics, grammar and usage, and spelling.

## **III. Self Check Expository Writing**

Who was my audience? Did I give them enough information about my topic?

What was main topic? Did I include enough facts and details to support it?

Did I begin in a clear and interesting way? Did I summarize my ideas at the end?

Did I present my information in the best order? Did I use the right transition words to connect my ideas?

Did I combine sentences? Do my sentences flow together?

Are my paragraphs fully developed with important information? Do I have a clear introduction, body and conclusion?

Did I proofread and correct all errors?

(Source : NSU Nova Southeastern University [webgccaz.edu/~mdinchak/ENGL01/expository\\_writing.htm](http://webgccaz.edu/~mdinchak/ENGL01/expository_writing.htm)

Web. [alsde.edu/general/..../2008-2009/ Grade 10 AnnototedExemplars-3 pdf-](http://alsde.edu/general/..../2008-2009/Grade%2010%20AnnotatedExemplars-3.pdf))

When writing any paper, you will most likely have to follow these six steps. This handout takes you through all six steps in the process of writing an Expository Essay.

Step 1. Organizing your Thoughts (Brainstorming)

Step 2. Researching your Topic

Step 3. Developing a Thesis Statement

Step 4. Writing the Introduction

Step 5. Writing the Body of the Essay

Step 6. Writing the Conclusion

(Source : NSU Nova Southeastern University [webgccaz.edu/~mdinchak/ENGL01/expository\\_writing.htm](http://webgccaz.edu/~mdinchak/ENGL01/expository_writing.htm)

Web. [alsde.edu/general/..../2008-2009/ Grade 10 AnnototedExemplars-3 pdf-](http://alsde.edu/general/..../2008-2009/Grade%2010%20AnnotatedExemplars-3.pdf))

**Note: Each M.Ed. Students should write an article using the steps of Expository writing.**

Students need to submit one expository writing during semester break on one of the following area.

i) Article

ii) Biographical writing

iii) Extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various Science, Mathematics, History, Geography, Literature/language pieces)

iv) Writing a review or a summary of the text, with comments and opinions (individual task)

v) Newspaper or magazine articles on topics of contemporary interest.

**Second Year**  
**Semester – IV**  
**Practicum**  
**D-4 Academic Writing**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration of External Examination:</b>

Academic writing is a 'structured research' which addresses topic-based 'research questions' of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic. The objective of academic writing is the presentation of 'new knowledge' via (a) a review of what is currently known about a given topic as (b) the foundation for the author's new views or perspectives on the topic .The most important characteristic of academic writing is that, it aims to be objective, impersonal, accurate and quite formal.

The writing is 'thesis-driven', meaning that the starting point is a particular perspective, idea or 'thesis' on the chosen topic, e.g. establishing, proving or disproving 'answers' to the 'research questions' posed for the topic. In contrast, simply describing a topic without the questions does NOT qualify as "academic writing."

(Source: 'What is Academic Writing ?' Finish Institutions Research Paper (Hopkins), [www.15.uta.fi](http://www.15.uta.fi))

**Objective :** On completion of this course the students will be able to. write a short research paper / article based on his or her dissertation ( Research Report).

**Activity:**

Write a research paper/article based on one or two research questions /objectives of your own research at M.Ed. level ( Dissertation) under the guidance of the teacher educator.

Academic writing is a 'structured research' which addresses topic-based 'research questions' of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic. The objective of academic writing is the presentation of 'new knowledge' via (a) a review of what is currently known about a given topic as (b) the foundation for the author's new views or perspectives on the topic. The most important characteristic of academic writing is that, it aims to be objective, impersonal, accurate and quite formal.

The writing is 'thesis-driven', meaning that the starting point is a particular perspective, idea or 'thesis' on the chosen topic, e.g. establishing, proving or disproving 'answers' to the 'research questions' posed for the topic. In contrast, simply describing a topic without the questions does NOT qualify as "academic writing."

(Source: 'What is Academic Writing ?' Finish Institutions Research Paper (Hopkins), [www.15.uta.fi](http://www.15.uta.fi))

**Objective :** On completion of this course the students will be able to write a short research paper/article based on his or her dissertation ( Research Report).

**Activity:**

Write a research paper/ article based on one or two research questions / objectives (other than in Academic Writing ) of your own research at M.Ed. level ( Dissertation).

**Second Year**  
**Semester – IV**  
**Practicum**  
**D-5 Self development –Gender Issues and Management**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 32</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration of External Examination:</b>

**Objectives:**

On completion of this course students will be able to :

- 1) Emerge as citizens who are gender responsive
- 2) Grasp the impact of globalization on gender issues.
- 3) Realize how education can lead to gender equity
- 4) Recognizes the role of women in the social building process
- 5) Acquaint themselves with the strategies and techniques that are to bring about gender equality.

1. Reviewing of literature related to gender issues that exist across the globe (3hrs)

\*Keep the record and write and submit the report

2. Listing the strategies that could be efficiently put to use to bridge the differences with regard to gender (4 hrs)

\* Field Exploration

3. A critical evaluation of text-books from the perspective of Gender neutrality (4hrs)

\*Observation and Enquiry

4. A critical analysis of various policy document(national ,international)related to gender issues (6 hrs)

5. Comparison of gender issues across countries and continents.(Case study producing data)(6hrs)

6. Reading 1 selected book on Gender equality and write your critic on it ( 5 hrs)

7. Make a short film on gender equality/gender issues/gender sensitization (10-15min) (4hrs)

\*Short film should be submitted online through mail.



## Second Year

### Semester – IV

## Practicum

### D-6 Educational Tour / Visit

1.Exposure to curriculum and / or textbook agencies

2. Policy - making body

3. State Education Department etc.

beside visits to other educational institutions

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 128</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration of External Examination:</b>

Educational Tour/Visits – is a Compulsory Component of B.Ed.-M.Ed.(Integrated) Course. The Marks for this component will be 25 with 01 Credit for Participating and Reporting.

In the tour following Places are to be visited besides other Educational Institutes.

1) Exposure to Curriculum and/ or Textbook Agency

2) Educational Policy making Body

3) State Education Department

### Third Year

Semester –V								
Paper	Three-Year Integrated B.Ed.- M.Ed. Programme	Hours		Credit	Exam Hours	Marks		
						Internal (sessional)	External (Theory)	Total
	<b>Theory</b>	Inst. Hrs	Learning Hrs					
	<b>Compulsory Papers</b>							
<b>CP-XV</b>	Gender, School and Society	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XVI</b>	Educational Administration , Management and Economics of education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XVII</b>	Open and Distance Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-III</b>	<b>Optional Paper (Any One)</b>							
<b>OP-III-A-HRE</b>	A.Human Rights Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-III-B-IE</b>	B.Inclusive Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Practicum</b>							
<b>E-1</b>	Final Research Submission (Dissertation)	<b>104</b>		<b>02</b>	<b>--</b>	<b>50</b>	<b>0</b>	<b>50</b>
<b>E-2</b>	<b>Internship IV</b> Internship (3Weeks) i) As per specializationwork in schools ii) School classroom teaching 8+8 Lessons and other activities	<b>108</b>		<b>04</b>	<b>--</b>	<b>100</b>	<b>00</b>	<b>100</b>
<b>E-3</b>	<b>Internship V</b> Internship of Specilization ( 3 weeks) (DLED/ B.Ed. College)	<b>108</b>		<b>04</b>	<b>--</b>	<b>100</b>	<b>0</b>	<b>100</b>
<b>Total</b>		<b>576</b>		<b>26</b>	<b>08</b>	<b>450</b>	<b>200</b>	<b>650</b>

**Third Year**  
**Semester – V**  
**Compulsory Paper**  
**CP-XV – Gender, School and Society**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

On completion of this paper, students will be able to,

1. Develop basic understanding and familiarity with key concepts  
-genders gender bias empowerment, gender parity, equity and equality patriarchy and feminism.
2. Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
3. Learn about gender issues in school, curriculum, textual materials across disciplines pedagogical processes and its intersection with class, caste, religion and region
4. Understand how gender power and sexuality relate to education (in terms of access curriculum and pedagogy)

**Unit : I- GENDER -KEY CONCEPTS ( 13 hours)**

- a) Meaning, nature and importance of gender construction (4 hrs)
- b) sex, sexuality (3 hrs)
- c) patriarchy, masculinity (3 hrs)
- d) feminism (3hrs)

**Unit : II- GENDER ISSUES- ( 13hours)**

- a) Gender bias gender stereotyping and empowerment (4hrs)
- b) Gender equality and equality in relation with caste, class, ethnicity, disability and region (5hrs)
- c) Life skills and training to deal issues of gender (4 hrs)

**Unit : III- GENDER STUDIES (13 hours)**

- a) Paradigm shift from women's studies to gender studies. (2hrs)
- b) Theories on gender and education:
  - Application in the Indian Context (8hrs)
    - 1) –socialization theory
    - 2) Gender difference
    - 3) Structural theory
    - 4) Deconstructive theory

- c) Contemporary period-Recommendations of policy initiatives commissions and committee's schemes, programmers and plans after 1986. ( 3hrs)

**Unit : IV- GENDER IN CURRICULUM ( 13hours)**

- a) Gender in text and context in secondary level (Text Book), disciplines classroom management or processes including pedagogy. ( 5hrs)  
 b) Construction of Gender in Curriculum frame work of 21st century. (3 hrs)  
 c) Teacher as an agent of change (2hrs)  
 d) Ways for reduced teacher, Parents, Attitudes to have high expectations of all girls and boys. ( 3 hrs)

**Unit : V- GENDER, SEXUAL HARASSMENT AND ABUSE ( 12hours)**

- a) Meaning, nature types and reasons of harassment. ( 4hrs)  
 b) Sites of Conflict Social and Emotional (3hrs)  
 c) Agencies perpetuating harassment family school workplace and media(print and electronic) ( 5hrs)

**Transactional Mode :**

The paper would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

**Essential Readings :**

Bhasin, Kamla. 2000. Understanding Gender New Delhi: Kali for Women.

**References:**

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 Dube, Leela, 1988. On the Construction of Gender: Socialisation of Girls in patrilineal India'. In Karuna Chanana (ed.), Socialisation, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.

- Elson, Diane. 1995. Male bias in macro-economics: the case of structural adjustment', in Diane Elson (ed.) *Male Bias in the Development Process*, second edition. Manchester: Manchester University Press. Folbre, Nancy. 1994.
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- Kabeer, Naila. 1994. *Reversed Realities: Gender Hierarchies in Development Thought*, London: Verso.
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- 76 DPEP and Primary Education in India, *Economic and Political Weekly* Feb 17.
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- 77
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- NCERT(2006a) Position paper
- National focus group on education with special needs (NCF 2005)
- NCERT(2006b) Position paper
- National focus group on Gender issues on the curriculum (NCF 2005)
- NCERT (2006C) Position paper
- National focus group on problem of scheduled caste and scheduled tribe children (NCF 2005), New Delhi. NCERT

### **Web resources:**

<http://www.education.tas.gov.au/equitystandards/gender/framework/assmption.htm>The Hindu, February 10, 2002.

## Semester – V

### Compulsory Paper

#### CP-XVI-Educational Administration, Management and Economics of education

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

#### Objectives

**On completion of this paper, student will be able to:-**

- a. understand of planning, financing and cost of education.
- b. comprehend of the link between the educational system and economic development.
- c. analyze of educational problems in the context of economic concepts.
- d. understand the concept of human resource development and theories
- e. evaluate the approaches other than Cost Benefit Analysis

#### Unit I: Conceptual background and Cost of Education

- a. Conceptual Issues in economics of Education
- b. Meaning, definition, scope and importance of Economics of Education.
- c. The relationship between education and the economic system. The role of the economic system in
  - (i) financing of education, and (ii) absorbing the educated manpower.
- d. Education as an industry
- e. Spill-over and inter-generational effects of education.

#### Unit 2 :Cost of Education

- a. Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost.
- b. Unit cost of Education: Its estimation. Its applications to different levels, modes and types of education. (Levels: Primary, Secondary and Tertiary Modes: Formal and Distance, Types: (i) General i.e. Arts, Science and Commerce, and (ii) professional and Technical)
- c. External and Internal Efficiency of Education.

d. Cost-Benefit Analysis in Education:

- i. Meaning of cost-benefit analysis. Its purpose and problems
  - ii. Profiles of age-education earnings. Calculation private marginal and benefit cost ratio.
  - iii. Interpretations and evaluation of rates of return on investment in education.
- e. Concept of Cost Consciousness in Education.

**Unit : 3. Financing of Education**

- a. Micro and Macro aspects of pricing of education (Theoretical Study)
- b. Financing of Education: Sources of finance for education: private, public, fees, donations.
- c. Endowments and grants. Grant-in- aid principles and practices with special reference to higher education.
- d. Government's role in financing education at different levels with special reference to higher education.

**Unit: 4. Human Resource Development**

- a. The concept of human resource development. Meaning, definition. Significance and Development of human resources through education.
- b. Need for manpower planning and Estimation of manpower requirements.
- c. Human capital and its relation to other form of resources and need for retraining.
- d. The problems of educated unemployment, underemployment and disguised unemployment e. Meaning and purpose of Economics of Teacher provision
- e. Estimating the demand for and supply of teachers and the problems associated with the estimation g. Policy implications of economics of teacher provision.

**Unit 5. Education and Economic Development**

- a. The concepts of economic development and economic growth.
- b. The interrelationship between education and economic development.
- c. Measuring the Contribution of Education to Economic Growth.
- a. Approaches other than Cost Benefit Analysis
- b. Correlation Approach
- c. Residual approach
- d. Manpower Forecasting Approach
- e. Wage-differential Approach.

**Transaction Modes:**

Lecture cum discussion, Assignment, Seminar, Library study, Project work, Group discussion,



- a. A study of Actual and estimated allocation of funds at different levels of education in the Five-year plans (I-IX Plans), Priority for education in the various five year plans.
- b. Educational expenditure and national economy.
- c. Expenditure of education, public education at different levels (central state level) in India.
- d. Types of plans – Central, State and Institutional
- e..Estimation of the drop-out rates at different levels of education (at least one level)
- f. A study of problems of educated unemployment, underemployment and disguised unemployment
- g. Study the unit cost of education (at least one level)
- h. Concept of Cost Consciousness in Education.

## References

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- Blaug, M. (ed) (1968). Economics of Education selected Readings. Vol. 1 and 2 London: Penguin Books. 6.
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- Blaug. M (1972) an Introduction to the Economics of Education London: Penguin
- Baxter C. And O'Leary, P. J. and Westoby A. (1977) Economics and Education Policy a Reader London Longman Group Ltd.
- Balsara, M. (1996) New Education policy and Development Challenge, New Delhi. Kanishka Publishers.
- Creedy J. The Economics of Higher Education: analysis of Taxes Versos Fees Able shot: Edward Elgar publishing limited
- Dlaug, M (1972) The correlation between Education and Earnings : what does It signify ? Higher Education, (1) 53 – 76 2)
- Elchann, C (1972)Economics of Education Massachusetts : D. C. Heath & Co. 3)
- Enaohwo J. O (1990) economics of Education and the planning Challenge. New Delhi. Anmol Publications. 5
- Galbraith,J.K (1969) Economics Development Massachusetts : Harvard University Press. 4)
- Gramlich EM (1990) A Guide to Benefit-Cost Analysis, (2nd edition). Prospect Heights,IL: Waveland Press.
- Heckman J (1998) Human Capital Investment Policy, Fiscal Studies 19(2) pp.103-119.
- Garg V. P. (1985) The Cost Analysis in higher Education New Delhio, Metropolitan Book Co. Pvt Ltd. 10.
- Goel S. C. (1975) Education and Economics Growth in India Delhi. Macmillan,
- Hallak J. (1990) Investing in the Future UNESCO: Pergamon press
- Heggade, O. D. (1992) Economics of Education Bombay: Himalaya Publishing House
- Johns R. I. & Morphet I: (1976) The Economics and financing of Education A system Approach New Jersey Prentice-Hall Inc.

- Knight, J. B. and Sanot R. II (1990) duction. Productivity and Inequality. The World Bank
- Laxmidevi (ed) (1996) Encyclopaedia of Education Development and Planning Economics of Education Vol. V New Delhi. Anmol Publications Pvt. Ltd.
- Levin M. R. & Shank A (eds.) (1970) Educational Investment in an Urban Society: Costs, Benefits and Public Policy, New York Teachers College press
- Majumdar, T. (1983) Investment in Education and social Choice, Cambridge, Cambridge University Press.
- Mingat A. & Tan Hee-peng (1988) Analytical tools for sectoral work in Education Baltipore: the joins Hopkins University press.
- Muzammil, M. (1989) Financing of Education. New Delhi House.
- Muray T. R. (1990) The Encyclopadedia of Human Development and Education Oxford. Pergamon
- Naik J.P. (1965) Educational planning in India Bombay: Allied Publishers
- NCERT (ED.) (1968) Stagnation and wastage in primary and middle School , New Delhi NCERT. 5)
- Natarajan S. (1990) Introduction to Economics of Education New Delhi. Sterling
- O'Donohue. M. (1971) Economics Dimensions in Education Chicago: Aldine Alterton
- Padmanabhan, C. B. (1971) Economics of Educational Planning in India New Delhi. Arya Book Depot.
- Panchamukhi , P. R. (ed) (1989) Economics of Educational Finace Bombay, Himalaya publishing House
- Pascharopoulos, G. (ed) (1987) Economics of education Research and Studies Oxford, Pergamon Press.
- Psacharopoulos G. and Woodhall (1986). Education of Development Washington The World Bank. 28. Ritzen
- J. M. M. (1977) Education Economic Growth and Income Distribution New York North-Holand Publishing Co. 6
- Saxena S. (1979) Educational Planning in India New Delhi Sterling Publishers Pvt. Ltd. sjeehan J. Economics of Education London George Allen and Unwin Ltd.
- Shriprakash, Cost of Education (1996) New Delhi: Anamika Publishers and distributors.
- Shriprakash and Chowdhurty S. Expenditure on Education, Theory, Models and Growth, New Delhi: NIEPA
- Singh R. P. (ed) (1993) Private Initiative and Public Policy in Education New Delhi: Federation of Managements of Educational institutions.
- Tilak J. B. G. (1989) Education and its Relation to Economic Grow Poverty and income distribution: past Evioen and Further Analysis washington D. C. The World Bank.
- Tilak J. B. G. (1994) Education for Development in Asia New Delhi Sage publications.
- Tilak J. B. G. (1992) Educational Planning at Grassroots New Delhi: Ashish publishing House.
- Tilak , J. B. G. (1987). The Economics of Inequality in Education New Delhi: Sage publications.
- Unesco (1972) Educational cost Analysis in Action : Case Studies for Planners Paris

Vaisey, J. (1958) The Costs of Education London: George and Allen & Unwin Ltd.

Vaisey, J. (1972) Economics of Education London: G Duck Worth and Co.

Vaisey, J. et al (1972). The Political Economy of Education London Gerald Duckworth & co. Ltd.

Veena, D. R. (1987) Education and Economic Growth New Delhi: Ashish publishing House.

Ward, F. C. (ed) (1974) Education and Development Reconsidered New York: Praeger Publishers

Wykstra R. A. (ed) (1971) Education and the Economics of Human Capital New York: The Free press.

### **Web resources**

<http://councilforeconed.org/>

<http://www.sciencedirect.com/science/article/pii/S0272775713000654>

<https://www.youtube.com/watch?v=KwGiuiI1UuY>

<https://www.youtube.com/watch?v=qpROOIUOnDE>

<https://www.youtube.com/watch?v=XWpfOjET59E>

**Semester – V**

**Compulsory Paper**

**CP-XVII – Open and Distance Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

On completion of this paper, students will be able to,

- 1) understand Growth and Philosophy of Open & Distance Education
- 2) understand Lerner and Learning Process in Open and Distance Education
- 3) understand Instructional Process in Open & Distance Learning
- 4) understand Course Management in Open & Distance Learning
- 5) understand Online Evaluation

**Unit : I – Growth and Philosophy of Open & Distance Education (13 hrs)**

- a) Epistemology and Concept of Distance Education ( 4 hrs)
- b) Goals and objectives of Distance Education (2 hrs)
- c) Growth of Distance Learning System in India, International Council of Correspondence Education, International Council of Distance Education (3 hrs)
- d) Quality assurance and challenges in Distance Education (2 hrs)
- e) Structure and Management of Open & Distance Learning Institutions (2 hrs)

**Unit : II – Learner and Learning Process in Open & Distance Education (12 hrs)**

- a) Types, Characteristics and problems of Open & Distance Learners (2 hrs)
- b) Nature of adult learning and Andragogy of Open & Distance Learning, role of self-learning in Open & Distance Education (3hrs)
- c) Significance of study skills in Open & Distance Education (2 hrs)
- d) Need, importance and procedure of Counselling in Open & Distance Education (2 hrs)
- e) Learning support services (3 hrs)

**Unit : III – Instructional Process in Open & Distance Learning (12 hrs)**

- a) Concept of Self – Learning Materials (SLM) (2 hrs)
- b) Need, importance, characteristics and types of SLM (2 hrs)
- c) Course design, need assessment and planning of SLM (3 hrs)
- d) Concept of E-content design and Courseware (3 hrs)
- e) E-content design patterns (2 hrs)

**Unit : IV – Course Management in Open & Distance Learning (12 hrs)**

- a) Concept of Course Management System (2 hrs)
- b) Types of Course Management Systems (3 hrs)
- c) Management Information System (MIS) in Open & Distance Learning (2 hrs)
- d) Management Issues in Open & Distance Learning (3 hrs)
- e) Open Learning System (2 hrs)

**Unit : V – Online Evaluation (12 hrs)**

- a) Concept of Online Testing (2 hrs)
- b) Types of online evaluation tools (2 hrs)
- c) Designing – online evaluation tools (4 hrs)
- d) E-portfolio (2 hrs)
- e) Rubrics (2 hrs)

**Transactional Mode :**

The paper would be transacted through participatory approach including group discussion; self study, seminar/presentations by students display of audio-visual programmes, lectures and library consultation. Visit to any distance learning centre located nearby and observation of the functioning of the distance mode.

**Essential Readings:**

Education Commission Report (1948-1949) Ministry of Education, Government of India

ICDE (1995) 17<sup>th</sup> World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are from Vol.1).

Indian Journal of Open Learning- STRIDE, Indira Gandhi National Open University, India

**References:**

IGNOU (1988): Distance Teaching: Prerequisites and Practices (Block 1,2 & 3). IGNOU, New Delhi.

IGNOU (1988): Reading in Distance Education (Block 1,2 & 3 ). IGNOU, New Delhi.

Keegan,D. J. (1986): The Foundation of Distance Education. Croom Helm,USA.

Kaye,A. & Rumble, G.(1981): Distance Teaching for Higher and Adult Education. Croom Helm,USA.

Permjit, S. (Ed.) (1984): Distance Education. Sterling Publishers, New Delhi.

Pentz, M. J. & Neil, M.W. (1981):Education of Adult at a Distance, Kogan Page, London.

Power et al; (2000): Quality in Distance education in Performance indicator in Higher Education. Aravali, New Delhi.

Reddy, G. R. (1988). Open Universities: The Ivory Towers Thrown open, Sterling Publishers, New Delhi.

Rountree, D. (1986). Teaching through Self- Instruction. Kagon Page, London.

Rumble, G. & herry, K. (1982). The Distance Teaching Universites, Croom Helm, USA

Rumble, G. (1992): The Management of Distance Learning. UNESCO and IIEP. Paris.

Sewart, D. Keegan D. & Holmberg, B. (Eds.) (1988):Distance Education: International perspectives, Routledge, Chaman and Hell, London.

**Web resources:**

<http://unesdoc.unesco.org/images/0012/001284/128463e.pdf>

<http://searchsqlserver.techtarget.com/definition/ODL>

<https://www.odlqc.org.uk/>

<http://www.irrodl.org/index.php/irrodl>

<https://www.brightknowledge.org/knowledge-bank/education-pathways/studying-at-university/open-and-distance-learning>

**Semester – V**  
**(Any One)**  
**Optional Paper-III-A-HRE**  
**Human Rights Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives :-**

**After completion of the course the student teachers will be able to –**

1. develop analytical skills to question and appraise Human Rights policies and practices at national and international levels;
2. explore the substantive knowledge of policies concerning Human Rights Education, prevailing trends in the field of Human Rights Education and of the challenges and contributions of critics;
3. perceive improvements, discern ambiguities and identify contradictions in the field of Human Rights Education ;
4. understand the roles of various state and non-state agencies in the promotion and enforcement for Human Rights; and Identify potential roles for oneself in the promotion of Human Rights Education

**UNIT-1 : Conceptualizing Human Rights and Human Rights Education**

**( 20 Marks , 14 hours)**

- a) Human Values- Dignity , Liberty, Equality , Justice, Unity in Diversity, Ethics and Morals  
3 hours
- b) Introduction to Rights, Human Rights and Human rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective. 4 hours
- c) Approaches to Human Rights: western political liberalism, socialism and social welfare principles, cross-cultural rights traditions, and the UN instrument. 4 hours
- d) Understanding Human Rights from policy perspective 3 hours

**Unit-II Emerging Concerns in Human Rights**

**( 20 Marks , 14 hours)**

- e) Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical  
3 hours
- a) demands, Rights versus Human rights, Collective versus Individual rights, West versus Rest  
2 hours
- b) Methods of Human Rights Research and Human Rights as pedagogy 2 hours
- c) Critical review of Democracy with reference to Human rights 3 hours

- |   |         |
|---|---------|
| d) Revisiting of Indian constitution with reference to Human Rights | 2 hours |
| e) Critical review of Human Right in globalized world               | 2 hours |

**Unit-III School Education and Human Rights Perspective ( 20 Marks , 13 hours)**

- |  |         |
|--|---------|
| a) Human Rights perspective in curriculum                  | 2 hours |
| b) Human Rights perspective in teaching-learning Processes | 2 hours |
| c) Human Rights Perspectives in Assessment                 | 2 hours |
| d) Human Right Perspective and school ethos and culture    | 2 hours |
| e) Inclusion and Exclusion                                 | 2 hours |
| f) Nature and concept of Duties                            | 2 hours |
| g) Interrelationship of Rights and Duties                  | 1 hours |

**Unit-IV Social status of women and children in International and national perspective ( 20 Marks , 13 hours)**

- |  |         |
|--|---------|
| a) Human Rights and Women's Rights –International and National Standards | 3 hours |
| b) Human Rights of Children-International and National Standards         | 2 hours |
| c) Status of Social and Economically Disadvantaged people                | 4 hours |
| a) Status of Indigenous People and the Role of the UN                    |         |
| b) Status of SC/ST and Other Indigenous People in the Indian Scenario    |         |
| c) Human Rights of Aged and Disabled                                     |         |
| d) The Minorities and Human Rights                                       |         |
| d) Human rights of vulnerable groups                                     | 4 hours |
| a) Stateless Persons   |         |
| b) Sex Workers   |         |
| c) Migrant Workers   |         |
| d) HIV/AIDS Victims  |         |

**UNIT- V Issues, Movements and Promotion of Human Rights ( 20 Marks , 10 hours)**

- |   |         |
|---|---------|
| a) Understanding Human Rights of Children, Women, Minorities, Dalits, Differently abled and Homosexuals.      | 5 hours |
| b) Role of Government, Non-Government Organizations, Education, family and self in promotion of Human Rights. | 5 hours |

**Modes of Transaction**

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
  - Projects and assignments for individual learners as well as for group work and their record of activities

**Essential Reading –**

Baxi, Upendra, 'From Human Rights to the Right to be Human; Some Heresies', in UpendraBaxi (ed.) The Right to be Human, New Delhi: Lancer International  
 Dennis Altman 2004, 'Sexuality and Globalization', Agenda: Empowering Women for Gender Equity, No. 62, African Feminisms Volume 2,1: Sexuality in Africa (2004), pp. 22-28: on behalf of Taylor & Francis, Ltd.

Desai, A.R. 'Democratic and Authoritarian Faces of the Indian constitution', in A.R. Desai (ed.) Violation of Democratic Rights in India, Bombay: Popular Prakashan



Ellen Messer, 1997, 'Pluralist Approaches to Human Rights' , Journal of Anthropological Research, Vol. 53, No. 3, Universal Human Rights versus Cultural Relativity (Autumn, 1997), pp. 293-317: University of New Mexico

### **References:-**

Emilie M. Hafner-Burton and Kiyoteru Tsutsui , 2005, 'Human Rights in a Globalizing World: The Paradox of Empty Promises', American Journal of Sociology, Vol. 110, No. 5 (March 2005), pp. 1373-1411, The University of Chicago Press

Fons Coomans, Fred Grünfeld, Menno T. Kamminga, 2010, 'Methods of Human Rights Research: A Primer', Human Rights Quarterly, Volume 32, Number 1, February 2010, pp.179-186 (Article): The Johns Hopkins University Press

J. K. Patnaik, 2004, 'Human Rights : the concept and perspectives : a third world view', The Indian Journal of Political Science, Vol. 65, No. 4 (Oct.-Dec., 2004), pp. 499-514, Indian Political Science Association

Jack Donnelly, 1982, 'Human Rights and Human Dignity: An Analytic Critique of Non-Western Conceptions of Human Rights', The American Political Science Review, Vol. 76, No. 2 (Jun., 1982), pp. 303-316: American Political Science Association

**Semester- V**  
**(Any One)**  
**Optional Paper-III-B-IE**  
**Inclusive Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

On completion of this course, student will be able to understand-

- 1.understand the global and national commitments towards the education of children with diverse needs;
  - 2.appreciate the need for promoting inclusive practice and the role and responsibilities of all concerned personnel;
  - 3.develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education;
  - 4.understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools;
- analyze special education, integrated education, mainstream and inclusive education practices;
- 5.identify and utilize existing resources for promoting inclusive practice;
  - 6.developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs;
  - 7.appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned;
  - 8.developing a positive attitude and sense of commitment towards actualizing the right to education of all learners;
  - 9.preparing a conducive teaching learning environment in varied school settings;

10. develop the ability to conduct and supervise action research activities;

11. identifying and utilizing existing support services for promoting inclusive practice seeking parental and community support for utilizing available resources for education in inclusive settings.

### **Unit – I : Special Education (12 hrs.)**

a) Meaning, scope and need of special education. (3 hrs.)

b) Difference between special education, integrated education and inclusive education with their advantages and limitations. (3 hrs.)

c) Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations. (3 hrs.)

d) Current Laws and policy perspectives supporting IE for children with diverse needs. (3 hrs.)

### **Unit – II : Preparation for Inclusive Education (13 hrs.)**

a) Concept and meaning of diverse needs. (2 hrs.)

b) Building inclusive learning friendly classrooms, overcoming barriers for inclusion. (3 hrs.)

c) Creating and sustaining inclusive practices. (2 hrs.)

d) Role of teachers, parents and other community members for supporting inclusion of children with diverse needs. (2 hrs.)

e) Creating conducive environment in inclusive schools : material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community and managerial skills for mobilizing appropriate resources. (4 hrs.)

### **Unit – III : Children with Diverse Needs and Utilization of Resources (13 hrs.)**

a) Definition and characteristics of children : with sensory challenges (Hearing and Visual); physically challenged; intellectual challenges (gifted, talented and children mentally challenged children); developmental disabilities (autism, cerebral palsy, learning disabilities); social and emotional problems; scholastic backwardness; underachievement; slow learners. (4 hrs.)

b) Importance of early detection, functional assessment for development of compensatory skills and intervention programs. (3 hrs.)

c) Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual and

learning disabled. (3 hrs.)

d) Role of technology for meeting diverse needs of learners. (3 hrs.)

#### **Unit – IV : Curriculum Adaptation, Teacher Preparation and Evaluation for Inclusive Education (13 hrs.)**

a) Concept, meaning and need for curriculum adaptations for children with sensory (Hearing and Visual); physically challenged; intellectual challenged (gifted, talented and children mentally challenged children); developmental disabilities (autism, cerebral palsy, learning disabilities); social and emotional problems, scholastic backwardness, underachievement and slow learners; techniques and methods used for adaptation of content, laboratory skills and play material. (5 hrs.)

b) Utilization of records/case profiles for identification, assessment and intervention for inclusive classrooms. (3 hrs.)

c) Skill, competencies, role, responsibilities and professional ethics of an inclusive education teacher and teacher educators. (3 hrs.)

d) Planning and conducting research activities related to special and inclusive education. (2 hrs.)

#### **Unit: 5-Socially Disadvantaged Children in India: Status and Provision (13 hrs)**

a) Meaning of socially disadvantaged children: socially disadvantaged section in India-the scheduled castes, scheduled tribes, educationally backward minorities and slum children. Provision in the constitution of India for social group equity and education of socially disadvantaged sections, NPE (1986), POA (1992), NPE (2016) (2hrs)

b) Relevance of International perspectives Dakar: framework of action (2000), millennium development goals (2000) to Indian Context. (2hrs)

c) Multicultural education (1hr)

d) Bias in textbooks, hidden curriculum (teacher attitude, expectations) (2hrs)

e) Schemes, programmes for education of socially disadvantaged section. (2hrs)

f) Study of teaching-learning practices on education of children belonging to disadvantaged. (2hrs)

g) Case studies on innovative practices on education of children belonging to disadvantaged groups (2hrs)

#### **Transactional Mode:**

Group discussion, lecture-cum-discussion, panel discussion, reading of research journals, school visits, presentation of case studies, Seminar, Assignment, projects, field Visit, Conduct a survey, Observation, visits to Special / Inclusive education

#### **Essential Readings:**

Ainscow, M., Booth, T. (2003). The Index for Inclusion : Developing Learning and Participation in Schools. Bristol : Center for Studies in Inclusive Education.

Ahuja, A., Jangira, N. K. (2002). Effective Teacher Training : Cooperative Learning Based Approach : National Publishing House, 23, Daryaganj, New Delhi.

Jangira, N. K. and Mani, M. N. G. (1990). Integrated Education for Visually Handicapped. Gurgaon, Old Subjimandi, Academic Press.

Jha, M. (2002). Inclusive Education for All : Schools Without Walls. Heinemann Educational Publishers, Multivista global Ltd., Chennai, India.

Sharma, P. L. (1990). Teachers Handbook on IED-Helping Children with Special Needs. NCERT Publication.

Sharma, P. L. (2003). Planning Inclusive Education in Small Schools. R. I. E., Mysore.

## **References**

Ainscow, M., Booth, T. (2003). The Index for Inclusion : Developing Learning and Participation in Schools. Bristol : Center for Studies in Inclusive Education.

Ahuja, A., Jangira, N. K. (2002). Effective Teacher Training : Cooperative Learning Based Approach : National Publishing House, 23, Daryaganj, New Delhi.

Jangira, N. K. and Mani, M. N. G. (1990). Integrated Education for Visually Handicapped. Gurgaon, Old Subjimandi, Academic Press.

Jha, M. (2002). Inclusive Education for All : Schools Without Walls. Heinemann Educational Publishers, Multivista global Ltd., Chennai, India.

Sharma, P. L. (1990). Teachers Handbook on IED-Helping Children with Special Needs. NCERT Publication.

Sharma, P. L. (2003). Planning Inclusive Education in Small Schools. R. I. E., Mysore.

**Semester – V****Practicum****E-1: Final Research Submission (Dissertation)**

<b>Total Credit : 02</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 104</b>	<b>External Theory Marks :</b>
<b>Total Marks:50</b>	<b>Duration of External Examination: weeks</b>

**Semester – V**  
**Practicum**  
**Internship –IV (As per Specialization)**

**E-2: Internship (3Weeks)**

- i)As per specializationwork in schools
- ii)School classroom teaching 8+8 Lessons and other activities

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 100</b>
<b>Total Hours: 108 (3 weeks)</b>	<b>External Theory Marks :</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: weeks</b>

**1) Internship in Schools ( As per Specialization Elementary or Secondary / Senior secondary Institute))**

- i) Classroom Teaching- 16 Lessons ( 08 Lessons per method)
- ii) Observation of Records and Physical Facilities
- iii) Interviews of Headmaster and Experienced Teachers
- iv) Observation of Co-curricular Activities
- vi ) Organization of Co-curricular Activities
- v) Participating in Work Experience / Art Education Activity
- vi) Preparing a diagnostic test, its administration, interpretation of results and  
 Preparing a Remedial Teaching Programme

**Guidelines-**

- i) One Teacher Educator and 08 students for one School**
- ii) 80 marks for 16 lessons( 05 marks per Lesson) and 20 marks for the  
 conduct and record of other activities**

## Semester – V

### Practicum

#### Internship –V (As per Specialization)

#### **E-3: Internship of Specilization ( 3 weeks) (DLED/ B.Ed. College)**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 100</b>
<b>Total Hours: 108 (3 weeks)</b>	<b>External Theory Marks :</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: weeks</b>

#### **I) As per Specialization**

- 1) Observation of one lecture each of any three Teacher Educators
- 2) Conducting one Lecture in D.El.Ed. / B.Ed. College
- 3) Participation in any two Activities conducted in the D.El.Ed. / B.Ed. Colleges
- 4) Guidance, Observation and Feedback for Practice Teaching  
( For Any One student -Teacher)
- 5) Administration, Scoring and interpretation of any one Psychological Test
- 6) Organization of any one activity in D.El.Ed. /B.Ed. College
- 7) Visit to Inservice Training Centre/ SCERT / Text Book Bureau
- 8) Observation of Inservice Teacher Education Programme  
(Three days - Any one /two Programmes )

The student is required to prepare separate reports of all the sub-components of Internship.

#### **II) Compulsory**

Conducting one lecture at the Following Courses/ Institutes with the Use of ICT

i) M.Ed.( Peer Teaching)

ii) Junior College

iii) Senior College ( B.A./B.Com./B.Sc./.....)

**Total Lectures to be Conducted -05, Marks-50 ( 10 per Lecture)**

**Conduct and Record of Other Activities-50 Marks**



### Third Year

<b>Semester –VI</b>								
<b>Paper</b>	<b>Three-Year Integrated B.Ed.- M.Ed. Programme</b>	<b>Hours</b>		<b>Credit</b>	<b>Exam Hours</b>	<b>Marks</b>		
						<b>Internal (sessional)</b>	<b>External (Theory)</b>	<b>Total</b>
	<b>Theory</b>	Inst. Hrs	Learning Hrs					
	<b>Compulsory Papers</b>							
<b>CP-XVIII</b>	Curriculum Studies	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CP-XIX</b>	Contemporary Concern and Issues in Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-IV</b>	<b>Optional (any One)</b>							
<b>OP-IV-A-EUHPE</b>	A.Ethics, Universal human Values and Peace Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>OP-IV-B-HPE</b>	B.Health and Physical Education	<b>64</b>		<b>04</b>	<b>02</b>	<b>50</b>	<b>50</b>	<b>100</b>
	<b>Practicum</b>							
<b>F-1</b>	Yoga Education – II	<b>72</b>		<b>02</b>	<b>--</b>	<b>50</b>	<b>00</b>	<b>50</b>
<b>F-2</b>	Visits to : Centres for Under privileged groups / Special schools / Slum area etc. and report writing	<b>80</b>		<b>01</b>	<b>--</b>	<b>25</b>	<b>00</b>	<b>25</b>
<b>F-3</b>	Employability Skills Workshop	<b>72</b>		<b>00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>F-4</b>	Working with Community - II (Minimum 2 from among the enlisted and maintaining a reflective dairy )	<b>96</b>		<b>01</b>	<b>-</b>	<b>25</b>	<b>0</b>	<b>25</b>
<b>F-5</b>	Final Research Report (Dissertation)	<b>-</b>		<b>04</b>	<b>-</b>	<b>-</b>	<b>100</b>	<b>100</b>
<b>F-6</b>	Viva-Voce and Dissertation	<b>64</b>		<b>02</b>	<b>-</b>	<b>25</b>	<b>25</b>	<b>50</b>
<b>Total</b>		<b>576</b>		<b>22</b>	<b>06</b>	<b>275</b>	<b>275</b>	<b>550</b>

**Semester – VI**  
**CP-XVIII**  
**Curriculum Studies**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

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

1. understand the concept, nature, components and factors affecting on the curriculum.
2. acquaint with the approached and models of curriculum
3. analyze any curriculum with respect to context, issues and factors.
4. evaluate any curriculum.
5. Understand the process of curriculum development.

**Unit : I Curriculum and Curriculum transaction (12 hrs)**

- a) Curriculum - meaning, concept, nature and foundation (2 hrs)
- b) Components of curriculum. (2 hr)
- c) Levels of curriculum-Global, National, State, regional (2 hrs)
- d) Relation among Curriculum, Syllabus, Text-book & Learning Environment. (2 hrs)
- e) Curriculum transaction-Meaning, requirements, Various methods and media, issues related to Curriculum transactions (2 hrs)
- f) Integration of ICT in curriculum transaction (2 hrs)

**Unit : II Curriculum Construction (13 hrs)**

- a) Factors to be Considered in Curriculum - Social, Political, Economic (3hrs)
- b) Social cultural, multicultural contexts and curriculum constriction (3 hrs)
- c) Critical issues in curriculum construction -environment gender, inclusive, value (3 hrs)
- d) Principles of curriculum construction. (2 hrs)
- e) Types of Curriculum.(2 hrs)



### **Unit : III Development of curriculum (13 hrs)**

- a) Setting of goals, Aims and objectives. (3 hrs)
- b) Selection of knowledge and organization of content & Learning Resources (3 hrs)
- c) Approaches of curriculum construction (3hrs)
- d) Models of curriculum development (3hrs)
- e) Curricular engagement (1hr)
- f)

### **Unit : IV Evaluation of Curriculum (13 hrs)**

- a) Summative and formative evaluation of curriculum (3 hr)
- b) Feed back from Learner, Teacher, Administrative for & society. (3 hrs)
- c) Review & Revision of curriculum (3 hrs)
- d) Curriculum mapping (4 hrs)

### **Unit: V- Tools and Techniques of Curriculum evaluation (13 hrs)**

- a) Observation, classroom interaction(with teacher and in peer group, group work) (2 hrs)
- b) Oral: pretesting, diagnostic questions (1 hr)
- c) Interview: consulting users of curriculum (1 hrs)
- d) An Opinionnaire (1 hr)
- e) Maintaining daily by the children as well as teachers (1 hr)
- f) Project work (1 hr)
- g) Peer work (1 hr)
- h) Maintaining portfolio of the work and their presentation (2 hrs)
- i) Stages of programme evaluation: Identification decision makers, Studying purpose and objective of the programme, Deciding indicators of success, Develop data gathering , material, Collect data Solicit feedback, Make revisions, How far goals/objectives and curriculum have been achieved?, is the content appropriate according to need and interests of learners?, Is the content appropriate according to needs and interest of learning?, Assess the experiences related to life of students? (3 hrs)

## Transaction Modes:

Group discussion, lecture-cum-discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar

Analysis of any Higher Education level curriculum with respect to the issues in India.

Preparation of a tool for evaluation of a curriculum at any level of education, collection of feed back from one principal, 5 Teachers, 5 parents and 5 students and report.

Conducting a workshop of curriculum mapping for at least five teachers at elementary/secondary level/teacher educators and report

## Essential Readings

Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.

NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.

NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.

## References

Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

Arora, G.L. (1984): Reflections on Curriculum. NCERT.

Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.

McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.

NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi

## Third Year

## Semester – VI

### CP-XIX - Contemporary Concerns and Issues in Education

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

#### **Unit : I-Education and social diversity**

- a) Race
- b) Religion
- c) Caste
- d) Region
- e) Class
- f) Disability

#### **Unit: II- Education and Linguistic Diversity**

- a) Mother tongue-Dialects/ Medium of instruction
- b) Power dynamics of standard language as school language
- c) Semi - English medium

#### **Unit: III- Education and Women**

- a) Access
- b) Gender bias
- c) Sexual harassment
- d) Social upbringing
- e) Motivation

#### **Unit: IV- Educational Policies**

- a) Right to education
- b) Right to Information
- c) ICT / Cyber crime

d) Inclusive Education

**Unit:- V- Education different abled students**

- a) Access to general education
- b) Facilities to deal with specific disability or challenge
- c) Trained teacher to teach in a inclusive classroom
- d) Prejudices towards special children of teachers and other students.

**Transactional Mode :**

The paper would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

**Essential Readings :**

Bhasin, Kamla. 2000. Understanding Gender New Delhi: Kali for Women.

**References:**

- Ahmad, Karuna. 1985. The Social Context of Women's Education in India, 1921-81, 'in New Frontiers of Education, July-September. New Delhi: 15 (3):1-36.
- Apple, M. W. 1979. Ideology and Curriculum. London: Routledge and Kegan Paul.
- Berger, P. and Luckmann, T. 1966. The Social Construction of Reality, Penguin Books.
- Bhasin, Kamla. 2004. Exploring Masculinity. New Delhi: Women Unlimited.
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- Chanana, Karuna. 1990. Structures and Ideologies: Socialisation and Education of the Girl Child in South Asia', Indian Journal of Social Sciences, vol.3, no.1, pp.53-71.
- Chanana, Karuna. 2001. Hinduism and Female Sexuality: Social Control and Education of Girls in India', in Sociological Bulletin, 50 (1), March, pp37-63.
- Chanana, Karuna. 1996. Gender Inequality in Primary Schooling in India: The Human Rights Perspective', in Journal of Educational Planning and Administration, 10 (4), 4 October, pp. 361-81.
- Culley, M, & C. Portuges (eds.) 1985. Introduction to Gendered Subjects: The Dynamics of Feminist Teaching. Boston: Routledge & Kegan Paul.
- Dube, Leela, 1988. On the Construction of Gender: Socialisation of Girls in patrilineal India'. In Karuna Chanana (ed.), Socialisation, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
- Elson, Diane. 1995. Male bias in macro-economics: the case of structural adjustment', in Diane Elson (ed.) Male Bias in the Development Process, second edition. Manchester: Manchester University Press.
- Folbre, Nancy. 1994. Who Pays For The Kids: Gender And Structures Of Constraint. London and New York: Routledge.
- Ghai, Anita. 2002. Disabled Women: An Excluded Agenda of Indian Feminism. Hypatia, Vol.17. No.3.
- Government of India. 1959. Report of the Secondary Education Commission (1952-53).

- Government of India. 1964. Report of the Committee for Differentiation of Curricula for Boys and Girls (1961). Government of India. 1974.
- Towards Equality: Report of the Committee for the Status of Women in India. New Delhi: Ministry of Women and Child Development.
- Govinda, R. (ed.). 2002. India Education Report: A Profile of Basic Education. New Delhi: Oxford University Press.
- Greene, Gayle and Coppelia Kahn (eds.). 1991. Making a Difference: Feminist Literary Criticism. New York: Routledge.
- Haggerty, S.M. 1995. 'Gender and teacher development: Issues of power and culture', International Journal of Science Education, Vol. 17, No 1.75
- Hamilton, Roberta. 1993. Feminist Theories, Left History, Volume 1.
- Hastings, E. (n.d.) Assumptions, expectations and discrimination: Gender issues for girls with disabilities. Framework for Australian Schools. Equity Section .
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- Johnson-Odin, Cheryl. 1991. 'Common Themes, Different Contexts'. In Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres (eds.), Third World Women and the Politics of Feminism. Bloomington: Indiana University Press, pp. 314-327.
- Jones, G.M. and Wheatley, J. 1988. Factors influencing the entry of women into science and related fields, Science Education, 72 (2) 127-142.
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- Keller, Evelyn, Fox. 1985. Reflections on Gender and Science, Yale University Press, New Haven and London.
- Kumar, Krishna. 1996. Learning from Conflict. New Delhi: Orient Longman.
- 76 DPEP and Primary Education in India, Economic and Political Weekly Feb 17.
- Kumar, Nita. 2000. Lessons from Schools: The History of Education in Banaras, New Delhi: Sage.
- Morin, Karen. 1995. 'The Gender of Geography', Postmodern Culture, Volume 5, No. 2.
- Morris, Jenny. 1998. Feminism, Gender and Disability: Text of Paper presented at a seminar in Sydney, Australia.
- [http://www.leeds.ac.uk/disability\\_studies/archivesuk/morris/gender%20and%20disability.pdf](http://www.leeds.ac.uk/disability_studies/archivesuk/morris/gender%20and%20disability.pdf)
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- Mukhopadhyay Carol C. and S. Seymour (eds.) 1994. Women, Education and Family Structure in India, Boulder: Westview Press.
- National Council for Educational Research and Training. 1975. National Curriculum Framework (NCF). New Delhi: Author.
- National Council for Educational Research and Training. 1999. National Steering Committee on Textbook Evaluation, Recommendation and Report II.
- National Council for Educational Research and Training. 1999. Our Country Today: Problems and Challenges .
- Class VIII Civics textbook. New Delhi: Author.
- National Council for Educational Research and Training. 2000. National Curriculum Framework for School Education, New Delhi: Author.
- Nirantar and Partners for Law and Development. 2003. Issues and Concerns Related to Gender and Education, a Brief Report of the National Consultation held on December 18-20, 2003 in New Delhi. (Unpublished).
- Ramachandran, Vimala. 2004. Gender and Social Equity in Education: Hierarchies of Access . New Delhi: Sage.



- Ramanujam, R. Gender Construction in Informal Curriculum'. Unpublished paper.
- Rao, I. 2004. —Equity To Women With Disability In India A strategy paper prepared for the National Commission for Women, India. Delhi: IDDC International Disability and Development Consortium..
- 171 Ray, Debraj. 2004. 'Aspirations, Poverty and Economic Change.' BREAD Policy Paper No. 002, April. Waylen, Georgina. 1996.
- Gender in Third World Politics. Boulder: Lynne Reiner Publishers.
- Weiner, Gaby. 2004. Learning from Feminism: Education, Pedagogy and Practice , Paper presented at invited seminar, Beyond Access: Pedagogic Strategies for Gender Equality and Quality: Basic Education in Schools, 2 3 February, Nairobi, Kenya.
- NCERT (2005) National Curriculum Framework NCERT.
- NCERT(2006a) Position paper
- National focus group on education with special needs (NCF 2005)
- NCERT(2006b) Position paper
- National focus group on Gender issues on the curriculum (NCF 2005)
- NCERT (2006C) Position paper
- National focus group on problem of scheduled caste and scheduled tribe children (NCF 2005), New Delhi. NCERT
- .

**Semester – VI**  
**Optional Paper (Any One)**

**OP-IV-A- EUHPE - Ethics, Universal human Values and Peace Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

**Objectives:**

On completion of this course students will be able to:

1. Become aware of role of education in building peace as a dynamic social reality
2. Understand and resolve conflicts within ,and mediate others
3. Empower themselves and transcend barriers of identity.
4. Use pedagogical skills and strategies in and out of classroom for promoting peace at school level
5. Act as agency to promote peace in the local community influencing school
6. Comprehend the concept of peace education
7. Recognize the importance of peace education in national development
8. Know the pedagogy and evaluation for peace education

**Unit – I Understanding Ethics and Peace as a dynamic Social Reality (13 hrs)**

- a) Awareness of relevance of peace and approaches to peace education (2hr)
- b) Challenges to peace by increasing stresses ,conflicts ,crimes ,terrorism ,violence and wars resulting in poor quality of life . ( 3hrs)
- c) Peace is a dynamic reality – It involves acknowledge and redressel of the concern of various group and reconciliation of the conflicts, if any .The individuals ,groups and societies have needs and

concerns which are urgent. There is need for and their fulfillment .Negative peace is repression of these ,while fulfillment builds peace within individuals as well as, in the society.

( 3hrs)

- d) Social Ethics: The justification 'Civil Disobedience in a democratic state (2hrs)
- e) Highlights of various philosophies of peace ,of Gandhi ,Krishnamurthy ,Aurobindo, Vivekananda ,Rabindranath Tagore ,Gijubhai Badheka ,The Dalai Lama initiatives at National and International levels. (3hrs)

## **Unit -II Understanding Conflicts ,Underlying personal –Social processes and Mediation and Transformation of conflict (13hrs)**

- a) Nature of conflict –Incompatibility of needs ,aspirations, desires and resulting conflicts at different levels in society ;intrapersonal ,interpersonal ,organizational ,interstate and global (4hrs)
- b) Understanding the role of social condition and processes that sustain conflict ;limited resources ,poverty ,political ,economic ,socio –cultural and ecological conditions ,environment resources viz., water, forests ,energy ,etc. (4hrs)
- c) Developing capabilities for mediation and conflict transformation (5hrs)
  - i. Skills and strategies needed for conflict resolution
  - ii. Listening to the conflicting parties
  - iii. Awareness of own identity ,cultural underpinning and communication skills
  - iv. Awareness of context of the conflict
  - v. Commitment to mediate
  - vi. Looking for alternative strategies and creative solution to overcome /transform conflicts.

## **Unit –III Empowerment of Self Through Critical Self Reflection (12hrs)**

- a) Awareness of influence of social milieu on self ( 5hrs)
  - i) Understand adequate self as a product of positive experiences of caring ,warmth and appreciation in the family ,school ,neighborhood ,etc .which promote healthy discipline ,shunning violence

- ii) Negative experiences generate stress ,anger aggression
- iii) Yoga ,meditation ,anger /stress management ,as practices that restore positive physical health and attitudes
- b) Nurturing capabilities for critical self-reflection; transcending past negative experiences ,and developing skills of communication : listening to others ,sharing feelings ,descriptive non-judgmental feedback ,empathising ,trusting  
(4hrs)
- c) Increasing awareness of role of self in (4hrs)
  - i. discipline ,self management
  - ii. reducing prejudices ,biases and stereotypes and building multicultural orientation ;
  - iii. nurturing ethical behavior ,positivity ,non-violence ,love and caring, compassion;  
and
  - iv. habitual self reflection by using daily journal on experiences.

#### **Unit -IV Orientation Education for Peace Building (13hrs)**

- a) Challenging the traditional models of learning to constructivist approaches in teaching  
(2hrs)
- b) Rethinking authority relations from democratic perspective :Promoting dialoging and developing capabilities for decision –making (2hrs)
- c) Understanding social justice in local context –its implications for beliefs ,attitude, and values and school /social practices and conflict at school level. (3hrs)
- d) Awareness of pedagogical skills and strategies for removing tensions, examination fear ,stress ,corporal punishment ,violence and conflicts at school level. (3hrs)
- e) Compassion ,love and caring ,mindfulness in all transaction of avoid hurt ,humiliation ,degrading over academic ,personal ,social and culture matters .On –evaluative orientation empathetic founding academic and disciplines problems .  
(3hrs)

#### **Unit – V Evaluation of The Peace –Building Processes (12hrs)**

- a) Becoming peace teacher –acquisition of relevant knowledge ,attitude ,values and skills  
(3hrs)
- b) Understanding importance of skills and strategies of assessment of the peace –building  
process in terms of attitude ,values ,skills and strategies at school level-motivation and  
sustenance of efforts ,sharing experiences towards peace building ,reviewing strategies .  
(4hrs)
- c) Making assessment visible through objective indicators ,planning and recording change in  
cultural ethos and individuals .Understanding motivation sharing progress, influence of  
assessment. (3hrs)
- d) Developing commitment and willingness for receiving feedback, and review of strategies.  
(3hrs)

### **Transactional Modes:**

The paper would be transacted through participatory approach including group  
discussion; self study, seminar/presentations by students etc.

### **Essential Readings:**

UNESCO. Learning the Way of Peace : Teacher's Guide.

UNICEF. The State of the World's Children (reports of the last five years).

### **References:**

- Bhatt, S.R(1986). Knowledge, Value and Education: An Axiomatic Analysis,  
Delhi: Gian Pub.,.Kar, N.N.(1996).
- Value Education: A Philosophical Study. Ambala: Associated Pub. . Khan, Wahiduddin. (2010)  
Family Life, Goodword Books, New Delhi,.
- Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends,  
Education in India, New Delhi: Light & Life Pub.,
- Mascarenhas, M. & Justa, H.R.,( 1989)., Value Education in Schools and Other  
Essays, Delhi Konark,.
- R., King, (1969) Values & Involvement in Grammar School, London: Routledge,.
- S. Abid Hussain; The Indian Culture
- Sharma, S. R, (1999)., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Pub.,.
- Singh, Samporn(1979) Human Values, Jodhpur: Faith Pub.,.

### Source book of Human Rights - NCERT

- Adans, D. (Ed). (1997). Unesco and a Culture of peace, promoting a global movement.
- Aggarwal, J.C. (2005) Education for values, environment and human rights. New Delhi :Shipra Publication.
- Chadha, S.C. (2008) Education value & value education . Meerut: R. Lall Books Depot.
- Chand, J. (2007) . Value education. Delhi : Anshah Publishing House.
- Civilization. London: SAGE Publications, 1996.
- Diwaar, R.R., & Agarwal, M. (Ed) . (1984). Peace education. New Delhi: Gandhi peace foundation.
- Education for Human Values(2003), sathya sai instructional centre for Human Values: New Delhi.
- Jagannath, M. (2005). Teaching of moral values development. New Delhi:Deep and Deep Publication.
- Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
- Khan, Wahiduddin(2003). Ideology of Peace, Goodword, New Delhi.
- Kumar, M. (Ed). (1994). Non-violence, Contemporary Issues and Challenges. New Delhi: Gandhi Peace foundation.
- Morrison, M.L. (2003) Peace Education. Australia: McFarland.
- Passi, B.K., & Singh, P. (1999). Value education. Agra: Psychological Corporation.
- Ruhela, S.P. (1986) . Human Values and Education. New Delhi : Sterling publishing.
- Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
- Singh, Y.K. (2009) Value Education. New Delhi: APH Publishing Corporation.
- Singh, Y.K. , & Natha, R. (2008) Value Education. New Delhi : A.P.H. Publishing Corporation.
- Subramanian, K. (1990) . Value Education. Madurai: Ravana Publication.
- Venkataiah, (2009). Value Education. New Delhi: APH Publishing Corporation.

### Web Resources :

- <https://arthurdobrin.files.wordpress.com/2008/08/ethics-foreveryone.pdf>
- <http://choicesvideo.net/guidebooks/aboutgoldenruleguidebook.pdf> <http://www.un.org/en/documents/udhr/>
- Arnold Toynbee.s Challenge-Response: <http://www.greenbookee.com/arnold-toynbeechallenge-and-response/>
- <https://yippiie.files.wordpress.com/2011/04/wings-of-fire-byabdul-kalam-printers1.pdf>
- <http://unesdoc.unesco.org/images/0012/001279/127914e.pdf>
- Teaching Ethics, UNESCO:
- [http://portal.unesco.org/shs/en/files/8735/11289332261TeachingEthics\\_CopenhagenReport.pdf](http://portal.unesco.org/shs/en/files/8735/11289332261TeachingEthics_CopenhagenReport.pdf)
- [www.cpsglobal.org](http://www.cpsglobal.org)
- <http://www.learndev.org/dl/WarPeaceMinds.PDF>
- [http://www3.unesco.org/iycp/kits/uk\\_concept.pdf](http://www3.unesco.org/iycp/kits/uk_concept.pdf)
- [http://www.pathwaystopeace.org/documents/idp\\_essaycontest.pdf](http://www.pathwaystopeace.org/documents/idp_essaycontest.pdf)
- [http://www.imd.org/research/publications/upload/PFM149\\_LR\\_Kohlrieser.pdf](http://www.imd.org/research/publications/upload/PFM149_LR_Kohlrieser.pdf)
- [http://portal.unesco.org/education/en/file\\_download.php/fa99ea234f4accb0ad43040e1d60809cmuller\\_en.pdf](http://portal.unesco.org/education/en/file_download.php/fa99ea234f4accb0ad43040e1d60809cmuller_en.pdf)

[http://www.learningpeace.com/pages/LSP\\_PSchool.htm](http://www.learningpeace.com/pages/LSP_PSchool.htm)  
[www.cpsglobal.org](http://www.cpsglobal.org).

## **Semester – VI**

### **Optional Paper (Any One)**

#### **IV-B-HPE- Health and Physical Education**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 64</b>	<b>External Theory Marks : 50</b>
<b>Total Marks:100</b>	<b>Duration of External Examination: 02 hrs</b>

#### **Objectives :-**

**After completion of the course the student teachers will be able to –**

1. help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health;
2. develop positive attitude towards health as individual and be collectively responsible to achieve it;
3. equip them to know their health status, identify health problems and be informed for taking remedial measures;
4. make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;

5. encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;
6. sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
7. create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life;
8. help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse;

### **UNIT : 1 CONCEPT, NEED , IMPORTANCE AND UNDERSTANDING OF THE BODY SYSTEM**

**( 20 Marks , 13 hours)**

- a. Concept of health, importance, dimensions and determinants of health 3 hours
- b. Health needs of children and adolescents, including differently-abled children 3 hours
- c. Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunization and first aid 4 hours
- d. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, 3 hours

### **Unit : 2 SAFETY, SECURITY AND PHYSICAL FITNESS ( 20 Marks , 13 hours)**

- a. Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment 3 hours
- b. Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities 3 hours
- c. Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health 4 hours
- d. Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood 3 hours

### **UNIT 3 HUMAN BODY AND MANAGEMENT OF STRESS AND STRAIN**

**( 20 Marks , 12 hours)**

- a. Human body; Growth and development of children at different ages, their needs and interests, psycho-social development; Physical, emotional and mental changes during adolescence; 3 hours
- b. Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; 3 hours
- c. Myths and misconceptions regarding growing-up; 3 hours
- d. Management of stress and strain and life skills 3 hours

### **UNIT: 4 DISEASES , HYGINE AND POLLUTION**

**( 20 Marks , 16 hours)**

- a. Communicable and non-communicable diseases; 3 hours
- b. Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights. 3 hours



- c. Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning; Food and water; Safety and laws. 5 hours
- d. Pollution—types, causes, influence of various types of pollution on human health and prevention; Proper sewerage disposal; Construction of compost and soak pit; Anti-mosquito and anti-rodent measures; Water conservation, seed banking, water management and re-cycling. 5 hours

## UNIT : 5 SKILLS OF GAMES AND SPORTS

( 20 Marks , 10 hours)

- a. Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship 2 hours
- b. Games and Sports—athletics, games, rhythmic activities and gymnastics 2 hours
- c. Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports 3 hours
- d. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages. 3 hours

### Modes of Transaction

- Interactive discussions, group-work, sharing of experiences, organizing various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
- Organising school health check-ups, referral, practical classes of firstaid.
- Projects and assignments for individual learners as well as for group work and their record of activities.
- Guiding them in the organisation of games and sports and demonstration of yogic activities.

### Essential Reading:

Agrawal, K.C. (2001). Environmental Biology, Bikaner: Nidhi Publishers Ltd., <sup>TM</sup> Frank, H.& Walter, H., (1976). Turners school health education, Saint Louis; The C.V. Mosby Company. <sup>TM</sup>  
 Nemir, A. (n.d.). The school health education. New York; Harber and Brothers. <sup>TM</sup>  
 Odum, E.P. (1971). Fundamental of Ecology U.S.A. W.B. Saunders Co.

Bessesen, D. H. (2008). Update on obesity. J ClinEndocrinolMetab.93(6), 2027-2034. Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. Obesity (Silver Spring). 15(12), 3091-3096. Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. Am J ObstetGynecol, 197(3), 223-228. DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. N Engl J Med, 356(21), 2176-2183. Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. JAMA. 299(3), 316-323.

### References:

Ashton, D. (1968). Administration of physical education for women. New York: The Ronald Press Co.  
 Bucher, C.A. Administration of physical education and athletic programme. 7th Edition, St. Louis: The C.V. Mosby Co. Daughtrey, G. & Woods, J.B. (1976). Physical education and intramural programmes, organisation and administration. Philadelphia U.S.A. : W.B. Saunders Co. Earl, F. Z., & Gary, W. B. (1963). Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.

**Semester-VI**  
**Practicum**  
**F-1 : Yoga Education – II**

<b>Total Credit : 02</b>	<b>Internal Theory Marks: 50</b>
<b>Total Hours: 72</b>	<b>External Theory Marks :</b>
<b>Total Marks:50</b>	<b>Duration :</b>

## Objectives:

On completion of this course students will be able to:

- 1) relate why Yoga education is significant in one's life;
- 2) define Yoga according to Patañjali;
- 3) identify some of the misconceptions about Yoga;
- 4) trace the development of Yoga through the ages;
- 5) Yogic principles of healthy living or life style prescription
- 6) practise Yogic techniques to maintain and have a sweet and clear voice, which is indicative of a tranquil personality.

### a) Introduction to yoga

( 10 hrs)

1. Two misconceptions about Yoga.
2. The goal of Yoga, according to Patañjali
3. Propagators of Yoga in the modern times
4. Eight limbs of Aṣṭāṅga Yoga
5. Names of 5 niyamas and the 5 yamas in proper order
6. Classification of Āsanas
7. Types of Prāṇāyāma
8. 4 major laws of Karma Yoga

**Refer:** [http://ncte-india.org/ncte\\_new/pdf/Yoga%20Education%20-%20D.El.Ed%20-%20English.pdf](http://ncte-india.org/ncte_new/pdf/Yoga%20Education%20-%20D.El.Ed%20-%20English.pdf)

**\*Record of all above activities to be prepared and submitted**

### b) Sit in a meditative posture and meditate for 30 minutes to one hour.

( 15hrs)

Record your experiences briefly.

### c) Concept of health according to WHO (World Health Organisation)

(2hrs)

### d) Write five attributes of Sattva-guṇa.

(2hrs)

### e) Different categories of food according to Yoga

(2hrs)

### f) Yoga techniques for eye sight improvement

(20hrs)

#### i) Trāṭakas

Preparatory eye exercises for Trāṭaka

Try the following movements of the eyes without moving the neck:

- 1) Move your eyes upward.
- 2) Move your eyes downwards towards the nose
- 3) Move your eyes towards right side
- 4) Move your eyes towards left side

5) Now try rotating your eyes right, up, left down and right All these movements are possible because of these six eye muscles.

The eye exercises which we will be learning will help us to strengthen these eye muscles and improving the eye sight.

### **ii)Jyoti trāṭaka (in four stages)**

Step I: Effortless Gazing or Focusing at low flame

Step II: Intensive focussing at the tip of the wick of the flame

Step III: De-focussing

Step IV: Silence

### **iii)Special practices Reading**

- Reading in relaxation: 15 minutes to 30 minutes
- Special reading: 5 minutes
- Small print reading: 5 minutes

### **g) Certain Yogic practices for voice-culture**

**(15hrs)**

- Tongue Massaging
- Tongue In and Out
- Tongue Rotation
- Lip stretch
- Laughter
- Mouth twisting
- Tongue twisting
- Head rolling

**\* Perform activity (f) and (g) in school and submit its record in the form of feedback**

### **h) Visit one or more schools; ask the Physical Training Instructor about the (6hrs)**

concept of physical stamina and fitness. Compare and contrast their concept with the Yogic concept and its relevance to the present day scenario.

**N.B :All the personal and group activities will be conducted during Internship period**

## **Semester-VI Practicum**

## **F-2 : Visits to : Centres for Under privileged groups / Special schools / Slum area etc. and report writing**

<b>Total Credit : 01</b>	<b>Internal Theory Marks: 25</b>
<b>Total Hours: 80</b>	<b>External Theory Marks :</b>
<b>Total Marks:25</b>	<b>Duration :</b>

### **Visits to : Centers for Under privileged groups / Special schools / Slum area etc. and report writing**

Visit to centre for Under privileged groups / Special schools / Slum area etc. as an essential part of the B. Ed M.Ed.(Integrated) programme as it will provide opportunities to the student teachers to gain field experiences by engaging with students, teachers, parents, schools and community at large.

**Orientation:** The Orientation Programme is aimed at providing appropriate direction to privileged groups / Special schools / Slum area etc. learning. It involves familiarizing students with the problems of society, especially marginalized and weaker sections. They are made aware of the existing resource base available for their development and ways of mobilizing them and motivating them to initiate work in the privileged groups / Special schools / Slum area etc. The knowledge and skill base of the students is supplemented by supportive field instructions given by academicians and field practitioners throughout the year. The contents of the Orientation Programme are:

1. Introduction to privileged groups / Special schools / Slum area etc.
2. Fieldwork in privileged groups / Special schools / Slum area etc.
  - a. Rules and Regulation
  - b. Supervision
  - c. Recording
  - d. Evaluation
3. Methods of working in privileged groups / Special schools / Slum area etc.
  - a. privileged groups / Special schools / Slum area etc. Work
  - b. privileged groups / Special schools / Slum area etc. Organisation
  - c. Research in privileged groups / Special schools / Slum area etc.
  - d. privileged groups / Special schools / Slum area etc. administration
4. privileged groups / Special schools / Slum area etc. Projects
5. Interactive Sessions for the purpose of
  - a. Introduction to the faculty
  - b. Getting to know each other
  - c. Adapting to the new environment

#### **Practicum Activities**

- Conferencing with Mentor Teacher – Meeting with the mentor teacher for discussion and planning directly related to the classroom or field placement experience
- Classroom Observation – Observing the mentor teacher, other teachers, related service personnel, and/or paraprofessionals working directly with student(s)
- Assisting Students – Under the direction of the mentor teacher or other personnel, providing some form of assistance to student(s) in skills/tasks/activities related to academic, communication, social, behavior, or daily living areas

- Instructing Student(s) – Conducting and managing any component of an individual, group, or whole class instructional lesson/activity
- Supervising Student(s) – Watching/observing student(s) as they participate in an individual or group activity/routine to ensure safety or adherence to rules and procedures (e.g., free-time computer use, recess, hall monitoring, bus duty)
- Clerical Functions – Completing routine clerical tasks such as duplicating materials, grading homework, taking attendance, or data entry
- Course Work – Conducting activities directly related to course assignments, such as administering an assessment, conducting a structured interview, or implementing an instructional program that you wrote
- Other – Any activity that is not described in the above categories

After completion of the field visit programme, student teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the department.

**Internal Assessment (Total Marks - 25)**

S.No.	NORMS	MARKS
1.	Attendance ( Including Regularity and Punctuality)	5
2.	Preparation of report .	5
3.	Content of the record	5
4.	Presentation / sharing of the report	10
	<b>TOTAL</b>	<b>25</b>

## Semester-VI

### Practicum

#### F-3 : Employability Skills Workshop

<b>Total Credit : 00</b>	<b>Internal Theory Marks: -</b>
<b>Total Hours: 72</b>	<b>External Theory Marks : -</b>
<b>Total Marks:-</b>	<b>Duration :</b>

**Employability Skills** are the transferable **skills** needed by an individual to make them '**employable**'. Along with good technical understanding and subject knowledge.

The Employability Skills Workshop sets out to help student teacher educator build their knowledge and competence around job search methods, where to look for jobs and resources available.

The Workshop will be need based and as per the duration allocated in the curriculum and will be conducted as per the availability of resources person tailored to the individual needs, focusing on what most suits the needs of the clients. The core component will be,

**Application filling** – paper based and online form filling guidance.

**CV Building** – tailoring the best CV for the client.

**Interview Skills** – how to contacting employers, the best interview techniques and personal presentation.

Along with the above components following skills will be emphasized in the workshop / sessions.

#### **Communication and interpersonal skills**

The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information / instructions.

#### **Problem solving skills**

The ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task.

#### **Using your initiative and being self-motivated**

Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.

**Working under pressure and to deadlines**

Handling stress that comes with deadlines and ensuring that you meet them.

**Organisational skills**

Being organised and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.

**Team working**

Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.

**Ability to learn and adapt**

To be enthusiastic about your work, and to identify ways to learn from your mistakes for the benefit of both you and your employer.

**Numeracy**

The ability to use data and mathematics to support evidence or demonstrate a point.

**Valuing diversity and difference**

Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individual

**Negotiation skills**

To take on board other people's feelings and express your own requirements in an unemotional clear fashion to achieve a win-win outcome.



## Semester-VI

### Practicum

#### F-4 : Working with Community – II

(Minimum 2 from among the enlisted and maintaining a reflective dairy )

Total Credit : 01	Internal Theory Marks: 25
Total Hours: 96	External Theory Marks : 00
Total Marks:25	Duration of External Examination:

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- 3)  $\text{ÄÖ´ÖÖ•ÖÖ} \mu \text{Ö ÄÖÖ´ÖÖ} \times \bullet \text{ÖÚ } \frac{3}{4}\text{Ö } \frac{3}{4}\text{ÖÎÖÖÜÆÿÖÚ ÄÖ´ÖÄµÖÖ}$   
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- 4)  $\text{ÄÖ´Ö•ÖÖ} \mu \text{Ö} \times \frac{3}{4}\text{Ö} \times \frac{3}{4}\text{Ö} - \text{Ö} \text{ÄÖ´ÖÄµÖÖÓ}\frac{3}{4}\text{Ö, Ü}$   
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- 8)  $\tilde{A}\tilde{O}\tilde{O}\tilde{A}\tilde{E}\tilde{O}\tilde{O} \text{ } ^3\tilde{O}\tilde{E}^{\text{TM}}\tilde{U}\tilde{R} \times ^3_4\tilde{O} \times \text{ } \text{ } \tilde{O} \tilde{A}^{\text{TM}}\tilde{U} \tilde{A}\tilde{O}\tilde{O}\tilde{A}\tilde{E}\tilde{O}\tilde{O}, \times -\tilde{O} \text{ } \text{ } \ddot{U} \times -\tilde{O} \text{ } \text{ } \ddot{U}\tilde{O}\tilde{O}\mu\tilde{O}\tilde{O}$   
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 $\tilde{A}\tilde{O} \tilde{A}\tilde{E}\tilde{U}^3\tilde{O}\tilde{O} \tilde{O}, \text{ } \tilde{O}\tilde{I} \tilde{A}\tilde{U}\tilde{Z}\tilde{O}\tilde{O}-\tilde{O}, \text{ } \text{ } \tilde{O} \tilde{A} \text{ } \ddot{O}\tilde{O}\tilde{O}\tilde{Y}\tilde{O}\tilde{R}\tilde{O}\tilde{E}\tilde{O}\tilde{E} -$   
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- 12) SC, ST, MINORITIES ²ÖÖ»ÖÚÖÓ“µÖÖ ¾Ö ÛÄ;ÖµÖÖÖ“µÖÖ  
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 ÄÖÖ¾ÖÊµÜ- ÖÖ½ÖßÖÖÖ.
- 13) †Ö-ÖµÖÖ ^ÿ-Ö®ÖÖ-ÖÄÄÖÖ, Ü Ö“ÖÖ Ú, ÜµÖÖ“Öß•ÖÖÖß¾Ö  
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 ¾ÖÖÖÖ´Ö-µÖÊ (^““Ö, ´Ö-µÖ´Ö, †»-Ö).
- 14) ×½ÖÖÖ ¾Ö ´ÖÄ»ÖÖÖ´Ö-µÖÊ †Ö-ÖÖß¾Ö¾Ö¾ÖÄÖÖÖ-Ö ^-ÖîÚ´Ö
- 15) µÖÖÊÖÖ¾Ö, Ü ÖÖµÖÖ½ÖÖÖÖÖ (†ÖÄÖ-ÖÊ, -ÖÖÖÖÖÖ´Ö ¾Ö  
 †Ö, ÜÖ-Ö-ÖÖ)
- 16) 10 ¾Öß×¾Ö²ÖÖµÖÖÖ“µÖÖ ¾Ö ÿµÖÖÖ“µÖÖ -ÖÖ»ÖÚÖÖ“µÖÖ  
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- 17) ÖÖ•ÖÖß¾ÖÖÖÖ“Öß(TUITIONS) ¾ÖÖÖÜ:, ÄÖ¾ÖÖ Ö Ö ¾Ö  
 ^-ÖÖµÖ
- 18) -ÖÖÊ-Ö-Ü-Ö¼ÜßÖ×, ÜÄÖ, ÜÖÖÖßÖ ÄÖÖ ´ÖÖ×•ÖÚ ¾Ö ½ÖÖÖ×ÖÖÚ  
 ÜÄÖÖÖÖÖÖ †³µÖÖÄÖ.
- 19) -ÖÖÄÜÄÖÖ, ÜÖÊÖµÖÖÖÖßÖ ×¾Ö²ÖÖÖÄ, -ÖÖ»ÖÜ,  
 ³ÖÄ×´ÖÖÖ²ÖÖ²ÖÖ“ÖÊ ^-ÖîÚ´Ö.
- 20) ÄÖ´ÖÖ•ÖÖÖÖßÖ ¾ÖµÖÄÖ- ÖÖ-Öß-ÖÖÖÖ (×¾Ö²ÖÖÖÄ, -ÖÖ»ÖÜ,  
 ×½Ö ÖÜ) ÄÖ¾ÖÖ Ö Ö ¾Ö ^-ÖÖµÖ.
- ¾Ö, ÜßÖ ^-ÖÖÚ´Ö ´ÖÖÖÖÖµÖÖÖ-ÖÖÄÖÖÖß ÄÖÄ“Ö¾ÖµÖÖÖÖ  
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2. ]pk`maacal kaya-vaahl 15 gauNa

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## Semester-VI

### Practicum

### F-5 Final Research Report (Dissertation)

<b>Total Credit : 04</b>	<b>Internal Theory Marks: -</b>
<b>Total Hours: -</b>	<b>External Theory Marks : 100</b>
<b>Total Marks:100</b>	<b>Duration of External Examination:</b>

#### Research Report Writing (Dissertation)

#### Printed bound dissertation (Black and Gold embossed)

-Cover Page

-Title page

-Preliminary Sheets

-Declaration

- Certificate from Guide

-Acknowledgement

-Contents

-List of Tables

-List of Figures/ Graphs

- **Chapter – I Introduction**

-Brief Introduction of the topic in general related to the variables in the topic leading to need to study the problem.

- Statement of the problem

-Definition of the terms/phrases used in the title.

-Objectives

-Assumptions

-Hypotheses

-Delimitations

-Limitations

-Significance of the Study

-Scope of the Study

-Chapterization

(Conclude linking the chapter first to the next chapter II)

- **Chapter –II Review of Related Literatures and researches**

-Brief introduction for the need of review of literature and researches in the thesis.

-Chart of Organization review of related literature and researchers in this chapter stating number of researches dealing with different variables.

- Indian researches and Researches done Abroad

- Review of related literature

- Review of related Researches

- Give the trend report of the conclusion of the reviewed researches

-Justify the gap in the research and need for this research

-Conclude by linking this chapter with the next chapter.

- **Chapter-III Plan and procedure**

- Brief introduction of the plan and procedure in educational research and its place in the research work
- Type of research
- Methodology of research
- Sampling design
- Sample size
- Tools used for data collection
- Procedure of data collection
- Methods and techniques of Analysis of data
- Conclude linking this chapter with due next
- **Chapter-IV Analysis , Interpretation of data and results**
  - Introduction
  - Organisation of the chapter in brief
  - Presentation of analysed data in tabular and graphical form, objective wise and hypotheses wise
  - Draw results from interpretation-Tablewise
  - Conclude linking this chapter with due next
- **Chapter-V Summary and conclusions**
  - Introduction
  - Statement of the problem
  - Definition of the terms/phrases used in the title.
  - Objectives
  - Assumptions
  - Hypotheses
  - Delimitations
  - Limitations
  - Significance of the Study
  - Scope of the Study
  - Brief review of studies related to the results of this study
  - Plan and Procedure
  - Methods
  - Sampling design , Sample
  - Tools
  - Method of Analysis
  - Objective wise conclusion Drawn from the results of the study
  - Recommendations/ Implications of the Findings
  - Suggestions for Further Research
- **References (APA Style)**
- **Appendices**
- **A- Certificate for the Department / College to collect data**
- **B-Certificate from Institutions where data is collected**
- **C-Supporting evidences**

**Semester-VI**  
**Practicum**  
**F-6 Viva- Voce and Dissertation**

<b>Total Credit : 04</b>	<b>Internal Theory Marks: -25</b>
<b>Total Hours: -64</b>	<b>External Theory Marks : 25</b>
<b>Total Marks:50</b>	<b>Duration of External Examination:</b>